

# OPEN ACCESS AND OPEN EDUCATION RESOURCES READING LIST FOR INTRODUCTION TO SOCIOLOGY

Stephanie Medley-Rath

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## SUGGESTED CITATION

*When using resources from TRAILS, please include a clear and legible citation*

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## Abstract

This document provides the detailed reading list of open education and open access materials used in an Introduction to Sociology course. The course is divided into 13 topical modules. Under each module, readers will find the learning goals for the module and under each learning goal, the readings used to support that goal are listed.

## Details

**Subject Areas:** Introduction to Sociology/Social Problems

**Resource Types:** Bibliography

**Class Levels:** College 100

Class Sizes: Any

## Learning Goals and Assessments

### LEARNING GOALS

Reduce textbook costs for students while still achieving overall learning goals for Introduction to Sociology.

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### ASSESSMENTS

Compare final grades of students using open education and open access resources to those using the conventional textbook to assess learning.

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Survey students to determine their access to and experience with the electronic readings.

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Survey students regarding their printing to assess cost savings associated with using open access and open education resources compared to the conventional textbook.

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## Resource Files

DOCX

## **OPEN ACCESS AND OPEN EDUCATION RESOURCES READING LIST FOR INTRODUCTION TO SOCIOLOGY**

**AS USED BY:** Stephanie Medley-Rath, PhD  
Sociology, History, and Political Science  
Indiana University Kokomo  
Kokomo, IN 46904  
smedleyr@iuk.edu

**COURSE:** Introduction to Sociology

### **ABSTRACT**

This document provides the detailed reading list of open education and open access materials used in an Introduction to Sociology course. The course is divided into 13 topical modules. Under each module, readers will find the learning goals for the module and under each learning goal, the readings used to support that goal are listed.

### **RELATED TRAILS MATERIALS**

“Considerations for Selecting Open Education and Open Access Readings” is under review at TRAILS.

### **SYLLABUS LANGUAGE TO PREPARE STUDENTS**

Most of my students were used to using conventional (printed) textbooks in their courses. I both explained our alternative reading selections (that they were electronically available and from multiple sources) and included the language below in my syllabus to prepare students for using alternative readings. I also created Module Guides (outlines with questions and key terms) for students to use along with the readings. I can make one of the Module Guides available upon request as an example.

#### *Suggested Syllabus Language:*

Using open access and open education resources (i.e., free resources) means that we will be using readings from a variety of sources instead of just one or two textbooks. Some of the readings are long (the longest is 15 pages). Most are quite brief (1-2 pages).

I have entered the list of each module’s reading under the module title. Those readings that begin with “Wiki” are part of the Wiki textbook, which can be downloaded and read offline. The rest of the articles will need to be read online or can be downloaded and read offline or even printed out.

The articles are all accessed online. A few of the articles will be accessed through our college’s library. You will need to sign into the library with your student ID and password to access those articles.

Each module will also have a Module Guide that contains space for making notes and includes questions to help you make connections among the readings and to class lecture and discussion. These Module Guides are not graded but serve as your study guide for exams.

## READING LIST AND LEARNING GOALS

The readings are listed in the order in which students should read them.

## A General Overview of Sociology (Modules 1-5)

### Module 1: What is Sociology?

**Learning Goal 1:** Explain what sociology is

Sanghavi, Darshak. 2011. "The Phantom Menace of Sleep Deprived Doctors." *The New York Times*, August 5. Retrieved August 20, 2013 ([http://www.nytimes.com/2011/08/07/magazine/the-phantom-menace-of-sleep-deprived-doctors.html?\\_r=0](http://www.nytimes.com/2011/08/07/magazine/the-phantom-menace-of-sleep-deprived-doctors.html?_r=0)).

**Learning Goal 2:** Describe the sociological imagination and distinguish between private troubles and public issues

Sternheimer, Karen. 2009. "Biography + History = Opportunity." *Everyday Sociology Blog*, September 24. Retrieved August 20, 2013 (<http://www.everydaysociologyblog.com/2009/09/biography-history-opportunity.html>).

Lewin, Tamar. 2008. "College May Become Unaffordable for Most in U.S." *The New York Times*, December 3. Retrieved August 20, 2013 (<http://www.nytimes.com/2008/12/03/education/03college.html>).

