

0.1 Basics of Information Literacy

Group Activity

Find examples of advertisements in magazines, on TV, or on social media. As a group, evaluate each source to determine whether the information is accurate, credible, relevant, and appropriate. What details from the ads help you make your evaluation?

1.1 The Study and History of Sociology

Group Activity

In a small group, consider the current federal minimum wage. In the wake of the COVID-19 pandemic, do you believe that essential workers deserved a higher minimum wage? Why or why not? Explain your answer.

Group Activity

In a small group, discuss this question: In response to COVID-19, should governments have spent more energy and resources on extending benefits like SNAP, helping people get back to work, and/or some other kind of assistance?

Group Activity

Technological change can come with both benefits and deficits for society.

In a small group, describe the advantages and disadvantages of platforms like Instagram, Facebook, Twitter, and TikTok. Then, discuss some considerations we should keep in mind as we utilize these technologies.

1.2 Theoretical Perspectives

Group Activity

In a small group, discuss the three sociological theories. Tell your group members which one makes the most sense to you at this point and explain why.

2.2 Research Methods

Group Activity

Let's use an example to demonstrate how random sampling works. Write down the names of everyone in your class or group on slips of paper. Put these slips of paper in a bowl. Without looking, randomly draw 25% of the slips. The names drawn are now your random sample.

In a small group, answer and discuss the following questions:

- Reviewing the names on the paper, how accurately do they represent the entire group?
- What are some benefits of random sampling?
- What are some limitations?

3.1 What Is Culture?

Group Activity

The sociological imagination lets you look at yourself and your culture as a third-party observer. The goal is not to be dispassionate and distant. Rather, the goal is to see yourself not as “natural” or “normal” but as a part of larger systems, the same way all people are.

On your own, take the position of an extreme outsider: an alien from another planet. You are assigned to examine a planet called Earth and report on the local population. For this mission, you should examine how eighteen- to twenty-four-year-old college students greet one another. We have determined that college campuses are perfect research sites because they are highly populated, and it appears to be where humans learn a great deal about their own kind. Other research sites include coffee shops, music venues, and shopping centers. What are the unspoken rules of behavior? Who interacts with whom? What do they say? What kinds of gestures do they use? What do these words and actions appear to mean to humans?

In a group, brainstorm similarities and differences from your findings. How might the situation matter? Then, come up with the cultural rules of behavior for this interaction.

Group Activity

Society often perceives new technology as threatening (Garland, 2008). For instance, video games, the internet, radio, television, and cell phones were all condemned by social commentators at first. One important reason societies sometimes see new technology as threatening is because agents of socialization don't know how to approach socializing the upcoming generation in the context of new technology. In other words, the values and beliefs about this new technology haven't been figured out yet. This makes it difficult to teach young people about what is good and just in the context of new technology.

Social media socialization is a good example. Sociologists often write about social media addiction, lack of face-to-face interaction, cyberbullying, and reduced inhibitions for some people when using social media.

As a group, discuss the following questions as they relate to social media and socialization:

- As far as you can tell, what are the societal values and beliefs related to social media use?
- How were you socialized in relation to social media? Think about family, education, media, peer groups, and work.

Brainstorm different ways these agents of socialization should approach socializing children and adolescents on the use of social media.

- For instance, if you plan to have children, how will you socialize them in terms of using social media?
- What role (if any) should the education system or other forms of media take in socializing individuals on how to use social media?

How do your answers relate back to the values and beliefs of the society in which you were socialized? Are your group members' answers different? Using your sociological imagination to understand each others' backgrounds, how might your personal history inform your answers?

Group Activity

As a group, create a new word for your college or university. This new word should be:

- Appropriate
- Unique
- Able to explain/identify an aspect of your college or university that no word currently does

Then, your group should create an image (drawing, cartoon, etc.) that shows the meaning of the word to outsiders.

