Graphical user interface

Description automatically generated

**Chapter 11 – Economics and Politics: Faculty Lesson Plan**

|  |  |
| --- | --- |
| **Step 1** | **Before:**   * Review the **SociologicalYOU** **Chapter 11: Student Lesson Plan**. * Edit the plan and add due dates appropriate for your class. * Add the name of the Chapter 11 Blog reading from the list of **SociologicalYOU** blogs. * Select or delete the Class Survey Questions. * Post, email or print the **Chapter 11: Student Lesson Plan** for your class to complete. |
| **Step 2** | **During:**  Decide which Flipped Classroom Activities you will use with your students during class time. Some suggestions include:   * Review the module discussion questions. * Discuss the Class Survey Questions from the Student Lesson Plan. * Watch and discuss the suggested videos. * Engage the class with a discussion about the **SociologicalYOU** Blog. * Use a Classroom Assessment Technique (CAT).   A list of discussion questions, video suggestions and CATs is below. You can also present your own material or group activity. The objective should be to engage the students using the material you assigned in the **Chapter 11: Student Lesson Plan**. |
| **Step 3** | **Optional:**  An optional third step is to have students complete a Practice Quiz at the end of class. The Practice Quiz is not for a grade but to access their knowledge of the chapter material. This also gives you an opportunity to see what concepts need further review. A list of questions and answers is at the end of this document. Of course, you can also use your own practice quiz questions. |

**Chapter Modules, Learning Objectives and Discussion Questions**

**Module 1:**

**The Intersection of Economics and Politics**

* The Economics of Political Participation
* Women and Politics
* Economics, Politics, and Climate Change

**Learning Objectives**

11.1.1: Analyze the intersection of economics and politics as it relates to political participation.

11.1.2: Examine the political lives of females in the U.S.

11.1.3: Explain how politics and economics are related to climate change.

**Video**: “A History of Oscars Speeches as Political Protest” — The Verge, 2017, 3:45 — <https://youtu.be/SvzzJsGCv5w>

* **Discussion Questions – Political Engagement**

How have you used social media in relation to political engagement? Did you use social media more for political expression or political participation? Provide examples.

**Module 2:**

**Social Characteristics of Economics and Politics**

* Past and Present Economic Systems
* Models of Power
* Political Systems

**Learning Objectives**

11.2.1: Explain economic political systems.

11.2.2: Describe the three models of power within governments.

11.2.3: Describe how lobbying is a structural component within the political and economic systems.

**Video**: “Capitalism, Socialism, and Communism Explained Simply” — LondonCityGirl, 2019, 3:20 — <https://www.youtube.com/watch?v=53vmQNVBm0w>

* **Discussion Questions – 11.2.1 The Power Elite**
* Do you agree with the C. Wright Mills that the power elite controls society? Why or why not? If you do agree with the notion of the power elite, how would society be different if this dynamic did not exist?

**Module 3:**

**Social Problems in Politics**

* Redistricting
* Early Voting Restrictions
* College Student Voters
* Voter Identification Laws

**Learning Objective**

11.3.1: Analyze the role of redistricting in the political process.

11.3.2: Summarize the issues associated with early voting restrictions.

11.3.3: Explain the recent changes to the college student voter experience.

11.3.4: Evaluate the impact of voter identification laws.

**Video:** “How Voter Disenfranchisement Strategically Shrinks the Electorate” — Big Think, 2016, 4:14 — <https://www.youtube.com/watch?v=V1FCdfK8gTY>

* **Discussion Questions - 11.3.1 Voter ID Laws**

What is your opinion of voter id laws? Are they modern day versions of the poll tax?

* **More Than a Theory Discussion Questions**

Functionalist Theory: How are voter ID laws functional? How do they contribute to the political process? In juxtaposition, how are voter ID laws dysfunctional? What do they take away from the political process?

Conflict Theory: Do policies have to support one group in society at the expense of others? Can policies be developed that are beneficial to all members of the society? In what way can the least powerful in society protect their interests in the political process?

Symbolic Interactionism Theory: What does the experience of not being able to vote due to financial limitations tell voters about their voice in the electoral process? Is a democracy a true representation of the will of the people if some individuals cannot afford to vote? Can policies be designed to help reduce the problems members of the electorate encounters while trying to vote?

**Module 4:**

**Sociological Imagination and the Economy**

* Outsourcing and Offshoring
* The Personal Side of Unemployment

**Learning Objective**

11.4.1: Analyzing the public nature of job loss.

11.4.2: Analyze the private nature of job loss.

**Video:** “Made in L.A. – Trailer” — YouTube Movies, 2013, 2:15 — <https://www.youtube.com/watch?v=8FTm2b6kCcg>

* **Discussion Questions – 11.4.1 Public and Private Nature of Economics**

Both businesses and consumers want to save money. To do so they often seek out the lowest wages and least expensive products. What is the true cost of cheaply manufactured good? How is this a personal trouble for the sweatshop workers? What can be done to make it more of a public issue?

* **11.4.2 Credit Cards and the Sociological Imagination**

Consider the private and public nature of credit card usage. Do the advantages of them outweigh the disadvantages for the individuals and society as a whole? Would people be better off without credit cards? Why or why not?

**Module 5:**

**Political Process and Change**

* Buying the Election

**Learning Objective**

11.5.1: Evaluate the role of money in the political process.

**Video:** ”How Does the ‘Fair Elections Now Act’ Work?” — SenatorDurbin, 2015, 2:21 — <https://www.youtube.com/watch?v=eT4bkSvkOqs&t=54s>

* **Discussion Questions– 11.5.1 Politics and Social Problems**

Should limits be put on political campaign spending? Why are why not? What are the pros and cons of each perspective?

