



GRANDE PRAIRIE REGIONAL COLLEGE
DEPARTMENT OF ARTS AND EDUCATION
SOCIOLOGY 1000 3(3-0-0), 45 hours, FALL 2010
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 mode: lecture

Transferability: UA, UC, UL, AU, AF, CU, CUC, KUC

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

Steckley, John and Letts, Guy Kirby (2010). *Elements of sociology: a critical Canadian introduction*. Don Mills, Ontario: Oxford University Press.

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.

COURSE SCHEDULE / TENTATIVE TIMELINE

See lecture outlines and assignments.

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.) **Only one late assignment** may be handed in, on Monday of Week 15. 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. E-mailed assignments are not accepted. Students are invited to meet with me for an in-depth writing tutorial on 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.

Given that assignments are submitted throughout the term, there is no final examination in this course.

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.

* Grade of D or D+ may not be acceptable for transfer to other post-secondary institutions. Students are cautioned that it is their responsibility to contact the receiving institutions to ensure transferability.

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 diagram or 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: The ratio of Catholic priests to church members in Brazil is scarcely one tenth what it is in the United States. Base communities in Latin America are accustomed to being quite self-sufficient (Steckley & Letts, 2010, pp. 230-231)!

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).

One way of citing an article is by using its title:

- Example: In "The tall and the short of it," Bogin (2009) explains that his grandparents, who immigrated from Eastern Europe, had U.S.-born children who were one inch taller than they (p. 64). Apparently height is not exclusively genetic!

References to information downloaded from the Internet are similar to those used for print materials.

- Example: In the U.S., the prevailing attitude is that prison inmates are not "deserving" of sex. In a Brazilian prison, in contrast, inmates sign up to use a private room for an hour and can be joined by a girlfriend, wife, or sex worker (Comfort, Grinstead, McCartney, Bourgois & Knight, 2005).

And, should the information you're using be found in Wikipedia:

- Example: Ancestral Puebloans designed and constructed the communities sometimes called "cliff dwellings" in the American Southwest (Ancient Pueblo Peoples, 2010).

REFERENCES

- Ancient Pueblo Peoples. (n.d.). In *Wikipedia, The Free Encyclopedia*. Retrieved 04:01, June 27, 2010, from http://en.wikipedia.org/w/index.php?title=Ancient_Pueblo_Peoples&oldid=370318327
- Barnes, N., et al. (coproducers), and Weitz, P. and Weitz, C. (Directors) (2002). *About a boy*. Universal Pictures.
- Comfort, M., Grinstead, O., McCartney, K., Bourgois, P., and Knight, K. (2005). 'You can't do nothing in this damn place': sex and intimacy among couples with an incarcerated male partner. *The Journal of Sex Research* Volume 42, Number 1, February 2005, pp. 3-12. Retrieved July 24, 2010 from <http://www.philippebourgois.net/Journal%20of%20Sex%20Research%20Comfort%20et%20al%20partners%20intimacy%2005.pdf>
- 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. (n.d.). In *Wikipedia, The free encyclopedia*. Retrieved August 10, 2004, from <http://en.wikipedia.org/wiki/Plagiarism>
- Steckley, J. and Letts, G.K. (2010). *Elements of sociology: a critical Canadian introduction*. Don Mills, Ontario: Oxford University Press.

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 style guide (some of which are available on-line), if you have doubts. (This one might work for you.)

http://en.wikipedia.org/wiki/APA_style

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 13 is 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 __ p.m. Mondays, at a rate of only one per week. (E.g. Week 1 assignments must be submitted by __ p.m. on Monday of Week 2.) 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. **Only one late assignment** may be handed in, on Monday of Week 15. 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 *Elements of sociology: a critical Canadian introduction*, by Steckley and Letts.

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
seeking social patterns; challenge inaccurate ones

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

Sociological approaches
structural functionalism
social conflict
symbolic interactionism

From the point of view of the _____ sociological perspective, 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

Sociological audiences
professional sociologists
critical sociologists
policy-makers
public

Sociology as a science: objectivity / subjectivity / value-free
generalization vs. stereotype

READING

Chapter 1. Introduction to sociology

Chapter 9. Education.

(This reading on education is recommended, not required. It provides many interesting examples of what can be learned with sociology, and would provide great material for a Reading Reflection – and be somewhat helpful for Question 1!)

QUESTION 1

- a) What personal circumstances motivated you to become a student at Grande Prairie Regional College?
- b) Consider social factors that may have motivated your decision, i.e.
 - i. your age
 - ii. gender
 - iii. wealth
 - iv. location
- c) Looking at the student body of the College, what do you have in common? How do you differ?

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
don't have a culture, but belong to or are a member of a culture
contested
tradition?

