

Welcome to SOCI 1 – Introduction to Sociology

*Instructor: Mr. Jacobs
Email: jjacobs@bcconline.com*

A fully accredited course offered by Barstow College

Lesson Seven

LECTURE - WEEK 7

Please review the following video clips by clicking the following links:

[Education and Financial Success](#)

[Home Schooling](#)

[History of Religion in America](#)

[Religion and Politics](#)

[Economics of the African-American Family](#)

[Government, Business and Family Policy](#)

Assignment: Research Project. See below and the Course web-page.

This week we will explore chapter 13, Education and Religion, and Chapter 14, Government and the Economy

REVIEW THE AUTHOR'S AUDIO INTRODUCTIONS ON THE ONLINE LEARNING CENTER FOR EACH OF THESE CHAPTERS

EDUCATION AND RELIGION



EDUCATION:

Think back to your years in school: What do you think is the primary purpose of education from a sociological perspective? Is it knowledge transmission, socialization or social skills development, cultural transmission, social control? Clearly, all of these are elements.

Functionalist Perspective:

Socialization-

Schools teach social skills. Much of a teacher's time is devoted to helping students learn to get along with each other and learn society's codes of behavior. Do you recall how your school taught social skills; how your teachers taught you these skills? I recall having teachers who were very understanding and supportive and, on the other hand teachers who were very stern! I recall, vividly one teacher who had the reputation of being able to stop any fight. I once saw her in action when a fight broke out between two male students at

my high school. She simply went directing into the crowd. The students in the crowd just "melted" when she came through. She walked right up to the two, grabbed them both by the arm and "took them away." I know times have changed, and her actions might not be as safe as they were back then, but, I think she could still stop almost anything!!

Cultural Transmission-

Schools teach the mores, values, attitudes of the society. This includes the system of government, laws, and the general tenets of our society. We are taught the values of the general culture, not necessarily of our own reference group or how we fit into the general society. In other words, schools tend to teach us to become "all the same," and subcultural identity tends to be "down played." How did your own experiences with the educational system strengthen or weaken your own subcultural identity?

One concern regarding the transmission of cultural values is whose values are to be transmitted. Political pressure may "move" curriculum toward specific views, not necessarily held by the majority. This may include, for example, teaching (or not teaching) of specific theories or the banning of books. One book that has been most challenged is J. D. Salinger's *The Catcher in the Rye*. In some communities, the

teaching of Evolutionary Theory has come under fire. The most famous trial challenging the theory of evolution in schools was the Scopes Monkey Trial: <http://xroads.virginia.edu/~UG97/inherit/1925home.html>.

Is it appropriate for one segment of a community to determine what another segment will be taught, or required to learn? I have already noted that I grew up in Chicago. The community was very mixed, by religion, ethnicity, and race. Back then, in public school, we did not celebrate the Holidays, we celebrated Christmas. It did not matter that at the school there were Jews, Asians, and Moslems, in addition to Christians. I remember our home room teacher, who was also one of the music teachers, requiring all of us to stand around the piano as she belted out Christmas Carols. Everyone was required to sing or ?? Oh, this was freshman year high school. Do you think this was appropriate? This reminds me of the recent discussions of whether the Pledge of Allegiance should include the phrase, "under god."

http://www.undergodprocon.org/?gclid=CNmh_bz80oECFTQnGAodEG0Vfw

Academic Skills-

Obviously, one of the major tasks of the institution of education is the teaching of academics. American children appear to be behind those of other countries. My wife grew up in the Soviet Union. Her description of her education, there, echoes the research.

More recently President Bush stressed "No child left Behind." Have we made any progress?

Conflict Perspective:

Social Control-

Through the process of learning basic rules of behavior, schools become agents of social control. Schools teach conformity- rules of behavior and decorum, rules of composition, rules of "painting" (sky's are blue, grass is green, etc).

