
*School of Arts & Science
Social Sciences Department*

*Sociology 100
Social Structure & Organization*

Winter, 2005

The Approved Course Description is available on the web @

Instructor:	Joan Harkness, Ph.D.
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Calendar Description:

Basic principles and methods of sociology are introduced. Emphasis is placed upon society as institutionalised human behaviour, the various factors which control or alter it, and the effects upon the individual and the group. The major objective of the course is to develop a critical understanding of modern society.

Intended Learning Outcomes:

Students will be able to:

1. Demonstrate that the sociological perspective is a valid approach to studying, understanding, explaining, and predicting patterns of human behaviour, social structure and organisation.
2. Define the major concepts of sociology and use them to examine human behaviour and the social world.
3. Identify and describe the major sociological perspectives of functionalism, social conflict, interactionism and feminism.
4. Apply the major sociological perspectives to examine research, social interaction, culture, inequalities, social institutions, and social change.
5. Identify the historical roots and the current directions of sociology.
6. Describe the influences of social structure and organisation on their lives, the times in which they live, and their society.

Required Materials

Henslin, James M., Dan Glenday, Ann Duffy and Norene Pupo
Sociology: A Down-to-Earth Approach, Third Canadian Edition (2004)
Toronto: Pearson Education Canada, Inc.

In addition to the text the course will also utilize the Internet and lectures to examine the topics covered in the course outline. Appropriate sociology website addresses will be provided to the students along with links to the works of major social theorists and subject areas of the discipline.

Students who do not have Internet access at home are urged to obtain a College account in the very first week of classes so they do not fall behind in their studies.

Method of Instruction

The course will be based on a series of lectures, complemented by seminar-type discussions in which the students are expected to participate. All discussion will take place within an atmosphere of respect and tolerance for other students' points of view. Learning is an ongoing process, no one "knows it all" – the goal is to keep an open mind to new ideas and new opinions.

Read each topic before coming to the class assigned to that topic. An educated opinion is better than a prejudiced or negatively biased opinion. The broader our knowledge base, the better, more informed and relevant our opinions.

Basis of Student Assessment

Evaluation will be based on three in-class examinations, each accounting for one-third of the final grade. Each examination will consist of three essay-type questions (taken from the questions provided for each week's topic), selected (by a student) by drawing cards out of a hat at the time of the exam, and will cover material from the readings, lectures, and discussions. All examinations will be graded anonymously and on the basis of their sociological quality and English proficiency.

In evaluating the examination papers the emphasis will be on understanding and analysis, rather than recitation of facts. Avoid memorizing sentences, in particular when it is not clear to you what the sentences mean. Papers indicating memorization will receive a grade of zero. As for analysis, your learning strategy should be to understand the relationships among facts, not the facts alone. Another important aspect of your paper is illustration. After discussion and analysis, give examples from personal, current and/or historical developments in society. This will show that you understand the concepts and theories and are able to apply them to society as tools for analysis.

More specifically, the exam paper must:

1. show a full understanding of the thesis and include the main arguments of the topic;

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2. cover all the major components of the topic;
 3. be organised and cohesive;
 4. be written in clear English, structured well, as a logical argument;
 5. communicate ideas effectively;
 6. focus on the topic
 7. avoid unrelated material from other topics or elsewhere;
 8. avoid “fillers”, padding, repetitions, and vague generalities; and
 9. illustrate the theory by giving appropriate examples, thus “applying” the theory to society.

Examination Procedures

The dates of the first, second and third in-class examinations are chosen to minimize the chances of your having to write several examinations in the same week and all tests will take place within class time. All examinations must be written in the section of the course in which the student is officially registered.

A grade of zero will be granted for absence during examination, unless the student produces a medical certificate confirming serious illness and writes the substitute exam within one week of recovery.

The examination papers for the first and second examinations must be claimed by the student in person during the class session in which the papers are returned.

Grading System

The following percentage conversion to letter grade will be used:

A+ = 95 - 100%	B = 75 - 79%	D = 50 - 59%
A = 90 - 94%	B- = 70 - 74%	F = 0.0 - 49%
A- = 85 - 89%	C+ = 65 - 69%	I = See Calendar for Details
B+ = 80 - 85%	C = 60 - 64%	AUD = Audit

W = Official withdrawal has taken place.