Cragun, Ryan T. 2013. "Introduction." *Wiki: Introduction to Sociology*. Retrieved July 22, 2013 ([https://en.wikibooks.org/wiki/Introduction\\_to\\_Sociology/Introduction](https://en.wikibooks.org/wiki/Introduction_to_Sociology/Introduction)).

**Learning Goal 3:** Differentiate theories in sociology

Cragun, Ryan T. 2013. "Sociological Theory." *Wiki: Introduction to Sociology*. Retrieved July 22, 2013 ([https://en.wikibooks.org/wiki/Introduction\\_to\\_Sociology/Sociological\\_Theory](https://en.wikibooks.org/wiki/Introduction_to_Sociology/Sociological_Theory)).

Medley-Rath, Stephanie. 2011. "What's the Problem with a Little Mompertition?" *Sociology in Focus*, August 26. Retrieved August 20, 2013 (<http://sociologyinfocus.com/2011/08/whats-the-problem-with-a-little-mompertition/>).

## Module 2: Research Methods

### **Learning Goal 1: Describe the purpose of sociological research**

The National Institute of Mental Health. 2015. "Suicide Prevention." Retrieved November 11, 2015 ([http://www.nimh.nih.gov/health/topics/suicide-prevention/index.shtml#part\\_149720](http://www.nimh.nih.gov/health/topics/suicide-prevention/index.shtml#part_149720)).<sup>1</sup>

Huynh, Diana. 2011. "The Perils of Drunk Walking: A New Marketplace Podcast." *Marketplace*, December 28. Retrieved August 20, 2013 (<http://freakonomics.com/2011/12/28/the-perils-of-drunk-walking/>).

### **Learning Goal 2: Describe the process of sociological research**

Welch, Bridget. 2012. "What's Logic Got to Do, Got to Do with It?" *Sociology In Focus*, July 16. Retrieved August 20, 2013 (<http://sociologyinfocus.com/2012/07/whats-logic-got-to-do-got-to-do-with-it/>).

Cragun, Ryan T. 2013. "Sociological Methods." *Wiki: Introduction to Sociology*. Retrieved July 22, 2013 ([https://en.wikibooks.org/wiki/Introduction\\_to\\_Sociology/Sociological\\_Methods](https://en.wikibooks.org/wiki/Introduction_to_Sociology/Sociological_Methods)).

Palmer, Nathan. 2012. "Can Sociologists Hurt People?" *Sociology In Focus*, August 22. Retrieved August 20, 2013 (<http://sociologyinfocus.com/2012/08/research-ethics/>).

## Module 3: Culture

### **Learning Goal 1: Explain what culture is**

Kiesewetter, Kimberly. 2013. "Subculture: The Example of Bonnaroo." *Sociology In Focus*, January 24. Retrieved August 20, 2013 (<http://sociologyinfocus.com/2013/01/subculture-the-example-of-bonnaroo/>).

Deutscher, Guy. 2010. "Does Your Language Shape How You Think?" *The New York Times*, August 26. Retrieved August 20, 2013 (<http://www.nytimes.com/2010/08/29/magazine/29language-t.html>).

Koerner, Brendan. 2003. "What Does a "Thumbs Up" Mean in Iraq?" *Slate*, March 28. Retrieved August 20, 2013 ([http://www.slate.com/articles/news\\_and\\_politics/explainer/2003/03/what\\_does\\_a\\_thumbs\\_up\\_mean\\_in\\_iraq.html](http://www.slate.com/articles/news_and_politics/explainer/2003/03/what_does_a_thumbs_up_mean_in_iraq.html)).

### **Learning Goal 2: Differentiate between material and nonmaterial culture**

Miner, Horace. 1956. "Body Ritual among the Nacirema." *American*

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<sup>1</sup> The exact article from The National Institute of Mental Health that I assigned is no longer available online. This reading covers roughly the same material as the article I used.

*Anthropologist* 58(3): no pages. Retrieved July 22, 2013  
(<https://www.msu.edu/~jdowell/miner.html>).

