



Welcome to SOC 100 Recitation!

Intro. to Sociology 006 & 005

Katrina “Kitty” Groeller, M.A

(she/hers)

Week 1: Fri. Jan. 12, 2024

Reminders

Today:

- Meet your TA (me!)
- Recitation info
- Social facts
- **How to Use IQ due by
midnight**

Upcoming:

- No class Mon for MLK Day
- Read Wade, Chapter 1,
pp. 12-33 for Weds

A little bit about me

5th year PhD Candidate

Like learning about college access, higher education,
teaching & learning

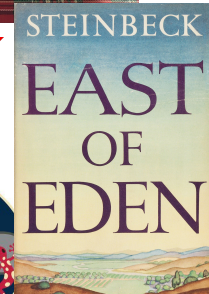
Currently working on dissertation about college advising
in public schools

- Defending my diss this spring ??? !!!

Attended MSU 2013-17, B.A in Sociology

MSUCAC 2018-19, college adviser at Orchard View
High School in Muskegon, MI

Too many hobbies to count



About our recitation

To *practice* sociology in complement to textbook reading, lecture content, and your monograph!

Office hours: 10-11:20 on Fridays and as needed/by appointment

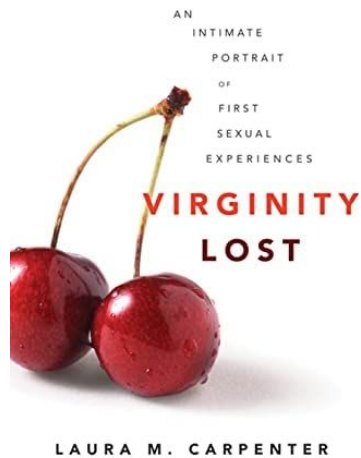
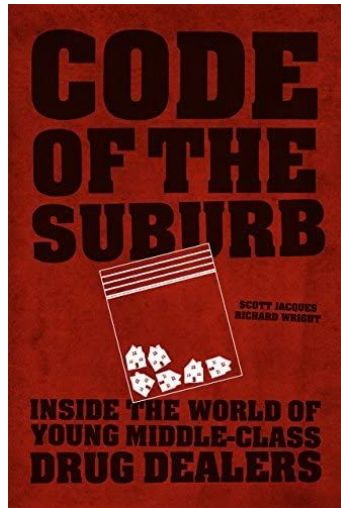
Email: groeller@msu.edu - M-F 9-4, excluding University holidays

D2L: I post regularly, slides shared, include resources that may be helpful to you

Attendance: 2 points for being here & participating - small but significant - positive relationship between attendance and overall grades & learning, lowest 2 dropped

Honors Option: additional semester-long project, review guidelines on D2L if interested!

VISAs from RCPD: have one? Send me a copy ASAP!



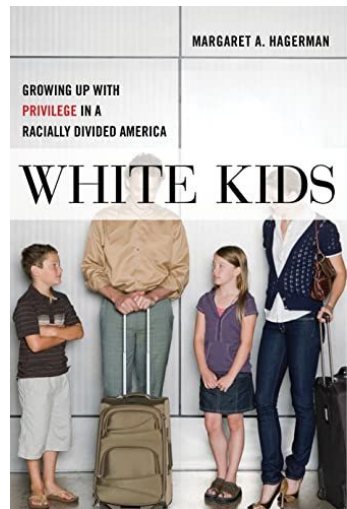
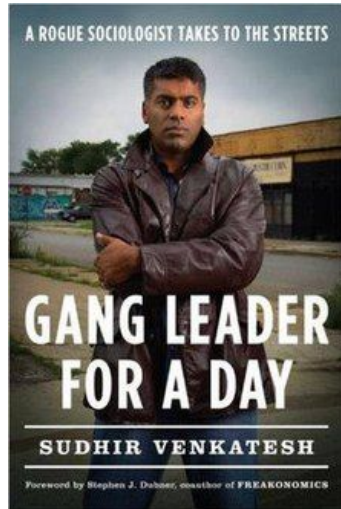
Recitation assignment: Monograph journals

Reading & journal write-up on your choice of qualitative research study

Summary, reaction, 3 sociological connections in each journal

- 5 20-point journals, lowest score dropped
- Late policy: up to 2 weeks with late deductions (10-20% off max score)
- Usually give feedback

Due via D2L or paper at the top of recitation



Reviewing social facts

Social facts are products of human interaction with persuasive or coercive power that exists externally to any individual

- information/data point about the social world, can be made into *concepts, variables, and theory* to study using a variety of research methods

Collective actions are (coordinated?) activities of members of groups with shared goals

Behavior is human (social) conduct, what we do or don't do

Values, beliefs, norms, and attitudes are ideas about right/wrong, shared expectations

Conventions, processes, and institutions are mechanisms of social order

Exercise 1: Social facts

Talk to those around you:

1. Introductions (name, year, major, current hobby)
2. Exchange emails

On a piece of paper, come up with 4 examples of social facts related to MSU student life:

1. Collective action
2. Behavior
3. Values, beliefs, norms, attitudes
4. Conventions, processes, institutions

BE PREPARED TO SHARE!

Exercise 2: Listening & observing

For our recitation next week,

1. Go to a public place where people are socially interacting
 - a. Dining hall, bus stop, party, group meeting, etc
2. Observe folks' behavior & listen carefully
 - a. Stay UNOBTRUSIVE! Don't interact!
3. Take (paper) notes
4. Identify one kind of each social fact in your observations

Bring your (paper) notes for participation credit next week

Have a good weekend!



Sources

Social facts typology

Jussaume, Raymond. 2023. SOC 281: Social Research Methods I.

Listening and observing exercise

Jussaume, Raymond. 2023. SOC 281: Social Research Methods I.



Welcome back to SOC 100 Recitation!

Intro. to Sociology 006 & 005

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Week 2: Fri. Jan. 19, 2024

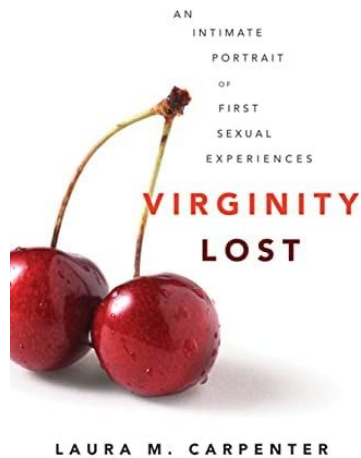
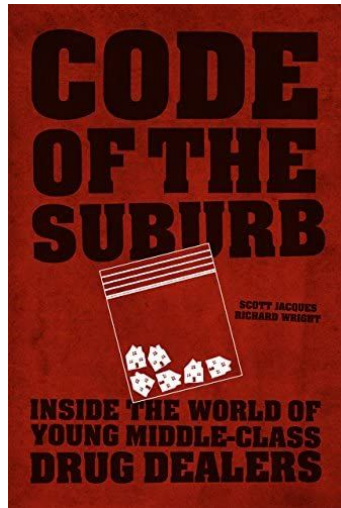
Reminders

Today:

- ASA citations for monograph journals
- Observation fieldnotes
- Self-concept, Twenty Statement Test
- **Ch. 1 quiz & IQ due by midnight**

Upcoming:

- Read Wade, Ch. 2 and 3, p34-85 for Mon
- **MOJO #1 due next recitation**



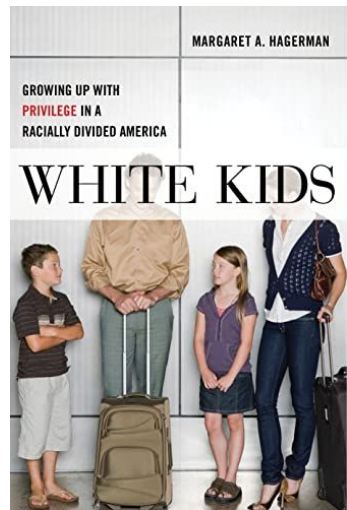
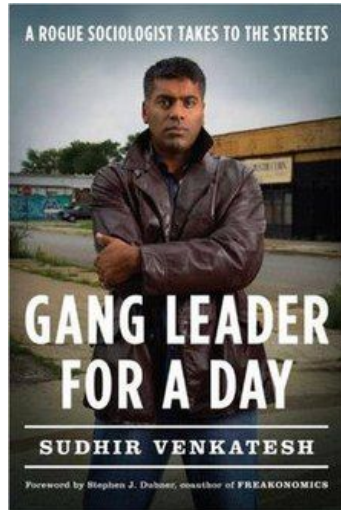
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FIRST ONE DUE via D2L or paper at the top of next recitation



Reviewing MOJO rubric

Rubric:

	Less than full points	Full points
Content	Prompt(s) not fully answered, lacking connections, or under researched.	Addressed prompt(s) thoroughly and with detail. Clear connections to course.
Mechanics and organization	Obvious grammar, syntax, spelling, and punctuation errors. Disorganized or hard to follow. Inappropriate for intended audience.	Error-free in grammar, syntax, spelling, and punctuation. Clear and organized, follows an acceptable outline. Appropriate to audience.
Sourcing & citations	Unreliable sources, citation formatting errors, or not in ASA.	All sources are reliable and ASA citation formatting is error-free.

Reviewing MOJO rubric

Criteria	Failure	Partial	Developing	Emerging	Mastering
Summary, reaction, sociological connections	Nothing provided, wholly off-topic, &/ significantly missing detail 0	Very brief detail &/ missing at least 3 aspects of prompts 3	Limited detail &/ missing at least 2 aspects of prompts 7	Lacking in detail &/ missing at least 1 aspect of prompts 10	Detailed summary, reaction, 3 sociological connections 12
Mechanics, organization	Serious errors in organization, grammar, or syntax that make reading difficult 0	Disorganized &/ errors in grammar, syntax that disrupt reading 2	Obvious errors in organization, grammar, &/ syntax but reading unaffected 3	Clear, organized, and very few errors in grammar and syntax 4	
Sourcing, citations	Missing in- or end-text citations, &/ plagiarism 0	Structural citation errors 2	Stylistic citation errors 3	Error-free and accurate citations in ASA format 4	

ASA citations for MOJOs

You need **both** in-text citations and an end-text reference ***always!***

Paraphrase **with** author's name in sentence

In-text citations (3 ways):

Lareau's (2011) ideas of concerted cultivation versus the accomplishment of natural growth are evidence of the mechanisms behind the social reproduction of class. Concerted cultivation reproduces social class through the establishment of "dominant cultural repertoires" that are rewarded by social institutions that are taught through organized activities and reasoning with adults (Lareau 2011:4). The accomplishment of natural growth creates a sense of constraint, where children of this parenting style spend most time out of school in free play, are directed by their parents, and don't negotiate with adults such as teachers or doctors, thus the important cultural repertoires are not established (Lareau 2011).

Quotes need page #s

End-text reference:

Lareau, Annette. 2011. *Unequal Childhoods: Class, Race, and Family Life*. Second edition. Berkeley, CA: University of California Press.

Paraphrase **without** author's name in sentence

Reviewing social facts

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Collective actions are (coordinated?) activities of members of groups with shared goals

Behavior is human (social) conduct, what we *do* or *don't do*

Values, beliefs, norms, and attitudes are ideas about right/wrong, shared expectations

Conventions, processes, and institutions are mechanisms of social order

Exercise 1: Observation exercise

Talk to a neighbor and discuss your social fact observation exercise:

1. What did you hear? See?
2. What social fact(s) did you identify? Why do they fit under that category?
3. What was easy or difficult about this exercise?
4. What would you do differently if you were to conduct this exercise a second time?

BE PREPARED TO SHARE!

Exercise 2: TST

Pull out a piece of paper & write your name on it:

1. Number your sheet 1-20
2. Finish the sentence “I am..” 20 times

Once you’re done, add up your responses into the following types:

- A - physical characteristics (*I am 5’8*)
- B - social or group-defined statuses (*I am a Muslim*)
- C - behavior or emotions (*I am happy, I am a fan of..*)
- D - more general (*I am a part of the universe*)

A, B, C, and D self-concept types

A) Physical

Appearance - physical being within time and space

B) Group

Institutional role, adherence to group standards - existing within social structure(s)

C) Individual

Present, emotion or behavior based - abstracted from social structure(s)

D) General

Uncertain sense of self, in transition - abstracted from A-C

Exercise 3: Sharing TST results

With folks around you, discuss:

1. Whose self-concept is mostly physical (A), based in group membership (B), individualist (C), or more general (D)?
2. How much of this aligns with the *looking-glass self*?
3. Are these orientations mutually exclusive? Why or why not?
4. Are any of your beliefs or values informed by your self-concept type? Which ones?
5. What are the consequences of having a society that is overwhelmingly one type of self-concept?

