

GRANDE PRAIRIE REGIONAL COLLEGE
DEPARTMENT OF ARTS AND EDUCATION
SOCIOLOGY 1000 3(3-0-0), UT, FALL 2009
INTRODUCTORY SOCIOLOGY

Instructor: Dr. Laurie Nock

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Office Hours: Tuesdays and Thursdays 10-11:30 a.m. Drop-ins welcome.

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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 3 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
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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 result in to the loss of marks. (Many also apply to answers to questions.)

- 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.
- Avoid throw-aways.
- 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). Sociology. Toronto, Ontario: Pearson Education Canada Inc.

Matthews, Beverly J. (2005). The body beautiful: adolescent girls and images of beauty. In B. Ravelli (Ed.) Exploring Canadian sociology: a reader, 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. Mother Jones. 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 to the author/s of the article, not the editors of the volume. The year of publication is the year of the anthology, not 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 culture. 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

rites of passage

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 deviant)—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

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

Beware of stereotyping!

QUESTION 6

Describe the relationship between society, socialization and deviance. Consider

- the role of society in influencing socialization and defining deviance;
- the role of socialization in producing members of society and in producing and controlling deviance;
- 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. 302-304). 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

READING

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

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

READING

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 our families 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.