Equality-

In a society such as ours, public education should be equal. All students should have equal access to the educational process and equal access to educational resources. Research clearly indicates, however, that our system is not equal. The resources of suburban schools far outweigh those of the inner city. Urban educational environments generally have more resources than rural educational systems. Kozol contends, "the country has established two separate and unequal school systems, divided by class and race, with the gap between them growing larger each year." <http://www.academic.marist.edu/faculty/modele/old/juli.htm>

<http://www.ncrel.org/policy/pubs/html/piv013/dec2002b.htm>

<http://www.pbs.org/makingschoolswork/11/why-reform.html>

Can a society such as our "afford" this type of approach to education? How long can/should we endure the perpetuation of an undereducated, underemployed class in our society? History clearly demonstrates that social unrest can occur among those without access to resources. Can this happen to us?

Violence in the School

When I was going to school about the only violence that happened in schools was the occasional fist fight. Even in the inner city schools there were few eruptions of violence and these tended to be isolated and "minor." Now, violence can erupt anywhere. My children went to school in the 70's and 80's. I think I would be very scared, now, if I had children in school. Metal detectors are becoming more common place. "Colors" are being banned. Locker searchers are a given. Security personnel are ever present.

Emotionally disturbed youth are taking their anger out on their peers.

Although violence in schools initially was perceived as an inner city problem, as recent event has demonstrated, no schools are immune.

http://whyfiles.org/065school_violence/

http://712educators.about.com/cs/schoolviolence/a/schoolviolence_2.htm.

EDUCATION SPENDING BY STATE:

Statistics for the school year 2005-2006 indicate that California ranked 16th in per student spending for education.

<http://www.ppiny.org/reports/jtf/educationspending.htm>

Per-capita state and local education spending

Rank, total spending	State	Total per-capita spending on education	Rank, per-capita higher ed spending	Per-capita higher ed spending	Rank, per-capita elementary and secondary spending	Per-capita elementary and secondary spending
1	Alaska	\$ 3,666	10	\$ 864	1	\$ 2,682
2	Wyoming	\$ 3,287	5	\$ 956	4	\$ 2,207
3	Vermont	\$ 3,252	1	\$ 1,066	6	\$ 1,995

4	New Jersey	\$ 3,185	39	\$ 562	2	\$ 2,512
5	Delaware	\$ 3,100	3	\$ 1,011	7	\$ 1,894
6	NEW YORK	\$ 2,962	46	\$ 506	3	\$ 2,354
7	Connecticut	\$ 2,833	34	\$ 606	5	\$ 2,085
8	New Mexico	\$ 2,669	4	\$ 958	24	\$ 1,564
9	Massachusetts	\$ 2,645	42	\$ 551	9	\$ 1,803
10	North Dakota	\$ 2,619	2	\$ 1,041	31	\$ 1,492
11	Iowa	\$ 2,609	7	\$ 927	25	\$ 1,563
12	Michigan	\$ 2,609	11	\$ 822	17	\$ 1,707
13	Wisconsin	\$ 2,580	14	\$ 813	18	\$ 1,680
14	Maryland	\$ 2,563	20	\$ 721	14	\$ 1,731
15	Rhode Island	\$ 2,538	40	\$ 559	8	\$ 1,833
16	California	\$ 2,534	27	\$ 668	10	\$ 1,759
17	Pennsylvania	\$ 2,527	44	\$ 534	11	\$ 1,744
18	Minnesota	\$ 2,527	29	\$ 658	15	\$ 1,722
19	Virginia	\$ 2,518	22	\$ 697	16	\$ 1,721
20	Ohio	\$ 2,505	32	\$ 621	13	\$ 1,732
21	Nebraska	\$ 2,459	12	\$ 821	28	\$ 1,541
22	South Carolina	\$ 2,445	31	\$ 649	23	\$ 1,606
23	Kansas	\$ 2,437	9	\$ 875	33	\$ 1,490
24	Washington	\$ 2,400	16	\$ 742	32	\$ 1,492
25	New Hampshire	\$ 2,386	36	\$ 579	12	\$ 1,739
26	Texas	\$ 2,384	28	\$ 665	20	\$ 1,641
27	Alabama	\$ 2,372	13	\$ 814	39	\$ 1,425
28	Indiana	\$ 2,357	24	\$ 685	27	\$ 1,548
29	West Virginia	\$ 2,354	23	\$ 692	36	\$ 1,432
30	Utah	\$ 2,328	6	\$ 935	46	\$ 1,290
31	Colorado	\$ 2,301	26	\$ 668	26	\$ 1,561
32	Illinois	\$ 2,295	37	\$ 578	21	\$ 1,612
33	Montana	\$ 2,287	21	\$ 708	37	\$ 1,431
34	Georgia	\$ 2,274	47	\$ 484	19	\$ 1,645
35	Arkansas	\$ 2,271	25	\$ 678	34	\$ 1,470
36	Maine	\$ 2,269	43	\$ 541	22	\$ 1,612
37	Hawaii	\$ 2,266	19	\$ 728	30	\$ 1,507
38	North Carolina	\$ 2,254	8	\$ 888	44	\$ 1,299
39	Oregon	\$ 2,253	15	\$ 796	41	\$ 1,391
40	Oklahoma	\$ 2,243	17	\$ 735	40	\$ 1,402
41	Mississippi	\$ 2,209	18	\$ 732	43	\$ 1,373
42	Louisiana	\$ 2,129	38	\$ 572	42	\$ 1,391
43	Kentucky	\$ 2,069	30	\$ 654	49	\$ 1,232
44	Nevada	\$ 2,055	49	\$ 470	29	\$ 1,526
45	Missouri	\$ 2,043	45	\$ 529	38	\$ 1,426
46	South Dakota	\$ 1,968	41	\$ 555	45	\$ 1,293
47	Idaho	\$ 1,961	33	\$ 607	47	\$ 1,266
48	Florida	\$ 1,954	50	\$ 412	35	\$ 1,438
49	Arizona	\$ 1,914	35	\$ 580	48	\$ 1,255
50	Tennessee	\$ 1,805	48	\$ 472	50	\$ 1,224
United States Total		\$ 2,431		\$ 640		\$ 1,672
NYS +/- U.S.		22%		-21%		41%