BE PREPARED TO SHARE!

Manfred Kuhn (1911-1963)

Symbolic interactionist

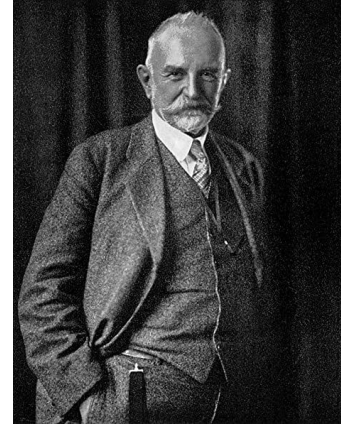
- Reality is a social construction vis-a-vis interaction
- Operationalized the study of the self & self-concept

TST later used by Zurcher (1977) to investigate the changing self-images of Americans

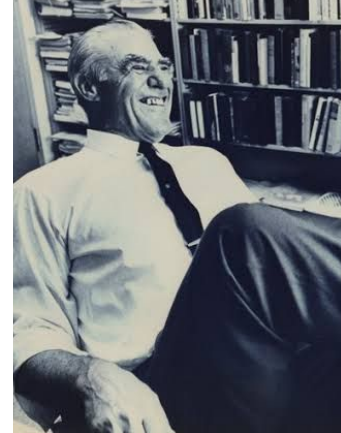
- Shift from B-mode to C-mode in 1960s-80s

“The dominant institutions are themselves seen as growing less stable under pressures from technological and other forms of social change. The process can begin the evolution of an alternative self-concept - a self which ... **renders identification with dominant institutions, or any institutions, essentially secondary**” (Zurcher 1973).

George Herbert Mead
(1863-1931)
conceptualized
the “I” and “Me”



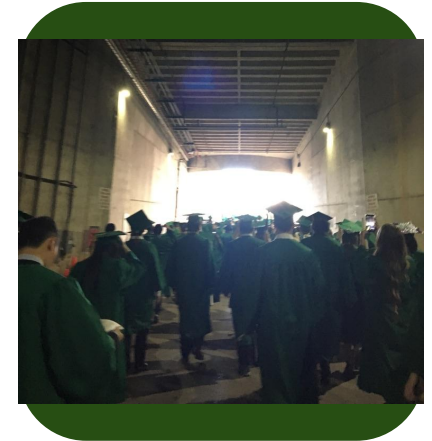
Herbert Blumer
(1900-1987)
developed
symbolic
interactionism



Exercise 4: Photo elicitation

For our recitation next week, take 1 photo and generate 1 associated caption that captures your everyday life as a student at MSU - (please be appropriate)!

Upload your picture & caption on the same Word doc to “1: Photo elicitation” D2L dropbox by noon next Thursday!



Have a good weekend!



Sources

Twenty Statement Test exercise

Schnelliger, Rusty. 2016. “Applying the Twenty Statements Test to Culture and Self-Concept.” *American Sociological Association Teaching Resources and Innovations Library for Sociology*.

Photo elicitation exercise

Mauxion, Aurelien. 2016. “Please turn on your cell phones: using pictures to explore the concept of culture in an Introductory Sociology course.” *American Sociological Association Teaching Resources and Innovations Library for Sociology*.



Welcome back to SOC 100 Recitation!

Intro. to Sociology 006 & 005

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(she/hers)

Week 3: Fri. Jan. 26, 2024

Reminders

Today:

- **MOJO #1 due today**
- Visual sociology
- Brief review for Exam #1
- **Ch. 2 and 3 quizzes & IQs due by midnight**

Upcoming:

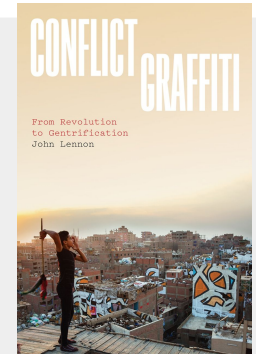
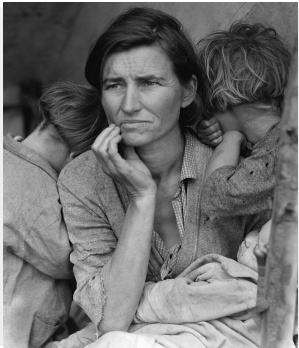
- **EXAM 1 ON WEDS IN CLASS**
- Review on Monday, bring q's
- No recitation next week

A primer on visual sociology

A research method that focuses on the visual - photography and video - can be combined with content analysis, participatory action research, ethnography, etc.

- Long history in social sciences - Howard Becker, Margaret Mead, Steve Gold, Carrie Mae Weems, John Lennon, Cindy Sherman, etc

Incorporates *seeing as a social construction!* Meaning depends on the physical *and* social position (identity) of the viewer, plus their audience(s) (re)interpretation(s)



Exercise 1: Visual sociology

Discuss the following about your photos:

1. Their style and framing - planned or haphazard?
Elements included vs. left out?
2. Emotional feelings from the photo - why do you feel the way you do when viewing these?
3. Any *(sub)cultural* meanings? Symbols?
4. What *beliefs, values, or norms* are communicated through the photos?
5. Where are *social constructs* in your photos, if any?
6. What is sociological about these images?

BE PREPARED TO SHARE!



Refresher on Exam 1 info

Details, logistics

Exam 1: Wednesday, January 31 in-person in 100 Vet Med from 3:00-4:20 PM

Content: Intro-Ch. 3 in text, lectures, videos, etc (everything)

Questions: 50: multiple choice, true-false

Grading: 100 points total (~17% of grade)

Arrive EARLY! Starting promptly at 3:00 PM

Bring #2 pencil(s), eraser(s), PHYSICAL student ID

Study tips

REVIEW: to learn, *the who & what*

- (re)read lecture PPTs, textbook, (re)read and (re)write notes, outlines, flashcards, mnemonic devices, etc

APPLY: to use and connect, *the how & why*

- real-life examples, mind-maps, diagrams

TEACH: to instruct

- study with others, communicate, present

Focus on what you're struggling with

Email me questions (esp. content ones!)

Exercise 2: Preparing for midterm

Pull out a new piece of paper and number it 1-6. Make sure all names are on it! Identify which of the examples around the room are which methods:

- In-depth interview
- Laboratory experiment
- Social network analysis
- Biosocial research methods
- Content analyses
- Computational sociology

TURNING IN FOR ATTENDANCE!

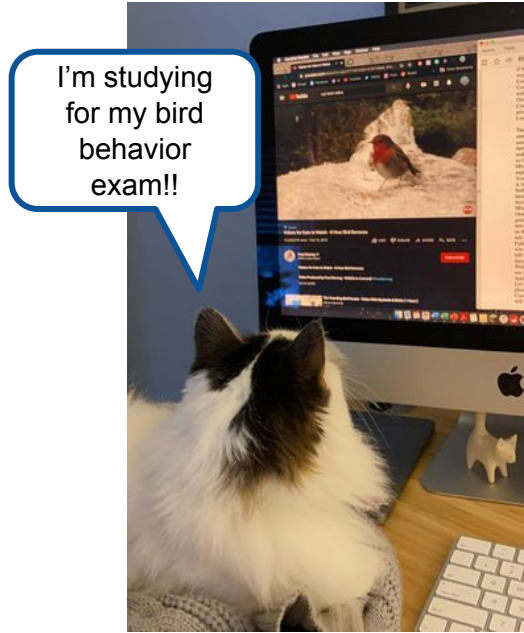


Exercise 3: Preparing for midterm cont.

Pull out a piece of paper and write up some reflections:

1. Describe your current mindset toward the upcoming exam.
2. What grade do you want to earn on the exam?
3. Have you started preparing for the exam? How so? If not, why not?
4. What plan will you enact to study? Be realistic!
5. What subjects are you having difficulty with? Ease? Make note of these to begin identifying any gaps.

GOOD LUCK ON YOUR EXAM!



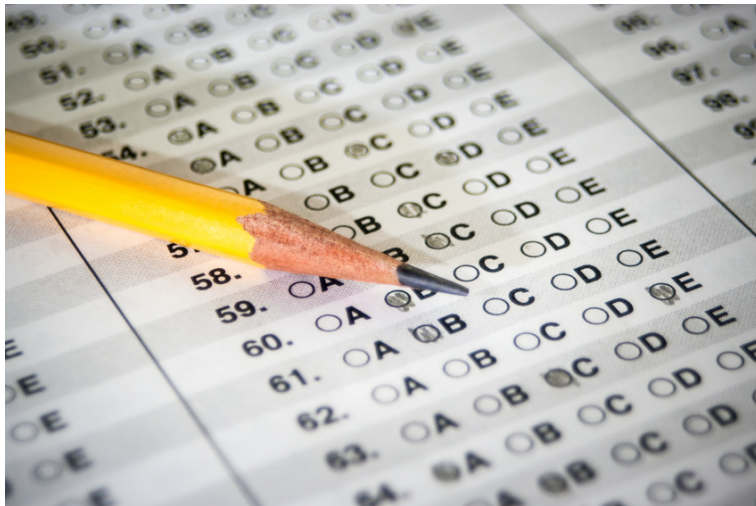
Sources

Photo elicitation exercise

Mauxion, Aurelien. 2016. "Please turn on your cell phones: using pictures to explore the concept of culture in an Introductory Sociology course." *American Sociological Association Teaching Resources and Innovations Library for Sociology*.



Dr. Groeller is fascinated in how both MSU Basketball players and student section (Izzone) attendees experience the Breslin Student Events Center during March Madness. What research method would best fit this interest?



Dr. Groeller's Introduction to Sociology class has an exam coming up. She decides to provide an optional review session before the exam, and about half of the class sign up and attend. After the exam, those who attended the review session had higher exam scores on average than those who didn't. While not perfect, this is an example of which sociological research method?



Dr. Groeller learns about the “Chicago Rat Hole” – an accidental casting of a rat (or squirrel!) body in a sidewalk on Chicago’s north side. She is interested in how a group of people came together to return the rat hole to its original condition after it was filled in with concrete by an unknown individual. Interested in how this collective action came about, Dr. Groeller decides to use which method?



Dr. Groeller is a Lions fan, as are many others who live in Michigan. With their recent success in the playoffs, she notices her friend’s moods are surprisingly upbeat for this time of year even though the stress during the games is high. What research method could she use to investigate this connection?



Dr. Groeller is interested in the imagery surrounding marriage proposals by large jewelry companies, such as Kay, Jared, and Zales. She takes screenshots and begins coding them for gender and race. What method is Dr. Groeller using?



Dr. Groeller is fascinated by the way people online created a cultural moment out of the dual release of both Barbie and Oppenheimer, aka “Barbenheimer”, last summer. She learns programming to take in a flood of social media posts and memes for her study from Twitter, Reddit, and TikTok. She also pulls movie ticket data from across the USA. What method is she using?

- Basketball – in-depth interview
- Exam – Laboratory experiment
- Rat hole – Social network analysis
- Lions games – Biosocial research methods
- Marriage proposals – Content analysis
- Barbenheimer – Computational sociology



Welcome back to SOC 100 Recitation!

Intro. to Sociology 006 & 005

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Week 5: Fri. Feb. 9, 2024

Reminders

Today:

- **MOJO #1 closes today**
- Breaching experiment debrief
- Impression management, face work
- Those among us
- **Ch. 4 quiz & IQ due by midnight**

Upcoming:

- Read Wade, Ch. 5, p 114-143 by Mon
- **MOJO #2 due next recitation**

Monograph journal reminders

Write about what YOU'VE read rather than overarching research themes

Dive deeply into your sociological connections - *how & why does what you've read connect to our course?*

It may be a stretch sometimes ! But *s t r e t c h!*

ASA citations!

