

# *Teaching Portfolio*

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## Curriculum Vitae

### Stephanie M. Hansard

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#### EDUCATION

2017 Ph.D. Georgia State University, Sociology (Anticipated defense in Feb. 2017)  
2014 M.A. Georgia State University, Sociology  
2009 B.A. Agnes Scott College, Sociology and Anthropology

#### PROFESSIONAL EXPERIENCE

2017-present Visiting Instructor of Sociology, Birmingham Southern College  
2012-2017 Graduate Research Assistant, Georgia State University  
2013-2017 Graduate Student Instructor, Georgia State University  
2009-2011 Federal Grant Researcher, Good Samaritan Health Center of Cobb  
2008-2009 Hubert Research Scholar on Refugee Health, Agnes Scott College

#### RESEARCH INTERESTS

- Medical sociology
- Stress and mental health
- Health disparities
- Life course sociology

#### TEACHING INTERESTS

- Social statistics
- Research methods
- Sociology of health and illness
- Sociology of race and ethnicity
- Social stratification and poverty

#### TEACHING EXPERIENCE

- Social Statistics - Spring 2015, Fall 2015, Fall 2016
- Families and Society - Spring 2014, Summer 2014, Fall 2014, Fall 2015
- Introductory Sociology - Summer 2013, Fall 2013

## PUBLICATIONS

Gayman, Mathew D., Andrew M. Cislo, and **Stephanie Hansard**. 2014. "Time-Clustered Deaths and Well-Being among Young Adults." *Stress and Health*. Online First (DOI: 10.1002/smi.2569)

## MANUSCRIPTS IN PROGRESS

**Hansard, Stephanie M.** "To Give and to Receive: An Actor-Partner Interdependence Analysis of Social Support in Intimate Partner Dyads."

**Hansard, Stephanie M.**, and Mathew Gayman. "Religious Involvement and Personal Belief: Effects on the Stress-Health Relationship."

**Hansard, Stephanie M.** and Ben Kail. "What about the Parents?: Marital Status Transition, Parental Status, and Depression."

## SPECIAL TRAINING

June 2016 Data Analysis Training Institute of Connecticut Dyadic Analysis Workshop

## AWARDS AND FELLOWSHIPS

2011-2013 Center of Excellence on Health Disparities Fellow, GSU  
2012-2017 Graduate Research Assistantship, Department of Sociology, GSU  
2015-2017 Teaching Associate, Department of Sociology, GSU

## GRANTS AWARDED

2011 Kacie McDonnell (PI) and **Stephanie Hansard** (Co-I). Department of Health and Human Resources Federally Qualified Health Center New Access Point Designation Grant. October 2013, \$860,000.

2009-2010 Kacie McDonnell (PI) and **Stephanie Hansard** (Co-I). Department of Health and Human Resources. Health Professional Shortage Area Designation. February 2010. (Designation, non-monetary)

## SELECTED REFEREED CONFERENCE PRESENTATIONS

2015 What about the Parents?: Marital Status Transition, Parental Status, and Depression.  
*Society for the Study of Social Problems*

- 2015 Religion and Depression: Investigating the Nature of the Relationship  
*Society for the Study of Social Problems*
- 2012 Time-Clustered Deaths and Health among Young Adults  
*National Institutes of Health Summit for the Science of Eliminating Health Disparities. (Poster Session)*
- 2009 A Sociological Analysis of the Lives of a Group of Refugee Children Living in the Urban South. *South Eastern Undergraduate Sociological Symposium*
- 2008 The South Has Been Labeled, And It Stuck!: Effects of Regional Stereotypes On White Southern College Students. *Mid-South Sociological Association.*

**PAST AND CURRENT PROFESSIONAL MEMBERSHIPS**

- American Sociological Association (ASA)
- Society for the Study of Social Problems (SSSP)
- American Public Health Association (APHA)
- Southern Sociological Society (SSS)

Make Yourself (Un)comfortable!: A Teaching Philosophy by Stephanie Hansard

The sociological imagination asks us to connect the personal with the social and to make the familiar strange. This process is at once comforting and discomfoting. To recognize oneself in broader social patterns often brings clarity and validation. At the same time, questioning and critiquing the institutions and narratives which one has previously taken for granted can feel unbalancing, confusing, and even painful. In teaching sociology, I attempt to make my students both comfortable and uncomfortable. Through my lectures, my assignments, and my evaluations, I work to make students comfortable with sociological concepts, while at the same time challenging their perceptions of the social world around them. By the conclusion of each course, I want my students to feel hopeful and awake to possibilities. I want them to be able to question and challenge the realities around them and to imagine other alternatives.

My first goal in the classroom is to make my students feel comfortable. I want to make my students feel comfortable in two ways: First, I want them to feel comfortable in the sense of feeling welcome, included, and respected in the classroom. I want them to experience the sociology classroom as a place where it is safe to ask challenging questions and to draw connections between sociological concepts and their lives. In order to do this, I establish policies in my syllabus outlining appropriate and respectful behavior. From the first day, I set a tone of respect and consideration for students' ideas, experiences, and challenges. I make space in discussion for disagreement, critique, and diverse viewpoints. I also put effort into providing a wide variety of scholarship from scholars with diverse backgrounds in my lectures and reading assignments. For example, when discussing gender in both Introductory Sociology and Families and Society, I introduce the concept of masculinities scholarship within sociology. I have found that this approach to teaching gender prevents defensiveness and apathy from men in the

classroom while also giving women a break from being the object of inquiry. Since masculinities is a novel approach to gender for most of my students, the discussions generated by this lecture are always exciting. Having laid this foundation, I can then incorporate Michael Kaufman's "The Social Construction of Masculinity and the Triad of Men's Violence" into the section of the course dealing with family violence. This strategy ultimately supports my goal of enabling students to imagine alternative realities. We conclude the section on family violence with a discussion of men's roles in undoing family violence and each of possibilities for undoing the various inequalities which often underly family violence.

Second, I want to make students feel comfortable with the concepts and tools sociologists use in analyzing the social world. In each section of each course, I introduce sociological research related to the topic of discussion. Sometimes I assign students to read a journal article or chapter. Other times I present an overview of the study in my lecture. I then invite students to look critically at the research. I ask them to relate the research findings to conventional wisdom ("Is this different from what you expected?"). I also ask them to challenge the methods and the assertions of the research ("Do you agree with these conclusions?" "How do they know?"). I also lead my students to think theoretically. Lectures, discussions, activities, and quizzes reinforce understanding and application of sociological theories. I want students to feel comfortable speaking with authority about theories and their application. Quiz questions in which students are required to apply, compare, and critique sociological theories and methods provide more concrete evidence of their mastery of these concepts. I also see evidence of students' mastery over concepts during class discussion. During the first few discussions of each semester, students typically address their questions and critiques to me. However, within a few weeks, students begin responding to one another - answering other students' questions and critiquing other

students' arguments. When teaching statistics in the spring of 2015, I was especially concerned about my ability to give students a sense of mastery over the course material. However, when students were able to complete homework assignments which required them to independently choose variables from the General Social Survey and write syntax to conduct hypotheses tests, I knew I had succeeded at giving them the tools they needed to apply course concepts outside the classroom.

While I want my students to feel comfortable with their mastery of sociological concepts, theory, and methods, I also want to make them uncomfortable with some of the realities of the social world around them. In order to achieve this goal, I use macro-level data to impress upon them the reality and scope of inequality. Most students, for example, are shocked to learn how commonplace hunger and food insecurity are in the United States. I also use micro-level examples which connect these large-scale phenomena to lived experience. For example, a BBC documentary which interviews working-poor families living with hunger relates the data to lived experience. I also encourage students to provide examples from their own experiences and relate them back to the larger concepts we are discussing.

Another way in which I make my students uncomfortable is by requiring them to take the position of the "other." The most successful assignment in achieving this goal is my course paper for Families and Society. In this assignment, each student is randomly assigned a profile of another person (examples include "A female Presbyterian priest whose first assignment is in central Kansas" and "A male African American professor who has tenure at Harvard."). In writing their papers, students are asked to imagine that within the next five years, they will fall in love with the person described in the profile and form a family with this person. They are then asked to use course concepts to analyze the private and public advantages and disadvantages

their new family would face. This puts most students in the position of imagining the life of a family very different from their own. Each semester, some students object to being assigned a same-sex partner. This gives me an opportunity to discuss the importance of perspective-taking and imagining realities other than one's own. Almost all students write in the reflection portion of their papers that they learned a lot from thinking about a family in a social position other than their own. This assignment, which serves as the final course paper, requires students to apply course concepts and incorporate research in discussing both their own family of origin and their hypothetical family of orientation. Students' responses to this assignment consistently impress me by providing insightful and realistic discussions of how social structures and social forces shape family life.

By the end of each course, I hope my students feel comfortable with sociological theories and concepts. I hope they also feel some level of discomfort with the inequalities in the social world around them. But most of all, I hope they feel hopeful that another world is possible and inspired to work toward solutions. In each section of the course, I ask students to discuss how the social problems facing our society can be solved and what role sociological research can play in creating those solutions. When I sense that students are becoming overwhelmed or discouraged by the information they are learning, I introduce a mantra which I have borrowed from Pete Seeger: "There is no hope... but I may be wrong." I remind them that, if they are uncomfortable with the way things are, they have the ability to work toward change. My job is to give them the knowledge, the tools, and the confidence to engage social issues and work toward change.

	Summer 2013 (Intro)	Fall 2013 <sup>3</sup> (Intro)	Fall 2013 <sup>3</sup> (Intro)	Spring 2014 (Fam)	Summer 2014 (Fam)	Fall 2014 (Fam)	Spring 2015 (Stats)	Fall 2015 (Fam)	Fall 2015 <sup>1</sup> (Stats)	Spring 2016 (Fam)	Mean
1 Explained the goals of this course clearly.	4.8	4.8	5	4.8	4.9	5	4.5	4.8	4.5	4.8	<b>4.8</b>
2 Explained the grading system clearly.	4.8	4.8	5	4.8	4.8	5	4.7	4.7	4.5	4.8	<b>4.8</b>
3 Gave assignments related to the goals of this course.	4.4	4.7	4.9	4.7	4.8	5	4.6	4.8	4.6	4.8	<b>4.7</b>
4 Followed the plan for the course as established in the syllabus.	4.4	4.6	5	4.8	4.7	5	4.4	4.7	4.4	4.6	<b>4.7</b>
5 Was well prepared.	4.6	4.8	4.9	4.7	4.8	5	4.3	4.7	4.4	4.6	<b>4.7</b>
6 Spoke in a way that communicated the subject in an understandable manner.	4.6	4.8	5	4.7	4.8	5	4.1	4.8	4.3	4.8	<b>4.7</b>
7 Responded constructively and thoughtfully to questions and comments.	4.7	4.8	4.9	4.7	4.8	5	4.4	4.8	4.6	4.8	<b>4.8</b>
8 Used class time effectively.	4.6	4.8	5	4.7	4.7	5	4.1	4.7	4.5	4.5	<b>4.7</b>

9	Had designated office and student appointment hours and was available to students during these times.	4.6	4.8	5	4.7	4.8	5	4.7	4.8	4.6	4.8	<b>4.8</b>
10	Assigned grades fairly.	4.6	4.8	4.9	4.7	4.8	5	4.5	4.7	4.4	4.9	<b>4.7</b>
11	Returned test results and evaluations of my work in a reasonable period of time.	4.7	4.8	4.8	4.7	4.8	4.9	4.5	4.7	4.4	4.7	<b>4.7</b>
12	Met the class according to the published Schedule of Classes.	4.6	4.8	4.7	4.8	4.8	5	4.7	4.8	4.6	4.8	<b>4.8</b>
13	Stimulated my thinking and gave me new insights into the subject.	4.6	4.8	4.9	4.7	4.8	5	4.3	4.7	4.3	4.8	<b>4.7</b>
14	Related well to students.	4.6	4.7	5	4.7	4.8	5	4.5	4.7	4.6	4.8	<b>4.7</b>
15	Motivated me to learn.	4.5	4.8	4.9	4.7	4.8	4.9	4.3	4.7	4.4	4.9	<b>4.7</b>
16	Assigned readings (including the text(s)) that contributed to what I learned.	4.7	4.8	5	4.7	4.8	5	4.4	4.7	4.5	4.8	<b>4.7</b>
17	How would you rate the overall teaching effectiveness of the instructor?	4.4	4.8	4.8	4.6	4.8	4.9	4.3	4.7	4.5	4.7	<b>4.7</b>

### Spring 2016

1. Class time could have been spent learning more of the material before the quiz. Many times after we took a quiz we would be learning about the chapter and it was not helpful.
2. Professor Hansard is very knowledgeable of what she is teaching. She is great at what she do. She stimulates her students to mind by providing various view points about different topic. She is a great asset to Georgia State.
3. Love the way you teach your class. I like that you don't have tests but a quiz every week. That made me enjoy your class more because I was not always worrying about tests. Having a quiz every week made me pay attention every week instead of not paying attention and cramming before a test.
4. Very entertaining/funny and made everyone understand that material. Among the best I've had!
5. Awesome instructor. She understands and relates to the being a college student. I was able to learn more based off her class structure. Able to learn and enjoy the material better.
6. Stephanie Hansard is great at facilitating difficult discussions and encouraging a positive classroom setting. She offers relatable and interesting examples. She also encouraged us to explore further readings and research. It was a pleasure to have her as an instructor for the semester.
7. Great professor!
8. Very inviting and friendly personality that made for a fun-filled yet educational learning environment...

### Fall 2015

1. She is awesome. Very relatable and conversational style. Five-star.
2. Professor Hansard was wonderful! She graded quickly and fairly, provided constructive feedback on papers, always made sure there was class discussion so that we were actively involved with the material, and was incredibly kind to her students.
3. Great professor. Helps in any way possible and always reasonable.
4. She was born to be a teacher. She is very effective,
5. she was great
6. She's really awesome and easy to talk to!
7. I've never really liked my professors at State, but she is my favorite. Her sense of humor makes the course very engaging and her lessons are very thorough. She makes sure that the students understand the concepts she teaches, and she revisits any topics that students are iffy on. Overall, I could not have asked for a better professor. She makes me glad I changed my major, and encourages me to do better in life. I have nothing but praises for her!
8. Honestly, Stephanie was the greatest instructor i have had thus far in my undergraduate study here at GSU. If more instructors were more relatable and as enthusiastic as Stephanie 9/10 times their success rate here at the university would be sky-rocket high!
9. Very fair!

10. Stephanie truly loves what she does, and it shows. She's so personable and relates to students and people exceptionally well. I really got the biggest bang for my buck this semester. Stephanie's teaching style, communication skills, and vibrant personality really left a lasting impression on my overall college experience. She's the best! .

11. Loved the delivery of this course.

12. great professor

13. One of my favorite teachers! I'll come visit you sometime in your office hours!

#### Fall 2015<sup>1</sup>

1. Very appreciative of you for stepping up to take over this class. It kept me on track to graduate in May 2016.

2. I am glad she stepped in to help finish this course.

3. none

4. Stephanie, came and took over for my previous teacher in the middle of the semester. Kept everything the same as the previous teacher for us, so we would not get lost. Overall pretty good teacher

5. I appreciate her taking this class even when she didn't have to in order to prevent each of us from having to repeat the course because our precious teacher left. That shows her character and she is very considerate

6. Did really well for coming in mid semester. Very lax & I enjoyed it a lot ! Thanks so much

#### Spring 2015

1. Stephanie is a lovely and knowledgeable instructor. Think could use assistance on how to explain a bit better to students that are not statistically inclined.

2. Amazing professor!

3. The teacher was very encouraging to all the students. She had fixed times for meeting her in her office, but she was ready and willing to meet students in her office any time with prior appointment. Many of the students availed of that opportunity. The subject of statistics is very difficult by nature. The teacher made it very easy for the students. I found her very encouraging through out the course.

4. Great attitude toward teaching

5. Amazing teacher!

6. The course is challenging, but Ms. Hansard did her best. She is always willing to help when called upon by a student. She is a very nice instructor who seeks the welfare of her students. Statistics is a hard course, therefore, I would suggest that it is offered as a lower level general pre-requisite. Students should be given the opportunity to decide whether they want to take Statistics first before deciding to major Sociology. Most students decide to do social sciences because they do not want to be bothered with math. Reserving

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<sup>1</sup> In Fall 2015, I took over the teaching of a section of Social Statistics for another instructor who left suddenly. Students were informed that I was the instructor of record for the course, and that their end of course evaluations would be evaluations of my teaching.

Stats as a 3000 level course puts most students in a predicament, where it is already late to change their majors. I failed Stats the first time and wasted my money. I am glad I passed this time.

<sup>2</sup>7. Mr. Hayes was amazing, I have been in the work force for over 25 years and thought I knew what I need to know, but Mr. Hayes educated me on things I had already been through and thought I handled them well, he gave me a different perspective on everything. [Note: This is clearly an evaluation of another instructor, but I included it here for the sake of including all evaluations].

#### Fall 2014

1. I enjoyed Stephanie and her class a lot. She was a fun professor and I enjoyed the set up and framework of the semester as well.
2. Ms Hansard was very remarkable and outstanding. I definitely enjoyed taking her class and I must I was very influenced by her by the end of the semester. She was a joy to work with.
3. Wonderful instructor. I actually enjoyed going to this class.
4. Her class structure is awesome!
5. Excellent discussion in class.
6. She is excellent. Loved her teaching style.
7. Loved this class. Stephanie is smart, funny, and engaging. She handles controversial and sensitive topics with aplomb. I would love to take a course with her in the future.

#### Summer 2014

1. Amazing teacher ! All her assignments helped with the course and life situations as well. Would love to take another course by her !
2. I emailed the teacher several times with questions and never received any responses.
3. I believe that our teacher taught the course in a way that didn't over complicate things. She also brought connections back to her life occasionally in which we could better understand the concepts. Also her opening up helps students to feel safe to share our own life experiences that pertain to the studied topics, which creates great discussion.
4. What a wonderful course and professor
5. Stephanie did a great job teaching this course, especially considering this was her first time teaching it. The hypothetical family paper assignment was very unique and super fun to write. Yes, I said a paper was fun to write. She's very relatable, did a good job explaining course concepts, and encouraged class discussion.
6. Stephanie is a WONDERFUL professor! She understands and wants to know everyone's opinion and stories in regards to the topics at hand. She is also really funny haha. I enjoyed her class immensely and from it learned about the family in the private and public sphere. Everyone should take her class. There were some sensitive topics brought up, but it got the class to thinking and that generated great discussions!
7. Great teacher!

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<sup>2</sup> This is obviously a comment about a different instructor, but I included it for the purpose of including all student comments.

8. One of the best professors I've ever had.
9. One of the best professors I've had at GSU. She relates well with students and teaches accordingly. She makes all students feel comfortable and the classroom is a safe place to learn. This is my second class with her and I would take her a million times again.

#### Spring 2014

1. She tends to wander off in lectures sometimes, but besides that she's a great professor.
2. She made the class interesting, and easy to follow. I was actually entertained while in class and learned the information well.
3. I thoroughly enjoyed taking Professor Hansard's course. She is truly a great teacher!
4. Great teacher! One of my favorites!
5. Super helpful and very knowledgable

#### Fall 2013<sup>3</sup>

1. Very interesting class. I'm glad to have taken SOCI 1101 with Stephanie because she makes the subject interesting to learn.
2. The best teacher I've had a GSU!
3. She's very nice and understanding and really cares about the way her students feel about what's going on in class.
4. Very great professor! Definitely one of my favorites that I've had the pleasure to have during my tenure here at GSU.
5. This was one of the most interesting classes I have ever taken!
6. She made the class very enjoyable. Her method of teaching is great and I actually learned and retained information from this class.
7. Absolutely incredible

#### Fall 2013<sup>3</sup>

1. I loved the course and I loved my professor. She kept my attention and graded fairly and in the best interest of the entire class. I learned so much!
2. Good Professor
3. She is truly a wonderful instructor and I recommend that everyone take care.
4. This was a very effective class and I learned a lot. Mrs. Hansard was an excellent teacher who explained everything clearly.
5. Amazing instructor, I would never had guessed that she was an graduate student. She was a fantastic teacher, I learned a lot from her. lectures were never boring. Love the fact that she included her life in the discussions and also included us in discussions that sometimes ended in crazy fun debates. All and all I loved the class.

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<sup>3</sup> In Fall 2013, I taught a regular section of Introductory Sociology as well as a Freshman Learning Community section of Introductory Sociology. The two sections were taught together as one course, but they were evaluated separately since they had separate CRNs. These two sections should reflect the teaching of only one course.

6. She's the best!!!

Summer 2013

1. I just wish she emailed back in a timely manner.
2. Stephanie was an amazing instructor!!! She was my favorite instructor of the semester and sociology was my favorite class. She taught me how to think outside of the norm. This was a great class!
3. She was great! Related to and engaged the students very well.
4. Great teacher
5. I thoroughly enjoyed this class and Stephanie was a wonderful teacher!
6. Great professor. Related well with students by telling personal stories. Made course interesting. Good sense of humor.
7. Mrs. Hansard was by far the best teacher i have ever had. Very knowledgeable of the subjects and more importantly she cares about her students. She cares that they learn and spends time ensuring they do. GREAT TEACHER!!!!
8. Miss Hansard was an AMAZING professor. Always motivating her students to learn and challenge themselves. She was always willing to go the extra mile to help her students reach their full potential. She encouraged class participatoin and allowed students to freely voice their opinions even if perhaps she did not agree with them. I am so grateful to her, she is definitely a one-of-a-kind!
9. She was, by far, the best teacher I have had. Understands the subject and is passionate about it

***Course Materials: Families and Society***

*The following materials represent my teaching of a section of Families and Society (Sociology 3101) in the fall semester of 2015. In order to reflect my teaching of the course, I have included the following items:*

- *The course syllabus and course schedule*
- *My lecture notes and PowerPoint slides for one lecture on the topic of families and social class*
- *All objective evaluations, consisting of twelve quizzes*
- *All subjective evaluations, consisting of:*
  - *Twelve extra credit assignments*
  - *Instructions and materials for a debate assignment*
  - *Instructions for the course project*

*Preceding each item is a written description of how the item was used to evaluate students, as well as a statement of how each item contributed to my goals for the course, as well as my larger philosophy of teaching. .*

### **Course Syllabus**

*My syllabus is designed to give students a clear picture of what to expect from the course and how to succeed in the course. I attempted to anticipate students' questions and concerns when making this syllabus. I designed the syllabus to be as readable and understandable as possible. For example, I chose to speak in the first person and use a conversational tone, addressing the reader as "you" and explaining expectations in plain language.*

*This syllabus also demonstrates my commitment to creating a course which is welcoming and empowering for my students. For example, many students at Georgia State University are deeply concerned about the cost of textbooks. Therefore, I chose a textbook for which a previous edition was available for a low price and provided information on how to purchase the older edition. To compensate for the sometimes dated information in the older edition of the textbook, I assigned supplemental readings and lecture materials which provided up-to-date statistics and research findings.*

*This syllabus also reflects my desire to challenge students' ways of thinking and broaden their horizons. The debate assignment and the course paper assignment are both designed to encourage students to think beyond their own experiences, using the sociological imagination to appreciate the complexity of the social world.*

*My goal in creating this syllabus is to give students everything they need to succeed in my course, while simultaneously preparing them to think in new ways. I want the student to finish reading the syllabus feeling that they are about to undertake a challenge and feeling confident that they will be able to meet that challenge.*

## **Families And Society (Soci 3301)**

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CRN 80805

Instructor: Stephanie Hansard

Time: MW 12:00PM-1:15PM

Location: Langdale Hall Room 427

Office Hours: MW 10:30AM-11:30AM (or by appointment)

Office Location: Langdale Hall Room 1066

Email: [Hansard.GSUSociology@gmail.com](mailto:Hansard.GSUSociology@gmail.com)

### **Course Description**

The family provides rich opportunities for sociological inquiry. Our family lives are deeply private, consisting of our most intimate relationships and our most personal experiences. At the same time, the family is a public social institution governed by social norms, bounded by laws, and surrounded by intense political debate. In this course, we will explore the social institution of the family in terms of both small-scale interpersonal interaction and large-scale social and political issues. We will use reading, discussion, debate, and writing to develop a sociological understanding of this dynamic social institution.

### **Course Objectives**

During this course, students will:

- Gain a sociological understanding of the family as a social institution
- Apply sociological theory to the family and intimate relationships
- Engage with current debates on the future of the family in Western society

### **Required Texts**

Cherlin, Andrew J. 2010. *Public and Private Families: An Introduction*, 6th ed. Baltimore: Johns Hopkins University Press, ISBN 0073404357

I have chosen to use the **6th edition** of this text rather than the newer 7th edition. This text is available in the bookstore for around \$150.00. It is also available through Amazon and eBay for between \$2.00 and \$40.00.

In addition to the textbook, I will assign additional readings as indicated on the course schedule. These readings will be available on Desire2Learn.

### **Evaluation**

Quizzes - 50% of course grade

Debate - 20% of course grade

Course paper - 20% of course grade

Participation and contribution - 10% of course grade

### **Quizzes**

**There are no exams in this class. Instead, I you will take 6 quizzes throughout the course.**

By giving more small quizzes, I am able to make each quiz count for a lower percentage of the course grade. I hope this will reduce any anxiety students may feel about being tested.

