



SOC 230: Applied Sociology

Course Syllabus

**Introduction to Applied Sociology
3 Semester Hours**

Spring 2012

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THIS IS A HARD COPY OF THE COURSE REQUIREMENTS

PLEASE NOTE

**This is a hard copy of a CD/Online Course
Some items may seem a little unusual as this course was conducted in a penitentiary. Other versions of
this course were offered in a variety of settings: Online, face-to-face and independent study.**

The brief videos listed in the syllabus are always available at

<http://www.aacc.edu/socgeo/socvideo.cfm>

Onward to an "Applied Future..."

sfs

SOC230 Introduction to Applied Sociology

Course Description

This hands-on introduction uses sociology concepts, skills and tools to actively analyze and engage problems facing a variety of clients and organizations including business, government, religion and other community agencies and groups. Employ sociological perspective and tools to identify, investigate and actively seek solutions to issues of structure, process and social change. . Prerequisite: SOC 111 or permission of department head.

Learning Objectives

- a. Employ a process of defining and determining a client-based problem using the concepts and skills provided in sociology.
- b. Identify and demonstrate how social structures are formed.
- c. Identify and outline a social process.
- d. Develop and use teams, formal and informal groups.
- e. Identify and develop elementary processes which enhance leadership.
- f. Identify cross-cultural issues and develop an understanding of cross-cultural issues and globalization.
- g. Measure and identify the impact of social change and social trends.
- h. Understand the functions of deviance, and the relationship of deviance to social change.
- i. Identify and evaluate both the causes and impact of unexpected social events.
- j. Understand and employ fundamental elements of demography in applied settings.

Required Books

You will need **two** books for the course.

-Required Reading and Supporting Items -

- ***Solution-Centered Sociology*** 1st Edition (1999) by Steele, from Sage (0-7619-1352-1)
(This book is available from Mr. xxx and chapters are linked in the modules.)
- ***Doing Sociology: Case Studies in Sociological Practice***, eds. Jammie Price, Roger Straus and Jeff Breese, Lexington Books, 2009 Limited copies are available.
- ***Applied Sociology: Terms, Topics, Tools and Tasks***, 2nd ed. by Steele & Price, Cengage Publishers, 2009. Copies have been graciously donated by the publisher!
- ***Ready, Set, Go! A Student Guide to SPSS 13.0 and 14.0 for Windows***, 2nd edition by Pavkov and Pierce. McGraw-Hill 2007 (Limited copies are available from Mr. xxx.)

Copies of Student Version of SPSS will be loaded on lab 2 lab computers.

Course Policy

This is a distance-learning, self-paced course. As such, participants have a great amount of flexibility in completing the course. In many cases the date and time on which material is completed and submitted will be determined by the participant. However, persons enrolled in this section must complete all course requirements as outlined in the following section. It is the responsibility of the course participant to schedule, complete and submit all course assignments as required including the course modules, the relevant reading for the course and understanding of associated exercises and tools. Material must be completed and submitted on or before the end of the term as defined by Anne Arundel Community College or your college and the professor. A final grade will be issued at the end of the term on the date required by the college.

Course Requirements and Grades

The course is divided into a series of modules, and related quizzes and exercises and related case analyses. **Most** modules include a (1) a set of relevant terms, (2) a set of topics and tools (key objectives for the module), (3) tasks (reading, and an internet assignment which is an exercise with applications which will help you understand the material) and (4) a "mini-lecture" which provides an overview of the topics to be covered. You should complete all reading, topics and tasks to be properly prepared for the course.

Course grades are measurements of the course objectives. As such they directly relate to the learning objectives stated above. The underlying structure for grading is as follows:

How Do I Complete this Course? Course Assignments

- The requirements for this course are listed below. In short, begin at the top of the list and work to the bottom! Do everything in between before the last day of class and you will "complete" the course. Completing it "well" is in your hands!
- The Modules for the course provide the core material for learning. The course is composed of eleven modules supported by requirements in the section below. Each module directs you to topics (key terms and concepts in the course), tools and tasks (reading and supporting activities).

Course Calendar		
Start Dates	Assignment Completion Target Completion Date (Modules)	Watch the Warm-up Video!
		Assignment
Tuesday, January 17, 2012		Course starts
Thursday, January 19, 2012		Entrance Essay
Tuesday, January 24, 2012	<u>What is Applied Sociology?</u>	1. Introduction to Applied Sociology
Thursday, January 26, 2012		Start reading <i>Doing Sociology</i> by Price and Breese
Tuesday, January 31, 2012	<u>Ethics and Applied Sociology</u>	2. Ethics and Applied Sociology
	<u>Applied Research Methods</u>	3. Applying Research Methods Click here for Module 3a and here for Module 3b (3 a and b will be covered on the cumulative exam)
Thursday, February 02, 2012	<u>Theory? Why?</u>	
Tuesday, February 07, 2012		SPSS Exercise 1.
Thursday, February 09, 2012		<u>Cumulative Exam First Try</u>
Tuesday, February 14, 2012	<u>Defining Problems</u>	4. Problem Definition
Thursday, February 16, 2012		Continue reading <i>Doing Sociology</i> by Price and Breese
Tuesday, February 21, 2012	<u>Structure a Problem?</u>	5. When Structure is the Problem
Thursday, February 23, 2012	<u>Process a Problem?</u>	6. When Process is the Problem
Tuesday, February 28, 2012		SPSS Exercise 2.
Thursday, March 01, 2012		<u>Cumulative Exam Second Try</u>
Tuesday, March 06, 2012	<u>Groups: An Overview</u>	7. Organizing Groups
Thursday, March 08, 2012		8. Strategies for Leadership 8. Strategies for Leadership
	<u>Sociology Perspectives Across Cultures?</u>	9. Multiculturalism and Diversity
Tuesday, March 13, 2012		
Thursday, March 15, 2012		SPSS Exercise 3.
Tuesday, March 20, 2012		Proposals for those attempting an A grade are due.
Tuesday, March 27, 2012	<u>Deviance?</u>	10. Dealing with Deviance
Thursday, March 29, 2012	<u>Dealing with Change</u>	11. Organizing Change
Tuesday, April 03, 2012		12. Unexpected and Collective Behavior
Thursday, April 05, 2012		Cumulative Exam Third Try.
Tuesday, April 10, 2012	<u>POET: Applying Demography</u>	13. Applied Demography
Thursday, April 12, 2012		SPSS Exercise 4.
Tuesday, April 17, 2012	<u>*Why Study the Future?</u>	14. Futures and Futures Research
Thursday, April 19, 2012		Book review of <i>Doing Sociology</i> by Price and Breese due
Tuesday, April 24, 2012	<u>What is the Value of Sociology?</u>	15 Putting Your Show on the Road
Thursday, April 26, 2012		Exit Essay
Tuesday, May 02, 2012	Catch up days	
		IMPORTANT!!! Projects for those attempting an "A" are due on or before <u>May 9, 2012</u>
<u>May 9, 2012</u>		Cumulative Exam Last Try On or before this date!
		All work is due on or before May 9, 2012

Explanation of Assignments

Completion of an Entrance Essay

Total 25 Points

Criteria: Create a brief 1-2 page paper which includes at least three parts:

- 1) A discussion of your learning goals for this course (What do you, personally want to learn?) **(10 points)**
- 2) A discussion of your personal goals for this course (What do you personally expect to "get out of this course."
For example: self-improvement, new skills, etc. Be specific. **(10 points)**
- 3) A discussion of your assessment of assessment of applied sociology now, at the beginning of the course **(5 points)**.

