GRANDE PRAIRIE REGIONAL COLLEGE
DEPARTMENT OF ARTS AND EDUCATION
SOCIOLOGY 1000 3(3-0-0), UT, FALL 2006-WINTER 2007
INTRODUCTORY SOCIOLOGY
FOR THE U OF A COLLABORATIVE BACCALAUREATE NURSING PROGRAM

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Office Hours: Tuesdays 1-2:30 p.m.; Fridays 11:30-1 p.m.
Drop-ins welcome.

Delivery method: lecture   Pre-requisites: None

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

REQUIRED TEXTS
　　　Macionis, J. J. and Gerber, L. M. (2005). Sociology. Toronto, Ontario: Pearson Education Canada Inc.
　　　Ravelli, Bruce. (Ed.) (2005). Exploring Canadian sociology: a reader. 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:	Girls in their late teens feel less pressure to conform than younger girls (Berndt, as paraphrased in Matthews, 2005, p. 42).

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

REFERENCES

Macionis, J. J. and Gerber, L. M. (2005). 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.

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

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

formal style guide, if you have doubts.

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 and in EXPLORING, Bruce Ravelli (Ed.)

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

SOCIOLOGY   Chapter 1. The sociological perspective
                 Chapter 20. Education, pp. 502-508 ("Schooling and social
                         inequality".)
                 (Chapter 2. Sociological investigation--recommended as
                         independent reading)
EXPLORING   The promise of sociology, C. Wright Mills.
                 The perspective of sociology, Allan G. Johnson.
                 Researching dealers and smugglers, Patricia A. Adler.

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 (e.g. race, age, class) 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)? 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

SOCIOLOGY   Chapter 3. Culture
EXPLORING   Some very good news via some very bad myths,
                        Reginald W. Bibby.

QUESTION 2

When you first came to the College, you were faced by a whole new institutional
<u>culture</u>. 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?

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
      <u>also</u> 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 STAGE OF LIFE RESOLUTION	
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

SOCIOLOGY	Chapter 5. Socialization
EXPLORING	The oldest profession, Candace Fertile.
	Rites of passage and group bonding in the Canadian Airborne, Donna Winslow.

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?

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
        actors, roles, scripts (dialogue and non-verbal), costumes, props, setting
        cooperation of actors; altercast others
        medical office, mental hospitals

READING

SOCIOLOGY: Chapter 6. Social interaction in everyday life

EXPLORING: "Even if I don't know what I'm doing I can make it look like I know
what I'm doing": becoming a doctor in the 1990s,
Brenda L. Beagan.

Streets, strangers, and solidarity, T.M. Nielsen.

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.

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

SOCIOLOGY: Chapter 9. Deviance
EXPLORING: The rebels: a brotherhood of outlaw bikers, Daniel R. Wolf.
               Disclaimer mannerisms of students: how to avoid being labeled as
                     cheaters, Daniel Albas and Cheryl Albas.

QUESTION 5

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

QUESTION 6

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
    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!

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
SOCIOLOGY: 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:

SOCIOLOGY: 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.

SOCIAL INEQUALITY

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

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
SOCIOLOGY: 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 (e.g. race, class, gender, health)
- 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
SOCIOLOGY: Chapter 12. Global stratification
EXPLORING: The information age: apartheid, cultural imperialism, or global
                        village? R. Alan Hedley.

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 (Macionis 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

22

explanations of poverty at a global level?

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

SOCIOLOGY: Chapter 14. Race and ethnicity
EXPLORING: Does the vertical mosaic still exist? Ethnicity and income in
                       Canada, 1991, Jason Z. Lian and David Ralph Matthews.
               Aboriginal identity: the need for historical and contextual
                       perspectives, Jean-Paul Restoule.

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 (relatives):
        kinship: a social bond based on blood, marriage, or adoption, that joins
        individuals into ~~families~~ kindreds.

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

SOCIOLOGY: Chapter 18. Family
EXPLORING: Looking back, looking ahead: Canadian families in perspective,
         Beverly J. Matthews.

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
SOCIOLOGY : Chapter 13. Gender stratification
       Chapter 8. Sexuality
EXPLORING: The body beautiful: adolescent girls and images of beauty, Beverly
         J. Matthews.

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?