Tutorial Assistance

Since the pool of questions from which examination topics will be chosen are known in advance, students are strongly urged to prepare draft essays based on these questions and bring them over for review, discussion and tutorial assistance well before the exam date. This will ensure that the issues are understood and the papers are on the right track. Contact with the instructor must be in person; exam questions and other course related questions will not be answered by the instructor through email.

Academic Misconduct

Academic misconduct includes, but is not limited to, the following acts:

- giving, receiving, or obtaining unauthorised information during any type of examination or test;

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- obtaining or providing unauthorised questions or answers relating to any examination or test prior to the time of the examination or test;
 - asking or arranging for another person to take any examination or test in one's place;
 - disrupting classes or interfering with their presentation (e.g. by talking to a neighbour or reading during lecture presentations, disrespectful or other inappropriate behaviour);
 - plagiarizing, that is, appropriating the work of another or parts or passages of another's writing, or the ideas or language of the same, and passing them off as a product of one's own mind or manual skill.

Academic misconduct will result in a grade of "F" for the entire course. The students should note that in accordance with the college policy quoted above, mere access to unauthorised information (for example, texts or lecture notes) constitutes academic misconduct. It is not necessary for the instructor to prove that the information has been used by the student.

Tape-Recording in the Classroom

In order to ensure free and open discussion of controversial ideas by the students, tape-recording of the proceedings is not permitted in class. Exceptions, however, will be made for students who are visually impaired or are unable to write because of physical disability.

Procedure Changes

In order to deal with the day to day management of the course, new procedures or revisions to procedures may be implemented from time to time throughout the semester. Such procedures and revisions will be announced in class for two consecutive sessions before they are implemented. It is the responsibility of each student to keep informed of such developments.

All matters that are not covered by this course outline are governed by official college policies and procedures.

Course Content and Study Guide

Lectures will focus on explaining and answering the following topics and questions. These topics and questions, in turn, will constitute the source from which the examination questions will be chosen through a random selection process at the time of the exam. Lectures will not be a substitute for the reading assignments, and vice versa.

Lesson One

Introductions, Housekeeping, Course Learning Outcomes, Conduct of the Course, Participation; Introduction to Critical Thinking and Social Analysis. To facilitate the development of your analytical skills I'm including some interesting websites at the end of this course outline.

Lesson Two

Introduction to Sociological Basics

Henslin, Chapter 1: The Sociological Perspective

Dead Sociologists: <http://www2.pfeiffer.edu/%7elridener/dss/index.html> plus check the Web site for our text: www.pearsoned.ca/henslin

1. What is the sociological perspective and why is it an important tool to help us understand human behaviour?
2. How would your usual way of looking at the world change if you adopted a sociological perspective. What is the concept of “social location” and how has your own social location influenced your life?
3. What are some of the global influences in various aspects of your daily life? How do these differ from influences in your grandparents’ lives when they were your age?
4. What are the major contributions to sociology of Karl Marx, Emile Durkheim and Max Weber?

Lesson Three

Detailed look at Theoretical Perspectives

Henslin, Chapter 1: The Sociological Perspective

A tour through Sociological Cyber space: <http://www.trinity.edu/mkearl/>

5. Do you think sociology can really be value free? Should it be? How might sociologists’ values influence their research on such things as capital punishment, euthanasia and abortion?
6. Explain marriage from a symbolic interactionist, functionalist and conflict perspective. How would each perspective analyze marriage as an institution and a relationship and what would each perspective offer that the other would not?
7. How do you think that micro- and macro-level analyses can contribute to our knowledge of an issue such as homelessness? To what different causes and solutions might the two levels of analysis lead?
8. Compare and contrast a feminist view of the family with a symbolic interactionist, functionalist, and conflict theory perspective.
9. Why is post-modernism emerging as a theoretical perspective? What strengths and/or weaknesses does this perspective have?

Lesson Four

Social Research and the link between research, theory and practice.

Henslin, Chapter 2. What Do Sociologists Do?

10. Describe the ways in which researchers may bias their research and how bias can be avoided.
11. Would you have reason to suspect that research conducted by certain interest groups or organizations is biased? How would it be biased? What are some possible examples of biased research reported recently in the mass media?

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12. What are the various types of research methods used by sociologists? Give examples of situations in which each method (or combination of methods) would be suitable.
 13. Why would counting the homeless be a controversial topic? What different methods and/or questions might bias the results of research on this topic?
 14. Discuss in what way research and theory are both essential to sociology. What do sociologists have to do with every new theory they develop?