**You will be taking a quiz for about fifteen minutes at the beginning of each Monday class meeting.** Each quiz will include some combination of multiple choice and short-answer questions on material covered in the previous two class meetings. **Quizzes will include information presented in lectures, activities, and films, as well as information from assigned readings.**

You are responsible for material presented in class, whether or not it is in the readings. Likewise, you are responsible for material in the readings, whether or not it is discussed in class. If you miss a class meeting, please arrange to get notes and discuss them with your classmates before asking me questions about what you've missed.

**Each student's two lowest quiz grades will be dropped.** In addition, **each student will be allowed to make up ONE quiz.** You may choose to use your ONE makeup quiz for any reason. There is no need to explain your reasons to me or to provide an excuse. You may only make up a quiz you have missed; you may not retake a quiz you have already taken.

### **Debate**

Once during the course, each student will participate in a debate and discussion on one topic. This project will include a group presentation, an individual reflection paper, and leading class discussion. Detailed instructions will be given in class.

### **Course Paper**

During the semester, you will complete a paper in which you analyze a hypothetical scenario in which you form a family with a person whose description will be assigned at random from among several options. For example, you may be assigned "An upwardly-mobile white woman who wishes never to have kids or at least not to care for them herself. (If you want kids, you will have to be the sole parent.)" In this example, you would write a paper about what it would be

like to form a new family with this person. You will write an 8-10 page paper in which you will reflect upon your own family of origin and family of orientation, as well as the public and private issues which will impact your hypothetical family of orientation. This project will give you an opportunity to explore the various issues which affect different kinds of families in our society. It will also allow you to apply course concepts to a concrete example. **Further instructions will be given later in the semester.**

### **Participation and Contribution**

In order for this course to be successful, we must all actively participate and contribute to the learning process.

In order to actively participate, you must first be prepared. This means you must come to class having read and reviewed the material, and having completed assignments. In order to actively participate, you must be physically present and mentally focused during each class meeting.

Contributing to the class means sharing your own ideas and experiences with the class. In order to successfully contribute to the course, each student must ask thoughtful questions, make constructive comments, share relevant examples, and offer criticisms of the theories and methods presented in this course. Generally, this will involve speaking aloud in class. **If you anticipate being unable to contribute by speaking aloud in class, please let me know before the second class meeting.** We can discuss other ways to contribute to class discussion.

For each class meeting, you will earn between 0 and 2 points for participation and contribution. In order to earn 0 points for participation and contribution, you must be absent, disruptive, or distractingly inattentive (others can tell that you are not paying attention). In order to earn 1 point, you must be present and attentive. In order to earn 2 points, you must be prepared, present, fully attentive, and make valuable contributions to the class discussion.

Some of the ideas discussed in this class may be controversial or sensitive for some students. While all scholars have the freedom to disagree with each other and to criticize ideas, we must avoid making attacking and discriminatory remarks about each other. **Language which is discriminatory, threatening, or attacking toward individual persons or groups of people will not be accepted in this class, and may result in a failing participation and contribution grade and further disciplinary action. This shall include, but is not limited to personal insults, racial or ethnic slurs, or slurs based on religion, ability, gender, sex, or sexuality.**

### Extra Credit

Throughout the semester, you will have twelve opportunities to complete extra credit assignments. The assignments are available on Desire2Learn under the “course content” tab. Each assignment requires you to complete an activity and reflect upon it. Therefore, it will be necessary to plan ahead if you wish to complete one. Each extra credit assignment will be due in class on Monday and **must be turned in with your quiz**. Each assignment will be worth **twenty bonus points on the quiz taken the same day**. For example, extra credit assignment one is worth twenty bonus points on quiz one. **I will not accept extra credit assignments late, so plan ahead.** Having provided all students with twelve opportunities to earn extra credit, I will not consider individual requests for additional extra credit.

### **Grading**

All assignments will be graded as a percentage of 100 points and weighted as described on Page 2 of this syllabus.

97-100		87-89	B+	77-79	C+	60-69	D
93-96	A	83-86	B	73-76	C	59 or below	F
90-92	A+	80-82	B-	70-72	C-		

### **Integrity and Academic Dishonesty**

This course is designed to allow each student to succeed with reasonable effort. Therefore, I expect that all work you turn in to me will be an honest reflection of your individual effort and knowledge. Cheating and plagiarism are dishonest and will not be tolerated. Cheating includes, but is not limited to, copying another person’s quiz answers, using unauthorized resources during a quiz, or having another person do your work for you. Academic dishonesty includes submitting work you’ve used in other courses. Plagiarism includes representing someone else’s ideas or work as your own. If I have evidence that you have engaged in academic dishonesty, you will receive a grade of zero and may be dropped from the course. The Department of Sociology requires that, if I suspect you of academic dishonesty, I must file academic dishonesty charges against you. You have the right to appeal academic dishonesty charges. I expect that each student in this course will act with integrity and that I will have no reason to deal with academic dishonesty. **If you have any questions or concerns about what constitutes cheating or plagiarism, please address them with me immediately.**

### **Disability**

Students who wish to request accommodation for a disability may do so by registering with the Office of Disability Services (Suite 230 of the New Student Center). Students may only be accommodated upon issuance by the Office of Disability Services of a signed accommodation plan and are responsible for providing a copy of that plan to instructors of all classes in which an accommodation is sought. If you need help accessing disability services, please let me know.

### **Personal Counseling**

During times of change and transition, such as beginning college, many people experience high levels of stress. Additionally, some of the topics discussed in this course may bring up difficult emotions for some people. If you feel you need help dealing with stress or other mental or emotional challenges, I encourage you to get in touch with the Counseling and Testing Center at GSU. Phone: 404-413-1640, Suicide Crisis Line: 800-715-4225.

### **Special Accommodations**

If you know that you are going to be absent for one or more class meetings due to university business, religious observances, or legal obligations, please inform me in writing as early as possible. I must be notified of religious observances no later than the second week of class.

### **Withdrawals**

The semester midpoint, Monday, July 7, is the last day to withdraw from a full semester class and receive a possible grade of W, except for hardship withdrawal. Students can use PAWS to withdraw before the midpoint. After the midpoint of the term, voluntary withdrawals cannot occur.

### **Course Evaluation**

Your constructive assessment of this course plays an indispensable role in shaping education at Georgia State. Upon completing the course, please take time to fill out the online course evaluation.

### **Changes to Syllabus**

This syllabus outlines my plan for teaching this course. As the course progresses, changes to the syllabus may become necessary. I will discuss any and all changes to the syllabus with the class before they take effect. I will not change the syllabus in any way which could make the course harder for students after the withdrawal period.

### **Course Schedule**

(Day) Topic		
August 25 (Mon) Introduction	Syllabus	-Welcome! -Discuss Syllabus -Discussion Guidelines
August 27 (Wed)	Cherlin Ch. 1	-Discussion: What is a family? -Lecture: Applying the sociological imagination to the family -Debate topic sign-up
September 1 (Mon) University Holiday	No Class	No Class
September 3 (Wed) The Family Across History	Cherlin Ch. 2	-Lecture: The Family Across Human History -Debate Topic Sign-up
September 8 (Mon) The Family in Transition	D2L: Hull, Meier, and Ortyl – “The Changing Landscape of Love and Marriage.”	-Quiz 1 -Extra credit assignment 1 -Lecture: The family in Transition
September 10 (Wed)	D2L: Coontz - “The Way We Never Were: American Families and the Nostalgia Trap” (video)	-Discussion: Is the family in decline? -Introduction of course project
September 15 (Mon) Social Class	Cherlin Ch. 4	-Quiz 2 -Extra credit assignment 2 -Lecture: The family and class stratification
September 17 (Wed)		-Debate #1: Should the state provide more aid to families?
September 22 (Mon) The Family and Race	Cherlin Ch. 5	-Quiz 3 -Extra credit assignment 3 -Lecture: Race, racism, and the family

September 24 (Wed)	D2L: Patton – “A Father Daughter Dance in Prison” (video). D2L: Perry and Bright – “African American Fathers and Incarceration”	-Lecture: Incarceration, deportation, and family separation
September 29 (Mon) The Family and Gender	Cherlin Ch. 3	-Quiz 4 -Extra credit assignment 4 -Lecture: Gender Roles and Gender Reproduction in the family
October 1 (Wed)		-Discussion: Gender and power within the family -Debate #2: Should immigration policy attempt to keep families together?
October 6 (Mon) The Family and Sexuality	Cherlin Ch. 6	-Quiz 5 -Extra credit assignment 5 -Lecture: Families and sexual diversity
October 8 (Wed)	D2L: “Hidden Lives: Three in a bed” (video)	-Discussion: Sex, marriage, and the state -Debate #3: Should same-sex couples be allowed to adopt children?
October 13 (Mon) Work and Families	Cherlin Ch. 8	-Quiz 6 -Extra credit assignment 6 -Lecture: Gender Division of Labor in Families
October 15 (Wed)	D2L: Hochschild – <i>The Second Shift</i> Ch. 2 (pp. 11-22)	-Discussion: Which mothers should stay at home? -Group work on family analysis project
October 20 (Mon) Parents and Children	Cherlin Ch. 9	-Quiz 7 -Extra credit assignment 7 -Lecture: Parents and Children
October 22 (Wed)		-Debate #4: Do children have rights as individuals?

October 27 (Mon) Older adults	Cherlin Ch. 10	-Quiz 8 -Extra credit assignment 8 -Lecture: Aging and the family
October 29 (Wed)		-Discussion: Capitalism and the role of elders
November 3 (Mon) Family violence	Cherlin Ch. 11	-Quiz 9 -Extra credit assignment 9 -Lecture: Violence in the family
November 5 (Wed)	D2L: Kaufman - "The Construction of Masculinity and the Triad of Men's Violence" in Kimmel and Messner Ch.1 (pp. 4-15)	-Discussion: Undoing family violence
November 10 (Mon) Divorce and Separation	Cherlin Ch. 12	-Quiz 10 -Extra credit assignment 10 -Lecture: When relationships end
November 12 (Wed)		-Discussion: What does divorce tell us about marriage?
November 17 (Mon) Step-families	Cherlin Ch. 13	-Quiz 11 -Extra credit assignment 11 -Lecture: Remarriage and step-parenting
November 19 (Wed)		-Discussion: Step-parenting and attachment -Debate #5: Is cohabitation harmful to marriage?
November 24 (Mon) University Holiday	No Class	No Class
November 26 (Wed) University Holiday	No Class	No Class

December 1 (Mon) Family and the State	Cherlin Ch. 14 D2L: Coontz - <i>The Way We Never Were</i> Ch. 5 (pp. 122-148)	-Quiz 12 -Extra credit assignment 12 Lecture: The Family and the State
December 3 (Wed)		-Discussion: Is the family public or private? -Activity: Creating Policy Change
December 8 (Mon)	Bring a draft of your course paper to class.	-Work on course paper with other students -Last chance to get my help with your paper -I will bring candy
December 10 (Wed)	Final Exam Period	Family Analysis Paper due on D2L by 1:15PM

***Sample Lecture: Social Class and Family***

*Lectures typically occupy at least one class period per week. The purpose of lectures is to communicate factual and theoretical information in a way that is understandable and relatable to students. Lectures include both key concepts covered in the textbook and supplemental information which either elaborates on concepts in the textbook or fills gaps in the textbook. Because I include frequent opportunities for questions and encouraging students to generate examples, lectures are typically engaging and hold students' attention.*

## Lecture Notes

- Family and Class Stratification
- [Slide]
- How is class defined? Income, education, occupation
  - Q: Why occupation? A: Prestige
- Cherlin argues education is the best measure of family's class status.
  - Q: Do you agree? Why or why not?
  - Q: Why might it make sense? (uncompensated labor, child-rearing, social capital)
  - Q: What are some problems with this definition? (unequal returns on education by race and gender).
- [Slide]
- Traditional socioeconomic classes, based on income, wealth, occupation, and education.
  - Upper Class: Wealth, comfortable lifestyle, financial security, not reliant on income.
  - Owners of capital/means of production. Inherited wealth.
  - Middle Class: More than adequate income, can afford some degree of comfort, reliant on income, but not pay-check-to-pay-check. Professional occupations.
  - Working Class: Reliant on wage labor. No wealth. Contingent occupations. Can afford necessities of living, but not much else.
  - Under Class/Poor: Unreliable income. Intermittent employment. Difficulty supporting necessities of life. May earn a living through underground economy.
- Education-based Classes: Cherlin argues it is more appropriate to divide classes by education levels.
  - College+
  - High School
  - Less than High School
  - Q: How do Cherlin's classes overlap with traditional classes? How do they diverge?
- [Slide]
  - How do various sociological theories define social class?

- Marx - Proletariat vs. Bourgeoisie  
Marx heavily criticized capitalism for exploiting the family of the proletariat by alienating men (wage laborers) from their wives and children, forcing them to exploit their wives' and children's labor.
- Durkheim - Ownership of means and goods
  - The upper classes owned means, the lower classes owned only goods.
- Bourdieu - Lifestyle
  - Beliefs/ideologies (work-ethic, ambition, frugality, etc.)
  - Practices (vacation, summer camp, arts, conversation)
  - Tastes/consumption (organic foods, educational toys, learning experiences)
- Q: How did your parents pass down class to you in the form of lifestyle?
  - Probe: What kinds of things did your family do for fun growing up that communicated class?
  - Probe: What did your parents encourage you to do during school breaks?
- [Slide]
- Life chances is the concept of how your life outcomes are shaped by the opportunities you are born with or have access to early in your life.
- From the time a person is born, many facts about her life are already determined.
  - Parent's education/occupation/marital status
  - Nation of origin
  - Race-ethnicity
  - Sex
- All of these factors impact her access to knowledge, goods, and opportunities.

#### [UK Ad Campaign](#)

- [These ads illustrate the concept of life chances. In them, the babies of color are stereotyped as a construction worker, a cleaner, and a garbage collector. Note: These stereotypes are also gendered. Also note, there are no corollaries for the white babies. They are not wearing tiny suits or academic robes. They are just babies. Implication: They can do whatever they want.]
- [Slide]
- How does your parents' social class shape your life chances?
  - Education:

- Early learning (preschool vs. daycare/babysitting)
- Quality of schooling (not just private school vs. public school; differences between public schools funded by property taxes. See Jonathan Kozol *Savage Inequalities*.)
- Enrichment (The summer slide phenomenon. Wealthier parents prevent this through enriching summer activities. Year round school is better for low income families.)
- Paying for college (Loan debt, financial assistance from parents, legacy scholarships, academic scholarships (for the reasons we just talked about))
- Lifestyle:
  - Communicated values (Protestant work ethic, pro-capitalist values)
  - Transfer of skills/knowledge (“professional” manners and behavior; knowledge of finances; ect.)
  - Social capital (connections, reputation, etc.)
- [Transition: We’ve talked about how family life impacts class outcomes; now let’s talk about how class status impacts family life.]
- [Slide]
- Class status shapes family life in many ways:
  - Time spent with children
  - Working mothers’ time with children? (working mothers actually spend only a few hours less per week with their children compared with non-working mothers. Turns out they just spend less time on other things, like sleep, self-care, and recreation).
  - Stress (associated with financial trouble, working long hours, multiple jobs, contingent labor, etc.)
  - Mobility/stability (lower class-status families move more often, change jobs more often, change schools more often, etc.)
  - Environment (more likely to experience noise pollution, less-safe neighborhoods, worse infrastructure, etc.)
  - Nutrition (less nutritious food in childhood is associated with worse school performance and worse health throughout life).
  - Violence [This table shows the percentage of people who experienced physical violence, rape, or stalking at the hands of a spouse or intimate partner in the past year by income. Look at the differences for both men and women between the lowest two income brackets and the highest two income brackets.]

- [Transition: Now that we've seen the ways in which class status can affect families' well-being, let's consider how the changes in the economy over the past decade
- [Slide]
  - Unemployment
  - Displacement/homelessness
  - Separation
  - Educational disruption
  - Emotional stress/fear
- [Introduce documentaries: This film is a segment of a British documentary the effects of the recession on American families. Pay attention to the connections between class and family and be prepared to discuss.]

<https://www.youtube.com/watch?v=TR3DYzLTrk8>
- [Transition: So, how have things changed over time? What does the future look like?]
- [Slide]
  - This chart shows job change from 2008 to 2014. On the left, in dark brown, we see the jobs lost between 2008 and 2010.
    - On the right, in lighter red, we see the jobs gained between 2010 and 2014.
    - Notice that the kinds of jobs that have disappeared are not the same kinds of jobs that are being created.
    - If higher wage jobs have been lost and are being replaced by lower wage jobs, what does that mean for the class mobility of children growing up today?
- [Transition: So, if all these higher-wage jobs have been lost, then a lot more people must be receiving welfare benefits, right?]
- [Slide]
  - This chart shows the number of children receiving welfare benefits from 1968 (the year TANF was created) until 2013.
    - Notice the blue line at the bottom shows child welfare recipients as a percentage of all children in the US, while the green line on the top shows child welfare recipients as a percentage of children in poverty.
    - Not only has the total percentage of welfare recipients decreased (from a high of 14.7% in 1992 to a low of 4.4% in 2013), but the percentage of children LIVING IN POVERTY

who receive benefits has decreased from a high of 80.5% in the early 70s to only 20.3% in 2013.

- [Slide]
- So, now that we have a picture of how class contributes to life chances and class mobility, and of how life chances are changing for children coming of age now, let's discuss what could possibly be done about it.
  - Guiding questions:
    - What would a structural functionalist say the solution is?
    - What about a Marxist/conflict approach?
    - What about intersectional solutions (think about race and gender)?
    - Given what we've been discussing, what are the most effective points of intervention?
    - What is the proper role of public policy in addressing these issues?

## Lecture Slides

### Sociology 3101

- ▶ Stephanie Hansard

### Families, Class, and Life Chances

- ▶ What do we mean by “class”?
  - ▶ Income
  - ▶ Education
  - ▶ Occupation
- ▶ Cherlin argues that education is the best measure of a family’s class. Why?
  - ▶ Number of adults working in household?
  - ▶ Division of labor

## Class system in the USA

- ▶ Socioeconomic Classes
  - ❖ Upper Class
  - ❖ Middle Class
  - ❖ Working Class
  - ❖ Under Class/Poor
- ▶ Education-based Classes
  - ❖ College+
  - ❖ High School
  - ❖ Less than High School

## Sociological Theories of Class

- ▶ Marx - Proletariat vs. Bourgeoisie
  - Marx heavily criticized capitalism for exploiting the family of the proletariat
- ▶ Durkheim - Ownership of means and goods
- ▶ Bourdieu - Lifestyle
  - ❖ Beliefs/ideologies (work-ethic, ambition, frugality, etc.)
  - ❖ Practices (vacation, summer camp, arts, conversation)
  - ❖ Tastes/consumption (organic foods, educational toys, learning experiences)

## Life Chances and Class Mobility

- ▶ From the time a person is born, many facts about her life are already determined.
  - ❖ Parent's education/occupation/marital status
  - ❖ Nation of origin
  - ❖ Race-ethnicity
  - ❖ Sex
- ▶ All of these factors impact her access to knowledge, goods, and opportunities.

[UK Ad Campaign](#)

## Social Reproduction of Class

- ▶ Lifestyle - parents transmit their values, ideologies, tastes, and consumption patterns directly to their children.  
[Little Boxes](#)
- ▶ Education - mother's educational attainment is the strongest predictor of children's educational attainment.
- ▶ Intergenerational transfer of wealth - parents who own wealth (not just income) are able to help their adult children in many ways.
- ▶ Reverse transfer of wealth - children who earn more than their families of origin are often expected to contribute financially.

## How does family impact class outcomes?

- ▶ Education:
  - ❖ Early learning
  - ❖ Quality of schooling
  - ❖ Enrichment
  - ❖ Paying for college
- ▶ Lifestyle:
  - ❖ Communicated values
  - ❖ Transfer of skills/knowledge

## How does class status impact family?

- ▶ Time spent with children
  - ❖ Working mothers' time with children?
  - ❖ Decreasing importance?
- ▶ Stress
- ▶ Mobility/stability
- ▶ Environment
- ▶ Nutrition
- ▶ Violence

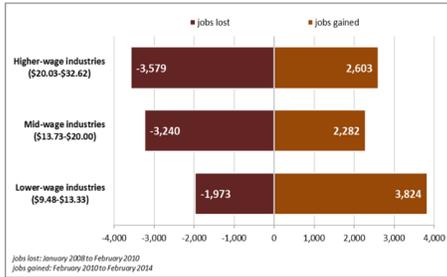
**Table 3.6**  
Twelve-month Prevalence of Rape, Physical Violence, or Stalking by an Intimate Partner, by Current Household Income — U.S. Women and Men, NISVS 2010

		Under \$25k	\$25k to < \$50k	\$50k to < \$75k	\$75k+
Women	Weighted %	9.7 <sup>†</sup>	5.9 <sup>†</sup>	3.0	2.8
	95% CI	8.0–11.8	4.2–8.1	2.0–4.5	2.0–3.9
	Estimated Number of Victims <sup>‡</sup>	3,789,000	1,646,000	485,000	754,000
Men	Weighted %	6.9 <sup>†</sup>	6.6 <sup>†</sup>	2.9	3.4
	95% CI	5.4–8.9	4.9–8.7	1.8–4.6	2.4–4.8
	Estimated Number of Victims <sup>‡</sup>	2,129,000	1,715,000	474,000	1,114,000

<sup>‡</sup> Rounded to the nearest thousand.  
<sup>†</sup> Statistically significant difference ( $p < .05$ ) in prevalence when compared to the \$75k+ income group. Statistical comparisons are made across level of income, not across sex of respondent.

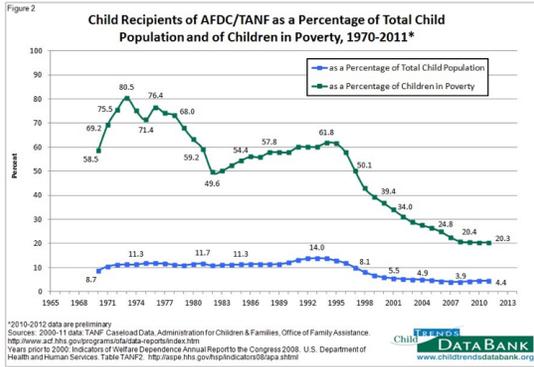
## Is poverty a new problem?

Figure 1. Net Change in Private Sector Employment (in thousands)



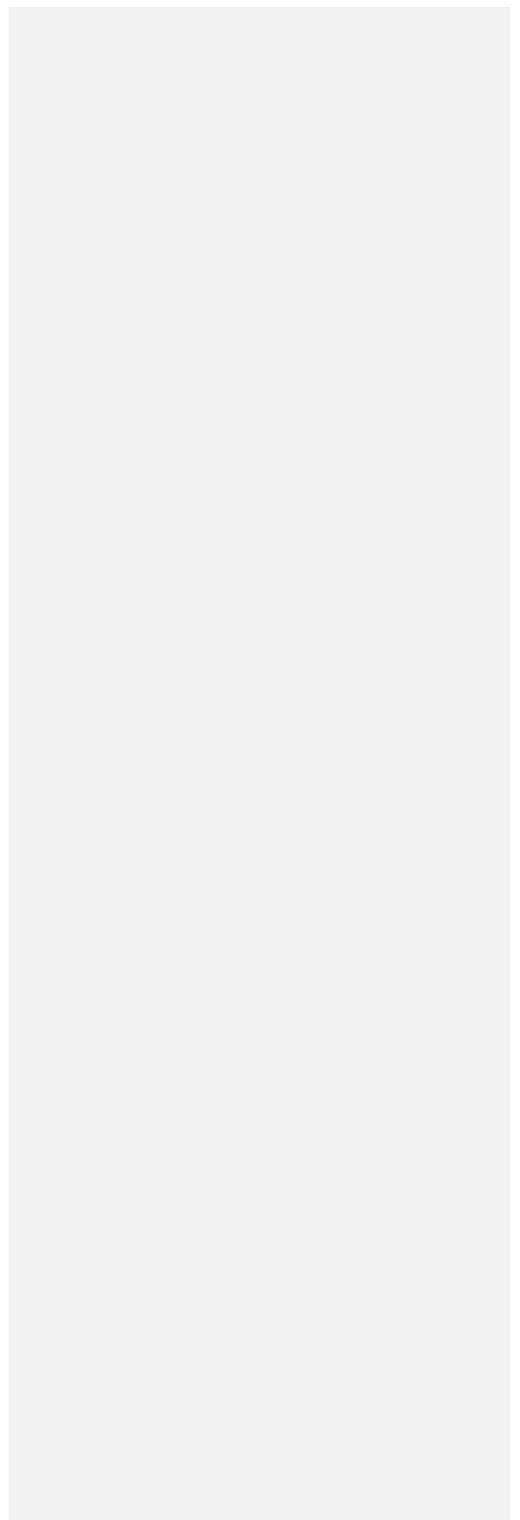
Source: NELP analysis of Bureau of Labor Statistics data, see Appendix A for details.  
Note: Wage ranges are updated from earlier reports to adjust for inflation and are in 2013 dollars. At the time of publication, employment data for disaggregated industries was only available through February 2014.

