

GRANDE PRAIRIE REGIONAL COLLEGE  
DEPARTMENT OF ARTS, EDUCATION AND COMMERCE  
INTRODUCTORY SOCIOLOGY  
SOCIOLOGY 1000

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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 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 five of each, at a rate of not more than one each Friday; one extra one may be submitted one week after last class. Each will be marked out of 9 and will be worth 10% of the final course grade. If more than the required number of assignments is submitted, the lowest marks will be dropped from calculation of the course mark.

Assignments must be handed in to the instructor in class on the day they are due. Excessive grammatical or spelling errors may result in the loss of points.

REQUIRED TEXTS

SOCIOLOGY, by John J. Macionis, Juane Nancarrow Clarke and  
Linda M. Gerber. Prentice-Hall, 1994.

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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. Reading Reflections should be approximately five pages (1250 words) in length.

Some pointers:

- 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". Your statements (conclusions) should follow logically from the evidence you provide. Seek to understand rather than to judge.
- Citations do not only accompany verbatim quotes; also use them when summarizing the ideas or descriptions of others.
- 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 ensure ideas follow logically and that you do not have serious contradictions.
- Pay attention to grammar and spelling! (Ask what my pet peeve is.)
- 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!

## REFERENCES

It's not as difficult as it seems!

If you use a direct quote from an author, your source must be acknowledged. The quotation must be exact!

- Example: "College and university attendance in Canada increased 841 percent between 1951 and 1990. College enrolments stabilized during the 1980s but universities have continued to grow" (Macionis, Clarke and Gerber 1994:446).

If you paraphrase an author or use ideas which are not your own, your source must still be acknowledged.

- Example: The United States and Canada have among the highest rates of incarceration in the world (Macionis, Clarke and Gerber 1994:237).
- The United States has the highest rates of rape and robbery in the world (Macionis, Clarke and Gerber 1994:233).

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: Some research indicates that, in comparison to single women, married women have poorer mental health, more passive attitudes toward life, and report greater unhappiness (Bernard as paraphrased in Macionis, Clarke and Gerber 1994:422).

## BIBLIOGRAPHY

Macionis, J., Clarke, J.N. and Gerber, L.M.

1994 SOCIOLOGY: CANADIAN EDITION, Scarborough, Ontario: Prentice Hall.

Smuts, Barbara

1993 What are friends for? In Phillip Whitten and David E.K. Hunter, Eds., ANTHROPOLOGY: CONTEMPORARY PERSPECTIVES, 54-58. New York: HarperCollins.

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 or capitalize titles of books or journals; quotation marks may be placed around titles of articles.

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Fall 1996

Instructor: Dr. Laurie Nock

SCHEDULE  
of Topics, Readings, Assignments and Tests

Readings are in SOCIOLOGY, by John J. Macionis, Juane Nancarrow Clarke and Linda M. Gerber, Prentice-Hall, 1994. They should be completed as assigned, to facilitate classroom discussion. Lectures are intended to clarify and supplement readings, not summarize them.

- Week 1            INTRODUCTION  
Chapter 1. The sociological perspective  
(Chapter 2. Sociological investigation--recommended as independent reading)
- Week 2            CULTURE  
Chapter 3. Culture
- Week 3-4          SOCIALIZATION: LEARNING WHO/HOW TO BE  
Chapter 5. Socialization  
Chapter 6. Social interaction in everyday life
- Week 5-6          DEVIANCE AND SOCIAL CONTROL  
Chapter 8. Deviance
- Week 7            SOCIAL INEQUALITY  
Chapter 9. Social inequality  
Chapter 10. Social class in Canada
- Week 8-9          ETHNIC AND RACE RELATIONS  
Chapter 12. Race and ethnicity
- Week 10-11        GENDER AND AGE  
Chapter 15. Family  
Chapter 13. Sex and gender  
Chapter 14. Aging and the elderly
- Week 12-13        SOCIAL INSTITUTIONS  
Chapter 18. Politics and government  
Chapter 19. The economy of work  
Chapter 16. Education  
Chapter 17. Religion  
Chapter 18. Health and medicine