SECOND MOJO DUE via D2L or paper at the top of next recitation

Exercise 1: Breaching fieldnotes

Pull out your fieldnotes from your breaching experiment and discuss your experience with your neighbors:

1. What breaching experiment did you take part in? Was it a *folkway* or a *more* you broke?
2. How did you feel before, during, and after the experiment?
3. How did others react? Any *social sanctions*?

TURNING IN FOR ATTENDANCE




Exercise 2: They are among us

You have been given a card, find your other number and chat 1:1

Life story: major, hometown, favorite foods, latest movie watched, hobbies, where they live on campus, career goals, book for monograph journal, etc

BUT...

~One in three cards will be an imposter! 

Imposters (with an “i”) are responsible for fabricating a completely new life story

Non-imposters are responsible for trying to figure out the imposter but *you can't ask them directly if they are an imposter!*



Question, but NO SHOWING CARDS

EMERGENCY MEETING



Exercise 3: Debrief



1. Did you ever think you were talking to an imposter? What did you do to try and figure out if you were talking to one?

Imposters, identify yourself!

2. Imposters, what did you do to try and avoid getting found out?
3. How does this all relate to *impression management*?
Face work?

Have a great weekend!

Bye



Sources

Breaching experiment exercise

Rafalovich, Adam. 2006. "Making Sociology Relevant: The Assignment and Application of Breaching Experiments." *Teaching Sociology* 34(2):156-163. doi: 10.1177/0092055X060340020.

Among us exercise

Larson, Jeff A. and William Tsitsos. 2013. "Speed Dating and the Presentation of Self: A Teaching Exercise in Impression Management and Formation." *Teaching Sociology* 41(3):307-313. doi: 10.1177/0092055X12466830.

1 _i	2	3	4 _i	5
1	2 _i	3	4	5
1	2	3 _i	4	5 _i
1	2	3	4 _i	5
1	2 _i	3	4	5 _i
1	2	3	4 _i	5
1 _i	2	3 _i	4	5
1	2 _i	3	4	5
1 _i	2	3	4	5 _i
1	2 _i	3	4	5
1	2 _i	3 _i	4	5
1	2	3	4 _i	5
1 _i	2	3	4	5 _i
1	2	3	4 _i	5
1	2	3 _i	4 _i	5
1	2 _i	3	4	5

RULES

- Everyone gets a card
- Find your number match – you only need to talk to one person, but if you finish quickly, move on to another
- Imposters can be as outrageous as they want, but it should still be believable
- Feel free to question intently, but **NO SHOWING CARDS**



Welcome back to SOC 100 Recitation!

Intro. to Sociology 006 & 005
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Week 6: Fri. Feb. 16, 2024

Reminders

Today:

- **MOJO #2 due today**
- Hiring restaurant staff
- **Ch. 5 quiz & IQ due by
midnight**

Upcoming:

- Read Wade, Ch. 6, p 144-169
by Mon

Exercise 1: Hiring

Congratulations! You have taken over management of your family's restaurant. It is now your, and your siblings', job to fill a number of open positions.

1. Evaluate your open positions, identify skillsets that will match well
2. Choose among your applicants who you'd like to invite to interview

Make note of the reasons behind your choices to invite to interview, and not to interview, the applicants

BE PREPARED TO SHARE!

Exercise 2: Discussion

Let's chat!

1. Who did you choose to interview?
2. Was work experience or personal attributes more influential in making your decision?
3. What characteristics are associated with “felon”?
4. Do misdemeanor charges raise the same concerns about applicants as felony convictions?
5. Did the date of conviction influence an applicant's desirability in the hiring process?
6. Under what circumstances would you be willing to hire someone who has been convicted of a felony?

Stigma, labeling, and hiring

The **stigmatization** of incarceration plus the **labeling** of ex-offenders (Becker) has lifelong repercussions

- Little wealth-building, family instability, health consequences, etc

Employment is **key** following imprisonment for successful reentry into society, (re)building social capital, and (re)organizing a social life

Particularly important for Black and brown men in an era of mass incarceration & structural racism (see *13th* doc on YT/Netflix & Alexander (2011) *The New Jim Crow*)

Interestingly, Decker (2015) found online job applications (vs in-person) may lessen the effects of incarceration stigma &/ race/ethnicity

Exercise 3: Write-up

Pull out a piece of paper, write your group's names on it, then discuss and respond to the following:

1. How can a felony conviction be considered a *label*? A *stigma*?
2. What *stereotypes* were associated with felony convictions versus misdemeanors?
3. What bias did those with felony convictions face in applying for jobs?

TURNING IN FOR ATTENDANCE

Have a great weekend!



Sources

Hiring restaurant staff exercise

Stevens, Jennifer. 2021. "Stigma and Reentry: Hiring Restaurant Staff." *American Sociological Association Teaching Resources and Innovations Library for Sociology*.

FRAN'S FAMOUS BURGERS



NOW HIRING!

ASSISTANT MANAGER

RESPONSIBILITIES

- Supervise employees during assigned shifts
- Assign tasks, order supplies, and maintain employee schedule
- Monitor restaurant for health and safety standards compliance

FOOD PREPARATION

RESPONSIBILITIES

- Prepare food following company standards
- Follow food safety guidelines for proper preparation
- Clean workspace and equipment

CASHIER

RESPONSIBILITIES

- Greet customers upon restaurant entry or via drive-thru
- Take and fulfill orders with maximum accuracy
- Receive payment and balance cash drawer nightly

CUSTODIAN

RESPONSIBILITIES

- Clean restaurant seating area and restrooms daily
- Maintain outdoor restaurant areas including parking lot and lawn
- Restock supplies as needed

MARKETING ASSISTANT

RESPONSIBILITIES

- Create marketing promotions to attract new customers
- Participate in community outreach activities to promote restaurant
- Develop ideas for new cross-promotions with local businesses

FRAN'S FAMOUS BURGERS



EMPLOYMENT APPLICATION

PERSONAL INFORMATION

NAME	DATE OF BIRTH	PHONE	EMAIL ADDRESS
Tammy Jones	04/15/1992	XXX-XXX-XXXX	XXXXXXXXXXXXXXXXXXXXXXX

EDUCATION

SCHOOL	CITY, STATE	DATES	DEGREE OBTAINED
Okemos High School	Okemos, MI	2006-2010	High School Diploma

EMPLOYMENT HISTORY

COMPANY	POSITION	DATES	RESPONSIBILITIES
Quality Dairy	Cashier	2011-2023	Stock products, run cash register

ACTIVITIES/COMMUNITY SERVICE

COMPANY	POSITION	DATES	RESPONSIBILITIES

CRIMINAL HISTORY

Have you ever been convicted or pleaded no contest to a felony? Check: Yes No

Have you ever been convicted or pleaded no contest to a misdemeanor? Check: Yes No

If yes, describe the charge and date of conviction: Driving under the influence, 2013

FRAN'S FAMOUS BURGERS



EMPLOYMENT APPLICATION

PERSONAL INFORMATION

NAME	DATE OF BIRTH	PHONE	EMAIL ADDRESS
Joe Jenkins	07/24/1996	XXX-XXX-XXXX	XXXXXXXXXXXXXXXXXXXXXXXXXX

EDUCATION

SCHOOL	CITY, STATE	DATES	DEGREE OBTAINED
Romulus Senior High School	Romulus, MI	2011-2015	High School Diploma

EMPLOYMENT HISTORY

COMPANY	POSITION	DATES	RESPONSIBILITIES
Blue Ribbon Contracting	Construction Worker	2015-2023	General Labor

ACTIVITIES/COMMUNITY SERVICE

COMPANY	POSITION	DATES	RESPONSIBILITIES
Thunderbirds Fastpitch Softball		2015	

CRIMINAL HISTORY

Have you ever been convicted or pleaded no contest to a felony? Check: Yes No

Have you ever been convicted or pleaded no contest to a misdemeanor? Check: Yes No

If yes, describe the charge and date of conviction: Marijuana possession, 2015

FRAN'S FAMOUS BURGERS



EMPLOYMENT APPLICATION

PERSONAL INFORMATION

NAME	DATE OF BIRTH	PHONE	EMAIL ADDRESS
Ashley Moore	05/12/1997	XXX-XXX-XXXX	XXXXXXXXXXXXXXXXXXXXXXXXXX

EDUCATION

SCHOOL	CITY, STATE	DATES	DEGREE OBTAINED
Clarkston High School	Clarkston, MI	2011-2015	High School Diploma
Oakland University	Rochester, MI	2016 - 2020	Bachelor's Degree, Accounting

EMPLOYMENT HISTORY

COMPANY	POSITION	DATES	RESPONSIBILITIES
Aquatic Center	Lifeguard	2020-2023	Supervise pool, Perform CPR/First Aid

ACTIVITIES/COMMUNITY SERVICE

COMPANY	POSITION	DATES	RESPONSIBILITIES

CRIMINAL HISTORY

Have you ever been convicted or pleaded no contest to a felony? Check: Yes No

Have you ever been convicted or pleaded no contest to a misdemeanor? Check: Yes No

If yes, describe the charge and date of conviction:

FRAN'S FAMOUS BURGERS



EMPLOYMENT APPLICATION

PERSONAL INFORMATION

NAME	DATE OF BIRTH	PHONE	EMAIL ADDRESS
John Harris	03/02/1974	XXX-XXX-XXXX	XXXXXXXXXXXXXXXXXXXXXXXXXX

EDUCATION

SCHOOL	CITY, STATE	DATES	DEGREE OBTAINED
Battle Creek Central High School	Battle Creek, MI	1988-1992	High School Diploma
Kellogg Community College	Battle Creek, MI	1992-1993	Associates Degree, Human Services

EMPLOYMENT HISTORY

COMPANY	POSITION	DATES	RESPONSIBILITIES
Comstock Twp Parks Dept.	Custodian	2015-2023	Clean facilities, Minor repairs
McGonigle's Pub	Server	2013-2015	Serve customers, Accept payments
Dairy Queen	Cashier	2010-2013	Run cash register

ACTIVITIES/COMMUNITY SERVICE

COMPANY	POSITION	DATES	RESPONSIBILITIES
Community Clean Up Day	Volunteer	2008, 2009	Clean up trash in city park

CRIMINAL HISTORY

Have you ever been convicted or pleaded no contest to a felony? Check: Yes No

Have you ever been convicted or pleaded no contest to a misdemeanor? Check: Yes No

If yes, describe the charge and date of conviction: Aggravated assault, 1995

FRAN'S FAMOUS BURGERS



EMPLOYMENT APPLICATION

PERSONAL INFORMATION

NAME	DATE OF BIRTH	PHONE	EMAIL ADDRESS
Alexis Greenlee	02/26/1975	XXX-XXX-XXXX	XXXXXXXXXXXXXXXXXXXXXXXXXX

EDUCATION

SCHOOL	CITY, STATE	DATES	DEGREE OBTAINED
North Branch High School	North Branch, MI	1989-1993	High School Diploma

EMPLOYMENT HISTORY

COMPANY	POSITION	DATES	RESPONSIBILITIES
Superhuman Prospecting	Telemarketer	2018-2023	Cold call potential clients
North Branch Elementary	Lunch Monitor	2016-2017	Monitor students during lunch hour
Herbalife	Direct Sales	2015	Direct sales to potential customers

ACTIVITIES/COMMUNITY SERVICE

COMPANY	POSITION	DATES	RESPONSIBILITIES

CRIMINAL HISTORY

Have you ever been convicted or pleaded no contest to a felony? Check: Yes No

Have you ever been convicted or pleaded no contest to a misdemeanor? Check: Yes No

If yes, describe the charge and date of conviction:

FRAN'S FAMOUS BURGERS



EMPLOYMENT APPLICATION

PERSONAL INFORMATION

NAME	DATE OF BIRTH	PHONE	EMAIL ADDRESS
Nathan Stone	9/20/2005	XXX-XXX-XXXX	XXXXXXXXXXXXXXXXXXXXXXXXXX

EDUCATION

SCHOOL	CITY, STATE	DATES	DEGREE OBTAINED
Waverly High School	Lansing, MI	2019-Present	Current student