Lesson Five

What is Culture? Why is it important? What does it tell us about society?

Henslin, Chapter 3. Culture

Read “Body Rituals among the Nacerima” - www.stanford.edu/~davidf/nacerima.html

15. What is cultural relativism? What problems might there be with using this approach to cultural analysis?
16. What are some core values of Canadian culture? Do different groups have different core values? Can different groups share core values? Can core values vary by ethnicity, social class and gender? Give examples.
17. What are the most important technological discoveries in the 20th century? Why are they the most important? To what extent have modern technologies affected the form and content of our culture?
18. What are some examples of cultural diffusion in the Canadian society? How has this diffusion impacted our culture?

Lesson Six

Socialization and the Social Construction of Reality

Henslin Chapter 4. Socialization

19. Describe how gender socialization takes place, and discuss its impact on the identity of the individual.
20. What are some examples of the “looking-glass self” in your own behaviour? Which “others” in your life have the most influence on how you see yourself?
21. How do popular programs on television portray gender roles? Are these portrayals an accurate representation of reality?
22. What is the importance of social class in the socialization of children? For example, what effect might differential access to electronic media have on socialization?
23. Discuss the different life stages and how these stages vary as a consequence of gender, social class, history and culture. Use specific examples.

Lesson Seven

Social Structure and Social Interaction; Macro & Micro Levels of Analysis

Henslin Chapter 5. Social Structure and Social Organization.

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24. From the current news choose any event and use both a macrosociological and a microsociological approach to analyze the event. What does each approach bring to the understanding of the event?
 25. Are there visible signs of social class in Canadian society? Why is social class an important structural variable? What other important social structures are there?
 26. In what ways could the mass media be considered a social institution? Give examples.
 27. Discuss the complexity of a multicultural society such as Canada with a country with a more homogeneous population?
 28. What are stereotypes and how do they influence our everyday behaviour and interactions?
 29. What is an example of a social construction of reality that you have encountered that is different from your own? What was the outcome of your encounter?

Lesson Eight

Social Inequality

Henslin Chapter 6: Social Inequality: Global & National Perspectives

30. What determines a person's social class according to Karl Marx? According to Max Weber? Is it necessary to use just one of these classifications? Explain.
31. What were the functions of slavery and indentured service? Why and where did they develop? For whom were they functional?
32. Do you think most people in Canada are conscious of social class? How do you think most people would classify themselves? Why? What might be some examples of what Marx would see as "false consciousness" among certain groups in Canada?
33. How is the conflict perspective on social class different from the functionalist perspective?
34. What roles do information, social networks, and technology play in maintaining social stratification?
35. Do the governments and taxpayers of highly industrialized nations have any obligation to help the industrializing and least industrialized nations? Why? How?
36. Discuss and evaluate world system theory, dependency theory, and culture of poverty theory as explanations of global stratification.
37. Explain how global stratification has been maintained through neocolonialism, the expansion of multinational corporations and the race to develop and apply the new information technologies.

Lesson Nine

Gender Inequality

Henslin Chapter 7: Inequalities of Gender

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38. Discuss the controversy over the roles of biology and culture in determining gender differences and gender stratification.
 39. Compare Canadian gender relations in the early 20th century with those of today. What changes have taken place? What sorts of gender inequality still exist in everyday life?
 40. What is a minority group? What are some consequences of the minority status of women in Canada? In China? What are some social consequences of defining women as a minority group? Are women a statistical minority?
 41. Discuss the issue of sexual harassment. Why are sexual harassment cases often controversial?
 42. What is the use of a feminist perspective in the understanding of gender patterns in violence?

Lesson Ten

Race Inequality

Henslin Chapter 8: Inequalities of Race and Ethnicity

43. What is the sociological perspective on the origins of race as a social characteristic? As a cultural characteristic? As a biological characteristic?
44. What is the difference between race and ethnicity? Why are race and ethnicity such powerful forces in life?
45. What are the differences in the functionalist, conflict and symbolic interactionist perspectives on prejudice and discrimination? Which best describes social reality?
46. What are the key issues involving Native rights? What role has history played in native people's current situation in Canadian society?
47. What is the legacy of Louis Riel?
48. What is the contribution of the rich multicultural diversity of immigrants and refugees on Canadian society?