How: The format for the essay follows in this study guide. Submit a hard copy, word-processed essay through Mr. Xxxx of the acting college facilitator.

When: When is it due? By the second week of the course.

Applications of Sociology

Total 300 Points

Criteria: Complete the exercise for each application of sociological concepts to life and work situations found at the end of each module.

Each of the substantive modules in the course (excluding statistics and methods) has exercises in the "tasks" portion of the module. These are worth 20 points each. Cover the terms, topics, and reading for the module. Then attempt the module. Submit each application on the template in each module. Each will be assessed and returned. **Note there are 14 exercises. Persons completing all 14 received a 20 point bonus, hence $14 \times 20 = 280 + 20$ bonus = 300.**

How: The format for the exercises follows in this study guide. Submit a hard copy, word-processed essay through Mr. Xxxx of the acting college facilitator.

When: As identified in each module. and on the course calendar.

SPSS Exercise 1

Total 25 Points

Read Assignment 1 in Pavkov and Pierce. Then, complete Item 1-3 on page 17. Take notes on your work.

Submit your answers to item 1-3 on a one-page Word document to the Drop Box below.

On a word-processed submission include the exercise number and your name. For example:

SPSS Exercise 1

Your name

1. ...
- 2....

3....

How: Follow the format for the exercise above. Submit a hard copy, word-processed essay through Mr. Xxxx.

When: When is it due? See the course calendar.

SPSS Exercise 2

Total 25 Points

Read Assignment 2 (Frequencies distributions) in Pavkov and Pierce. Then, complete Item 1-2 on page 22. Keep the results on items 1-2 in your notebook. Complete your first applied sociology assignment.

You've been hired by a local bank in the human resources department. On your second day on the job your boss directs you to an SPSS data file (file name **Employee Data** in your SPSS Student folder on the program CD.

She asks you to summarize the race, gender, age, education level and current salaries of the employees in the bank.

1. Run a frequency distribution in SPSS for each of the variables requested by your boss.

2. Write a brief one-paragraph summary of the bank reflecting these characteristics. You are encouraged to use means, medians, modes (as appropriate) as well as percents to complete this description.

Submit your answers to item 1-2 on a one-page Word document.

On a word-processed submission include the exercise number and your name. For example:

SPSS Exercise 2

Your name

1. ... cut and paste the frequency runs in the file

2.... Write a brief one-paragraph summary of the bank reflecting these characteristics.

How: Follow the format for the exercise above. Submit a hard copy, word-processed essay through Mr. Xxxx.

When: When is it due? See the course calendar.

SPSS Exercise 3.**Total 50 Points**

Read Assignment 10 (Crosstabs) in Pavkov and Pierce. Then, complete Item 1-3 on page 80. Keep the results on items 1-2 in your notebook. Complete this applied sociology assignment.

You're working for a non-profit organization that is concerned about environmental issues. This organization wants to know the public's opinion of global warming in Anne Arundel County Maryland. In October 2007, the Center for the Study of Local Issues (www.aacc.edu/csli) asked a random sample of adult Anne Arundel County residents several items related to global warming in CSLI's semiannual survey. You have been asked by the non-profit's director to -

First, download and save the [fall 2007 CSLI data set](#).

1. Provide a general description (run Frequencies) of the survey items on global warming.
2. Then, what impact gender, race, age, income and education have on

- **Item "7. How familiar are you with global warming"**
- **Item "7.1 Global warming is probably occurring"**

She asks you to summarize this impact in Crosstabs for each independent variable (gender, race, age, income and education) for items 7 and 7.1.

1. Run a frequency distribution in SPSS for variables 7 and 7.1.
2. Run two-variable Crosstabs for all combinations of items 7 and 7.1 with gender, race, age, income and education.
3. Write a brief two-paragraph summary. In the first paragraph describe your findings from the frequency run. In your second paragraph write a paragraph that describes the independent variable that an impact on these items. Be sure to use the correct cell percents. Check "Chi Square" for the "statistics" in each crosstab.

Submit your answers to item 1-3 on a **word-processed submission include the exercise number and your name. For example:**

Exercise 3**Your name**

1. ... cut and paste the frequency and crosstab runs in the file 2.... Submit both summary paragraphs.

How: Follow the format for the exercise above. Submit a hard copy, word-processed essay through Mr. Xxxx.

When: When is it due? See the course calendar.

SPSS Exercise 4.**Total 50 Points**

Read Assignment 9 (Correlation) in Pavkov and Pierce. Then, complete Item 1-3 on page 72. Keep the results on items 1-3 in your notebook. Complete this applied sociology assignment.

You're working for a international health organization that is concerned about global health and quality of life issues. This organization wants to know the associations among critical social indicators as the relate to infant mortality (variable *babymort*). You've been advised by your director that YOU will be asked to give an overview of infant mortality to staff members in one-hour! Unfortunately the only data set they have is the **World95.sav** file in your student SPSS folder on your program CD. You have been asked by the director to -

1. Use correlation (r) to describe the associations between

Gross domestic product/capita
Daily caloric intake
Fertility (average number of children AND
infant mortality (deaths/1000 live births)

Copy the correlation matrix into your report.

2. Write a brief one-paragraph summary describing the associations between

Gross domestic product/capita
Daily caloric intake, Fertility (average number of children
AND
infant mortality (deaths/1000 live births)
...as indicated by the values for r (pearson correlation coefficient)

Submit your answers to item 1-3 on a **word-processed submission include the exercise number and your name. For example:**

Exercise 4**Your name**

1. ... cut and paste or copy the values for pearson r in the file

2.... Submit summary paragraph.

How: Follow the format for the exercise above. Submit a hard copy, word-processed essay through Mr. Xxxx.

When: When is it due? See the course calendar.

Cumulative Exam covering core concepts, terms, tools, theorists and theories**Total 400 Points**

Criteria: These exams cover all the material in the course and may be taken under supervision of Mr. Xxxx or a college facilitator. It may be taken up to four times. You will receive your **best score**. **Total: 400**

How: The exam may be taken in the testing center or in on-campus sessions.

When: When is it due? See the course calendar.

Book Review for *Doing Sociology*.

Total 100 Points

While *Doing Sociology* is a book of readings it is a practical set of snapshots into the application of sociology and social science. This book will likely provide some new insights and encourage you to see the "practical side" of the discipline.

Outline for the book review -

- 1) Part 1: Read the entire book in the time allocated in the syllabus.
- 2) Part 2: The provide paragraphs that
 - a. Describe the top five things you learned from Doing Sociology. Discuss these items and explain the value of each.
 - b. The books strengths.
 - c. The book's weaknesses.
 - d. The most important thing that you obtained by reading the book.

How: A maximum of three single-spaced pages and a minimum of two single-spaced pages..

When: When is it due? See the course calendar.

Completion of an Exit Essay

Total 25 Points

Criteria: Create a brief 1-2 page paper which includes at least three parts:

- 1) A discussion of your learning goals for this course. What do you personally want to learn? **(Points 10)**
- 2) A discussion of your personal goals for this course (What do you personally expect to "get out of this course." For example: self-improvement, new skills, etc. Be specific. **(Points 10)**
- 3) A discussion of your assessment of applied sociology now, at the end of the course. **(Points 2.5)**
- 4) At least one thing that can be done to improve this course. **(Points 2.5)**

How: The format for the essay follows in this study guide. Submit a hard copy, word-processed essay through Mr. Xxxx.

When: When is it due? By the last week of the course.

