

Metropolitan Community College

SOCI 1010 WI 2010

DUE February 16 at the start of class!!

For this assignment, you will need a 3-ring binder. If this produces a hardship for you and it would help to have or borrow a recycled one, please contact Jenni during office hours.

Notebook Assignments: Complete enough of the following to total 100 points and include them in your notebook. To ensure full credit, you may complete up to 15 points worth of extra credit entries. Choose your activities from several topics and try to complete them in a sequence that is timely for the flow of the course. Notebook entries should follow the criteria for assignments set out in the syllabus. Entries should include appropriate documentation and additional resources (web print-outs, articles, pictures, etc.).

- In order to receive full credit, your responses must:
- be written in **complete sentences**;
- incorporate **examples**;
- be typed or word processed;
- be labeled with an appropriate title and chapter reference;
- include a **topic sentence** so that the subject of your is essay clear;
- incorporate **sufficient information** to reflect your understanding of the material;
- include **appropriate bibliographic or webliographic references**; and
- **be clearly connected to one or more topics addressed in the text or in class.**
- **Notebooks will be discussed and/or collected and checked for progress on the dates specified in the syllabus/calendar.**
- **At each check point and for the final submission, try to do about 1/3 of the content. Don't procrastinate!!**

Chapter 1

- Respond to the survey at this link. <http://www.quia.com/sv/121160.html>

If you were the researcher who designed this survey, what might be one of your hypotheses? What is the independent variable in this hypothesis and what is the dependent variable? What would you expect to find related to your hypothesis? (10 points)

Chapter 2

- Find someone who has lived in another country. Ask for a chance to discuss how the culture of that society differs with respect to dating, mate selection, sex/gender roles, etc. How does this person view US culture on these issues

(i.e., too liberal or confusing and contradictory, and so forth) Write a summary of your interview and include some of the specific questions you asked. What are your impressions of the other culture's practices? (15 points)

- Watch a Disney film such as *The Little Mermaid*, *Aladdin*, *Pocahontas*, or *Mulan*. All of these films share cultural themes, which explains their popularity. According to these films, how should young people behave toward their parents? What makes these films especially "American"? (5 points)
- We will watch a film on Chaco Canyon. Go to the National Park Service website (<http://www.nps.gov/>) and type in the words **Chaco Culture** National Historical Park. Explore the general information and then click on links for "slide shows" and explore either the masonry and kiva pictures or rock art sites (animal and human). What functions do you think the kivas or rock art served the people who made them and viewed them? What do you think places like Chaco Canyon can teach us today? Write a 1-2 page reaction and summary to this assignment. (15 points)
- Include a copy of the Nacirema project in essay/paragraph form. (3 points) This project will be distributed during the time we discuss Chapter 2 in class.

Chapter 3

- Watch several hours of prime time programming on network or cable television. Keep track of every time any element of violence is shown. For fun, assign each program a "YIP rating," for the number of Years in Prison a person would serve for committing all the violent acts you witness (Forbes, 1996). On the basis of observing this small (and unrepresentative) sample of programs, what are your conclusions about the portrayal of violence on television? (10 points)
- Include a complete write-up of your symbol presentation and a picture of your symbol in your notebook. (3 points)
- Using the Yad Erac Temple as a model, write a paragraph or two about another cultural feature in the same format. Include 4 – 6 questions to accompany your piece. (10 points) (Yad Erac Temple is a handout you will receive in class later in the quarter)

Chapter 4

- During a twenty-four hour period, every time somebody asks, "How are you?" stop and actually give a truthful answer. What happens when you respond to a "polite" question in an unexpected way? i.e., "terrible;" "frustrated and tired;" "mad as Heck;" "overdrawn at the bank"; etc. (Listen to what people say and also note their body language.) What does this experiment suggest about everyday interactions? Write up your response to the activity in context of the Chapter and include answers to the following. Your response should be 1 – 2 pages in length. (10 points)