Source: [Public Policy Institute Analysis of Census Bureau State and Local Government Finances: 2005-06](#)

Yet, another website indicates that California is much further behind:

<http://blog.bestandworststates.com/2009/01/29/state-rankings-on-education-spending.aspx>

State	Per-pupil expenditures, adjusted for regional cost differences (2005-06)	RANK
Vermont	\$15,139	1
Wyoming	\$14,126	2
New Jersey	\$13,238	3
New York	\$13,064	4
Maine	\$12,985	5
Rhode Island	\$12,478	6
Alaska	\$12,090	7
Connecticut	\$11,885	8
Montana	\$11,660	9
Massachusetts	\$11,545	10
Delaware	\$11,426	11
Pennsylvania	\$11,252	12
District of Columbia	\$11,193	13
New Hampshire	\$11,169	14
West Virginia	\$11,150	15
Nebraska	\$11,023	16
North Dakota	\$10,885	17

North Carolina	\$10,089	17
Wisconsin	\$10,529	18
Hawaii	\$10,426	19
South Dakota	\$10,223	20
Kansas	\$10,216	21
Ohio	\$10,119	22
Maryland	\$10,088	23
Indiana	\$10,053	24
Iowa	\$9,977	25
Michigan	\$9,809	26
Louisiana	\$9,787	27
Arkansas	\$9,756	28
New Mexico	\$9,525	29
Minnesota	\$9,476	30
Oregon	\$9,460	31
Missouri	\$9,146	32
South Carolina	\$9,008	33
Illinois	\$8,829	34
Alabama	\$8,769	35
Georgia	\$8,754	36
Virginia	\$8,725	37
Kentucky	\$8,681	38
Mississippi	\$8,635	39
Colorado	\$8,514	40
Florida	\$8,437	41
Oklahoma	\$8,255	42
Idaho	\$8,034	43
North Carolina	\$7,835	44
Washington	\$7,688	45
Tennessee	\$7,620	46
California	\$7,571	47
Texas	\$7,561	48
Nevada	\$7,213	49
Arizona	\$7,112	50
Utah	\$5,964	51
U.S.	\$9,963	

SOURCE: EPE Research Center, 2009. Analysis of data from the National Center for Education Statistics, U.S. Department of Education.

Who would have thought that California ranks so low?



Religion

Definitions:

Religion: a system of beliefs, practices, and philosophical values shared by a group of people; it defines the sacred, helps explain life, and offers salvation from the problems of human existence

Sacred: things that are awe inspiring and knowable only through extraordinary experiences

Rituals: patterns of behavior or practices that are related to the sacred

Prayer: a means for individuals to address or communicate with supernatural beings or forces

Schaefer presents Table 13.1 listing the major world religions (p. 313.)

