

A DALLAS TeleLearning
Preview Guide
for

EXPLORING
Society

Introduction to Sociology
from
DALLAS
TeleLearning



Dallas County Community College District

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INTRODUCTION

*DALLAS TeleLearning presents **EXPLORING SOCIETY** — the newest college-level, distance learning Introduction to Sociology course. During the study and completion of this one-semester course, students will :*

- *be challenged to expand their knowledge of sociology by increasing their awareness of social forces, communities and human relationships;*
- *recognize that they are at the crossroads of their own personal experiences and social history—their sociological imagination;*
- *appreciate that to be social is to make decisions about how they participate in the human story.*

*Jane A. Penney
Content Specialist*

EXPLORING SOCIETY may be offered as a telecourse on open broadcast television, is well-suited to cable distribution and independent study on videocassette, and offers an optional multimedia (CD-ROM) format and an online component. The telecourse version uses 22 half-hour videos that coordinate with the textbook, the telecourse guide, and the faculty guide. The multimedia format includes these same components, along with relevant Internet activities and resources.

Individual programs from the series also make excellent audio-visual materials for classrooms and learning resource centers. This course may also be used in a dual-credit program.

To acquire ***EXPLORING SOCIETY*** as a comprehensive distance learning package or as an instructional supplement, please call:

**DALLAS TeleLearning
(972) 669-6650
or visit our website telelearning.dcccd.edu**

COURSE OVERVIEW

EXPLORING SOCIETY is a new, exciting sociology course, energized by more than fifty sociologists from across the United States who are passionate about sociology! It is through their interviews and explanations that students begin to understand the sociological complexities of American society. Perhaps more importantly, students begin to grasp their responsibilities in making a difference in society.

EXPLORING SOCIETY provides students with real-life examples of sociological concepts and issues through stories of everyday people. These stories make sociology come to life! Whether through the tragedies and challenges revealed by a survivor of the Holocaust, or the personal, emotional journey of a woman who found education to be a way to escape living in a drug-infested tenement in Harlem, the stories have a powerful impact. Students will remember the stories long after completing this course.

EXPLORING SOCIETY uses video technology to enhance lessons and make the segments visually engaging. Each program is divided into segments, and each segment presents new concepts and learning opportunities. Whether a transitional segment on fashion and gender lasting two minutes, or an intense seven-minute segment discussing social stratification, the programs allow flexibility and application. Using the video programs is a wonderful opportunity to open your classroom and introduce your students to sociologists from different regions of America.

EXPLORING SOCIETY provides a boundless classroom that is not confined to any specific place and time. There are no walls — only open horizons encouraging students to think critically, learn, apply, and ultimately make a difference. The featured sociologists represent a rich diversity of ethnicity, culture, age, region, and gender. They encourage students to think and learn without boundaries.

COURSE DEVELOPMENT

PRODUCTION TEAM: Creative Collaboration

The diverse scholarship, expertise, and insights of many people have been incorporated into the development of *EXPLORING SOCIETY*. The production team included Jane A. Penney, content specialist; Ken Harrison, producer; Suzanne Dunn, Ph.D., instructional designer/director of product design; and Craig Mayes, director of production. Lesson content, lesson objectives, and points of view for the video lessons were decided in team meetings that included input from local and national advisory committees. Final decisions were the result of a dynamic process that represented conflict, compromise, creativity, and collaboration.

The production team committed to an evenhanded treatment of subjects, diversity of people and their perspectives, and a respect for the human condition.

PROFESSIONAL COMMITTEES

Throughout the development of the series, a group of professionals and experts in sociology and related fields enhances the academic integrity and overall quality of the production through shared expertise, consultation, and review of all parts of the course content. These professionals form both local and national advisory committees.

EXPERTS WITH DIVERSE EXPERIENCE

Each program contains information and comments from some of the country's leading experts in the field of sociology. The expertise contributed by these nationally recognized authorities not only validates the content material presented, but also brings current and sociologically significant information to the course.

COURSE COMPONENTS

The ***EXPLORING SOCIETY*** series is a carefully integrated distance learning system that includes a comprehensive set of materials: a textbook, video programs, telecourse guide, faculty guide, optional multimedia and/or online components, and testbank.

VIDEO PROGRAMS

In twenty-two lively and engaging half-hour programs, ***EXPLORING SOCIETY*** uses the unique qualities of video to engage students in sociology. Each program is divided into segments — with each segment covering a unique topic or concept of sociology.

Stories are used to dramatize the human conflicts at the core of sociological issues. Each program features interviews with sociologists and other contributors who have been chosen for their individual expertise as well as for the diverse backgrounds, approaches, and viewpoints they bring with them to the series.

TEXTBOOK

The recommended textbook for ***EXPLORING SOCIETY*** is *Sociology in a Changing World*, by William Kornblum. Both textbook and telecourse guide are published by Wadsworth Thompson Learning.

TELECOURSE GUIDE

The guide for this series is *Telecourse Guide for Exploring Society*, by Jane A. Penney.

This element ties the text and video together. It personalizes the course by guiding the student through the material; draws attention to focus points in the text and video programs; and provides a framework for the study of sociology. The guide involves students in a planned program which reinforces their learning and prepares them for exams. For each lesson, practice test questions have been constructed from both the text and the video focus points for student use.

