

Sociology Notes

Lecture 001 – Sociology

Sociology – systematic study of social behavior in human societies.

Auguste Comte

- Emerging of sociology
- A new way of seeing the world
- Industrialization
- **Positivism**
 - o **Analyze the social world through empirical means**

Theories

- Act as a lens
- Theoretical paradigms
- Gives us a different perspective on the world
- Some Theoretical Paradigms
 - o Structural Functionalism
 - o Conflict Theory
 - o Functionalism
 - o Feminism

Structural Functionalism

- **Macro Level**
- **Broad view on society**
- **Structures**
 - o stable **patterns of social behavior**
- **Institutions**
 - o Subsystems of enduring patterns
- **Normal state = equilibrium**
 - o Change in on structure changes others
 - o *Change is disruptive*
- Consensus about societal values
- **Every activity has a consequence or function**
 - o **Manifest Functions**
 - **Open stated, conscious functions**
 - o **Latent Functions**
 - **Unconscious functions / may reflect hidden purposes**
- There are good and bad functions

- **Eufunction**
 - Positive benefit for society maintain equilibrium
- **Dysfunction**
 - Element or process that is disruptive and will destabilize
- Society will fix itself if problems occur – restabilize
- **Critique**
 - Too broad
 - Focuses on stability at expense of conflict

Emile Durkheim

- **Society = social system**
- There are needs
 - Social structures/institutions fill those
- **Anomie** = normlessness
 - **Lack of norms/regulation**
- **Change**: mechanical solidarity -> organic solidarity
 - **Mechanical Solidarity**
 - people feel connected to each other through similar work/lifestyles
 - think of machine -> mechanical solidarity
 - pre-industrial society
 - simple division of labor.
 - **Organic Solidarity**
 - Connectedness comes from interdependence, specialization, and complementation
 - Modern society
 - Think organ -> complicated -> organic solidarity
- **Investigation of suicide**
- Looked outward towards society to explain suicides
 - **Egoistic suicides**
 - Occur because of lack of social ties
 - Example: men, because they are more independent than women & protestants more likely to suicide because less integrated into the religious community
 - **Altruistic suicide**
 - Excessively strong social ties.
 - Example: suicide bombers
 - **Anomic suicide**
 - Insufficient regulations, too lax
 - May arise because of rapid social change
 - Feelings of unpredictability and without limits
 - **Fatalistic suicide**
 - Too many regulations, too few options

- Feel trapped

Conflict Theory

- Macro oriented paradigm
- Society = arena of inequality
 - Generates conflict and social change
- Society structured to benefit a few at expense of majority
- Dominant group vs. minority group relations
 - Incompatible interests
- Alienation
 - Capitalism alienates workers in 4 ways
 - From the act of working
 - From the products of work
 - From other workers
 - From human potential

Karl Marx

- Modes of production
 - Social processes and social change is based on economic processes
 - Economic system shapes all other components of society
- Ownership of means of production is the basis for other forms of inequality.
- Class
 - comes from who owns what means of production
 - class conflict
 - antagonism between entire classes of distribution of wealth/power
 - Class consciousness
 - Recognition of works of unity
 - Workers band together under common "oppression"
- Power
 - Holds society together
 - Conflict is natural state
 - Bourgeoisie (owners) dominate
 - Proletariat (workers)
 - Own labour power
 - Revolution is means of change
 - Eliminate inequalities
 - Eliminate private ownership.
- Social institutions
 - Major spheres of social life
 - Reflective of dominant class

- **False consciousness**
 - o Explanations of social problems grounded in individuals shortcomings (not society's)
- Basically form follows function

Symbolic Interactionism

- **Micro level**
- social interactions in specific situations
- society = product of everyday interactions.
 - o Social construction of reality
- Interested in **process**
- Society = "shared reality"
- **Symbol**
 - o Something that meaningfully represents something else
 - Interaction is symbolic
 - o Differ from culture to culture
 - o Reading cues → appropriate behavior
- Response to situations is based on their own definition of what's happening
- *"What we define as real, is real in its consequences"*
- Society is shared reality as people interact
- Society is complex, ever changing subjective meanings
- **Learning theory**
 - o Individuals learn in a variety of ways
- **Rational Choice Theory**
 - o Microeconomics can explain choices of any issue. Not just money.
- Some criticisms
 - o Ignores
 - Larger social structures
 - Effects of culture
 - Factors such as class, gender & race
- **Max Weber → founder**
 - o Ppl should learn to empathize
 - o Understand ppl → understand setting
 - o **Verstehen = understand**
- George Herbert Mead
 - o Build personalities from interactions
 - o Blank slate
- Erving Goffman → Canadian
 - o Life is a stage
 - o We play roles