Chapter 5

- Spend several hours observing customers at a fast-food restaurant. Think about ways in which both employees and customers are trained to behave in certain ways. For example, customer norms include lining up to order and finding their own table. What other norms are at work? How are the norms here different from the kitchen at home or an upscale restaurant? Write a 1-2 page reaction and summary to this assignment. (10 points)
- Visit a large public building (10 or more stories) with an elevator. Observe groups of people as they approach the elevator, and enter the elevator with them. Watch their behavior: What happens to conversations as the elevator doors close? Where do people fix their eyes? Can you account for these patterns? Ride the elevator 3 – 5 times with different groups. Do you find similar behavior patterns? Write a 1-2 page reaction and summary to this assignment. (10 points)

Chapter 6

- Do some research on transgendered people such as Christine Jorgensen or Henry Rubin. What are some of the social and political issues related to the individuals you selected? Is your opinion different after exploring some of their lives and circumstances? Why or why not? See http://en.wikipedia.org/wiki/List_of_transgender_people for a more complete list of individuals. (10 points)
- Letting go of the "Don't Ask; Don't Tell" policies is very difficult for some people. Develop at least eight questions measuring people's attitudes about this military

policy that might be asked on a questionnaire or in an interview. Present them to several people; how well do they seem to work? Revise as necessary and build a Quia survey for your class. You may log into Quia (www.Quia.com) with the user name **jenniferfauchier** and the password **student**. Present the URL to your instructor. She will copy your survey and/or provide the link to students in the class. When data are in, summarize the results. (20 points)

Chapter 7

- In a 1 – 3 page paper, list and describe the four principles of punishment. Critically evaluate the success or failure of each according to its objective. Cite examples from current events, recent history and the news to support your evaluation. (i.e., for incarceration – do people in society feel more secure knowing that Charles Manson is in jail and unable to orchestrate further murders?) (15 points)
- Identify a current court case and in a 1 – 2 page paper, describe the type of deviance and the disposition of the case. How would you explain this deviance? Did the punishment reflect the classical or positivistic approach toward deviance? In your assessment was it fairly adjudicated? Why or why not? (for example, you might choose Dr. Conrad Murray and the Michael Jackson case or some relevant local case) (15 points)

Chapter 8

- Sit down with parents, grandparents, or other relatives and assess how your family's lifestyle has changed over the last three generations. Has social mobility taken place? If so, describe the change. Was it caused by the efforts of individuals or changes in society itself? Summarize and explain in a 1 – 2 page paper. (10 points)
- Log onto the website for Brucemore Estate.
<http://www.brucemore.org/scripts/history.asp>) Read some of the history of the estate and the area in which it was built and flourished. Then, **choose one** of the following activities and complete it.
<http://www.nps.gov/history/nr/twhp/wwwlps/lessons/105brucemore/105brucemore.htm> (your completed activity selection is worth 20 points)

Putting It All Together

- "Back Stairs at Brucemore: Life as Servants in early 20th-Century America" invites students to explore the clues revealing the stories of servants at Brucemore, as well as the pros and cons of working in a factory versus domestic service. The following activities are designed to help students understand servant stereotypes, the housework needed to

maintain a local historic home, working women in early 20th-century factories, and different uses for historic buildings.

- **Activity 1: The Ideal and the Real**

Images of servants were included in magazines and newspapers around the turn-of-the-century and provide insight into the way others viewed servants. Research and photocopy advertisements, articles, advice columns, and cartoons that depict servants during this time period. Discuss and consider the stereotypes that these images encourage.

Then, research the contemporary "Help Wanted" section of the local newspaper and copy ads for different servant positions. As a class, compare and contrast the want ads to website images using the following questions. Considering that the most common houseworker was a maid-of-all-work, were you able to locate ads for that position? What were the responsibilities listed for a maid-of-all-work? What were the responsibilities for other positions such as butler, cook, chauffeur, nanny, etc.? What responsibilities might a male servant have compared to a female worker? Are the images of servants accurate? Do the advertisements depicting servants meet the needs and duties listed in the help wanted sections? How might stereotypes presented in the media effect relationships between servants and their employers?