The Telecourse Guide features:

- Brief narrative overviews of each lesson
- Clear statements of each lesson goal and objectives
- Specific reading assignments in the recommended text which correlate with each video program
- Focus points designed to direct attention to the main concepts in reading assignments and video programs
- Identification of experts interviewed in each program
- Related activities to provide the student with opportunities for practical application of knowledge gained in specific lessons
- Practice tests, featuring multiple choice, short answer, and essay questions, accurately align with test bank material.

FACULTY GUIDE

The faculty guide provides materials necessary for the instructor to facilitate and implement the distance learning course. It includes information on course design, lesson summaries, and a sample syllabus.

MULTIMEDIA

The **CD-ROM based multimedia format** is a student-centered instructional design utilizing a fully integrated multimedia distance learning course delivery. Supported by the supplemental print materials, this format brings video programs, interactive computer-based activities, and the Internet to the student's desktop, without requiring a continuous Internet connection. It also provides a means of monitoring, measuring and documenting student learning and retention through pre- and post self-assessment tools. The multimedia format provides a flexible option for accommodating a greater variety of distance learner needs.

(Optional) WEB COMPONENTS

The **WEB component**, available for the traditional telecourse format, consists of interactive computer-based activities and Internet resources. The videos may be accessed through the institution, through student videotape rentals, CD-ROM, or via streaming media. Contact DALLAS TeleLearning for details.

TEST ITEM BANK

Based upon the textbook and video programs, the test bank contains questions (comprised of multiple choice, short answers, and essay questions) that refer to the textbook and the video programs, and focus on objectives included in the telecourse guide. The test bank is available from the textbook/ telecourse guide publisher .

EXPERTS INTERVIEWED

The 22 half-hour video programs of *EXPLORING SOCIETY* host interview segments which contain comments by the following leading academic scholars. These experts provide students and viewers with special insights and interpretations to enhance understanding of the discussion topics.

PROGRAM 1 - Why Sociology?

Victor Ayala, New York City Technical College
Juan Battle, Hunter College
Kay Coder, Richland College
Carol Deming Chenault, Calhoun Community College
Troy Duster, New York University
Susan Brown Eve, University of North Texas
Paul N. Geisel, University of Texas at Arlington
Arlie Russell Hochschild, University of California, Berkeley
Leslie Irvine, University of Colorado
Ed Joubert, University of Louisiana at Lafayette
Elaine Bell Kaplan, University of Southern California
William Kornblum, City University of New York
Paul Magee, North Lake College
Tom Mayer, University of Colorado
Mary Pattillo, Northwestern University
Judith A. Perrolle, Northeastern University
Claire M. Renzetti, St. Joseph's University
George Ritzer, University of Maryland
Rudy Ray Seward, University of North Texas
Mary Virnoche, Humboldt State University
Terry Williams, New School University
Alford Young, Jr., University of Michigan

PROGRAM 2 - Sociological Perspectives

Wanda Alderman-Swain, Howard University
Guillermo J. Grenier, Florida International University
Leslie Irvine, University of Colorado
Lisandro Pérez, Florida International University
Claire M. Renzetti, St. Joseph's University

PROGRAM 3 - Sociological Tools

Victor Ayala, New York City Technical College
Juan Battle, Hunter College
Kay Coder, Richland College
Juanita Firestone, University of Texas at San Antonio
Robert O. Gardner, University of Colorado
William Kornblum, City University of New York
Terry Williams, New School University

PROGRAM 4 - Culture

Carol Deming Chenault, Calhoun Community College
Kay Coder, Richland College
William Kornblum, City University of New York
Michèle Lamont, Princeton University
Mary Pattillo, Northwestern University
Judith A. Perrolle, Northeastern University
Fred Preston, University of Nevada at Las Vegas

PROGRAM 5 - Socialization

Wanda Alderman-Swain, Howard University
Bruce A. Chadwick, Brigham Young University
Arlie Russell Hochschild, University of California, Berkeley
Theresa A. Martinez, University of Utah
Farnoosh Massoudian, Brookhaven College
Judith A. Perrolle, Northeastern University
Rudy Ray Seward, University of North Texas

PROGRAM 6 - Social Interactions, Relationships and Structures

Tracey McKenzie Elliott, Collin County Community Colleges
Juanita Firestone, University of Texas at San Antonio
Leslie Irvine, University of Colorado
Julia Lam, Dallas County Community Colleges
Philip Luck, Lyndon State College

PROGRAM 7 - Social Groups

Carol Deming Chenault, Calhoun Community College
Gordon Fellman, Brandeis University
Phillip B. Gonzalez, University of New Mexico
Theresa A. Martinez, University of Utah
Judith A. Perrolle, Northeastern University
Nathaniel Eugene Terrell, Emporia State University

PROGRAM 8 - Formal Organizations and Bureaucracy

Juanita Firestone, University of Texas at San Antonio
Roger E. Herman, The Herman Group
Philip Luck, Lyndon State College
Parker J. Palmer, Author and Consultant
George Ritzer, University of Maryland
Dale E. Yeatts, University of North Texas

PROGRAM 9 - Communities, Societies and Nations

Ralph B. Brown, Brigham Young University
Timothy L. Sullivan, Cedar Valley College
Terry Williams, New School University

PROGRAM 10 - Social Stratification

Elaine Bell Kaplan, University of Southern California
Michèle Lamont, Princeton University
Tom Mayer, University of Colorado
Mary Pattillo, Northwestern University
Nathaniel Eugene Terrell, Emporia State University