## Is poverty a new problem?



## Are solutions possible?

- ▶ Education?
- ▶ Healthcare?
- ▶ Childcare?
- ▶ Nutrition?



### ***Objective Evaluations: 12 Quizzes***

*Students take one five-question quiz each week at the beginning of the first class of the week. These quizzes include multiple choice, short answer, and essay questions intended to evaluate students' knowledge of material covered the previous week. Quiz questions are derived from lectures, assigned readings, and class activities. By evaluating students' knowledge of course concepts each week, I am able to quickly and effectively reteach concepts which students have failed to grasp. Also, having a quiz each week encourages students to review material frequently rather than "cramming" for exams. Students have told me that knowing there would be a quiz each week is the reason they complete assigned readings.*

*Each quiz is worth 5% of the course grade. Students take twelve quizzes throughout the semester, and their lowest two quiz grades are dropped. This amounts to ten quizzes counting for a total of 50% of the course grade. Additionally, students may earn the equivalent of one question on each quiz by submitting extra credit assignments.*

*Note: I require students to sign their names only on the back of the quiz paper so that I can grade quizzes blind to students' identities.*

**Sociology 3101**

**CRN 80805**

**Quiz 1**

**Multiple Choice: Please select the correct answer from the choices below each question.**

1. Which of the following theories relates to power relations among individuals within the family?
  - a. Postmodernism
  - b. Exchange Theory
  - c. Structural Functionalism
  - d. Symbolic interactionism
2. As families become more diverse, definitions of kinship become less clear. This may cause some families to experience boundary \_\_\_\_\_.
  - a. anomie
  - b. alienation
  - c. ambiguity
  - d. aggression
3. According to \_\_\_\_\_ theory, definitions of family are being constantly negotiated and renegotiated in the day-to-day lives of individuals.
  - a. Conflict Theory
  - b. Structural Functionalism
  - c. Exchange Theory
  - d. Postmodernism
4. In the early 1900s, families in the United States became increasingly private. Which of the following is **NOT** true of family life in that time period.
  - a. People began to derive more pleasure from their personal relationships.
  - b. Divorce became much less common than it had been in the past.
  - c. Birthrates declined so there were fewer children per family.
  - d. Marital relationships were increasingly romantic and erotic.
5. Sociologists use a variety of methods to study the family. Which of the following can we learn from statistical analysis of government data (such as the U.S. Census)?
  - a. What proportion of children are living with adults who are not their parents.
  - b. How men and women divide household chores in heterosexual couples.
  - c. How many families are led by gay and lesbian couples.
  - d. How children feel about their relationships with their parents.

**DO NOT WRITE YOUR NAME ON THIS PAGE.  
Write your name only on the back of the last page.**

**Sociology 3101  
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**Quiz 2**

**Multiple Choice: Please select the correct answer from the choices below each question.**

6. According to Anthony Giddens, confluent love is the defining characteristic of modern marriage. Confluent love is characterized by \_\_\_\_\_.
- a. high commitment and low emotional connection.
  - b. high emotional connection and low formal commitment.
  - c. high formal commitment and platonic friendship.
  - d. high stability and low communication.
7. Cherlin argues that marriage is becoming increasingly deinstitutionalized. Which of the following facts SUPPORTS his argument:
- a. Same-sex couples are fighting for federal recognition of their partnerships.
  - b. About 83% of American adults choose to marry at some point.
  - c. Many American couples are choosing to live together as an alternative to marriage.
  - d. Some couples marry to receive legal benefits regardless of their feelings for each other.

**Short Answer: Please answer each of the following questions in 1-3 sentences.**

3. Identify three factors which might account for the rise in divorce rates in the 1960s and 1970s.

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4. About 50% of marriages end in divorce, but only about 30% of first marriages end in divorce. What is a possible explanation for the difference in these two percentages?

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5. Give a critique of the institution of heterosexual marriage from a feminist perspective.

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**DO NOT WRITE YOUR NAME ON THIS PAGE.  
Write your name only on the back of the last page.**

**Sociology 3101  
CRN 80805**

**Quiz 3**

**Multiple Choice: Please select the correct answer from the choices below each question.**

1. Which of the following statements is true about American families in the current U.S. economy?
  - a. A higher percentage of children are receiving welfare benefits right now than at any other point.
  - b. Women and children are the fastest-growing segment of the homeless population.
  - c. Most new jobs created since 2010 are in middle-income and high-income industries.
  - d. Over 90% of families who are eligible for government assistance are receiving benefits.
  
2. Choose the pair of words which correctly completes the following sentence: Andrew Cherlin argues that \_\_\_\_\_ is the best measure of a family's socioeconomic status because it reflects a family's \_\_\_\_\_.
  - a. wealth ... total assets.
  - b. occupation ... community standing.
  - c. income ... buying power.
  - d. education ... earning power.
  
3. Pierre Bourdieu argues that class can be understood as a family's lifestyle. Which of the following examples illustrates parents passing class status to their children through lifestyle?
  - a. Alexandra's parents pay for her to go to college so that she doesn't have to take out loans.
  - b. Derick's mother likes to take him to art museums on the weekends, so he has decided to pursue a degree in art history.
  - c. Joann's father got her an interview at his company after she graduated from college.
  - d. Michael has decided to go to a technical school because his parents cannot help him pay for a four-year degree.

**Short Answer: Please answer each of the following questions in 1-3 sentences.**

4. Briefly explain the concept of **reverse generational transfer of wealth**.

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5. Briefly explain the concept of **life chances**.

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**DO NOT WRITE YOUR NAME ON THIS PAGE.  
Write your name only on the back of the last page.**

**Sociology 3101  
CRN 80805**

### **Quiz 4**

**Multiple Choice: Please select the correct answer from the choices below each question.**

1. Which of the following statements about interracial marriage in America is accurate?
  - a. There is no difference in rates of interracial marriage across race-ethnic groups.
  - b. Within each race-ethnic group, men and women are equally likely to form an interracial marriage.
  - c. White men are more likely to form interracial marriages than white women are.
  - d. Asian women are more likely to form interracial marriages than Asian men are.
  
2. Perry and Bright (2012) wrote about the effects of mass incarceration on African American families in the United States. Which of the following statements is **NOT** consistent with their findings?
  - a. African American fathers who had ever been incarcerated earned about 47% less than those who had never been incarcerated.
  - b. Children of fathers who had ever been incarcerated were more likely to exhibit behavior problems.
  - c. Fathers who had been incarcerated were more involved in their children's lives than fathers who had never been incarcerated.
  - d. The incarceration of African American fathers creates stress within the family, which may cause behavioral problems in children.
  
3. Which of the following is **NOT** true of American Indian families?
  - a. American Indians experience lower levels of family violence and sexual assault than white Americans.
  - b. Many American Indian children were separated from their families by the boarding school movement.
  - c. The Indian Child Welfare Act gives preference to American Indians in adoption of American Indian Children.
  - d. Many American Indian families are separated as one parent leaves the reservation to find employment in cities.

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**Short Answer: Please answer each of the following questions in 1-3 sentences.**

4. Black American families are more likely to be headed by women than families of other race ethnic groups. Some sociologists argue this is because enslaved West African people brought matriarchal kinship structures with them when they were brought to North America. Briefly explain one problem with this argument.

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5. Black Americans have consistently made up about 11% to 13% of the U.S. population since 1960 and are expected to remain at that level until 2050. In the same time period, Hispanic Americans have increased from 3% to 13% of the population and are expected to represent 29% of the population by 2050. What is one possible explanation for the growth of the Hispanic American population and the stability (non-growth) of the Black American population.

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**Sociology 3101  
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### **Quiz 5**

**Multiple Choice: Please select the correct answer from the choices below each question.**

1. Which theory of gender posits that gender identification and behavior are based on children's learning that they will be rewarded only for gender behaviors considered appropriate to their sex?
  - a. biosocial approach
  - b. gestational approach
  - c. interactionist approach
  - d. socialization approach
2. Which of the following is a question a sociologist of family might ask from a masculinities perspective?
  - a. Do parents spend different amounts of time interacting with boy and girl infants?
  - b. How do fathers challenge or reinforce traditional gender norms for their children?
  - c. How much housework do heterosexual married men do each week?
  - d. How do heterosexual married women feel about the division of household chores?
3. Which theory posits that gender is not just learned in childhood, but it is reinforced in the daily lives of children and adults?
  - a. Interactionist theory
  - b. Feminist theory
  - c. Functionalist theory
  - d. Conflict theory
4. Which of the following is NOT consistent with a Marxist perspective on gender?
  - a. Gender is an artificial division which creates false consciousness.
  - b. Gender roles make women dependent on men dependent on employers.
  - c. Gender roles are useful for the division of labor in a complex society.
  - d. Gender roles within family reinforce capitalist ideals of ownership.
5. Which of the following statements is true of Asian American families?
  - a. Ethnic enclaves often help Asian American families to succeed in the United States.
  - b. Asian American families are more likely than white families to be headed by a single parent.
  - c. Labor-based immigration made Asian Americans less likely to face discrimination in the United States.
  - d. Asian American children are more likely to value personal independence and separation from parents.

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**Quiz 6**

6. Which of the following is true of heterosexuality and homosexuality?
  - a. Cultures around the world have pretty much the same conception of homosexuality and heterosexuality.
  - b. Over time, our understandings of what it means to be homosexual or heterosexual have changed very little.
  - c. Homosexuality and heterosexuality describe a combination of actions, preferences, and identities.
  - d. It is easy to tell by interviewing a person whether they are homosexual or heterosexual.
  
2. Which of the following is true of lesbian families in general?
  - a. On average, lesbian families have a lower incidence of domestic violence than heterosexual families.
  - b. Very little research has been done on lesbian couples and their children, so sociologists don't know very much about them.
  - c. The research we have done on lesbian families suggests that their children are worse off than the children of heterosexual families.
  - d. On average, lesbian families have higher incomes than heterosexual or gay male families.
  
3. According to queer theory, which of the following is true about human sexuality?
  - a. Human sexual identities (i.e. gay, lesbian, straight, bisexual) are real and naturally occurring.
  - b. Human sexuality is socially constructed to reflect power structures in human societies.
  - c. If they are honest with themselves, every person is really gay or lesbian (attracted to the same sex).
  - d. If they are really honest with themselves, every person is really straight (attracted to the opposite sex).

**Short Answer: Please answer each of the following questions in 1-3 sentences.**

4. Sociologists experience many challenges when studying sex. What is one problem with sociological research on sex and sexuality? What is a possible solution to the problem?

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5. Briefly explain the concept of heterosexism and give one example of how heterosexism affects families.

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**Quiz 7**

**Multiple Choice: Select the correct answer choice below each question.**

1. What do we mean when we talk about the “wage gap”? Is it:
  - a. The gap in earnings between parents and non-parents.
  - b. The gap in earnings between men and women.
  - c. The gap between cost of living and real wages.
  - d. The gap between wages and productivity.
2. A higher proportion of married women in the U.S. work for pay than ever before. According to \_\_\_\_\_, this harms the family by making both partners dependent on paid work while generating greater income for employers.
  - a. Marx/Conflict theory
  - b. Durkheim/Functionalist theory
  - c. Goffman/Interactionist theory
  - d. Smith/Feminist theory
3. Which of the following tends to be true of mothers who work outside the home?
  - a. Mothers who work outside the home do much more housework than mothers who stay at home full-time.
  - b. Children of mothers who work outside the home tend to do poorly in school compared to the children of mothers who stay at home full-time.
  - c. Mothers who work outside the home spend less time each week sleeping and doing leisure (fun) activities compared to mothers who stay at home full-time.
  - d. Children of mothers who work outside the home are all angry and bitter and hate their mothers.

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**Short Answer: Please answer each of the following questions in one to three sentences.**

4. In recent years, more women with children have been choosing to stay home with their children than in previous decades. Some people argue that these women are “opting out” of work because they would rather be full-time parents. What is another possible explanation for this trend?

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5. Men and women (whether they have children or not) often feel that they are not able to balance paid work and responsibilities to care for family members (children, elders, or disabled loved-ones). What is one thing either employers OR the government could do to make this balance easier for workers

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**Sociology 3101  
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**Quiz 8**

**Multiple Choice: Select the correct answer choice below each question.**

1. Which of the following is true of fathers' relationships to their children?
  - a. Fathers' influence on their children is often indirect, through the children's mothers.
  - b. Fathers' influence their children in the short term, but have little influence in the long-term.
  - c. How much time fathers spend with their children matters much more than how they treat them.
  - d. Fathers and mothers relate to young children in essentially the same ways.
2. Which of the following is true about the role of children in the family through history?
  - a. Children have always been viewed as full persons with souls and personalities.
  - b. Formal schooling has always been an important part of childhood.
  - c. Declines in infant mortality have led to greater parental investment in children.
  - d. Children have always been seen as essentially good and innocent.
3. Children require three things in order to become healthy, well-adjusted adults. Which of the following is NOT one of those three things?
  - a. Emotional support/encouragement
  - b. Entertainment and recreation
  - c. Material/economic support
  - d. Parental control and discipline

**Short Answer: Please answer each of the following questions in one to three sentences.**

4. Children require a balance of discipline and support. Social scientists have identified three main parenting styles which describe this balance - authoritative, authoritarian, and permissive. Briefly explain each of these styles. Which style is best?

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5. What does the case study of Genie Wiley tell us about the role of socialization in child development.

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**Quiz 9**

**Multiple Choice: Select the correct answer choice below each question.**

1. Population pyramids can tell us each of the following things except \_\_\_\_\_.
  - a. what percentage of the population is younger than 15 years old.
  - b. differences in life expectancy between men and women.
  - c. what percentage of the population is older than 65 years old.
  - d. differences in quality of life between older and younger people.
  
2. Which of the following factors increases risk for elder abuse?
  - a. caregiver stress
  - b. number of grandchildren
  - c. being a person of color
  - d. living in a rural area
  
3. Life expectancy is a prediction of how long people are expected to live beyond a certain point (for example, birth, five years, 65 years, etc.). Which of the following is true of life expectancy in the United States?
  - a. Life expectancy is about the same regardless of gender.
  - b. Life expectancy is about the same regardless of race-ethnicity.
  - c. Life expectancy at age 65 has increased in the last few decades.
  - d. Life expectancy at birth had decreased in the last few decades.

**Short Answer: Please answer each of the following questions in one to three sentences.**

4. What is ageism? Give an example of ageism in U.S. society.

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5. What is meant by “the commodification of caring”? How could the commodification of caring result in harm for older adults?

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**Quiz 10**

**Multiple Choice: Select the correct answer choice below each question.**

1. Which of the following is TRUE of family violence in the United States?
  - a. Intimate partner violence against both women and men has increased since the 1980s.
  - b. Intimate partner violence against both women and men has decreased since the 1980s.
  - c. Since the 1980s, violence against men has increased while violence against women has decreased.
  - d. Since the 1980s, violence against women has increased while violence against men has decreased.
  
2. When violence occurs within intimate relationships, men are \_\_\_\_\_.
  - e. just as likely to be suffer serious injury as women
  - f. no more likely to be perpetrators than women
  - g. more likely than women to commit fatal and life-threatening violence
  - h. less likely than women to commit occasional situational violence
  
3. Which of the following is true of family violence throughout U.S. history?
  - a. It has always been illegal for married (or cohabiting) partners to hit each other.
  - b. Marital rape (raping one's spouse) was made illegal in every state by the 1950s.
  - c. Hitting one's own children is still lawful in every U.S. state, as long as it does not cause serious bodily injury.
  - d. In Colonial America, it was seen as wrong to hit children, since children were essentially good and innocent.
  
4. The \_\_\_\_\_ model of abuse describes abuse as a result of our society's laws, customs, and traditions which reinforce men's power over women.
  - a. political
  - b. social learning
  - c. medical
  - d. stress-aggression
  
5. The most common form of child maltreatment is \_\_\_\_\_, accounting for almost 80% of all cases of child maltreatment.
  - a. medical abuse
  - b. neglect
  - c. legal abuse
  - d. isolation

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**Quiz 11**

**Multiple Choice: Please select the correct answer from the choices below each question.**

5. Which of the following is NOT a likely factor in the increase of divorce rates in the 1960s?
  - a. The general social upheaval of the 1960s created changing attitudes toward marriage.
  - b. New laws allowing no-fault divorces made divorces easier to obtain.
  - c. Post-war suburban lifestyles meant that couples spent less time together and were less stable.
  - d. An increase in women's earning abilities and financial independence made divorce less threatening for women.
  
2. Divorce (book) Which of the following is a likely factor in the decrease in divorce rates since 1980?
  - e. Higher levels of educational attainment for women prior to marriage
  - f. Tougher laws making divorce more difficult to obtain
  - g. Growing fear of sexually transmitted diseases has made people more monogamous
  - h. Thanks to Facebook and Netflix, most people don't notice that their marriages are unhappy.
  
3. Research on the effects of divorce on children suggests that overall, \_\_\_\_\_.
  - a. almost all children experience an initial period of intense upset when parents separate.
  - b. most children experience serious long-term problems after about two years.
  - c. most children experience long-term problems as a result of parental divorce.
  - d. most children of divorce choose not to marry.

**Short Answer: Please answer each of the following questions in 1-3 sentences.**

4. All social science research has limitations. For example, when we measure divorce rates, our measures do not represent all couples who split up. Give two examples of types of couples who are not included in divorce rates.

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5. Stephanie Coontz argues that there is a connection between longer life expectancies and higher divorce rates. Why does she say the two are associated?

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**Quiz 12**

**Multiple Choice: Please select the correct answer from the choices below each question.**

1. According to Andrew Cherlin, step parents \_\_\_\_\_.
  - a. eventually take on the same roles as parents in their stepchildren's lives.
  - b. first approach their new step children as "polite outsiders."
  - c. develop close relationships with their step children quickly, within a few months.
  - a. need to establish themselves as strong authority figures right away.
  
5. Which of the following factors is likely to make step parenting relationships LESS DIFFICULT?
  - a. The stepchildren are in their early teens.
  - b. The stepparent is a woman rather than a man.
  - c. The stepparent buys the step children lots of presents.
  - d. The stepchildren are boys rather than girls.
  
3. The rights and responsibilities of stepparents in the U.S. court system are \_\_\_\_\_.
  - a. clearly and consistently defined.
  - b. greater than those of the biological parent.
  - c. unclear and varying.
  - d. exactly the same as those of the biological parent.
  
4. Some theorists argue that stepparenting is difficult because the expectations of a stepparent are not clear and must be negotiated on a case-by-case basis. This concept is called \_\_\_\_\_.
  - a. role strain
  - b. role extension
  - c. role exit
  - d. role ambiguity
  
5. What does Cherlin mean when he calls stepfamilies "the new extended family" ?
  - a. That having stepparents and stepsiblings is an increasingly normal part of American family life.
  - b. That people are having fewer children so today's American's have fewer cousins, aunts, and uncles.
  - c. That people who grew up with stepparents tend to move farther from home.
  - d. That having stepparents and siblings extends a person's family. The more the merrier!

### ***Subjective Evaluations: Extra Credit Assignments***

*Students were given one extra credit assignment for each week of the course. For example, extra credit assignment 1 could be submitted along with quiz 1. Each assignment was designed to supplement the corresponding quiz by encouraging students to do additional research into the topic covered by the quiz. Students were allowed to complete as many of the papers as they wished and submit them with the corresponding quiz. The extra credit assignments were worth up to 20 bonus points on the quiz, (equivalent to one quiz question).*

### **Extra Credit Assignment #1: Attitudes Toward Love and Marriage**

Interview a person you know who is older than 60 years old (this could be a parent, a grandparent, an aunt/uncle, a neighbor, etc.). Make sure to explain to your respondent that you are interviewing them for course credit and that they are under no obligation to participate.

Discuss the following questions with them, and record their answers:

- 1) Do you think a person's spouse should be their "best friend"?
- 2) Do you think it is important for a person's family to approve of their choice in a spouse?
- 3) Do you think it is important for a married couple to remain married even if they are not in love with each other?

Write a one-page essay in which you compare the respondent's answers to your own answers to the same questions. Did you and the respondent agree or disagree? Did any of the respondent's answers surprise you? How so?

**Extra Credit Assignment #2: Changes in Love and Marriage**  
(exercise developed by Kia Heise and Hollie Nyseth, 2010)

Directions: Read the following statistics and statements about the state of relationships in the U.S. today from the article “The Changing Landscape of Love and Marriage” by Kathleen E. Hull, Ann Meier, and Timothy Ortyl.

After reading each statement, decide if you think it is a problem or not. Circle “Yes” or “No.” In the space below each statement, briefly describe your reasoning.

1) Nearly half of all marriages end in divorce.

Problem? Yes or No  
Why?

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2) People are getting married later than they used to; the median age at first marriage is now 28 for men and 26 for women, compared to 23 and 20 in 1960.

Problem? Yes or No  
Why?

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3) The proportion of adults who never marry remains low but is climbing; in 2006, 19% of men and 13% of women aged 40-44 had never married.

Problem? Yes or No  
Why?

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4) Unmarried cohabitation has gone from a socially stigmatized practice to a normal stage in the adult life course (more than half of all American marriages now begin as cohabitations).

Problem? Yes or No  
Why?

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5) Roughly one-third of all births are to unmarried parents.

Problem? Yes or No  
Why?

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6) Today, people feel freer to marry later, to end unhappy marriages, and to forego marriage altogether.

Problem? Yes or No  
Why?

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7) Americans have established a pattern of high marriage and remarriage rates, frequent divorce and separation, and more short-lived cohabitations.

Problem? Yes or No  
Why?

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8) Straight women are more likely to rate faithfulness and lifelong commitment as extremely important compared to straight men and sexual minorities.

Problem? Yes or No  
Why?

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Based on your responses above, which position described in the article do you most agree with? Circle one.

1. The marital decline position, which argues that changes in intimacy are a significant cause for concern.

OR

2. The marital resilience perspective, which, in contrast, argues that changes in family life have actually strengthened the quality of intimate relationships, including marriages.

### **Extra Credit Assignment #3: Play Spent Reflection**

Visit <http://playspent.org/html/> and play the Spent game again on your own. After completing the game, write a one-page essay in which you discuss your experience with the game. What (if anything) have you learned about families experiencing poverty from this activity? What criticisms can you make of the game? Propose a societal solution to at least one problem faced by families experiencing poverty.

**Extra Credit Assignment 4: Incarceration and the family**  
(Activity developed by Marie E. Berry 2013)

<http://thesocietypages.org/specials/family-repercussions/>

Read the article linked above and then complete the following activity:

1. Imagine that you will be spending the following 3 years in prison.
2. Take out a blank sheet of paper, and start by placing your name at the center of the paper.
3. Draw one ring of “ripples.” Within this ring, list the names of the people in your life that will be the most directly impacted by your absence. Think here about immediate family members, best friends, etc.
4. Think now about how your absence will affect each individual in this ripple, using what you learned in Comfort’s article. Specifically, think about the following questions:
  - Who would come visit you?
  - What responsibilities do you currently have that will have to be adopted by someone else? (Financial responsibilities? Support obligations?)
  - Which relationships will be strained by your absence?
  - Using what you learned in Comfort’s article, who in your life might go through a “secondary prisonization”?
5. Next, draw a second ring. On this ripple, list the names of other people who will be directly affected by your absence. Think here about your employer, your classmates, your group of friends, etc.
  - How will your absence affect each individual in this ripple?
6. Outside of these ripples, try to list the names of everybody else you interact with on a regular basis. What impact will your absence have on these individuals?

### **Extra Credit Assignment #5: Families and gender socialization**

Interview a sibling who has a different gender from you. Discuss the following questions with her or him:

- 1) Do you feel that our parents/guardians treated us differently because of our genders? If so, how?
- 2) Do you feel that one of us was given more freedom than the other?
- 3) Do you feel that one of us was given more responsibility than the other?
- 4) Do you feel that one of us was more protected than the other?

If you do not have a sibling, or if all your siblings have the same gender as you, then interview a parent/guardian instead. Discuss the following questions with her or him:

- 1) Do you feel that my gender influenced the way you chose to parent me? If so, how?
- 2) Do you feel that my gender influenced your choices about how much freedom and responsibility to give me?
- 3) Do you feel that my gender influenced your choices about how much to protect me?
- 4) What do you think would you have done differently if I had a different gender?

Write a one-page essay in which you discuss your conversation with your Respondent. Did any of your respondent's answers surprise you? Why or why not? What did you learn about gender and families from this experience?

### Extra Credit Assignment #6: Perceptions of support for same-sex marriage

The following chart shows how Americans think other Americans feel about same-sex marriage. In reality, 55% of Americans support same-sex marriage, and 45% of Americans oppose same-sex marriage.

Write a one page essay in which you address the following questions: Why do you think estimates of these same attitudes vary so widely? How do you think people's perceptions of support and opposition for same-sex marriage affect treatment of gay and lesbian families? How do you think people's perceptions affect public policy?