Assignment Summary and Grades

Assignment	Points	Points Achieved	Grade
Entrance Essay	25	900-1000	A
Applications	300	800-899	B
Cumulative Exam	400	700-799	C
SPSS Exercises	150	600-699	D
Book Review <i>Doing Sociology</i>	100	599 or below	F
Exit Essay	25		
Total	1000		

Module 1 --What is Applied Sociology?

What are the core TERMS I need to know for this Module?

Applied Sociology

Using sociological tools to address a specific social problem, often for a particular group of people.

Basic Sociology

Sociology that focuses on directly testing or developing theory.

Definition of the Situation

How people in a situation perceive and understand that situation.

Clinical Sociology

Using sociology primarily for the purpose of diagnosing and measuring interventions to improve human interaction.

Situation

The social setting in which an interaction occurs.

TOPICS

At the end of this module you should know the following topics (take notes on your reading and keep them in a notebook):

- What you can do with sociology.
 - The differences among between basic, applied and clinical sociology.
 - How to apply the sociological perspective.
 - Understanding the relationship between applied and clinical sociology with sociological practice
 - Sociology as a practical pursuit
 - Applied sociology as a career option.
-

TOOLS:

At the end of this module you should be able to do the following-

- Employ the Sociological perspective
 - Create a theory.
 - Use a fishbone diagram to map your theory.
-

TASKS:

- Complete the reading for this module:

Preface and begin Chapter 1 in *Solution-Centered Sociology: Addressing a World of Problems through Applied Sociology* by Steele, Scarisbrick-Hauser and Hauser, Sage Publications, 1999.

Chapter 1. How Can I Use Sociology? Steele and Price, *Applied Sociology: Terms, Topics, Tools and Tasks*

- Required exercise: Please complete your first exercise : What is Applied Sociology?
-

Exercise 1: What is Applied Sociology?

For this exercise provide a word processed response to the items that follow -
Name:

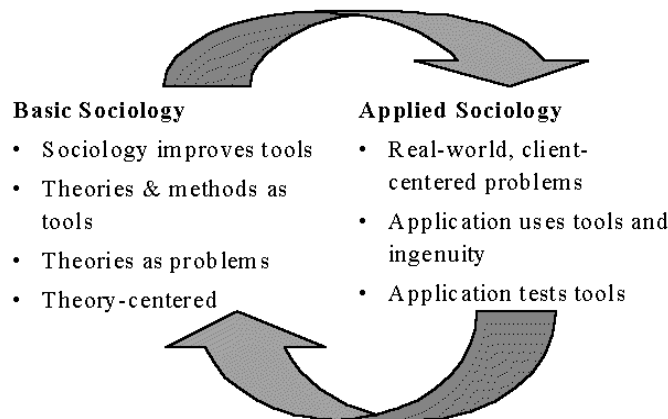
Overview –

Overview – This is a sociology class, so a little time spent on the terms and perspectives of sociology will make this course more beneficial and more understandable. Sociology is the study of human interaction, groups and society. Review the following and complete the written exercise below.

- ☞ What is sociology? Here are some definitions. What do they have in common?
- ☞ How is sociology different from psychology?
- ☞ What job skills do sociology graduates have?
- ☞ Are Sociologists members of any professional organizations? sample 1: SAS sample 2: ASA

Now, read the preface and Chapter 1 in Solution-Centered Sociology (the text for the course), then review the graphic below

Connecting Basic and Applied Sociology



1. How is the sociological perspective different from other social science perspectives?
2. How is the sociological perspective similar to other social science perspectives?
3. How is applied sociology different from basic sociology? How is it similar?
4. What practical value does the applied sociological perspective provide for real-world problem solving?

☞ Application: Think for a moment... give an example of an applied use for sociology in dealing with a "real-world" problem.

Module 2 --Ethics and Applied Sociology

What are the core TERMS I need to know for this Module?

Ethics a set of rules and guidelines for dealing with humans, personal department, and processes related to humans (also involves a person's own value system).

Professional code of ethics a set of ethics agreed upon by a group of persons who participate in a specific profession.

Research ethics a set of ethics that guide the act of research, in social science particularly regarding human who are the focus of research.

TOPICS

At the end of this module you should know the following topics (take notes on your reading and keep them in a notebook):

- What are the ethical baselines?
 - Applied vs Basic work: Different ethics?
 - What are some practical applications of ethically perplexing issues?
 - How important are codes of ethics in guiding applied work?
-
-

TOOLS:

At the end of this module you should be able to do the following-

- Use an ethics code consider the ethical challenges of a situation in which you may use sociology.
-

TASKS:

- Complete the reading for this module:
[Appendix B p. 199 + The Ethical Sociologist in Solution-Centered Sociology: Addressing a World of Problems through Applied Sociology by Steele, Scarisbrick-Hauser and Hauser, Sage Publications, 1999.](#)
 - Required exercise: Let's review some of the ethical codes that guide sociologists (and for this course, you and your instructor). Complete the exercise that follows on ethics.
-

Exercise 2: Ethics and Sociology

For this exercise provide a word processed response to the items that follow -

Name:

Course: SOC230, Introduction to Applied Sociology,

Section: Patuxent

Exercise Title:

Overview –

Professional organizations often guide and set standards for activity within a group of professionals.

1) Review the Appendix B on pages 199 + In *Solution-Centered Sociology*. In a brief paragraph summary the main points to remember regarding ethics (What should one remember and how are these items used?)

2) What are the basic guidelines that one must follow? In other words, can you list 3-5 rules that you must adhere to when working in the field of sociology? Provide these below.

3) Application: Think for a moment... now, provide a brief example of a situation in which you might need to rely on these ethical guidelines when engaged in an applied project.

Module 3a --Applying Research Methods

What are the core TERMS I need to know for this Module?

Data Analysis

Searching for patterns in the information collected so you can make sense out of social reality.

Data Collection Method

Ways to collect data on individual and group characteristics, attitudes, beliefs, values, and behavior, such as surveys, interviews, observation, and experiments.

Functionalism

The explanation of social interaction that, in short, states that society is a system that strives for balance. The interdependent parts of the system, such as institutions or roles, exist because they provide a function.

Frequency Distribution

A table displaying the frequency and percentage of all of a variable's values.

Hypothesis

A presumed statement of fact, usually "if x --(then)--> y"

Interactionism

The explanation of social interaction that, in short, states that people create and change society through social interaction. Measure

Ways to observe or indicate a person's or groups' values, attitudes, beliefs, and behaviors.

Measurement Instrument

A collection of measures used in a study, such as a survey questionnaire or interview guide.

Qualitative Measurement

Ways of measuring that systematically observes attitudes, beliefs, values, and behaviors in their entirety.

Quantitative Measurement

Ways of measuring that breaks down attitudes, beliefs, values, and behaviors into their component parts and marks or codes the component parts with numbers.

Variable

A measure of a concept, the value of which can change across people or cases.

TOPICS

At the end of this module you should know the following topics (take notes on your reading and keep them in a notebook):

- What are the research process and the scientific method?
 - Compare and contrast basic and applied research methods.
 - What is the difference between quantitative and qualitative research methods?
 - Why is objectivity important in social research?
 - Can there really be objectivity in research of human beings?
-

TOOLS:

At the end of this module you should be able to do the following-

- Use the scientific method as a tool for solving a problem.
 - Use the levels of measure and the sociological imagination to be able to measure a social variable.
-

TASKS:

- Complete the reading for this module:
[Chapter 2. Model, Measure, and Make Sense, Steele and Price, Applied Sociology: Terms, Topics, Tools and Tasks](#)
Go on to the next module...

