GRANDE PRAIRIE REGIONAL COLLEGE
DEPARTMENT OF ARTS AND EDUCATION
SOCIOLOGY 1000 3(3-0-0), UT, FALL 2008
INTRODUCTORY SOCIOLOGY

Instructor: Dr. Laurie Nock   Office: C215
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Office Hours: Tuesdays and Thursdays 10-11:30 a.m. Drop-ins welcome.

Delivery method: lecture   Pre-requisites: None

Calendar description: An examination of the theory, methods, and substance of
sociology, how societies and individuals are shaped and modified including culture,
socialization, deviance, stratification, group processes, industrialization and social
movements.

REQUIRED TEXTS

Macionis, J. J. and Gerber, L. M. (2008). Sociology. Toronto, Ontario: Pearson
Education Canada Inc.

RECOMMENDED READING
SOCIOLOGY 1000 SCRAPBOOK – on reserve in Library.

COURSE DESCRIPTION

The primary purpose of this course is to help students learn how to think sociologically,
to understand how people are shaped by culture and fitted into society, while at the
same time they take an active part in creating, sustaining and changing their society.
These processes will be studied at levels ranging from individual interaction to social
institutions. We will be concerned with how sociologists define their field of study, the
explanations and theories they have developed and modified, and the methods used to
collect and interpret data to substantiate theories. A recurrent theme throughout the
course will be how students can use sociology to enrich their understanding of their own
lives, and how their own experience can be viewed sociologically.

REQUIREMENTS AND EVALUATION

There will be two principal kinds of assignments which will determine course grades: Reading Reflections and responses to Take-Home questions posed by the instructor. (For a description of Reading Reflections, see below.) Students will submit at least three of each, at a rate of not more than one a week, by 1 p.m. on Mondays. Only one assignment may be submitted for each week. (Place these on my door, or take to the mailroom for privacy.) Each will be worth 12.5% of the final course grade (75% in total). If more than the required number of assignments is submitted, the lowest marks will be dropped from calculation of the course grade. Excessive grammatical or spelling errors may result in the loss of points. Double-space all assignments. One and only one late assignment may be handed in any Monday until Monday of Week 14. E-mailed assignments are not accepted. Students are welcome to meet with me for an in-depth writing tutorial on one of their assignments or to discuss any topic related to the course.

Twenty-five percent of the course grade will be based on in-class assignments throughout the term. Many opportunities to earn points will be provided, so there will be no make-ups for these. For in-class assignments ONLY, calculate your mark as a percentage of total marks obtainable. The instructor will store students' assignments until the second week of the following academic term, when they will be discarded.

Alpha grade	4-point equivalent	Percentage
A+	4.3	80-100
A	4.0	76-79
A-	3.7	73-75
B+	3.3	70-72
B	3.0	67-69
B-	2.7	64-66
C+	2.3	60-63
C	2.0	55-59
C-	1.7	50-54
D+	1.3	45-49
D	1.0	40-44
F	0.0	< 40

This scale applies to in-class assignments only.

FOR STUDENT USE
You may wish to keep track of your grades here.

READING REFLECTIONS

Date   Topic   Grade

1.

2.

3.

4.

TAKE-HOME QUESTIONS

Date   Topic   Grade

1.

2.

3.

4.

IN-CLASS ASSIGNMENTS

DATE   MARK   DATE   MARK

READING REFLECTIONS

Reading Reflections are to assist students to focus their reading on topics to be covered in class. From the readings assigned for the week, select concepts or ideas that you have experienced or in which you are interested. Relate and apply these to your life, your community, your experience, your concerns, and/or your understanding. Demonstrate your understanding of the concepts with good examples and with proper use of sociological terminology. STANDARD CITATION PROCEDURES ARE EXPECTED. (See next page and GPRC policy: Student misconduct: plagiarism and cheating.) Reading Reflections should be double spaced, and approximately five pages (1250 words) in length.