EMPLOYMENT HISTORY

COMPANY	POSITION	DATES	RESPONSIBILITIES

ACTIVITIES/COMMUNITY SERVICE

COMPANY	POSITION	DATES	RESPONSIBILITIES
Waverly Swim Team		2020-Present	

CRIMINAL HISTORY

Have you ever been convicted or pleaded no contest to a felony? Check: Yes No

Have you ever been convicted or pleaded no contest to a misdemeanor? Check: Yes No

If yes, describe the charge and date of conviction:

FRAN'S FAMOUS BURGERS



EMPLOYMENT APPLICATION

PERSONAL INFORMATION

NAME	DATE OF BIRTH	PHONE	EMAIL ADDRESS
Kevin Carter	08/03/2002	XXX-XXX-XXXX	XXXXXXXXXXXXXXXXXXXXXXXXXX

EDUCATION

SCHOOL	CITY, STATE	DATES	DEGREE OBTAINED
Union High School	Grand Rapids, MI	2016-2020	High School Diploma

EMPLOYMENT HISTORY

COMPANY	POSITION	DATES	RESPONSIBILITIES
Westsider Cafe	Line Cook	2015-2018	Prepare food for service

ACTIVITIES/COMMUNITY SERVICE

COMPANY	POSITION	DATES	RESPONSIBILITIES

CRIMINAL HISTORY

Have you ever been convicted or pleaded no contest to a felony? Check: Yes No

Have you ever been convicted or pleaded no contest to a misdemeanor? Check: Yes No

If yes, describe the charge and date of conviction: Exploitation of a minor, 2018

FRAN'S FAMOUS BURGERS



EMPLOYMENT APPLICATION

PERSONAL INFORMATION

NAME	DATE OF BIRTH	PHONE	EMAIL ADDRESS
Megan Stallion	04/14/2003	XXX-XXX-XXXX	XXXXXXXXXXXXXXXXXXXXXXXXXX

EDUCATION

SCHOOL	CITY, STATE	DATES	DEGREE OBTAINED
Cass Tech High School	Detroit, MI	2013-2017	High School Diploma
Michigan State University	East Lansing, MI	2017-2021	Bachelor's Degree, Psychology

EMPLOYMENT HISTORY

COMPANY	POSITION	DATES	RESPONSIBILITIES
Beggar's Banquet	Hostess	2017-2023	Welcome and seat customers

ACTIVITIES/COMMUNITY SERVICE

COMPANY	POSITION	DATES	RESPONSIBILITIES

CRIMINAL HISTORY

Have you ever been convicted or pleaded no contest to a felony? Check: Yes No

Have you ever been convicted or pleaded no contest to a misdemeanor? Check: Yes No

If yes, describe the charge and date of conviction:

FRAN'S FAMOUS BURGERS



EMPLOYMENT APPLICATION

PERSONAL INFORMATION

NAME	DATE OF BIRTH	PHONE	EMAIL ADDRESS
Marcus Johnson	01/23/1987	XXX-XXX-XXXX	XXXXXXXXXXXXXXXXXXXXXXXXXX

EDUCATION

SCHOOL	CITY, STATE	DATES	DEGREE OBTAINED
Saline High School	Saline, MI	2001-2005	High School Diploma
University of Michigan	Ann Arbor, MI	2012-2016	Bachelor's Degree, Environmental Studies

EMPLOYMENT HISTORY

COMPANY	POSITION	DATES	RESPONSIBILITIES
Huron-Clinton Metroparks	Park Maintenance	2005-2013	Seasonal park upkeep

ACTIVITIES/COMMUNITY SERVICE

COMPANY	POSITION	DATES	RESPONSIBILITIES

CRIMINAL HISTORY

Have you ever been convicted or pleaded no contest to a felony? Check: Yes No

Have you ever been convicted or pleaded no contest to a misdemeanor? Check: Yes No

If yes, describe the charge and date of conviction: Larceny, 2017



Welcome back to SOC 100 Recitation!

Intro. to Sociology 006 & 005

Katrina “Kitty” Groeller, M.A
(she/hers)

Week 7: Fri. Feb. 23, 2024

Reminders

Today:

- Brief review for Exam 2
- Structure of MSU
- **Ch. 6 quiz & IQ due by midnight**

Upcoming:

- **MOJO #2 closes 3/1**
- **EXAM 2 ON WEDS IN CLASS AFTER SPRING BREAK**

Refresher on Exam 2 info

Details, logistics

Exam 2: Wednesday, March 6 in-person in 100 Vet Med from 3:00-4:20 PM

Content: Intro-Ch. 6 in text, lectures, videos, etc (everything)

Questions: 50: multiple choice, true-false

Grading: 100 points total (~17% of grade)

Arrive EARLY! Starting promptly at 3:00 PM

Bring #2 pencil(s), eraser(s), PHYSICAL student ID + ALLOWED ONE 3"x5" FRONT & BACK INDEX CARD

Study tips

REVIEW: to learn, *the who & what*

- (re)read lecture PPTs, textbook, (re)read and (re)write notes, outlines, flashcards, mnemonic devices, etc

APPLY: to use and connect, *the how & why*

- real-life examples, mind-maps, diagrams

TEACH: to instruct

- study with others, communicate, present

Focus on what you're struggling with

Email me questions (esp. content ones!)

Separating the individual from the structure

Stand if you believe you chose to take this class.

This class meets the university requirement for a Integrative Studies class. If the class **did not grant IS credit**, sit if you would not have decided to take this class.

This class may meet a requirement for your major/minor. If the class **did not grant credit for your major/minor**, sit if you would not have decided to take this class.

When you pass this class, you will earn four credits. If there were **no credits for taking this class**, and all you got was the pleasure of sitting in lecture three hours a week with Dr. Prior, plus one hour of recitation with Kitty, please remain standing if you would still have decided to take the class.

Separating the individual from the structure

When seen collectively, your individual choices to take SOC 100 shows *structured social action*!

Of course each of you chose to take this class, and could have made a different choice.

But, most would not have chosen to take the class if not offered the kinds of structured pathways and incentives I mentioned.

Your “free” choices were shaped by **organizational structure**.

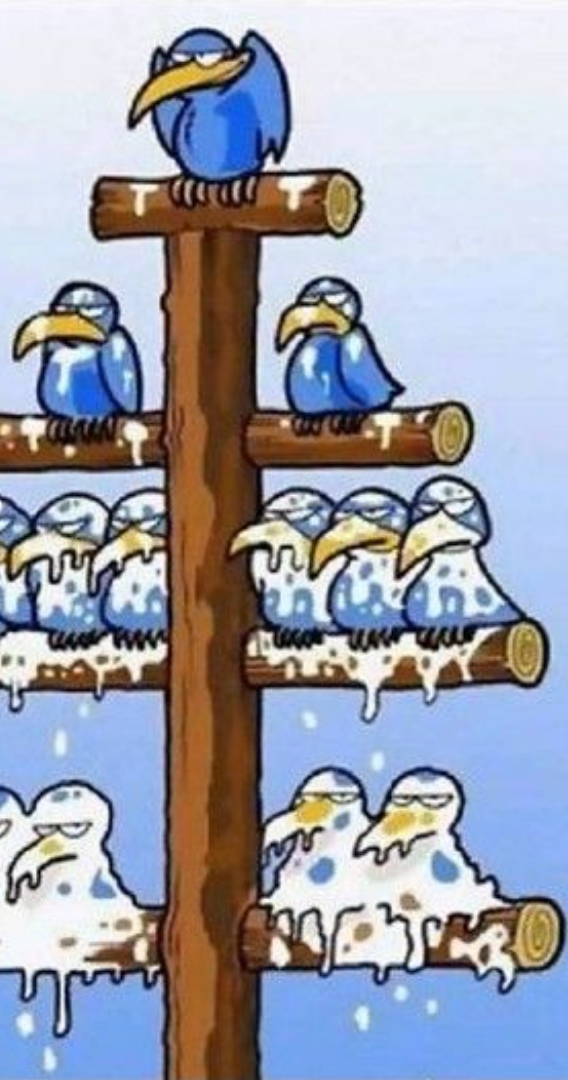
Exercise 1: MSU structure

You'll be investigating MSU's organizational structure. Use laptops to find and map out your organizational charts on the whiteboards with your group:

- MSU Central Administration
- College of Engineering
- Department of Sociology
- College of Human Medicine

Then write names, discuss & answer the questions on your sheet with your group

TURNING IN FOR ATTENDANCE



Exercise 1: MSU structure chat

Is MSU a *bureaucracy*? Why?

What is the relationship between the MSU President and Board of Trustees?

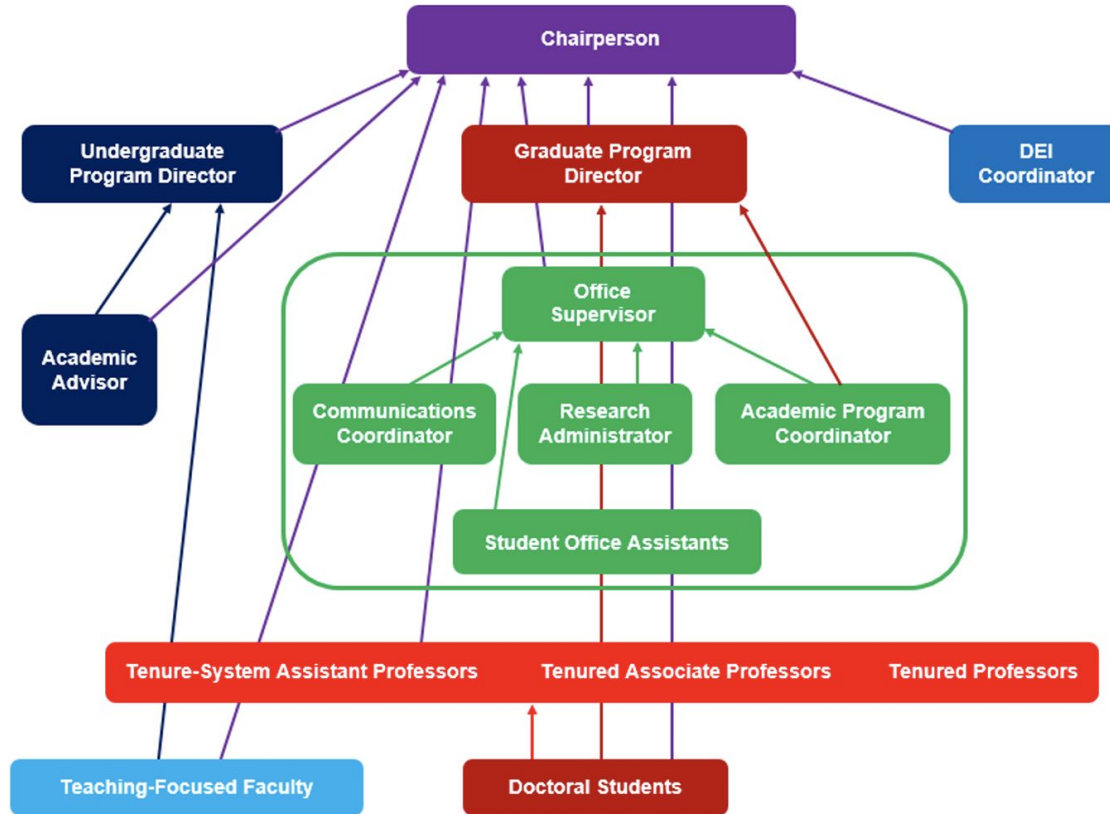
What are the *divisions of labor* within the College of Engineering? The Department of Sociology? College of Human Medicine?

How do ASMSU and RHA enact social change within MSU?

What kind of *ideologies* does MSU socialize us into? Reward? How?

How does our *social position* change how we interact with MSU?





**Have a great & safe spring break
and GOOD LUCK ON YOUR EXAM!**



Sources

Organizational structure exercise

Green, Charles S. 2009. "Structural Change at Your College or University" Pp. 135-138 in *Sociology Through Active Learning: Student Exercises*, 2nd ed., edited by K. McKinney and B. S. Heyl. Los Angeles, CA: Pine Forge Press.

MSU Central Administration

What is the relationship between the Board of Trustees and the President of MSU?

Identify the *divisions of labor* within the MSU central administration.

Is MSU a *bureaucracy*? Why or why not?

MSU College of Engineering

What is the relationship between the Dean of the College of Engineering and Chairpersons?

Identify the *divisions of labor* within the College of Engineering.

