

FINAL ORAL PRESENTATION WRITTEN OUTLINE
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- Students will select topic of interest
- Formation of teams – 4 – 5 members per team
- Agreement/assigned roles and tasks for project completion
- Presentations – 40 minutes by each team
- Outline of presentation will be given to each student in class
- Students may present on an individual basis; in other words not working on a team. If this is the case an appointment with me is necessary. Students who choose to do a presentation on their own for more than 20 minutes will receive extra credit. Date of presentation must be assigned.
- Outline for presentation will be completed and handed in by April 15 and April 16.
- Students who use technology and PowerPoint must schedule a trial run with the professor, so that the presentation of slides, video pauses and other technological tasks run smoothly.
- Trial runs should be scheduled *on or* before April 29 (MW class) **and** April 30 (TTH class)
- Team Members will drop out and or not contribute: be aware and please no excuses for those remaining. This is your grade. You will be evaluated by your team members and you will be evaluating your own team members.

Title headings for your outline will include:

- Introduction
- The bullet points of your topic as well as a summary of facts
- Any bullet points you have added to your presentation including a summary of facts.
- Conclusion
- Outline may be from 4 – 6 pages

Title page will include: (Example given on the following page)

Title of presentation
Names of team members
A summary of research as partial fulfillment for Sociology 1010
Instructor name
Date

(TITLE OF PRESENTATION)

(NAMES OF TEAM MEMBERS)

(A SUMMARY OF RESEARCH AS PARTIAL FULFILLMENT FOR
SOCIOLOGY 1010)

(INSTRUCTOR NAME)
MACOMB COMMUNITY COLLEGE
DATE

GENDER: Students have a choice of option (A) or (B) or (C).

Option (A):

Gender Stereotypes in:

- **Children's Books** (6 past and 6 present) – Option A – 10 minute presentation

Name of book

Author

Date of Publication

- **Boys/Girls Stores and Displays** (Toys) - Option B – 10 minute presentation

- **Gender and Clothing** – Option C – 10 minute presentation

Some basic questions with suggestion for analysis:

- Are the roles stereotyped? A good way of discovering this is to keep a record of the role for each character.
- Are the gender behaviors stereotyped? How often do male and female characters behave in these stereotypical ways? Are all the characters stereotyped equally? Also, be aware of any “out of role” characters – i.e. those who deviate significantly from a stereotypical role. How do others regard them? Are they portrayed favorably?
- Keep a record of the content, using brief descriptive, key words, and the checklist.
- Describe what you have found by using case examples, percentages, tables, or anything else that helps you present the material.
- Interpret your results. What conclusions do you draw from your study? This is one of the most important parts of your study. This is also where you discuss your findings in relation to the research discussed in the texts. Be sure to note differences from, or similarities to, other research findings.

Race and Ethnicity

- Album with narratives explaining these photographs and/or video clips of discrimination.
 - Malls
 - Schools
 - Airports
 - Hospitals
 - Newspapers
 - Television (e.g. Music videos, commercials and soap operas)

Elderly/Aging

- Visit to assisted living – 10 minute presentation – Option A
- Visit to independent assisted living – 10 minute presentation – Option B
- Visit to nursing home – 10 minute presentation – Option C
- Credentials of employees
- Assisted living versus Independent living
- Cost
- Layout of the facility
- Are there areas for severity of elderly dysfunction?
- Type of help available
- Menus/meals served
- Activities offered and activities preferred
- Who pays? (government or family)
- Ratio of men versus women
- Interview with an elderly
- Interview with employee: What are the credentials needed for employment?