*What is your impression of how most Americans feel about same-sex marriage -- do you think most Americans are in favor of same-sex marriage or opposed to same-sex marriage?*

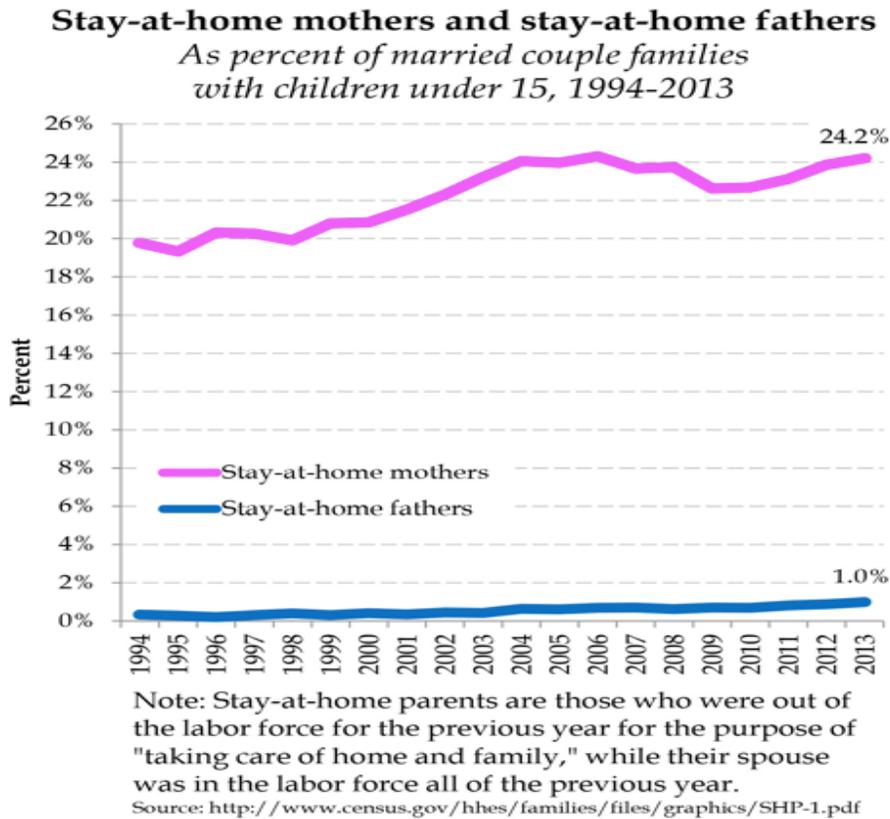
	<b>% In favor of</b>	<b>% Opposed to</b>
All Americans	30	63
Democrat	43	52
Independent	30	62
Republican	18	77
Liberal	48	47
Moderate	34	59
Conservative	16	78
18 to 29 years old	39	56
30 to 49 years old	30	62
50 to 64 years old	27	68
65+ years old	24	68

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### Extra Credit Assignment #7: Gender and Division of Labor

The graph below shows the number of stay-at-home mothers and fathers as a percentage of married couple families with children under 15. Write a one-page essay in which you discuss what this graph tells us about gender and division of labor within the family. Include a critique of the information presented in the graph (i.e. what does the graph not tell us? Which families does it leave out?)



### **Extra Credit Assignment #8: Family Violence**

Is child maltreatment a private trouble or a public/social problem? Use the GSU library databases to research risk factors and protective factors for child maltreatment. Write a 1-2 page essay in which you analyze at least one risk or protective factor which is private/individual and at least one risk or protective factor which is public/social. Based on your research, discuss potential actions we, as a society, can take to reduce the incidence of child maltreatment.

**Note:** All sources of research should be scientific/academic. Do not reference individual blogs, popular media, or opinion-based sources. All sources MUST be properly cited. You may find the following resources useful in your research:

Centers for Disease Control and Prevention <http://www.cdc.gov/>

World Health Organization <http://www.who.int/en/>

National Institutes of Health <http://www.nih.gov/>

### Extra Credit Assignment #9: Halloween Bingo

As you celebrate Halloween this year, look for costumes which meet each of the following criteria. On the back of the sheet, note where you observed each of the costumes. If you do not celebrate Halloween, then go to a store which sells Halloween costumes or search the internet for costumes which meet the criteria. You will receive points based on attempting the assignment. You will not get more points for getting BINGO.

<b>B</b>	<b>I</b>	<b>N</b>	<b>G</b>	<b>O</b>
Non-black person in black-face	Person dressed as an Hispanic/Latino person	Baby dressed as non-human object	Woman dressed as a sexy food product	Man dressed as a woman
Sexist couples costume (e.g. male doctor/female nurse)	Person dressed as a stereotype of her/his own race	Pet costume!	Woman dressed as non-human object	Man dressed as a sexy food product
Able-bodied person pretending to have a disability	Woman dressed as "sexy" character that isn't sexy (e.g. sexy Scooby Doo)	Free Space!	Woman dressed as non-human animal.	Man dressed as non-human object
Woman dressed as a man	Person dressed as a social class (e.g. redneck; ghetto, etc.)	Racist pet costume (e.g. dog in a sombrero and serape)	Person dressed as Asian stereotype	Man dressed as a non-human animal
Non-white person in white-face	Baby dressed as an alien	Person dressed as an American Indian	Person dressed as political figure	Sexy animal costume

### Extra Credit Assignment 10

When a person experiences violence within their family or intimate relationship, they may be reluctant to talk about the problem. One reason for this is that we, as a society, often question or criticize the behavior of the target/victim/survivor of violence rather than the behavior of the perpetrator of violence. For example, during the recent case in which Ray Rice beat his fiancé Janay Palmer, many people asked why Janay Palmer did not leave him. This led to a social media discussion with the hashtags #whyistayed and #whyileft.

With this in mind, watch the following video, in which a survivor of domestic violence discusses why she stayed with her abuser and why she eventually left.

[http://www.ted.com/talks/leslie\\_morgan\\_steiner\\_why\\_domestic\\_violence\\_victims\\_don\\_t\\_leave#t-124104](http://www.ted.com/talks/leslie_morgan_steiner_why_domestic_violence_victims_don_t_leave#t-124104)

We also discussed the gendered nature of family violence; men are more likely to perpetrate violence and women are more likely to experience violence within the family. You should have already read Michael Kaufman's article "The Construction of Masculinity and the Triad of Men's Violence." With this in mind, watch the following video, in which a masculinities researcher and activist discusses solutions to the problem of family violence:

[http://www.ted.com/talks/jackson\\_katz\\_violence\\_against\\_women\\_it\\_s\\_a\\_men\\_s\\_issue](http://www.ted.com/talks/jackson_katz_violence_against_women_it_s_a_men_s_issue)

Now, write a one to two page essay in which you discuss the following questions:

1. How does gender socialization (especially constructions of masculine and feminine gender) contribute to the problem of family violence?
2. What can men and women do to combat the problem of family violence?
3. What can we, as a society, do to solve the problem of family violence?

#### ALTERNATIVE:

Some people who have survived family violence themselves may find the videos above too upsetting or distressing. With that in mind, you may instead write on the following prompt, taken from bell hooks' work *The Will to Change*:

"The first act of violence that patriarchy demands of males is not violence toward women. Instead patriarchy demands of all males that they engage in acts of psychic self-mutilation, that they kill off the emotional parts of themselves. If an individual is not successful in emotionally crippling himself, he can count on patriarchal men to enact rituals of power that will assault his self-esteem" (hooks 2004, p.66).

Relate this quotation from bell hooks to Michael Kaufman's article "The Construction of Masculinity and the Triad of Men's Violence." Give an example from modern U.S. culture of men's being socialized to do violence to themselves. Then discuss a potential solution.

**Extra Credit Assignment #11: Planning Ahead**

For this week's extra credit, attach a 1-2 page outline of your family analysis paper. Include your main points for each section of the paper. Also include citations for at least five sources you intend to use in your paper. You are free to change your paper after handing in this outline, but this assignment should give you an incentive to get started. Email me if you have any questions.

## Extra Credit Assignment #12: Family and Feelings

In her book *The Managed Heart*, Arlie Hochschild (1979) argued that our feelings, as well as our behaviors, are governed by social norms. That is, she argues that just as we know how we are supposed to behave in a certain situation, we also know how we are supposed to feel in that situation. An example would be a funeral: In the United States we know that at a funeral we are supposed to behave solemnly and wear dark colors. We also know that we are *supposed to feel* sad. Sometimes, we may not actually feel sad. Maybe we didn't know the person very well and we will not really miss them very much. Maybe we know the person was very old and had been sick for a long time and we are relieved they are no longer suffering. Whatever we may *actually feel*, though, we know that we are *supposed to feel* sad. Hochschild argues that, when we do not feel what we are supposed to feel in a given situation, we may even try to make ourselves feel the proper emotions.

### **The Thanksgiving holiday is an especially powerful example of feeling rules in U.S. culture.**

We are told exactly how we are supposed to feel when celebrating this holiday: Thankful! However, sometimes we may not feel very thankful while celebrating Thanksgiving. When this happens, what do we do?

#### **If your family celebrates the Thanksgiving holiday:**

Write an essay in which you describe a) What are the expected feelings and emotions for celebrating Thanksgiving? b) How do you know what these expectations are? How does society tell you how you are supposed to feel? c) Do you and your family experience feelings other than the expected feelings at Thanksgiving? d) Do you consciously try to change your feelings when this happens? If yes, how so?

#### **If your family does not celebrate the Thanksgiving holiday:**

Think of a holiday or cultural ritual your family celebrates often. Write an essay in which you describe the holiday or ritual and answer the following questions: a) What are the expected feelings and emotions for celebrating or observing this event? b) How do you know what these expectations are? How does culture and society tell you how you are supposed to feel? c) Do you and your family experience feelings other than the expected feelings while celebrating or observing this event? d) Do you consciously try to change your feelings when this happens? If yes, how so?

#### **If your family does not observe any holidays or rituals:**

Think of another example of an event where feeling rules are evident (for example, a college graduation, the birth of a baby, a relationship breakup, a promotion at work, etc.) Write an essay in which you describe the event and answer the following questions: a) What are the expected feelings and emotions for experiencing this event? b) How do you know what these expectations are? How does culture and society tell you how you are supposed to feel? c) Do you and your family experience feelings other than the expected feelings while experiencing this event? d) Do you consciously try to change your feelings when this happens? If yes, how so?

### ***Subjective Evaluation: Debate Presentations***

*Once per semester, each student is required to engage in a group debate presentation. Students are given an opportunity to sign up for one of five debate topics on either the “in favor” or “in opposition” side at the beginning of the semester. Students will then work together with the other two or three students who chose the same side of the same debate to prepare a group presentation arguing their side of their chosen topic. Students on both sides of each debate topic are given a packet of two to three academic articles providing information on the controversy surrounding their assigned topic. Students are also encouraged to find other resources to support their argument for their side of the debate. Each student presenter is also required to contribute a discussion question and an individual reflection paper on their debate topic. Finally, students are required to evaluate each of their fellow presenters, to ensure fair grading of all students.*

*This assignment supports the course goal of engaging students with current debates on the future of the family in Western society. It encourages students to examine a controversial issue in more depth than could be done through lecture alone. It also sparks enthusiastic discussion of controversial topics among the entire class.*

### **Debate Instructions**

At one time during the semester, you must sign up to participate in a debate. Six students will sign up for each debate, with three students on each side. You will choose which side of the debate to present (“in favor” or “in opposition”). You and your teammates will read two or three assigned articles and prepare an in-class presentation to support your side of the debate (see the attached outline). Each team will present for approximately ten minutes, followed by a class discussion. In preparation for the discussion, each presenter must prepare a discussion question which should be emailed to me ahead of class.

You should also prepare a personal reflection paper on the debate topic. This paper should be approximately two pages long and should reflect your own views on the debate topic (not necessarily the position your team defended in the debate). This paper may include your own opinions but should engage with the arguments presented in the articles.

Finally, you must complete an evaluation form for each of your group members. These evaluations are intended to ensure that each group member contributes to the debate presentation in a fair way. I will use these evaluations in grading your presentation.

This project, which will make up 20% of your course grade, will be evaluated based on your group presentation (10% of your course grade), your reflection paper (5% of your course grade), and your discussion question (3% of your course grade) and group member evaluations (2% of your course grade).

**Debate #1: Should the state provide more aid to needy families?**

**Assigned Readings:**

O'Connor, Alice. 2000. "Poverty Research and Policy for the Post-Welfare Era." *Annual Review of Sociology* 26(1): 547-562.

Gatta, Mary, and Luisa S. Deprez. 2008. "Women's Lives and Poverty: Developing a Framework of Real Reform for Welfare." *Journal of Sociology and Social Welfare* 35(3):21-48.

**Position in favor: Yes, the state should do more to provide aid to needy families.**

Person 1: \_\_\_\_\_

Person 2: \_\_\_\_\_

Person 3: \_\_\_\_\_

**Position in opposition: No, the state should not do more to provide aid to needy families.**

Person 1: \_\_\_\_\_

Person 2: \_\_\_\_\_

Person 3: \_\_\_\_\_

## **Debate Outline**

Position in Favor:

Introduction:

State issue

Overview of argument

Main Point 1:

Main Point 2:

Main Point 3:

Conclusion: Summarize argument

Position in Opposition:

Introduction:

Main Point 1:

Main Point 2:

Main Point 3:

Conclusion: Summarize Argument

### **Individual Response Paper**

Write an essay in which you explain how your position on the debate topic changed (or why it did not change) based on what you learned from completing this project.

In this essay, you should engage with each of the assigned readings, along with any other sources you used to structure your argument, and explain how these readings shaped your thinking on the topic. You should not merely summarize the readings. You should write assuming that your reader has read the articles and focus on analysis and discussion.

This essay should reflect your own personal views, not the views of your group. Although you were assigned to a position (in favor or opposition), this essay should be about your own thoughts and opinions.

This essay should be an individual effort. I expect that you will discuss your topic with your group before writing this essay, and everyone will be analyzing the same readings. Therefore, I expect some similarities among response papers. However, I expect you to write this paper on your own, without the help of other students. Please see my explanation of plagiarism and academic honesty in the syllabus.

### **Discussion Questions**

Each person assigned to this debate topic is expected to develop one discussion question to pose to the class after the debate. These questions should not be “yes/no” questions. They should be questions which spark debate and discussion.

In framing these questions, remember that the rest of the class has not read the additional assigned readings on the debate topic. You can ask questions related to these readings only if you included the relevant information in your debate presentation.

Discussion questions should be shared with each other before class to ensure that everyone answers a different question. Each person should email me her or his question by midnight the night before class.

### Evaluation of Group Members

Please answer the following questions about each member of your group other than yourself.

Topic: \_\_\_\_\_

Position: \_\_\_\_\_

Your Name: \_\_\_\_\_

Name of Group Member: \_\_\_\_\_

1. Did this group member complete his/her assigned tasks for the group?      Yes   No
2. How would you grade the quality of this person's work?      A B C D F
3. Overall, how would you grade this group member's performance in the group?      A B C D F
4. Would you want to work with this person again?      Yes   No  
Explain why in the space below.

5. Is there anything else you feel I need to know about this person's work or participation? If so, explain in the space below.

***Subjective evaluation: Family research paper***

*Over the course of the semester, each student will complete a family research paper.*

*Students are assigned one of ten hypothetical family scenarios. They are told to imagine that, within the next five years, they will form a family with the partner (and any children) described in their assigned scenario. They are then asked to write an eight to ten page paper comparing and contrasting their assigned family with their family of origin and their (real or anticipated) family of orientation. They are also asked to discuss how likely they would be to actually form a family like the one they are assigned. Students are required to use academic sources to support their arguments. The family research paper is due at the end of the semester and is counted for twenty percent of the course grade.*

*This assignment requires students to engage in perspective-taking by imagining life in a family very different from their own. It also requires them to think about the role of social structure in shaping their own real family lives. It supports the course objectives of enabling students to develop a sociological understanding of the family as a social institution and of applying sociological theory to the family and intimate relationships.*

## **Family Research Paper Instructions**

You have been assigned a hypothetical partner. For this assignment, you should imagine that you have met and fallen in love with the person you have been assigned. You should imagine that, within the next five years, you will form a new family with this person. Take some time to imagine what your new family will be like. Based on this scenario, you will write an 8-10 page paper which applies sociological research to the following questions:

- 1) Discuss your family of origin (the family you grew up in). What was your family structure? What was your socioeconomic status? What was the racial-ethnic composition of your family? What were gender roles like in your family? How is your hypothetical family similar to or different from your family of origin?
- 2) Discuss your hypothetical family of orientation as a public family. How will public institutions influence your family life? For example, what civil rights will your family have? How will your family negotiate work and the economy? How will society respond to your family? Will your family be accepted as normative or deviant?
- 3) Discuss your hypothetical family of orientation as a private family. What private/interpersonal issues will your family face? For example, will you have to deal with cultural differences? How will your family negotiate conflict surrounding your different desires for the future? For example, if your partner wants to have children and you do not? Or if you wish to stay near your family but your partner wishes to live far away?
- 4) Discuss the likelihood that you would actually form a family like the one you have been assigned. How likely would you be to meet and form a family with someone like your hypothetical partner? Why would you be likely or unlikely to form such a family?

Be sure to use social science research to support your arguments. For example, if you wish to argue that your family would face discrimination because you and your partner have different ethnicities, you must cite research showing that interracial families face discrimination. If you wish to argue that your family would have difficulty due to step-parenting, you should cite research related to step-parenting which supports your claim. You must cite at least 5 academic sources to support your argument. All sources must be academic journal articles or books. You may not cite blog posts, personal websites, popular media, or popular literature. All sources must be cited properly using ASA format. Your paper must also include a reference list formatted in ASA style.

### **Potential Mates**

(Adapted with permission from the blog Teaching TSP by Hollie Nyseth Brehm)

- 1) A middle-class, white man who travels three weeks each month for his job and has three kids from a previous marriage of whom he has custody. Currently, he has a live-in nanny but would rather have a full-time parent in the home for his kids.
- 2) A wealthy, African-American woman who owns a publishing business in Chicago.
- 3) A working class, Latino man from Costa Rica who wishes to live near his family in his home country.
- 4) An upwardly-mobile white woman who wishes never to have kids or at least not to care for them herself. (If you want kids, you will have to be the sole parent.)
- 5) A female, Presbyterian minister whose first job assignment is in central Kansas.
- 6) An African-American male professor who has tenure at Harvard.
- 7) An English man who wishes to live in the US but cannot get residency for 3-4 years as a result of the immigration waiting list for English citizens into this country.
- 8) A white, male Florida “cracker” whose family has owned a fishing business in Everglades City for two generations. He plans to adopt the business in five years and needs to continue working for the business until that time.
- 9) A middle-class, white woman who plans to be a homemaker.
- 10) An Indian woman (US resident) whose parents are planning to arrange a marriage for her with someone other than you.

**Course Materials**  
**Social Statistics**

*The following materials represent my teaching of a section of Social Statistics (Sociology 3101) in the spring semester of 2015. In order to reflect my teaching of the course, I have included the following items:*

- *The course syllabus and course schedule*
- *My lecture notes and PowerPoint slides for one lecture introducing the unit on inferential statistics*
- *All objective evaluations, consisting of three exams*
- *All objective and subjective evaluations, consisting of five data analysis assignments*
- *All subjective evaluations, consisting of, consisting of a statistics journal assignment*

*Preceding each item is a written description of how the item was used to evaluate students, as well as a statement of how each item contributed my goals for the course, as well as to my broader teaching philosophy.*

### **Couse Syllabus**

*This syllabus lays out my plan for teaching a section of social statistics. I designed my syllabus to be fairly brief (9 pages) and very readable. One of my major goals for this course syllabus is to make the course seem simple and approachable. Many students come into social statistics with a lot of anxiety. In addition to math phobia, which seems to be prevalent in social science students, sociology majors are required to earn a grade of 73 in the course in order to graduate.*

*For these reasons, I attempt to make the course seem both exciting and non-threatening in the way I describe it. For example, I describe the required calculator as “simple” and “not fancy or expensive.” I also recommend (but do not require) the book Naked Statistics: Stripping the dread from the data. This book is written for the purpose of demystifying and simplifying statistics for anxious students. Throughout the syllabus, I attempt to make assignments and expectations as clear and straightforward as possible.*

*By letting students know exactly what to expect from the course, I hope to encourage them right away that they are capable of mastering course materials. Furthermore, by acknowledging math anxiety upfront, I hope to create an environment in which students can work through their discomfort and embrace the challenges of learning statistics.*

Social Statistics (SOC 3010)

Spring 2015

Instructor: Stephanie Hansard  
Office: Langdale Hall 1066  
Contact: [Hansard.GSUSociology@gmail.com](mailto:Hansard.GSUSociology@gmail.com)  
Class meeting: TR 5:30-6:45  
Location: Classroom South 300  
Office hours: TR 4:00-5:00, or by appointment

COURSE DESCRIPTION AND OBJECTIVES

The goal of this course is to introduce students to the basics of statistical analysis in the social sciences. During this course, you will learn to describe sets of data using numbers, charts, and graphs. You will learn to test hypotheses, examine associations between variables, and conduct and interpret regression analyses. By the end of this course, you will be able to:

- Understand the importance and relevance of statistics to sociological research
- More easily read and understand quantitative sociological research papers
- Formulate testable hypotheses and choose appropriate statistical tests
- Use computer software (SPSS) to conduct your own sociological analyses
- Think critically about claims and arguments based on statistics

COURSE MATERIALS

The following materials are required for the course:

**Healey, Joseph F. 2012. *The Essentials of Statistics: A Tool for Social Research*. Second Edition.**

Note: This is not the newest edition of the textbook. There is a newer Third Edition. I have assigned the older Second Edition because it is available at a much lower price than the newer Third Edition, especially if you purchase it online.

You will be required to bring a simple calculator with a square root function to each class. You do not need to buy a fancy, expensive calculator. In fact, you will not be allowed to use graphing calculators on any exams. You can buy the kind of calculator you need from the bookstore for about \$10. You will not be allowed to use cell phones or computers as calculators. I will not be responsible for providing calculators to students at any time.

You will be required to bring a flash drive to every class. We will be writing computer syntax to complete assignments, and you will need to save your syntax file at the end of class. Take great care with your syntax. Losing or failing to save your syntax file will not be an excuse for late assignments.

You will also need a small journal or composition book. You will be using this to create a statistics journal for yourself. It does not need to be anything fancy, but it should be something you will enjoy writing in.

The following materials are recommended, but not required:

**Naked Statistics: Stripping the Dread from the Data, by Charles Wheelan (2013)** is an excellent guide to understanding and applying statistics. While this book is not required for the course, I recommend it to students who are anxious about statistics and to students who value concrete applications when learning mathematical concepts. Relevant chapters are marked on the course schedule, but these readings are optional.

## GRADING

**Exams (50%):** There will be three exams in this class. The first two will be given in class and will be non-cumulative. The third exam will be given during the final exam period and will be cumulative. Each exam will be graded for correctness. In order to receive partial credit for an incorrect answer, you must show your work and/or explain your reasoning. Each student will be allowed to drop their lowest exam grade, provided they take all three exams. The two exam grades which are not dropped will be weighted equally.

**Computer Assignments (35%):** You will complete five computer assignments throughout the semester. Each assignment will require you to analyze data using SPSS and to interpret your results. You will complete these assignments outside of class and turn them in at the beginning of class on the day they are due. These assignments will be graded for completion and correctness. In order to receive partial credit for an incorrect answer, you must show your work and/or explain your reasoning. You may work in groups to conduct your analyses, but your interpretation of results should be your own work!

Journal (10%): As part of this course, you will create a statistics journal. You will complete one journal entry for each new concept we cover in class. Your journal will be checked for completion and appropriateness before each exam. Please note that I will not be checking your journal for correctness. This means that you are responsible for checking the correctness of your journal's content and approaching me with any questions. You should turn in your journal to be graded at the end of class in the class period before each exam. You will be allowed to use your journal as a resource while taking each exam. If you do not turn in your journal to be checked, you will not be allowed to use it on the exam!

Attendance (5%): You are expected to attend each class period. By the beginning of class, you should be in your seat with your computer turned on, which means you should arrive in the classroom before class begins. You should remain in class until the end of the class period. If you arrive more than 15 minutes late or leave more than 15 minutes early, you will be considered absent. I reserve the right to lock the door and refuse to admit students after class has begun, so if you know you will be late, you should email me ahead of time. If you are absent for more than three class periods, I reserve the right to administratively remove you from the course. While attendance only counts for 5% of your grade, it is in your interest to attend every class and pay careful attention. Statistics builds on itself rapidly, meaning that if you miss one class, you are likely to be confused in the next class. You will also not be allowed to turn in computer assignments or journals on days you are absent, which will ultimately harm your grade.

A note on excuses: I do not give "excused" absences. Each person's life is complicated and challenging, and it is not my place to decide which reasons for missing class are valid or excusable. Instead, each student may miss two class periods without penalty, no questions asked. If you miss 3 class periods for any reason, your attendance grade will be penalized. If you miss more than three class periods for any reason, you may be removed from the course. I do not give makeup exams except for reasons required by the university. These reasons are 1) an absence due to university business, 2) an absence due to legal obligation (e.g. jury duty, military service, subpoena to appear in court), 3) religious observance.

I must be notified in writing of any religious observances by the second week of class, and of absences due to university business as far in advance as is possible. I may make rare exceptions to this policy if you yourself are hospitalized or having surgery or if a member of your immediate family has died. These exceptions will be made at my sole discretion.