Schor, Juliet B. 1998. "The Overspent American: Upscaling, Downshifting, and the New Consumer." *New York Times*, June 21. Retrieved July 22, 2013  
(<http://www.nytimes.com/books/first/schor-overspent.html>).

### **Learning Goal 3:** Compare culture shock and cultural relativism

Popova, Maria. 2011. " 'Where Children Sleep': Around the World Tour of Children's Bedrooms." *The Atlantic*, August 8. Retrieved July 22, 2013  
([www.theatlantic.com/international/print/2011/08/where-children-sleep-a-round-the-world-tour-of-bedrooms/243303/](http://www.theatlantic.com/international/print/2011/08/where-children-sleep-a-round-the-world-tour-of-bedrooms/243303/)).

Popova, Maria. 2010. "What I Eat: Around the World in 80 Diets." *Brain Pickings*, Retrieved July 22, 2013 ([www.brainpickings.org/index.php/2010/08/11/what-i-eataround-the-world-in-80-diets/](http://www.brainpickings.org/index.php/2010/08/11/what-i-eataround-the-world-in-80-diets/)).

Schneider, Evan. 2011. "China's Burgeoning Coffee Culture." *Sociological Images*, March 6. Retrieved July 22, 2013  
([thesocietypages.org/socimages/2011/03/06/china-s-burgeoning-coffee-culture-2/](http://thesocietypages.org/socimages/2011/03/06/china-s-burgeoning-coffee-culture-2/)).

### **Learning Goal 4:** Describe cultural change

Bear, Charla. 2008. "American Indian Schools Haunt Many." *NPR*, May 12. Retrieved July 23, 2013 ([www.npr.org/templates/story/story.php?storyID=16516865](http://www.npr.org/templates/story/story.php?storyID=16516865)).

Sharp, Gwen. 2011. "Cultural Patterns and Geographic Terms." *Sociological Images*, December 7. Retrieved July 22, 2013  
([thesocietypages.org/socimages/2011/12/07/cultural-patterns-and-geographic-terms/](http://thesocietypages.org/socimages/2011/12/07/cultural-patterns-and-geographic-terms/)).

de la Baume, Maïa. 2013. "Bid in France to Add Courses in English Raises Fear for Language." *The New York Times*, May 23. Retrieved July 22, 2013  
([http://www.nytimes.com/2013/05/24/world/europe/french-upset-over-more-english-proposal.html?smid=pl-share&\\_r=0](http://www.nytimes.com/2013/05/24/world/europe/french-upset-over-more-english-proposal.html?smid=pl-share&_r=0)).

## **Module 4: Socialization, Groups, Organizations, Social Networks**

### **Learning Goal 1:** Compare the different theories of socialization

DeGregory, Lane. 2008. "The Girl in the Window." *Tampa Bay Times*, July 31. Retrieved July 25, 2013 ([www.tampabay.com/features/humaninterest/the-girl-in-the-window/750838](http://www.tampabay.com/features/humaninterest/the-girl-in-the-window/750838)).

Medley-Rath, Stephanie. 2012. "Socialization & the Advantages of Being a 2nd Generation Student." *Sociology In Focus*, October 22. Retrieved July 22  
([www.sociologyinfocus.com/2012/10/22/socialization-the-advantage-of-being-a-2nd-generation-student/](http://www.sociologyinfocus.com/2012/10/22/socialization-the-advantage-of-being-a-2nd-generation-student/)).

Cragun, Ryan T. 2013. "Symbolic Interactionism." *Wiki: Sociological Theory*, Retrieved

July 22, 2013

([https://en.wikibooks.org/wiki/Sociological\\_Theory/Symbolic\\_Interactionism](https://en.wikibooks.org/wiki/Sociological_Theory/Symbolic_Interactionism)).

Raskoff, Sally. 2008. "Rehab, Labeling, and Deviance." *Everyday Sociology Blog*, December 4. Retrieved July 22, 2013  
([www.everyday.sociologyblog.com/2008/12/rehab-labeling-and-deviance.html](http://www.everyday.sociologyblog.com/2008/12/rehab-labeling-and-deviance.html)).