Brainstorm the following questions:

- Which aspect of your school's culture does your word convey?
- How does this word demonstrate your school's culture more accurately than existing words?
- Using your sociological imagination, how does this word relate to your school's unique history?

3.2 Pop Culture, Subculture, and Cultural Change

Group Activity

On your own, visit a local shopping mall and find out in which countries or regions the merchandise was made. Examples include clothing, shoes, watches, toys, and home goods. Write a summary of your findings to share with your group.

In a group, discuss how closely your everyday lives are linked to a global economic structure and to the people's lives in the countries where the merchandise was made.

- What are the similarities among those different countries?
- How might the production of these objects affect the people living in these countries?
- How does the process of globalization connect different countries around the world, including your own?

4.1 Types of Societies

Group Activity

As a group, discuss the following questions:

- How did the Industrial Revolution lead to changes in society?
- How did this change the way people live on a day-to-day basis compared to preindustrial societies?
- In what ways has postindustrial society changed how we interact with each other and how we live our lives?
- What types of technology do you use regularly?
- If you had to give up one form of technology for a week, what would it be and why?
- Is there one form of technology that you absolutely cannot get through a week without?

4.2 Theoretical Perspectives on Society

Group Activity

As a group, discuss the concept of alienation and answer the following questions:

- At some point in your life, have you experienced alienation like Marx described?
- Do you agree that work is a fundamental part of our human experience? Why or why not?

6.1 Types of Groups

Group Activity

On your own, list at least four groups that influence what you do with your free time. After everyone writes their list, in small groups (or as a class), discuss what groups you listed and why.

6.3 Formal Organizations

Group Activity

On your own, think about how your family and friends have used the term *bureaucracy*. Consider the following list of adjectives and adverbs that they might have used. Circle the five words or phrases that best capture what you think they were feeling. Remember to use your sociological imagination to think about the context around which these words were used.

- | | | | |
|---------------|-----------------------------|-------------------------|------------------|
| • Adaptable | • Hierarchical | • Particularistic | • Slow |
| • Biased | • Impersonal | • Powerful | • Stifling |
| • Competent | • Inefficient | • Political | • Structured |
| • Controlling | • Inflexible | • Professional | • Stupid rules |
| • Efficient | • Lowest common denominator | • Rational | • Universalistic |
| • Egalitarian | • Lumbering | • Red tape | • Unnecessary |
| • Expert | • Maladaptive | • Rigid | • Unstoppable |
| • Favoritism | • Paperwork | • Rules and regulations | • Wasteful |
| • Flexible | | • Routine | |

Now, identify one example from your own experiences at your school that best captures the nature of bureaucracy.

Finally, get into groups and compare your findings. What are the similarities and differences? Were your findings mostly positive? Negative? How does the context in which these words were used matter?

7.2 Theoretical Perspectives on Deviance

Group Activity

In groups of three to four members, discuss each theoretical perspective in this lesson and choose one that resonates most with your group. Next, write a one- to two-minute script that demonstrates this perspective in an everyday scenario. Read or perform this script for the rest of the class.

Once all groups have presented, write an individual reflection about how an understanding of deviance and control can impact your own behavior moving forward. Take time to share some of these reflections as a class.

8.1 Technology Today

Group Activity

As sociologists, it's important for us to exercise our sociological imaginations often. After all, this is how we develop connections between personal troubles and public issues. In the case of analyzing inequalities, the sociological imagination also helps us connect with people and groups across the globe.

As a group, choose some aspect of technology to analyze. It can be a smartphone, tablet, laptop, the internet, or something else. Then, answer and discuss the following prompts using your sociological imaginations.

1. Describe the item in detail. What is it called? What does it look like?
2. Analyze the item from a local perspective. How is this item part of everyday life? How is it used? How and where is it bought and sold? Who has access to it? Who benefits from it? Who might be harmed because of it? Why does it look the way it does?
3. Analyze the item globally. Does it exist in other countries? If so, in what form? Is it used differently there? Does it affect life on the planet in any significant way? Where and how was it made?
4. Analyze it historically. When did this object come into existence? Why did it appear at that time? How has the object changed over time? What other aspects of social life have changed as a result of this item? What will the object be like in the future? Will it still exist, and in what form?
5. Do you see how your item is part of a much larger context? Do you see how your experiences have shaped your ownership of that item? This is the sociological imagination.