Max Weber

- Reaction to Marx
- Verstehen
- No single factor determines society or individual
- Social conflict originate in not only economics
- Idealism
 - o No universal understanding of the world
- conflict is because of different values
- ruling class use beliefs to legitimate their position, so that other classes will cooperate
- iron cage of modernity; beaurocracy
- Rationalization of Society: change from tradition → rationality
 - o Protestantism
 - o Religion is root of economics
 - Rationalization
 - Old religions impede economic system

Feminism

- Study of women's lives
- Gender
- Micro
 - o Reproduction of gender through language and emotion management
- Macro
 - o Constraints and forms of resistance in women's lives
- Use = affirm gendered reality
- Composed of many differing views, including:
 - o Maternal feminism
 - Early 19th century
 - Moral crusaders → improve society
 - Temperance movement
 - Women's suffrage
 - Upper middle class
 - Improve lives of immigrants
 - o Liberal Feminism
 - Early 60's
 - Women gain equality through access to education and jobs
 - Very prevalent in society
 - Equal opportunities
 - o Radical Feminism
 - Patriarchy – universal cause of women's oppression
 - Organize separately from men to provide interests
 - Non dominant

- Socialist Feminism (Marxist)
 - Gender inequalities viewed in historical/economic context
 - Women organize with men of the same class to solve the problems of gender inequality
 - Communism = no class
- Common characteristics of feminism
 - Gender inequalities not biological, but socially constructed
 - Patriarchy is present in nearly all societies
 - Biology used as a construct = weak

Lecture 002 – Investigative Methods

Research Ethics

- Remember Milgram Experiment
 - Electric shocks

Basics

- Use sociological perspective
- Be curious and ask questions
- Understanding rooted in science
- Knowledge based on observation
- Rests on **empirical evidence**
- **Positivism (compte)** : use of adapted natural science for social sci

5 ways of knowing the world

- Personal
 - Individual experience
- Traditions
 - Beliefs
- Authority
 - Experts tell us
- Religion
 - Religion leaders/scriptures/belief
- Science
 - Empirical
 - Durkheim
 - Suicide study

The Research Process

- Idea
- Conduct scientific literature review

- Clarify question by clarifying problem
- Develop a plan/choose research design/select sample
- Collect data
- Analyze data
- Answer question
 - o Support or disprove hypothesis

Theory

- Statement of how and why certain facts are related.
- Why something happened → generalize

Hypothesis

- Best guess

Data

- Test theory or develop new theory

Theory Development

- Deductive approach
 - o Starts from theory
- Inductive approach
 - o Starts from data

Cycle of research

- Theory Developing (deductive starts here) → hypothesis building → data gathering (inductive starts here) → generalization.

Quantitative vs. Qualitative

- Quantitative methods
 - o Counting and precise measurement
 - o Limited number of values
 - o Close ended questions
 - o Prediction using equations and stats
 - o **Think numbers**
- Qualitative methods
 - o Not as number focused
 - o Observe behavior or interview
 - o Asks about meaning
 - o Focus is often on smaller groups
 - o Field research

- Participant observation
 - Engage in behavior
 - Focus on smaller groups

Variables

- **Variables: concepts whose values change from case to case**
- **Operationalizing a variable**
 - Specifying what one intends measure in assigning a value to a variable
 - Take abstract
 - Specific enough to measure
 - Example: defining age as date of interview – birth
- Measurement
 - Depends on variable (i.e. years for age)
- Types of variables
 - Independent
 - The variable that induces the change
 - Dependent
 - The one that changes
 - Independent → dependent (casual)

Causation vs. correlation

- Cause and effect
 - A relationship in which change in one variable causes change in another
- Conditions for cause and effect
 - Existence of correlation
 - Independent variable precedes the dependent
 - No evidence suggest that there is a third variable

Correlation

- A relationship
- Two or more variables change together.
- You aren't sure what causes what
- **Spurious Correlation**
 - **An apparent though false relationship between two or more variable**