**Learning Goal 2:** Distinguish status and roles

Strohecker, David Paul. 2011. "Laughing at Disability: Diabetes and Mental Disability on 'It's Always Sunny in Philadelphia.'" *Sociology Images*, October 26. Retrieved July 22, 2013 ([thesocietypages.org/socimages/2011/10/26/laughing-at-disability-diabetes-and-mental-disability-diabetes-and-mental-disability-on-it-s-always-sunny-in-philadelphia/](http://thesocietypages.org/socimages/2011/10/26/laughing-at-disability-diabetes-and-mental-disability-diabetes-and-mental-disability-on-it-s-always-sunny-in-philadelphia/)).

Medley-Rath, Stephanie. 2012. "The Sick Role Conflict." *Sociology In Focus*, December 17. Retrieved July 22, 2013 ([www.sociologyinfocus.com/2012/12/17/the-sick-role-conflict/](http://www.sociologyinfocus.com/2012/12/17/the-sick-role-conflict/))

Sharp, Gwen. 2011. "Gendered Language in TV Toy Commercials." *Sociological Images*, April 4. Retrieved August 20, 2013  
([thesocietypages.org/socimages/2011/04/04/gendered-language-in-tv-toy-commercials/](http://thesocietypages.org/socimages/2011/04/04/gendered-language-in-tv-toy-commercials/)).

**Learning Goal 3:** Explain what is meant by the social construction of reality and apply it to social phenomenon

Mayeda, David. 2012. "Facebook: Front Stage, Back Stage, and Comparing Ourselves to Others." *Sociology in Focus*, May 26. Retrieved July 22, 2013  
([www.sociologyinfocus.com/2012/05/21/facebook-front-stage-back-stage-and-comparing-ourselves-to-others/](http://www.sociologyinfocus.com/2012/05/21/facebook-front-stage-back-stage-and-comparing-ourselves-to-others/)).

Cragun, Ryan T. 2013. "Ethnomethodology." *Wiki: Sociological Theory*. Retrieved July 22, 2013  
([https://en.wikibooks.org/wiki/Sociological\\_Theory/Ethnomethodology](https://en.wikibooks.org/wiki/Sociological_Theory/Ethnomethodology)).

Palmer, Nathan. 2012. "Trayvon Martin and the Thomas Theorem." *Sociology in Focus*, April 2. Retrieved July 22, 2013 ([www.sociologyinfocus.com/2012/04/02/trayvon-martin-the-thomas-theorem/](http://www.sociologyinfocus.com/2012/04/02/trayvon-martin-the-thomas-theorem/)).

**Learning Goal 4:** Contrast group types, including organizations

Cragun, Ryan T. 2013. "Groups." *Wiki: Introduction to Sociology*. Retrieved July 22, 2013  
([https://en.wikibooks.org/wiki/Introduction\\_to\\_Sociology/Groups](https://en.wikibooks.org/wiki/Introduction_to_Sociology/Groups)).

No Author. 2011. "McDonald's to look like Starbucks." *The Huffington Post*, May 9. Retrieved July 23, 2013 ([www.huffingtonpost.com/2011/05/09/mcdonalds-look-like-starbucks\\_n\\_859342.html](http://www.huffingtonpost.com/2011/05/09/mcdonalds-look-like-starbucks_n_859342.html)).

**Learning Goal 5:** Evaluate the role of social capital in social networks

Wegener, Bernd. 1991. "Job Mobility and Social Ties." *American Sociological Review* 56(1):60-71.

Raskoff, Sally. 2009. "Beyond Bowling Alone." *Everyday Sociology Blog*, February 4. Retrieved July 23, 2013 ([www.everydaysociologyblog.com/2009/02/beyond-bowling-alone.html](http://www.everydaysociologyblog.com/2009/02/beyond-bowling-alone.html)).

## Module 5: Deviance and Crime

**Learning Goal 1:** Describe what is meant by deviance

Cragun, Ryan T. 2013. "Groups." *Wiki: Introduction to Sociology/Deviance*. Retrieved July 22, 2013

([https://en.wikibooks.org/wiki/Introduction\\_to\\_Sociology/deviance](https://en.wikibooks.org/wiki/Introduction_to_Sociology/deviance)).

Raskoff, Sally. 2009. "Solidarity: What Brings Us Together." *Everyday Sociology Blog*, November 19. Retrieved July 25, 2013 ([www.everydaysociologyblog.com/2009/11/solidarity-what-brings-us-together.html](http://www.everydaysociologyblog.com/2009/11/solidarity-what-brings-us-together.html)).