Module 3b Statistics Competency, Research Methods Competency and Self Tests

TOPICS

At the end of this module you should know the following topics (take notes on your reading and keep them in a notebook):

- Understand the fundamental research perspectives

- Be familiar with common research techniques
 - Recognize qualitative and quantitative approaches
 - Recognize the difference between applied and basic research
 - Client-centered research
-

TASKS:

Complete the reading for this module:
Chapter 2. Model, Measure, and Make Sense, Steele and Price, Applied Sociology: Terms, Topics, Tools and Tasks

- 1) Be aware of the following as part of your research methods competency
Review the applied-basic research relationship.
What are variables?
What is a hypothesis?
Compare inductive and deductive methods.
Compare and contrast qualitative and quantitative data.

Be familiar with -

- Survey research
- Experimental Design
- Quasi-experimental design
- Qualitative approaches to research
- Applied Sociology
- Basic Sociology
- Client-centered work
- Data analysis
- Experiments
- Focus groups
- Qualitative measurement
- Quantitative measurement
- Reliability
- Sampling
- Validity

Core Statistics and Analysis Competencies for Sociology

Overview

Sociology is a social science. As a science it uses quantitative and qualitative strategies to study human interaction. This exercise provides an overview of the fundamental statistics (quantitative) necessary to make sense of basic social data. Perhaps more importantly, it will help you understand modern information sources in our society that use statistics (the web, television, newspapers and the like).

Objectives-

To complete this exercise, you must learn and be able to use the statistical techniques listed below. Each technique is linked to a web site that will help you understand it. Read and study the material on the website. When you are ready, take the quiz that follows.

Please study, learn and be able to use -

- Variables and Levels of Measurement
- Descriptive statistics: univariate analysis, distributions, mean, median and mode.
- Dispersion - spread of cases: range, standard deviation.
- Understanding a scatter plot: Scatter plot, Linear relationship
- A hypothesis and plotting two variables
- Reading a Table

Module 4 --Problem Definition

What are the core TERMS I need to know for this Module?

- Problem "discrepancy between real and ideal" (functionalist view)
"conflict over valued resources or values" and/or
"stagnation arising due to the lack of conflict or change"
(conflict view)
"definition of a situation as a problem." (interactionist view)
- Problem definition determining just what the problem is.
-

TOPICS

At the end of this module you should know the following topics (take notes on your reading and keep them in a notebook):

- Problem perspective tools
 - Levels of problems and problem impact
 - Functionalist concept of a problem
 - Conflict conceptualization of a problem
 - Interactionist perspective on a problem
 - Integrating the three problem perspectives
 - Applied vs. Basic Problems
 - Understanding a Corporate Culture
 - Client-oriented Problems
-

TOOLS:

At the end of this module you should be able to do the following-

- Use problem definitions to determine if a problem exists and what it is.
-

TASKS:

- Complete the reading for this module:
Chapter 1 in *Solution-Centered Sociology: Addressing a World of Problems through Applied Sociology* by Steele, Scarisbrick-Hauser and Hauser, Sage Publications, 1999.

Required exercise: One of the most difficult tasks facing someone doing applied work is defining the client's problem. Without a clear definition of the problem your work cannot be focused. Investigation of a "fuzzy" problem leads to wasted time and, at worst, inability to provide meaningful findings. This exercise will require you to contact a client and assess that person's applied research needs.

Exercise 4: Defining a Problem- What is the client's research need?

For this exercise provide a word processed response to the items that follow -

Name:

Course: SOC230, Introduction to Applied Sociology,

Section: Patuxent

Exercise Title:

One of the most difficult tasks in the research act is clearly determining the problem that is to be researched. In this exercise you must deal with this task.

Instructions:

1) CLIENT SELECTION. Select a person who might find an applied research project valuable. You do not really need to do the project for this person. Such persons will probably be in managerial roles in their respective organizations. However, they could be your colleagues if selecting a client is unrealistic. Often they are

- Business-department or division managers, personnel managers, market research managers, product research and development managers, long-range planning or forecasting personnel, etc.
- Government- department or divisions heads in city, state or local government (all major departments apply - do not forget police and fire)
- Religion- local clergy, regional managers (bishops, local denominational personnel), lay governing boards, etc.
- Non-profit organizations- boards of directors from everything from youth sports leagues "body-parts" organizations! Do not forget neighborhood associations.
- Education- principals, PTA/PTO, school board managers/members, college deans or academic department heads, teachers, etc.
- Political- political party leaders, local politicians and organizers, others...

Of course, this is an incomplete list. Use your imagination. You might find that selecting a client poses some difficulty. Feel free to be creative. You may need a colleague to role-play the client.

After you have selected a client, schedule a one-hour session with this person. Explain in advance that you are doing this as part of a class.

2) CONDUCT AN INTERVIEW SESSION. Interview your client. Strive to determine -

- What are the general research needs of this person? Try to develop a priority list of categories of research needs.
- What is the specific program that the client wishes researched? What are the program goals? What are the measurable objectives? Get your client to identify the successful outcomes.

Then, draw a specific statement of the research need and verbally make a rough verbal presentation of your estimation of what you think the need might be. Seek clarification. Sometimes this may be aided by saying: "When the research is over, the report written what specifically do you want to know about (state research topic)? What do you really want researched?"

3. WRITTEN ASSIGNMENT.

Provide the following written items for this class:

1) Write a "thank you" business letter to your client. In the second paragraph of the letter, outline the research questions in a statement which resembles this- "My interpretation of our discuss of your evaluation research needs revealed the following research questions:

-----?

NO MORE THAN ONE PAGE!

2) If appropriate, give or send the original to your client, provide your instructor with a copy for this exercise.

Module 5 --When Structure is the Problem

What are the core TERMS I need to know for this Module?

Corporate Culture

The way of life that exists within corporation or organization.

Inequality

The socially constructed outcome of unequal resources (power, prestige, and wealth) among groups of people.

Influence

The ability to sway or pressure the outcome of a human interaction.

Leadership

Effectively guiding social interaction to achieve a goal.

Life-Chances

The probability that certain life events will occur, often based on one's position in the social structure.

Networks

Connections among social actors and/or social units.

Norms

Rules for social action. These can be formal (i.e. laws), informal (folkways), and/or sacred (mores).

Power

The social resource of having control over other people's attitudes, beliefs, values,

Role

Roles are sets of behaviors, expectations, and obligations associated with a particular social position.

Structure

Patterned systems of norms, roles, statuses that support social action.

TOPICS

At the end of this module you should know the following topics (take notes on your reading and keep them in a notebook):

- ☞ Realistic understanding of structure
 - ☞ Defining structure
 - ☞ Creating structure
 - ☞ Projects, programs and plans as examples of structure
 - ☞ Structuring and restructuring organizations
-

TOOLS:

At the end of this module you should be able to do the following-

- ☞ Use the concepts related to structure to design and redesign an organization.
-

TASKS:

- ☞ Complete the reading for this module:

Chapter 2 in *Solution-Centered Sociology: Addressing a World of Problems through Applied Sociology* by Steele, Scarisbrick-Hauser and Hauser, Sage Publications, 1999.

Chapter 3. Concepts, Culture, Socialization, and Social Structure, and Chapter 12. Power, Politics, and Authority, Steele and Price, *Applied Sociology: Terms, Topics, Tools and Tasks*

Exercise 5: Dealing with Structure

For this exercise provide a word processed response to the items that follow -

Name:

Course: SOC230, Introduction to Applied Sociology, Section: Patuxent

Exercise Title:

Overview –

Select any group or organization.

