I. Reading: Sociology: Understanding a Diverse Society. 2nd edition.

Chapter 6: Groups and Organizations.
This chapter explores groups and organizations. The learning objectives are to:

- Become familiar with types of groups—dyads and triads, primary and secondary, reference, in-group and out-group, and social networks—and their impact on behavior and identity.
- Describe and explain the social influence of groups through the dynamics of researched group effects—the bystander intervention problem, the Asch conformity experiment, the Milgram obedience studies, groupthink, and risky shift.
- Identify characteristics of formal organizations, including normative, coercive, and utilitarian organizations, and particularly the characteristics of total institutions.
- Identify the characteristics of the ideal type of bureaucracy.
- Describe bureaucracy’s other face and explain why and how it develops.
- Explain how the problems of ritualism and alienation arise in bureaucracies.
- Describe the McDonaldization of society and apply the model to organizations that shape daily life.
- Identify characteristics of management Theories X, Y, and Z and explain the benefits of Theory Z (the Japanese model) and the forces that militate against the implementation of the model in US organizations.
- Describe the glass ceiling effect and evaluate approaches to addressing it, including diversity training.
- Define eufunctions and dysfunctions of bureaucracies and apply functional, conflict, and symbolic interaction perspectives to explain them.

Chapter 8: Deviance and Social Control.
Chapter 8 examines an issue of major concern to sociologists—deviance. The learning objectives of this chapter are to:

- Define deviance from a sociological perspective, and understand its social context.
- Distinguish sociological perspectives on deviance from biological and psychological perspectives.
- Appreciate the strengths and weaknesses of functionalist theories of deviance, including Durkheim’s approach to the study of suicide, Merton’s structural strain theory, and social control theory.
- Understand how conflict theories approach deviance and social control.
- Apply symbolic interaction theories, including differential association and labeling theory, to understand deviant careers and communities and to critique the use of official statistics.
- Appreciate the correlation between social status and mental illness and the sociological factors that produce deviance.
Grasp the process by which social stigmas develop into master statuses, how stigmatized individuals manage their “spoiled identity,” and how hate crimes target stigmatized individuals.

Understand the globalization of deviance.

II. Videos/Televised Lessons:
Video Lesson #6: Groups.
Synopsis: This lesson shows the importance of groups in society and how our lives are influenced by our group membership/affiliation. It also examines the interplay of conformity and individualism.

Focus Points: [These focus points are designed to help you get the most from the video segment of each lesson. Review them, then watch the video. You may want to write notes to reinforce what you have learned, but you do not have to turn in these notes.]
1. Explain the significance of groups to individuals and to society.
2. Recognize examples of how groups give meaning to life, yet require commitment and sacrifice. Identify ways groups exert their influence on individuals and bring about greater commitment by requiring members to renounce their own ideas or lifestyles in favor of those advocated by the group. What different methods do various groups use to try to erase individual differences in order to promote group unity?
3. What factors determine the degree of an individual’s commitment to the group? What are the risks involved in group-pressures on individuals to conform?
4. What are the (leadership) qualities necessary for someone to be an effective group leader today?

Video Lesson #7: Formal Organizations.
Synopsis: This lesson shows how bureaucracies engulf us throughout our lives, examining the values and functions of formal organizations as well as their dysfunctions. It also shows alternative forms of formal organizations.

Focus Points:
1. Explain how our lives are influenced by formal organizations and cite examples of this from the video program and in your own life.
2. Describe the significance of bureaucracies in various formal organizations. What elements of bureaucratic organization are found in the context of the university or community college? Be able to recognize examples.
3. What are the dysfunctions of bureaucracy? Give examples from a college.
4. Using IBM as an example, how are some large corporations attempting to address the needs of their employees? Be able to recognize examples.
5. In the video program, there is a woman who left a Fortune 500 company to start her own business. What were the negative aspects of the bureaucracy that she left? What can organizations do to implement authentic respect for, caring about, and valuing of employees?

Video Lesson #12. Deviance. [VC no. 8205]
Synopsis: This lesson shows that behavior which comes to be known as a deviance occurs in social, historical, and cultural contexts. The deviance presented is on a continuum from minor
cultural variations to behavior—including elite deviance—that is destructive to individuals and society.