Faith	Current Following, in Millions (and Percentage of World Population)	Primary Location of Followers Today	Founder (and Approximate Birth Date)	Important Texts (and Holy Sites)
Buddhism	379 (5.9%)	Southeast Asia, Mongolia, Tibet	Gautama Siddhartha (563 B.C.)	Triptaka (areas in Nepal)
Christianity	2,133 (33.1%)	Europe, North America, South America	Jesus (6 B.C.)	Bible (Jerusalem, Rome)
Hinduism	860 (13.3%)	India, Indian communities overseas	No specific founder (1500 B.C.)	Sruti and Smrti texts (seven sacred cities, including Vavansi)
Islam	1,309 (20.3%)	Middle East, Central Asia, North Africa, Indonesia	Mohammad (A.D. 570)	Qur'an, or Koran (Mecca, Medina, Jerusalem)
Judaism	15 (0.2%)	Israel, United States, France, Russia	Abraham (2000 B.C.)	Torah, Talmud (Jerusalem)

Demographics:

Another good source for demographic information about the world religions is, www.adherents.com.

Top Twenty Religions in the United States, 2001

Religion	1990 Est. Adult Pop.	2001 Est. Adult Pop.	% of U.S. Pop., 2000	% Change 1990 - 2000
Christianity	151,225,000	159,030,000	76.5%	+5%
Nonreligious/Secular	13,116,000	27,539,000	13.2%	+110%
Judaism	3,137,000	2,831,000	1.3%	-10%
Islam	527,000	1,104,000	0.5%	+109%
Buddhism	401,000	1,082,000	0.5%	+170%
Agnostic	1,186,000	991,000	0.5%	-16%
Atheist		902,000	0.4%	
Hinduism	227,000	766,000	0.4%	+237%
Unitarian Universalist	502,000	629,000	0.3%	+25%
Wiccan/Pagan/Druid		307,000	0.1%	
Spiritualist		116,000		
Native American Religion	47,000	103,000		+119%
Baha'i	28,000	84,000		+200%
New Age	20,000	68,000		+240%
Sikhism	13,000	57,000		+338%
Scientology	45,000	55,000		+22%
Humanist	29,000	49,000		+69%
Deity (Deist)	6,000	49,000		+717%
Taoist	23,000	40,000		+74%
Eckankar	18,000	26,000		+44%

Top Ten ORGANIZED Religions in the United States, 2001

(self-identification, ARIS)

[Nonreligious, Atheist, Agnostic have been dropped from this list.]

Religion	2001 Est. Adult Pop.	% of U.S. Pop., 2001
Christianity	159,030,000	76.5%
Judaism	2,831,000	1.3%
Islam	1,104,000	0.5%
Buddhism	1,082,000	0.5%
Hinduism	766,000	0.4%
Unitarian Universalist	629,000	0.3%
Wiccan/Pagan/Druid	307,000	0.1%
Spiritualist	116,000	
Native American Religion	103,000	
Baha'i	84,000	

Ten Largest Religions in the United States, 1990

(self-identification, NSRI)

Religion	Estimated Adult Pop.	Estimated % of Adult Pop.
Christianity	151,225,000	86.2%
Nonreligious	13,116,000	7.5%
Judaism	3,137,000	1.8%
Agnostic	1,186,000	0.7%
Islam	527,000	* 0.5%
Unitarian Universalist	502,000	0.3%
Buddhism	401,000	* 0.4%
Hinduism	227,000	* 0.2%
Native American Religion	47,000	--
Scientologist	45,000	--

* Islam, Buddhist, Hindu figures in table have been adjusted upwards by Kosmin to account for possible undercount.