What is the group or organization that you have chosen? This need not be a large group.

Approximately how many people are in this group?

Produce a plan for reengineering it.

1) Diagram the new structure (this does not need to be sent to your professor).

2) From your diagram, outline 3 -5 differences between the structure of the old one and the new one. Include them below:

Old group structure...

New group structure...

Finally, describe the differences that you expect in the new structure versus the old (use course concepts here). That is -

What will be the differences in the input, output, and internal processes?

What impact would your change have on the people in the structure and on the functions that the structure performs?

Will the situation be improved?

Module 6 --When Process is the Problem

What are the core TERMS I need to know for this Module?

Input

That which goes into a process.

Process

The steps between that which comes in and that which come out.

Outcome

The result (that which is supposed to happen) of social system, process or structure

Output

That which comes out of a process.

TOPICS

At the end of this module you should know the following topics (take notes on your reading and keep them in a notebook):

- Defining process
 - Creating processes
 - Structuring and restructuring process
 - Continuous Improvement
 - Business Process Reengineering
 - Planning-evaluation cycles
-

TOOLS:

At the end of this module you should be able to do the following-

- Use the concept of process to identify one!
 - Use a flow chart to diagram a process.
-

TASKS:

Complete the reading for this module:
Chapter 3 in *Solution-Centered Sociology: Addressing a World of Problems through Applied Sociology* by Steele, Scarisbrick-Hauser and Hauser, Sage Publications, 1999.

Exercise . Understanding structure and process is important. It may require a diagram of the flow of the people or things through it. Of course, you'll need a clear understanding of just what is happening. See the next page.

Exercise 6: When Process is the Problem

For this exercise provide a word processed response to the items that follow -

Name:

Course: SOC230, Introduction to Applied Sociology, Section: Patuxent

Exercise Title:

Overview –

What is the impact of changing a process? In the newspaper, daily magazines, the Internet, or other media, select an example of a process that has been changed.

Identify the process here, that is what is it?

For that process, describe

(a) the nature of the process. Do two things:
Draw flow chart (this may be faxed or emailed)
Then, list the steps in the process between:

Start → Finish

(b) when and where it changed,

When did it change?

Where did it change?

and (c) the reason it changed.

Why did it change?

Now, and importantly, (d) describe the impact this change had at the macro, meso, and micro levels.

Impact of change?

Module 7 --Organizing the Group

What are the core TERMS I need to know for this Module?

Aggregate

A collection of people

Group

Two or more people interacting who share similar interests.

In-groups

Primary or secondary groups with which we identify.

Out-groups

Primary or secondary groups with which we do not identify.

Primary Groups

Small, intimate, enduring groups such as your family. They provide a wide range of functions from protection, to emotional support, financial sustenance, and assistance.

Reference Groups

Any group from which we take our norms and values and to which we compare ourselves.

Secondary Groups

Larger, less intimate groups that form and exist in order to accomplish a goal(s); they often disband when the goal(s) is reached.

TOPICS

At the end of this module you should know the following topics (take notes on your reading and keep them in a notebook):

- ☞ Defining groups, teams and organizations
 - ☞ Understanding organizational structure
 - ☞ Defining and understanding corporate cultures
 - ☞ Restructuring and re-engineering organizations
 - ☞ Impact of restructuring
 - ☞ HRM - Human Resource Management
-

TOOLS:

At the end of this module you should be able to do the following-
Create a group for some purpose.

TASKS:

- ☞ Complete the reading for this module:
Chapter 4 in *Solution-Centered Sociology: Addressing a World of Problems through Applied Sociology* by Steele, Scarisbrick-Hauser and Hauser, Sage Publications, 1999.
Chapter 4. Groups and Organizations, Steele and Price, *Applied Sociology: Terms, Topics, Tools and Tasks*
 - ☞ Exercise. Recognizing a group is one thing, creating a group is another. In this exercise you'll need to do both. See the next page.
-

Exercise 7: Organizing Groups/Teams

For this exercise provide a word processed response to the items that follow -

Name:

Course: SOC230, Introduction to Applied Sociology, Section: Patuxent

Exercise Title:

Now do this -

Overview (see Chapter 4 Solution-Centered Sociology... and page 32 in *Applied Sociology: Terms, Topics, Tools and Tasks*)

Teams are types of groups. The use of teams to solve problems has gained increasing attention. For this exercise use some of the course tools and concepts to create a team to solve a problem.

Instructions:

- For this exercise you'll need to get a collection of willing friends, coworkers, etc. and
- A problem that needs to be investigated for as many possible solutions as the group can generate

Describe the number of people and the type of group you have chosen here-

Describe the problem that needs to be investigated for as many possible solutions as the group can generate here-

Now use team warm-up skills to get the group started. Indicate the warm up you used and your assessment of (1) the stage the group appears to be in and (2) the group's response to the warm up below -

Now, use nominal group technique to create solutions for your problem

1) Describe what you did... describe the process here -

2) List and describe all the solutions here -

Summarize your experience: strengths? Weaknesses?

Module 8 --Strategies for Leadership

What are the core TERMS I need to know for this Module?

Leadership the ability to direct the actions of others and yourself.

"Modeling" effectively serving as a role model for self and others.

"Molding" the ability to socialize and shape the collective behavior of others in light of a vision, purpose or mission.

"Moraling" a leader's ability to provide a structure for self and others to follow.

TOPICS

At the end of this module you should know the following topics (take notes on your reading and keep them in a notebook):

- Defining leadership
 - Characteristics of leaders and leadership
 - Types of leaders
 - Training and developing leaders
 - Sociologists as leaders
-

TOOLS:

At the end of this module you should be able to do the following-

- Use the concept tools in this section to lead a group.
-

TASKS:

- Complete the reading for this module:

Chapter 5 in *Solution-Centered Sociology: Addressing a World of Problems through Applied Sociology* by Steele, Scarisbrick-Hauser and Hauser, Sage Publications, 1999.

Required exercise: Are leaders born? Made? In this exercise you'll need to create a plan to train other leaders. See the next page.

Exercise 8: Leadership Teaching it

For this exercise provide a word processed response to the items that follow -

Name:

Course: SOC230, Introduction to Applied Sociology, Section: Patuxent

Exercise Title:

Overview –

Leadership can be learned... at least, that is one of the points we make in [Solution-Centered Sociology](#).

Suppose you were called on to create a two-hour workshop on
"Becoming a Leader?"

Use the information in Chapter 5 Solution-Centered Sociology and create a plan for your presentation of your training. Provide goals and objectives in the boxes below.

WHAT IS YOUR PRESENTATION TITLE?

What is your "vision" for this presentation? Write this below -

What is your "mission," your purpose? Write this below -

List at least two goals and three supporting objectives for your presentation -

Goal #1 here -

Objectives for Goal 1 here -

1.

2.

3.

Goal #2 here -

Objectives for Goal 2 here -

1.

2.

3.

Optional

For 10 points extra credit, create a brief Power Point (or similar graphics software) presentation and submit it to your professor that supports your presentation.

Module 9: --Multiculturalism and Diversity

What are the core TERMS I need to know for this Module?

Inequality

The socially constructed outcome of unequal resources (power, prestige, and wealth) among groups of people.

Culturally Relative

The notion that a group's way of life, its meanings, attitudes, values, and behaviors are relative to the context of that culture and can only be understood within that context.