Not following these rules will likely refer to the loss of marks:
-        Be sure to make the connection between your own experience or interest and sociology. Make sure you use (and spell) sociological concepts and terms correctly.
-        Your opinion is not at issue here; your conclusions are. Avoid using "I think" and especially "I believe". Beware of "should"! Your statements (conclusions) should follow logically from the evidence you provide. Seek to understand rather than to judge.
-        Question what "everybody knows" and stereotypes; provide evidence.
-        Define important terms and concepts, referring to readings.
-        The purpose of these assignments is not to summarize readings.
-        Do not use "you" unless giving advice or instructions, both of which are unlikely!
-        Use citations when summarizing the ideas or descriptions of others, not only to accompany verbatim quotes.
 -        Include a list of references! This is often the only way to ensure you are actually connecting your topic to sociology; the text will almost certainly form part of it.
-        Organization is important! Outline your paper (whether before or after writing it) to check that ideas follow logically and that you do not have serious contradictions.
-        Pay attention to grammar and spelling! (Ask what my pet peeve is.)
-        Attention to clarity of expression is expected.
-        It is quite permissible (even encouraged!) to use your own experience as evidence (which is different from opinion), and to use "I" and "my".
-        Number your pages!
-        Pay attention to notes and comments on your work. Their purpose is to help you improve your writing in form, expression and content--and also allow the instructor to communicate with you! If you need clarification, or can't read my writing--

Above all, if in doubt, talk to me!

GUIDE TO REFERENCES

If you use a direct quote from an author, your source must be acknowledged. The quotation must be exact!
  -    Example: "In various, often subtle ways, schools reproduce the status hierarchy, although this process is not always evident to students or even to teachers" (Macionis & Gerber, 2008, p. 527).

If you paraphrase an author or use ideas (or diagrams or statistics) which are not your own, your source must still be acknowledged.
  -    Example: Although a university degree is likely to result in relatively high income over a person's lifetime, many people cannot afford the costs of a university education (Macionis & Gerber, 2008, pp. 528-531). This is one way in which education perpetuates inequality.

In referring to an author whose work is cited in a text you are using, refer to the latter, not to the original source.
  -    Example: Girls in their late teens feel less pressure to conform than younger girls (Berndt, as paraphrased in Matthews, 2005, p. 42).

References to information downloaded from the Internet are similar to those used for print materials.
-      Example: In seventeenth-century Turkish cafes, coffee was accompanied by smoking tobacco from elaborate *narghile* (Gercek, 1986).

REFERENCES

Macionis, J. J. and Gerber, L. M. (2008). <u>Sociology</u>. Toronto, Ontario: Pearson Education Canada Inc.

Matthews, Beverly J. (2005). The body beautiful: adolescent girls and images of beauty. In B. Ravelli (Ed.) <u>Exploring Canadian sociology: a reader</u>, pp. 39-50. Toronto, Ontario: Pearson Education Canada Inc.

Plagiarism. (2004, July 22). In *Wikipedia, The free encyclopedia*. Retrieved August 10, 2004, from http://en.wikipedia.org/wiki/Plagiarism

Saletan, W. (1996, June). The dark side: What you need to know about Bob Dole. <u>Mother Jones</u>. Retrieved June 15 from the World Wide Web: http://www.mojones.com/MOTHERJONES/JF96/dole/dole.html

These go in alphabetical order according to the (first) author's surname. Anthology articles (and journal articles) are attributed <u>to the author/s of the article</u>, not the editors of the volume. The year of publication is the year of the anthology, <u>not</u> the original year of publication of the article. Underline titles of books or journals. Consult an APA formal style guide, if you have doubts.

GRANDE PRAIRIE REGIONAL COLLEGE
DEPARTMENT OF ARTS, COMMERCE AND EDUCATION
SOCIOLOGY 1000, INTRODUCTION TO SOCIOLOGY
INSTRUCTOR: DR. LAURIE NOCK
BRIEF LECTURE OUTLINES, READINGS AND WEEKLY QUESTIONS

Week 1 ends on the second Friday of the term; Week 14 ends on the Friday following the last week of classes. You are advised to complete readings before a topic is covered in class and before attempting Take-Home questions or Reading Reflections. Class discussions are intended to clarify and supplement readings, not summarize them. In-class assignments (often quizzes) and essay questions are based on the readings and class discussions covered that week. Reread instructions for Reading Reflections and Reference Guidelines each time you do an assignment.