Your final letter grade will be calculated on the following scale:

A+	100-97
A	96-93
A-	92-90
B+	89-87
B	86-83
B-	82-80
C+	79-77
C	76-73
C-	72-70
D	69-60
F	59 and below

For SOCI 3010, a final grade of 73 (a letter grade of “C”) is considered passing. ANY GRADE BELOW 73 CONSTITUTES A FAILING GRADE. I round all final grades to the nearest whole number. For example, a 72.5 is rounded up to 73; a 72.4 is rounded to a 72. There are no opportunities for extra credit in this class, so please do not ask me for extra credit. Instead, keep up with your grade and approach me early in the semester if you are having trouble.

## POLICIES

### Academic Honesty

All students are expected to abide by the University’s policy on Academic Honesty. The code identifies the following offenses as academic misconduct:

- a. Plagiarizing, or “paraphrasing or summarizing of the works of another person without acknowledgment, including the submitting of another student’s work as one’s own.”
- b. Cheating on examinations, or “giving or receiving unauthorized help before, during, or after an examination. Examples of unauthorized help include the use of notes, computer based resources, texts, or "crib sheets" during an examination (unless specifically approved by the faculty member), or sharing information with another student during an examination (unless specifically approved by the faculty member). Other examples include intentionally allowing another student to view one's own examination and

collaboration before or after an examination if such collaboration is specifically forbidden by the faculty member.”

- c. Unauthorized collaboration, or “submission for academic credit of a work product, or a part thereof, represented as its being one’s own effort, which has been developed in substantial collaboration with another person or source or with a computer-based resource.”
- d. Falsification, or “misrepresenting material or fabricating information in an academic exercise, assignment or proceeding (e.g., false or misleading citation of sources, the falsification of the results of experiments or of computer data, false or misleading information in an academic context in order to gain an unfair advantage.”

Disciplinary actions for violating the academic honesty code may include but are not limited to an F in the course (in which case you will be required to repeat it), a notation on your transcript, or dismissal from the university. For more information please see <http://www2.gsu.edu/~wwwfhh/sec409.html>. GROUP STUDY IS PERMISSIBLE, BUT YOU MUST DO YOUR OWN WORK.

#### Behavior

Technology: Cell phones, music players, tablets and laptops are distracting and should be put away and silenced during class. If you are expecting an emergency phone call, tell me before class begins. If you require a technological device as part of a disability accommodation, please notify me in writing as part of your disability services notification.

We will be using computers for demonstrations and examples during class. This will require you to have your computer turned on during the entire class period. However, you should not be using your computer unless we are doing an exercise. If I see you using your computer at any other time, I will ask you to stop. If I have to ask you more than once, I may ask you to leave class.

Food and drink: Since we will be working with computers, you should not eat or drink in the classroom. I do not mind if you drink water, but it must be kept in a closed container under the desk. If you require food or drink as part of a disability accommodation, please notify me in writing as part of your disability services notification.

Talking: Do not talk while someone else is talking. This is rude and distracting to your classmates and to me. If you have a question or comment, please raise your hand. If I see you engaging in side conversations, I will ask you to be quiet. If I have to ask you more than once, I may ask you to leave class.

Other disruptive behaviors: Disruptive behaviors, such as sleeping in class, verbal outbursts, physical aggression, inappropriate language, etc. (use common sense here), will not be tolerated. If you engage in disruptive behavior in the classroom, I may ask you to stop the behavior, ask you to leave class, call campus security, or administratively remove you from the course, whichever the situation calls for.

### Withdrawals

You are responsible for withdrawing from the course should you decide to do so. The last day to withdraw is March 3. If you withdraw after this date, you will receive a grade of WF. If you have a failing grade in the course at the time you withdraw, you will be given a grade of WF.

### Accommodations for Students with Disabilities

Students who wish to request accommodation for a disability may do so by registering with the Office of Disability Services. Students may only be accommodated upon issuance by the Office of Disability Services of a signed Accommodation Plan and are responsible for providing a copy of that plan to instructors of all classes in which an accommodation is sought. You can learn more about services provided by the office by calling 404-413-1560 or through their website at <http://www2.gsu.edu/~wwwods/>. If you have a documented condition that requires special accommodations, please inform me as soon as possible.

### Office Hours

I will have office hours before each class period. You may also make appointments to meet with me at other times. If you make an appointment to meet with me outside of my regular office hours and do not show up, I may decline to make appointments with you in the future. Office hours are an opportunity for you to ask me specific questions or get help with a problem you are unable to solve. I will not have time to provide general tutoring, to repeat information from my lectures, or to read the textbook with you. These are all things you should do on your own or with other students. If you have missed class, please do the readings and review the notes with another student before coming to me with questions. This will allow me to give all students the support they need. If you feel you need additional help in the course, please let me know and I will try to connect you with appropriate resources.

### Desire2Learn

I use Desire2Learn to post announcements, computer assignments, handouts, lecture slides, assignment grades, and other information. You should check Desire2Learn daily so that you do not miss anything.

### Final Evaluation

Your constructive assessment of this course plays an indispensable role in shaping education at Georgia State. Upon completing the course, please take time to fill out the online course evaluation.

## COURSE SCHEDULE

The syllabus provides a general plan for the course; deviations may be necessary. I will inform you of any changes prior to their occurrence. Students are responsible for all information and requirements stated in this syllabus.

The following is a tentative course schedule.

<b>Date</b>	<b>Topic</b>	<b>Relevant Readings</b>
1/13	Introduction and Syllabus	Read the syllabus thoroughly.
1/15	Review of mathematical concepts	Healy Ch. 1 Wheelan Ch. 1&5 (Brightspace)
1/20	Descriptive statistics	Healy Ch. 2 Wheelan Ch. 2&3
1/22	Introduction to SPSS	
1/27	Charts and graphs	Healy Ch. 3
1/29	Creating charts and graphs	
2/3	Work Day: No Class Use this time to work on your SPSS assignment and write in your journal	Healy Ch. 4
2/5	Measures of central tendency *Note: Today, I will hold office hours by appointment only.	

2/10	Measures of dispersion SPSS assignment 1 due in class	Healy Ch. 5
2/12	Creating and interpreting a descriptive statistics table	
2/17	Review for Exam 1 Submit statistics journal in class	Exam 1 review sheet
2/19	Exam 1	
2/24	The normal curve	Healy Ch. 6
2/26	Finding the area under a curve	
3/3	Sampling and estimation SPSS assignment 2 due in class	Healy Ch. 7 Wheelan Ch. 7&10
3/5	Constructing a sample: handling missing data	Semester midpoint. Last day to withdraw with a grade of "W."
3/10	Hypothesis testing: Continuous variable tests SPSS assignment 3 (Everyone receives full credit)	Healy Ch. 8 Wheelan Ch. 8&9
3/12	One-Sample T-test	
3/17	No Class - Spring Break	
3/19	No Class - Spring Break	

3/24	Two Sample t-test	Healy Ch. 9
3/26	Two Sample t-test SPSS assignment 4 due in class	
3/31	Review for Exam 2 Submit statistics journal in class	Exam 2 review sheet
4/2	Exam 2	
4/7	Hypothesis testing: Categorical variable tests	Healy Ch. 10
4/9	ANOVA test	
4/14	Chi Square Test SPSS assignment 5 due in class	Healy Ch. 11
4/16	Bivariate Correlation and regression	Healy Ch. 12 Wheelan Ch. 4
4/21	Bivariate correlation and regression	
4/23	Review for Final Exam Submit statistics journal in class SPSS assignment 6 due in class	Final exam review sheet Last Class Meeting

ASSIGNMENTS

ALL ASSIGNMENTS ARE DUE AT THE BEGINNING OF CLASS ON THE DATE LISTED. I will not accept any assignment that is more than 2 days (48 hours) late. A letter grade (10 points) will be deducted each day an assignment is late. ASSIGNMENTS TURNED IN AT THE END OF CLASS OR AFTER CLASS ON THE DUE DATE ARE CONSIDERED LATE AND WILL BE PENALIZED ACCORDINGLY.

LIST OF DATA ANALYSIS ASSIGNMENTS

I will handout hard copies of computer assignments and post an electronic version on Brightspace 1 week before the assignment due date.

Assignment #	Topic	Due Date
1	Charts and Graphs	2/10
2	The Normal Curve	3/3
3	Hypothesis testing: One-Sample and two-sample T-test	3/26
4	Hypothesis testing: ANOVA	4/14
5	Association: Bivariate Correlation and Regression	4/23

### **Sample Lecture: Introduction to Inferential Statistics**

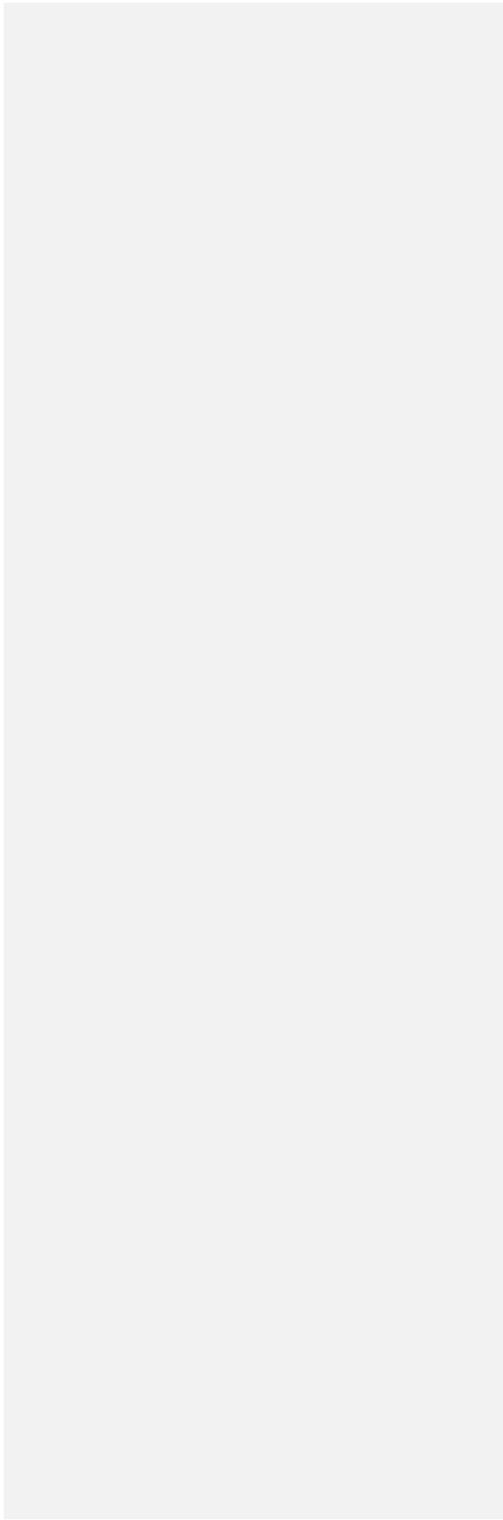
*This lecture introduces students to the concept of inferential statistics. This is the beginning of a new unit – the second of three units in the course. Therefore, I structure the lecture to build on the material they learned throughout the previous unit. For example, this lecture introduces the Equal Probability Sampling Method, which builds on basic probability. Since I teach basic probability during the first week of the course, it makes sense to review it with students now.*

*My main goal in each statistics lecture is to demystify statistical concepts for students. I attempt to walk students through each concept, building on knowledge they have already gained to help them master new knowledge. This fits with my larger teaching philosophy of making students comfortable with challenging concepts. My goal is for students to finish the course feeling that they have mastery over concepts they found intimidating at the beginning of the course.*

# Sociology 3010

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STEPHANIE HANSARD



## Inferential Statistics

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- We use **sample statistics** to make **inferences** about **population parameters**.
- We can only do this if...
  - The sample is representative of the population it is taken from
  - We can assume that the variable we want to study is normally distributed in the population.

---

## Representative Sampling

---

- How can we make sure a sample is representative of the population?
  - Sample must be reasonably large but still smaller than the population.
  - Sample must follow the **Equal Probability of Selection Method**: All elements in the population have an equal probability of being selected into the sample.

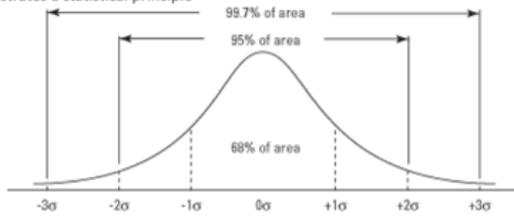
## Basic Probability

- The likelihood of a particular event occurring
  - Examples:
    - Probability of getting “tails” on coin flip:  $1/2$
    - Probability of rolling 3 on a six-sided die:  $1/6$
    - The probability of each event is independent
  - The probability of one event happening AND another event happening is the probability of both events multiplied together.
    - Ex: Probability of rolling heads on 2 coins flipped at the same time =  $\frac{1}{2} \times \frac{1}{2}$
  - The probability of one event happening OR another thing happening is the probability of both events added together.
    - Ex: Probability of rolling a 2 or a 4 on a six-sided die =  $1/6 + 1/6 = 2/6 = 1/3$ .

## More on theoretical distributions

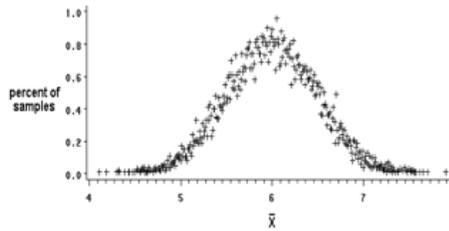
Remember the Normal Distribution:

- Theoretical; not empirical
- Illustrates a statistical principle



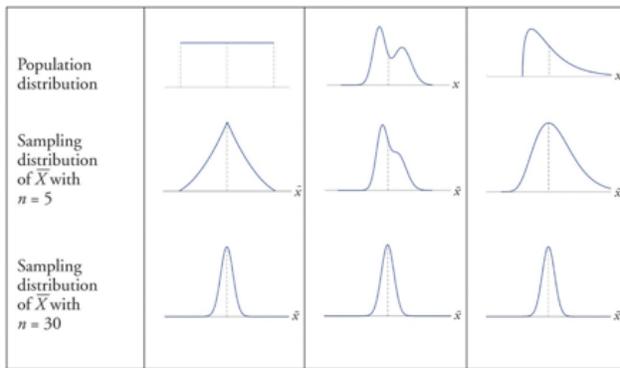
## The Sampling Distribution

- A theoretical distribution of sample means
- All possible samples of size  $N$  for a given variable  $X$  in a given population
- The mean of the sampling distribution ( $\bar{x}$ ) will be equal to the mean of the population ( $\mu$ ) if the variable is normally distributed in the population.
- The standard deviation of the sampling distribution ( $\sigma_{\bar{x}}$ ) will equal  $\sigma/\sqrt{N}$



# The Central Limit Theorem!!

- As sample size  $N$  increases, the sampling distribution of a variable  $X$  will become increasingly normally distributed.
- For sufficiently large samples, the sampling distribution will be normal even if the variable is not normally distributed in the population!



## Lecture Notes

So far, we've been talking about descriptive statistics.

Q: What do descriptive statistics tell us about?

[A: They give us numbers which describe samples. Ex: measures of central tendency, measures of dispersion, frequencies, proportions, etc.]

### ❖ Sample vs. Population

- A sample is a subset of a larger population.
  - Ex: 1,000 U.S. adults would be a sample of the entire U.S. population.
  - Ex: 100 GSU students would be a sample of the GSU student population.

When we study samples, we are ultimately trying to generalize to populations. So why study samples instead of populations?

- Why do we study samples?
  - It is easier.
  - It is cheaper.
  - It is **potentially** just as accurate (more on this later).

This is where inferential statistics come in.

### ❖ Inferential Statistics

Statistics relate to samples, and parameters relate to populations. Thus, a sample mean is a statistic while a population mean is a parameter.

- We use **sample statistics** to make **inferences** about **population parameters**.

In other words, we use inferential statistics to generalize from samples to populations.

- We can only do this if...
  - The sample is representative of the population it is taken from
  - We can assume that the variable we want to study is normally distributed in the population. That is, if we can assume that the distribution of the variable in the population follows the normal curve.

#### ❖ Representative Sampling

- How can we make sure a sample is representative of the population?
  - Sample must be reasonably large but still smaller than the population.  
We will talk more about why sample size matters later, when we talk about the Central limit theorem. Hold on to this thought.
  - Sample must follow the **Equal Probability of Selection Method**: All elements in the population have an equal probability of being selected into the sample.

In order to understand EPSM, let's quickly review basic probability.

#### ❖ Basic Probability

The likelihood of a particular event occurring

Q: How do we determine the likelihood of a particular event occurring?

[A: The frequency of the event in question divided by the total number of events.]

- Examples:
- Probability of getting “tails” on coin flip:  $1/2$

- Probability of rolling 3 on a six-sided die:  $1/6$
- The probability of each event is independent
- The probability of one event happening AND another event happening is the probability of both events multiplied together.
- Ex: Probability of rolling heads on 2 coins flipped at the same time =  $\frac{1}{2} \times \frac{1}{2}$
- The probability of one event happening OR another thing happening is the probability of both events added together.
- Ex: Probability of rolling a 2 or a 4 on a six-sided die =  $1/6 + 1/6 = 2/6 = 1/3$ .

So each person in the population having Equal Probability of being Sampled into the population is the first criterion for being able to use inferential statistics to make inferences about population parameters based on sample statistics.

What are your questions about this?

[If no questions are forthcoming, wait. This is a lot of information]

The second criterion for using inferential statistic is that the variable in question must be normally distributed in the population. We can assume this based on a theoretical distribution.

❖ More on theoretical distributions

Remember that we've talked about theoretical distributions before.

Remember the Normal Distribution:

- Theoretical; not empirical

This means that we can illustrate it mathematically, but no real, existing distributions exactly match it. So, it only exists in theory; not in nature.

- Illustrates a statistical principle

So today we are going to introduce a new theoretical distribution...

#### ❖ The Sampling Distribution of the Mean

- A theoretical distribution of sample means
- All possible samples of size  $N$  for a given variable  $X$  in a given population
- The mean of the sampling distribution ( $\bar{x}$ ) will be equal to the mean of the population ( $\mu$ ) *if the variable is normally distributed in the population.*
- The standard deviation of the sampling distribution ( $\sigma_{\bar{x}}$ ) will equal  $\sigma/\sqrt{N}$

What are your questions about the sampling distribution of the mean?

Now let's talk about the principle that ties all this together:

#### ❖ The Central Limit Theorem!!

There are two parts to the Central Limit Theorem. First, it says that...

- As sample size  $N$  increases, the sampling distribution of a variable  $X$  will become increasingly normally distributed.  
So, the larger the sample is, the more normally  $X$  will be distributed in the population.
- For sufficiently large samples, the sampling distribution will be normal even if the variable is not normally distributed in the population!

This is big news for us! It means that if our sample size is large enough, we can do inferential statistics because we can assume that the variable will be normally distributed in the population. This is huge! The Central Limit Theorem is the reason we can use sample statistics to make inferences about population parameters!

### **Objective Evaluations: Three Exams**

*In order to evaluate students' learning, I give three exams throughout the semester. All exams contain a combination of short answer and computation questions. The first two exams are non-cumulative and are administered in class. The final exam is cumulative (although it focuses mainly on material from the third unit of the course) and is given during the final exam period. Exams are worth 50% of the course grade. Each student's lowest exam grade is dropped, provided they take all three exams (if they take only 2 exams, the zero grade will not be dropped; this is to incentivize students to take all three exams). The two exam grades which are not dropped are each worth 25%.*

*I provide formula sheets for each exam, along with all relevant distribution tables (e.g. the t-distribution table, the F-distribution table, etc.). Thus, the exams require students to apply information to problem-solving, rather than emphasizing rote memorization of formulas. Students are also allowed to use their statistics journals as a resource while taking each exam. Each student's statistics journal contains their own explanations, examples, and notes on each concept.*

*By administering exams regularly throughout the semester, I attempt to evaluate students' understanding and misunderstandings of course concepts early enough to correct misunderstandings and reteach weak concepts. By formatting questions similarly to examples we have worked in class, I attempt to minimize testing anxiety which may affect students' ability to answer questions correctly. Providing resources students would have access to under normal conditions (e.g., notes, formulas, and distribution tables) are also intended to alleviate testing anxiety.*

*These measures aimed at reducing anxiety are intended to make students feel comfortable demonstrating their knowledge, which is a major goal of my overall teaching philosophy. It is also meant to compensate for the extreme anxiety and apprehension many students feel regarding math in general and statistics in particular.*

## Sociology 3010

### Exam 1

#### Instructions:

- **DO NOT WRITE YOUR NAME ON THIS PAGE**  
Write your name only on the back of the last page of the test.
- You have 75 minutes to complete the exam. There are 40 items on the exam.
- You may use your journal and your calculator on this exam. You may not use any other books, notes, or resources.
- You must show your work completely in order to receive partial credit on calculation questions. If you use additional paper to solve problems, you must clearly label your work and attach it to your test.
- If you have any questions during the test, ask me. Do not talk to other students.

1. Bernice is conducting a study on alcohol use among university students. Her main research question is, “How does stress affect alcohol use among university students?” In her study, is alcohol use a variable, a value, or a constant? Explain your answer.

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2. In a follow-up to her earlier study, Bernice wants to know how stress affects mental health in students who use alcohol every day. In this study, is alcohol use a variable, a value, or a constant? Explain your answer.

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3. Identify the level of measurement (nominal, ordinal, or interval-ratio) for each of the following variables. Write the level of measurement in the space to the right of each variable.

a. How many children do you have? \_\_\_\_\_

b. What is your religious preference? \_\_\_\_\_

c. How old were you when your first child was born? \_\_\_\_\_

d. How much do you agree with President Obama’s executive action on immigration? \_\_\_\_\_

1= strongly disagree, 2= disagree, 3= neither agree nor disagree, 4= agree, 5= strongly agree

e. What kind of pet do you own (if any)? \_\_\_\_\_

0= no pet, 1= dog, 2= cat, 3= bird, 4= lizard, 5= snake, 6= rat, 7= chia pet, 8= other

4. Renee is conducting a study on the effects of education on income. She wants to know whether people with higher levels of education tend to have higher incomes. The variables in her data are:

“What is your total annual income for the past year in US dollars?” and “How many years of school have you completed?” So far, Renee has coded the answers of 20 survey respondents, and the distributions of her two main variables are shown in the tables below. Renee wants to collapse both her income variable and her education variable into a few answer categories. She believes this will make her results easier to understand.

Annual Income in US Dollars			
ID	\$	ID	\$
001	\$15,600	011	\$80,000
002	\$42,000	012	\$25,000
003	\$100,000	013	\$250,000
004	\$35,100	014	\$54,700
005	\$67,000	015	\$18,000
006	\$28,400	016	\$24,000
007	\$12,000	017	\$38,000
008	\$75,000	018	\$60,000
009	\$30,000	019	\$0
010	\$47,500	020	\$17,500

a. What categories should Renee create for her income variable?

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b. Are these answer categories exhaustive? How do you know?

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c. Are these answer categories mutually exclusive? How do you know?

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Years of Education			
ID	Years	ID	Years
001	12	011	12
002	12	012	16
003	12	013	14
004	11	014	8
005	12	015	20
006	16	016	12
007	12	017	12
008	16	018	16
009	18	019	12
010	10	020	12

d. What categories should Renee create for her education variable?

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e. Are these answer categories exhaustive? How do you know?

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f. Are these answer categories mutually exclusive? How do you know?

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5. The table below represents the sexes (Male or Female) of 20 university presidents in the United States.

ID	Sex (M or F)	ID	Sex (M or F)
151	M	161	M
152	F	162	M
153	M	163	M
154	M	164	M
155	M	165	M
156	M	166	M
157	M	167	F
158	M	168	M
159	F	170	M
160	M	171	M

a. Complete this frequency table for these data:

Sex (M or F)	N	%
Male		
Female		

b. What is the proportion of women in this sample? \_\_\_\_\_

c. What is the ratio of men to women in this sample? \_\_\_\_\_

6. Below are the results of 20 customer satisfaction surveys:

Customer ID	Satisfaction Rating	Customer ID	Satisfaction Rating
001	5	011	5
002	4	012	4
003	5	013	4
004	5	014	5
005	3	015	3
006	5	016	4
007	2	017	5
008	4	018	5
009	5	019	0
010	5	020	1

a. Complete the following frequency table based on these data:

Rating	N	%	Cumulative %
1= Very Dissatisfied			
2= Dissatisfied			
3= No Opinion			
4= Satisfied			
5= Very Satisfied			

b. What percentage of customers were not satisfied or very satisfied? \_\_\_\_\_

c. What percentage of customers were at least somewhat satisfied? \_\_\_\_\_

7. According to 2013 Census estimates, Georgia had a population of 9,992,167 persons. Georgia's prison population was 54,004 persons in 2013.

a. In 2013, what was the rate of incarceration (imprisonment) for the state of Georgia?

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b. If there were 46,584 prisoners in Georgia in 2010 and 54,004 prisoners in 2013, what is the percentage increase of the prison population in Georgia between 2010 and 2013?

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8. Below are the names and incomes of all twenty employees who work at Small-Mart, a local retail store. Incomes have been rounded to the nearest thousand dollars.