Diversity

The ways in which persons are perceived as different -- for example, race, ethnicity, class, and gender.

Ethnicity

A group of people who share the same cultural traditions.

Ethnography

A method for observing and writing down the observed patterns of people in a community, culture, or organization. **Ethnocentrism**

The belief that one's own culture is better than another.

Gender

Roles that persons of different sexes play.

Race

A group of people who share a common historical and cultural realities based on skin color.

Sex

The biologically determined differences between women and men.

Sexuality

The physical attraction that people feel for one another.

Socialization

The process through which people learn cultural and societal expectations for human interaction.

Stereotype

An unrelenting image of a group, whether true or not.

Subculture

A way of life that deviates from the larger culture on some main cultural theme.

TOPICS

At the end of this module you should know the following topics (take notes on your reading and keep them in a notebook):

- Defining culture and cross-cultural relationships
- Working in a global arena
- Understanding cultural diversity and dynamic multiculturalism
- Impact of multiculturalism on an applied problem

TOOLS:

At the end of this module you should be able to do the following-

Use the concept tools in this module to distinguish different cultures and subcultures.

TASKS:

Complete the reading for this module:

Chapter 6 in *Solution-Centered Sociology: Addressing a World of Problems through Applied Sociology* by Steele, Scarisbrick-Hauser and Hauser, Sage Publications, 1999.

Chapter 6. Diversity and Inequality, Applied Sociology: Terms, Topics, Tools and Tasks

Exercise . Understanding cultural diversity is a potential strength. See the next page.

Exercise 9: Cultural Competence - and, Measuring It!

For this exercise provide a word processed response to the items that follow -

Name:

Course: SOC230, Introduction to Applied Sociology, Section: Patuxent

Exercise Title:

Overview –

Understanding cultures and subcultures can be critical in understanding social action and implementing social projects and programs. One of the problems we often face in sociology (as well as other social sciences) is how to measure abstract ideas like "cultural competence." Let's try to understand the concept and measure it!

Instructions:

First, click here to review [the review](#) this definition of "cultural competence:

" Cultural competence is defined as a set of congruent behaviors, attitudes, and policies that come together in a system, agency, or among professionals and enables that system, agency, or those professionals to work effectively in cross-cultural situations (Cross et al., 1989; Isaacs & Benjamin, 1991). Operationally defined, cultural competence is the integration and transformation of knowledge about individuals and groups of people into specific standards, policies, practices, and attitudes used in appropriate cultural settings to increase the quality of services; thereby producing better outcomes (Davis, 1997 referring to health outcomes)." (Center for Adaptive Collaboration and Practice http://cecp.air.org/cultural/Q_integrated.htm#def)

Why is Cultural Competence Important?"

Using the definition and related information as a guideline, create a "cultural competency measurement scale" Assuming in its most basic definition, "measurement" means "putting a number on something," create a brief, preliminary measurement scheme to measure cultural competence in group situations. Use a 5 item Likert Scale provided. Remember, Likert items are statements (not questions) followed by Strongly disagree - strongly agree. Place your brief scale below:

- 1.
- 2.
- 3.
- 4.
- 5.

Now, discuss why you chose these items. What do they measure?

Module 10: --Dealing with Deviance

What are the core TERMS I need to know for this Module?

Deviance

Behavior that departs from the norms of a group.

Formal Social Control

Social regulation of behavior through laws.

Functions of Deviance

The purpose that deviance fills in society, including producing change and reinforcing normative behavior.

Informal Social Control

Social regulation of behavior through social pressure and customs.

Negative Social Sanctions

Punishing social response to deviant behavior.

Normative Behavior

Behavior that follows norms of a group at a given time and place.

Positive Social Sanctions

A rewarding social response to normative behavior.

Primary Deviance

Daily life departures from the norm in which many people engage.

Secondary Deviance

Extreme departures from the norm that convey a commitment to a lifestyle of norm breaking.

Social Control

Social regulation of behavior.

Stigmatize

The process by which people apply a stigma to a person or group.

TOPICS

At the end of this module you should know the following topics (take notes on your reading and keep them in a notebook):

- Defining deviance
- Deviance as a functional element in social life
- Deviance as a means of maintaining the status quo
- Deviance: a force for social change

TOOLS:

At the end of this module you should be able to do the following-

- Use concepts tools determine the presence of deviance.
- Use the functions of deviance to control or change a social situation.

TASKS:

- Complete the reading for this module:
Chapter 8 in *Solution-Centered Sociology: Addressing a World of Problems through Applied Sociology* by Steele, Scarisbrick-Hauser and Hauser, Sage Publications, 1999.
Chapter 5. Deviance, Steele and Price, *Applied Sociology: Terms, Topics, Tools and Tasks*
- Exercise . Detecting and discussing deviant groups and their impact is often difficult. See the next page.

Exercise 10: Dealing with Deviance

For this exercise provide a word processed response to the items that follow -
Name:

Overview –

Select two groups for a small case study. For this exercise, select two groups that may take differing value positions on a similar issue.

Identify this social issue:

Select one group on the basis of its identity as a “mainstream” American social groups. Select the other on the basis of its identity as being “outside” the “mainstream” American social groups.

Identify the Groups...

“Mainstream” American social groups.

Outside “mainstream” American social groups.

Now, compare the two groups based on Robert Merton’s notion of deviance using the types of deviance that follow.

A “mainstream” American social groups

Outside “mainstream” American social groups.

Conformity

Innovation

Ritualism

Retreatism

Rebellion

Based on your analysis above write an explanation of the impact both groups have had on the issue you selected.

Module 11 --Organizing Change

What are the core TERMS I need to know for this Module?

Anticipatory Socialization

The process of preparing members of society to take on roles, beliefs, values, norms, and attitudes that they will need to perform in their lives.

Culture Bound

Being tied to the culturally learned definition of reality, space, and time that both grounds and limits our ability to view reality.

Driving Forces

A set of social forces with the greatest impact on a social problem.

POET

An acronym for analyzing a social problem in terms of population, organization, environment, and technology issues.

Resocialization

The process of transforming a person or group's set of beliefs, values, norms, and attitudes, which results in new societal behavior and concept of self.

TOPICS

At the end of this module you should know the following topics (take notes on your reading and keep them in a notebook):

- Defining social and organizational change
 - Defining and tracking trends
 - Determining the Multi-level impact of change
 - Models of change
-

TOOLS:

At the end of this module you should be able to do the following-

Create a plan to incorporate change in a group, process or structure.

TASKS:

- Complete the reading for this module:
Chapter 7 in *Solution-Centered Sociology: Addressing a World of Problems through Applied Sociology* by Steele, Scarisbrick-Hauser and Hauser, Sage Publications, 1999.
- Required exercise . Understanding and dealing with change is essential. See the next page.

Exercise 11: Organizing and Planning for Change

For this exercise provide a word processed response to the items that follow -

Name:

Course: SOC230, Introduction to Applied Sociology, Section: Patuxent

Exercise Title:

Overview –

You have been hired to review an organization (of your choice) to improve that organization's understanding of how to best respond to change. As luck would have it, you're also taking this course!

YOUR TASK

Select five concepts, terms, theories, etc. from the course that you believe to be most useful in recommending the best way to change to the leadership group of this organization. List below the "top five" items that you plan to use from each module:

1.

2.

3.

4.

5.

Now, in the space below, provide a brief explanation that clarifies the reason that you included each of the items in the list -

Now, provide an assessment of how effective you believe your blueprint for change might be.