Is the College of Engineering a *bureaucracy*? Why or why not?

MSU College of Human Medicine

What is the relationship between departments and institutes to the Dean?

Identify the *divisions of labor* within COM.

Is COM a *bureaucracy*? Why or why not?

MSU Department of Sociology

What is the relationship between the Chairperson of the Department of Sociology and Sociology professors?

Identify the *divisions of labor* within the Department of Sociology.

Is the Department of Sociology a *bureaucracy*? Why or why not?

Associated Students of Michigan State University (ASMSU)

What is the relationship between the President of ASMSU and the General Assembly? How do students enact change?

Identify the *divisions of labor* within ASMSU.

Is ASMSU a *bureaucracy*? Why or why not?

Residence Halls Association (RHA)

What is the relationship between the President of RHA and the General Assembly? How do students enact change?

Identify the *divisions of labor* within RHA.

Is RHA a *bureaucracy*? Why or why not?



Welcome back to SOC 100 Recitation!

Intro. to Sociology 006 & 005

Katrina “Kitty” Groeller, M.A.
(she/hers)

Week 10: Fri. Mar. 15, 2024

Reminders

Today:

- **MOJO #3 due today**
- Life happens
- **Ch. 7 quiz & IQ due by
midnight**

Upcoming:

- Read Wade, Ch. 8, p. 200-227
by Mon

Monograph journal reminders

Nice improvements overall!

Things will move more quickly in the second half of the semester

- MOJO #3 due 3/15 (closes 3/29)
- MOJO #4 due 3/29 (closes 4/12)
- MOJO #5 due 4/12 (closes 4/24 5:45 PM)

GOAL: Finish your monograph

Keep up the good work & routine :)

Exercise 1: Life happens

Review your Family Profile: number of members, income, job(s), living situation, etc - **write names**

Your job today is to:

- Provide members with food, clothing, shelter, and the best possible education,
- Maintain well-being through health care, entertainment, and vacations, and
- Navigate those moments when life happens...

Kitty is life / the government



Exercise 1: Life happens debrief

Tell us about your family - who are its members, what you do for work, income, an average day, what “life” happened

Who found themselves living an economically precarious life? In what ways?

Social mobility: would you be able to get another degree for a “better” job?

How could this activity be further *intersectional*?



Have a great weekend!



Sources

Life happens exercise

Ore, Tracy E. 2015. “Life Happens: A Work, Class & Access to Resources Exercise.”
(<https://web.stcloudstate.edu/teore/Life/LifeHappens.html>)

Due to downsizing, the primary breadwinner in your household loses their job. Unemployment payments, equal to 70% of the original salary, won't be received for three weeks.



Your car needs major repairs, totaling \$850.



Review your budget to see if it is possible to get your car repaired.

A flood has hit your town and you need to evacuate your home for two weeks. There is no room at the emergency shelter.



Make the necessary changes in your budget to account for hotel and food expenses.

A family friend is getting married and would like you and your family to attend the wedding...in Atlanta.



Review your budget to see if you all can attend the wedding (and buy a gift).

Due to extremely cold temperatures your pipes burst in your kitchen.



Make the necessary adjustments to your budget to cover the costs of a plumber.

Due to your failure to pay your bill, the gas company has disconnected your services. It will require \$162.47 to reconnect your service.



Review your budget to see if you can find the necessary funds to do so.

A recent trip to the dentist reveals that a family member will need extensive dental work totaling at least \$350.00.



Review your budget to see if you can afford this expense.

You receive \$2000 for you tax refund!



Make the necessary adjustments to your budget.

Congratulations!



You won \$5,000 in the lottery!!

Make the necessary adjustments to your budget.

Your car breaks down on the highway. You can't get to work.



Make the necessary changes in your budget for increased expenses for car repairs. If you are an hourly wage earner, also include the loss of the day's pay.

Your CD matures!
You gain \$500!



Make the necessary adjustments to your budget.

Your teenage son gets his girlfriend pregnant. You agree to take care of medical and other expenses.



Include in your budget increased expenses for medical care (such as monthly pre-natal visits) as well as the food, clothing and shelter arrangements necessary.

Your child has a bad reaction to mandatory immunizations and needs to be hospitalized.



Include in your budget increased expenses for medical care (a minimum of 2 days in the hospital, a month of prescriptions).

Your child's school band wins a competition that makes them eligible to go to Europe. Each child has to contribute \$1000 in order to be included on the trip.



Review your budget to see if it is possible for your child to go.

Your child's school can't afford basic supplies like paper, pencils, markers, and crayons. You need to purchase \$30.00 worth of school supplies.



A friend needs to borrow \$150 to keep their electricity from being shut off.



Review your budget to see if you can help your friend.

Your child wants to join the travel sports team at school. They will need to pay \$170 in order to participate. You will incur additional costs (gas money, eating out, etc.) as you travel with them.



Review your budget to see if you can afford this expense.

It's your child's birthday and they want to have a party...with plenty of presents!!



Review your budget to see if you can afford this expense.

You go to the casino and lose \$500!



Make the necessary adjustments to your budget.

Your nephew graduates from college!!



Review your budget to see if you can afford a graduation gift.

A bill collector calls, demanding you pay \$175.00 in past due credit card bills. If you don't pay, you will be reported to a collection agency.



Review your budget to see if you can pay this bill.

It's your mom's birthday! You need to buy her a gift!!



Review your budget to see if you can afford this expense.

Because of your hard work you get a bonus!
Your salary increases by 10%



Make the necessary changes to your budget.

Your place of business begins to lose profits.
As a result, you take a 20% cut in pay.



Make the necessary changes to your budget.

Your child wants to get a puppy.



Review your budget to see if you can afford the \$300 in initial vet costs as well as monthly costs for food and pet care.

Your child just made the final cuts for the basketball team at school.



Review your budget to see if you can afford the \$200 for equipment (shoes, uniform, etc.).

After months of dealing with a painful tooth, you visit the dentist and find that you need a root canal and crown.



Review your budget to see if you can afford a \$500 root canal and a \$700 crown. If not, you will need to pay \$50 to have the tooth pulled.

A hail storm damages your car hood and windshield.



Review your budget to see if you can afford to repair the car.

Your car needs new tires.



Review your budget to see if you can afford \$500 for new tires installation.

The metro bus breaks down and you are unable to get to work.



Take a day's worth of pay out of your budget.

Your furnace goes out and it's 25 degrees outside.



Review your budget to see if you can afford \$400 to service the furnace.

Your child's school indicates that your child will do better in school if s/he has access to a home computer.



Review your budget to see in you can afford \$1000 for a new computer and internet service.

Snack Time!

It's your child's turn to bring snacks in for school.



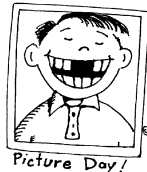
Review your budget to see what you can afford to contribute.

Your childcare provider calls to tell you that they will be closed for two days due to illness.



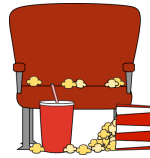
If you are unable to find a suitable alternative, make the necessary changes in your budget for the loss of pay for at least one wage earner.

It's School Picture Day!



Review your budget to see if you can afford the \$45.00 expense.

Your children want to go to the movies to see the latest hit movie.



Review your budget to see if you can afford to bring the whole family.

The primary wage earner in the family slips and falls while shoveling snow.



Include in your budget increased expenses for medical care (1 day in the hospital, a month of prescriptions) as well as the lost time at work.

Your elderly mother is having difficulty living solely on her Social Security benefits and calls to tell you that she needs to borrow \$500.00.



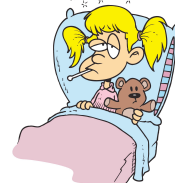
Review your budget to see if you are able to loan her any money.

Your child has been invited to a sleepover birthday party at their best friend's house and is expected to bring a present.



Review your budget to see what you can afford.

Your child is sick and you cannot bring them to daycare.



make the necessary changes in your budget for the loss of pay for at least one wage earner.

Oops...

You forgot to use protection!

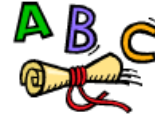
A new member of your family is on the way!

Include in your budget increased expenses for medical care (such as monthly pre-natal visits) as well as the food, clothing and shelter arrangements necessary.



Congratulations!

Your child receives a scholarship to the college of her or his choice!



Make the necessary changes in your budget.

Your building has been slated for demolition.
You must relocate ASAP.



Include in your budget the necessary changes to your budget to account for moving expenses, etc.

Telegram:

Your elderly parents (who both require constant medical care) are coming to live with you.



Include in your budget increased expenses for medical care as well as the food, clothing and shelter arrangements necessary.

Due to your poor diet, your children develop serious medical ailments.



Include in your budget increased expenses for medical care (a minimum of 3 days in the hospital, a month of prescriptions) as well as an improved diet.

Junior needs braces!

Without this orthodontic work, your child will suffer socially as well as physically.



Include in your budget the increased expenses necessary.

Oops...

You've been audited!
You owe \$5,000 in back taxes.



Include in your budget the increased expenses.

The school nurse calls. Your child fell and broke an arm.



Include in your budget the increased cost for medical care.

Cost of Living – Mandatory Monthly Costs

FOOD

Food on sale (lower quality, mostly processed foods, etc):	\$150/individual
Food not on sale (higher quality, fresh vegetables, etc):	\$250/individual

CLOTHING

Buying new and cleaning old:	\$50/individual (minimum)
------------------------------	---------------------------

SHELTER

Renting a 2-bedroom apartment:	\$1,000 (electric not included)
Renting a 3-bedroom apartment:	\$1,300 (electric not included)
Mortgage on a 3-bedroom home:	\$1,200/month (no utilities included) \$1,800 annual property taxes

UTILITIES

Gas/Water	\$200
Electric	\$100
Phone	\$70

TRANSPORTATION

New car payment:	
Lexus RX 350	\$700
Honda Civic Hybrid	\$400
Ford Fusion	\$320
Used car	\$200 (monthly costs for car repair and service) If you have a used car you must also purchase at least one monthly bus pass.
Car Insurance	
Package 1	\$100/month/car, \$500 deductible No coverage for uninsured drivers
Package 2	\$135/month/car, \$250 deductible Uninsured driver coverage
Gas:	\$200/car/month (minimum)
Bus:	\$35/month

EDUCATION

School	
Public High School	Free
Private Catholic High School	\$10,000/year, \$15,000 if not Catholic
Private Boarding High School	\$15,000/year for day student \$35,000/year for boarding student
College Tuition and Fees:	
College Application Fees	\$40.00/college
Public 2-year	\$5,000/year
Public 4-year	\$25,000/year
Private 4-year	\$65,000/year
Ivy League	\$80,000/year
Student Loans	\$200/month

HEALTH INSURANCE

Bronze Plan	\$100/individual, covers 60% of costs
Silver Plan	\$150/individual, covers 70% of costs
Gold Plan	\$300/individual, covers 80% of costs
Platinum Plan	\$400/individual, covers 90% of costs

CHILDCARE

Basic Plan (no activities or educational programs)	\$500/child, +200/additional child
Quality Plan (activities and educational programs)	\$1,000/child; +400/additional child

MISCELLANEOUS PERSONAL AND HOUSEHOLD EXPENSES

Costs for everything from toothpaste to home repairs	\$100/individual
--	------------------

TAXES

\$50/individual

CREDIT CARD BILLS

\$125/month (minimum payment)

OPTIONAL EXPENSES

Cable	\$80/month
Internet	\$75/month
Streaming services	\$10/service/month
Movie night	\$20/adult, \$15/child
Donations (religious organizations, charities)	You determine amount
Personal care (haircuts, cosmetics)	You determine amount
Planet Fitness gym membership	\$10/month
Pet food and care	\$40/month

OTHER COSTS YOU MAY INCUR DUE TO “LIFE HAPPENS” EVENTS

Live-in nurse	\$500/week
Physician (office visit only)	\$75
X-rays and other tests	\$500/xray or test
Hospital stay	\$1,500/day
Prenatal visits	\$300
Braces	\$2,500
Car repairs	\$200
Plumber	\$100/hour (3 hour minimum)
Hotel	\$175/night
Motel	\$95/night
Fancy dinner in a restaurant	\$35/individual
Fast food	\$15/individual

Family Profile #1

Gross Annual Income: \$41,059.20
Net Annual Income: \$35,310.91
Monthly Income: \$2,942.58
Assets: \$0.00

Family Members: 1 Adult Woman, 32
1 Adult Man, 34
1 Girl, 6

Description: Your family lives in an apartment in a small town outside a large metropolitan area. Both adults work full-time for minimum wage with a small employer (\$9.87/hour). Your employers provide no health benefits or vacation time. There is no mass transit available. Your child has a learning disability and requires additional tutoring outside of the public school she attends.