Reliability and Validity

- Reliability
 - Consistency in measurement
- Validity
 - Precision in measurement

Sampling Methods

- Population
 - o The whole group that we are trying to understand
- Sample
 - o Proportion or subset
 - Not feasible to sample whole population
 - o Random sample
 - Chosen by chance
 - o Representative sample
 - Section that has essential aspects

Research Methods

- Naturalistic Observation
 - o Focus on real life setting
 - o Has ecological validity
 - o Allows for description of behavior
 - Not explanation
 - o Research neither controls nor manipulates
- Controlled observation
 - o Researchers control the situation
 - o Want to learn about situations where behaviours are exhibited
 - o May provide normative information for specific situations
- Questionnaires
 - o Series of written questions a researcher presents to subjects
 - o Closed ended
 - Series of fixed responses
 - Easy to analyze but narrows range of responses
 - o Open ended
 - Free response
 - o Pre testing can avoid problems
- Questionnaires & interviews
 - o Disadvantages
 - Lying
 - Saying things that researchers want to hear
 - Researcher can bias answers
 - o Advantages
 - Obtain a lot of information quickly
- Controlled experiment
 - o Goal: establish cause-effect

Experimental Design

- Experiment
 - o Investigates cause and effect
 - o Used to test hypothesis
- Steps
 - o Specify dependent/independent variables
 - o Measure dependent variable
 - o Expose dependent variable to independent variable
 - o Remeasure dependent variable to see if predicted change took place
- Experimental group
 - o Receive treatment
- Control group
 - o Receive no treatment
- Difficulties
 - o Ethics?
 - o Realistic?
 - o Generalization?

Loose Ends

- Secondary Analysis
 - o Reanalyzing data collected by others
- Content analysis
 - o Counting content of materials
- Replication
 - o Repeating a study
- Cross-sectional research
 - o Research at one time
- Longitudinal research
 - o Research repeated over time

Limitations

- Human behavior is complex
- Humans respond to their surroundings → reactivity
 - o Hawthorne effect
- Social patterns change

Framework for sociological investigation

- Scientific sociology
 - o Study of society based on systematic observation of social behavior
- Empirical evidence

- Verifiable
- Macro
- Positivism
- Critical sociology
 - Study that focuses on the need for change
 - Marx → no fixed order
- Interpretive sociology
 - Study focuses on the meanings people attaché to their social world
 - Weber → focus is interpretation

Lecture 003 – Culture

Cultural Fundamentals

- Stone age
 - Culture primary strategy for human survival

Culture and understanding

- Culturally defined
- Example spray tanning
 - Why it is done varies from culture to culture

Culture

- Values, beliefs, behavior and material objects that constitute a people's way of life

Proxemics

- Edward t. hall
- Culturally specific relations in **time and space**
 - Territorial marker
 - Women → women : closer is acceptable
 - Man → woman : farther
 - Woman → man : closer is acceptable
 - Men → men: usually far
 - **Intimate distance**
 - 0 to 1 ft
 - Relationships → touching
 - **Personal distance**
 - 1 – 4 ft
 - Use with friends
 - 85% of communication not verbal
 - Body language

- **Social distance**
 - 4 – 12 ft
 - Business
 - Normal tone of voice
 - Vision → reading cues
- **Public Distance**
 - 12+ ft
 - High volume
 - Vision reduced
 - Harder to read signals

Canada Vs. United States

- Lipset: differences exist
 - Criticism : we're not that different
- Canadians
 - Trust government
 - More respect for authority
 - Less individualism
 - Lower rates of violent crime
- United States
 - Had revolution
 - Distrust of government
 - Less respect for authority
 - More individualism
 - More likely to volunteer

Variance

- Although cultures vary they all have 5 common components
 - **Symbols**
 - Anything that carries a particular meaning
 - May vary within a culture
 - No symbols → lost/isolated
 - **Language**
 - System of symbols that allows people to communicate
 - Continuity of culture
 - **Values**
 - Abstract ideas or general ideas of accepted standards of behavior
 - **Beliefs**
 - Specific statements that people hold to be true or false
 - **Norms**
 - Defining principles by which any society comes to govern itself

- Differ from values in that they are more precise rules
- Prescriptive Norms
 - What we should do
 - States what behavior is acceptable
- Proscriptive Norms
 - States what behavior is unacceptable
- Situation specific