Module 12 --Collective (and Unexpected) Behavior

What are the core TERMS I need to know for this Module?

Crisis a situation in which new processes must be established to overcome the challenge presented.

Emergency a situation in which traditional and existing social processes are able to overcome the challenge presented.

Panic the level at which persons will abandon concern for others in preference to self-preservation.

Unexpected behavior behavior beyond the normative socially patterns.

TOPICS

At the end of this module you should know the following topics (take notes on your reading and keep them in a notebook):

- Defining Collective behavior
 - Dealing with publics and public opinion
 - Collective behavior versus group behavior Public Opinion Polling
 - Market Research
 - Audience Analysis
-

TOOLS:

At the end of this module you should be able to do the following-

Use the concept tools to prepare for an unexpected event.

TASKS:

Complete the reading for this module:

Chapter 9 in *Solution-Centered Sociology: Addressing a World of Problems through Applied Sociology* by Steele, Scarisbrick-Hauser and Hauser, Sage Publications, 1999.

Required exercise . Expecting the unexpected is a key perspective to understanding human interaction. Natural and human created disasters are often unexpected events. See the next page.

Exercise 12: Preparing for Unexpected Events

For this exercise provide a word processed response to the items that follow -

Name:

Course: SOC230, Introduction to Applied Sociology, Section: Patuxent

Exercise Title:

Overview –

The terrorist attacks on the World Trade Center on September 11, 2001, global terror and natural events such as hurricanes and floods make preparation for "unexpected events" critical.

While all of the FEMA (Federal Emergency Management Administration) and MEMA (Maryland...) information is important and useful, focus this exercise on items related to creation of a "Family" or "Emergency" Disaster Plan for the area in which you live.

Now, conduct an evaluation:

After reviewing the evaluation, assess the Disaster plan that you currently have in place now. Go item-by-item through the list and report your current level of planning readiness.

Report the level of planning preparedness below:

Now, reviewing the discrepancies between "real and ideal" in your evaluation above, outline action that you plan to take/ or might take to create a Family/Disasters Plan:

What applied sociology has been employed here? Outline the concepts and their use below.

Module 13 --Applied Demography

What are the core TERMS I need to know for this Module?

Age Distribution

All the different ages represented in a population, listed in numerical order, along with how many times each age occurs.

Age Specific Birth Rate

The amount of babies likely to be born to a particular age cohort.

Age Specific Death Rate

The amount of deaths rate likely occur among a particular age cohort.

Census

A counting of a population's size and characteristics, obtained through surveying or interviewing each adult member of the population.

Cohort

A group of people who share a similar birth year, or share a similar historical experience.

Crude Birth Rate

The amount of babies likely to be born in an area or population, not taking into account the number women of reproductive ages "at risk" for giving birth.

Crude Death Rate

The amount of deaths likely to occur in an area or population, not taking into account the sex or the age of the area's residents.

Crude Growth Rate

The amount that an area's population size is expected to increase

Demographic Individual, group, or societal characteristics that reflect core distinguishing characteristics of human populations. Age and sex are commonly used examples.

Emigration

Population movement out of a country or area.

Fertility

The ability to give birth, and the characteristics associated with it.

Global Economy

Cross culturally and internationally interdependent economic system that ties markets, production, labor forces, and distribution into a worldwide system.

Human Ecology

The interaction of collective human action and the environment.

Immigration

Population movement into a country or area.

Median Age

The point of a group's age distribution at which 50% of the population is younger and 50% of the population is older.

Population Size

The number of people who live in an area.

Sex Distribution

The number of men and women in a population.

Sex Ratio

The number of men per 100 women.

Migration

Population movement into and out of a country or area.

Mortality

Death and the characteristics associated with it.

Population

The number and "kind" of people that are determined to exist in a socially defined location at a given point in time.

Sex Specific Birth Rate

The number of babies likely to be born to a group of people.

Sex Specific Death Rate

The number of deaths likely to occur among a group of people.

Social Demography

The social analysis of population characteristics such as a group's size, growth rate, age, sex, race, ethnicity, sexuality, income, education, religion, language, marital status, and employment.

World Growth Rate

The amount that the world's population size is expected to grow.

TOPICS

At the end of this module you should know the following topics (take notes on your reading and keep them in a notebook):

- Population as a factor
- Micro, meso and macro level analysis of the impact of population
- Demographic variables and their impact on social situations

- Basic demographic calculations in applied problems
 - Problem-centered demography
-
-

TOOLS:

At the end of this module you should be able to do the following-

Apply the basic population equation and related formulae to population issues at micro, meso and macro levels.

TASKS:

Complete the reading for this module:

Chapter 10 in *Solution-Centered Sociology: Addressing a World of Problems through Applied Sociology* by Steele, Scarisbrick-Hauser and Hauser, Sage Publications, 1999.

Chapter 13. Population and Human Ecology, Steele and Price, *Applied Sociology: Terms, Topics, Tools and Tasks*

Exercise . Applying demographic principles is essential. Particularly important is the relationship among **P**opulation, **O**rganization, **E**nvironment and **T**echnology (**POET**). See the next page.

Exercise 13: Applied Demography _ POET

For this exercise provide a word processed response to the items that follow -

Name:

Course: SOC230, Introduction to Applied Sociology, Section: Patuxent

Exercise Title:

Overview –

Population dynamics (how many people, who they are) is an important factor in determining the composition of social life. However, to understand the value of demography one must view it in light of the interaction it has with -

Organization - how societal institutions (family, government, religion, economics, and education) are structured in light of changing population dynamics;

Environment - here we mean the physical environment;

Technology - the way things are contrived and created in a society.

Let's look at this interaction.

Instructions:

Find a population-related article or news story on television.

Cite the article or the story (Who, what, when?)

Review the topics for an article that is of interest to you.

After reading the article/watching the story, answer the following questions:

What is the article's/story's title, author and date of publication/showing?

What "demographic" situation is described here?

What impact is this "demographic" situation likely to have on societal organization? Do you expect any changes in societal organization as a response?

What impact is this "demographic" situation likely to have on environment? Do you expect any changes in environment as a response?

What impact is this "demographic" situation likely to have on technology? Do you expect any changes in technology as a response?

Module 14 --Futures and Futures Research

What are the cores TERMS I need to know for this Module?

Culture Bound

Being tied to the culturally learned definition of reality, space, and time that both grounds and limits our ability to view reality.

Driving Forces

A set of social forces with the greatest impact on a social problem.

Future

A time and state of being beyond the present.

Paradigm

A collective way of thinking and knowing the world, which frames and limits the way we see reality.

Scenario

A proposed view of the ways things might be in the future.

Think Inside the Box

Ideas about a problem that are determined by the social situation in which the problem exists, and by how others have thought in the past about the problem.

Think Outside the Box

Ideas about a problem that are not bound to place, time, or people.

TOPICS

At the end of this module you should know the following topics (take notes on your reading and keep them in a notebook):

- Value of exploring the future
 - Micro, meso and macro impact of future exploration
 - Developing vision
 - Planning for a variety of futures
 - Relationship to strategic planning and evaluation
 - Future and Continuous Improvement
-

TOOLS:

At the end of this module you should be able to do the following-

Prepare a scenario for the future.