**Learning Goal 2:** Compare the different sociological explanations for deviance

Merton, Robert K. 1938. "Social Structure and Anomie." *American Sociological Review* 3(5):672-82.

Rosenhan, D. L. 1973. "On Being Sane in Insane Places." *Science* 179(4070):250-8.

Becker, Howard S. 1953. "Becoming a Marijuana User." *American Journal of Sociology* 59(3):235-42.

Hirschi, Travis. 1969. "Key Idea: Hirschi's Social Bond/Social Control Theory." Pp. 55-69 in *Key Ideas in Criminology and Criminal Justice*, edited by T. C. Pratt, J. M. Gau, and T. W. Franklin. Thousand Oaks, CA: Sage Publications. Retrieved July 25, 2013 ([http://www.sagepub.com/sites/default/files/upm-binaries/36812\\_5.pdf](http://www.sagepub.com/sites/default/files/upm-binaries/36812_5.pdf)).

**Learning Goal 4:** Contrast criminal and non-criminal actions

Venkatesh, Sudhir. 2008. "Gang Leader for a Day (excerpt)." *The Wall Street Journal*, January 8. Retrieved July 25, 2013 ([online.wsj.com/article/SB120051451831595283.html](http://online.wsj.com/article/SB120051451831595283.html)).

## **Stratification (Modules 6-9)**

### Module 6: Social Class

**Learning Goal 1:** Describe social class stratification and explain the implications (or consequences) of social class

Wade, Lisa. 2008. "The Gap between the Life Expectancy of the Rich and Poor is



Increasing.” *Sociological Images*, March 23. Retrieved July 23, 2013  
(<http://thesocietypages.org/socimages/2008/03/23/the-gap-between-the-life-expectancy-of-the-rich-and-poor-is-increasing/>).

Wade, Lisa. 2012. “The Correlation between Income and SAT Scores.” *Sociological Images*, August 29. Retrieved July 23, 2013  
(<http://thesocietypages.org/socimages/2012/08/29/the-correlation-between-income-and-sat-scores/>).

**Learning Goal 2:** Compare Marx and Weber's theories on the development of capitalism on social class

Marx, Karl and Friedrich Engels. [1848] 1969. “Chapter 1. Bourgeois and Proletarians.” Pp. 98-137 in Marx/Engels Selected Works, Vol. One. Translated by S. Moore and F. Engels. Moscow: Progress Publishers. Retrieved 23, 2013  
(<https://www.marxists.org/archive/marx/works/1848/communist-manifesto/ch01.htm>).

Cragun, Ryan T. 2013. “Groups.” *Wiki: Introduction to Sociology/Stratification*. Retrieved July 22, 2013  
([https://en.wikibooks.org/wiki/Introduction\\_to\\_Sociology/Stratification](https://en.wikibooks.org/wiki/Introduction_to_Sociology/Stratification)).

**Learning Goal 3:** Describe the role socialization plays in reproducing social class across generations

Scott, Janny and David Leonhardt. 2005. “Shadowy Lines that Still Divide.” *The New York Times*, May 15. Retrieved July 23, 2013  
(<http://www.nytimes.com/2005/05/15/us/class/shadowy-lines-that-still-divide.html>).

Perrucci, Robert. 1999. “Book Calls Class Inequalities a Problem for 21st Century.” *Purdue News*, November. Retrieved July 23, 2013  
(<http://www.purdue.edu/uns/html4ever/1999/9908.Perrucci.class.html>).

Leonhardt, David. 2013. “In Climbing Income Ladder, Location Matters.” *The New York Times*, July 22. Retrieved July 23, 2013  
(<http://www.nytimes.com/2013/07/22/business/in-climbing-income-ladder-location-matters.html?src=me&ref=general&smid=pl-share>).

**Learning Goal 4:** Evaluate the poverty line and what it means for people and families below the poverty line

Sharp, Gwen. 2009. “Concentrations of Rural Poverty.” *Sociological Images*, February 22. Retrieved July 23, 2015  
(<http://thesocietypages.org/socimages/2009/02/22/concentrations-of-rural-poverty/>).