Instructions

1. Identify one person each to serve as:
 - a. “Head of household”: _____
 - b. Notetaker: _____
 - c. Facilitator: _____
 - d. Task master: _____
 - e. Quality of life tracker: _____
2. Calculate your budget:
 - a. Be sure to accommodate all mandatory expenditures
 - b. Consider how your family is preparing for any unexpected expenses
3. During the exercise:
 - a. Each time you receive a *Life Happens* card, consider how the event impacts your budget and do your best to accommodate the event.
 - b. When you get a new card, you can assume that it is a new month (i.e., your just got paid.)
 - c. As your experience different *Life Happens* events, spend some time discussing how the event impacts the quality of life of your family.
 - d. Throughout the exercise, discuss with each other:
 - i. How your family is doing (i.e., quality of life). Are you happy? Stressed out?
 - ii. If your family is “successful” or merely getting by.
 - iii. What, if anything, needs to change to help you all do better?

Notetaking Space

Family Profile #2

Gross Annual Income: \$39,377.00
Net Annual Income: \$27,387.48
Monthly Income: \$2,307.29
Assets: \$0.00

Family Members: 1 Adult Woman, 28
1 Adult Woman, 27
1 Young Adult Man, 18
1 Girl, 10

Description: Your family lives in an apartment in a large metropolitan area. One adult works as a preschool teacher in the local district. She and her 18-year-old son are covered under her employer's insurance program. The other adult recently lost her job as an employee at a major appliance company. There is a metropolitan bus service available. The teenager is applying to go to college. The adult who works as a preschool teacher has a bachelor's degree and thus has a student loan payment in addition to regular monthly bills.

Instructions

1. Identify one person each to serve as:
 - a. "Head of household": _____
 - b. Notetaker: _____
 - c. Facilitator: _____
 - d. Task master: _____
 - e. Quality of life tracker: _____
2. Calculate your budget:
 - a. Be sure to accommodate all mandatory expenditures
 - b. Consider how your family is preparing for any unexpected expenses
3. During the exercise:
 - a. Each time you receive a *Life Happens* card, consider how the event impacts your budget and do your best to accommodate the event.
 - b. When you get a new card, you can assume that it is a new month (i.e., your just got paid.)
 - c. As your experience different *Life Happens* events, spend some time discussing how the event impacts the quality of life of your family.
 - d. Throughout the exercise, discuss with each other:
 - i. How your family is doing (i.e., quality of life). Are you happy? Stressed out?
 - ii. If your family is "successful" or merely getting by.
 - iii. What, if anything, needs to change to help you all do better?

Notetaking Space

Family Profile #3

Gross Annual Income: \$52,000.00
Net Annual Income: \$44,388.00
Monthly Income: \$3,699.00
Assets: \$5,000.000 (non-liquid)

Family Members: 1 Adult Man, 46
1 Adult Woman, 32
1 Young Adult Man, 17
1 Teenage Girl, 14
1 Teenage Boy, 13

Description: Your family lives in a (not yet paid for) house in a small town outside a large metropolitan area. One adult works full time at a refrigerator plant. The other adult works part-time at a catalog warehouse. There is a metropolitan bus service available. The youngest child is autistic and requires an adult be home with him.

Instructions

1. Identify one person each to serve as:
 - a. “Head of household”: _____
 - b. Notetaker: _____
 - c. Facilitator: _____
 - d. Task master: _____
 - e. Quality of life tracker: _____
2. Calculate your budget:
 - a. Be sure to accommodate all mandatory expenditures
 - b. Consider how your family is preparing for any unexpected expenses
3. During the exercise:
 - a. Each time you receive a *Life Happens* card, consider how the event impacts your budget and do your best to accommodate the event.
 - b. When you get a new card, you can assume that it is a new month (i.e., your just got paid.)
 - c. As your experience different *Life Happens* events, spend some time discussing how the event impacts the quality of life of your family.
 - d. Throughout the exercise, discuss with each other:
 - i. How your family is doing (i.e., quality of life). Are you happy? Stressed out?
 - ii. If your family is “successful” or merely getting by.
 - iii. What, if anything, needs to change to help you all do better?

Notetaking Space

Family Profile #4

Gross Annual Income: \$49,242.00
Net Annual Income: \$39,000.000
Monthly Income: \$3,250.00
Assets: \$5,000.000 (non-liquid)

Family Members: 1 Adult Woman, 24
1 Adult Man, 24
1 Girl, 4
1 Boy, 8

Description: Your family lives in a (not yet paid for) house in a large metropolitan area. Both adults work full-time in a small business that you own. Your health insurance is provided through your business. The adult man has an associate's degree, thus has a student loan payment in addition to regular monthly bills.

Instructions

1. Identify one person each to serve as:
 - a. "Head of household": _____
 - b. Notetaker: _____
 - c. Facilitator: _____
 - d. Task master: _____
 - e. Quality of life tracker: _____
2. Calculate your budget:
 - a. Be sure to accommodate all mandatory expenditures
 - b. Consider how your family is preparing for any unexpected expenses
3. During the exercise:
 - a. Each time you receive a *Life Happens* card, consider how the event impacts your budget and do your best to accommodate the event.
 - b. When you get a new card, you can assume that it is a new month (i.e., your just got paid.)
 - c. As your experience different *Life Happens* events, spend some time discussing how the event impacts the quality of life of your family.
 - d. Throughout the exercise, discuss with each other:
 - i. How your family is doing (i.e., quality of life). Are you happy? Stressed out?
 - ii. If your family is "successful" or merely getting by.
 - iii. What, if anything, needs to change to help you all do better?

Notetaking Space

Family Profile #5

Gross Annual Income: \$74,109.00
Net Annual Income: \$57,305.00
Monthly Income: \$4,775.42
Assets: \$0.00

Family Members: 1 Adult Woman, 78
1 Adult Man, 35
1 Adult Man, 30
1 Girl, 12
1 Boy, 10

Description: Your family lives in a 3-bedroom apartment in a suburb of a large metropolitan area. An elderly relative recently moved into the residence. One adult works full-time as a nurse's aide in a nearby hospital. Another adult works full-time as a school security guard. The elderly relative does receive social security benefits. There is a metropolitan bus service available nearby your home. The elderly relative is not available to provide childcare.

Instructions

1. Identify one person each to serve as:
 - a. "Head of household": _____
 - b. Notetaker: _____
 - c. Facilitator: _____
 - d. Task master: _____
 - e. Quality of life tracker: _____
2. Calculate your budget:
 - a. Be sure to accommodate all mandatory expenditures
 - b. Consider how your family is preparing for any unexpected expenses
3. During the exercise:
 - a. Each time you receive a *Life Happens* card, consider how the event impacts your budget and do your best to accommodate the event.
 - b. When you get a new card, you can assume that it is a new month (i.e., your just got paid.)
 - c. As your experience different *Life Happens* events, spend some time discussing how the event impacts the quality of life of your family.
 - d. Throughout the exercise, discuss with each other:
 - i. How your family is doing (i.e., quality of life). Are you happy? Stressed out?
 - ii. If your family is "successful" or merely getting by.
 - iii. What, if anything, needs to change to help you all do better?

Notetaking Space

Family Profile #6

Gross Annual Income: \$60,873.00
Net Annual Income: \$48,000.00
Monthly Income: \$4,000.00
Assets: \$10,000.00 (non-liquid)

Family Members: 1 Adult Man, 45
1 Adult Man, 43
1 Teenage Boy, 16
1 Girl, 12

Description: Your family lives in a (not yet paid for) house in a large metropolitan area. You own two cars, one of which is paid for. Both adults work as public defenders: one full-time and the other part-time. Each employer provides health benefits. Your son is hoping to graduate early from high school and is considering traveling before attending college. Your daughter has a learning disability and requires additional tutoring outside of the public school she attends. Both adults have bachelor's degrees and student loan payments in addition to regular monthly bills.

Instructions

1. Identify one person each to serve as:
 - a. "Head of household": _____
 - b. Notetaker: _____
 - c. Facilitator: _____
 - d. Task master: _____
 - e. Quality of life tracker: _____
2. Calculate your budget:
 - a. Be sure to accommodate all mandatory expenditures
 - b. Consider how your family is preparing for any unexpected expenses
3. During the exercise:
 - a. Each time you receive a *Life Happens* card, consider how the event impacts your budget and do your best to accommodate the event.
 - b. When you get a new card, you can assume that it is a new month (i.e., your just got paid.)
 - c. As your experience different *Life Happens* events, spend some time discussing how the event impacts the quality of life of your family.
 - d. Throughout the exercise, discuss with each other:
 - i. How your family is doing (i.e., quality of life). Are you happy? Stressed out?
 - ii. If your family is "successful" or merely getting by.
 - iii. What, if anything, needs to change to help you all do better?

Notetaking Space



Welcome back to SOC 100 Recitation!

Intro. to Sociology 006 & 005
Katrina “Kitty” Groeller, M.A
(she/hers)
Week 11: Fri. Mar. 22, 2024

Reminders

Today:

- Redlining & spatial analysis
- **Ch. 8 quiz & IQ due by
midnight**

Upcoming:

- Read Wade, Ch. 9, p. 228-257
by Mon
- No in-person class next week
- **MOJO #4 due next recitation**

Promo for SOC summer classes

SESSION ONE May 13- June 27

SOC 100: Intro to Sociology

SOC 214: Social Inequality

SOC 216: Sex, Gender, and Sexuality

SOC 315: Family and Society

SOC 475: Health and Society

ISS 310: People and Environment

Ezgi Karaoglu

Tiffany Williams

Angélica De Jesús

Kitty Groeller

Gerald Nowak

Ben Marley

Promo for SOC summer classes

SESSION TWO July 1-Aug. 15

SOC 100: Introduction to Sociology

Faith Bradley

SOC 215: Race and Ethnicity

Hannah Pierson

SOC 316: Youth and Society

Ereisa Morales

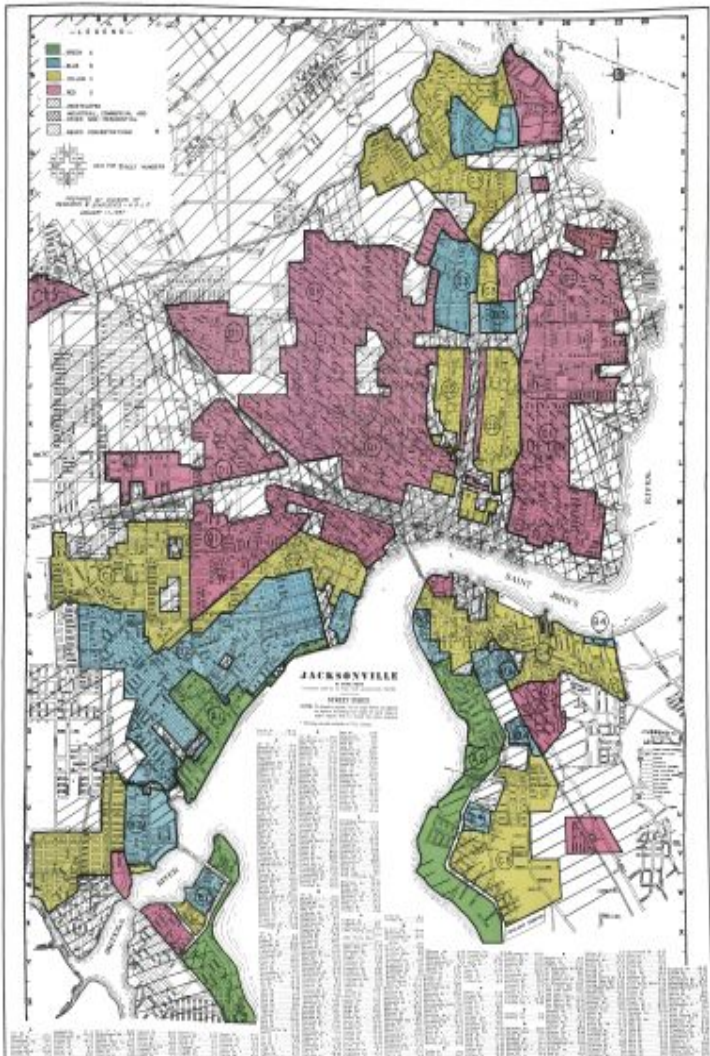
The Sociology Internship Course, SOC 498, for experiential learning, is also available, online, as a full summer session class (overlapping both summer half sessions). For information, please contact Mr. Regan Kania (kania@msu.edu)

Redlining in the U.S.