**Class Survey Questions**

**Title**: Super PACs

**Overview**: The goal is to compare their views of campaign financing and influence to other students in the class.

1. Hedge fund billionaire Tom Steyer donated $74 million of his own money in the 2014- midterm elections within his NextGen Climate Action Super Pac mostly in seven senate and gubernatorial races. The goal of his Super Pac was to defeat candidates who did not support climate change initiatives. Steyer believes one way that we make social change in the United States is through the political process and campaign contributions. Do you support the use of Super Pacs in this manner?

☐ Support ☐ Against ☐ Not Sure

2. In your opinion, do Super PACS, which can raise and spend unlimited amounts of money, benefit the interests of the wealthy more than the poor?

☐ Yes ☐ No ☐ Not Sure

**Title**: Climate Change and Politics Survey

**Overview:** The goal is to get students to begin thinking critically about how economics and political are related to climate change.

1. Which political party do you most identify with?

☐ Democrat ☐ Republican ☐ Independent ☐ Not Sure

2. Is climate change occurring?

☐ Yes ☐ No ☐ Not Sure

3. If you answered “Yes,” are humans causing climate change?

☐ Yes ☐ No ☐ Not Sure

**Classroom Assessment Techniques (CATs)**

CATs are helpful in assessing students’ knowledge and understanding of the chapter content. Using pieces of paper, have the students write their response to one of the following techniques. Collect and use their responses as the basis for class discussion.

1. **Muddiest Point**: A Muddiest Point is a quick monitoring technique. It involves asking students to take a few minutes to write down the most difficult, confusing or “muddiest” terms, concepts, or parts of chapter 3 that they encountered.
2. **Minute Paper**: Ask students to write a brief response to the following questions:

* What was the most important thing you learned during this chapter or class?
* What important question remains unanswered?

1. **Directed Paraphrasing:** Ask students to write a laypersons’ "translation" of something they learned in the chapter. Ask them to write their explanation as if they are explaining the key term, concept, or theory to a friend who does not have a sociology background.

**Chapter 11 Practice Quiz and Answers**

**SociologicalYOU** also provides a test bank with objective and subjective questions to construct an exam covering the content in this chapter. See **SociologicalYOU My Resources > Instructor Resources > Test Bank Instructions** to learn how to request access to the test bank.

**Module 1**

1. True or False: SES is one of the strongest predictors of whether you are or will be involved in politics.

2. \_\_\_\_\_ is individual and collective action to address issues of public concern.

a. political involvement

b. political engagement

c. political consumerism

d. civic participation

3. True or False: Young women are more likely to be socialized than young men to

pursue a career in politics.

4. True or False: Republicans are more likely to vote to oppose environmental issues and favor fewer governmental restrictions.

**Module 2**

1.True or False: Laissez-faire capitalism is a system of free enterprise without government intervention.

2. Denmark, Finland, Netherlands, and Canada are examples of \_\_\_\_\_.

a. capitalism

b. authoritarianism

c. socialism

d. a dictatorship

3. The model emphasizes that power is concentrated among the elite and wealthy.

a. Marxist

b. power elite

c. pluralism

d. a dictatorship

4. True or False: Nonprofit organizations are increasingly hiring lobbyists specializing in special tax treatments.

**Module 3**

1. True or False: A poll tax is a form of disenfranchisement against voters.

2. \_\_\_\_\_ is a system in which a political party’s numbers in government are relative to the number of votes they receive.

a. democracy

b. redistricting

c. proportional representation

d. socialism

3. Which of the following involves politicians changing voting boundaries in an effort to

increase the likelihood of reelection?

a. poll tax

b. authoritarian government

c. gerrymandering

d. voter ID laws

4. \_\_\_\_\_ has some of the strictest voter ID laws in the nation, which many argue amounts to a form of disenfranchisement.

a. Texas

b. New Hampshire

c. North Carolina

d. Alabama

**Module 4**

1. True or False: Downsizing reduction in the number of employees that work for the corporation.

2. \_\_\_\_\_ involve(s) hiring a subcontractor or outside agency to complete the work formally done by employees within the company.

a. sweatshops

b. offshoring

c. outsourcing

d. service workers

3. Credit card use for essential expenses by the unemployed is a sign of \_\_\_\_\_.

a. good financial management

b. outsourcing expenses

c. personal troubles

d. being a knowledge worker

**Module 5**

1. True or False: Candidates who spend the most money are more likely to win the election.

2. The Fair Elections Now Act pertains to which of the following?

a. voting

b. voting ID

c. campaign finance

d. campaign fraud

3. People in support of the ruling of the Citizens United v. Federal Election Commission are most concerned about which of the following?

a. poll tax

b. First Amendment rights

c. voter ID laws

d. voter ethics

4. Which of the following states has implemented Fair Elections policies?

a. Texas

b. Arkansas

c. Arizona

d. Alabama

**Module 1**

1. True (LO 11.1.1)

2. D (LO 11.1.1)

3. False (LO 11.2.1)

4. True (LO 11.3.1)

**Module 2**

1. True (LO 11.2.1)

2. C (LO 11.2.1)

3. B (LO 11.2.2)

4. False (LO 11.2.3)

**Module 3**

1. True (LO 11.3.4)

2. C (LO 11.3.1)

3. C (LO 11.3.1)

4. A (LO 11.3.4)

**Module 4**

1. True (LO 11.4.1)

2. C (LO 11.4.1)

3. C (LO 11.4.2)

**Module 5**

1. True (LO 11.5.1)

2. C (LO 11.5.1)

3. B (LO 11.5.1)

4. C (LO 11.5.1)