## 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  
become marginal

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

Early sociologists  
Adam Smith (late 1700s)  
Auguste Comte (1800s)  
Herbert Spencer (late 1800s)  
Karl Marx (1818-1885)  
Emile Durkheim (1858-1917)  
Max Weber (early 1900s)

Sociological perspectives  
structural functionalism  
social conflict  
symbolic interactionism

Sociology as a science: objectivity / subjectivity / value-free

Chapter 1. The sociological perspective  
(Chapter 2. Sociological investigation--recommended as  
independent reading)

## MAJOR THEORETICAL PERSPECTIVES 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, Clarke and Gerber 1994:25.)

## 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 and transform the wider world

We tend to take our culture for granted: "human nature"  
ethnocentrism vs. cultural relativism

Culture includes

values: socially shared conceptions of what is considered  
good, right, desirable,

norms: expectations that are common guidelines,  
folkways, mores

social control through positive and negative social sanctions  
internally and externally imposed

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

basic causes of phenomena, explanations, relationships  
how to behave

actions partly a result of ideology

experience--action--shapes ideology

Cultural variation between societies

w/in societies: region, class

subcultures; counter-cultures

dominant culture

global culture

Culture change

as result of changing circumstances

economic, technological, political, social

evidence of holism

Chapter 3. Culture

## SOCIALIZATION

- Socialization: social learning process through which individual becomes capable member of society.  
 creating one's self and being created by society
- Primary socialization  
 learn through interaction  
 learn behaviors, values, skills  
 agents of socialization
- Secondary socialization, after childhood  
 workplace, change in social status  
 socialization never ends
- 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"
- 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

<u>dichotomy</u>	<u>outcome of positive resolution</u>	<u>ages</u>
trust / mistrust	hope	to 1
autonomy / shame and doubt	will	1-3
initiative / lack of control, guilt	purpose	4-5
industry / inferiority	efficiency	6-12
identity / identity confusion	fidelity	12-18
intimacy / isolation	love	18-35
generativity / self-absorption	nurture, care for others	35-60
integrity / despair and disgust	wisdom	60 +



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

Life cycle

Chapter 5. Socialization

## SOCIAL INTERACTION

Common sense analysis of social interaction made scientific

Examples of interaction:

- stranger--potential friend
- good friend
- commercial
- foreigner
- child/adult

Aspects:

- Context: status, role, territory
- Motives: identical, reciprocal, conflicting
- Communication: verbal, non-verbal, leakage

Communication: verbal, non-verbal, gestures, words, expressions, leakage  
territoriality  
(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 (Goffman)

- communicate to convey impression
- sincerity / deception
- dramaturgical model: roles, scripts, costumes, setting  
stage, backstage
- cooperation of actors: altercast others
- medical office, mental hospitals

Chapter 6. Social interaction in everyday life

## DEVIANCE AND SOCIAL CONTROL

Deviance: behavior that leads to a negative reaction (sanction) or response on the part of a community or group.

Deviance always relative to particular group or community to a particular context, time, social sector  
not all are judged by same rules

"Deviance the flip-side of social order"

w/out rules, no deviance or social control

w/out rules, no social order or organization

Social control:

formal social control: institutionalized, e.g.

through laws, courts, police (authority)

informal: gossip, praise, blame, example, ostracism  
(peers) self-control

Who creates and enforces rules?

Kinds of deviant behavior recognized by sociology:

crime, norm violations, social diversions

Crime statistics: biases due to

definition of deviance, under-reporting, surveillance

SOCIOLOGICAL ACCOUNTS OF (EXPLANATIONS FOR) DEVIANCE

Symbolic interactionism:

cultural transmission; (differential association)

imitation, labelling, deterrence

Structural functionalism:

Durkheim: deviance and social control have social functions

deviance: deviants scapegoats for social ills.

targets for repressed aggression, common enemy

negative example, define good/evil boundaries:

social control: increases social cohesion, solidarity:

focuses on flaws in social system;