Answers to essay questions (the number corresponds to the week) or Reading Reflections (each worth 12.5% of the final course mark) must be submitted by 1 p.m. Mondays, at a rate of only one per week. (E.g. Week 1 assignments must be submitted by 1 p.m. on Monday of Week 2.) At least three of each must be submitted in total. You should have completed at least two assignments by Week 7. Pay close attention to the topic of the week and to due dates for questions! These may change during the term. Both types of assignments are likely to be three to five pages in length, or up to 1250 words. Double-space all written work. The topic for Week 9 (which may be marked as a Question or Reading Reflection) must be done; it is not optional. (See Week 7 as well.) One and only one late assignment may be handed in any Monday until Monday of Week 14, as long as only one assignment is submitted that week. E-mailed assignments are not accepted.

There will be approximately ten in-class assignments during the term, held at the instructor's discretion. There are no make-ups for these.

Readings are in SOCIOLOGY, by John J. Macionis and Linda M. Gerber.

Also see the SO1000 SCRAPBOOK, on reserve in the Library.

WEEK 1   INTRODUCTION TO SOCIOLOGY

Sociology: study of human society and social behavior
        study of human group life, because we live in groups

Sociological imagination: see
        general in particular
        strange in familiar
        individuality in social context
        become marginal

Sociology and other social sciences
        economics, political science, geography, history, anthropology
        increasing convergence

Sociological approaches
        structural functionalism
        social conflict
        symbolic interactionism

Sociology as a science: objectivity / subjectivity / value-free
        generalization vs. stereotype (Macionis & Gerber, 2008, p. 23)

READING
SOCIOLOGY   Chapter 1. The sociological perspective
                  Chapter 20. Education, pp. 526-531 ("Schooling and social
                       inequality".)
                  (Chapter 2. Sociological investigation--recommended as
                       independent reading, especially p. 47)

QUESTION 1

        It is said that "We think sociologically when we realize how the general categories into which we happen to fall shape our particular life experiences" (Macionis and Gerber, 2008, p. 2). How did you come to be a student at Grande Prairie Regional College? What motivated you?
        The text (Macionis and Gerber, 2008, p. 4) mentions several social factors and characteristics (e.g. race, age, and class) that affect the likelihood of pursuing a post-secondary education. Consider each of these. What other factors shaped your choice (e.g. gender, location)?

MAJOR THEORETICAL APPROACHES IN SOCIOLOGY

Structural functionalism
Nature of society: interrelated social structures that fit together
         to form an integrated whole
Basis of interaction: consensus and shared values
Major questions: What are social structures?
         How do they contribute to social stability?
Level of analysis: Social structure

Conflict theory
Nature of society: Competing interests, each seeking to secure its
         own ends
Basis of interaction: constraint, power and competition over
         conflicting interests; cooperation in pursuit of common interests
Major questions: Who benefits? How are these benefits maintained?
Level of analysis: Social structure

Symbolic interactionism
Nature of society: interacting individuals and groups
Basis of interaction: Shared symbolic meanings (understandings)
Major questions: How do social structures relate to individual
         subjective experiences?
Level of analysis: Interpersonal interaction

From the point of view of the sociological perspective to which you have been assigned, describe this class in terms of
         its functions as part of a larger social structure (GPRC)
                  and the larger society
         the meaning of tests, assignments and grading
         the relationships between people in the class
         course content

(Summary adapted from David Brinkerhoff et.al., ESSENTIALS OF SOCIOLOGY, Second Edition. New York: West Publishing Company, 1992. See also Macionis and Gerber, 2008, p.21.)