- **Activity 2: Factory Work vs. Domestic Service**

Mary Trueblood, author of the article "Housework versus Shop and Factories" investigated women's working conditions for Massachusetts' Bureau of Labor. Most states had similar departments that conducted safety inspections and recorded accidents as well as the numbers and wages of men, women, and children working in factories. Their published reports are gold mines of information about working conditions of the past. Visit the local library and research women's work opportunities in early 20th-century America. Students should find out if reports of their state's Bureau of Labor Statistics are available. If statistics are broken down by city, have them look at local industries. Ask the librarian for further research resources related to the topic. A list of suggested books is available in this lesson's Supplementary Resource section. Contemporary "Help Wanted" sections of the local newspaper should also provide a wealth of information. There are also many online resources, such as the information presented on the Triangle Factory in Supplementary Resources. Determine what factory work entailed as well as what the working conditions were like. Labor statistics information may include descriptions of injuries or fatalities in factories, violations of safety codes and child labor laws, and the numbers of women working in certain industries.

Were women more common at certain kinds of factories? What wages did they earn compared to men or children? How do those salaries compare to the salaries listed in the account ledgers of Brucemore in Visual Evidence? Did any of the information found on women's labor relate to household work? If so, what jobs were discussed? What were the responsibilities? How did the descriptions compare to work at Brucemore? Based on what you learned, was housework preferable to factory work?

○ **Activity 4: Preserving the Past**

Margaret Douglas Hall was the last private owner of Brucemore. She inherited the estate from her mother Irene Douglas. Margaret, who did not have children, wanted her home to be used by the community. When she died in 1981, Brucemore became a property of the National Trust for Historic Preservation. Her home was to function as a community cultural center and also became a house museum. Identify buildings in your community that are used in a way that is different from their original purpose. Create a photo archive using historical and current photographs of a local building (Joslyn Castle, Fort Omaha Campus buildings, etc.). Students should provide captions for the photos, explain how the building has changed over time, and how the building is being used today. Students should present their display in class and give an explanation of what the building tells them about their community's past. Respond to the following questions. Do you think it is important to preserve historic places? Why or why not? How would you decide which buildings to preserve in your community?

Chapter 9

- Keep a log listing of mass media advertising mentioning low-income countries (selling, say, coffee from Colombia or exotic vacations to India). What image of life in low-income countries does the advertising present? In light of this chapter, do you think this image is accurate? Include your log of commercials and your responses to these questions in your notebook entry. (10 points)
- Millions of students from abroad study on U.S. campuses. Formulated some questions you would like to ask about living in a culture that is socioeconomically different from the US. See whether you can identify a woman and a man on your campus who were raised in a developing country. Approach them, explain that you have been studying global stratification, and ask whether they are willing to share what life is like back home. You may be able to learn quite a bit from them. Recap your conversation in a 1-page paper. (15 points)

Chapter 10

- Watch several hours of children's television programming on a Saturday morning. Notice the advertising, which mostly sells toys and breakfast cereal. Keep track of what share of toys or other products are "gendered," that is, aimed at one sex or the other. What traits are associated with toys/items intended for boys and those intended for girls? Recap your findings in a 1 page paper. (7 points)
- Do some research on the history of women's issues in your state. When was the first woman sent to Congress? What laws once existed that restricted the work women could do? Are there any such laws today? Did your state support the passage of the Equal Rights Amendment? What percentage of political officials today are women? Encapsulate your findings in an essay response. (15 points)
- Review the Men's Rights Agency Page (<http://www.mensrights.com.au/>) and read several articles. What did you discover? How does it relate to the content of the chapter? What is your reaction? (7 points)

Chapter 11

- Give several of your friends or family members a quick quiz, asking them what share of the U.S. population is white, Hispanic, African American, and Asian (see Table 11–1). If they are like most people, they will exaggerate the share of all minorities and understate the white proportion (Labovitz, 1996). What do you make of the results? (10 points)
- Movie review: Write a review of a feature length movie in the context of the content of Chapter 11. Some possible films are listed below:
 - The black experience has been featured in a number of films. Some include: Driving Miss Daisy, Finding Forrester, Ruby Bridges, Mississippi Burning, The Long Walk Home, Malcolm X, Ali, The Great White Hope, Guess Who's Coming to Dinner, The Autobiography of Miss Jane Pittman, Sounder. You may include any other "serious" movie related to the Black experience or the civil rights movement.
 - Over the years, there have been a number of movies related to the Jewish experience. A few come to mind: Exodus, The Diary of Anne Frank,