8.2 Media and Technology in Society

Group Activity

Individually, use your phone to take two pictures of advertising. Your ads could be billboards, posters, clothing, broadcast or mobile advertising, etc.

Then, answer the following questions about the ads as a group:

- What is the item being advertised. and what role does it play in your culture and society?
- What signs and symbols are used? What role do they play in the ad's impact?
- Who is the ad targeting? How?
- If there are figures (people, animals, etc.), what are they like? What does that say about the ad's message?
- What action is taking place in the advertisement, and what significance does it have?
- What about the language used? Does it provide information only, or does it try to generate some kind of emotional response?
- What theme(s) do you find in the advertisement? What is it about?
- What sociological, political, economic, or cultural attitudes are indirectly or directly reflected in the advertisement? What need or desire does the advertisement claim to fulfill? For instance, an advertisement may feature a pair of blue jeans, but it might reflect matters like alienation, stereotypical thinking, conformism, generational conflict, loneliness, elitism, etc.

8.3 Global Implications of Media and Technology

Group Activity

Look in your bag, at the tags on your clothing, at your cell phone, etc. Each person in your group should identify where at least one of their possessions was made.

Do some research about the object and record your discoveries. Discuss and report your group's answers to the following questions:

- What do we know about the countries/regions where these objects were made?
- For those not made in your country, why do you think these objects were made overseas?
- Who profits from these objects being made in another country but sold here?
- Who suffers or is exploited?
- Why do you think our economy is set up this way?

8.4 Theoretical Perspectives on Media and Technology

Group Activity

As a group, make a list of societal norms prevalent in the country/region where you live. Remember that sociologists define **norms** as the rules and prescriptions most people follow. These rules can be either explicit and implicit. For instance, if you live in the United States, tipping is expected. In other societies, however, tips are included in the overall bill.

Using a functionalist perspective, write a list of the functions that your group thinks media and technology perform and match these functions with your list of societal norms. For example, your group's list might include society's ability to find information on the internet, which helps tourists figure out how much to tip. Your list might also include the entertainment and educational value of YouTube videos, like travel vlogs that include information about tipping.

Group Activity

Individually, pick one of your favorite television shows to analyze. Watch an episode and write down examples of values or behaviors that you might consider traditional or mainstream. For example, does the episode feature a male-female married couple with two or three children? This might be considered a traditional social norm in many societies.

As a group, discuss each members' list. How are your lists similar? How are they different? Brainstorm how these norms may have influenced your group members' life choices. How do you think media has socialized you? How do you think the prevalence of these norms in media has worked to keep society relatively stable?

Group Activity

On your own, find two images from magazines, newspapers, comic books, etc. Make sure you document the source and the date. You can choose images that feature one person or multiple people.

As a group, analyze each image by answering the following questions:

- What is the story being told?
 - The gaze: Who is the target audience for this image, and from whose perspective is the audience looking at this particular image?
 - Gender/sexuality: What story about gender and/or sexuality is being told here? Who is involved?
 - Race/ethnicity: How does race and/or ethnicity shape the story told in this image?
 - Power: Who has the power and agency in this image? What kind of power relationships are being portrayed in this image?
- How do the images tell the story?
 - Objectification: This can be done by depicting only a body part instead of a whole person or by making a human being look like an object. Objectification also connotes lack of agency (e.g. a woman being carried by a man).
 - Exoticization: when a person of color is objectified, glamorized, and depicted as "other" than White or European. This confines people, especially women, to a single (often stereotyped) version of their ethnic or cultural heritage.
 - Violence: the portrayal of threat or fear through the presence of shadows, guns, blood, or similar imagery.