More on Norms

- Three types of Norms
 - Folkways
 - Informal customs, in some cases what we might call etiquette
 - Not essential for survival
 - Sanction is mild
 - Example: brushing teeth
 - Moeres
 - Customs that members consider to be correct/necessary for group survival
 - Strong rules
 - Moral and ethical connotations
 - Severe sanctions
 - “thou shalt not kill”
 - Taboo
 - Around sex (usually)
 - Very strong moeres
 - Violations offence
 - Example: incest

Laws

- Laws are formal rules with sanctions/punishments written
- Deals with disputes between persons/group

Subculture

- Group of people within a single society who possess certain distinct cultural practices that set them apart but *they still have the cultural practices shared with the larger society*

Counterculture

- Group of people within a single society who strongly oppose the cultural patterns widely accepted within that society
- Example: KKK, FLQ

Cultural Universals

- Customs that are shared across much of the world
 - o Murdock says we share 7-+ cultural universals
 - o Example: food, clothing, shelter

Cultural diversity

- Much more prevalent
- Natural
- Social
- 5000 languages
- 199 nations
- Japan has little diversity → homogeneous geography
- Canada's diversity → immigration

Cultural Diffusion

- Spreading of culture
- Via
 - o Exploration
 - o Military
 - o Media
 - o Tourism
 - o Migration
 - o Expanding global economy

Ethnocentrism

- Belief that one's own cultural view is superior or the only correct view
- Example: child labour
 - o Needed in low income countries

Cultural Relativism

- Judging a culture by its own standards

Cultural materialism

- Cultural beliefs are rational adaptation to material conditions
- Example "cow love"
 - o Anthropological
 - o Response to practical problem

Urban Legends

- Stories which:
 - o Passed along by word of mouth
 - o People who repeat them believe them to be true
 - o Stories are set in the recent past associated with nearby location
 - o Almost always completely false

Theories and Culture

Structural Functionalism

- Shared norms
- Stability
- Norms and values necessary
 - o Only change them slowly
- Emphasize our norms and values are institutionalized and serve STABILITY
- Society depends on culture for order
- Bind us together
- Mennanites → work binds family

Conflict Theory

- Dominant social class sets norms to maintain control
 - o Norms and values are used by the dominant social class to maintain power
- Social life continuous struggle
- Competition series needs of capitalism
 - o People don't see exploitation
 - o Survival of the fittest
- Focus on dominant ideology of a society and the way in which it keeps and legitimizes the existing social structure
 - o Values determined by elites
- Cultural heroes:
 - o Mother Teresa
 - Regard due to sincere appreciation for selflessness
 - Her approach does not threaten the west's gross consumption of world resources

Symbolic Interactionist

- Concerned with symbolic expression of culture
 - o Culture influences people and people influence culture
- Society sum of all individual's interactions
- Modify culture by interaction

- Things change
- Reinterpret norm in every social situation.

Conclusions

- Critical of things previously considered to be natural
- Often viewed as cultural interventions that arose at a particular point in historical time in response to particular society conditions
- Extra:
 - Eurocentrism
 - Androcentrism
 - Males are superior

Lecture 004 – Socialization

Socialization

- To what extent are you in the culture, or is the culture in you?
- Double involvement
 - Mills
- Lifelong process
- Essential for stability
 - Socialized to maintain structure
 - Cultural content and symbols
- Functionalism: soc ensues basic individual needs against that of of society
- Berger: process by which people learn to be members of society
- **Epigenesis → ground plan**
 - **Unique genetic potential**
- Interactive process
- Cultural assumptions imbedded in actions

Primary Socialization

- 0 – 12 years
- Group life
- Family
 - Most important agent
- Both intentional and unintentional
- Largely imposed, although some reciprocity in parent-child interaction
- Language
- Shared meanings
- What others expect of them
- Attachment
 - precursor for successful socialization

- develops interpersonal/cognitive skills and sense of self
- Attachment styles
 - Secure
 - Authoritative
 - Parent consistently there
 - Age appropriate goals
 - Avoidant
 - Parent avoids child
 - Neglect
 - Too busy
 - No emotional involvement
 - Anxious/ ambivalent
 - Overprotective
 - Hovers
 - Permissive
 - Problematic
 - How do you learn hot/cold?