WEEK 2	CULTURE

Culture: way of life; behavior, things made, ideas
	complex of shared concepts of patterned and learned behavior
		handed down through generations, through language and imitation
	material and non-material culture
	used to adapt to, make sense of and transform the wider world
We tend to take our culture for granted: "human nature"
	ethnocentrism vs. cultural relativism (absolute vs. critical)
Culture includes language, symbols
	values: socially shared conceptions of good, right, desirable.
	norms: expectations that are common guidelines: folkways, mores
	social control through positive and negative social sanctions
		internally and externally imposed
	language, symbols
Ideal vs. real culture
Connections between:
	body / culture / society / nature / individual / idea / action
	human beings physically incapable of living w/out culture
	human culture dependent on human bodies
	human beings require resources of nature
	culture allows human beings to make use of nature
	environment is affected by human use
	human beings require society
	society requires culture to organize interaction
	culture is a creation of society
	individuals learn culture in order to survive
	culture depends on individuals to act out, maintain, transform
	individuals are members of social groups
	society is the result of individual interactions and collective action
	ideology: part of culture, how we think, what we think,
		what we believe and value, how to behave
		basic causes of phenomena, explanations, relationships
	actions partly a result of ideology
		experience--action--shapes ideology
Cultural variation
	between societies
	w/in societies: region, class (high vs. popular culture)
		subcultures; counter-cultures
		dominant culture
	global culture

Culture change as result of diffusion, invention, discovery
        changing circumstances
                economic, technological, political, social
        ecological, physical threats?
        evidence of cultural integration

READING

SOCIOLOGY   Chapter 3. Culture

QUESTION 2

When you first came to the College, you were faced by a whole new institutional
<u>culture</u>. Examine and describe this culture. How does the College organize
(categorize)

        space: what goes on where?
        time: what goes on when?
        people: who does what when, where, and with whom?

How did you learn this new culture? How did you feel? What do you still not know?

WEEKS 3-4   SOCIALIZATION (See week 4)

Socialization: never-ending social learning process through which individual
          becomes capable member of social group
          creating one's self and being created by society
Primary socialization
          through interaction learn behaviors, norms, skills, values,
          agents of socialization
Secondary socialization, after childhood: workplace, change in social status
Variations on socialization
          acculturation
          anticipatory socialization
          resocialization: replacement of original values, social group
                    with new, incompatible ones
                    often forced, involuntary, violent, in total institutions
Development biological, sexual, psychological, cognitive, moral
          Sigmund Freud - psycho-sexual-social
                    id: primitive urges, sexual and aggressive drives
                    ego: conscious self, thoughts, emotions; balances others; practical
                    superego: internalized society's demands and rules;
                    watchdog, punishing w/ guilt, shame, fear;
          Jean Piaget - cognitive: sensorimotor, pre-operational,
                    concrete operational, formal operational
          also moral development
                    4-8 year olds w/ heteronomous morality,
                              total respect for adult (external) authority.
                    Later autonomous morality,
                              own rules of morality and conduct;
                              rules as products of group agreement.
                    "morality of cooperation"
Symbolic interactionists: development of sense of self - social
          emerging through social interaction and evaluation
          Charles Cooley: looking-glass self: sense of self depends
                    on how you think others see and judge you;
          George Herbert Mead: development of
                    "I": subject, spontaneous, self-interested, impulsive
                    "me": object, result of socialization,
                    conscious of social norms, values, expectations
                              learn to think as others to conform
                              and anticipate their behavior
                    imitate – play – games – generalized other

Erik Erikson - Psycho-social?
        issues to be resolved at each stage of life
        resolution allows growth into next
        positive outcome of each stage is added to positive side of next

DICHOTOMY	OUTCOME OF POSITIVE RESOLUTION	STAGE OF LIFE
trust / mistrust	hope	infancy
autonomy / shame and doubt	will	toddlerhood
initiative / guilt	purpose	preschool
industry / inferiority	efficiency	preadolescent
identity / identity confusion	fidelity	adolescent
intimacy / isolation	love	young adult
generativity / self-absorption	nurture, care for others	middle adult
integrity / despair and disgust	wisdom	old age

Life cycle--Age

READING
SOCIOLOGY   Chapter 5. Socialization
                    Chapter 15. Aging and the elderly

QUESTION 3

In the process of socialization, we learn the culture of the social group to which we belong: necessary skills ("how tos"), norms (dos and don'ts) and values (qualities to strive for). Define these, provide one good example of each, and describe how it is learned, acquired or transmitted.

How might these differ, for members of a subculture or counterculture?