Name	Income	Name	Income
Tabitha	\$18,000	Tiffany	\$28,000
Jillian	\$20,000	Clinton	\$20,000
Rochelle	\$20,000	Brent (CEO)	\$350,000
Brandon	\$18,000	Andrea	\$18,000
Jordan	\$22,000	Zoe	\$20,000
Claudia	\$20,000	Penny	\$25,000
Thomas	\$22,000	Megan (GM)	\$70,000
Britney	\$25,000	Samantha	\$18,000
Mary	\$25,000	Matthew	\$22,000
Jorge	\$20,000	Deirdre	\$22,000

a. What is the mean income of employees at Small-Mart? \_\_\_\_\_

b. Using the formula for the position of the median, find the position of the median in the distribution \_\_\_\_\_

c. What is the value of the median? \_\_\_\_\_

d. What is the mode of the distribution? \_\_\_\_\_

e. What is the range of the distribution? \_\_\_\_\_

f. What is the variance of the distribution? \_\_\_\_\_

g. What is the standard deviation of the distribution? \_\_\_\_\_

h. In this case, does the mean provide a good representation of the Small-Mart employees' incomes? Explain your answer.

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NAME \_\_\_\_\_ DATE \_\_\_\_\_

## Sociology 3010

### Exam 2

#### Instructions:

- DO NOT WRITE YOUR NAME ON THIS PAGE
- WRITE YOUR NAME ONLY ON THE BACK OF THE LAST PAGE OF THE TEST.
- You have 75 minutes to complete the exam. There are 20 items on the exam.
- You may use your journal and your calculator on this exam. You may not use any other books, notes, or resources.
- You must show your work completely in order to receive partial credit on calculation questions. If you use additional paper to solve problems, you must clearly label your work and attach it to your exam.
- If you have any questions during the exam, ask me. Do not talk to other students.

1. Which of the following is true of the normal distribution?
  - a) The normal distribution is empirical, meaning that it can be observed in nature.
  - b) The normal distribution is standardized, meaning that it can be used to compare unrelated distributions.
  - c) The normal distribution has a mean of 1 and a standard deviation of 0.
  - d) The normal distribution is symmetrical around the mean, meaning that it has equal positive and negative values.
  
2. What percentage of the normal distribution lies to the right of the mean?
  - a) 34%
  - b) 50%
  - c) 68%
  - d) 95%
  
3. A z-score corresponds to \_\_\_\_\_.
  - a) the area under a portion of the normal curve.
  - b) the number of standard deviations from the mean of a normal curve.
  - c) the number of observations in the normal distribution.
  - f) the value of the mean of the population.
  
4. What is meant by the Equal Probability of Selection Method?
  - a) All elements in the population have an equal probability of being selected into the sample.
  - b) All elements in the sample have equal value.
  - c) All samples drawn from a population have an equal probability of containing the population parameter.
  - d) All samples drawn from the population must be equal in size.
  
5. We can use inferential statistics to make estimates from a sample to a population if \_\_\_\_\_ and \_\_\_\_\_.
  - a) the sample is representative of the population; the variable of interest is normally distributed in the population.
  - b) the sample has an N larger than 400; the standard deviation of the population is known.
  - c) the population mean is equal to the sample mean; the standard deviation of the population equals 1.
  - d) the variable of interest is continuous; the population is larger than 1000.
  
6. We use inferential statistics to estimate population \_\_\_\_\_ based on sample \_\_\_\_\_.
  - a) statistics; statistics.
  - b) parameters; parameters.
  - c) parameters; statistics.
  - d) statistics; parameters.

7. When we calculate confidence intervals, our level of confidence is related to the size of our interval. As our level of confidence increases (e.g. from 95% to 99% to 99.9%), the size of our confidence interval \_\_\_\_\_.

- a) decreases
- b) remains the same
- c) may increase or decrease, depending on the situation.
- d) increases.

8. The sampling distribution of the mean is \_\_\_\_\_ because \_\_\_\_\_.

- a) empirical; it refers to the distribution of a real variable.
- b) theoretical; it is practically impossible.
- c) empirical; it refers to a real population.
- d) theoretical; it is imaginary, like Bigfoot.

9. Because of the Central Limit Theorem, we know \_\_\_\_\_.

- a) that the sampling distribution of especially large samples will be normally distributed.
- b) that the sampling distribution of a sample will be normal if the population is normally distributed.
- c) that we cannot use a sample to make inferences about a population under most circumstances.
- d) that normal distributions do not exist in the real world, and therefore cannot help us to make inferences.

10. Desmond is interested in studying high school students' use of alcohol. He has acquired a list of all students enrolled at a large urban high school and wishes to construct a sample of 200 students. He suspects that alcohol use may vary by class year. What type of sample should Desmond construct to investigate his question? Explain your answer.

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11. Joseph wants to study the residents of assisted living facilities in the South East. He wants to construct a representative sample (N=200) of assisted living residents in the region. No comprehensive list exists of all the residents of assisted living facilities. What kind of sampling technique should Joseph use in order to construct a representative sample? Explain your answer.

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12. There are 1,500 prison inmates in Baker County Prison. Sandra, a sociologist, wants to study depression among the prison inmates in Baker County. She draws a random sample of 500 inmates. She then gives the inmates a survey which measures depression on a 10 point scale (0= no depression symptoms at all; 10= 10 depression symptoms). The mean level of depressive symptoms in the sample is 8.39 with a standard deviation of 1.24.

a) One of the observed scores ( $x$ ) in the distribution is 7. Using the z-distribution table, calculate a z score for this observation.

b)  $z =$  \_\_\_\_\_

c) What proportion of the distribution falls below (to the left of) this observation?

\_\_\_\_\_

d) What proportion of the distribution falls above (to the right of) this observation?

\_\_\_\_\_

14. Sandra wants to use this sample of 500 inmates in Baker County Prison to estimate the mean of the population (all inmates of Baker County Prison). Using a confidence level of 95%, construct a confidence interval for the mean level of depression symptoms ( $\mu$ ) in the population.

C.I. = \_\_\_\_\_  $< \mu <$  \_\_\_\_\_

15. The following SPSS output shows the descriptive statistics of the variable tvhours. The variable tvhours measures how many hours per week the respondent spends watching television.

Statistics		
tvhours		
N	Valid	1298
	Missing	676
Mean	3.0886	
Median	2.0000	
Mode	2.00	
Std. Deviation	2.86510	
Variance	8.209	
Skewness	3.128	
Kurtosis	15.547	
Range	24.00	
Minimum	0.00	
Maximum	24.00	

a) Based on these descriptive statistics, is the variable tvhours normally distributed in the sample of the General Social Survey? Explain why or why not.

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16. Sylvia is a sociologist who wants to know whether the mean age of first pregnancy is higher in rural counties or urban counties within her state. Using state public health data, she draws a random sample of 50 women from urban counties and 50 women from rural counties who all had at least one child. She finds that women in urban counties have an average age of 25 when they first become pregnant, with a standard deviation of 2 years. Women from rural counties have an average age of 23 when they first become pregnant, with a standard deviation of 3 years. Sylvia wants to conduct a t-test to determine whether the mean age at first pregnancy is different for the sample of urban women and the sample of rural women. Sylvia has decided to set her Confidence level at 95%.

a) Should Sylvia run a one-sample t-test or a two-sample t-test? Explain your answer.

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b) Should Sylvia conduct one-tailed test or a two-tailed test?

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Conduct the appropriate t-test and find the appropriate critical t-value in the t-table.

d) Based on the results of the t-test, should Sylvia reject or retain the null hypothesis? Explain your answer.

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NAME \_\_\_\_\_ DATE \_\_\_\_\_

## **Sociology 3010**

### **Exam 3**

#### **Instructions:**

- DO NOT WRITE YOUR NAME ON THIS PAGE.  
WRITE YOUR NAME ONLY ON THE BACK OF THE LAST PAGE OF THE TEST.
- You will have 150 minutes to complete the exam. There are 60 items on the exam.
- You may use your journal and your calculator on this exam. You may not use any other books, notes, or resources.
- You must show your work completely in order to receive partial credit on calculation questions. If you use additional paper to solve problems, you must clearly label your work and attach it to your exam.
- If you have any questions during the exam, ask me. Do not talk to other students.

1. Identify the level of measurement for each of the following variables:

1. How many hours do you spend watching television each week? \_\_\_\_\_

2. What is your religious preference? \_\_\_\_\_

3. How much do you enjoy statistics? 0= It is fine., 1= It is good., 3= It is the best!  
\_\_\_\_\_

4. What is your height? \_\_\_\_\_

5. What is your college major? 1= Sociology, 2= Psychology, 3= History, 4= Other  
\_\_\_\_\_

2. Tony is conducting a study on race-ethnicity, college GPA, and IQ among University students.

Identify the variables and constants in Tony's study:

a. variable \_\_\_\_\_

b. constants \_\_\_\_\_

c. In Tony's study of race-ethnicity, GPA, and IQ, he uses the following measure of IQ:

What is the student's IQ level?

1 = below 75.

2 = 75-125.

3 = above 125.

d. Identify the construct(s) Tony is attempting to measure?

\_\_\_\_\_

\_\_\_\_\_

3. The table below shows the favorite cartoons of a group of sociology students.

Student	Cartoon	Student	Cartoon
301	Futurama	311	The Boondocks
302	The Simpsons	312	Squidbillies
303	The Boondocks	313	My Little Pony
304	My Little Pony	314	Futurama
305	Bob's Burgers	315	Futurama
306	The Simpsons	316	The Boondocks
307	My Little Pony	317	The Simpsons
308	Futurama	318	Futurama
309	Futurama	319	South Park
310	The Boondocks	320	Futurama

a. Complete the frequency table below based on these data.

Cartoon	N	%
The Simpsons		
Futurama		
My Little Pony		
The Boondocks		
Other		

4. Below is a table of the health inspection scores of 24 bars and restaurants:

Restaurant	Score	Restaurant	Score
A	100	M	90
B	90	N	80
C	90	O	70
D	80	P	70
E	100	Q	90
F	110	R	90
G	50	S	110
H	70	T	80
I	100	U	90
J	90	V	90
K	80	W	90
L	70	X	70

- a. What is the mean? \_\_\_\_\_
- b. What is the mode? \_\_\_\_\_
- c. What is the location of the median (using the formula)? \_\_\_\_\_
- d. What is the value of the median? \_\_\_\_\_
- e. What is the range? \_\_\_\_\_
- f. What is the variance? \_\_\_\_\_
- g. What is the standard deviation? \_\_\_\_\_
- h. Is the distribution skewed? How do you know?

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5. The CDC estimates that there were 644 cases of measles in the United States in 2014. In 2012, there were about 50 cases of measles in the U.S.

What is the percentage increase in the number of measles cases in the U.S. between 2012 and 2014? \_\_\_\_\_

6. In 2015 so far, there have been 121 cases of measles reported in the U.S. 103 of those cases are thought to have originated when a family took their sick, unvaccinated child to Disney Land, resulting in a massive outbreak of measles among other unvaccinated children.

a. What proportion of the measles cases in the U.S. in 2015 originated from the Disney Land outbreak? \_\_\_\_\_

b. What is the ratio of measles cases originating from the Disney Land outbreak to measles cases originating from other sources? \_\_\_\_\_

7. Zoe wants to measure the self-confidence of people who have signed up for a 5K race. She decides to measure their self-confidence by timing how long it takes them to run the 5K.

a. Is this measure reliable? Explain your answer.

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b. Is this measure valid? Explain your answer.

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8. Is the normal distribution empirical or theoretical? Explain your answer.

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9. What does the standardization of the normal distribution allow us to do?

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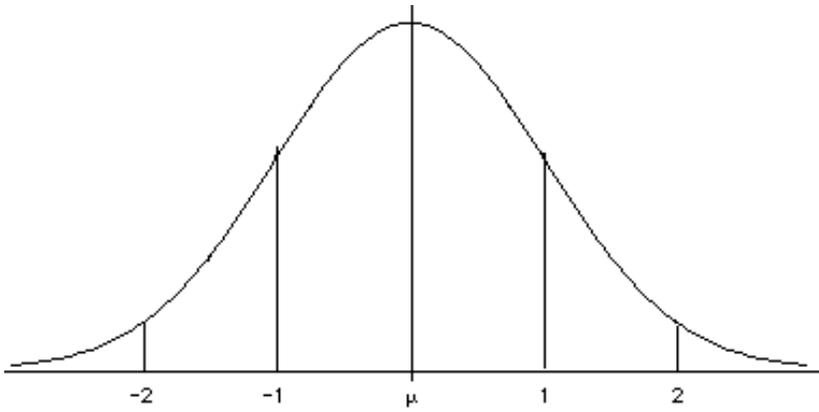
10. What is the mean of the normal distribution? \_\_\_\_\_

11. What is the standard deviation of the normal distribution? \_\_\_\_\_

12. What percentage of the normal distribution lies to the left of the mean? \_\_\_\_\_

13. What percentage of the normal distribution lies to the right of the mean?  
\_\_\_\_\_

14. Fill in the percentage of the distribution which falls below each area of the normal curve.



15. What does EPSM stand for? What does this mean?

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16. What is the goal of inferential statistics?

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17. What two criteria must be met in order for us to do inferential statistics?

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18. What is the difference between statistics and parameters?

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19. If I predict a confidence interval from a sample of  $76 \pm 2.5$  with a confidence level of 95%, what am I actually predicting?

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20. The size of the confidence level affects the size of the confidence interval. Explain the relationship between these two terms.

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21. What is the Central Limit Theorem?

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22. Why is the Central Limit Theorem important?

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23. What is a sampling frame?

24. The table below shows the health inspection scores of a sample of 40 bars and restaurants in a large city. In this case, we do not know the mean or the standard deviation for the population.

Restaurant	Score	Restaurant	Score
A	100	U	90
B	90	V	80
C	90	W	70
D	80	X	70
E	100	Y	90
F	110	Z	90
G	50	AA	110
H	70	BB	80
I	100	CC	90
J	90	DD	90
K	80	EE	90
L	70	FF	70
M	110	GG	80
N	80	HH	90
O	70	II	100
P	80	JJ	100
Q	100	KK	90
R	90	LL	90
S	90	MM	110
T	100	NN	90

a. Calculate the mean health score.

\_\_\_\_\_

b. Calculate the standard deviation of the distribution of the health scores.

\_\_\_\_\_

c. Calculate a z-score for a health score of 100.

\_\_\_\_\_

d. What percentage of the distribution lies above this score?

\_\_\_\_\_

e. At the 99% level, what is the probability that my sample does not contain the population parameter?

\_\_\_\_\_

#### Bivariate Correlation

25. What does a significant correlation test tell us about the relationship between two variables?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

26. Pearson's correlation coefficient, known as Pearson's  $r$ , ranges in value from \_\_\_\_\_ to \_\_\_\_\_.

27. Isaiah is conducting a correlation analysis between parents' income and the number of times a person has been arrested. He finds a correlation coefficient ( $r$ ) of  $r = -.8$ . Isaiah determines that since his coefficient is negative, there is no relationship between parents' income and number of times a person has been arrested. Is Isaiah correct? Why or why not?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

28. Isaiah is also interested in the relationship between the number of televisions in a child's home and the number of times that child gets punished in school each year. Below is a small subsample of Isaiah's data.

Case id	# of televisions	# of punishments
a	2	1
b	3	1
c	1	4
d	5	0
e	4	0
f	0	6
g	1	5
h	3	1
i	2	2
j	0	8

a. Calculate a correlation coefficient from these data.  $r =$

\_\_\_\_\_.

b. Is the correlation positive or negative? \_\_\_\_\_

c. What does the direction of the correlation tell us?

\_\_\_\_\_

d. Is the correlation weak or strong? \_\_\_\_\_.

e. Based on these results, Isaiah proposes a program to purchase a television for every family in the school system, since having more televisions in the home keeps children out of trouble. Do you agree? Why or why not?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

NAME \_\_\_\_\_ DATE \_\_\_\_\_

### **Objective Evaluations: Five Data Analysis Assignments**

*A major focus of the social statistics course is teaching students to conduct and interpret basic statistical analyses using a statistical software package (i.e. SPSS). Throughout the semester, students complete five data analysis assignments. Each assignment requires students to relate concepts they have learned in class in order to explain and interpret analyses. The assignments are worth 35% of the course grade (7% each).*

*I require students to write syntax and run analyses from a syntax file, as opposed to using drop-down menus and radio buttons. I do this because writing syntax allows students to see the logic underlying each analysis. That is, it allows them to clearly visualize the relationships among variables. For each assignment, students submit their SPSS syntax along with a worksheet which asks them to make a series of analyses and then answer questions about those analyses. I provide students with a pre-cleaned data set and example syntax for each assignment. We also work examples of each analysis in class two weeks before the relevant assignment is due.*

*These data analysis assignments support my course goals of enabling students to use statistical software to conduct statistical analyses as well as enabling students to better understand quantitative sociological research. They also support my larger pedagogical goals of empowering students by challenging them. Most students find these assignments quite challenging. They frequently work on the assignments in groups (which is permitted) and they often approach me with questions. The difficulty of the assignments encourages students to plan ahead, to identify specific questions, and to pay careful attention to detail. It also encourages collaboration and cooperation. However, most students are able to successfully complete each assignment, and many express excitement and pride at having completed a difficult task. The first time I taught a section of social statistics, a student told me that completing the data analysis assignments made her "feel like a real scientist." That demonstrates to me that the assignments are having the desired effect on student learning.*

## Data Analysis Assignment 1

**Turn in:**

- ✓ This worksheet
- ✓ Three frequency tables
- ✓ Your syntax file (Note: Please do not turn in your output file)

Using the GSS 2012 dataset and codebook (available on Brightspace), complete the following steps:

1. Choose one variable at each level of measurement (categorical/nominal, ordinal, and interval-ratio). Describe each variable you have chosen and briefly explain what each variable measures. Explain how you know which level of measurement each variable belongs to.  
Hint: There is a column in the variable view of your data spreadsheet called “measure.” It tells you whether a variable is nominal (categorical), ordinal, or scale (interval-ratio).

Categorical/Nominal:

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Ordinal:

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Interval-ratio:

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2. Using your syntax file, convert all “respondent missing” values (“I don’t know,” “Not applicable,” “Refuse to answer,” etc.) to “system missing” values.
3. Using your syntax file, recode the interval-ratio variable you have chosen to create appropriate answer categories.

Why did you choose the categories you did?

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Are your categories mutually exclusive? How do you know?

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Are they exhaustive? How do you know?

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4. Using your syntax file, conduct frequency analyses on each variable. Then create a simple frequency table for each variable. You should create these in a separate document. They should not just be SPSS output.

For example:

Variable Name	N	%	Cumulative %
Value 1			
Value 2			
Value 3			

Hint: Remember that cumulative percentages can only be reported for ordinal and interval-ratio variables.

## Data Analysis Assignment 2

### Turn in:

- ✓ This worksheet
- ✓ 1 descriptive statistic table
- ✓ 1 Histogram chart
- ✓ Your syntax file

1. Choose one continuous (interval-ratio) variable from the GSS 2012 dataset.
2. Briefly describe your variable. Explain what it measures, and how you know it is continuous.

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3. Using your syntax file, recode the variable to convert “respondent missing” values to “system missing.” Note: if there are more than a few missing values, you may want to choose a different variable.
4. Create a descriptive statistics table for your variable. Your table should include the number of responses (N), Mean, Median, Mode, Range, Standard Deviation, and skewedness of your variable.
5. Using your syntax file, create a histogram of your variable, displaying the normal curve line on your histogram.
6. Is your variable normally distributed? Why or why not?

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7. Choose an actual response to your variable. Do this by looking at the “data view” in your SPSS data file.

a. Calculate the Z-score for that response. \_\_\_\_\_

b. What percentage of the distribution lies between that response and the mean?

c. What percentage of the distribution is beyond (above or below) that response?

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### Data Analysis Assignment 3

**Turn in:**

- ✓ This worksheet
- ✓ Syntax file
- ✓ Descriptive statistics for your dependent variable in both the sample and the population.

1. Create a random sample of the GSS dataset with between 100 and 400 cases. Save your sample as a new dataset.

2. Select a continuous dependent variable and a categorical independent variable with two answer categories. Recode both variables to convert missing cases to SYSMIS.

a. Briefly describe your dependent variable. What does it measure? How do you know it is continuous?

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b. Briefly describe your independent variable. What does it measure? What are the answer categories?

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3. Create a descriptive statistics table for your dependent variable for both the sample and the entire dataset (you can do this in two separate tables or one table with separate columns for the sample and the entire dataset). Display the mean, median, mode, range, and standard deviation. Create this as a separate document. Do not turn in SPSS output.

4. Conduct a one-sample t-test on your dependent variable, comparing the population mean of the GSS dataset to the sample mean.

- a. What confidence level did you choose for your T-test? \_\_\_\_\_
- b. What is the confidence interval for the mean difference?  
\_\_\_\_\_
- c. What is the actual mean difference? \_\_\_\_\_
- d. Is the difference between the mean of the dependent variable in the population and the sample statistically significant? What is the significance level?  
\_\_\_\_\_

5. Conduct an independent samples (between-groups) t-test for your dependent variable based on the values of your independent variable. For example, in class, we used mean level of income based on whether the respondent's sex was coded as male or female.

- ✓ What confidence level did you choose for your T-test? \_\_\_\_\_
- ✓ What is the confidence interval for the mean difference?  
\_\_\_\_\_
- ✓ What is the actual mean difference? \_\_\_\_\_
- ✓ Is the difference between the mean of the dependent variable in your two groups statistically significant? What is the significance level?  
\_\_\_\_\_

\*Note that your independent variable must have only two values in order for this test to work. If you want to use an independent variable which has more than two values, you must recode your variable to have two values. For example, if I wanted to know whether Jewish people spend more hours watching television than people of other race-ethnic groups, I could recode the religious preference variable, which has several categories, into a new variable called "Jewish" in which Jewish=1 if religion=Jewish; Jewish=0 if religion !=Jewish. You can also recode a continuous variable into a categorical variable with two values. For example, you could recode "years of education" into a new variable called "highschool" where highschool=1 if "years of education"=12; highschool=0 if "years of education" !=12.

## Data Analysis Assignment 4

**Turn in:**

- ✓ This worksheet
- ✓ Your syntax file

1. Choose a continuous dependent variable. Briefly describe your variable. What does it measure? How do you know it is continuous?

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2. Choose a categorical independent variable with at least 3 answer categories. Briefly describe your variable. What does it measure? How many categories does it have?

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3. Conduct an ANOVA test comparing the mean of the dependent variable across categories of the independent variable.

- a) Is the ANOVA test significant? \_\_\_\_\_
- b) What is the value of F? \_\_\_\_\_
- c) What is the value of p? \_\_\_\_\_

4. If your F value is significant, conduct a post hoc analysis for your ANOVA (either LSD or Bonferroni). If your F value is not significant, you may skip this question.

- a) Which post hoc test did you choose? \_\_\_\_\_
- b) Based on this test, which groups account for the observed mean difference between categories (in other words, which groups of your independent variable have significantly different means of your dependent variable)?

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## Data Analysis Assignment 5

### Turn in:

- ✓ This worksheet
- ✓ SPSS Syntax

1. Choose an interval-ratio level dependent variable. Briefly describe your variable. What does it measure? \_\_\_\_\_

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2. Choose an interval-ratio level dependent variable. Briefly describe your variable. What does it measure? \_\_\_\_\_

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3. State a null hypothesis and an alternative hypothesis for the relationship between your two variables.

a)  $H_0$ : \_\_\_\_\_

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b)  $H_a$ : \_\_\_\_\_

4. Conduct a correlation for your two variables.

a) What is the value of Pearson's  $r$ ? \_\_\_\_\_

b) What is the value of  $p$ ? \_\_\_\_\_

c) What does the correlation tell you about the relationship between your dependent and independent variables?

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### ***Subjective Evaluation: Statistics Journal Project***

*The most creative part of my social statistics course is the journal project which students create during the semester. Students are assigned to use a small notebook, journal, or composition book to create a "guide to learning statistics" for themselves. At the beginning of each unit of the course, students are given a concept list which includes all the new concepts we will cover in that unit. They are assigned to create a journal entry for each concept on the concept list (although interconnected concepts may share a single entry; for example, t-tests and the t-distribution).*

*Each journal entry should reflect the individual student's process of learning the concept. For example, many students choose to include narrative in their entries, explaining concepts in their own words. Entries may also include diagrams, example problems, step-by-step instructions, and formulas with the student's own annotations. These journals may only include each student's own work. Students cannot include materials such as lecture slides, textbook pages, homework sheets, or practice exams.*

*Students are allowed to use their journals as a resource during exams, but their journals must be turned in along with their exam papers. I grade each student's journal three times during the semester using the rubric in the next document. I check journals for completeness and appropriateness of content. The project is worth 10% of students' final grade (each journal check is worth 3.33%), but the opportunity to use the journal as a resource on exams incentivizes students to complete the project successfully.*

*The journal, more than any of my other assignments, supports my goal of making students comfortable with material they did not understand before. I feel this is especially important in a statistics class, which many students find intimidating and off-putting. Giving students an opportunity to journal their learning process is a powerful way to demystify statistics and make students feel confident in their knowledge.*

## **Journal assignment**

Everyone learns in her or his own way. This is just as true of statistics as it is of any other subject. As part of this course, you will create a journal which will become your guide to learning statistics in your own way. For each major concept we cover in class, you will create a journal entry. In your journal, you should discuss each new concept as well as your own experience of learning the concept.