PROGRAM 11 - Social Class

Tracey McKenzie Elliott, Collin County Community Colleges
Elaine Bell Kaplan, University of Southern California
William Kornblum, City University of New York
Michèle Lamont, Princeton University
Tom Mayer, University of Colorado

PROGRAM 12 - Gender

Juan Battle, Hunter College
Raymond A. Eve, University of Texas at Arlington
Arlie Russell Hochschild, University of California, Berkeley
Claire M. Renzetti, St. Joseph's University
Bette Woody, University of Massachusetts, Boston

PROGRAM 13 - Race & Ethnicity

Juan Battle, Hunter College
Kay Coder, Richland College
Troy Duster, New York University
Carl Knight, Eastfield College
Theresa A. Martinez, University of Utah

PROGRAM 14 - Age

Nana Apt, University of Ghana
Diane R. Brown, Wayne State University
Susan Brown Eve, University of North Texas
Hiram J. Friedsam, University of North Texas
Arlie Russell Hochschild, University of California, Berkeley
Nathaniel Eugene Terrell, Emporia State University
Bette Woody, University of Massachusetts, Boston
Dale E. Yeatts, University of North Texas

PROGRAM 15 - Deviance and Social Control

Troy Duster, New York University
Claire M. Renzetti, St. Joseph's University
Nathaniel Eugene Terrell, Emporia State University
Henry Tischler, Framingham State University

PROGRAM 16 - Social Institutions: Religion, Family and Economics

Bruce A. Chadwick, Brigham Young University
Carol Deming Chenault, Calhoun Community College
Arlie Russell Hochschild, University of California, Berkeley
Paul Magee, North Lake College
Rudy Ray Seward, University of North Texas
Timothy L. Sullivan, Cedar Valley College
Brian Uzzi, Northwestern University

PROGRAM 17 - Social Institutions: Politics and Educations

Bruce A. Chadwick, Brigham Young University
Susan Brown Eve, University of North Texas
Phillip B. Gonzalez, University of New Mexico
Philip Luck, Lyndon State College
Theresa A. Martinez, University of Utah
Brian Uzzi, Northwestern University
Bette Woody, University of Massachusetts, Boston

PROGRAM 18 - Health and Medicine

Diane R. Brown, Wayne State University
Susan Brown Eve, University of North Texas
Roger E. Herman, The Herman Group
Kimberley Peters, State of New Mexico Department of Health
Richard Scotch, University of Texas at Dallas

PROGRAM 19 - Communications Media and Technology

Raymond A. Eve, University of Texas at Arlington
Gordon Fellman, Brandeis University
Judith A. Perrolle, Northeastern University
Timothy L. Sullivan, Cedar Valley College
Brian Uzzi, Northwestern University
Mary Virnoche, Humboldt State University

PROGRAM 20 - Population and Urbanization

Paul N. Geisel, University of Texas at Arlington
Mary Pattillo, Northwestern University
Terry Williams, New School University
Bette Woody, University of Massachusetts, Boston
Alford Young, Jr., University of Michigan

PROGRAM 21 - Social Change

Raymond A. Eve, University of Texas at Arlington
Tom Mayer, University of Colorado
Mary Pattillo, Northwestern University
Judith A. Perrolle, Northeastern University
George Ritzer, University of Maryland
Mary Virnoche, Humboldt State University
Bette Woody, University of Massachusetts, Boston

PROGRAM 22 - Social Action

Victor Ayala, New York City Technical College
Tracey McKenzie Elliott, Collin County Community Colleges
Joshua Gamson, Yale University
William Kornblum, City University of New York
Parker J. Palmer, Author and Consultant
Richard Scotch, University of Texas at Dallas
Terry Williams, New School University

SAMPLE TELECOURSE GUIDE LESSON

LESSON 13

RACE AND ETHNICITY

OVERVIEW

What is race? What is ethnicity? What are the differences between them? It is the sociologist who explores these concepts, which continue to affect our lives and have an impact in our society.

Historically, sociologists and biologists have defined race differently. Biologists have primarily used physical characteristics such as skin color, hair and bone structure to differentiate between races. Sociologists see race as a social concept that may vary from one society to another, depending on how the people of a society perceive physical differences among human beings.

Sociologist Kay Coder experiences how the social concept of race is dependent on where she goes in the world. In Japan, people think of her as white or Caucasian; in England, people think of her as Hispanic; in the United States, people are confused, but know she is not fully Caucasian-American. One person, with the same physical characteristics, is perceived differently depending on where she is in the world. This is what sociologists mean when defining race as a social concept.

Ethnicity is different. Ethnicity is based on shared cultural identity. Ethnicity is the choice of the individual. You'll learn about the difference between race and ethnicity through the Cajuns of southern Louisiana, who share a sense of cultural identity — whether in their dance, music, or food.

What can we learn about racial and ethnic differences using the sociological perspectives? How do these perspectives help us better understand these important sociological concepts?

What happens when different groups come together? The patterns of intergroup relations range from intolerance to acceptance and, ideally, toward a celebration of our diversity. You'll hear the stories of people whose lives continue to be affected by how they have been treated based on peoples' perceptions of race and ethnicity. It is through these stories that you can begin to understand the powerful meanings behind race and ethnicity.

LESSON ASSIGNMENTS

Text: William Kornblum: *Sociology in a Changing World*, Chapter 13, “Inequalities of Race and Ethnicity,” pp. 396-434.

Video: “Race and Ethnicity” from the series *Exploring Society*.