Criminal Justice

Dave Stapleton

FBI AGENT

(248) 353-6436

Types of Crimes

- Drugs
- Government Fraud
- Public Corruption
- Election law Violation
- Financial Crimes
- Counter Intelligence
 - Squads for Terrorism
- Requirements for FBI Agents
 - Degree
 - Language Requirements
 - Area of Major
 - Previous Work Experience
 - Age
 - Types of Testing

Deviance and Crime: Criminal Justice

- Visit to Federal Court to find information (231 E. Lafayette)
Also, use the internet to gather information on the federal court system. Tours of the federal court are available: Tuesday/Thursday, 10:00 a.m. – 12:00 p.m., February – May. Contact person: Barb Radke (313) 234-5210.
- Grand Juries
- Federal Grand Jury
- Special Grand Jury
- Differences and similarities
- Types of cases heard in the federal court
- How many jurors
- How jurors are chosen
- Who are the judges in Michigan
- Where do they meet
- How are the judges chosen
- Length of time served

Prescription Drugs / How to stretch your prescription dollar: Cost comparison:

- Of same medication at least 3 different drug stores.
List of common prescriptions used by the population:
 - Heart Medicine Birth Control
 - Blood Pressure Hormone Therapy
 - Insulin Cancer Medication
 - Antidepressants Osteoporosis Medication
 - Common Antibiotics Acne Medication (e.g. accutane)
- CVS, Walgreen, SAMS Club, Costco, Farmer Jack
- Generic price versus brand name price
- Canadian outlets versus U.S. pharmacies
- Pharmacy profit note – table illustrating profits drug companies make compared to the actual cost of the active ingredients.

Social Stratification

Women: 27,355 single parent

Men: 38,869 single parent

African American Men: 30,409 single parent

African American Women: 25,117 single parent

Rent an apartment

Income Taxes

Car / Insurance / Gas

Food

Utilities: heat / cooling / phone

Clothing / washers, dryers in building or coin laundry

Unexpected costs

Health care costs

Based on yearly median income student will:

Pay taxes / approximate tax costs

Rent an apartment

Purchase / lease car

Buy food

Pay utilities

Clothing

Entertainment

Provide care for a pre-school child

As a group, find an apartment within Warren, Roseville, Ferndale, Royal Oak, or Detroit. Report to class the various prices, where the group has decided to live, car purchases or lease, cost of utilities, food (weekly menu), what type of entertainment, clothing needs.

Checklist:

- Monthly budge
- Location of apartment / rent
- 1 or 2 bedrooms
- Food allowance
- Clothing allowance
- Utilities
- Car
- Insurance
- Taxes
- Household supplies / furniture

Education- Option A

Visit to a charter school, School for profit, Magnet school

Detroit Community High School, Conner Creek Academy

School for Profit – Renaissance High

Magnet School – Cass Tech (Detroit)

How are each of these funded

Are they government subsidized

Credentials of teachers

Amount of students in class (average class size)

Curriculum

How the schools are organized

Pay of teachers

Testing results

Dropout rate in high schools

Interview a student and find out why they are in school, do they feel it is superior to a public school.

How are students chosen to attend these schools (Grades, lotto, etc)

Option (B): Researching Loans and Grants

- Who gets federal student aid
- How to access loans and grants
- Locate financial aid within the school and with whom to speak
- Determine academic requirements for loan and or aid
- Determine eligibility requirements, e.g.; G.P.A.
- What does emancipation mean
- Students will research Federal Pell Grant
- What is the difference between a Federal Pell Grant and a student loan
- Loan interest rates
- Loan consolidation
- Taxes

MARRIAGE AND FAMILY / DIVORCE

- History of Marriage
- Families in the 19th – 20th century
- The early American era
- Native American Families structure
- African family
- Hispanic families
- Love Shack – an interpersonal relationship Assistance Center. Click on Friends and Lovers and Categories under romantic. www.loveshack.org
- Love in other times and places
 - a. Ancient Greece and Rome
- Failure to launch – grown children moving back home
- Domestic Violence

Culture – Option A

The political force of hip-hop and rap music: Students will put together clips of rap music and/or hip-hop music videos.