9.1 What Is Social Stratification?

Group Activity

According to the U.S. Bureau of Labor Statistics (2021), of all wage/salary workers, 55% (73.3 million) were paid an hourly wage. Of these, about 1.1 million had wages below the federal minimum of \$7.25 per hour.

1. As a group, discuss the minimum amount of monthly income that you can live on adequately. To help you determine this amount, use the following categories to calculate a minimum monthly budget.
 - Housing:
 - Utilities:
 - Food:
 - Transportation:
 - Health insurance:
 - Clothing:
 - Entertainment:
 - Other/emergencies:
2. Multiply the monthly income needed by twelve.
 - Annual income needed:
3. What is the minimum hourly wage you will need to support yourself?
 - Minimum hourly wage:
4. Use this page ([hawkes.biz/minwage](https://www.hawkes.biz/minwage)) on the U.S. Department of Labor website to figure out the minimum wage in your state.
 - State minimum wage:
5. If your minimum hourly wage is higher than the minimum wage in your state, figure out how to reduce your budget to get by.
 - What will you cut?
 - What creative solutions will you use to balance your budget?
 - How realistic are your cost-cutting methods?

9.2 Social Stratification and Mobility in the United States

Group Activity

As a group, discuss the following questions:

- What are the key differences between the upper class, middle class and lower class?
- Do you think the government should do more to help those in the lower and middle classes? Explain your reasoning for why or why not.
- As a group, can you come to a consensus on what role the government should play in the economy?

9.4 Theoretical Perspectives on Social Stratification

Group Activity

As a group, discuss the following questions:

- What are some material possessions that are often used as status symbols?
- What are some examples of products or material possessions that we often associate with wealth?
- Can you think of any examples of conspicuous consumption that you have seen?

10.1 Global Stratification and Classification

Group Activity

As a group, discuss the following questions. Can you come to a consensus as a group?

- Do you think capital flight benefits consumers more than it hurts workers if it helps lower the prices of products?
- How might your response be different if you were these people?
 - The CEO of a company that is outsourcing jobs
 - A person who has lost a job because it was outsourced
 - A person working in a U.S. factory in another country

10.2 Global Wealth and Poverty

Group Activity

Individually, select a country from the following list.

- China
- India
- Mali
- Japan
- United States

Visit this webpage (hawkes.biz/materialworld) and read the paragraph for the country you chose. Then, list the family's material possessions.

In a small group of about two to five members, share the information each of you gathered. Discuss which family's situation you most identify with and why. Which situation do you least identify with, and why?

11.3 Theories of Race and Ethnicity

Group Activity

Herbert Blumer (1937) outlined three tenets of symbolic interactionism:

We act toward people and things based on the meaning we interpret from them.

Those meanings are the product of social interaction between people.

Together, meaning-making and understanding form an ongoing interpretive process, during which the initial meaning might remain the same, evolve slightly, or change radically.

Use these principles to analyze the following social interaction:

White man: "Where are you from? Your English is perfect."

Asian woman: "San Diego. We speak English there."

White man: "Oh, no, I meant where are you *from*?"

Group Activity

Using Figure 1, take turns picking three random social factors to create an identity. Then, discuss how each group member's identity influences and is affected by one of the following situations. Remember to consider how all three aspects of the identity intersect.

- Applying for a job
- Visiting a health care provider
- Finding an apartment or house
- Choosing a partner

11.4 Intergroup Relations

Group Activity

Use the following list of inherited, biological traits to divide people into different groups. Sort everyone first using one trait, then re-sort them using another, and so on to show how the groups change depending on the criteria.

- Hair color
- Blood type (A, B, O, A/B)
- Whether or not you can curl your tongue
- Lactose tolerance or intolerance (ability to digest dairy)
- Left-handedness or right-handedness

Follow-up questions:

- Does the composition of the groups remain consistent from one criterion to the next?
- Is there a clear line of demarcation between groups, or is the boundary more gradual or blurred?
- Are these criteria any less arbitrary than the physical characteristics we associate with race?
- How might this exercise show how race is socially constructed?