Secondary Socialization

- Life cycle
- Adolescent and Adult socialization
 - Occurs throughout the life cycle
 - Anticipate and adjusting
 - Reciprocal process
 - Peers/teachers/etc
 - Based on previous experience
 - Difference from primary socialization
 - More choices and more limits
 - Informal
 - Likely socialized without being aware
- Adolescent Socialization
 - **“storm and stress” – hall**
 - Teenage years
 - Stress
 - Hormones
 - Very agitated
 - 3 sets of discontinuities
 - Children socialized
 - Non responsible roles
 - Submission
 - Shielded from sexuality

- **Disjunctive socialization**
 - Processes that lack continuity between socialization contexts, making it difficult for people to make transitions between them or to adjust to new contexts
- Types of Secondary Socialization
 - Anticipatory Socialization
 - Merton: learning overt behaviours and values in statuses and groups one is likely to be in
 - Socializing for the future
 - Example : university
 - Resocialization
 - “total institutions”
 - Example: jail
 - Replace inadequate / defective roles
 - Deviants → 24/7
 - Not voluntary
 - Stripping/ mortifying
 - Stripping of old self

Key Agents of Socialization

- **Primary**
 - Family
- **Secondary**
 - Peers
 - School
 - Media
- Work
- Religion

Family

- Children with conduct disorder stats
 - **From most problems to least**
 - **Ineffective**
 - **Aversive (punitive)**
 - **Consistent**
 - **Positive**

Peer Group

- Pick friends
- Frame of reference that's not based on adult authority
- Great influence
- Tempered by parental influence

- Parents control scarce and valued resources
- Identity different from home
- Peers rival parents

School

- 1700 hours
- Reinforcement of self concept and academic self images
- Provision of social life
- Filtering of occupational choices
 - Grade → course selection
- Promotes values, norms of society
 - Middle class children learn to value academic achievement
- Teaches about
 - Social hierarchies
 - Rules, rights, responsibilities
 - Richer (conflict theorist)
 - Hidden curriculum
 - Unspoken norms
 - Transmitted by schooling
 - Competition
 - Individualism
 - Obedience
 - Middle class/upper class benefit
 - Status quo reproduces

Media

- Transmits values behaviours, and definitions of social reality
- Integration function
- Reflects social relations
- Feminist : contributes to gender stereotyping
- Media violence
 - Imitation
 - Defining social reality as violent
 - McWilliams
 - Late 80s
 - Community degenerating
 - Aggressiveness in playgrounds
- Demographic differences
- Informs events, awareness, entertains
- Nearly 100% of homes have TV
 - 87% have indoor plumbing

- Key fact then... which one is more important?
- 16 – 20 hours /week
- Changes in media use
 - Increasingly solitary (not social)
 - Digital divide
 - Class/ educational differences in digital media use
 - Within and between societies
- Internet use related to age/income/education
 - Low income → 30%
 - High income → 81 %
- Men use internet more than women

Socialization Outcomes

- Socialization reproduces gender, race, and class distinctions
- Reproduction of Gender
 - Nature vs. nurture
 - Studies of infants/young children
 - Few behaviours separate the genders
 - No difference in motor ability
 - Mothers expected difference
 - Mechanisms of Gender Socialization
 - Parental reaction to perceived innate differences
 - E.g. clothing colour
 - **Differential socialization**
 - Gendered toys
 - Imitation of gendered behavior in child's social environment
 - Media source of gender stereotypes
- Social Reproduction of Race
 - Child rearing in ethnic racial minorities
 - Racial pride
 - 1/5th of racial minority children have experienced discrimination
 - Promotion of mistrust as strategy
 - Cocoon children from discrimination
 - Racial socialization of mixed race
 - Importance of exposure to both cultures
 - Discrimination
- Social Reproduction of Class
 - Melvin Kohn (conflict)
 - Child rearing varies by class
 - Differences in occupational experiences
 - Job = class differences

- Blue collar workers
 - Conformity
 - Orderliness
 - Behavior consequences in children
 - See expectations in children
 - White collar workers
 - Permissive
 - Emphasis on self reliance
 - 34% mobility in social class (1990)