WEEK 4   SOCIAL INTERACTION

Common sense analysis of social interaction made scientific

Aspects:
        Context: status, role,
                master status, status set, role strain, role conflict
                achieved / ascribed
        Territory
        Motives: identical, reciprocal, conflicting
        Communication: verbal, non-verbal, leakage
        humor, laughter

Analytical approaches to interaction: Symbolic interactionism
                construction of social reality
                similarity of imaginary worlds: both mean the same thing
                role-taking: empathizing, identifying with other
                significant symbols
                improvisation
        Ethnomethodology
                not just a means for study through disruption
                        questions rules, categories
                interaction based on many assumptions
                        (= symbolic worlds?)
                        trust and interest in understanding
        Impression management / presentation of self (Goffman)
                performance
                dramaturgical model: roles, scripts, costumes, setting, props
                cooperation of actors; altercast others
                medical office, mental hospitals

Review course outline

                        READING
SOCIOLOGY: Chapter 6. Social interaction in everyday life

QUESTION 4

Develop a dramaturgical analysis of an interaction you have recently experienced.
Describe it, defining and demonstrating your familiarity with terms such as
       a)   presentation of self / impression management
       b)   performance
       c)   setting
       d)   verbal and non-verbal communication
       e)   embarrassment and tact
(even if these terms are not always relevant to your situation!).

WEEKS 5-6   DEVIANCE AND SOCIAL CONTROL

Deviance: recognized violation of cultural norms
          behavior that leads to a negative reaction (sanction)
                    or response on the part of a community or group.
Range of deviant behavior recognized by sociology:
          violation of mores vs. violation of folkways
          crime: acts prohibited by law; crimes of consensus
          less serious: disability, mental illness, alcoholism, homosexuality
                    eccentric clothes, language
          voluntary vs. involuntary
Deviance always relative
          to particular group or community
          to a particular context, e.g. killing, swearing
          to a particular time
          to social definition of actor
Social control: institutions and procedures to get conformity
          formal: institutionalized through laws, courts, police (authority)
                    violation of mores
          informal: gossip, praise, blame, example, ostracism (peers)
                    violation of folkways
          self-control
"Deviance the flip-side of social order"
          w/out rules, regulations, understanding of accepted behavior
          could not have deviance
          w/out them, could not have social order--social organization
          rules, regulations create violations
          do not have them if don't want to control behavior

Crime statistics
          biases due to definition of deviance, reporting
                    legal bureaucracy

Uneven social distribution of deviance (frequency with which people and their behaviors
are deemed devant)—class, race, gender, age
          men > women; poor > rich (white vs. blue-collar)
          non-white > white; young > adult
          discrimination

Responses to crime and deviance:
          justifications for punishment: retribution, deterrence, rehabilitation,
                    social protection
Restorative justice: restitution, remorse, reconciliation

SOCIOLOGICAL ACCOUNTS OF (EXPLANATIONS FOR) DEVIANCE
Symbolic interactionism:
      group development of norms—deviance
      labels, interpretations of deviance and their consequences
      socialization: identity, role
Structural-functionalism:
      functions of deviance
      why people are deviant - or not
Social conflict:
      social construction of deviance;
      power in the definition of deviance
      power in escaping stigma, labels, sanction
      ideology of norms and laws as "natural" and "just"

READING
SOCIOLOGY: Chapter 9. Deviance

QUESTION 5

Use one or more original examples to demonstrate that

    a)   the definition of a behavior as deviant depends on the context in which it occurs (i.e. same act, same actor)
    b)   different social groups in the same society define different behaviors as deviant
    c)   definitions of deviance change through time
    d)   the right to make rules is not shared by everyone
    e)   given the above, deviance is a social construct.

Beware of stereotyping!

QUESTION 6

Describe the relationship between society, socialization and deviance. Consider
    a)   the role of society in influencing socialization and defining deviance;
    b)   the role of socialization in producing members of society and in producing and controlling deviance;
    c)   the functions of deviance in society and in socialization.

Use concrete examples to illustrate the influence each has on the others.

IT DEPENDS: DEVIANCE DISCUSSION QUESTIONS

In discussion with another student, determine whether you think the following statements are right or wrong. Be prepared to justify your decision.