11.5 Race and Ethnicity in the United States

Group Activity

Consider the following scenario. West City High School has had its mascot, the Red Indian, since the school's founding eighty years ago. The Indigenous American Student Association (IASA) wants to abolish the mascot on the grounds that it is insulting to Indigenous Americans and perpetuates racism and prejudice. They are supported by the Multiracial Student Alliance (MSA), a group of Black, Hispanic, Asian-American, and White students dedicated to anti-racism. The school and the town are engaged in a heated discussion about the issue.

Randomly divide the class into three equal groups:

- Mascot supporters: the alumni organization (including major donors)
- Mascot critics: the IASA and MSA
- Impartial: the school board

Working in your assigned group, develop all the points you would make to support your group's position. If your group is the school board, try to anticipate all the arguments you might hear, but don't reach a conclusion. Also, design a new mascot in case the old one is abolished.

Select a spokesperson from your group who will make your case before the school board. Each person has two minutes. The board will then decide (by majority vote) whether to keep the mascot.

Group Activity

Together, visit this webpage (hawkes.biz/arrivalstories) and watch at least three arrival stories of Hispanic Americans. Then, answer the following questions.

- How are the stories different from each other? How are they similar?
- Based on your research, is there a single narrative that explains how Hispanic Americans came to the United States? Explain, citing examples from the videos.
- What are some of the important national or international events linked to the individuals' experiences?
- Why might Puerto Ricans in particular take issue with being perceived as immigrants?
- What are some of the stereotypes about when and how Hispanic Americans have come to the United States? In what ways do these arrival stories challenge those stereotypes?

Group Activity

Watch this video (hawkes.biz/rehm) featuring Diane Rehm, a national public talk show radio host and an Arab American. Then, discuss the following questions.

- Rehm spoke about how she and her sister felt integrated in the American community, but her mother felt isolated. What are some reasons why a new immigrant to the United States might feel isolated and disconnected?
- How has the world become more connected?
- Rehm spoke about her mother never seeing her family again and only corresponding through letters. How might that be different for someone immigrating to the United States today?
- What sacrifices does someone make when they immigrate to the United States? What do they gain? What might they lose?
- Rehm stated that most women in her generation “stayed at home and were happy at home” but that she wanted more. In what ways were the early 1970s a time of change for women in America?
- Rehm stated that she was not certain if her parents would be proud of or embarrassed by her career. Why might her parents not be proud of her achievements?

Group Activity

The longstanding English prejudice against the Irish carried over to the colonies in America, fueling the United States’ first major anti-immigration movement. Look up anti-Irish cartoons from the mid-1800s and then answer the following questions.

- What attributes characterize the Irish caricatures?
- What do these cartoons tell you about how racial and ethnic stereotypes are perpetuated?
- How have Americans’ views of the Irish changed since then?

12.1 Sex and Gender

Group Activity

Sociologists argue that gender norms affect almost every aspect of our lives. These norms are particularly visible in marriage. In this activity, you will create a marriage contract to help you define important issues in a relationship as a preemptive measure for reducing the chance of future misunderstandings and disagreements.

Write a contract that covers a range of significant issues in a marriage, civil union, or long-term relationship. In your contract, you should answer the following questions:

- Who will do the household chores and maintenance, such as laundry, cooking, cleaning, and yard work?
- Who will be responsible for financial decisions, such as paying rent and utilities and planning for retirement? Will you divide the bills equally even if one person makes significantly more than the other person?
- How will you approach family decisions, such as the number of children (if any), caring for other relatives, and pets? Who will be responsible for caregiving?
- Will you take your partner’s last name, hyphenate, or keep your own last name? Would you ask your partner to change or hyphenate their name? What last name will potential children use?
- What are some of the issues that would cause you to seek a divorce or separation? Who would have primary custody of children and pets? Who would retain the family home and other property?