Theories for Socialization

- Functionalism
 - Sociology of social system
 - Socialization – process of internalizing social norms and behavioural expectations
 - Accomplishment: conformity leading to social integration
 - Tend to ignore structural barriers
- Conflict / Materialist/ Marxist
 - Socialized by class
 - Class position affects availability of socializers
 - Socialization : defend power relations
- Symbolic Interactionism
 - Sociology of social action
 - People actively participate in their own socialization
 - Accomplishment of socialization : sense of self
 - Zucher
 - 4 components
 - Physical
 - Active
 - Social
 - Psychological
- Behavioural Theories
 - Learning through identification or reinforcement
 - E.g. bandura on children's imitation of violence
 - Bobo doll study
 - Cooley
 - Looking glass self
 - Our perception of what you think others are thinking of you
 - May or may not be reality
 - Mirror of won thought
 - Self develops through interaction
 - Criticism: other, over time can have large impact

- Self fulfilling prophecy
 - Mead
 - Self consists of
 - **The me**
 - Socially defined self
 - Internalized norms and values
 - Develops with socialization
 - **The I**
 - The spontaneous, creative, unique self
 - E.g. babies crying
 - Does not come from socialization
 - Role Taking
 - Development of self
 - **3 stages**
 - **Preparatory**
 - **Imitation**
 - **Significant others**
 - **Until age 3**
 - **Play**
 - **Pretending**
 - **3 – 5 yrs**
 - **Learns to use language**
 - **Use symbols**
 - **See relation to others**
 - **Game**
 - **Learning**
 - **Understand people's roles**
 - **Role taking**
 - **Kids try different roles**
 - Becoming socialized is moving from I (spontaneous) to Me (reflective)
 - Generalized other
 - Person internalizes general social expectations by imagining how any number of others will act and react
 - Through family
- Psychological theories of socialization
 - Psychoanalysis
 - Phase theory of the development of the self
 - Oral
 - Anal
 - Phallic
 - Latent

- Genital
- Elements of personality
 - Id
 - Basic instincts
 - Superego
 - Internalized values
 - Ego
 - Developed socially
 - Mediates between id and superego

Lecture 005 – Gender

Language

- Language is gendered and works to reproduce the gendered order
- Linguistic sexism
 - Tendency to communicate sexist messages
 - Men defined by sexual prowess
 - Women defined by sexual objects
- Language is a thread
 - Symbolic, culture
- Language defines gender in 3 ways
 - Control
 - Value
 - Attention

Sex Codes

- Regulate behavior outside marriage
- Premarital sexual standards
 - Majority ok
 - 41% permit
 - 27% conditional
 - 4% mild
 - 28% strongly disapprove/forbid
 - Abstinence standard
 - religious
 - Double standard
 - Love standard
 - Physical expression
 - Premarital ok
 - Fun standard
 - Giving and receiving pleasure

Sex and Gender

- Sex

- Biological category
 - Ascribed = born into it
- Based on physiological differences
- Sex is determined at conception as a result of cell formation
- Becoming our Sex
 - Obvious answer
 - Sex is natural, biologically determined
 - However
 - 1-3% of babies are born intersexed

- Gender

- Social category
 - Culturally defined
- Based on social expectations for individuals stemming from biology
- Set of social attitudes that can vary from culture to culture and over time within a society
- Becoming our gender
 - Masculine / feminine
 - *Where do people fit inside this*
 - *How do we decide what is appropriate behavior for men/women*
 - *How do we learn to follow these gender rules*
 - Gender socialization
 - Process of acquiring a gendered identity
 - gives us ideas about gender
 - we learn to “perform” gender
 - Gender identity
 - Achieved
 - Can't see it
 - 18mth – 3 yrs
 - Powerful aspect of self concept
 - Develops in accordance with individual's gender + social definitions within the larger **gendered order**
 - Gendered order
 - Norms/roles/ideology
 - Set of structural relations through which people are treated differently because of their gender
 - **Patriarchy**: system of dominance in which cultural, political and economic structures are maintained by, and for men
 - traits associated with men are more valued than those associated with women (see reader → menstruation article)