Largest Denominational Families in the U.S., 2001

(based on church attendance, ARIS/Barna)

Denomination/ Denominational Family	# of Adults self-identification 2001	% of U.S. pop. self-identification 2001	% weekly church attendance this denom. 2001	% of U.S. pop. in attendance at this denom. during a given week
Catholic	50,873,000	24.5%	48%	11.74%

Baptist	33,830,000	16.3%	50%	8.13%
Methodist	14,150,000	6.8%	49%	3.33%
Lutheran	9,580,000	4.6%	43%	1.98%
Pentecostal/Charismatic/Foursquare	4,407,000	2.1%	66%	1.40%
Presbyterian	5,596,000	2.7%	49%	1.32%
Mormon/ Church of Jesus Christ of Latter- day Saints	2,697,000	1.3%	71%	0.92%
Non-denominational Christians	2,489,000	1.2%	61%	0.73%
Church of Christ	2,593,000	1.2%	58%	0.72%
Episcopal/Anglican	3,451,000	1.7%	30%	0.50%
Assemblies of God	1,106,000	0.5%	69%	0.37%
Congregational/ United Church of Christ	1,378,000	0.7%	* 30%	0.20%
Seventh-Day Adventist	724,000	0.3%	47%	0.16%

Religious Affiliation Year 2000 (Harris poll)

Affiliation	Number of Respondents	% of U.S. Registered Voters
Christianity	9,478	71.7%
All Protestants	6,544	49.5
Baptist	1,700	12.9
<i>Southern Baptist</i>	933	7.1
<i>Other Baptist</i>	767	5.8
Methodist	1,081	8.2
Lutheran	515	3.9
Presbyterian	336	2.5
Episcopalian	221	1.7
Other Denominations	1,674	12.7
Non-Denominational	1,016	7.7
Catholic	2,629	19.9
Latter-day Saints	186	1.4
Jewish	305	2.3
Agnostic or Atheist	944	7.1
Other		10.0
Nonreligious/No answer		10.0
Total (All Registered Voters)	13,224	100.0%

Largest Denominations in Southern California

Last updated 25 April 1999.

These tables only present data for selected counties, from the Glenmary Institute's 1990 study. Other religion statistics for California and some metropolitan areas are available online in the main [Adherents.com Location index](#), or from the complete Glenmary county data collection. (Also see [FAQ](#) regarding county data.)

Top 10 Denominations in Los Angeles County

Denomination	Churches	Adherents	Percent
Catholic Church	272	3,077,114	34.72%

Jewish Estimate	145	501,700	5.66
Black Baptists Estimate	--	268,605	3.03
Southern Baptist Convention	226	128,895	1.45
Church of Jesus Christ of Latter-Day Saints	271	103,286	1.17
American Baptist Churches in The U.S.A.	202	76,010	0.86
United Methodist Church	186	70,590	0.80
International Church of The Foursquare Gospel	231	65,280	0.74
Presbyterian Church (U.S.A.)	170	64,168	0.72
Assemblies of God	231	55,107	0.62

Top 10 Denominations in Orange County

Denomination	Churches	Adherents	Percent
Catholic Church	60	503,628	20.89%
Jewish Estimate	22	95,000	3.94
Church of Jesus Christ of Latter-Day Saints	115	49,608	2.06
Independent Charismatic Churches	15	33,950	1.41
Southern Baptist Convention	46	26,956	1.12
Presbyterian Church (U.S.A.)	36	26,573	1.10
Independent Non-Charismatic Churches	20	26,555	1.10
Evangelical Lutheran Church in America	38	23,091	0.96
United Methodist Church	45	22,240	0.92
Lutheran Church - Missouri Synod	30	19,374	0.80

Top 10 Denominations in San Diego County

Denomination	Churches	Adherents	Percent
Catholic Church	105	413,025	16.53%
Jewish Estimate	17	70,000	2.80
Church of Jesus Christ of Latter-Day Saints	112	46,863	1.88
Black Baptists Estimate	--	42,478	1.70
Southern Baptist Convention	73	30,304	1.21
Independent Non-Charismatic Churches	17	26,630	1.07
Presbyterian Church (U.S.A.)	31	25,199	1.01
United Methodist Church	46	24,197	0.97
Evangelical Lutheran Church in America	37	18,687	0.75
Episcopal Church	39	17,742	0.71

Religion and Social Stability:

A major function of religion is social stability. In addition to supporting and reinforcing universal taboos, religion supports societal norms, values, and traditions. In the United States, although we profess to separate religion and government, we publicly interconnect society and religion.