Get into small groups and discuss each contract. How are they similar? How are they different? How did each of you follow or defy traditional gender norms?

12.2 Gender

Group Activity

Because gender is so embedded into every aspect of our social lives, it is often unseen. However, when we use our sociological imaginations, we can better connect the interpersonal experiences of everyday life with broader social and political structures.

To make the unseen seen, keep a “gender journal,” in which you write short (one- to two-page) entries each week about your gendered experiences. They can relate to family, expressions (hair, style, clothing), work, interpersonal relationships, school, hobbies, etc. If you’re comfortable, share your entry with another classmate. In doing so, your fellow classmate may be able to provide you with even more insight into your gendered experiences.

Group Activity

1. Watch the video “Like a Girl” (hawkes.biz/likeagirl) and write down any instances when gender norms are reinforced and who reinforces them (young boy, older girl, etc.).
2. As a group, identify the parts of the clip that specifically show how people do things “like a girl.” In other words, how is “feminine” movement depicted in this video clip?
3. Discuss insults you might have heard in relationship to sports/athletes that relate to stereotypical femininity.
4. What does doing things “like a girl” imply about women and femininity? What impact do you think these biased gender norms have on women who play sports?

12.3 Sex and Sexuality

Group Activity

As a group, brainstorm common words and terms for the following types of people:

- | | |
|--|--|
| • Positive terms for a sexually active man | • Positive terms for a sexually active woman |
| • Negative terms for a sexually active man | • Negative terms for a sexually active woman |

Discuss ways in which your list reflects the sexual double standard, as well as gender norms and norms for sexuality.

13.1 Who Are the Elderly? Aging in Society

Group Activity

The Good Liar was a thriller released in 2019 and starring two elderly main characters. Watch the trailer (hawkes.biz/eldermovie). As a group, discuss how the elderly man and woman and their relationship are portrayed. What differences do you note between this and thrillers that typically star younger main characters?

13.2 The Process of Aging

Group Activity

Watch this short clip (hawkes.biz/agegap) from the 1971 film *Harold and Maude*. Although not shown in this clip, other characters are disgusted and horrified by the match. Harold is twenty and Maude is seventy-nine when they meet and fall in love. As a group or class, discuss some reasons why people in the movie react so strongly and negatively to Harold and Maude’s relationship.

14.1 What Is Marriage? What Is a Family?

Group Activity

As a group, create a society without families by answering the following questions:

- How would the basic needs of people in that society be addressed?
- How would the children be cared for? How would **values** and **norms** be instilled?
- What types of adults would this society create?

Now, brainstorm how this exercise explores the importance of families.

14.2 Variations in Family Life

Group Activity

Sociologists and other social scientists agree that happy parents make happy children. Therefore, work-life balance is particularly important for single parents. How do we ensure an equitable work-life balance in an increasingly busy society?

On your own, complete the following worksheet outlining how you plan to accomplish a work-life balance as a single parent.

1. Work
 - a. Select a job and hours to work.
 - i. A high-status, high-paying job (\$80,000); minimum sixty hours per week
 - ii. A mid-status desk job with average pay (\$40,000); minimum forty hours per week
 - iii. An interesting, fulfilling, low-paying job (\$25,000); minimum forty hours per week
 - b. Calculate your yearly salary.
 - i. I want to work ____ hours per week. This means I will earn ____ per year.
2. Children: You have two kids, aged six and four. Both go to school from 9 a.m. to 3 p.m.
 - a. Choose a childcare option.
 - i. I will work less than full-time so that I can care for them.
 - ii. I will use the school's moderately priced before- and after-school programs, which require pickup by 5 p.m.
 - iii. I will use an expensive private day care so I can work more hours.

b. Choose how much time you'll spend daily on the following childcare tasks.