Redlining is the process of grading neighborhoods based on their “investment risk” pre-WWII

- Difficult-impossible for people in certain areas to access mortgages, homeownership, *intergenerational wealth building!*
- Capital, high-quality resources stayed with native-born white families

These decisions by lenders (HOLC) grew out of New Deal legislation



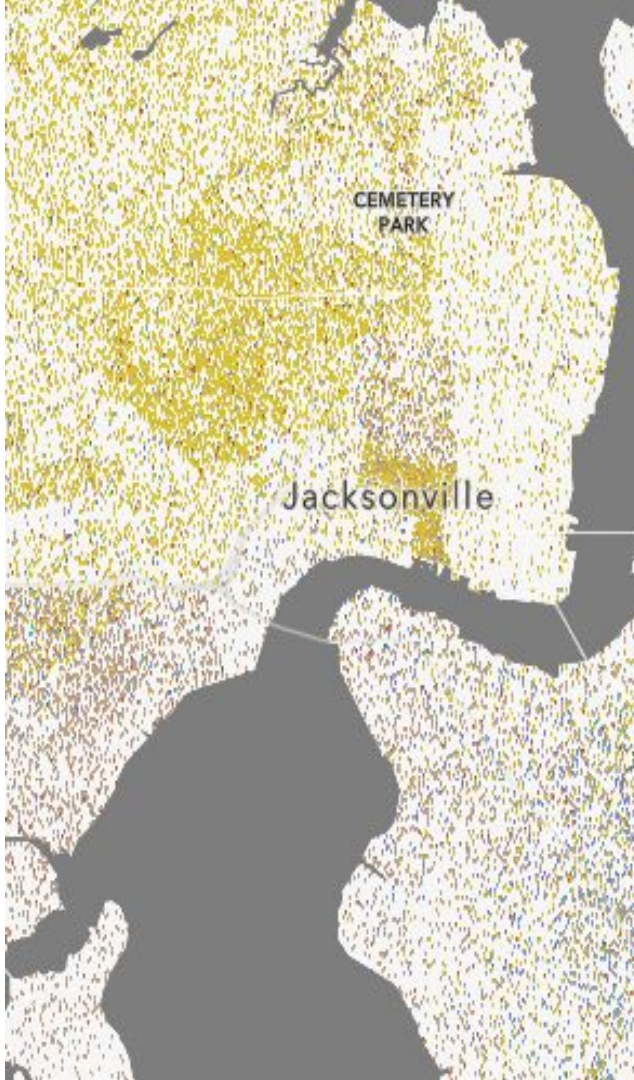
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Indigenous
Asian
Black
Hispanic/
Latino
Pacific
Islander
Other race
2+ races
White



Redlining in the U.S.

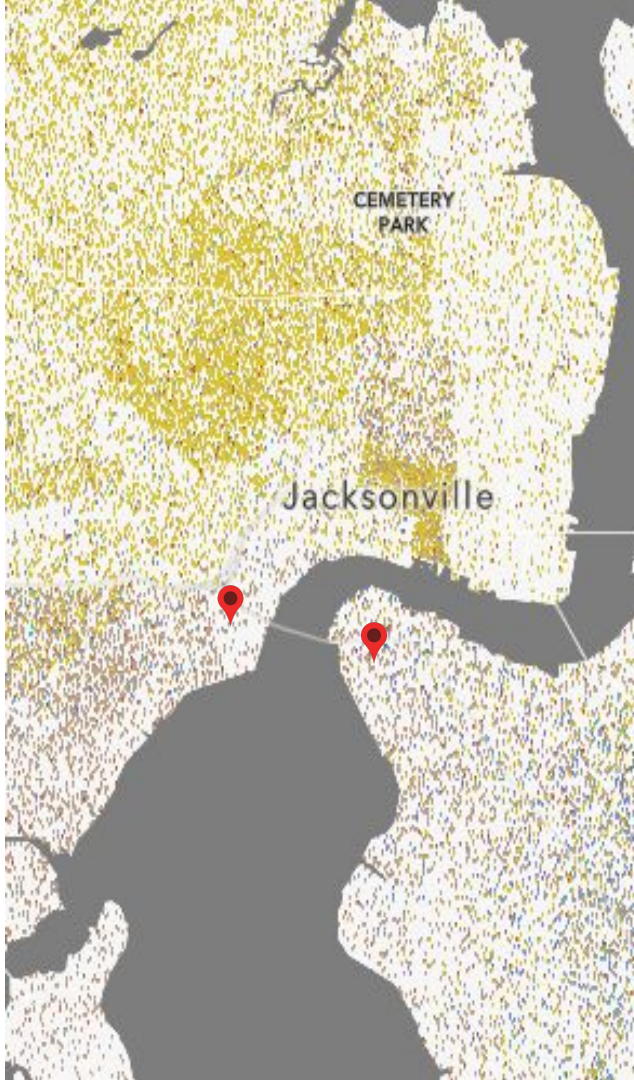
Redlining is the process of grading neighborhoods based on their “investment risk” pre-WWII

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These decisions by lenders (HOLC) grew out of New Deal legislation

Indigenous
Asian
Black
Hispanic/
Latino
Pacific
Islander
Other race
2+ races
White

Publix



Exercise 1: Spatial analysis

Getting together..

Open up the following on your laptops from our D2L:

- Mapping Inequality redlining map
- 2020 Census Racial Dot Map
- Google Maps

Your job today is to explore the long-term effects of redlining: namely residential segregation and resource distribution.

- How does redlining shape present-day lives?

Exercise 1: Spatial analysis debrief

Chat with your partner:

Did you anticipate your city to be more or less segregated than what it was in reality?

What language is used to describe the A, B, C, and D-grade areas?

Does this language reinforce specific class or race-based *ideologies*? How?

Did you find an inequitable resource distribution or *desert*?

Does capitalism play a role in where grocery stores, healthcare, daycares, and green spaces are located? How?

Have a great weekend!



Sources

Spatial analysis exercise

Groeller

Spatial Analysis of Redlining in the United States

Your job today is to explore the long-term effects of redlining, namely residential segregation and resource distribution in:

Find your city on each of the following:

1. Mapping Inequality: dsl.richmond.edu/panorama/redlining
2. Race and Ethnicity in the US by Dot Density (2020 Census): bit.ly/3fvQF3N
3. Google Maps: maps.google.com

Investigate your Mapping Inequality redlining map by selecting specific areas and opening up their scans.

1. What language is used to describe A-grade “Best” areas and their population?
2. What language is used to describe B-grade “Still Desirable” areas and their population?
3. What language is used to describe C-grade “Definitely Declining” areas and their population?
4. What language is used to describe D-grade “Hazardous” areas and their population?

Compare the Mapping Inequality redlining map and the 2020 Census Racial Dot Map

1. Does the historic redlining map of your city closely resemble the 2020 racial dot map? Why or why not?
2. Did you anticipate your city to be more or less segregated than it was? Why or why not?

Now, investigate *at least one* of the following resources and their distribution by comparing A-grade areas vs. D-grade areas across Mapping Inequality, the Racial Dot Map, and Google Maps.

Grocery stores

Healthcare

Daycares

Green spaces



Welcome back to SOC 100 Recitation!

Intro. to Sociology 006 & 005

Katrina “Kitty” Groeller, M.A
(she/hers)

Week 12: Fri. Mar. 29, 2024

Reminders

Today:

- **MOJO #4 due today**
- Children’s literature
- **Ch. 9 quiz & IQ due by
midnight**

Upcoming:

- Read Wade, Ch. 10 & 11, p.
259-311 by Mon

Socialization, children's lit, & gender

Remember, *socialization* is a lifelong process where we learn how to become members of society, cultures, and even our identities

Children's literature acts as both a *mirror* and a *window* for young kids & us (Sims Bishop 1990)

- *Mirrors* shows readers in stories
- *Windows* shows readers other lives, ways of knowing and being

In your groups today, you'll be reading both *The Giving Tree* and *Where The Wild Things Are!*



Giving Tree

Take turns reading *Giving Tree*, then discuss:

- What do you make of the orientation of the book (“the giving tree,” rather than “the taking human”)?
- What’s the role of the Tree’s pronouns (she/her)?
- Who actually can give until they have nothing more? Is this portrayal realistic?
- Do you conceptualise the Tree as a mother and/or a lover, or neither? Why?

Wild Things

Take turns reading *Wild Things*, then discuss:

- What is the text telling us about gender roles?
- What can the text socialize kids about masculinity/ being a boy?
- What do you make of the fact that Max’s mother is heard but never seen?
- What do you think the text teaches kids about what ‘being a man’ is?

Giving Tree & Wild Things debrief

In your groups, take a couple minutes, think of one (1) thing you'd change to address concerns about gender in your book. What did you change and why?

What did you learn about the gender roles kids are normalized into via children's literature?

What is the connection between children's literature and agents of socialization?

Why are windows and mirrors important in children's literature?

WRITE THESE UP ON A PAPER W/NAMES & BE PREPARED TO SHARE!

Have a great weekend!



Sources

Children's literature exercise

Chong, Kyle. 2023. "Children's literature and gender socialization."



Welcome back to SOC 100 Recitation!

Intro. to Sociology 006 & 005
Katrina “Kitty” Groeller, M.A
(she/hers)
Week 13: Fri. Apr. 5, 2024

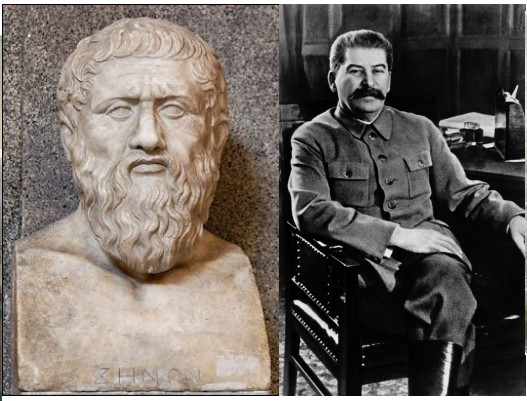
Reminders

Today:

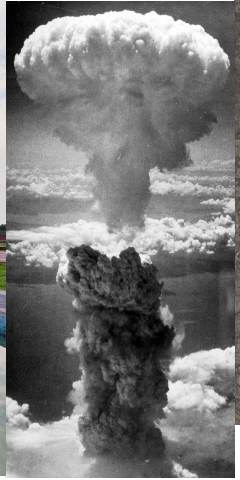
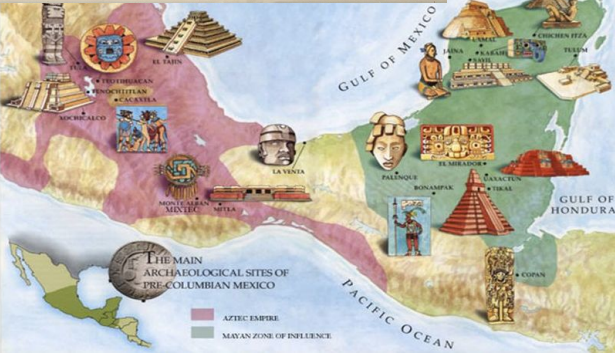
- Reacting to the past
- **Ch. 10 & 11 quiz & IQ due by midnight**

Upcoming:

- Read Wade, Ch. 12, p. 312-341 by Mon
- **MOJO #5 due next recitation**



What is history?



Reacting to the past

Pull out a laptop and open up *Making History: The Breakup* link from this week's folder on D2L

Select your group (1 through 4)

Follow the prompts!