- Gender Norms
 - Anyone can perform any role
 - Rules specifying appropriate behavior for each gender
 - Sports/drinking/hobbies
 - Body size → being large
- **Gender intensification**
 - Process: individuals are influenced to hyper-differentiate themselves from other gender
 - Appearance and behavior
 - Perpetuated by mass media and advertising in pursuit of \$
 - Adolescence is key period
 - Examples
 - Body
 - Women's bodies
 - 5% have ideal body type
 - 11% women have eating disorder
 - 41% disordered attitude towards eating
 - Conformity
 - 40% of girls do it because of boys
 - 60% do it because of fashion
 - Effects
 - Ill prepares both genders for roles they will later perform
 - Impossible standards → low self esteem
 - Perpetuates gender inequality
- **Gender Stereotypes**
 - Stereotype
 - Occurs when people believe others possess certain traits simply as a result of being a member of the group
 - Social construct
- **Persistence of beliefs about Gender Differences**
 - Even when there is statistically significant difference between males/females
 - MORE similarities than differences
 - Most humans fall into normal distribution
 - Outliers draw attention
 - Gender schemas (mental organization)
 - Shape the way we notice/interpret/remember
 - Social roles for males/females enhance or suppress different capabilities
 - Social roles theory
 - Differential gender socialization → different skills between genders
- **Wage Gap/Gender Stratification**
 - Social status/roles that men/women occupy in society
 - Gender stereotyping → leads to "correct" gender roles → different statuses



- Gendered Wage Gap
 - o 2006 62% women, 72% men in labour force
 - o 28% women and 11% men work part-time
 - o Female occupational ghettos
 - o Women receive 58% of university degrees
- Women's earnings as a percentage of men
 - o Always slightly lower
 - Closest to men in single, young women
- **Reasons for gendered wage gap**
 - o Women take time off (pregnancy?)
 - o Factors like field of study, job responsibility and work experience explains some
 - Discrimination and unequal division of household labour may explain more
 - o Gap may leave women at disadvantage come retirement
 - o Double ghetto
 - Pink collar
 - Unpaid domestic housework
- Housework
 - o Women: avg 16.5 hrs/wk
 - o Men: avg 9.2 hrs/wk

Theories

- **Structural Functionalism**
 - o Gendered practices → promote social stability
 - o Women do private realm
 - **Expressive tasks**
 - o Men do public realm
 - **Instrumental tasks**
 - o Consider : 16% of families are lone parent
 - o Gendered practices → maintain status quo
- **Symbolic interactionism**
 - o Definitions of masculinity/femininity/gender norms/roles/identity are **negotiable**
 - Gender is something you DO
 - o Children learn gendered behavior through socialization
 - o Most behavior is affected by what is defined as gender appropriate, and when expectations are not met sanctions follow
 - o Gender is a continuum with androgyny → in the middle
- **Marxist Conflict Perspective**
 - o Women's position in family → alike to working class
 - Each viewed as property
 - Women are reserve army of labour

- Modern socialists suggest : industrialization resulted in greater gender inequality
 - Victorian culture worsened the division

- **Feminism**

- Advocacy of social equality for men/women instead of patriarchy/sexism
- Views personal experiences in terms of gender
- Opposition to feminism → actually directed to more radical forms
- Study of women's lives
- **Micro**
 - Reproduction of gender through language and emotion management
- **Macro**
 - Constraints and forms in women's lives
- Gender & politics
 - Until 1920 → illegal for women to vote in Canada federally
 - 1917 → wartimes act
 - To vote with husbands
- Many forms
 - **Maternal Feminism**
 - Early 19th century
 - Moral crusaders → improve society
 - Temperance movement
 - Against violence
 - Against alcohol
 - Women's suffrage
 - **Liberal Feminism**
 - Early 60's
 - Gain equality through access to education/jobs
 - More opportunity
 - **Radical Feminism**
 - Patriarchy → universal cause of women's oppression
 - Women → organize separate from men to protect interests
 - **Socialist feminism**
 - Gender inequalities viewed historically
 - Class inequalities
 - Women → organize with men to solve problems of gender inequality by getting rid of CLASS inequality

Lecture 006 – Violence in the Family

Spousal Violence

- **92% of victims are women**
- **Not about assault**
 - o **About power and control**
- Domestic violence down but children watching
 - o Spousal assault dropped to 7%
 - **Most vulnerable Aboriginal women under 25/women in common law**
 - o 40% say children were watching
- **Crisis intervention model**
 - o Window of opportunity (must be there 24/7) → within 24 hrs 80 – 82% will go for help
 - **Angle of disorientation**
 - **Feeling**
 - **Don't want to get beating**
 - **Level of coping**
 - o 10/day → potential for violence
 - Homicide prevention
 - 70% partner related
- **Dynamics of abusive relationship**
 - o **"cycle of violence"**
 - o **Wife assault tends to have cyclical pattern**
 - Most victims experience it over and over again
 - o Wife assault critically different from other forms of assault and violence
 - o **Cycle varies in length but thought to have 3 distinct phases**
 - **Tension building phase**
 - Walking on eggs
 - **Victim experience incidents such as slaps, shoving, tripping**
 - o **32 – 35 times**
 - **Psychological abuse increases in frequency / severity**
 - **Powerlessness/fearfulness**
 - **Tries to pacify partner**
 - **Victims blames oneself**
 - **Assaulter blames victim for provoking assault**
 - **Reasons?**
 - o Bad job teaching women's rights
 - o **Men → bad at expressing feelings**
 - **Battering phase**
 - **May last few minutes – several days**
 - Visible injuries sometimes
 - Argument precedes it