LESSON GOAL & LEARNING OBJECTIVES

Goal

After completing this lesson, you will be able to explain how race and ethnicity influence social patterns of human interaction.

Objectives

1. Discuss race and ethnicity as sociological concepts.
2. Interpret the definitions of race and ethnicity using the sociological perspectives.
3. Define and give examples of patterns of intergroup relations.

REVIEW

The following process is intended to help you retain the knowledge you have acquired in this lesson. To maximize your learning experience:

- a. Scan the Lesson Focus Point questions.
- b. Read the assigned text pages.
- c. View the video.
- d. Write answers to the Lesson Focus Point questions. References in parentheses can be used to locate information in the text and/or video that will help you answer the question.
- e. Complete the Related Activities assigned by your instructor. If none are assigned, use them to help your review of the lesson material.
- f. Take the Practice Test and check your answers with the Answer Key located at the end of the lesson.

LESSON FOCUS POINTS

The following questions are designed to help you get the most benefit from the resources selected for this lesson. To maximize your learning experience:

1. Differentiate between race and ethnicity.(textbook pp.398-406; video segment 2)
2. What is racism? (textbook p. 399; video segment 2)
3. What is institutional racism? (video segment 2)
4. What is prejudice? (textbook p. 416; video segment 2)
5. What is a stereotype? (textbook p. 416; video segment 2)
6. Differentiate between de jure and de facto segregation. (textbook p. 409)
7. What is a racial group, ethnic group, minority group, dominant group? (textbook pp. 400-406; video segment 2)
8. What besides a group's numerical size is the basis of being a minority group? (textbook p. 404)
9. Give an example of race being defined as a social concept. (video segment 2)
10. What is reverse discrimination? Affirmative action? (textbook p. 420)
11. Explain race and ethnicity, using the sociological perspectives. (textbook pp. 422-423; video segment 3)
12. Explain the role of prejudice in Nazi Germany. (video segment 3)
13. Explain how the conflict perspective would help us understand the use of ethnic and racial groups during workers' strikes. (video segment 3)
14. Explain the significance of racial and ethnic labels. (video segment 3)
15. Describe and give examples of patterns of intergroup relations — genocide; expulsion; slavery; segregation; assimilation. (textbook pp. 406-414; video segment 5)

LESSON CONTRIBUTORS

Juan Battle - Professor of Sociology, Hunter College, New York, NY
Kay Coder - Professor of Sociology, Richland College, Dallas, TX
Troy Duster - Professor of Sociology, New York University, New York, NY
Carl Knight - Professor of Anatomy, Eastfield College, Mesquite, TX
Theresa A. Martinez - Associate Professor of Sociology, University of Utah, Salt Lake City, UT
Esat Gllareva - Dallas, TX
Vlora Gllareva - Dallas, TX
Edward Hummingbird - Director, Blue Deer Gallery, Dallas, TX
Michael Jacobs - Dallas Memorial Center for Holocaust Studies, Dallas, TX
Vicky P. Maharaj - Press Secretary, Embassy of South Africa, Washington, DC
Donald Payton - Historian, Dallas, TX

RELATED ACTIVITIES

1. Are you a member of a minority group? Citing the elements of the definition given in the textbook as your reference, explain why you are or are not.
2. Explain the difference between genocide and expulsion. Cite at least one example of each to make your point.
3. What is your racial, ethnic, or national heritage? Would you say you have been assimilated or not? Explain, giving examples or evidence of your assimilation or non-assimilation.
4. Examine your own prejudices. Describe an incident in which you internally prejudged someone who was of a racial, ethnic, religious, or national group different from your own. What were your judgments and feelings? Do not justify your judgments.
5. Interview a Latino person about his or her culture. Ask questions that will give you insight into that culture: questions about customs, values, family, beliefs, mutual support, art, and other special things about the culture. One of the goals of your interview is to discover elements of that culture upon which society could capitalize. Describe these beneficial aspects of the culture, and explain how you think our society as a whole could benefit.
6. If you have experienced prejudice or discrimination yourself, answer the questions that follow. If you have not, interview someone who has. Write out the responses to the following:
 - a. Describe an instance in which you experienced prejudice or discrimination.
 - b. What was said and done that showed the prejudice or discrimination?
 - c. How did this make you feel?
 - d. How did you react visibly?

PRACTICE TEST

The following items will help you evaluate your understanding of this lesson. Use the answer key at the end of the lesson to check your answers or to locate material related to each question.

Multiple Choice

Choose the BEST answer.

1. Which of the following characteristics has NOT been used by biologists to describe race?
 - a. Skin color
 - b. Bone structure
 - c. Hair structure
 - d. Family background
2. Ethnicity is based on _____.
 - a. shared cultural identity
 - b. shared physical characteristics
 - c. shared belief systems
 - d. shared DNA
3. Saying, "All women gossip," is an example of a _____.
 - a. discrimination
 - b. prejudice
 - c. stereotype
 - d. fad
4. A _____ is an attitude that prejudges a person.
 - a. prejudice
 - b. stereotype
 - c. discrimination
 - d. racism
5. Some members of the majority think that they are victims of "reverse discrimination" in which they are penalized for the wrongs of earlier generations. This statement is cited as an argument _____.
 - a. in favor of institutional discrimination
 - b. against cultural pluralism
 - c. in favor of ethnic nationalism
 - d. against affirmative action
6. Sociologist Kay Coder talks about how she is treated differently dependent on _____.
 - a. people's perceptions
 - b. physical characteristics
 - c. how she acts
 - d. her family background