UNESCO. 2013. “Poverty.” Retrieved July 23, 2013  
(<http://www.unesco.org/new/en/social-and-human-sciences/themes/international-migration/glossary/poverty/>).

Scott, Janny. 2005. “Life at the Top in America Isn't Just Better, It's Longer.” *The New*

*York Times*, May 16. Retrieved July 23, 2015  
(<http://www.nytimes.com/2005/05/16/us/class/life-at-the-top-in-america-isnt-just-better-its-longer.html>).

**Learning Goal 5:** Describe how poverty varies based on geography, race and ethnicity, gender, and age

The University of Michigan. 2013. "Poverty in the United States." National Poverty Center. Retrieved July 23, 2013 (<http://www.npc.umich.edu/poverty/>).

Ehrenreich, Barbara. 2001. "Nickel and Dimed: On (Not) Getting By in America (Excerpt)." Retrieved July 23, 2013  
([www.barbaraehrenreich.com/nickelanddimed\\_excerpt.htm](http://www.barbaraehrenreich.com/nickelanddimed_excerpt.htm)).

## Module 7: Gender and Sexuality

**Learning Goal 1:** Differentiate between sex and gender

Cragun, Ryan T. 2013. "Gender." *Wiki: Introduction to Sociology/Gender*. Retrieved July 22, 2013

([https://en.wikibooks.org/wiki/Introduction\\_to\\_Sociology/Gender](https://en.wikibooks.org/wiki/Introduction_to_Sociology/Gender)).

Wade, Lisa. [2010] 2015. "Child Pageants and the Performance of Gender." *Sociological Images*, January 19. Retrieved November 13, 2015  
(<http://thesocietypages.org/socimages/2015/06/05/child-pageants-and-the-performance-of-gender/>).

Medley-Rath, Stephanie. 2012. "'I Like All the Color': Gender Policing Children." *Sociology in Focus*, October 10. Retrieved July 23, 2013  
(<http://sociologyinfocus.com/2012/10/i-like-all-the-colors-gender-policing-children/>).

**Learning Goal 2:** Evaluate the consequences of patriarchy on men and women

Cohen, Philip N. 2011. "Global Women's Progress Report." *Sociological Images*, July 7. Retrieved July 23, 2013

(<http://thesocietypages.org/socimages/2011/07/07/global-women's-progress-report/>).

**Learning Goal 3:** Describe gender stratification and evaluate the ways in which it is maintained

Boraas, Stephanie and William M. Rodgers III. 2003. "How Does Gender Play a Role in the Earnings Gap? An Update." *Bureau of Labor Statistics*, March. Retrieved July 23, 2013 (<http://www.bls.gov/opub/mlr/2003/03/art2full.pdf>).

Feminist Majority Foundation. 2013. "Empowering Women in Business." Retrieved July 23, 2013 ([http://www.feminist.org/research/business/ewb\\_glass.html](http://www.feminist.org/research/business/ewb_glass.html)).

National Center for Education Statistics. 2013. "Title IX: Fast Facts." Retrieved July 23, 2013 (<http://nces.ed.gov/fastfacts/display.asp?id=93>).

Chang, Kenneth. 2012. "Bias Persists Against Women in Science." *The New York Times*, September 24. Retrieved July 23, 2013  
[http://www.nytimes.com/2012/09/25/science/bias-persists-against-women-of-science-a-study-says.html?smid=pl-share&\\_r=0](http://www.nytimes.com/2012/09/25/science/bias-persists-against-women-of-science-a-study-says.html?smid=pl-share&_r=0).

**Learning Goal 4:** Examine the ways in which sexuality is socially constructed

The Kinsey Institute for Research in Sex, Gender, and Reproduction. 2013. "Kinsey's Heterosexual-Homosexual Rating Scale." Retrieved July 22, 2013  
<http://www.iub.edu/~kinsey/research/ak-hhscale.html>).

Raskoff, Sally. 2007. "Does Finger Size Reveal Sexual Orientation?" *Everyday Sociology Blog*, August 5. Retrieved July 23, 2013  
<http://www.everydaysociologyblog.com/2007/08/does-finger-siz.html>).

