

GRANDE PRAIRIE REGIONAL COLLEGE
DEPARTMENT OF ARTS AND EDUCATION
SOCIOLOGY 1000 3(3-0-0), UT, FALL 2005-WINTER 2006
INTRODUCTORY SOCIOLOGY
FOR THE U OF A COLLABORATIVE BACCALAUREATE NURSING PROGRAM

Instructor: Dr. Laurie Nock
Phone: 539-2830 (office); 539-7348 (home)
Office Hours: Tuesdays and Thursdays 1:00-2:30 p.m.
Drop-ins welcome.

Office: C215
E-mail: lnock@gprc.ab.ca

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. (2005). 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. In this section of Sociology 1000, we shall make a special effort to link sociological concepts and scenarios.

REQUIREMENTS AND EVALUATION

There will be two principal kinds of assignments which will determine course grades: Reading Reflections and responses to Take-Home questions posed by the instructor. (For a description of Reading Reflections, see below.) Students will submit at least three of each, at a rate of not more than one a week, by 1 p.m. on Mondays. 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. One and only one late assignment may be handed in any Monday until Week 14, as long as only one assignment is submitted that week. E-mailed assignments are not accepted.

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. As a bonus "in-class" assignment worth ten points, students may meet with me for an in-depth writing tutorial on one of their assignments, at any point during the term before the last week of classes. For in-class assignments ONLY, calculate your mark as a percentage of total marks obtainable. All other assignments are marked using the alpha system.

You are advised to complete reading assignments before a topic is covered in class and before attempting Take-Home questions.

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 is for the calculation of marks on in-class assignments ONLY.

FOR STUDENT USE

You may wish to keep track of your grades here.

READING REFLECTIONS

Date	Topic	Grade
1.		
2.		
3.		
4.		

TAKE-HOME QUESTIONS

Date	Topic	Grade
1.		
2.		
3.		
4.		

IN-CLASS ASSIGNMENTS

DATE	MARK	DATE	MARK
------	------	------	------

READING REFLECTIONS

Reading Reflections are to assist students to focus their reading on topics to be covered in class. From the readings assigned for the week, select concepts or ideas that you have experienced or in which you are interested. Relate and apply these to your life, your community, your experience, your concerns, and/or your understanding. Demonstrate your understanding of the concepts with good examples and with proper use of sociological terminology. STANDARD CITATION PROCEDURES ARE EXPECTED. (See next page.) Reading Reflections should be double spaced, and 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". Beware of "should"! Your statements (conclusions) should follow logically from the evidence you provide. Seek to understand rather than to judge.
- Question what "everybody knows" and stereotypes; provide evidence.
- Define important terms and concepts, referring to readings.
- The purpose of these assignments is not to summarize readings.
- Do not use "you" unless giving advice or instructions, both of which are unlikely!
- Use citations when summarizing the ideas or descriptions of others, not only to accompany verbatim quotes.
- Include a list of references! This is often the only way to ensure you are actually connecting your topic to sociology; the text will almost certainly form part of it.
- Organization is important! Outline your paper (whether before or after writing it) to check that ideas follow logically and that you do not have serious contradictions.
- Pay attention to grammar and spelling! (Ask what my pet peeve is.)
- Attention to clarity of expression is expected.
- It is quite permissible (even encouraged!) to use your own experience as evidence (which is different from opinion), and to use "I" and "my".
- Number your pages!
- Pay attention to notes and comments on your work. Their purpose is to help you improve your writing in form, expression and content--and also allow the instructor to communicate with you! If you need clarification, or can't read my writing--

Above all, if in doubt, talk to me!

GUIDE TO REFERENCES

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: "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, 2005, p. 503).

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, 2005, pp. 505-508). 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: We tend to see educational credentials as "badges of ability" rather than at least partially the result of social privilege (Sennett and Cobb as paraphrased in Macionis & Gerber, 2005, p. 508).

References to information downloaded from the Internet are similar to those used for print materials. For 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. (2005). Sociology. Toronto, Ontario: Pearson Education Canada Inc.

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>

Smuts, B. (1993). What are friends for? In P. Whitten & D.E.K. Hunter (Eds.), Anthropology: Contemporary perspectives (pp.54-58). New York, NY: 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 titles of books or journals. Consult an APA

formal style guide, if you have doubts.

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. Late assignments will not be accepted (See Week 14.); nor will e-mailed assignments.

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.

SO1000 CBL: WEEK 1

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
individuality in social context

Sociological perspectives
structural functionalism
social conflict
symbolic interactionism

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

READING:

Chapter 1. The sociological perspective

Chapter 20. Education, pp. 502-508 ("Schooling and social inequality".)