7. Sociologist Theresa Martinez talks about black and white students being given standardized tests with at least equal results for the black students; yet, the black students were being put in the lowest academic tracks. This is an example of _____.
- official discrimination
 - discriminatory practices
 - official racism
 - institutional racism
8. When sociologist Kay Coder travels to Japan, she is often perceived as _____.
- Caucasian
 - Japanese
 - American Indian
 - Hispanic
9. One aspect of race and ethnicity that the _____ perspective examines is labeling.
- conflict
 - interactionist
 - functionalist
 - feminist
10. Which theory of racial and ethnic inequality tends to identify patterns of social integration that will return a society to a stable condition with limited loss of power for those in control of the society?
- Conflict
 - Authoritarian personality
 - Functionalist
 - Interactionist
11. The _____ perspective looks at race and ethnicity as serving important purposes in society.
- conflict
 - interactionist
 - functionalist
 - feminist
12. The _____ perspective examines race and ethnicity in terms of economic and political power.
- functionalist
 - conflict
 - interactionist
 - sociological

13. Using the different groups of people as scapegoats was an important part in creating a sense of community for the German people. The sociological perspective that would study this is _____.
- interactionism
 - creativisim
 - functionalism
 - conflict
14. Sociologist Troy Duster makes the point, “Whites are only white if there are non-whites around.” Thus, the label “white” takes its meaning only as a relationship. This is a concept studied by the _____ perspective.
- functionalist
 - conflict
 - interactionist
 - feminist
15. _____ is the forcible removal of a population from a territory.
- Genocide
 - Expulsion
 - Explosion
 - Settlement
16. _____ is the ownership of one group by another.
- Segregation
 - Assimilation
 - Slavery
 - Integration
17. What type of segregation results from laws or other norms that force one people to be separate from others?
- De jure
 - De facto
 - Ipsa facto
 - Ex cathedra
18. _____ is the legally sanctioned segregation that was law in South Africa until 1991.
- Slavery
 - Apartheid
 - Integration
 - Separation

19. A pluralistic society is one in which different ethnic and racial groups are _____.
- assimilated into the dominant culture, which then becomes the largest culture
 - encouraged to separate into their own territories
 - merged into one melting pot
 - able to maintain their own culture as they gain equality in the institutions of the larger society
20. According to Vicky Maharaj, there were four recognized groups of people in South Africa. Which of the following does NOT belong?
- Whites
 - Coloreds
 - Indians
 - Browns

Short Answer Questions

Write brief responses to the following questions.

- List and define the patterns of intergroup relations beginning with those patterns most intolerant to those patterns that are more tolerant.
- Define and give an example of prejudice and discrimination.

Essay Questions

Answer the following questions using complete sentences.

- Describe how the Germans dehumanized people and the significance of that process.
- Explain why cultural pluralism is preferable to other types of patterns of intergroup relations.

ANSWER KEY

The following provides the answers and references for the practice test questions.

Multiple choice

1. D LO 1 Telecourse Guide
2. A LO 1 Kornblum, pp. 400-406; video segment 2
3. C LO 1 Kornblum, p. 416; video segment 2
4. A LO 1 Kornblum, p. 416; video segment 2
5. D LO 1 Kornblum, p. 420
6. A LO 1 Video segment 2
7. D LO 1 Video segment 2
8. A LO 1 Video segment 2
9. B LO 2 Kornblum, p. 422; video segment 3
10. C LO 2 Kornblum, p. 422
11. C LO 2 Kornblum, pp. 422-423; video segment 3
12. B LO 2 Kornblum, p. 423; video segment
13. C LO 2 Kornblum, pp. 422-423; video segment 3
14. C LO 2 Video segment 3
15. B LO 3 Kornblum, p. 407; video segment 5
16. C LO 3 Kornblum, pp. 407-408; video segment
17. A LO 3 Kornblum, p. 409
18. B LO 3 Kornblum, p. 409; video segment 5
19. D LO 3 Kornblum, p. 415; video segment 5
20. D LO 3 Video segment 5

Short Answer:

Your answers should elaborate on the points indicated:

21. LO 3 Kornblum, p. 406; video segment 5
Patterns of intergroup relations:
 - Genocide — intentional extermination of a population
 - Expulsion — forcible removal of a population from a territory
 - Slavery — ownership of one population by another
 - Segregation — separation (legal) of groups of people (race or ethnicity)
 - Assimilation — group blends into the majority population
22. LO 1 Kornblum, p. 416; video segment 2
Definitions/examples:
 - Prejudice — an attitude that prejudices a person based on the group that person is a member of. Example: All women gossip.
 - Discrimination — actual unfair treatment of people based on the group membership. Example: Refusing to rent an apartment to someone because that person is Latino.

Essay Questions:

Your answers should elaborate on the points indicated:

12. LO 3 Video Segment 5

The Germans dehumanized people by:

- Tattooing a number on their arms
- Putting symbols on their clothes to indicate what group they were a member of Jews, homosexuals, gypsies

The above are important because the people then became a symbol or number rather than a person with human qualities. This made them very visible and a target of scapegoating.

13. LO 3 Kornblum, p. 415; video segment 5

Pluralism

- Pluralism is the preferable pattern of intergroup relations because with pluralism ethnic, cultural groups can retain their identity within the larger culture. Such identity is not used to discriminate or stereotype people who are members of that particular group.