### **Your journal should include:**

The content of each journal entry is ultimately up to you, but each entry should include some of the following components:

- Your experience of learning the new concept (was it simple, difficult, interesting, frustrating? Why? How does this concept relate to other concepts? What kinds of questions could this concept help you to answer?)
- Definitions and explanations of new concepts
- Formulas
- New vocabulary
- Example problems
- Illustrations, graphs, etc.
- Sample SPSS output with your notes
- Step-by-step instructions for more complex processes

In addition to journal entries, you may include distribution tables from the textbook (such as the z distribution and the t distribution) and certain handouts that I will give you (such as flow charts, concept lists, and graphic organizers).

### **Your journal should NOT include:**

- Pages copied directly from a textbook (the exception to this is distribution tables, flow charts, and other approved reference materials. If you are not sure, ask me.)
- Copies of my Power Point slides (or anyone else's.)
- Screen shots of tutorial videos
- Another student's work, including notes, illustrations, etc. (e.g., If two students turn in absolutely identical pie charts, I'm going to be very suspicious.)
- Anything that looks like crib notes or a "cheat sheet"
- Anything else that is not your own work (other than approved reference materials)

### **Grading:**

Your journal will be checked and graded three times during the semester. These three journal checks will make up 10% of your course grade. Journal checks will take place during the class period before the exam. You will turn in your journals at the end of class and I will return them to you immediately before the exam. Please be aware that I will be checking your journals for completion and appropriateness; not for correctness. If you have a specific question, I am happy to help you; however, I will not grade everyone's entire journal for correctness.

**How to use your journal:**

You will be allowed to use your journal as a resource on your exams. My exams are not “open book” or “open note.” The only resource you may use is your journal. You must turn in your journal to be graded along with your exam paper. I will also walk around during each exam and checking journals for appropriateness of content. If I determine that your journal contains inappropriate content (for example, text book pages, lecture slides, etc.), I will confiscate your journal and discuss it with you after the exam.

**I will evaluate your journal using the following rubric:**

A	B	C	F
Journal includes one complete entry for each major concept.	Journal includes one complete entry for each major concept.	Journal does not contain a complete entry for each major concept. Some concepts are not included or are incomplete.	Journal is incomplete. Many concepts are not included or are incomplete.
Entries include examples, descriptions, narrative, and students' reflections on learning concepts.	Most entries include some examples, illustrations, narrative, and reflection.	Some entries include at least some examples, illustrations, narrative, and reflection. Entries are inconsistent or reflect a general lack of effort.	Entries reflect very little effort and include few examples, narratives, or reflections.
Journal includes relevant tables, reference materials, and vocabulary.	Journal contains at least some relevant tables, reference materials, and vocabulary.	Relevant tables, reference materials, and vocabulary are largely absent.	Relevant reference materials are absent.

SOCI 1101: Introductory Sociology

Summer 2013

CRN: 51299

Department of Sociology

Georgia State University

Meetings: Tuesdays and Thursdays, 1:00-2:15 in 603 of Langdale Hall

Instructor: Stephanie Hansard

Office Hours: Tuesdays, 2:30-3:30 PM Thursdays, 11:00 AM-12:00 PM in Langdale 1066

E-Mail: [Hansard.GSUSociology@gmail.com](mailto:Hansard.GSUSociology@gmail.com)

Course Description

Welcome to Introduction to Sociology (SOCI 1101). This course is designed to provide you with a first look at the discipline of sociology. The American Sociological Association defines sociology as “a social science involving the study of the social lives of people, groups, and societies.” This course will use a combination of lecture, discussion, activity, and writing to teach students the foundational concepts of sociology and how to apply scientific thinking to the social world around them.

All students are encouraged to think critically about the concepts, theories, and methods presented throughout this course; to ask questions; and to share examples from their own lived experiences. It is my hope that, by the end of this course, you will have gained the tools you need to continue an academic study of sociology and to apply sociological thinking to your own social world.

### Course Objectives

- Students will learn what it means to think sociologically.
- Students will gain a basic understanding the process through which sociological knowledge is created.
- Students will gain a sociological understanding of social inequalities across such factors as race, class, gender, sexuality, nationality, age, and ability.
- Students will understand major theories of sociology and how these theories can be applied to various social phenomena.
- Students will learn to recognize ways in which social structures impact their lives and the lives of others.
- Students will be able to imagine solutions to social problems.

### Required Texts

Giddens, Anthony, et al. 2012. Introduction to Sociology: Seagull 8<sup>th</sup> edition. New York: W.W. Norton & Company, Inc.

This book can be found on Amazon.com and Half.com for between \$20 and \$50, or in the campus bookstore for \$60.

I have placed two copies of the textbook on reserve in the library. For help using reserve books, please ask at the circulation desk on the first floor of Library North.

### Evaluation

Your work in this course will be evaluated based on a combination of participation and contribution, quizzes, and a course project. Your final grade will be calculated as follows:

- e. Quizzes (50% of course grade)
- f. Course Project (40% of course grade)
  - o Topic Proposal (requires meeting with me): 5% of course grade
  - o Annotated Bibliography: 5% of course grade
  - o Theoretical Framework: 5% of course grade
  - o First Draft: 15% of course grade
  - o Revised Draft: 10% of course grade
- Participation and Contribution (10% of course grade)

#### Quizzes:

Since this is an introductory class, part of my responsibility as the instructor is to provide you with a basic understanding of the concepts, theories, and issues foundational to the discipline of sociology. In order to know whether or not I am meeting that responsibility, I must test your understanding of course material throughout the semester. By giving twelve quizzes instead of three or four exams, I hope to make the testing process more effective, by allowing me to recognize problems earlier and reinforce material more frequently. Also, by giving more small quizzes, I am able to make each quiz count for a lower percentage of the course grade. I hope this will reduce any anxiety students may feel about being tested.

We will be taking a quiz for about twenty minutes at the beginning of each Tuesday class meeting. Each quiz will include some combination of multiple choice, short answer, and long answer questions over material covered in the previous two class meetings. Quizzes will include information presented in lectures, activities, and films, as well as information from the text book. That is to say, you are responsible for material presented in class, whether or not it is in the book. Likewise, you are responsible for material in the book, whether or not it is discussed in class. If you miss a class meeting, please arrange to get notes and discuss them with your classmates before asking me questions about what you've missed.

You will be taking twelve quizzes throughout the course, however, only ten will count toward your final grade. Each student's two lowest quiz grades will be dropped. In addition, each student will be allowed to make up ONE quiz. You may choose to use your ONE makeup quiz for any reason. There is no need to explain your reasons to me or to provide an excuse. You may only make up a quiz you have missed; you may not retake a quiz you have already taken.

#### Course Project:

One of the goals for this course is to gain a critical understanding of the process through which sociological knowledge is created. In order to do this, we will be working on a project throughout this course which will introduce you to the sociological research process. The final

project will be a 10-15 page literature review paper on a topic of your choosing. This project will be completed in five steps throughout the semester. These steps include 1) a topic proposal, which you will discuss with me; 2) an annotated bibliography; 3) a theoretical framework; 4) a first draft, which you will discuss with me; and 5) a revised draft. More detailed instructions will be given on the day each step is assigned in class. Each component of the project should be turned in electronically before the beginning of class on the day it is due. Since each stage of this project will build on earlier components, it is essential that each component be turned in on time. I do not give credit for papers turned in late. If you submit a paper component after the due date, I will read it and give you feedback so that you can complete future steps; however you will receive a grade of zero for that component. Each student will be allowed ONE opportunity to turn in a paper component late for credit. You may use this ONE opportunity for any reason. There is no need to explain your reasons or provide an excuse. In order to receive credit, your ONE late paper component must be turned in within one week of the original due date.

#### Participation and Contribution:

In order for this course to be successful, we must all actively participate and contribute to the learning process.

In order to actively participate, you must first be prepared. This means you must come to class having read and reviewed the material, and having completed assignments. In order to actively participate, you must be physically present and mentally focused during each class meeting. This means being mindful and attentive during lectures and discussions, and not being distracted by phones, computers, side conversations, or other tasks.

Contributing to the class means sharing your own ideas and experiences with the class. In order to successfully contribute to the course, each student must ask thoughtful questions, make constructive comments, share relevant examples, and offer criticisms of the theories and methods presented in this course. Generally, this will involve speaking aloud in class. If you anticipate being unable to contribute by speaking aloud in class, please let me know before the second class meeting.

For each class meeting, you will earn between 0 and 2 points for participation and contribution. In order to earn 0 points for participation and contribution, you must be absent, disruptive, or distractingly inattentive (others can tell that you are not paying attention). In order to earn 1 point, you must be present and attentive. In order to earn 2 points, you must be prepared, present, fully attentive, and make valuable contributions to the class discussion.

In order for this course to be successful, students must work together with the instructor to create a safe space for discussing ideas. Some of the ideas discussed in this class may be controversial or sensitive for some students. While all scholars have the freedom to disagree with each other and to criticize ideas, we must avoid making attacking and discriminatory remarks about each other. Language which is discriminatory, threatening, or attacking toward individual persons or groups of people will not be accepted in this class, and may result in a failing participation and further disciplinary action.

#### Grading

All assignments will be graded as a percentage of 100 points and weighted as described on Page 2 of this syllabus.

97-100	A+	87-89	B+	77-79	C+	60-69	D
93-96	A	83-86	B	73-76	C	59 or below	F
90-92	A-	80-82	B-	70-72	C-		

#### Integrity and Academic Dishonesty

This course is designed to allow each student to succeed with reasonable effort. Therefore, I expect that all work you turn in to me will be an honest reflection of your individual effort and knowledge. Cheating and plagiarism are dishonest and will not be tolerated. If I have evidence that you have cheated on a quiz or plagiarized any component of your course project, you will receive a grade of zero and may be dropped from the course. The Department of Sociology requires that, if I penalize you for academic dishonesty, I must file academic dishonesty charges against you. You have the right to appeal academic dishonesty charges. I expect that each student in this course will act with integrity and that I will have no reason to deal with academic dishonesty. If you have any questions or concerns about what constitutes cheating or plagiarism, please address them with me immediately.

#### Disability

Students who wish to request accommodation for a disability may do so by registering with the Office of Disability Services (Suite 230 of the New Student Center). Students may only be accommodated upon issuance by the Office of Disability Services of a signed accommodation plan and are responsible for providing a copy of that plan to instructors of all classes in which an accommodation is sought.

#### Special Accommodations

If you know that you are going to be absent for one or more class meetings due to university business, religious observances, or legal obligations, please inform me in writing as early as possible. I must be notified of religious observances no later than the second week of class.

#### Withdrawals

The semester midpoint, October 15, is the last day to withdraw from a full semester class and receive a possible grade of W, except for hardship withdrawal. Students can use PAWS to

withdraw before the midpoint. After the midpoint of the term, voluntary withdrawals cannot occur.

#### Course Evaluation

Your constructive assessment of this course plays an indispensable role in shaping education at Georgia State. Upon completing the course, please take time to fill out the online course evaluation.

#### Changes to Syllabus

This syllabus outlines my plan for teaching this course. As the course progresses, changes to the syllabus may become necessary. I will discuss any and all changes to the syllabus with the class before they take effect. I will not change the syllabus in any way which could make the course harder for students after the withdrawal period.

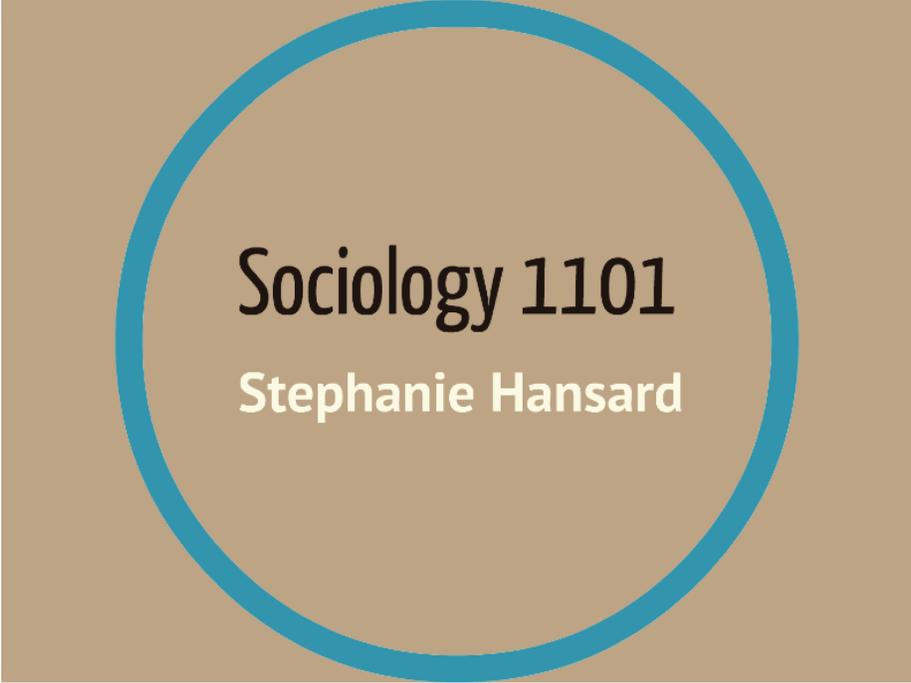
#### Course Schedule

Date	Agenda	Reminders
8/27/13 Week 1	-Welcome -Syllabus -Discussion	
8/29/13 <i>Giddens Ch. 1</i>	-Lecture -Discussion -Introduction of course project	
Week 2 9/3/13 <i>Giddens Ch. 2</i>	-Quiz 1 -Lecture	
9/5/13	-Special Guest	

Date	Agenda	Reminders
Week 3 9/10/13 <i>Giddens Ch. 3</i>	-Quiz 2 -Lecture	Topic Proposal due before class on 9/12.
9/12/13	-Activity -Discussion	Topic Proposal due on Desire2Learn before class.
Week 4 9/17/13 <i>Giddens Ch. 4</i>	-Quiz 3 -Lecture	
9/19/13	-Activity -Discussion	Topic Proposal corrections due on Desire2Learn before class.
Week 5 9/24/13 <i>Giddens Ch. 5</i>	-Quiz 4 -Lecture	
9/26/13	-Activity -Discussion	
Week 6 10/1/13 <i>Giddens Ch. 6</i>	-Quiz 5 -Lecture	Annotated Bibliography due before class on 10/3.
10/3/13	-Activity -Discussion	Annotated Bibliography due on Desire2Learn before class.
Week 7 10/8/13 <i>Giddens Ch. 7</i>	-Quiz 6 -Lecture	Annotated Bibliography corrections due before class on 10/10.
10/10/13	-Activity -Discussion	Annotated Bibliography corrections due on Desire2Learn before class.
Week 8 10/15/13 <i>Giddens Ch. 8 &amp; 9</i>	-Quiz 7 -Lecture	<b><i>Last day to withdraw from the course.</i></b> Theoretical Framework due before class on 10/17.
10/17/13	-Lecture -Activity -Discussion	Theoretical Framework due on Desire2Learn before class.

Date	Agenda	Reminders
Week 9 10/22/13 <i>Giddens Ch. 10</i>	-Quiz 8 -Lecture	
10/24/13	-Film -Discussion	
Week 10 10/29/13 <i>Giddens Ch. 11</i>	-Quiz 9 -Activity -Discussion	
10/31/13	-Lecture -Discussion	
Week 11 11/5/13 <i>Giddens Ch. 13</i>	-Quiz 10 -Lecture	First Draft due before class on 11/7/13.
11/7/13	-Lecture -Discussion	First Draft due on Desire2Learn before class.
Week 12 11/12/13 <i>Giddens Ch. 16</i>	-Lecture -Disussion	
11/14/13	Project Meetings/Project Work Day	
Week 13 11/19/13 <i>Giddens Ch. 15</i>	-Quiz 11 -Lecture	
11/21/13	-Activity -Discussion	
Week 14 11/26/13 <i>Giddens Ch. 18</i>	-Quiz 12 -Lecture	
11/28/13	-Film -Discussion	
12/3/13		<b><i>Revised Draft due on Desire2Learn before class.</i></b>





**Sociology 1101**

**Stephanie Hansard**

# What is a Society?

A group of people who share...

- Territory
- Political Authority
- Group Identity
- [Common Culture]

Are there societies which don't meet these criteria?

## Groups

Share identity, rules and expectations.

Ex: Your study group

## Aggregates

Share space, circumstances, but not group identity.

Ex: All the people in the courtyard.

## Categories

A conceptual grouping of individuals based on criteria.

Ex: University students.

## What is Culture?

Culture is anything created by a human society or group.

Culture can be material or non-material

## Material Culture

Objects created [or altered] by a society

- Tools
- Clothing
- Dwellings
- Art
- ???

## Non-Material Culture

Non-instinctual human  
behavior

Eating vs. Table manners

Urinating vs. Using a toilet/urinal

???



## Social Norms

Formal and informal rules governing  
social behavior.

- Reflect cultural values
- May or may not be laws
- May be explicit or implicit
- Violators face social punishment

# Norms

## Taboos

Rules of human decency  
Violations cause disgust

## Mores

Rules necessary for normal social functioning  
Violations may cause punishment, anger.

## Folkways

Customary ways of doing things  
Violations may cause confusion, annoyance.

Rules necessary for normal  
social functioning

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## Folkways

Customary ways of doing things

Violations may cause confusion, annoyance.

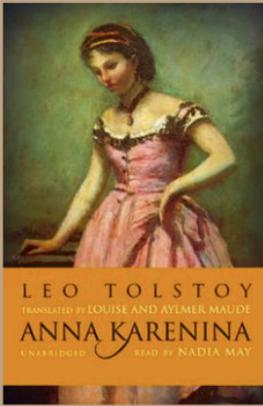
# NORMS

## Taboos

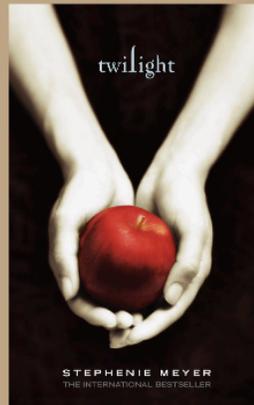
Rules of human  
decency  
Violations cause  
disgust

## Mores

# Dominant Culture



VS.



# Subcultures



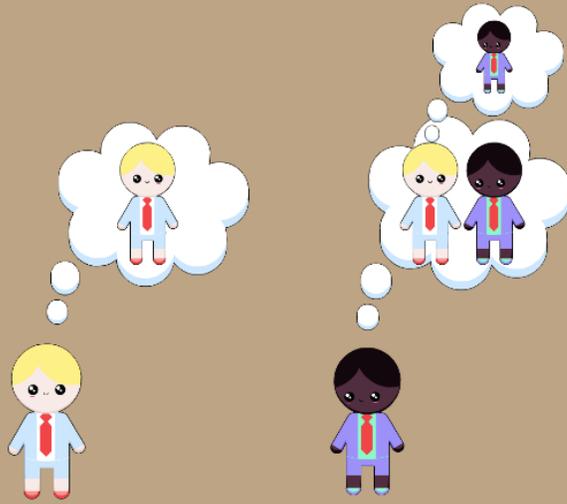
W.E.B. DuBois and Double Consciousness







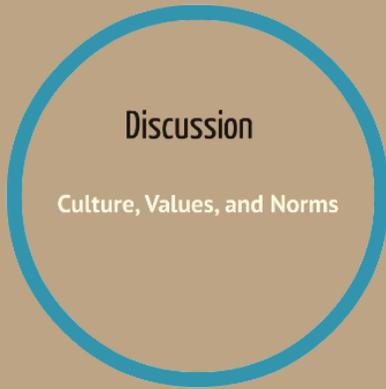
## W.E.B. DuBois and Double Consciousness



## Global Culture?







## Lecture Notes: Culture and Society

Repeat definition of Sociology: “A social science involving the study of the social lives of people, groups, and societies.”

[SLIDE]

What is a society?

-People who share:

Identity

Culture

Territory

Political Authority

-Examples of societies that meet all these criteria: USA; France; Germany.

-Examples of societies that don't meet these criteria?

\*Indigenous/aboriginal peoples (may lack territory/sovereignty)

\*Colonized nations (may lack political authority/territory)

-Other Examples? Questions?

[SLIDE]

Groups exist within and across societies.

-People who share

Identity (sense of belonging)

Rules and expectations

Some things we normally call groups aren't groups.

-Aggregates

Ex: People waiting for a bus (don't share identity, rules, expectations)

-Categories

Ex: Women (we don't all know each other, we don't all share rules and Expectations).

-Any questions? Comments?

[SLIDE]

Groups and societies share culture. Culture is anything created or modified by human groups or societies.

Ex: a plow (something humans create), terrace agriculture (something humans modify).

Culture can be material (like a plow), or it can be non-material (like a tradition)

[SLIDE]

It is pretty obvious what material culture is. It is the objects made (or modified from the environment) by people. Things you would find in a museum.

[SLIDE]

Non-material culture can be thought of as any behavior we do that isn't a biological necessity, like breathing, sleeping, or urinating.

includes things like traditions, knowledge, rules.

Ex: We all urinate (if we are healthy) but not everyone urinates in the same way.

- \*picture of woman urinating while standing
- \*picture of man sitting to urinate on toilet

[SLIDE]

Elements of non-material culture which constitute rules and expectations are called "NORMS."

Norms reflect cultural values

Ex: Giving your seat to an older person on MARTA reflects a value of respect for elders.

- Other examples?
- Questions?

[SLIDE]

Norms are arranged hierarchically, and the more serious the norm, the fewer examples there tend to be.

[SLIDE]

-Folkways are customary ways of doing things. They are social conventions. We can think of lots and lots of them.

- \*Take off your hat in a building.
- \*Use a fork to eat food (most of the time)

Violating these norms is not very serious.

[SLIDE]

-Mores are rules for normal social functioning. If we violate these norms, people will not know what to do or how to act. It will cause chaos. We can think of several of these.

- \*Drive to the right
- \*Don't take things that aren't yours
- \*Don't punch people in the face

These tend to be made into laws.

[SLIDE]

Taboos are rules of human decency. What it takes to be a good person.

If we violate these, people become disgusted/outraged.

We can think of relatively few of these.

- \*Cannibalism
- \*Incest
- \*Torturing an innocent person?

If someone does these things, we have trouble thinking of them as "people like us."

[SLIDE]

Norms are one part of culture. Just like norms are hierarchical, some group's culture is more valued than others.

- What are these two books?
- Has anyone read both of these books?
- Which book is better as literature?
- Which is more widely read?
- Which is enjoyed more?
- So what makes Anna Kerinina better than Twilight
- \*Who reads each of these books?

[SLIDE]

Groups within a society which have a culture distinct from the dominant culture are called subcultures.

Subcultures exist in interaction with dominant culture.

[SLIDE]

\*Notice the Menonite group. They have a distinctive culture, but they also interact with dominant culture (they are in a subway station).

[SLIDE]

\*These are Juggalos (fans of Insane Clown Posse)

They obviously have a distinctive subculture, but they are playing baseball (dominant culture)

[SLIDE]

\*We tend to picture cultures within society as “multicultural”

[SLIDE]

But W.E.B. DuBois described it in terms of “double consciousness”

\*The dominant culture is aware of it’s own culture

\*The non-dominant culture is aware of itself, and the dominant culture, and of how the dominant culture is regarding them.

[SLIDE]

We can see these same patterns in global culture.

[SLIDE]

\*This is a Massi woman feeding her child Coca Cola, from Atlanta.

\*This is a Moroccan girl playing with a doll.

-What does the doll look like? (white, blonde; wearing a homemade Moroccan outfit).

Discussion:

Let’s practice identifying some norms, identifying the values they reflect, and categorizing them as folkways, mores, and taboos.

Norm	Culture	Value	Folkway/More/T aboo?	Explicit or Implicit?	Punishment?


## Mate Selection Activity

Adapted from the blog Teaching TSP by Hollie Nyseth Brehm

Step One: Take a few moments to imagine the family of orientation (romantic partnership, children, etc.) you expect to form someday. If you have already formed a family of orientation, then describe the family you already have.

Step Two: Draw a piece of paper from the bag, and unfold it. Read it quietly. Do not share it. Do not trade with anyone else.

Step Three: Imagine that the person described on your paper is the person you fall in love with. I realize that for some of you, the person on your paper may not be someone you would ordinarily be attracted to. Nevertheless, suppose you fall in love with this person within the next five years and plan to form a family with them.

Step Four: In groups of four, discuss the following questions. Be prepared to share answers with the class.

How will their future plans be affected by this selection?

What will their other family members think?

Where will they live?

What about kids?

What is the likelihood that they would actually consider marrying this person?

## Potential Mates

- 1) A middle-class, white man who travels three weeks each month for his job and has three kids from a previous marriage of whom he has custody. Currently, he has a live-in nanny but would rather have a full-time parent in the home for his kids.
- 2) A wealthy, African-American woman who owns a publishing business in Chicago.
- 3) A working class, Latino man from Costa Rica who wishes to live near his family in his home country.
- 4) An upwardly-mobile white woman who wishes never to have kids or at least not to care for them herself. (If you want kids, you will have to be the sole parent.)
- 5) A female, Presbyterian minister whose first job assignment is in central Kansas.
- 6) An African-American male professor who has tenure at Harvard.
- 7) An English man who wishes to live in the US but cannot get residency for 3-4 years as a result of the immigration waiting list for English citizens into this country.
- 8) A white, male Florida “cracker” whose family has owned a fishing business in Everglades City for two generations. He plans to adopt the business in five years and needs to continue working for the business until that time.
- 9) Martha Stewart’s sister, a middle-class, white woman who plans to be a homemaker.
- 10) An Indian woman (US resident) whose parents are planning to arrange a marriage for her with someone other than you.