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, 2005, p. 3). How did you come to be a student at Grande Prairie Regional College? What motivated you?

The text (Macionis and Gerber, 2005, pp. 5-6) discusses several social factors and characteristics that tend to be shared by post-secondary students. Consider each of these; do you agree that they are influential? What do you have in common with other students at GPRC? What other factors shaped your choice (e.g. gender, location, etc.)? Make sure you use the guidelines in "The sociological perspective" (ibid., pp. 3-6), and read all of Chapter 1.

SO1000 CBL: 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

Culture includes
symbols, language
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, 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 changing circumstances
economic, technological, political, social
evidence of holism – cultural integration

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 experience, taking into consideration what you had to learn about the College's organization of

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

How did you learn? How did you feel? What do you still not know?

SO1000 CBL: WEEK 3-4

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, values, skills
agents of socialization

Secondary socialization, after childhood: workplace, change in social status

Variations on socialization

acculturation

anticipatory socialization

resocialization: replacement of original values, social group with new, incompatible ones
often forced, involuntary, violent, in total institutions

Development biological, sexual, psychological, cognitive, moral through social interaction

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

imitation – 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

READING

Chapter 5. 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. 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?

SO1000 CBL: WEEK 4

SOCIAL INTERACTION

Common sense analysis of social interaction made scientific

Aspects:

Context: status, role,
master status, status set, role conflict
ascribed / achieved

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 / dramaturgical analysis
(Goffman)

performance

roles, scripts, costumes, setting

cooperation of actors; altercast others

medical office, mental hospitals

READING:
Chapter 6 Social interaction in everyday life

QUESTION 4

Define key concepts relevant to statuses and roles:

- status
- status set
- ascribed status
- achieved status
- role
- role conflict
- role set

Provide at least one good example, invented or based on actual experience, that demonstrates your understanding of these concepts.

SO1000 CBL: 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:
crime: acts prohibited by law; crimes of consensus (violating mores)
norm violations: (involuntary) mental illness, alcoholism
social diversion: (voluntary) homosexuality,
eccentric clothes, language
difference vs. deviance

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)
informal: gossip, praise, blame, example, ostracism (peers)
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: class, race, gender, age
men > women; poor > rich (white vs. blue-collar)
non-white > white; young > adult
discrimination

Responses to crime and deviance:
punishment justified by
retribution, deterrence, rehabilitation, social protection

Restorative justice
restitution, remorse, reconciliation

SOCIOLOGICAL ACCOUNTS OF (EXPLANATIONS FOR) DEVIANCE

Symbolic interactionism:

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:

Chapter 9 Deviance

QUESTION 5

THINKING AS A SOCIOLOGIST, answer the Sociology trigger questions in Megan's scenario.

QUESTION 6

Use one or more examples to demonstrate that

- a) the definition of a behavior as deviant depends on the context in which it occurs
- b) different social groups have different definitions of deviance
- 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.

SO1000 CBL: WEEK 7

AGING

Class

income; dependency

Gender

Family

nuclear
geographical mobility
employment patterns
marriage
institutions

Peers

Community

age segregation
youth know best
media perceptions

Cross-cultural

Macionis & Gerber, 2005, p. 369

READING

Chapter 15 Aging and the elderly

QUESTION 7

Age is not important only to the elderly, nor is age discrimination limited to them. To demonstrate this, rewrite the summary to Chapter 15, "Aging and the elderly", as if it had been written about people between the ages of 15 and 25.

SO1000 CBL: WEEK 8

GROUPS AND ORGANIZATIONS

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—e.g. at the beach

conventional—deliberate planning, e.g. funeral, lecture, auction

expressive—event has emotional appeal

acting crowd—for a purpose:

violent: mob

riot: mob w/out a clear goal

convergence of motivations, emerging norms, contagious

dispersed collectivities

network

gossip, rumor, information sharing

Red River Rally, Turkey drives

Groups

primary - small, personal and enduring relationships

secondary - large and impersonal, w/ members pursuing specific interests

instrumental and expressive leadership roles

authoritarian, democratic, laissez-faire leadership styles

conformity to group and to authority

in and outgroups

networks

Formal organizations - a type of secondary group - institutions

utilitarian, normative, coercive

bureaucracy

specialized roles, hierarchy of offices, rules and regulations,

technical, impersonal, written records

social inequality / difference in bureaucracy

problems: alienation, inefficiency, ritualism, inertia

rational / irrational

self-managed work teams

organizational environment (externals)

technology: information sharing and storage

politics, economics

population patterns

other organizations

Information sharing

rumor

gossip

group conformity –norms

public opinion

panic and hysteria

fashions and fads

READING:

Chapter 7 Groups and organizations

Chapter 23 Collective behaviour and social movements

QUESTION 8

Define and illustrate primary and secondary groups, in- and out-groups, types of leadership and group dynamics using your current educational experience as a basis.