VIDEO PROGRAM SUMMARIES with LESSON GOAL & OBJECTIVES

Lesson 1: Why Sociology?

Sociologists challenge us to explore our social world and the larger, global environment in which we live. Sociology developed from the concept that our choices are greatly influenced by our social environment.

Exploring society with a sociological imagination helps us understand how society influences our choices, and allows us to bring about change in society as well as change in our own lives.

Goal:

After completing this lesson, the student will know how sociology developed as a discipline and gain an appreciation for the sociological way of looking at things.

Learning Objectives:

1. Identify sociology as a discipline.
2. Describe the development of sociology as a discipline.
3. Explain how a sociological imagination increases awareness of self and society.

Lesson 2: Sociological Perspectives

Sociologists use research methods and tools instead of relying on common sense and casual observations. The use of these tools and methods in the exploration of social issues is what makes sociology a scientific discipline.

Using empirical research methods, sociologists can ensure that the information they contribute to the discipline of sociology is reliable and sound.

Goal:

After completing this lesson, the student will know how the process by which sociologists study group behavior differs from everyday observations and formulated conclusions.

Learning Objectives:

1. Describe the major sociological perspectives.
2. Interpret an event using the sociological perspectives.

Lesson 3: Sociological Inquiry

Sociologists use research methods and tools instead of relying on common sense and casual observations. The use of these tools and methods in the exploration of social issues is what makes sociology a scientific discipline.

Using empirical research methods, sociologists can ensure that the information they contribute to the discipline of sociology is reliable and sound.

Goal:

After completing the lesson, the student will comprehend how the process by which sociologists study group behavior differs from everyday observations and formulated conclusions.

Learning Objectives:

1. Discuss why empirical research is important to the discipline of sociology.
2. Using real examples, demonstrate the process of quantitative research.
3. Discuss the mixed method approach to sociological inquiry.

Lesson 4: Culture

Culture refers to all the modes of thought, behavior and production that are handed down from one generation to another. It consists of three major dimensions: ideas, norms and material culture.

Using these dimensions can help us explore various cultures and gain a broader understanding of our own culture.

Goal:

After completing the lesson, the student will be able to discuss the dimensions of culture and the significance of culture to society.

Learning Objectives:

1. Given an example, discuss each of the dimensions of culture.
2. Discuss the aspects of cultural understanding.
3. Using an example, discuss the aspects of a subculture.

Lesson 5: Socialization

Socialization is a lifelong process. Through our experiences with parents, peers, teachers, co-workers, spouses, and other members of society, we learn our culture. We, in turn, pass our culture down to the next generation, and continue the process of lifelong socialization. This transmission of culture makes it possible for a society to maintain itself.

Goal:

After completing the lesson, the student will comprehend the significance of the socialization process in social development.

Learning Objectives:

1. Define socialization.
2. Discuss the nature *versus* nurture debate.
2. Explain the role of the social environment in the social construction of self.
3. Discuss the roles of agencies of socialization in the social construction of self.
4. Explain why socialization is a life-long process.

Lesson 6: Social Interactions, Relationships and Structure

Social interaction makes all other forms of social life possible. When people interact, they immerse themselves in the world of others. It is through this give and take of social interaction that social relationships are formed and social structures emerge. Social structure provides society with organization and regularity, sometimes in the form of subtle understandings and agreements. It is these networks of invisible rules and institutional arrangements that guide our behavior.

Goal:

After completing the lesson, the student will comprehend the role of social interaction in establishing and maintaining relationships and the effects of social structure on her/his life.

Learning Objectives:

1. Identify the four principles of social interaction.
2. Discuss how the four principles of social interaction shape group structure.
3. Explain how group leaders are determined.
4. Discuss the elements of group formation.

Lesson 7: Social Groups

The social fabric of society is composed of millions of groups. We carry out the majority of our daily activities in groups — groups as small as two, or as large as a multi-national corporation. Groups give us a sense of common identity and belonging. They bind members together with a set of membership rights, mutual obligations, and a common goal.

The interaction we experience in social groups helps shape who we are as individuals. At the same time, our unique individual traits and talents influence the groups to which we belong.

Goal:

After completing the lesson, the student will be able to explain the complexities of social groups, and their significance to society.

Learning Objectives:

1. Differentiate social groups by their defining characteristics.
2. Examine leadership in relation to groups.
3. Examine the characteristics and consequences of conformity in complex societies.

Lesson 8: Formal Organizations and Bureaucracy

In practically every aspect of our lives, we are influenced by formal organizations and bureaucracies. Such formal organizations and bureaucracies provide the essential products that we need to live, the government that we elect, and the education we gain.

There are two sides to every coin, and this is clearly evident in bureaucracies. The same features of bureaucracy that allow for efficient production can also impede progress. Whether we see them in a positive or negative light, we must realize that bureaucracies play an essential role in our complex society.

Goal:

After completing this lesson, the student will be able to describe the complexities of formal organizations and bureaucracies and their functions in society.

Learning Objectives:

1. Identify, by example, types of formal organizations; Define and give examples of the characteristics of bureaucracies.
2. Examine bureaucracies and formal organizations from the sociological perspectives.
3. Describe the limitations of bureaucracies and formal organizations.

Lesson 9: Communities, Societies and Nations

Social systems — communities, societies, nations — all are constantly evolving, constantly changing to meet the needs of individuals and groups that comprise them. And they all must grapple with the stress that change brings with it.