Lesson Eleven

Age Inequality

Henslin Chapter 9: Inequalities of Age

49. Define the concept "aging". When does it start and what is involved in the process? Are there special age groups whose aging changes societal structures as well?
50. What are the attitudes towards aging and dying in Canada? At what age is a person considered old? Are there other factors that determine oldness?
51. What are some problems our living longer has created for our society?
52. Have you ever, or do you know someone who has, bought products that claim to help you keep your "youthful" appearance? How does fear of growing old, especially as depicted in the mass media, promote sales of "anti-aging" products?
53. What are the functionalist and conflict theory perspectives on aging? Give examples.
54. What is the conflict perspective on aging and apply conflict theory to controversies over the "social safety net" that affects the elderly.
55. What are some of the issues surrounding euthanasia?

Lesson Twelve

First In-Class Test – Test covers Chapters one to nine inclusive. You will be told in advance which of the question you have worked on up until the test date will be the key questions to prepare for the test.

Lesson Thirteen

Bureaucracy, Organization, Organizing; Formal Organizations
Henslin, Chapter 10: Bureaucracy and Formal Organisations

56. What are the five characteristics of bureaucracies according to Weber? What are the functions and dysfunctions of bureaucratic systems?
57. What is meant by the McDonalization of society? Do you agree? Disagree? Provide examples to support your point of view.
58. What is the role of voluntary organizations? How might you analyze these organizations from both a functionalist and conflict theory perspective?
59. What are the consequences of hidden culture especially for females and minorities? What efforts are being made to increase diversity within corporate culture?
60. What is the conflict theorist perspective on the basic relationship between workers and owners in organizations? Where would managers fit in this analysis?
61. Compare and contrast the Japanese and Canadian corporate organizational models.

Lesson Fourteen

From Pre-Industrial to Global Capitalist Systems; A Primer on Economic Transformation
Henslin, Chapter 11: The Economy, Money and Work

62. Describe the economies of the human groups from the earliest pre-industrial societies to the present and state the degree of social inequality in each.
63. What are the differences between capitalism and socialism as both economic systems and as ideologies?
64. Define corporate capitalism, oligopolies, interlocking directorates, and multinational corporations, and explain their effects on the development of capitalism. Provide examples.
65. What is meant by a global division of work? Provide examples.
66. What is meant by the “quiet revolution”? What is its impact on the workplace?
67. Corporations are required to make a profit in order to survive and grow. What are the consequences of this on the nature of society? Identify a corporation with which you have had some personal experience. To what extent does it concentrate on its major goal, making a profit? Analyse how this affects its contribution to society.

Lesson Fifteen

Micro and Macropolitics → a New World Order
Henslin, Chapter 12: Politics, Power and Authority

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68. What is the difference between legitimate and illegitimate power. Why is the state considered the source of legitimate force in society? Are there other sources of legitimate power or authority?
 69. What is the difference between direct democracy and representative democracy? Which is most common and why? Could the use of technology change democratic processes?
 70. According to conflict theorists, how does power become concentrated in a power elite or ruling class? Give examples.
 71. How common is war? Is war inevitable? How does Costa Rica manage without a formal military force?
 72. What is the motivation behind Most Industrialized Nations continuing to sell powerful weapons to the Least Industrialized Nations? What are the overall gains and losses of these sales? Give examples.
 73. What roles do labelling and stereotyping play in dehumanization? What are some examples from the Vietnam War? Persian Gulf War? The current Iraq War?

Lesson Sixteen

Family, Kinship, Marriage

Henslin Chapter 13, The Family; Initiation into Society

74. Why is it so difficult to define what a family is? How are families changing today? Compare them with the past fifty years, and what is expected over the next fifty years.
75. What are the functions and dysfunctions of the family as a social institution?
76. How does gender socialization affect the family experiences of husbands and wives?
77. Where do the social constructions of marital dependency, caretaker roles, and bargaining power come from? What other factors might be involved in family dynamics?
78. Why are physical abuse and neglect and sexual abuse of children so prevalent? Why is it hard to know how Canada compares with other countries in this treatment of children?

Lesson Seventeen

Education

Henslin Chapter 14: Education and Religion

79. What are the connections between democracy, industrialization and the development of universal education? Be sure you can define the key concepts mentioned.
80. What is unique about the Canadian system of education? What political and/or religious ideology led to the development of this universal public education?
81. How would your education choices and experiences have been different if you had been born in Japan and were living there? In Russia?