In many of the countries of the Middle-East state religions govern. In Iran religious clerics are the most powerful individuals within society. Judicial sanctions may be linked to religious teachings, such as a thief's hand being chopped off, as it is written in the Koran. In Israel, buses do not run on Saturdays because it is the Sabbath.

Religion and Individual Need:

Individuals use belief to reduce anxiety, to explain "unexplainable" events, to request help and guidance, or to reduce the "pain and suffering" of the loss of a loved one.

Social Cohesion:

Durkheim saw religion as a bringing about social cohesion. On the intra-group level, religious belief binds an individual with others of similar beliefs. Ritual, common prayer, and the familial feelings of religious congregations help bind us to the group. On the macro level, membership in a supportive group helps the individual interact with the broader society.

Social Change:

Although religion can be an agent of conformity and status quo, it can also be an agent of social change. In the Middle-East the religious movement is toward more conservative religious states, with religion the primary, overseeing force, in society. Religion can also be a more liberal agent of social change. The Catholic Church in Latin America (and now in some parts of Asia and China), has served as an agent of radical reformation for the poor and isolated.

Religion and Persecution:

People have been persecuted in the name of religion. The pogroms of Eastern Europe, during the 19th and early 20th Centuries, were a direct result of hatred of Jews preached by the Church. In Afghanistan, the Taliban practiced an intolerance which included the destruction of ancient Buddhist statues and the intolerance of any other religious practice.

During the Middle Ages, Europe attacked the Middle East during the Crusades to win the Holy Land back from the "infidel." To the countries of Europe, it was only Christianity that counted. In Spain, in the 15th Century, the Inquisition sought out the persons suspected of being Protestants, and converts from Islam and Judaism who may have converted only due to religious prosecution.

Major Religions of the United States:

Your text discusses the beliefs and practices of our major religions. Schaefer differentiates the different forms of religious organization, from ecclesiae to sect (pp. 332-335) and summarizes this discussion in Table 13.3 (p. 322). Compare this presentation to your knowledge of your own religion and those presented. How did your understanding compare? Were there any differences? Why do you think there was a difference? How much were you influenced by others, the media, and popular thoughts?

How tolerant is your community? Do you know of any acts of discrimination or persecution?

Religion and Government:

In the United States, constitutionally we are to separate Church and State. Yet, in all inaugurations or "swearing in" ceremonies, we begin with a prayer. On our coinage we have the phrase "In God We Trust." In our Pledge of Allegiance we state the phrase, "Under God." Aren't all of these a violation of the law?

Religion and the Media:

One cannot turn on the television without finding a religious service of some type, somewhere on the air. Prior to the advent of cable "religion" was relegated to Sunday mornings, usually as a broadcast of a service. These were mostly Protestant in denomination. With cable, religious broadcast has "mushroomed," including religious networks and paid broadcasts. Foreign language networks and programming include religious programming, as well. It is unclear, however, whether this has any direct impact on increasing participation, faith, or converts. What is your opinion of the increasing religious content in the media?

Crisis in the Catholic Church:

It would be hard to discuss the topic of religion without discussing the abuse crisis in the Church. Although the allegations have been made for many years, 2001 and 2002 have seemed to be the pivotal points for this issue. It has been revealed that the Church has known for some time that there were Priests who had abused or at least were accused of sexually abusing children. The solutions included moving the priest to another parish and /or treatment within the Church structure. Law enforcement was almost never informed. Therefore, the Church "condoned" separate treatment of the priest versus the general public. Although some accept the new approach the Church has taken toward sexual abuse by priests, some Catholic reformers consider this to be not strong enough.

From a sociological perspective, how do you feel that this issue has "hurt" the Church? What has it done to the faith of its members or its

credibility to the general community?

There are many popular beliefs about the role of religion in politics. As we are moving into an election mode soon, you may want to consider the impact of the Religious Right and their role in politics,

GOVERNMENT AND THE ECONOMY

In Congress July 4, 1776, the Unanimous Declaration of The Thirteen United States of America

When in the Course of human events, it becomes necessary for one people to dissolve the political bands which have connected them with another, and to assume among the Powers of the earth, the separate and equal station to which the Laws of Nature and of Nature's God entitle them, a decent respect to the opinions of mankind requires that they should declare the causes which impel them to the separation.