- i.** Wake kids, get them washed and dressed: ____
- ii.** Make breakfast: ____
- iii.** Prepare lunches: ____
- iv.** Take kids to school: ____
- v.** Pick up kids from school: ____
- vi.** Arrange playdates, doctor's appointments, etc.: ____
- vii.** Supervise kids' play, mediate disputes: ____
- viii.** Drive kids to and from activities: ____
- ix.** Make dinner: ____
- x.** Give kids baths, tuck them in bed, and read to them: ____

3. Chores

a. Decide how much time you'll spend on domestic tasks, which are not done daily. Average the time spent into minutes per day.

- i.** Grocery shopping: ____
- ii.** Laundry: ____
- iii.** Paying bills: ____
- iv.** Lawn/patio work: ____
- v.** Pet care: ____
- vi.** Car maintenance: ____

4. vii. Home maintenance: ____ Personal interests

a. Decide much time you'll spend daily on other activities.

- i.** Staying in touch with friends/family: ____
- ii.** Watching TV: ____
- iii.** Reading: ____
- iv.** Exercising: ____
- v.** Doing hobbies: ____
- vi.** Doing community service (volunteer, etc.): ____
- vii.** Doing religious activities: ____
- viii.** Going out with friends/family/dates (requires babysitter): ____

5. Sleep

a. Decide how many hours of sleep you'll get nightly: ____

6. Totals

a. Add up how much time you plan to devote to each area per day.

- i.** Work: ____
- ii.** Children: ____
- iii.** Chores: ____
- iv.** Personal interests: ____
- v.** Sleep: ____
- vi.** Grand total: ____

7. How much time do you need to cut? Where would you cut it? Try to get your total down to twenty-four hours per day.

As a group, discuss each student's experience. Offer help/advice about how your fellow classmates can improve their work-life balance.

Group Activity

1. On your own, think about what you expect your immediate family to be like in the future. Or, if you are already married or in a domestic partnership, describe what your family is like.
2. Draw a partner randomly from the following list. To make sure your pick is random, consider writing each description on a separate piece of paper for each group member to draw. Note that there will be same-sex, interracial, and other couples represented.
 - A middle-class White man who travels most of the year for his job, has three kids from a previous marriage, and wants a partner who will be a stay-at-home parent
 - A wealthy Black woman who owns a publishing business in Chicago
 - A working-class Latino man from Costa Rica who wants to live near his family in his home country
 - An upwardly mobile White woman who wants to remain child-free or at least does not want to care for children; if you want kids, you will have to be the primary caregiver
 - A female Presbyterian minister whose first job assignment is in central Kansas
 - A Black male professor who has tenure at Harvard
 - A British man who wants to live in the U.S. but cannot get residency for three to four years as a result of the immigration waiting list
 - A White man from Florida who works at the family fishing business and plans to run it in five years
 - A middle-class White woman who wants to be a homemaker
 - An Indian woman (U.S. resident) whose parents are planning to arrange a marriage for her with someone other than you
3. You should assume that you will fall in love with this person within five years and plan to form a family with them. Then, you should answer the following questions:
 - How will your future plans be affected by this selection?
 - What will your other family members think?
 - Where will you live?
 - What about kids?
 - What is the likelihood that you would actually consider marrying this person?
4. As a group, discuss each student's experience. How did your partner selection impact your varying future plans?

14.3 Challenges Families Face

Group Activity

Create a family tree for both biological parents, if possible. Take note of social trends like these:

- Number of children (if any)
- Marriage/remarriage status
- Divorce
- Cohabitation
- Single parenthood
- Adoption

Other things to pay attention to include age of marriage and children, educational attainment, women in the workforce, social class, interracial families, and LGBTQ+ families.

Generation 1: Grandparents

Generation 2: Parents, aunts/uncles

Generation 3: You, siblings, cousins

Generation 4: Your children, nieces/nephews, cousin's children

Then, answer the following questions:

- In what ways does your family (including yourself) line up with social trends? Pay attention from one generation to the next.
- In what ways do you diverge from trends?