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82. Should schools allow nonstandard English in the classroom? If they do, are they hindering children's future academic and job success? If they don't are they damaging children's ethnic identities and self-esteem?
 83. Conflict theorists stress that education reproduces the social class structure. What is meant by this statement? What examples can you provide?
 84. How do you think new educational technologies will affect patterns of interaction between teachers and students? What are the pros and cons of long distance education? Will long distance education replace the classroom? Why or why not?
 85. What is the best way to combat functional illiteracy, cheating and illegal essay writing?

Lesson Eighteen

Religion

Henslin Chapter 14: Education and Religion

86. What function does religion perform for people? Are there "functional equivalents" to religion? Give examples. Why are some dysfunctions of religion?
87. What did Marx mean when he wrote that religion is "the opium of the masses"?
88. Does religion reflect and legitimate inequalities of gender? Of race? Of class? What might be some examples of what Marx meant?
89. Describe the relationship Weber proposed between religion and capitalism.
90. What is anti-Semitism? What are its roots, and why does it persist? What might symbolic interactionists find particularly interesting about anti-Semitism? Functionalists? Conflict theorists?
91. On the basis of what you have read of sociological interpretations of religion speculate on the future of religion in human societies. Be specific.

Lesson Nineteen

Medicine

Henslin Chapter 15: Health and Illness in Canada

92. How is medicine influenced by professional self-regulation, the bureaucratic structure, and profit motive?
93. What is meant by the cultural relativity of illness and health?
94. Why is there unequal distribution of health care in Canada even though the criteria for health care stipulate comprehensiveness, universality, public administration, portability and accessibility?
95. Discuss the gendered experience of health and illness. Give and analyze specific examples.
96. Is the AIDS rate leveling off? Is AIDS a stigmatized illness? Why? Is there a cure for AIDS? Should the society spend money on AIDS research? Why or why not? What priority should be given to AIDS research compared with other medical research? Compare the situation of AIDS patients in Canada with people in Africa.
97. Consider some alternatives to our present health care system, and assess the problems or challenges of implementing those alternatives

Lesson Twenty

Second In Class Test This test covers chapters ten to fifteen inclusive

Lesson Twenty-One

Deviance and Social Control

Henslin Chapter 16: Social Deviance and Social Control

98. What determines when or if a behaviour is regarded as deviant? What are some everyday behaviours that might be considered deviant if they took place in a different setting or a different time?
99. To what extent do the laws of society represent the public good versus the interests of the power elite? How would conflict theorists answer this question?
100. What is meant by the social order? What do norms and sanctions have to do with social order?
101. From a functionalist perspective, how does deviance function to maintain society? What, then, are the social functions of domestic violence? Of hate crimes?
102. Do TV shows and movies glamorize illegitimate opportunity structures? What impact do you think this has had on deviance? Give examples.
103. What is included in the “criminal justice system”? According to conflict theory, how does the capitalist class use the criminal justice system to its own ends?
104. What social factors might account for fluctuations in rates of imprisonment? What factors might account for disproportionate incarceration of Native people? How do political ideologies affect policies on imprisonment?

Lesson Twenty-Two

Holiday

Lesson Twenty-Three

Population and Urbanization

Henslin Chapter 17: Population, Urbanization and the Environment

105. If overpopulation isn't the cause of famines, what is? Why are the Least Industrialized nations so vulnerable?
106. What roles and statuses support childrearing in Least Industrialized nations? What community norms, beliefs and values support childbearing? How does childbearing relate to social stratification? In Least Industrialized nations, for what social institutions are children often substitutes?
107. How can the Least Industrialized nations be protected from business exploitation by big business in view of globalization trends in the world? Be sure you can define the term “globalization”.
108. What is the relationship between the Industrial Revolution and the growth of cities?

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109. What are the contributions of the Chicago School of sociology to the study of urban ecology? What are the various models of urban growth?
 110. What impact has the development of a global market and de-industrialization had on the cities?

Lesson Twenty-Four

The Environment

Henslin Chapter 17: Population, Urbanization and the Environment

111. What are some examples of environmental problems in pre-industrial civilizations? Is environmental degradation a natural or necessary cost of “civilization” or “progress”? (Why are these words in quotation marks? Be sure you are able to define these terms.) Why or why not?
112. What are some examples of “new” technologies that later proved harmful to people’s health?
113. How have the Most Industrialized nations contributed to environmental problems in the Industrializing and Least Industrialized countries? Should the Most Industrialized nations be held accountable? Why or why not?
114. Where are the most threatened rainforests of the earth? Why does it matter if the rain forests disappear? To whom would it matter?
115. What is meant by sustainable environment? Sustainable development?