We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty, and the pursuit of Happiness. That to secure these rights, Governments are instituted among Men, deriving their just powers from the consent of the governed.¹

Thus, our nation was formed! Below is the Bill of Rights, ratified Dec. 15, 1791, the first ten Amendments to our Constitution:

Amendment 1

Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof; or abridging the freedom of speech, or of the press, or the right of the people peaceably to assemble, and to petition the Government for a redress of grievances.

Amendment 2

A well regulated Militia, being necessary to the security of a free State, the right of the people to keep and bear Arms, shall not be infringed.

Amendment 3

No Soldier shall, in time of peace be quartered in any house, without the consent of the Owner, nor in time of war, but in a manner to be prescribed by law.

Amendment 4

The right of the people to be secure in their persons, houses, papers, and effects, against unreasonable searches and seizures, shall not be violated, and no Warrants shall issue, but upon probable cause, supported by Oath or affirmation, and particularly describing the place to be searched, and the persons or things to be seized.

Amendment 5

No person shall be held to answer for a capital, or otherwise infamous crime, unless on a presentment or indictment of a Grand Jury, except in cases arising in the land or naval forces, or in the Militia, when in actual service in time of War or public danger; nor shall any person be subject for the same offence to be twice put in jeopardy of life or limb; nor shall be compelled in any criminal case to be a witness against himself, nor be deprived of life, liberty, or property, without due process of law; nor shall private property be taken for public use, without just compensation.

Amendment 6

In all criminal prosecutions, the accused shall enjoy the right to a speedy and public trial, by an impartial jury of the State and district wherein the crime shall have been committed, which district shall have been previously ascertained by law, and to be informed of the nature and cause of the accusation; to be confronted with the witnesses against him; to have compulsory process for obtaining witnesses in his favor, and to have the Assistance of Counsel for his defense.

Amendment 7

In Suits at common law, where the value in controversy shall exceed twenty dollars, the right of trial by jury shall be preserved, and no fact tried by a jury, shall be otherwise re-examined in any Court of the United States, than according to the rules of the common law.

Amendment 8

Excessive bail shall not be required, nor excessive fines imposed, nor cruel and unusual punishments inflicted.

Amendment 9

The enumeration in the Constitution, of certain rights, shall not be construed to deny or disparage others retained by the people.

Amendment 10

The powers not delegated to the United States by the Constitution, nor prohibited by it to the States, are reserved to the States respectively, or to the people.²

Take the time to read the Constitution; it is the framework for our system of government!

Functions of the State

- Establishing Laws and Norms
- Providing Social Control
- Ensuring Economic Stability
- Setting Goals
- Protecting Against Outside Threats

Economy and the State

Economy- "the social institution that determines how a society produces, distributes, and consumes goods and services. (p. 344)"

Two major forms of economic systems exist, *capitalism* and *socialism*.

Capitalism

In essence, capitalism is based upon private ownership and allocation of resources and price is based upon market forces. In the most classic form of capitalism government has little to no involvement. The following four basic tenets of capitalism were enunciated by Adam Smith in 1776:

- Private property
- Freedom of choice
- Freedom of competition
- Freedom from government interference

As our government clearly has and continues to play a role in our economy, our system of capitalism has been described as a "mixed economy."

Socialism

Socialism is an economic system in which the government owns the sources of production-including factories, raw materials, and transportation and communication systems- and sets production and distribution goals

Karl Marx perceived capitalism as alienating the common worker from increased wealth and social conditions.

Marx's predictions of the fall of capitalism have never been fulfilled. Socialist economies have moved toward more open or mixed economies, as well.

Types of States

Three general types of states exist-

- Autocracy
- Totalitarianism
- Democracy

In creating our form of government, our forefathers revolted against what they perceived to be the "autocracy" of the King of England. Our form of government combined federal as well as state authority, representation at each of these levels elected by the people, with a balance of power through the relationship and interaction of the legislature, judiciary, and chief executive branch.

Socialism and Totalitarianism

Although socialism and totalitarianism are often linked, they need not be so. It is clear that in countries such as the old Soviet Union, China, and Cuba, these are linked. Countries such as England, Israel, and the Scandinavian countries practice a form of democratic socialism, where the government attempts to "ensure the people's well-being."