1.   The purpose of rules and norms is to create order.

2.   Deviance cannot be prevented.

3.   The individual is responsible for his/her deviance.

4.   Deviants are not bad people.

5.   Those who break rules should be punished.

6.   Punishment prevents deviance.

7.   Criminals are bad people.

8.   Those who commit crimes should be punished.

9.   Incarceration is not the best or most common way to punish those who have committed a crime.

10.   Incarceration prevents crime.

11.   Capital punishment is not the most appropriate punishment for those who have committed murder.

12.   Capital punishment prevents murder.

13.   By serving a jail term, the criminal repays his debt to society.

14.   Even after serving a jail term, the criminal is seldom reintegrated into society.

15.   All are equal in the eyes of the law.

WEEK 7   SOCIAL INEQUALITY

Not a perception, but a reality. Table 11-1.

Wealth

Power

Prestige

Occupation

Ascription and achievement

Caste vs. class systems

Why social inequality?
          Davis-Moore vs. Gans

Inequality in Canada

Is it inevitable in human societies?
          socio-cultural evolution:
                    foragers
                    village farmers
                    agrarian societies
                    industrialism

Difference and inequality

Marx and revolution of the proletariat: why not?
          power of ideology, prosperity

                              READING
SOCIOLOGY: Chapter 10. Social stratification
                  Chapter 11. Social class in Canada

QUESTION 7

Most Canadians believe that an individual's position in the socio-economic stratification system is determined by his or her abilities, efforts and qualifications. Evaluate the accuracy of this belief and compare the significance of ascription and achievement, taking into account

       a)   individual attributes (abilities, efforts, talents)
       b)   the influence of family and socialization
       c)   social barriers and facilitators
       d)   structural (economic and demographic) factors.

[SEE WEEK 9]

WEEK 8   GLOBAL INEQUALITY

Explanation of global inequality has much to do w/ world history over last 500 years
Due to resource factors, size of population, centuries of warfare, expansionist religion
    Europe was first to need expansion to obtain raw materials
    established colonies all over world for that purpose
        raw, not industrial manufactures
    even engaging in traffic in human beings for that purpose
    where people similarly organized--China, Japan
        used existing political structures to get trade
    where people in more egalitarian societies or where empires crumbled
            (Aztec, Inca)
        set up colonial administrations to take control of people and resources
    in temperate climates (North America, Australia, New Zealand, South Africa)
        established settler colonies, more immigrants
            initially for raw materials, eventually industry too
            became equals, allies of expatriates
        so established control over non-white world--now 3rd world, low-income
            expropriated and individualized land
            prohibited self-sufficiency, industry, competition
            condemned to poverty and hunger
    now industrialization controlled by First World--markets
        their poverty means we live well, we are less likely to rebel
        provides us w/ cheap immigrant labor, threatens our jobs through export
        "OVERPOPULATION"
Costs of inequality

READING
SOCIOLOGY: Chapter 12. Global stratification

QUESTION 8

There are many linkages and similarities between inequality at a local and at a global level. The textbook discusses six factors helping to explain global poverty (Macionis and Gerber, 2008, pp. 301-304). Rewrite these to determine whether these are also correlates of poverty in Canadian society. If they are not appropriate to Canada, are they good explanations of poverty at a global level?

QUESTION OR READING REFLECTION 9
INTERVIEW WITH ENGLISH LANGUAGE STUDENT

Your task this week is to interview an English Language student on any sociological topic you like. (The instructor will arrange interviews.) You must understand the sociological perspective on this subject and, in your interview, seek information and perspectives that will allow you to make a comparison between his or her culture and society and your own. You may choose to deal with more than one topic. The topics you wish to discuss must be submitted in Week 7.

Your write-up of this interview should make clear that you are dealing with topics of interest to sociology, make social and cultural comparisons, and include a description of the interview process. Use sociological terminology where appropriate.

This will also be graded as an in-class assignment worth 10 points. 5 will be awarded for submitting interview topics in Week 7, and 5 for attending class punctually on the day interviews take place.