Focus Points:
1. Explain what the following statement means: Deviance occurs in a social context. What kinds of behavior that deviate from a societal norm can be justified and therefore not be considered deviant by that society? What examples of deviance in a social context are shown in the video program?
2. Deviance also occurs in a cultural context. Behaviors that are considered deviant in one culture may be appropriate or praised in another culture. What examples of deviance in a cultural context are shown in the video program?
3. In addition, deviance occurs in a historical context, as perceptions of deviance change over time. What examples of this historical relativity are shown in the video program?
4. Some sociologists contend that deviance is functional and necessary for society. Explain why this may be true, and give examples of how deviance can reinforce society’s values.
5. How is elite deviance defined, and what are some examples of it shown? How does elite deviance differ from non-elite deviance?
6. Elite deviance can be extremely harmful to large numbers of people. Two examples are the savings and loan scandal that began in the late 1980s and the sale of the Dalkon shield. Describe the deviance these two samples illustrate. What are the costs and damage to society of these and other white-collar crimes? Describe the punishment received by those associated with the Dalkon shield.

III. Assignments. Attached are this week’s worksheets. To reinforce what you have read in the text and viewed on the two video-programs, you should complete these assignments as soon as possible. I should receive the completed worksheet and application by Tuesday, July 16th or Thursday, July 18th, depending upon the midterm meeting you attend.

If you mail the assignments, please include a self-addressed, stamped envelope (SASE), so that I can return the assignments with timely feedback. If you email the assignments, please properly label the worksheet and question numbers (preferably with at least a word or phrase that will identify the question you are answering). Be sure to email to my home address: jabushak@aracnet.com. If you drop off assignments and want to pick them up in the Student Pickup Box at the Front Desk of the Social Sciences Building, please pick up the assignments within a week. Make sure your name is on all assignments. See syllabus for details. Contact me if you have any questions.

Midterm Meetings: Midterm meetings are scheduled for the following times:

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<tbody>
<tr>
<td>Tuesday</td>
<td>July 16th</td>
<td>4:30-6pm</td>
<td>LIB111</td>
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<tr>
<td>Thursday</td>
<td>July 18th</td>
<td>6-7:30pm</td>
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Bring your topic statement (see attached guidelines), and be prepared to work on planning your term project. Laptop computers will be available, and we will explore research resources on the PCC website, in Ebscohost, and on other websites. You will receive project guidelines and suggested resources related to your topic.
1. Identify a primary group and a secondary group you are part of. Using the characteristics of such groups, explain why you consider the one group primary and the other group secondary.

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2. Explain what a reference group is. Give an example of a reference group with which you identify. How does your relationship with this reference group affect your self-esteem?

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3. Describe the attribution error in the context of in-groups and out-groups.

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4. What factors in a group’s composition or the characteristics of the individual make it more likely that a person will conform in a group setting?

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5. a) Describe the pattern of misguided thinking Janis called “groupthink.”

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6. b) Consider the decision-making process of US government leaders in what is being called “America’s New War against Terrorism.” What steps do you think these leaders should take to insure that their decisions are not the result of “groupthink”?

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7. What is risky shift and what causes it? Describe a situation in which you now see that your own behavior might have been the result of risky shift.

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8. Explain how ritualism and alienation develop within bureaucratic organizations, and what bureaucracies can do to reduce these phenomena. ______________________________

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9. Give an example of something in your experience that has been “McDonaldized.” Use the four characteristics of McDonaldization to describe it. _________________________

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Worksheet 6: Chapter 8: Deviance. 30 points. Due: July 16th or 18th, at midterm meeting

1. What are the components of a sociological definition of deviance that distinguish it from popular, common sense understandings of the same behavior?

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2. Give an example, other than the examples used in the text, of how a social movement has influenced the perception of deviance.

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3. Explain the term “medicalization” of deviance, and give an example. Do you think that “medicalizing” this condition or behavior is useful or not? Explain.

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4. What is anomie and how can it be used as an explanation of some social problems? Give an example.

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5. In Merton’s structural strain theory, how would the people who blew up the World Trade Center be categorized, and why?

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6. Based on Hirschi’s social control theory, what kind of programs would you initiate in schools to prevent school violence? Explain. _____________________________________________
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7. How does labeling theory explain recidivism of convicted criminals: ___________________
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8. Using an example, describe the three stages of a deviant career: primary, secondary, and tertiary. __________________________________________________________________
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9. Give an example of a deviant community and explain what purposes the community serves for members. _________________________________
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10. From your experience, give an example of a stigmatized individual and describe how the person managed the stigma and the social response to it. _____________________________
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