Whether we forge bonds within a territorial community such as a neighborhood, an emerging virtual community such as an internet newsgroup, or in a community that is undergoing rapid change - communities, as well as societies and nations -- serve a vital need for connection and reassurance.

Goal:

After completing the lesson, the student will be able to describe the interdependence among, and within, communities, societies, and nations.

Learning Objectives:

1. Describe the different types of societies, noting the characteristics of gemeinschaft and gesellschaft, primary and secondary groups, and role and status within each type.
2. Describe the characteristics and types of communities that exist in society.
3. Describe how change can affect communities.
4. Explain the characteristics of a nation.

Lesson 10: Social Stratification

Social stratification is society's system for ranking people according to various attributes such as wealth, power, and prestige. Exactly what drives the creation of social strata is open to debate. It may be caused by class conflict...or by a process that rewards some segments of society, but not others. However much we try to level the playing field, social stratification appears inevitable.

Goal:

After completing the lesson, the student will explain social stratification.

Learning Objectives:

1. Describe the systems of social stratification.
2. Explain social stratification using the sociological perspectives.
3. Describe and give examples of the types of social mobility.

Lesson 11: Social Class

Social class determines a great deal about the way people live. Distinctions among classes are made based upon wealth, power and prestige. Each social class has its own lifestyle, opportunities, and life chances. Social class provides individuals with an understanding of the world and how they fit into it, as well as a description of self-worth and quality of life.

Goal:

After completing the lesson, the student will explain social class in the United States.

Learning Objectives:

1. Discuss how wealth, power, and prestige are related to social class.
2. Differentiate among the social classes.
3. Given an example, describe the factors that determine life chances.

Lesson 12: Gender

Whether female or male, a person's sex is determined by biological characteristics. However, the way a man or woman is supposed to act varies widely from culture to culture. These cultural expectations of what it means to be female or male make up a society's definition of gender.

The meaning behind gender is being redefined in America and in the world. What it means to be a woman or a man has transformed dramatically in the past hundred years. And, as more women and men challenge society's expectations of their behavior, gender identity will continue to evolve.

Goal:

After completing this lesson, the student will discuss how society's expectations influence the definitions and behaviors associated with gender.

Learning Objectives:

1. Explain the relationship of gender identity to gender socialization.
2. Discuss gender inequality.
3. Discuss gender stratification.

Lesson 13: Race and Ethnicity

Sociologists define race as a social concept that varies widely depending on one's culture. In contrast, ethnic identity is the choice of the individual and comes from within the group.

Using the sociological perspectives, we can better understand the dynamics of race and ethnicity. By looking at how racial and ethnic groups have been treated, ranging from intolerance to acceptance, we can move toward a celebration of our diversity.

Goal:

After completing this lesson, the student will be able to explain how race and ethnicity influence social patterns of human interaction.

Learning Objectives:

1. Discuss race and ethnicity as sociological concepts.
2. Interpret race and ethnicity, using the sociological perspectives.
3. Describe and give examples of intergroup relations.

Lesson 14: Age

America is aging. Each generation can expect to live longer than the previous generation. Together, we're growing older in greater numbers than ever before. What is the societal impact of this collective aging? By filling new and beneficial roles, today's aging population challenges our perceptions of aging as we confront society's stereotypes.

Goal:

After completing this lesson, the student will discuss the sociological definition of age and the social implications of an aging population.

Learning Objectives:

1. Discuss age in sociological terms, including gerontology, age cohort, rites of passage, and life expectancy.
2. Discuss aging from each of the sociological perspectives.
3. Examine the social implications of an aging population.

Lesson 15: Deviance and Social Control

Every aspect of our behavior in society is influenced by norms. All of us, at some time or another, deviate from the norms. Whether it's jay walking or murder, society sees deviance as a threat, and uses informal and formal means of controlling deviance. Despite all we know about its causes, criminal behavior remains society's most challenging form of deviance.

Goal:

After completing this lesson, the student will be able to discuss how society defines and controls deviance.

Learning Objectives:

1. Discuss the sociological aspects of deviance.
2. Using the sociological perspectives, explain deviance.
3. Discuss society's control of deviance.

Lesson 16: Social Institutions: Religion, Family and Economics

We rely on social institutions to meet our essential needs — whether answering our questions about life's meaning or giving us spiritual support. They provide the values, roles, and emotional support critical to our social development and produce the items and provide the services that are critical to our families.

Goal:

After completing this lesson, the student will discuss the functions of the social institutions of Religion, Family and Economics in terms of meeting society's needs.

Learning Objectives:

1. Identify the common characteristics of social institutions.
2. Using an example, discuss the needs, functions and challenges of religion.
3. Using an example, discuss the needs, functions, and challenges of family.
4. Using an example, discuss the needs, functions, and challenges of economics.

Lesson 17: Social Institutions: Politics and Education

Social institutions play a key role in our society. Social institutions are critically important to people and give us specific roles, values, norms, and groups. They meet our basic needs, including the need to establish a hierarchy of power and the need to transmit knowledge and skills.

Goal:

After completing this lesson, the student will discuss the functions of the social institutions of Politics and Education in terms of meeting society's needs.

Learning Objectives:

1. Identify the common characteristics of social institutions.
2. Using an example, discuss the needs, functions and challenges of politics.
3. Using an example, discuss the needs, functions and challenges of education.
4. Identify how social institutions influence our social world.