Last, compare your analysis with your group members and discuss.

17.2 Forms of Government

Group Activity

In small groups, discuss the pros and cons of each form of government discussed in the lesson. Then, brainstorm ways you would improve the form of government in your own nation. Choose one or two ideas from your group and explain them to the rest of the class.

19.1 The Social Construction of Health

Group Activity

The historical and political atmosphere in which illness occurs can determine whether a disease is identified and quickly eradicated (as in the case of Legionnaires' disease, a severe form of pneumonia) or the victims of disease are ostracized and suffer, as has been alleged in the case of HIV/AIDS. In this case, treatment was hindered by laws that reflected widespread prejudice against the LGBTQ+ community, before it was understood how HIV/AIDS is transmitted.

Using conflict theory, compare the social context and criminalization of HIV/AIDS with the context and potential criminalization of smoking tobacco. For example, to what degree is smoking an individual decision versus a decision that reflects social and cultural norms associated with those who are already marginalized in society?

1. As a group, visit the following website (hawkes.biz/hivlaw). Under the heading "Find laws in your state," select two states and identify a case in each. Try to select at least one case that would not be considered criminal if the perpetrator was not HIV positive. Summarize each case and why HIV/AIDS is a factor. State whether a crime was committed if the perpetrator's HIV status was unknown.
2. Discuss the benefits and drawbacks of eliminating these particular laws. Should there be any criminal laws regarding health status?
3. As a group, compare the experience of those who suffer from smoking-related conditions to those who suffer from HIV/AIDS. Do we blame the victims of these diseases, and should we? What are the social causes of these diseases? To what degree is charging smokers additional premiums for health insurance (as laid out by many private insurance companies, employers, and the Affordable Care Act [ACA]) the same as or different from criminalizing health? Should smokers face criminal charges?

19.2 Global Health

Group Activity

As a group, review and discuss the differences in health and illness between high-income and low-income nations. What are the main characteristics of the illnesses of high-income nations? What are the main characteristics of the illnesses of low-income nations? Discuss some possible solutions to confront the health problems both high- and low-income countries face. Can your group come to a consensus on the best solution(s)?

19.3 Health in the United States

Group Activity

1. Individually, identify which options in the list could fill in the blank in this sentence: " ____ have a medical condition, like an illness or disease."
 - People with cancer
 - People with depression
 - Pregnant women
 - Women going through menopause
 - People who are attracted to members of the same sex
 - People with racist and/or sexist beliefs and feelings
2. As a group, discuss your responses to using the following prompts:
 - Why did you respond that ____ is a medical condition?
 - What makes something a medical condition? Who decides?
 - What matters to us when we make distinctions between medical and nonmedical conditions?
 - How do we treat people differently depending on whether we think their condition is medical or nonmedical?
 - What would cause you to change your mind about ____ being a medical or nonmedical condition?
 - Can you think of real-life examples of conditions that changed from nonmedical to medical or vice versa?

19.4 Comparative Health and Medicine

Group Activity

When a patient takes their prescription when and how they're supposed to, it's called medication adherence. Nonadherence has become a growing concern among health care providers, and there has been a push to identify factors that promote or inhibit medication adherence.

As a group, pretend you are health care providers. You need to understand what factors shape patient behaviors regarding medication. You also want to understand the difference between sociological explanations for human behavior, which emphasize external factors, and individualistic (or non-sociological) explanations, which emphasize internal factors. Respond to each of the following prompts to identify possible reasons for nonadherence to a medication regimen:

- Using a non-sociological perspective, suggest three to four reasons why a person would not take their medication when and how it's prescribed.
- Using a sociological perspective, suggest three to four reasons why a person would not take their medications when and how it's prescribed.
- Explain the difference between the non-sociological and sociological reasons for medication nonadherence.
- Explain how interventions to improve medication adherence differ depending on which reason is used.