- For each clip, words must be printed for presentation
- Copies of lyrics available to each student or one copy for overhead
- Within each music video clip, explain the political ideology
- Explain the body politic of rap music, e.g. hand gestures, movements, facial expressions
- Discuss the commercialization and exploitation of these videos and rappers
- How are artists recruited?
- Do most rappers enjoy long careers?
- Discuss black music as part of the culture industry
- Could one support the ideology that rap music has fostered nationalism in the youth of Black America?
- Explain what is meant by lyricist battle
- Access to the *Source Magazine*
- *Explain the geography of hip-hop*

Pop Culture – Option B

- Pop culture
- History of Subcultures
- Clothing
- Communication styles
- Weather rituals
 - Rain
 - Weather lifestyles
 - Architecture
- Blind/Deaf Culture
 - large D culture
 - small d culture

Option C – Culture:

Eat-ethnocentrism: Belief in the superiority of one's own ethnic group's foods and beverages.

As a culture, many Americans undoubtedly feel (and have felt) that they have reason to believe that we are superior. We currently dominate the world in economics, military strength, and political clout. However, we Sociologists know that, although these may be true, this is in fact a very sheltered and biased view to hold. Other cultures have much to offer us, and in fact, since we are a nation of immigrants, every one has been critical in shaping our country, and our culture into what it is today. We would be doing ourselves and others a disservice not to learn and to appreciate (even emulate) the other cultures that shape our world and society. For this assignment, you will travel to an ethnic restaurant of your choice (as long as you have not experienced their cuisine before). Your job is to try your best to put away any biases you might have (as they are rooted in your own beliefs and customs and not indicative of what is actually “good” or “bad”) and try to experience cuisine through an open mind and find out whether your stomach agrees.

1. Find a restaurant. You must go to an ethnic restaurant where you have never tried that particular cuisine. If you are already completely worldly in high school and have tried it all, congratulations, but revisit an “exotic” restaurant and order something that sounds completely foreign, even unappetizing to you. For a good (but not complete) guide to many of Metro Detroit's ethnic hotspots, to go <http://www.metrotimes.com>, click on restaurants, then click on cuisines for an easy listing of many different kinds of ethnic food located around us.
2. Go to the restaurant. Preferably, you will venture out with other Sociologists or better yet, people who have not yet had the eye-opening experience of taking this class and therefore, very unlike yourself, to be at least somewhat eat-ethnocentric (it will be fun to watch them squirm when they can't find hamburgers on the menu).
3. Be polite to the wait staff.
4. Pick a couple of items that you have definitely never tried before (if you're brave, order something that doesn't sound immediately appetizing).

5. Order your food.
6. Eat your food.
7. During your time at the restaurant, please record your experience in your ethnographic journal. Answer these and any other questions that are relevant: Why did you pick that particular restaurant? How did you feel entering the restaurant? Why? How did you make your decision for your entrée? What didn't you pick? Why? Did you like your food? Why or why not?
8. Please tip 20% .
9. Take videos or pictures of the foods, obtain a list of ingredients used in the preparation.
10. Explain the décor and music used to create a particular atmosphere.
11. Explain the geographic importance of why the culture focuses on a particular food or ingredients indigenous to the region. This includes climates such as
 - a. Seasons
 - b. Temperature
 - c. Soil
 - d. Precipitation
12. Explain why a culture may **not** use food or ingredients indigenous to the region.

Television and Internet Sites

Anthony Bourdain

Travel Channel

No Reservations

Mondays 10:00 p.m.

You Tube

Andrew Zimmern

Monday 9:00

Travel Channel

Web Site and

Videos as well.

Option B – You are what you eat:

History of Foods

- Customs observed in food preparation
- Customs observed in consuming meals
- Length of time in consuming meals
- History of meals throughout the decades
- History of fast foods
- Presentation of meals served around the world
- “Old” ways of food consumption versus “new” ways of food consumption.
- Caloric consumption of the average American versus other countries.
- Demographics and food choice

CRITERIA FOR GRADING ORAL AND WRITTEN PRESENTATION

30 Points Physical appearance of outline, as well as content, which includes:

- a. 5 points – typos
- b. 5 points – spelling errors
- c. 5 points – organization of outline
- d. 5 points – title page complete
- e. 10 points – charts, graphs, percentages, prices and tables

40 Points

- a. 20 points – ability to communicate ideas clearly among team members as well as individually.
- b. 20 points – use of visuals

10 points Having copies for every class member

10 points Evaluations will result in point loss

10 points Failure to turn in outline on time

Possible **100** points