Lesson Twenty-Five

Henslin Chapter 18: Social Movements and Social Change

116. Compare and contrast the collective behaviour theories of Blumer, Berk, and Turner and Killian.
117. What might be some specific examples of emerging norms in crowds? How might a crowd redefine what it is doing?
118. Distinguish between riots, panics, moral panics, fads, fashions, and urban legends as types of collective behaviour.
119. What is the role of technology and the media in fashions and fads?

Lesson Twenty-Six

Henslin Chapter 18: Social Movements and Social Change

120. Define what a social movement is? Why do social movements exist?
121. According to Scott, what other social factors affect the tactics of social movements?
122. What did de Tocqueville mean by the idea of relative deprivation as a cause of social movements?
123. Do many people participate in social movements who are not alienated, oppressed, or deprived? Why do they?
124. What are some moral reasons for joining or supporting social movements?

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125. What is the role of social networks in recruitment into social movements?
 126. Ultimately what determines whether a social movement is successful or unsuccessful? Give examples.
 127. What is a sociological definition of social change?
 128. What technologies did cars replace? How did cars affect cities and social life in communities? How did cars change architecture and transportation infrastructure? How did cars affect geographic and social mobility? Peoples roles and statuses? How did the car affect women's roles and statuses?
 129. What major assumptions do evolutionary theories make? Why is the assumption of progress in human development now regarded as questionable? Do you agree? Why or why not?

Lesson Twenty-Seven

Course Review and discussion

Lesson Twenty-Eight

Third/Final In-Class Test. This test covers chapters sixteen to eighteen plus some general questions relating to the text as a whole. Feel free to use any aspect of the text covered in the course to answer these final questions.

LEARNING SUPPORT AND SERVICES FOR STUDENTS

There are a variety of services available for students to assist them throughout their learning. This information is available in the College Calendar, Registrar's Office or the College web site at <http://www.camosun.bc.ca>

ACADEMIC CONDUCT POLICY

There is a Student Conduct Policy. It is the student's responsibility to become familiar with the content of this policy. The policy is available in each School Administration Office, Registration, and on the College web site in the Policy Section.

www.camosun.bc.ca/divisions/pres/policy/2-education/2-8

Some Internet Sites of Academic and General Interest

News:

www.commondreams.org – alternative media site + links to other media
<http://english.aljazeera.net> – provides news not always available in western press
www.theglobeandmail.com – national newspaper
www.newsworld.cbc.ca – current events
www.nationalpost.com – national newspaper

Social Issues:

www.projectcensored.org – analysis of the media
www.newint.org – New Internationalist magazine on line – check back issues
www.cia.gov – Central Intelligence Agency site – check their analysis of countries
www.cjr.org – Columbia Journalism Review
www.cjr.org/owners - Columbia Journalism Review – who owns the media
www.humanrightswatch.com – situation of human rights worldwide + links
www.worldbank.org – World Bank site – check World Factbook
www.50years.org – an anti-International Monetary Fund site
www.transparency.org – about international corruption
www.corporatewatch.org – reports by sector and company
www.corpwatch.org – includes guide to researching corporations
www.endgame.org – Endgame Research Services – analysis of corporate America
www.globalresearch.ca – Centre for Research on Globalization
www.journalism.org/daily/index.html - news by Project for Excellence in Journalism
<http://envirolink.netforchange.com> – large environmental site
www.ips.org – Inter Press Service – news from journalists in over 100 countries
www.peaceandjustice.org – Peace and Justice Centre – links to news sources
www.tompaine.com – a journal of opinion about controversial issues
www.ethicalconsumer.org – gives you information about brand name products
www.business-ethics.com – publishes a list of “100 best corporate citizens”
www.nativeweb.org – human rights/native rights
www.lbbs.org – social change website from Z magazine

Sociology

www.trinity.edu/mkearl
www.monthlyreview.org
www.fordham.edu/halsall/mod/wallerstein.html - info re: Wallerstein & Global Systems theory – plus check general site too.
www.socialresearchmethods.net/tutorial.htm - intro to social research