Lesson 18: Health and Medicine

Health and medicine make up one of our most important social institutions. In a society based on competition, people must compete for health care. People with money and access to care receive quality treatment, while those without money or access often do not.

In the future, technological improvements will continue to make the social institution of health and medicine more effective. But issues of cost and access will remain, presenting a host of new challenges for future generations.

Goal:

After completing this lesson, the student will interpret the sociological significance of medicine and health care.

Learning Objectives:

1. Using the sociological perspectives, examine the social institution of health and medicine.
2. Discuss how age, gender, race/ethnicity, and socioeconomic status are related to health and illness.
3. Describe the sociological implications of the American health care system.

Lesson 19: Communications Media and Technology

Communications media exert a strong influence on our society. Such power is wielded by a relatively small number of entities that control access to the media. The technology of communication media has made advances, but so has technology in other aspects of our society.

With these advances come benefits. But there are often negative consequences we must address. This paradox of technological dualism confronts our society daily. It would be unrealistic to believe that technology will solve all our social problems—or that it will be our destruction. Sociologists are exploring where the truth lies between these two extremes.

Goal:

After completing this lesson, the student will explain how communication media and technology contribute to social change.

Learning Objectives:

1. Discuss the changing role of communications media as a social institution in American society.
2. Discuss the power and control of communications media within society.
3. Discuss technological dualism.

Lesson 20: Population and Urbanization

The world's population has been increasing, with projections surpassing 14 billion by mid century. Because of the attraction of cities, many people tend to live in them.

These burgeoning urban populations present challenges to cities. In addressing these challenges, sociologists continue to explore population change and urban growth, and the growth of cities.

Goal:

After completing this lesson, the student will explain why sociologists study the relationship of population to urbanization.

Learning Objectives:

1. Describe the elements included in a study of population.
2. Using an example, discuss urban expansion.
3. Discuss issues related to urbanization.

Lesson 21: Social Change

Technology, war, and modernization are forces that bring about social change. Social change is what makes our lives different from those of our grandparents, and different from the lives our grandchildren will live. Social change occurs in the United States and in every society in the world.

It is the sociologist who explores the positive and negative effects of these changes.

Goal:

After completing this lesson, the student will be able to discuss the dynamics of social change.

Learning Objectives:

1. Discuss the effects of social change from the three levels of sociological analysis.
2. Discuss war as a powerful force of social change.
3. Discuss modernization as a powerful force of social change.

Lesson 22: Social Action

Often, people use social action to seek solutions to society's challenges. Social action frequently involves collective behavior such as rallies, demonstrations, and marches. Emotions play an important role in this behavior.

Some collective behavior may be organized, as in a strike, or it may involve highly emotional, spontaneous actions, such as riots. These spontaneous actions may evolve into social movements that seek change. Often these movements begin, and are sustained by, dedicated individuals who choose to take action.

Goal:

After completing this lesson, the student will be able to discuss collective behavior and how social action is related to collective behavior and social change.

Learning Objectives:

1. Describe and give examples of types of social movements.
2. Appreciate the role of the individual in the process and the consequences of social action.

ADVISORY COMMITTEES

EXPLORING SOCIETY was developed through the efforts of many outstanding individuals dedicated to the education of students in the field of sociology. Among those who made a significant contribution to the project are these members of the advisory committees:

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THE DESIGN and PRODUCTION TEAM

EXPLORING SOCIETY was developed by veteran distance learning and media professionals, in concert with a content specialist and members of a professional faculty advisory committee. Educators, producers, videographers, video and print editors, a musicologist, production assistants, scriptwriters, multimedia specialists and an instructional designer comprise the production team for the series.

CONTENT SPECIALIST

Jane A. Penney, an educator who has spent her professional career in the classroom, has a specialized interest in instructional design and learning styles. Through her active learning methods approach, she believes the primary challenge for education is to make content real for students by establishing a learning community where both students and educators share in the teaching process. Her philosophy is summarized by a quote of Yeats, "Education is not the filling of a pail, but the lighting of a fire."

PROJECT DIRECTOR

Craig Mayes is an award-winning film and video producer/director with more than 30 years of production experience in network television and feature films, PBS documentaries and corporate videos. He created and published the Personal Courier audiobook series, working closely with British historians to produce a unique format for independent travelers. Recent projects have received the George Foster Peabody Award of Excellence in Broadcasting and the Benjamin Franklin Award for Excellence in Publishing.

PRODUCER/DIRECTOR

Ken Harrison has written, produced and directed feature films and network television documentaries, as well as several instructional video projects. His work has been seen by international audiences and has been awarded top recognition at film festivals throughout the country. He teaches a graduate class in Screenwriting at the University of North Texas.

INSTRUCTIONAL DESIGNER

Suzanne Dunn, Ph.D. contributes to this production her experience in research and teaching at the University of North Texas. She also has held management positions in instructional program development, public relations, marketing and broadcast satellite production.

PRODUCTION COORDINATOR

Stephanie Bundschuh gained much of her experience working on documentary projects for the Discovery Channel and the Learning Channel. A graduate from the University of North Carolina at Chapel Hill, she has a B.A. in Communications.

EXECUTIVE-IN-CHARGE

Pamela K. Quinn, Assistant Chancellor for DCCCD's LeCroy Center for Educational Telecommunications, holds a B.S. from the University of Kansas and a M.S. from Texas A & M University in Commerce. Her 23 years of experience is in education and television, teaching, public broadcasting, and administration. She has also served and consulted on numerous national organizations promoting educational telecommunications.

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