Conflict: social inequality creates conditions of deviance

creates rules and enforcement

dominant exert social control

R.K. Merton: between functionalism and conflict anomie:

goals of success shared,

legitimate means to achieve not shared

hence, individual normlessness

outcomes: conformity, ritualism, retreatism, rebellion,

innovation

SOCIAL CONSTRUCTION OF DEVIANCE - process of definition

dominant ideology set by middle class; middle class norms

by definition, middle class less apt to violate them

by definition, lower class less likely to conform

more likely to cause trouble, have problems

authorities appointed by middle class (in its name)

benefit from and support order

RESPONSES TO CRIME AND DEVIANCE

Durkheim: repressive and restitutive sanctions

SOCIAL DISTRIBUTION OF DEVIANCE: uneven men > women; poor > rich;

non-white > white; young > adult

more cause to rebel, less cause to conform and protect

discrimination makes them targets for control

Chapter 8. Deviance

## SOCIAL INEQUALITY

Wealth

Power

Prestige

Occupation

Ascribed and achieved characteristics

Caste vs. class systems

Why social inequality?  
Davis-Moore vs. Gans

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

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

Chapter 9. Social inequality  
Chapter 10. Social class in Canada

## 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 transmitted with genes

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

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

Racism and ethnocentrism used to explain and justify inequality

Chapter 12. Race and ethnicity

## FAMILY

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

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  
families of orientation, procreation  
often patri/matrilineal and patri/matrilocal  
rather than bilateral, neolocal

Our culture defines 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 relationship  
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

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

Chapter 15. Family  
Chapter 14. Aging and the elderly

## GENDER

Compare traditional, contemporary and future gender roles  
rules are socially determined and changing

Women as childbearers and breast-feeders of small children  
has made women central to ongoing human community  
in foraging societies, men more in big-game hunting  
women gathering staples, bulk of food, small game, fish  
women developed food cultivation, produce most of it

With cash economy, men placed in control  
of public economic and political power  
women central to private domestic life  
dependence of women and children on men for \$  
social, political, economic inequality among men  
promotes inequality between genders

With increasing need for cash, technical innovation  
need and possibility for women in workplace  
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  
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

Chapter 13. Sex and gender

Please provide short answers for the following questions.  
THIS IS NOT A TEST!

Why do fifteen-year olds

participate in sports?

go to school?

diet?

cry?

smoke cigarettes?

dye their hair?

have babies?

Please provide short answers for the following questions.  
THIS IS NOT A TEST!

Why do thirty-five year-olds

participate in sports?

diet?

go to school?

cry?

smoke cigarettes?

dye their hair?

have babies?



## WORK AND THE ECONOMIC ORDER

- Work gives possibilities for life.
  - position in economic and social order
- Desirable and undesirable jobs: segments of labor market
  - importance of education: gender and cash economy bias
- History of work in human societies
  - hunters and gatherers: work not separate from play
    - domestic life not separate from working life
    - kin group not separate from society
    - production not separated from consumption; sharing vital interdependence; overall equality: nature's bounty
  - farmers: definite work place, but close to home
    - working with kin group
    - mostly self-sufficient in food and crafts;
      - consuming production
    - sometimes ownership of land by nobility: tribute payment
    - separation of owners/workers (peasants): inequality
    - land, animals, water to be developed
  - feudalism/mercantile capitalism
    - nobility in cities, craftsmen to serve them increase
    - international trade merchants, financiers,
      - concentration of profits
    - investment capital, to be increased land
      - to produce for profit;
    - peasants expelled to cities, to become
      - dirt-poor laborers for industry;
    - craft enterprises growing into factories
  - industrialism separates working place from living place,
    - work from play
    - no longer working w/ family, but w/ strangers
    - workers specialize in one product or part
    - now computerization; still further removed
    - workers don't own what they produce: must purchase needs
    - must be employed; mobility for employment;
    - communities lost; past separate from present;
    - change in technology changes job; obsolescence
    - production separate from consumption
    - conflict inherent between owners of factory and workers
    - workers concentrated, organize in own interests
    - "factory" may produce services, not goods
    - directors have same motives and rewards as owners
    - economies of size, concentration of ownership
    - economic and political strength of corporations
    - Disparate society held together by economic order,
      - ideology, political order
- Bureaucracy
- Future of work in Canada and in the world