We tend to take our culture for granted: "human nature"
ethnocentrism vs. cultural relativism (absolute vs. critical)
stereotypes

Culture includes
language (sociolinguistics)
symbols
values: socially shared conceptions of good, right, desirable
frequent contradictions
norms: expectations that are common guidelines: folkways, mores
social control through positive and negative social sanctions
internally and externally imposed

Ideal vs. real culture

Cultural variation
between societies
w/in societies:
class: upper class (high, elite, "popular" culture)
middle and working (commercial - mass culture)
poor – culture of poverty
subcultures; subordinate cultures; 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

Connections between:
body / culture / society / nature / individual / idea / action

READING

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

SOCIALIZATION

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;

“moral” development: Kohlberg, Gilligan

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

Life cycle

biological, social, cultural

READING

SOCIOLOGY Chapter 4. Socialization

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,
status set, 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, prisons

Review course outline

READING

SOCIOLOGY: Chapter 5. Social roles, interaction, and organization
pp. 125-133
Review sections on Erving Goffman, pp. 19-21.

QUESTION 4

Develop a dramaturgical analysis of an interaction you have recently experienced. Describe it, defining and demonstrating your familiarity with these terms and concepts:

- a) presentation of self / impression management / performance
(these are roughly synonymous)
- c) setting, costume, props
- d) verbal and non-verbal communication
- e) embarrassment and tact

(even if these terms are not always relevant to your situation!)

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
groups have subculture have norms define deviance
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; dominance

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

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

Chapter 6. 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 (same act, same actor, different circumstances)
- 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

Chapter 11. Social stratification: Stratification

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.

WEEK 8

ETHNIC AND RACE RELATIONS

Visible minorities – invisible majority

individual cannot be “a visible minority”; can be a member of

Ethnicity: arbitrary classification of human populations

utilizing biological and socio-cultural criteria

constituted on the basis of many possible criteria

often cross-cutting; can be learned, adopted, converted

categories infinitely subdivisible and lumpable

identification vs. assignment

C15, 16 travel and exploration by Europeans

observed physical differences among peoples / populations

how to make sense of variety?

Categorize w/ physical and social criteria

appeal of physical: visible, natural, immutable,

unchangeable, inevitable

problem: don't covary, often continuous

attach to socio-cultural criteria, as if inherited

problem: learned, not inherited

racial categories created

superimposed on independently varying

biological and socio-cultural traits

purpose of categorization: neither innocent nor neutral

need for converts, markets, labor, trade

need for their land, resources, products

ranked categorization

visible physical attributes used to predict and explain

social, political, economic status

Race: group w/ members socially defined as sharing physical characteristics—

selectively used

categories important to sociologists when important to society

have social reality – “Thomas Theorem”

as w/ ethnicity, racism based on assumption that

social and cultural characteristics, behavioral traits

transmitted with genes, at birth

connected w/ idea that socialization begins at birth

in fact, behavioral and thinking differences are due to

social and cultural factors, not genetic

intelligence and race: what race? What intelligence?

PATTERNS OF GROUP INTERACTION

Ethnic or racial stratification

- some groups dominate others; minorities, minority groups

 - not smaller: less power, privilege, prestige

- dominant groups have power to define socially desirable traits

- vicious cycle of prejudice and discrimination

- institutional discrimination

- segregation

- stratification arises through colonialism, conquest, migration, annexation

Expulsion or annihilation, genocide, ethnocide

- murder on basis of ethnic origin

- practice of culture, way of life made impossible

Ethnic pluralism--equal coexistence; multiculturalism policy

- ideal of Canada; real?

- Porter claimed ethnic stratification;

- "ethnic" almost always implies minority

- Canadian pluralism allows ethnic groups keep culture,

 - group identity while living in dominant culture

 - although many don't or can't

- ethnic communities – uneven geographic and economic distribution

- institutional completeness:

 - ability to provide members w/ all services

 - church, recreation, mutual aid, stores, work, social services

- continuity depends on advantages to staying, disadvantages to leaving

- inability to escape due to discrimination

Integration / assimilation / acculturation / inclusion

- members of all ethnic groups participate together

- in same activities; same rules apply to everyone

- must be allowed in as well as wanting in

Ethnic conflict

- between equals, between dominant and minority

- basically economic and political, not cultural--symbol

- nationalism - fundamental idea that state = nation

- but few states are culturally homogeneous

 - state wants to be nation, nation wants to be state

Essential point: cultural and physical differences exist

- do not necessarily have social significance

- are not necessarily seen as better, worse, higher, lower

- take on social significance

- when needed to justify, explain, escape inequality

- racism, like ethnocentrism, used to justify inequality

- or to distract attention from real problems:

 - shared economic hardship

WHITE PRIVILEGE

<http://www.amptoons.com/blog/files/mcintosh.html>

READING

Chapter 11. "Race" and ethnicity: sites of inequality

QUESTION 8

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

WEEK 9 RESEARCH METHODS

Emic / etic; outsider / insider; pros and cons

Qualitative / quantitative; pros and cons

Terminology and clarity of definitions

Qualitative:

- informants
- interviews
 - semi-structured, open-ended
 - participant observation
- narrative
- triangulation
- content analysis

Ethnography

- description of the way of life of a people
 - community, in a given setting
- institutional ethnography
 - Steckley & Letts: contrast between the administration's version
 - written rules, policies
 - and those of customers, participants, employees.
 - Ethnography always differs according to perspective
 - of ethnographer and informants

Quantitative:

- statistics

READING

Chapter 2: Social research methods

QUESTION OR READING REFLECTION 9

There are two possibilities for assignments:

INTERVIEW

You may interview someone on any sociological topic(s). 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 experience and your own. You could have a conversation with a relative, a friend, etc. – preferably someone whose life experience has been different from your own. You may choose to deal with more than one topic.

Your write-up of this interview should

- a) Make clear that you are dealing with topics of interest to sociology;
- b) Make social and cultural comparisons, and
- c) Include a description of the interview process.
- d) Use sociological terminology where appropriate.

The topics and interview partner you wish to discuss must be submitted on Monday of Week 8 (i.e. March 2), though these may be subject to change and variation. This will also be graded as an in-class assignment worth 10 points. The Interview Consent Form (in Course Documents on Blackboard) must be submitted along with your assignment.

PARTICIPANT OBSERVATION

Take part in a public event or spend some time making observations in a public setting. Your report should include at least information on

- a) Who – are the people participating? Describe them and the roles they play. (You also will have to identify your role.)
- b) What – are they doing, what are the activities, actions and reactions?
- c) When – is the sequence of events?
- d) Where – You may wish to include a diagram of the setting.
- e) How – did you feel while participant/observing?

Because this is a public forum, consent forms should not be necessary. Use good judgment in determining this, however; ask permission if there is any doubt.

Your assignment for this week is not optional. However, it will be counted as either a Reading Reflection or as an answer to a Question – whichever best suits your grade at the end of term. As usual, these assignments should be 3-5 page in length.

Family: a social institution that unites individuals into cooperative groups that oversee the bearing and raising of children. Domestic unit.

Kinship: social bonds based on blood, marriage, or adoption
 “kindred” or “relatives”, not family

What are family members to do to / with / for each other?
 cooperatively satisfy biological, economic, social,
 emotional, spiritual needs

Marriage: a legally sanctioned relationship, involving economic cooperation as well as normative sexual activity and childbearing, that people expect to be enduring .

NOT WEDDING

monogamy, polygamy, polygyny, polyandry
 exogamy, endogamy
 post-marital residence
 common-law vs. formal

Alternative ways of satisfying needs

many kinds of family: nuclear (2 parent), blended,
 one-parent, foster, group home
 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; most common worldwide
 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” (natural) family

only children raised by own parents are in a real (natural) family

stigmatise single-parent families

emphasis on privacy, private property, ownership relationships

combined w/ strong emotional ties of early childhood

we are seriously threatened by challenges to family

adoption, artificial insemination, in-vitro fertilization, surrogate mothers
 divorce

homosexual unions

unwed motherhood

physical, sexual, emotional abuse in family

4H: hug/hit, heal/hurt

Institution of family in society

economic unit, social unit, providing ascriptive characteristics

READING

Chapter 7. Family

QUESTION 10

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

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

Chapter 13. Gender and sexuality

QUESTION 11

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 12

HEALTH AND MEDICINE

Health and social difference

class

gender

“race”

tuberculosis – Pat Grygier, *A long way from home*, electronic resource.

culture

ethnocentrism

region

age

Health problems

obesity, diabetes, cardio, cancer, arthritis, MS, Parkinson's, MS

Risk factors for disease / ill health – what we do / don't do

diet, smoking, drinking, drugs

exercise

genes

Treatments

conventional, standard, medication – chemical, hormonal, mechanical

“commodity cures”

alternative or complementary – not dominant culture – subcultural

inverse care law

<http://www.sochealth.co.uk/history/inversecare.htm>

Corporate influences on health

environment

swine flu

pharmaceuticals

health care facilities

fertilizers / pesticides

military / industrial

READINGS

Chapter 10. Health and medicine

QUESTION 12

Focus on any one of the dimensions of social difference. In the social sector to which it applies, what are some of the consequences for health problems, risk factors, and treatment?

WEEK 13 RELIGION

Religion and
 economics
 economic system
 class
 political system
 colonialism
 oppression
 foreign relations
 conservatism
 social justice
 liberation theology
 social structure
 community
 family
 gender
 individual
 stage of life
 choice

READING

Chapter 8. Religion

QUESTION 13

Visit and describe five churches in this area. You may, but need not, enter and/or attend a service. Describe them physically, including size, age, location, symbolic aspects, etc. Attempt to account for similarities and/or differences between them.