### Census Race Box Activity

Step One: Please take out a blank piece of paper. On the paper, describe how you identify your race and/or ethnicity. Answer the question however you want to.

Step Two: Take a folded piece of paper out of the bag and unfold it. Do not discuss it with anyone else. Do not trade with anyone.

Step Three: Answer the question on the census form you have drawn which asks about race, color, or ethnicity. I have marked the relevant questions with a star.

Step 4: Get into groups of four and discuss the following questions (be prepared to share your answers with the class:

- g. Were there any differences between what you wrote on your paper and how you answered the census question?
- h. Was it easy or difficult for you to answer the census question? Why?
- i. What year was your census form from? How did your census form differ from others in your group?

## Course Project Instructions

### Topic Proposal

Within the first two weeks of class, you should come up with a sociological question you would like to answer. This question can be on any topic of your choosing, but it must be answerable using sociological research. You may find the following steps helpful in choosing a topic:

- 1) Look through your textbook for topics you find interesting. You may look to other sources for inspiration as well, including world events, a controversial issue, or an experience from your own life.
- 2) Search library databases to see what questions sociologists are asking about your topic. For example, I might decide to research inequalities in health. I may wonder whether some groups in society have better health than others. I could begin by going to a library database like Sociological Abstracts and typing in the search term "health inequalities." This would give me many articles related to my topic. I could then skim these articles to figure out what kinds of questions are being asked about health inequalities.
- 3) Think of a question you would like to answer about your topic. Your question should deal with a relationship between variables. An example of a successful question might be "How is immigrant status related to health?" Notice that this question asks about the relationship between two variables (immigrant status and health).

Next, you will write a 1-2 page paper describing the question you have chosen to research. Your paper should include the following information about your question:

- 1) Why is your question sociological? Refer to the first two chapters in your text book, which describe what sociologists study and the kinds of questions sociological research methods can answer.
- 2) What are your hypotheses? Hypotheses are predicted relationships among variables. Your hypotheses describe the relationships you expect to find between the variables in your questions. Using the example of immigrant status and health inequalities, I might make the following hypotheses:

H<sub>1</sub>: Immigrants have more health problems than non-immigrants.

H<sub>2</sub>: Non-immigrants go to the doctor more often than immigrants.

Even though you will not be testing hypotheses in this project, it is useful to think about what you expect to happen and why.

- 3) Why did you choose this research question? Explain your interest in your research question. How do you, as a researcher, relate to the question you have chosen to study? For example, I became interested in health inequality because I spent time working in a free health clinic.

This paper will later become the introduction for your final paper. It will also form the basis for the rest of your work on this project. If you have any questions about this component of your paper, I encourage you to meet with me in person to address your questions.

### Annotated Bibliography

Sociologists base our research on the work already done by others. In order to do research, we must learn what other scholars have already found out about our topic. The next component of your course project will be an annotated bibliography of ten academic sources (journal articles, books, or chapters of books) related to your research question. For this assignment, you may not use non-academic sources. Examples of sources which you should not use include: Popular literature (a book written for general audiences which does not include research or scholarship), popular periodicals (magazines, newspapers, etc.), or websites (Wikipedia, someone's personal blog, an organization's website, etc.). If you have a question about whether or not a source is academic, please ask me before you turn in your paper, and we can discuss it together. If you need help finding sources, I encourage you to contact Mandy Swygart-Hobaugh, the sociology research librarian. She is incredibly knowledgeable and is always willing to help. You can email her at [aswygarthobaugh@gsu.edu](mailto:aswygarthobaugh@gsu.edu).

Once you have chosen your ten sources, you should write a 5-8 page paper summarizing each source. First, you should provide an ASA style citation for each source. For examples of ASA citation style, please see the guide provided by the American Sociological Association at: [www.asanet.org/students/Quick%20Style%20guide.pdf](http://www.asanet.org/students/Quick%20Style%20guide.pdf). If you have questions about how to cite something, please ask me.

Below each citation, you should address the following questions:

- 1) What is (are) the main research question(s) addressed in this piece?
- 2) Is this piece empirical (the authors use data to test hypotheses), theoretical (the authors discuss potential explanations for a phenomenon), or a review (the authors review existing work on a specific topic)?
- 3) If the piece is empirical, what method(s) did the authors use to test their hypotheses? If it is a review, how did the authors select which literature to include?
- 4) What was (were) the authors' major conclusion(s)?

This bibliography will later provide the literature review section of your final paper. While you are not required to meet with me after turning in your annotated bibliography, I will provide comments and feedback which you should use in writing your final paper. If you have any questions about your work or about my comments, please address them with me before writing your first draft.

## Course Project Instructions

### Theoretical Framework

Sociologists use theories to help us make sense of our research. Theories provide a “framework” for understanding what our research means. In this component of your course project, you will research two social-scientific theories which relate to your topic. Your textbook may be helpful in identifying theories related to your topic. You will also be able to find the theories most often applied to your topic by reading the theory section of the academic journal articles in your annotated bibliography. For this assignment, you should choose a sociological theory which helps you to understand your research question.

You will write a 2-3 page paper in which you will 1) explain the theory, 2) explain why this theory applies to your research question, and 3) discuss weaknesses/limitations of the theory. Make sure to include relevant information about the theory you choose. Is it very popular, or is it less well-known? Is there a debate in the literature about whether this theory is correct? Is the theory a micro-theory or a macro-theory?

This paper will become the theory section of your final paper. I will provide comments and feedback on this paper which you should use in writing your final paper. If you have any questions about your work or about my comments, please address them with me before writing your first draft.

## Course Project Instructions

### First Draft

Sociologists create new research through a (long, time-consuming) process of writing and re-writing. We often write many, many drafts of a paper before it is ready to publish. In order to write a good final paper, we must first write good drafts which our peers will then read and comment on. For this reason, your first draft is really more important than your final (revised) draft. Therefore, the first draft you turn in for this component should be as complete as possible. It should include all the information you intend to include in your revised draft. It should be well-written and organized. You should treat this component as an opportunity to turn in the best paper you know how to write and get help making it even better!

This draft will tie together all the work you have done so far. The Structure of the paper is outlined below. Your paper should include each of the following sections, in this order:

**Introduction (1-2 pages):** The introduction should introduce your topic, and explain why it is sociological. The introduction should end with your research question.

**Review of the Literature (5-7 pages):** In this section, you describe what other researchers have said about your topic and how this relates to your research question. You should review at least eight academic sources (they do not have to be sources you included in your annotated bibliography). This section should be organized by concept; not by source. This means that you must identify themes in the literature and use your sources to discuss those themes. You should not just summarize each article like you did in your annotated bibliography. You should conclude this section by with a paragraph which summarizes the major themes in the literature and discusses limitations (problems) with the sources you reviewed.

**Theoretical Framework (2-3 pages):** This section will be very similar to the theory section you have already written. You should describe, compare, and contrast two major theories related to your research question. You may also choose to mention one or more less well-known theories. This section should conclude with a paragraph explaining which theory you think fits your research question best, and why. It is possible that both theories work equally well. If so, explain why.

**Conclusion 1-2 pages:** This section should restate your research question, summarize the main themes of your literature review, and summarize your theoretical framework. This section should conclude with a paragraph suggesting directions for future research on your topic.

**References:** This is an alphabetical list (by the first author's last name) of all sources cited in your paper. All sources cited in your paper should be on this list, and vice versa.

Since the main goal of the first draft is to get comments and feedback, you are encouraged to meet with me in person to discuss your work. This will give you an opportunity to ask questions and clear up problems before writing your revised draft.

## Course Project Instructions

### Revised Draft (Optional)

Sociological research is the product of careful re-writing and revision. This component of your project is an opportunity to improve upon your first draft. If you choose to revise, your revised draft should be a final, corrected version of your paper. When writing this draft, you should address all the comments and corrections made on your first draft. You should also pay attention to grammar, spelling, and organization. Make sure all citations are correct and complete. Make sure your reference list is properly organized and formatted. If you have completed each component so far, there should be no surprises at this point. However, if you have questions or concerns, please address them with me before turning in your final draft.



Quiz 1

Multiple Choice: Please choose the correct answer from among the options following each question.

1. Which of the following theorists discussed the role of bureaucracy in reinforcing social structures?

- a) Georg Simmel
- b) Harriet Martineau
- c) Max Weber
- d) W.E.B. Du Bois

2. According to Durkheim, modern societies are held together by\_\_\_\_\_.

- a) organic solidarity
- b) traditional solidarity
- c) mechanical solidarity
- d) bureaucratic solidarity

3. According to Karl Marx, class consciousness occurs when\_\_\_\_\_.

- a) humans become alienated from their labor.
- b) the working class creates surplus labor.
- c) capitalists control the means of production.
- d) workers become aware of their exploitation.

Short Answer: Please answer the following questions in 1-3 sentences.

4. What are the two main questions sociologists ask when using the Sociological Imagination?

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5. After taking a quiz, students sometimes feel that they “studied the wrong things.” That is, many students feel they studied and learned concepts that were not covered on the quiz. Please write a short-answer question that you wish had been on the quiz; then answer your own question correctly.

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BONUS (2 pts).

What is the first name of the brilliant sociology librarian who can help you with your course project?

- a) Amy
- b) Mandy
- c) Mindy
- d) Cindy

Quiz 2

Multiple Choice: Please select the correct answer from the options below each question.

1. Which of the following research methods usually involves inferential statistics?

- a) Participant observation
- b) In-depth interview
- c) Survey
- d) Ethnography

2. In order to learn about the social lives of homeless men, Anderson spent several months living on the street with a community of homeless men, taking notes about their lives, and interviewing the men about their experiences. After his research was complete, Anderson resumed his former lifestyle and published papers about his findings. This is an example of:

- a) In-depth interview research
- b) Ethnographic research
- c) Experimental research
- d) Participatory action research

Essay: Write a 3-5 paragraph essay in which you 3) Identify a culture you belong to and identify a norm of the culture. 4) Explain whether the norm is a folkway, a more, or a taboo. Finally, 5) identify the cultural value or values that the norm reflects. Remember to answer all three questions in order to receive full credit.



Quiz 3

Multiple Choice: Please select the correct answer from the options below each question.

1. A parent observes that many sports played by men are shown on television. The parent concludes that more men play sports than women. The parent therefore signs their son up for little-league baseball, and signs their daughter up for piano lessons. This is an example of:

- a) ethnocentrism
- b) self-consciousness
- c) reflected appraisal
- d) social reproduction

2. Which of the following theorists provided a sociological explanation of child development?

- a) Sigmund Freud
- b) George Herbert Mead
- c) Jean Piaget
- d) Erik Erikson

3. Taylor and Sidney are arguing. Taylor says something, and Sidney rolls his eyes and sighs loudly. Sidney's behavior is an example of

- a) an impression given
- b) an expression given off
- c) an expression given
- d) an impression given off

Short Answer: Please answer the following questions in 1-3 sentences.

4. Shawna works as a nurse in a local hospital. Shawna has a twelve-year-old daughter who is in the sixth grade. Last week, Shawna was late for her shift because she was up all night helping her daughter with a science fair project. Is Shawna experiencing role strain or role conflict? Explain your answer.

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5. Sociologists use the process of reflected appraisal to explain how individuals form a social self. Briefly explain the process of reflected appraisal, either by giving a definition OR by giving an example from your own life.

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Quiz 4

Multiple Choice: Please choose the correct answer from among the options following each question.

1. As group size increases, what happens to the intensity and stability of relationships within the group?

- a) Intensity increases and stability decreases.
- b) Intensity decreases and stability increases.
- c) Intensity increases and stability increases.
- d) Intensity decreases and stability decreases.

2. You are getting ready to go to your cousin's wedding. Privately, you think your cousin is making a terrible mistake and should not marry this person! However, you determine to focus on how happy your cousin is and how excited the rest of the family seems and have a good time at the wedding. This is an example of \_\_\_\_\_.

- a) role strain.
- b) audience segregation.
- c) definition of the situation.
- d) emotion work.

Comment [1]:

2/19/14 10:45 AM

February 20, 2014 1:29 AM

Stephanie Hansard February 20, 2014 1:29 AM  
Lecture

Short Answer: Please answer the following questions in 1-3 sentences.

3. Give an example of a social group to which you belong. Is this group primary or secondary? Explain your answer.

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4. Both Max Weber and Michel Foucault gave accounts of how organizations exercise power over individuals. Please briefly describe each theorist's perspective on organizational power.

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5. Please give an example of a person using audience segregation to do impression management. The example can be from your own experience, a news story, or an imagined scenario.

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**Comment [2]:**  
2/19/14 10:45 AM  
February 20, 2014 1:29 AM  
Stephanie Hansard February 20, 2014 1:29 AM  
Lecture

Quiz 5

SHORT ANSWER: Please answer the following questions in 1-3 sentences:

1) All social networks are not equal in terms of the social capital available to their members.

Please give an example of an exclusive social network. To whom is this network available?

What kinds of social capital are available to its

members? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2) What is a social sanction? Give an example of a formal social sanction. Give an example of an informal social sanction.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Comment [3]:**  
2/19/14 10:50 AM  
February 20, 2014 1:30 AM  
Stephanie Hansard February 20, 2014 1:30 AM  
Lecture

ESSAY: Not all deviance is crime, and not all crime is deviant. Write an essay (3-5 paragraphs) in which you a) define crime and deviance and explain the difference between crime and deviance. To illustrate your argument, b) give an example of a deviant act which is not a crime, and c) give an example of a crime which is not deviant. BONUS: You will receive up to 5 bonus points if you give examples which were NOT used in class discussion.

Quiz 6

Multiple Choice: Please choose the correct answer from among the options following each question.

1) The idea of “target hardening” is associated with which of the following sociological theories of crime and deviance?

- a) Conflict Theory
- b) Structural Functionalist Theory
- c) Social Control Theory
- d) Symbolic Interactionist Theory

2) Which sociological theory of crime and deviance views crime as a deliberate act of protest?

- a) Conflict Theory
- b) Structural Functionalist Theory
- c) Social Control Theory
- d) Symbolic Interactionist Theory

3) Which of the following do recidivism rates measure?

- a) How likely people are to call the police
- b) How willing people are to intervene in deviance
- c) How many former prisoners return to prison
- d) How many people who are arrested are convicted

4) In Angela’s neighborhood, a group of teenagers frequently skips school and hang out on the sidewalk near a vacant lot. They leave litter and harass people as they pass by. Angela and her

neighbors decide to tell the group of teenagers to go to school, or they will call the truant officer.

Angela and her neighbors are exhibiting which of the following:

- a) legal cynicism
- b) collective efficacy
- c) subcultural deviance
- d) community policing

SHORT ANSWER: Please answer the following questions in 1-3 sentences:

5) In terms of labeling theory, explain the concepts of primary deviation and secondary deviation.

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Quiz 7

Short Answer: Please answer the following questions in 1-3 sentences.

1) List the three factors sociologists commonly use to determine socioeconomic status. If you cannot remember the terms, describe them in your own words.

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2) Briefly explain the difference between income and wealth.

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3) Essay: Write an essay (three to five paragraphs) in which you a) briefly explain the concept of life chances, b) describe two factors which influence an individual's life chances, and c) explain how these two factors have influenced your own life chances.

Quiz 8

Multiple Choice: Please choose the correct answer to each question from among the options listed.

1. Which of the following statements about sex and gender is accurate:
  - a) A person's gender is naturally determined by their sex.
  - b) Every person's body is either male or female. No exceptions.
  - c) Sex is determined by anatomy; gender is learned socially.
  - d) Understandings of sex and gender are the same all over the world.
  
2. Which of the following is NOT an example of gender-typing in the workplace:
  - a) A local fire department requires all applicants to pass a demanding physical test, which is too difficult for many women.
  - b) A restaurant has a policy of hiring only women as hostesses and only men as bartenders.
  - c) A daycare center will only hire men as managers, but not childcare workers.
  - d) A moving company called "Two Dudes And A Van" will hire women as administrative assistants, but not as movers.
  - e)
  
3. Which of the following statements is consistent with Dependency Theory?
  - a) Former colonies are able to freely develop their own industries and economies.
  - b) Wealthy nations still exploit former colonies through trade and lending practices.
  - c) Local businesses can compete successfully with multinational corporations.
  - d) A global market for goods and labor is part of a capitalist world system.

Essay: According to the concept of intersectionality, each person may be privileged/advantaged based on some identities while being oppressed/disadvantaged based on other identities. Please write an essay in which you discuss your own intersectionality in terms of gender and at least one other identity (such as sexuality, race-ethnicity, ability/disability, socioeconomic class, religion, etc). In your essay, you should a) describe each of your two identities and tell whether each identity is advantaging or disadvantaging, b) give an example of a time when you experienced privilege based on one of your two identities and c) give an example of a time when you experienced oppression based on one of your two identities.

Quiz 9

Multiple Choice: Please choose the correct answer from among the options following each question.

1. A prestigious University offers special scholarships for “legacy” students (students who’s relatives attended the University). Until fifty years ago, the University only admitted white students. This is an example of \_\_\_\_\_.

- a) Old racism
- b) Institutional racism
- c) Symbolic ethnicity
- d) Situational ethnicity

2. Which of the following is an example of discrimination?

- a) A person privately thinks that all Asian people are good at math.
- b) A teacher suspects that her Latino students are cheating on tests.
- c) A police officer stops black men more often than white men.
- d) A person stereotypes white men as being un-athletic.

3. When a social construct is treated as real and causes real consequences, it is an example of

- a) segregation
- b) miscegenation
- c) feminization
- d) reification

Essay: Please write a 3-5 paragraph essay in response to the following question. Be sure to address all parts of the question (a-e) in order to receive full credit.

According to the concept of intersectionality, each person may be privileged/advantaged based on some identities while being oppressed/disadvantaged based on other identities. Please write an essay in which you discuss your own intersectionality in terms of race-ethnicity, gender and at least one other identity (such as sexuality, ability/disability, socioeconomic class, religion, etc). In your essay, you should a) describe each of your three identities, b) tell whether each identity is advantaging or disadvantaging, c) give an example of a time when you experienced privilege based on one of your three identities and d) an example of a time when you experienced oppression based on one of your three identities. Finally, e) explain whether you feel you are socially advantaged or disadvantaged OVERALL based on your different identities.

Quiz 10

Multiple Choice: Please choose the correct answer from among the options following each question.

1. The ability of individuals to achieve aims or further the interests they hold; the ability to impose one's will on others.

- a) authority
- b) nationalism
- c) power
- d) sovereignty

2. Workers for United Parcel Company earn minimum wage (\$7.25 per hour). They decide to strike for higher wages when they learn that workers at National Package Service earn \$10.00 per hour. The workers at United Parcel Company are experiencing \_\_\_\_\_.

- a) state overload
- b) relative deprivation
- c) legitimation crisis
- d) multiple sovereignty

Short Answer: Please answer the following questions in 1-3 sentences.

3. Give an example of a symbol used by a social movement. Explain what the symbol represents in terms of the social movement.

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4. What is the power elite?

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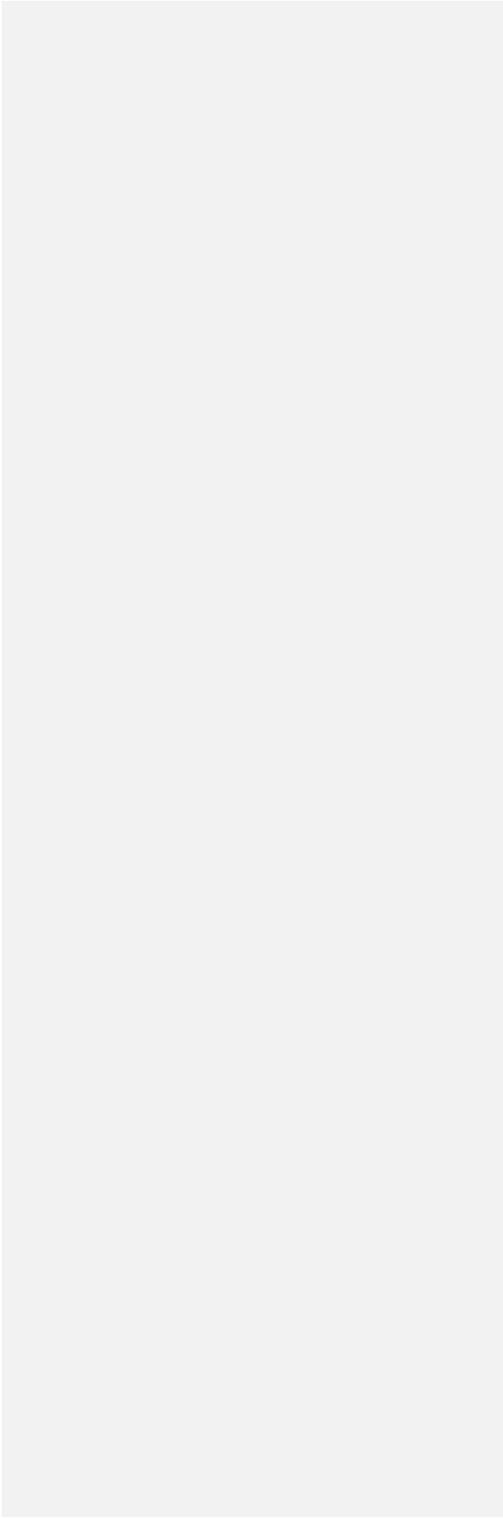
5. Authority is defined as "legitimate power." Give an example of power based on authority AND an example of power which is NOT based on authority.

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Quiz 11

Multiple Choice: Please choose the correct answer from among the options following each question.

According to a Marxist perspective, the primary purpose of the education system is \_\_\_\_\_.

- a) To teach critical thinking
- b) To teach students to work
- c) To teach necessary information
- d) To teach a sense of national identity

Suzanne attends a local public school in a middle class neighborhood. Suzanne's parents, who both have college degrees and professional jobs, like to spend weekends taking their children to museums and symphony performances. Last summer, they sent Suzanne to Space Camp. They are currently planning a family vacation to Washington, DC which will include a visit with their Senator and a trip to the Library of Congress. All of these opportunities provide Suzanne with \_\_\_\_\_.

- a) cultural capital
- b) credentialing
- c) concrete attitudes
- b) hidden curriculum

Antonio is a student from Mexico in the United States. Although he has lived in the US since he was four years old and speaks fluent English, he still becomes extremely nervous and "chokes" every time he is required to give an oral presentation. Antonio may be experiencing \_\_\_\_\_.

- a) hidden curriculum
- b) achievement gap
- c) abstract attitudes
- d) stereotype threat

Short Answer: Please answer the following questions in 1-3 sentences.

Feminist sociologists have critiqued the education system as “masculinist.” Give one example of a masculinist practice in schools and suggest a feminist alternative to this practice.

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In sixth grade, teachers in the Townsville school system identify certain students as “gifted and talented.” These students are given access to special “enrichment classes.” In the ninth grade, administrators at Townsville High give all students a standardized test to identify which students should be placed in honors classes, college prep classes, and technical prep classes. Students identified as “gifted and talented” in the sixth grade are more likely to be placed in honors classes based on their test scores in ninth grade. What is a sociological explanation for why this might happen?

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Quiz 12

Multiple Choice: Please choose the correct answer from among the options following each question.

1. Which of the following factors is NOT associated with higher likelihood of divorce?
  - a . Premarital childbearing (marrying after having children)
  - b . Premarital cohabitation (living together before marriage)
  - c . Marriage later in life (people who marry after the age of 40)
  - d . Parental divorce (people whose parents are divorced)
  
2. Which of the following statements is TRUE about families in the early United States (1700s to 1800s)?
  - a) Romantic love between spouses was an important part of marriage
  - b) Enslaved people were usually legally married to each other
  - c) Married women were not viewed as full legal persons
  - d) The rights of children were very important, and child abuse was illegal

Essay: Please answer ONLY ONE of the following two questions.

Option A:

You are a prominent sociologist of marriage and family. You are being interviewed by a major newspaper for an article entitled “What is the Future of Marriage in Western Society?” You have been asked to give your expert opinion on this topic, so be sure to discuss sociological theory and evidence when answering the following questions: a) Is marriage still an important social institution? Why or why not? b) Are monogamous heterosexual marriages necessary for raising children? Why or why not? Finally, c) In your expert opinion, what is the most important way in which marriage has changed (for better or worse) in the past two hundred years?

OR

Option B:

Your roommate heard you were studying the family in your sociology class. Your roommate is interested to know what kinds of laws and government policies affect the lives of families in the United States today. You love discussing sociology, so you a) explain a government policy that is explicitly designed to affect the lives of families. Then, b) explain a government policy that is not explicitly designed to affect the lives of families but does so anyway. Finally, to help your roommate understand, give an example of how your own family has been affected (positively or negatively) by a law or government policy.