SO1000 CBL: WEEK 9

SOCIAL INEQUALITY

Wealth

Power

Prestige

Occupation

Ascribed and achieved characteristics

Difference vs. inequality

Why social inequality?

Davis-Moore vs. Gans

Caste vs. class systems

Ideology of inequality

READING:

Chapter 10 Social stratification

Chapter 11 Social class in Canada

QUESTION 9

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.

SO1000 CBL: WEEK 10

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

Inequality and health, medicine

global

alternative health systems

class, gender, age, race

urban / rural

ethnicity

culture and social relations

READING:

Chapter 12 Global stratification

QUESTION 10

There are many linkages and similarities between inequality at a local and at a global level. The textbook discusses six correlates of global poverty (MacLachlan and Gerber, 2005, pp. 292-293). 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?

SO1000 CBL: WEEK 11

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
vs. M&G 336

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 / assimilation
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 are used to explain and justify inequality.

READING:

Chapter 14 Race and ethnicity

QUESTION 11

Describe the concepts of race and ethnicity in Canada.

- a) Define "race", discuss the supposed biological components of race, and then explain what is meant when it is said that "there are no pure races."
- b) Define "ethnicity" and describe how ethnicity differs from race.
- c) "Race and ethnicity are no longer important in Canada"--do you agree or disagree with this statement? Make sure to back up your conclusions

with evidence, not with opinion.

SO1000 CBL: WEEK 12

FAMILY

Need for clarity, so we can talk about it:

family: social institution that unites individuals into cooperative groups that oversee the bearing and raising of children
many kinds of family: nuclear (2 parent), extended, blended, single-parent

Often based on marriage:

a legally sanctioned relationship, involving economic cooperation as well as normative sexual activity and childbearing, that people expect to be enduring.
Love marriage? Individualism; divorce rates
Arranged marriage
Endogamy and exogamy

Kindred is larger:

kinship: a social bond based on blood, marriage, or adoption, that joins individuals into families.

What are family members to do to / with / for each other?

biological:

sexuality: regulates sexual activity of parents

reproduction: bear, care for children

satisfy physical needs of members—health

economic cooperation: share housing, food, expenses, property

share, organize work: paid and unpaid

social: socialization of children, interaction with each other,

with outside world, kin network, provide social identity

emotional: rest and fun, love and support, security

listening, understanding, intimacy, privacy

spiritual

Nuclear family is not the only way to satisfy these needs

blended families, children sharing father or mother (serial monogamy)

polygamy, polygyny, polyandry

single-parent families, same-sex unions

adoption, joint or cooperative households, families of affinity,

friends, lovers, roommates, teammates?

purchased services and goods: hospitals, clubs, schools

daycare centers, restaurants, prostitutes, counselors, church

Extended family most common, worldwide

Shared responsibilities and risks
often patri/matrilineal and patri/matrilocal
rather than our neolocal, bilateral

Our culture defines family as a child-rearing enterprise, private (property)

Seen as “natural”; implied biological function
Gives meaning to gender and age

Family in society

economic unit: consumption of housing, vehicles, good life
family provides and demands workers
those w/ family must work, reliable and cheap

social unit: responsible for children, raising good citizens,
good workers

provides ascriptive characteristics:

ethnic and racial group membership
class, education, religion, region, poverty, wealth

4-H club

READING:

Chapter 18 Family

QUESTION 12

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
one-parent family
blended family
communal childrearing
foster homes / group homes
boarding or residential schools

Choose at least one of the last three.

SO1000 CBL: WEEK 13

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, produce most of it

With inequality, 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 inferior; sexuality became a power relationship
rape (regardless of victim) an expression of power
male homosexuality a violation of power relationship
homophobia
women responsible for consequences of sexuality, i.e. children
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 --> prostitution—sex trade—
threatens dependent married women and children
allows sex without responsibility for outcome
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
social, political, economic inequality among men
promotes inequality between genders
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
(childless best for production and consumption)
divorces increase as women no longer dependent on men for \$
nor men on women for domestic services

Feminization of poverty

Men lose control while women gain it; violence

Women's violence?

Feminism

READING

Chapter 13. Gender stratification

Chapter 8. Sexuality

QUESTION 13

Discuss the significance of gender in three scenarios you have studied so far. What significance does gender have in your family, your work, and your education? When does gender appear to be unimportant?