WEEK 10   ETHNIC AND RACE RELATIONS

Ethnicity: arbitrary classification of human populations
       utilizing biological and socio-cultural criteria
       often cross-cutting, can be learned
Ethnic group: socially defined collectivity
       members interact, share similar cultural traits,
          seen as united

Race: group w/ members socially defined as sharing physical characteristics
Racial categories do not occur in nature;
       as w/ ethnicity, racism based on assumption
          that social and cultural characteristics, behavioral traits, intellect
            transmitted with genes
          that some (one's) "races" are superior / inferior

Patterns of group interaction
       ethnic or racial stratification
       expulsion or annihilation, genocide, ethnocide
       pluralism--coexistence; ethnic communities
       integration / assimilation
       conflict

Essential point:
       cultural and physical differences exist
       do not necessarily have social significance
       prejudice: attitudinal; stereotypes;
       discrimination: action;
          institutional discrimination

Racism and ethnocentrism
       are learned and can be unlearned
       combined with differences in power and privilege
          are used to explain and justify inequality.
       difference and diversity are not inequality

SOCIOLOGY: Chapter 14. Race and ethnicity

QUESTION 10

From your knowledge (or text examples) of the history and society of Canada, define and provide one good example of each of the following: ethnic and/or racial

 a)   inequality
 b)   expulsion or annihilation / genocide / ethnocide
                (actual or attempted, intentional or unintended)
 c)   pluralism
 d)   assimilation and/or integration
 e)   conflict

WEEKS 11-12   FAMILY AND GENDER

Family, relatives, kindred—what are they?
What are members to do to / with / for each other?
        cooperatively satisfy biological, economic, social,
        emotional, spiritual needs
What is marriage? Wedding?
        monogamy, polygamy, polygyny, polyandry
        exogamy, endogamy
        post-marital residence
        common-law vs. formal

Alternative ways of satisfying these needs
        singles, different forms of family and household
        purchased services and goods

Other societies, different sectors of our society, and our society at different times
accomplished these tasks in different ways
        extended families not finite as nuclear
                nuclear families of orientation, procreation
        often patri/matrilineal and patri/matrilocal
                rather than bilateral, neolocal

Our culture (and sociology) define family as a child-rearing enterprise
        only couples who bear and rear their own kids have a "real" family
        only children raised by own parents are in a real family
        emphasis on privacy, private property, ownership relationships
        combined w/ strong emotional ties of early childhood
        we are seriously threatened by challenges to family
                divorce
                homosexual unions
                unwed motherhood
                physical, sexual, emotional abuse in family
                        4H: hug/hit, heal/hurt

Stigmatizing single-parent families

Institution of family in society
        economic unit, social unit,
        providing ascriptive characteristics

SOCIOLOGY: Chapter 18. Family

QUESTION 11

Human societies in different times and places have utilized different forms of family and arrangements for child rearing. From a sociological perspective, explain the principle social advantages AND disadvantages of FOUR of the following family forms or child-rearing arrangements. Be particularly careful to avoid ethnocentric assumptions.

        extended family
        nuclear family
        lone-parent family
        blended family
        communal childrearing
        orphanages or foster homes
        boarding or residential schools

(At least one of the last three must be chosen.)

WEEKS 11-12   GENDER AND SEXUALITY

Compare traditional, contemporary and future gender roles
        rules are socially determined and changing
Sex and gender continuum—beware determinism

Women as childbearers and breast-feeders of small children
        has made women central to ongoing human community
                (see sociobiology in culture chapter)
        in foraging societies, men more in big-game hunting
                women gathering staples, bulk of food, small game, fish
                women developed food cultivation,
                        still produce most of it for domestic consumption

Social, political, economic inequality among men
                promotes inequality between genders
        men placed in control of public economic and political power
                patriarchy
                women central to private domestic life
                dependence of women and children on men
        women were made inferior; sexuality became a power relationship
                rape (regardless of victim) an expression of power
                male homosexuality a violation of power relationship
                        homophobia
        women were made responsible for consequences of sexuality, i.e. children
                urged to confine sexuality to dependent relationship (marriage)
                sex as expression of male power, while dangerous to women
                        sexual double standard
        job of women to attract and keep a dependable man
        capitalism + patriarchy --> sex industry
                threatens dependent married women and children
                allows men sex without responsibility for outcome
                but dangerous to profit from "male superiority"

By 1900s, women as consumers, spending his $
                shopping an issue
                economy depends on her unpaid work in home
                when performed outside (day care, nursing home), low pay
                worth defined by cash, and unpaid labor doesn't earn it
        he's the boss--at least at home
        poor women always worked; upper class women kept home
                for a brief period, middle class women too

With increasing need for cash, technical innovation
      need and possibility for women in workplace
         pink collar ghetto
      feminization of poverty w/ less pay for women
         making vs. cleaning up messes
      more gender equality in the workplace, more at home
      all aspects of childrearing become more expensive
      career (work) / family dichotomy expressed differently
         for men career is part of family responsibility
         for women, career and family compete (not for men?)
         we ignore women's role in economic production
            and men's role in social reproduction
      divorces increase as women no longer dependent on men for $
         nor men on women for domestic services

Men lose control while women gain it; violence
Women's violence?