Escape from Sobibor, Sophie's Choice, Brighton Beach Memoirs, Judgment at Nuremberg, Fiddler on the Roof, Hester Street, Yentl, Crossing Delancy, A Gentlemen's Agreement, Shining Through, Schindler's List, Julia, Everytime We Say Goodbye, Playing for Time, The Chosen. I am sure there are hundreds more.

- I have to admit, my repertoire of movies related to Hispanic culture is somewhat limited. I have seen a PBS film called El Norte which is about El Salvadorian refugees trying to get to the U.S. Feature films include: Stand and Deliver, The Milagro Beanfield War, West Side Story, Like Water, Like Chocolate, Traffic, and Selena. Watch and write a review of one of these or some other "serious" movie related to the Hispanic-American experience.

You may do up to three movie reviews. Be sure to choose movies from different ethnic or racial categories for your choices. **Don't just do this from memory.** Watch the films (again, if needed) with a sociological eye. Each review of 1 page or more is worth 8 points.

- There are probably immigrants on your campus or in your local community. Have you ever thought about asking them to tell you about their homeland and their experiences in the United States? Most immigrants are pleased to be asked, and you can learn a great deal. Go over the main points of what you learned in a 1 – 2 page paper. (15 points)
- Review the National Park Service website of lesson plans related to the Lewis and Clark expedition.
<http://www.cr.nps.gov/nr/twhp/wwwlps/lessons/108lewisclark/108lewisclark.htm>

Complete one of the recommended lesson activities in the “putting it all together section. **Putting It All Together: Activities**

1. The Legacy of Lewis and Clark
2. The American Indians
3. The Power of the Pen
4. Creating Maps

Include your completed project in your notebook. (20 points)

Chapter 12

- Visit a discount store such as Wal-Mart or K-Mart and select a product area that interests you. Do a little fieldwork, inspecting the merchandise to see where it is made. Does your research support the existence of a global economy?

Explain. (8 points)

- Assessing people's political behavior is very difficult. Develop 7 - 10 questions that might be asked on a questionnaire or in an interview measuring people's involvement in politics and voting behavior. Present them to several people; how well do they seem to work? Revise as necessary and build a Quia survey for your class. You may log into Quia (www.Quia.com) with the user name **jenniferfauchier** and the password **student**. After you have created your survey, email the URL to your instructor. (jfauchier@mccneb.edu) I will copy your survey and/or provide the link to students in the class. When data are in, summarize the results in a 1 – 3 page paper. (20 points)

Chapter 13

- Parents and grandparents can be a wonderful source of information about changes in marriage and the family. Spend an hour or two with married people of two different generations and ask about when they married, what their married lives have been like, and what changes in family life today stand out for them. (15 points)
- Organize a debate for about half of one class period with one team arguing each side of the "family values controversy." Present arguments for and against the statement: "Resolved: The traditional family is necessary for the survival of our country's way of life." (25 points) See Jenni for clarification of this assignment and to schedule a time to present your debate. Do not wait too long! This debate must be scheduled with the instructor by February 2.
- Assessing people's religious commitment is very difficult. Develop five - ten questions measuring religiosity that might be asked on a questionnaire or in an interview. Present them to several people; how well do they seem to work? Revise as necessary and build a Quia survey for your class. You may log into Quia (www.Quia.com) with the user name **jenniferfauchier** and the password **student**. Present the URL to your instructor. She will copy your survey and/or provide the link to students in the class. When data are in, summarize the results. (25 points)
- Is religion getting weaker? To test the secularization thesis, go the library or local newspaper office and obtain an issue of your local newspaper published fifty years ago and, if possible, one hundred years ago. Compare the attention to religious issues then and now. (20 points)