Katz, Jonathan Ned. 1995. "The Invention of Heterosexuality (excerpt)." PBS. Retrieved July 23, 2013  
<http://www.pbs.org/wgbh/pages/frontline/shows/assault/context/katzhistory.html>).

## Module 8: Race and Ethnicity

**Learning Goal 1:** Distinguish between race and ethnicity

Touré. 2012. "Elizabeth Warren, Scott Brown, and the Myth of Race." *Time*, Oct. 5. Retrieved July 23, 2013 (<http://ideas.time.com/2012/10/05/elizabeth-warren-and-the-myth-of-race/>).

Sharp, Gwen. 2008. "Optional Ethnic Identities." *Sociological Images*, Oct. 1. Retrieved July 23, 2013 (<http://thesocietypages.org/socimages/2008/10/01/optional-ethnic-identities/>).

Roth, Wendy D. 2013. "Creating a 'Latino' Race." *The Society Pages*, Mar. 13. Retrieved July 23, 2013 (<http://thesocietypages.org/papers/creating-a-latino-race/>).

**Learning Goal 2:** Demonstrate an understanding of white privilege

McIntosh, Peggy. 1989. "White Privilege." Women's International League for Peace and Freedom. Retrieved December 8, 2015 (<http://nationalseedproject.org/white-privilege-unpacking-the-invisible-knapsack>).

Wade, Lisa. 2012. "'Nude,' Racial Marginalization, and the Wedding Industry." *Sociological Images*, May 3. Retrieved August 20, 2013  
<http://thesocietypages.org/socimages/2012/05/03/43743/>).

Wade, Lisa. 2012. "Non-White Centric Uses of Terms Like 'Nude.'" *Sociological Images*, May 26. Retrieved August 20, 2013  
<http://thesocietypages.org/socimages/2012/05/26/non-white-centric-uses-of-the-term-nude-and-its-synonyms/>).

Du Bois, W.E.B. 1903. "Of Our Spiritual Strivings." In *The Souls of Black Folks*. Retrieved July 23, 2013 (<http://www.bartleby.com/114/1.html>).

### Learning Goal 3: Evaluate minority and majority group relations

- Randall, Vernillia R. What is a Minority Group? (Based on Richard T. Schaefer, *Racial and Ethnic Groups* 1993). *Race, Racism, and the Law*. Retrieved July 23, 2013 ([http://racism.org/index.php?option=com\\_content&view=article&id=280:minor0101&catid=15&Itemid=118](http://racism.org/index.php?option=com_content&view=article&id=280:minor0101&catid=15&Itemid=118)).
- Wade, Lisa. 2008. "Assimilation as a Condition of Citizenship for American Indians." *Sociological Images*, Sept. 18. (<http://thesocietypages.org/socimages/2008/09/18/assimilation-as-a-condition-of-citizenship-for-american-indians/>).
- Ghazal, Jen'nan. 2008. "Muslims in America." *Contexts*, Oct. 28. Retrieved July 23, 2013 (<http://contexts.org/articles/muslims-in-america/>).
- Hess, Amanda. 2012. "A Brief History of the Beef against Women Reading." *Slate*, October 11. Retrieved August 20, 2013 ([http://www.slate.com/blogs/xx\\_factor/2012/10/11/a\\_woman\\_reader\\_by\\_belinda\\_jack\\_women\\_s\\_books\\_have\\_always\\_been\\_marginalized.html](http://www.slate.com/blogs/xx_factor/2012/10/11/a_woman_reader_by_belinda_jack_women_s_books_have_always_been_marginalized.html)).
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## Social Structure (Modules 10-13)

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## Module 12: Economy, Authority, and Bureaucracy

**Learning Goal 1:** Contrast capitalism with other economic systems

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**Learning Goal 5:** Evaluate how power is distributed in society

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**Learning Goal 6:** Describe the features of bureaucracy, Evaluate rationality, and Describe McDonaldization

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**Module 13: Religion**

**Learning Goals 1-4:** (1) Distinguish between the sacred and the profane, (2) Identify and describe the functions and dysfunctions of religion, (3) Contrast Marx and Weber's theoretical explanations of religion's relationship with capitalism, and (4) Differentiate between the types of religious organizations

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