Feminism

READING
SOCIOLOGY :   Chapter 13. Gender stratification
            Chapter 8.   Sexuality

QUESTION 12

Discuss age and gender roles in the family and in society as a whole. Conclude with a discussion of the relationship between society and family.

WEEK 13   SOCIAL MOVEMENTS AND SOCIAL CHANGE

Not all collective behavior is a social movement or for change.

Categories

Collectivities - limited social interaction, limited issues,
        no clear social boundaries,
        weak norms (conventional or unconventional), transitory
                includes participants in fads, who may not interact at all
        localized collectivities:
                crowds: casual, conventional, expressive, acting, protest
                convergence of motivations, emerging norms, contagious
        dispersed collectivities
                network
                gossip, rumor, information sharing

Groups
        primary - small, personal and enduring relationships
        secondary - large and impersonal, w/ members pursuing specific interests
        leadership: instrumental or expressive
                authoritarian, democratic, laissez-faire
        conformity to group and to authority
        size
        in and outgroups
        networks

Formal organizations - a type of secondary group
        bureaucracy
                specialized roles, hierarchy of offices, rules and regulations,
                technical, impersonal, written records
                problems: alienation, inefficiency, ritualism, inertia
        organizational environment of bureaucracy (externals)
                technology: information sharing and storage
                politics
                economics
                population patterns
                other organizations

Social change: the transformation of culture and social institutions over time.

List examples of social change

Causes of social change—intentional or unintentional?
     invention, discovery, diffusion, social conflict
     economic
          employment patterns
          recession, expansion
          technology
          change in a population's relationship w/ the environment
               e.g. climate, pollution, depletion
               forces change in way of making a living
     social
          demographics: size of population, immigration, urbanization
          social conflict due to inequality
          forced social change, e.g. by conquest, emigration
     political
          political conflict due to inequality
               mass voting, workers' rights, anti-racism, feminism
               conquest, international pressure
          nationalism; decentralization of power
     ideology--changes in ideas
          ideas confirm and confirmed by reality
          issues, public opinion
          media--propaganda? Information and entertainment?

Modernization—process of social change initiated by industrialization
     globalization, dependency
     common world economic system based on capitalism
     decline in small traditional communities
     increasing diversity in beliefs
     future orientation, attitudes to time, change
     expanded personal choice: individualism, alienation, privacy, loneliness
     individual rights vs. responsibilities to community
     mechanical to organic solidarity (Durkheim)
     rationalization (Weber): rule of rules, efficiency, regulation, universality
          expansion of formal organization
          belief in rationality and individualism
          belief in achievement and blindness to ascription
     inequality—suffered by individuals as part of groups
          local and global
     "traditional" societies forced into modernization
          inferiority, dependency; problems w/out benefits
          backlash

Postmodernism: materialism (modernization) isn't enough, creates problems
     easy given economic security
     post-industrialism?

Social movement: organized activity that seeks or resists change
> progressive or reactionary

> alternative, redemptive, reactionary, reformative, revolutionary

Why social movements? Analytical theories:
> deprivation; mass society (seek to belong)

> structural-strain: problem, solution, opportunity, mobilization

> resource mobilization

> new social movements:
>> no longer fashionable to organize for one's own interests

>> don't need to?

READING

SOCIOLOGY: Chapter 24. Social change: traditional, modern, and postmodern
societies
Chapter 7. Groups and organizations
Chapter 23. Collective behaviour and social movements

QUESTION 13

Making use of one good example of a social movement or of social change, analyze the relationship between these two, utilizing the concepts contained in the chapter summary to Chapter 23.