Chapter 14

- Arrange to visit a secondary school near your college or home. Make an appointment with one of the counselors. Does this school have a tracking policy? If so, find out how it works. How much importance does a student's social background have in making a track assignment? (15 points)
- After the passage of the Americans with Disabilities Act in 1990, schools have sought to "accommodate" students with a broader range of physical and mental disabilities. Do some research or contact officials (begin with the Special Needs Counselor in Student Services) on your campus to learn how laws of this kind are changing education. (15 points)
- Is there a medical school near your campus? If so, obtain a course catalog and see how much (if any) of the medical curriculum involves the social dimensions of medical care. List classes and summarize content issues. (15 points) (Hint: Creighton and UNMC should both have catalogs available, check online first.)

Chapter 15

- Get together with a couple of your friends or classmates. Read the following case study and Brainstorm as many ideas as possible to solve the situation or problem. Write down your group's answers. Remember in brainstorming all ideas are written down. It is not the job of the group at this time to decide the value of any particular idea. Then, you choose the most viable answers from your perspective and indicate how you would proceed.

You have recently retired from a very successful career in the computer industry. You know very little about your family's history, as your father took a job on the West Coast after returning home from World War II. He then met your mother, they settled down, and raised a family. You are the oldest child of the three children they had. As you and your brother and sister grew up you would from time to time ask about your father's family. (You knew your mother's relatives and saw them often.) Unfortunately your dad passed away about a year ago. Your father always told you that he grew up in a small rural MIDWESTERN town and that his family all died when he was young. As a retiree you now have a reasonable amount of money set aside and time on your hands. You have decided to trace your father's roots and find out what happened to his immediate family and relatives.

After spending several months digging through state and local records in the area your father grew up, you feel that you finally now know much of the story. When your father was young, a terrible fire swept through their farm house and his entire family

perished. He was the only one who survived. He was put in a foster home where he grew up in a not so loving environment. Upon graduation from high school he entered the military and, well, you know the rest of the story. In the course of your investigation you found out some interesting information about his ancestors. It seems that they were among the first homesteaders in the area more than 150 years ago. His earliest ancestors were buried in a small cemetery along a local river. When a dam project was built many years later, they were taken from their resting place as the entire area would become a lake.

Their bones were studied by the state archaeologist to gather information on the diet and the type of life lived by the early settlers. Upon completion of his analysis they were donated to the county historical society where they are now on display in an early pioneer exhibit. You are very angry that the bones of your ancestors are on display in a museum and are not properly buried. What can you do about this situation? How can you prove they are the bones of your ancestors? How will you convince the Historical Society to give them up? (Some of your family members might feel that the museum is an honorable place for your relatives.) What will you do with the bones if the Historical Society does give them up?

You completed summation of this activity is worth 12 points.

- Here is an illustration of the problem of runaway growth (Milbrath, 1989:10): A pond has a single water lily growing on it. The lily doubles in size each day. In thirty days, it covers the entire pond. On which day does it cover half the pond? When you realize the answer, discuss the implications of this example for population increase. (10 points)
- Carry a plastic trash bag around with you for one full day. Put everything you throw away in the bag. Afterward, weigh what you have; multiply this amount by 365 to estimate your yearly "trash factor." Multiply this amount by 281 million to estimate the annual waste of the entire U.S. population. What are the overall implications of your findings? (15 points)

Chapter 16

- Do you have an elderly relative or friend? Most older people will be happy to tell you about the social changes they have seen in their lifetime. Summarize the changes one or more of these individuals report in their interview. What changes do you think you will be telling young people about when you are elderly? (15 points)
- Ask at least 6 people in your class or six of your friends to make five predictions about U.S. society in the year 2050, when today's twenty-year-olds will be senior citizens. Ask them for realistic, not fantastic, predictions. Compare notes: On

what issues is there agreement? Summarize your findings. (15 points)

- Has the rate of social change been increasing? Do some research about inventions over time and see for yourself. For example, consider modes of travel, including walking, riding animals, trains, cars, airplanes, and rockets in space. The first two characterized society for tens of thousands of years; the last four emerged in barely two centuries. Cite several more examples. (15 points)

Rev. 9/09; 9/10; 12/10, 11/11