The Two - Party System

In our country, as contrasted by Canada (three party system) and Israel (multi-party system) we have two national parties. Attempts to form "third parties" have not been successful. Both parties attempt to "ride" the center, although one can characterize the Democratic party as more liberal, and the Republican party as more conservative.

Minorities have tended to support the Democratic party. Both Hispanics and African-Americans lend more support to the Democrats than the Republicans.

The Media

The media can have a major impact on our choice of candidates. When I was growing up the role of the television media had little impact on candidate choice. Now, with the time and news reporting devoted to candidates, the media is a huge player in the process. Candidates must "play" to the audience. It is not only what you say, but "how you say it" that counts. Image is everything!

Further, candidates now must use the media for their campaigning. And, as we have seen in recent elections, including our current one for Governor, negative campaigning, is more prevalent than positive.

We have just recently come through a national election where the media played a very large part.

The "sound-bite," the "oops"- casual comment caught on tape, the missed joke, the statement that came back to "haunt" a candidate, all impacted this election.

Political Behavior in the United States

Generally, Americans take our system for granted. Although we get quite involved during election time, we still are not as involved as other countries. (see Schaefer, figure 14.2, p. 351.) Most of our candidates come from moneyed classes, and very few of us have ever contacted our government representatives. Schaefer notes, "by the 1980's, it had become clear that many people in the United States were beginning to be turned off by political parties, politicians, and big government" (p.354).

But maybe things have changed, at least for this past election. We are beginning to move away, or have temporarily moved away, from fear of big government, and people of all classes and color voted in this past election. Possibly due to the severity of our circumstances; partly due to the energized campaign by the President Elect.

"YES WE CAN" ruled the day.

Research Paper:

The following suggested topics are available for the research project. If you choose any one of these, you do not have to have your topic cleared. If you choose to write on another topic you are required to contact the instructor by the end of week four (4) to present your topic and general direction for the paper. Any self selected topic must be sociological.

Suggested Possible Research Paper Topics

- From a sociological perspective, discuss the impact of "outsourcing" (or "offshoring") on our society: cultural, economic, and political systems) [see Schaefer, pp. 364-365]
- "We hold these truths to be self evident, that all men are created equal?" Does this mean that the founding fathers of our country did not consider women to be equal? Discuss the status of women then and now from a sociological perspective.
- Discuss the sociological impact of the recent downturn in our economy/housing market.
- Complete a sociological review of a movie of your choosing. Two excellent films for this purpose are Who Framed Roger Rabbit?, The Hobbit, The Lord of the Flies, Soylent Green, or Casablanca. This is not just a "step by step" description or "book/movie report" of what happens in the movie, however.

All research papers must be at least the equivalent of 12-15 typed double spaced pages. Print font must not be larger than 12 pitch with all margins no larger than one inch. References must come from the internet and listed following the end of the paper (additional to the length noted above) in web-page format and presented as a link to the internet. Each research project should have at least seven (7) internet sources not counting on line dictionaries, encyclopedias, or your text. Blogs, unsigned "articles", or web-site homepages are not acceptable sources.

You will be submitting your paper via interactive assignment box, formatting may be lost.

Your goal, expectation, is to present your material from a sociological perspective. Your text has presented all of the basic sociological concepts throughout the course. You will be expected to discuss your topic from this sociological framework. This will be heavily factored into your grade.

In order to insure accurate spelling and grammar, the assignment must be created in a word processing program, spell checked, and then "cut and pasted" into the assignment box. Work processing programs do not do a good job of checking for grammar.... You may want someone to proof read your paper before submitting.

Please be aware that written assignments may be submitted to an internet program that checks for originality. Plagiarism will not be accepted and will lead to a failure of the assignment.

In the assignment box, below, cut and paste your Research Paper.

Paste and submit your response in the box below:

<i>Name:</i>	<input type="text"/>	<i>(Always use your real name in this box)</i>
<i>Email:</i>	<input type="text"/>	<i>(Enter your exact email address)</i>

submit your assignment

Discussion Question:

The Web-site article on the "Influence of the religious groups on politics" suggests that popularly held beliefs may only be a myth. Do you believe that the pulpit is an appropriate place for political influence?