TASKS:

- Complete the reading for this module:
Portions of Chapter 5 in *Solution-Centered Sociology: Addressing a World of Problems through Applied Sociology* by Steele, Scarisbrick-Hauser and Hauser, Sage Publications, 1999.
Chapter 14. Social Change and the Future, Steele and Price, *Applied Sociology: Terms, Topics, Tools and Tasks*
 - Scenario building is an important factor in decision-making with an eye on the future. Try your hand at this process
-

Exercise 14: Future Scenarios

For this exercise provide a word processed response to the items that follow -

Name:

Course: SOC230, Introduction to Applied Sociology,

Section: Patuxent

Exercise Title:

Overview –

While no one knows exactly what will happen in the future, groups and organizations could benefit taking a hard look at possible future situations. There is rarely a single scenario (as they are called) that outlines the future. Scenario building is an important skill!

- ☞ First, read the scenario building outline (page 91+ Solution-Centered Sociology...),
- ☞ Then, go to the [Chapter 14](#) in Applied Sociology: Terms, Topics, Tools and Tasks.
- ☞ Use the template on page 97 to create a scenario for a topic or trend of your choice.

What are the steps in the scenario-development process?

Required (you must do 1-5 for full credit)

Step 1: Deciding on the Question **What is the question?**

Step 2: Identifying the Key Factors **What are the key factors?**

Step 3: Identifying the Larger Driving Forces **What are the larger driving forces?**

Step 4: Ranking Factors for Import and Uncertainty **Rank the factors for import and uncertainty.**

Step 5: Choosing Factors to Structure a Matrix **Choose Factors to Structure a Matrix.**

Optional (6-10 are optional, 10 points extra credit)

Step 6: Filling in the Details in Each Quadrant of the Matrix

Steps 7 & 8: The Payoff--Implications and Early Indicators

Step 9: Drafting the Four Scenarios Step 10: Refining and Rewriting **Write one brief scenario.**

Module 15: --Putting Your Show on the Road

What are the core TERMS I need to know for this Module?

Applied Sociology

Using sociological tools to address a specific social problem, often for a particular group of people.

Basic Sociology

Sociology that focuses on directly testing or developing theory.

Clinical Sociology

Using sociology primarily for the purpose of diagnosing and measuring interventions to improve human interaction.

TOPICS

At the end of this module you should know the following topics (take notes on your reading and keep them in a notebook):

- Applying all concepts in this course
- Using an applied check sheet
- Improving your skills
- Resume writing.

TOOLS:

At the end of this module you should be able to do the following-

- Exercise . Use the checklist at the end of Solution-centered Sociology.
- Write a resume including the skills you've learned in sociology.

TASKS:

- Complete the reading for this module:

Chapter 15. Building a Career with Sociology, Chapter 16. Making a Difference with Sociology Steele and Price, Applied Sociology: Terms, Topics, Tools and Tasks

Appendix A, pp 195 - 198, *Solution-Centered Sociology: Addressing a World of Problems through Applied Sociology* by Steele, Scarisbrick-Hauser and Hauser, Sage Publications, 1999.

- Write a resume using your sociology skills.

Exercise 15: Writing a Resume - Including Sociology

For this exercise provide a word processed response to the items that follow -
Name:

Overview –

Now that you have completed this course (and, perhaps other courses in sociology) you should be able to articulate specific skills that you have learned. To this end you must convert this experience into a resume.

First, identify ten skills that you have learned:

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

Now use Dr. Jammie Price's guidelines to complete a resume.

Notes on Resumes, Cover Letters, and the Job Search Process

I gathered the information below from the following sources:

- *Embarking Upon a Career with an Undergraduate Degree in Sociology*, ASA
- *Using Sociology*, 3rd Edition by Straus
- *Applied Sociology: Concepts, Constructs and Careers* by Steele and Price
- *Getting a Head Start on Your Career as an Applied Sociologist*. Mobley, Steele and Rowell.

1. 1. Figure out what your career interests are:

a. Look at job ads in newspapers, on-line, and at Campus Recruiting sessions: what industries and occupations are interesting to you? What skills do the job ads for these industries and occupations identify?

b. Identify your skills. Make lists of your past professional positions (paid and unpaid) and the courses you've taken. Next to each position and course, list all of the skills you learned from that experience.

Skills include the following: interpersonal skills, communication skills, interpersonal skills, leadership skills, analytical skills, computer skills, language skills.

See [list of skills on course website](http://people.uncw.edu/pricej/socskills.htm) (<http://people.uncw.edu/pricej/socskills.htm>)

See page 18 and 19 of *Embarking Upon a Career with an Undergraduate Degree in Sociology*

See page 115 *Applied Sociology: Concepts, Constructs and Careers*

c. What industries and occupations need the skills you possess?

d. Most job ads will not say “sociology” in the list of degrees wanted. That doesn’t mean you are not prepared for the job. It means the person who wrote the job description didn’t know what sociology is.

e. [Do research on occupations](#). See section “Information on Careers.”
(<http://people.uncw.edu/pricej/teaching/jobs.htm>)

f. Seek internship opportunities to learn more about the careers you are interested in.

g. Seek volunteer opportunities to learn more about the careers you are interested in.

h. Conduct [informational interviews](#) with professionals who hold positions you are interested in.
(<http://people.uncw.edu/pricej/infoquestions.htm>)

2. 2. Writing your resume.

a. It takes several drafts before you produce a professional resume.

b. Make a “master” resume that includes all of your professional experiences, training, skills, etc...

c. Under each Professional Experience, list the skills you developed or used and any accomplishments you achieved while in that position. Refrain from simply listing your duties in each position. Refer to current job ads to determine how to name your skills.

d. For each job that you apply for, tailor a resume from your master resume.

e. Your resume should include your name and contact information at the top. It a minimum it should list your Education, Professional Experiences, and Skills. Optional sections include Professional Objective, Community Involvement (Volunteering), Conferences Attended, Presentations, Publications and Reports, Professional Affiliations, Military Service. Your Professional Experiences section can include paid and unpaid work such as internships. Or you may choose to include unpaid work under Community Involvement.

f. You should use the functional format described in *Embarking Upon a Career with an Undergraduate Degree in Sociology*. List your professional experiences in the order of applicability to each individual job for which you apply.

g. Your resume can be 1 or 2 pages long. If 2 pages, you should copy it to the front and back of one sheet. You should put your References on a separate sheet.

h. References include people who can speak to your experience, skills, initiative, personality, etc.. References are often professors, former supervisors or colleagues, community leaders, successful business people, etc.. You should have 3 references, whom you should ask to serve as a reference before you apply for each job. Give each reference a copy of your resume and notify them of each job you list them as a reference on, so that they are prepared if contacted.

3. Cover Letters

a. Address the letter to the person making the hiring decision, if possible.

b. The cover letter should substitute for your resume, as some people may only read your cover letter.

c. The cover letter should summarize why you are the ideal candidate for the position. What experiences and

skills do you have that directly speak to this position?

d. It should be one page with a minimum of three paragraphs.

The first paragraph should identify you, the position you are applying for and how you learned of the position. It should briefly (one or two sentences) summarize your applicable skills and interests.

The last paragraph should again briefly (one sentence) identify you as an ideal fit for the position. Again, briefly (one or two sentences) summarize your applicable skills and interest in this position (identify different ones than in your opening paragraph). Close by stating something like "I am looking forward to hearing from you...." If you are applying for an out of town position and are going to be visiting this area, you might inform them of the dates you will be in town, in case they would like to meet with you.

The middle paragraphs should describe specific professional experiences, skills and accomplishments that speak to the position for which you are applying.

Write a resume ... You MUST include reference to your sociology skills to get credit! No more than two pages and attach to and email message to it to Dr. Steele [submit](#) it to Dr. Steele.