Write hypotheses supported by the **evidence** you come across



Reacting to the past debrief

So, why did Criss and Alex break up?

Why do we want to know?

Consider your own experiences with relationships - did this color your interpretation(s) of evidence? Their sources?

How does our sociological understanding of *power* problematize what sources are “reliable” or “objective”?

Where does *standing* and *frame* apply?



Have a great weekend!



Sources

Reacting to the past exercise

Cowan, Aaron. “Making History: The Breakup.”
(<https://makinghistorygame.aaronbcowan.com/>)

Proctor, Nicholas W. “Making History: The Breakup Microgame.” *Reacting Consortium*. (<https://reactingconsortium.org/games/makinghistory#Details>)



Welcome back to SOC 100 Recitation!

Intro. to Sociology 006 & 005

Katrina “Kitty” Groeller, M.A
(she/hers)

Week 14: Fri. Apr. 12, 2024

Reminders

Today:

- Apr. 5 attendance due
- MOJO #5 due today
- Community organizing
- Ch. 12 quiz & IQ due by
midnight

Upcoming:

- Do SPLS pls & ty!
- Read Wade, Conclusion &
Appendices, p. 342-A22 by Mon

Exercise 1: Community organizing

Today, you will act as a community organizer who desires to address the dire conditions of a neighborhood.

- Rank order your social problems you wish to address
- Decide which *repertoires of contention* you will use to spread your message
- Solve the *collective action problem*

Afterwards, each group will take turns presenting their social issues of primary concern, networks, resources, slogans and plans of action at our community meeting!

- Try to gain others' support

Have a great weekend!



Sources

Community organizing exercise

Alsup, Amy. 2009. "Community Organizing and Social Change." *Contexts* 8(1) (<https://thesocietypages.org/teaching/2010/05/13/community-organizing-and-social-change/>).

Community organizing

Names:

You live in a large urban neighborhood in Townsville that is strongly stratified by class. The houses on the West side are quite dilapidated, crime is rampant, vital businesses and jobs are scarce, and the neighborhood is in need of revitalization. Most people in this section of the neighborhood live below the poverty line. The East side of the neighborhood is more affluent, with many businesses within walking distance, minimal crime, and there is a Neighborhood Watch program in place.

Recently, the local news media has exposed an upsurge in crime in the entire neighborhood. A housing crisis is occurring, drug use in the community is extensive and progressively visible, and the school district is in shambles after dropout rates have surged and teacher retention has dwindled. Community members from both the West and East side of the neighborhood have expressed concern about the state of their community. There is a neighborhood organization in place; but all regular members are upper-middle class, and most neighborhood projects focus on beautifying the East side.

People from the West side have expressed frustration about their lack of status in community operations. The local government representatives are considering a community policing program in the community or to explore other options. The housing crisis is becoming a wide-scale dilemma, now affecting the middle class and not simply impoverished community members. All families are concerned about poor resources in their schools and the lack of quality educators. The existing neighborhood group now realizes that they have a crucial role in rallying ALL community members to address the various problems facing the community, and they must come up with some solutions before the upcoming community meeting.

List the social problems in the order in which you will address them. (There are 10 spaces, but if you identify more or less than this, feel free to add or subtract spaces).

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

2. Why did you decide to address social problems in this order? Explain your rationale for choosing the first and last social problem. Why does is the first top priority? Why is the last lowest priority?

3. Use the back pages of these sheets and markers to create slogans to generate support for your cause. List the slogans you use in the space below.

4. Why did you choose these slogans? Do they appeal to emotions, humor, or moral shocks?

5. Which *repertoires of contention* will you use to spread your message? Will your tactics center on protest, direct action, education, garnering media attention or a combination of these? Did your group choose strategies and tactics within or outside of societal norms and institutionalized means? Were tactics legal or illegal?

6. How will you solve the *collective action problem*? With which organizations, community groups, social movements, and politicians will you align? Which groups will you oppose? Name movement resources (ie: networks, affiliated organizations, money sources, and advocates) from which you will draw.



Welcome back to SOC 100 Recitation!

Intro. to Sociology 006 & 005
Katrina “Kitty” Groeller, M.A
(she/hers)
Week 15: Fri. Apr. 19, 2024

Reminders

Today:

- Review for Final Exam
- **Appendix IQ due by midnight**

Upcoming:

- **FINAL EXAM NEXT WEDS**
- **MOJO #5 due late before final exam**

Refresher on Final Exam info

Details, logistics

Final Exam: Wednesday, April 24 in-person in 100 Vet Med from 5:45-7:45 PM

Content: Everything, cumulative, more on post Exam 2

Questions: 100: multiple choice, true-false

Grading: 100 points total (~17% of grade)

Arrive EARLY! Starting promptly at 5:45 PM

ALLOWED ONE 3x5" INDEX CARD

Bring #2 pencil(s), eraser(s), PHYSICAL student ID

Study tips

REVIEW: to learn, *the who & what*

- (re)read lecture PPTs, textbook, (re)read and (re)write notes, outlines, flashcards, mnemonic devices, etc

APPLY: to use and connect, *the how & why*

- real-life examples, mind-maps, diagrams

TEACH: to instruct

- study with others, communicate, present

Focus on what you're struggling with

Email me questions (esp. content ones!)

Surviving (thriving?) during finals week

Organization and tools

- Have easy access to notes, readings, slides, previous assignments, other docs
- Double and triple-check days, times, locations, and formats of final exams

Atmosphere & focus

- Make your phone screen greyscale so it's less distracting
- Pomodoro method: 25min study/5min break or 50min study/10min break
- Change up your study location
- Listen to a study playlist



Mental & physical health

- Meal prep easy foods, schedule eating time, have good snacks
- Take (real) breaks and get your body moving
- Don't pull all nighters, *really*, it's horrible for your brain and your morale

WELCOME TO INTRO SOCIOLOGY

The word "JEOPARDY!" is written in a large, metallic, 3D-style font. The letters are silver with a blue-to-purple gradient. The background is a vibrant, abstract space-themed scene with purple, pink, and orange hues, featuring glowing lines and a grid pattern on the floor.

JEOPARDY!

GRAB PENCIL, WRITE NAMES ON THE SHEET



Concepts

Theories

Methods

Sociologists

100

100

100

100

200

200

200

200

300

300

300

300

400

400

400

400

FINAL JEOPARDY

Concepts for 100

**THIS IS A PRODUCT OF
HUMAN INTERACTION WITH
COERCIVE POWER**



Concepts for 200

**FAMILIES, SCHOOLS, MASS
MEDIA, PEERS, AND RELIGION
ARE ALL EXAMPLES OF THIS**



Concepts for 300

**IDEAS AND PRACTICES MAKE
UP THIS THING**



Concepts for 400

**THIS IS A COMPELLING
ASSERTION THAT SOMETHING
IS A CASE OF A PARTICULAR
THING**

Theories for 100

**THIS THEORY SEES SOCIETY
AS A BODY WITH ALL PARTS
WORKING TOGETHER**



Theories for 200

**THERE ARE FIVE
RATIONALIZATIONS IN THIS
THEORY**



Theories for 300

**THIS THEORY IS RELATED TO
COUNTRY CLUBS, PRIVATE
SCHOOLS, AND SECRET
SOCIETIES**



Theories for 400

**WE BEGIN DEVELOPING THIS
THEORY AS BABIES**



Methods for 100

**THIS METHOD IS MOST
ASSOCIATED WITH WRITING
“FIELD NOTES” WHILE IN THE
“FIELD”**



Methods for 200

**THIS METHOD IS USUALLY
“OPEN-ENDED”**

Methods for 300

**GENERALIZABILITY IS A MAIN
CONCERN OF THIS METHOD**



Methods for 400

**THIS METHOD STATISTICALLY
JOINS A POOL OF MANY
OTHER STUDIES TO
AGGREGATE RESULTS**

Sociologists for 100

**CAPITALISM MAKES CLASS
INEQUALITY WORSE
ACCORDING TO THIS
GERMAN SOCIOLOGIST**



Sociologists for 200

**THIS SOCIOLOGIST, THE
MOTHER OF BLACK FEMINISM,
IDENTIFIED
INTERSECTIONALITY, BUT
DIDN'T NAME IT**



Sociologists for 300

**DEVIANCE IS SOCIAL RATHER
THAN BIOLOGICAL
ACCORDING TO THIS
JAZZ-PLAYING SOCIOLOGIST**



Sociologists for 400

**THIS SOCIOLOGIST USES
SYMBOLIC INTERACTIONISM
TO STUDY OUR REACTIONS
TO CLIMATE CHANGE**



FINAL JEOPARDY

**THIS IS AN EFFORT BY
MEMBERS IN A GROUP TO HELP
OTHER MEMBERS RECOGNIZE
THEIR GRIEVANCES ARE NOT
ONLY PERSONAL**

FINAL JEOPARDY RUNOFF!

**SYSTEMATICALLY COLLECTED SETS OF
EMPIRICAL OBSERVATIONS IS THIS**

**THIS SOCIOLOGIST LIKED TO PLAY
TIC-TAC-TOE TO STUDY SOCIAL RULES**

**SOCIAL CONSTRUCTS AND THEIR
MEANINGS FORM THIS**

Some last words from me

THANK YOU for being such a great class

- It means more than you think :)

Feel free to connect with me & reach out if needed

Best of luck in your future endeavors!!

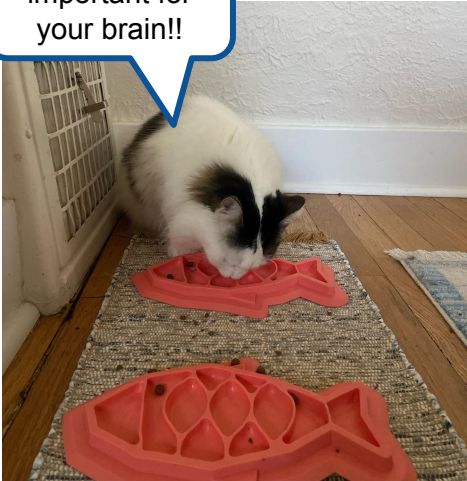


Katrina "Kitty" Groeller, M.A.  (She/Her)
Sociology Doctoral Candidate | College Access & Higher Education
East Lansing, Michigan, United States · [Contact info](#)
450 connections

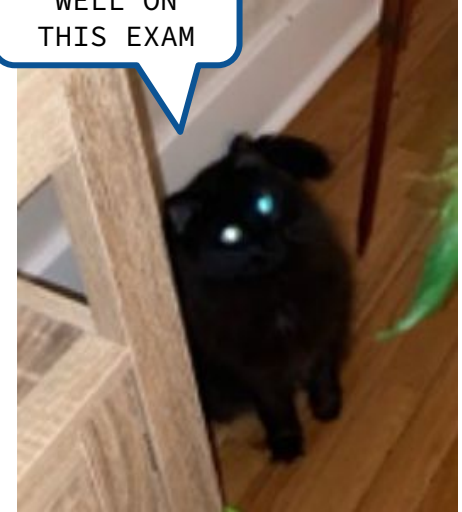
 Michigan State University

GOOD LUCK on your final exam(s) & H.A.G.S.!!!

Eating well is important for your brain!!



YOU WILL DO WELL ON THIS EXAM



Sources

Jeopardy exercise

Jeopardy



Concepts

SOCIAL FACT

**AGENTS OF
SOCIALIZATION**

**SOCIAL
INSTITUTION**

FRAME

Theories

FUNCTIONALIST

NEUTRALIZATION

**ELITE THEORY
OF POWER**

**THEORY OF
MIND**

Methods

ETHNOGRAPHY

INTERVIEW

SURVEY

**META-
ANALYSES**

Sociologists

KARL MARX

**ANNA JULIA
COOPER**

**HOWARD
BECKER**

**KARI MARIE
NORGAARD**

FINAL JEOPARDY

CONSCIOUSNESS-RAISING

FINAL JEOPARDY RUNOFF!

DATA

HAROLD GARFINKEL

SYMBOLIC STRUCTURE

Sociology jeopardy

Names:

Concepts	Theories	Methods	Sociologists
100	100	100	100
200	200	200	200
300	300	300	300
400	400	400	400

FINAL JEOPARDY

BET: _____