- However some may be attacked while vulnerable (sleeping/eating)
 - Dazed/immobilized by fear
 - May involve sexual assault
 - **Manipulation phase**
 - Assaulter show remorse and kindness
 - Assaulter tries to hold on
 - Assaulter blames abuse on external pressures or on victim
 - Victim pressured for forgiveness
 - Victim: feels guilty
 - False promises
 - Entraps victim
 - Over time may disappear
 - 93% of sexual assaults are against women
- **Profile of victims of wife assault**
 - Found everywhere
 - Fearful
 - Minimizes abuse
 - Isolated
 - Helpless
 - Blames oneself/feels guilty
 - Ambivalent
 - Believes traditional female role
 - Low self esteem
 - Hopes for change
 - Trapped in cycle
 - Lacks resources/knowledge
 - May have dependent children
 - Emotionally dependent
 - Loves/ feels great loyalty
- **Profile of men who assault**
 - Found everywhere
 - Victims of child abuse
 - Self imposed emotional isolation
 - Externalization of problems
 - 29% due to alcohol
 - 2% alcohol is the actual problem
 - Control or dominance driven
 - Denial
 - Anger
 - Dependency fears

- Excessive jealousy
- Insecure – low self esteem
- Jekyll and Hyde
- Return to the assaulter
 - Variety of reasons
 - Mostly pressured
 - Either pressured by man trying to get her back by feigning suicide
 - Child support
 - Welfare
 - Feels guilty
 - Etc.


Lecture 007- Families

Families

- Social institution that unites people in cooperative groups to oversee the bearing and raising of children
 - Reproduction, socialization, produce worker
- Kinship
 - Social bond based on blood, marriage or adoption
- Family unit
 - Defined as two or more people who are related by blood, adoption, marriage or some other form of extended commitment and who reside together
 - Commitment
 - Related

Basic Concepts

- Nuclear Family
 - Or or two parents and their unmarried children
 - SNAF
 - Standard North American Family
 - ◆ Industrialization
- Extended Family
 - Nuclear plus other kin
 - Immigrants
 - Chain migration
 - First Nations
- Endogamy
 - Marriage between people of the same social category
- Exogamy
 - Marriage between people of different social categories

- Ethnicity
- Religion
- Age
- Class
- Etc.
- **Propinquity** 
 - Spatial proximity
 - Most fall in love with someone who is same age etc.
 - Tend to live in clusters
 - World is your oyster
 - Anyone can be your mate
 - Over 50% will marry someone within 20 blocks of residence
- **Homogamy**
 - **People marry those like themselves**
 - **Characteristics**
 - “like marries like”
- **Heterogamy**
 - Marriage between people who are dissimilar in some important regard
 - **Marriage between dissimilar**

Descent

- **Descent**
 - The way people **trace kinship over generations**
 - Inheritance has to do with this
- **Bilateral**
 - Descent **traced through both the mother’s and father’s side of the family**
 - More equality
- **Patrilineal**
 - **Traced only to father’s side**
- **Matrilineal**
 - **Traced only to mother side**
 - Material uncle
 - Transfers rights to nephew

Residential Patterns

- **Patrilocality**
 - **Married couple live with/near the husband’s family**
- **Matrilocality**
 - **Married couple live with/near wife’s family**
- **Neolocality**
 - **Alone**

Marriages and Arrangements

- 60% over age 15 are married
- Marriage
 - o Legally sanctioned relationship
 - o Involving economic cooperation
 - o As well as sexual activity
 - o Childbearing
 - o Is enduring
 - o Can be defined as **commitment and an ongoing exchange**
 - Commitment
 - Ongoing exchange
 - Expressive exchanges
 - Instrumental exchanges

Marriage Patterns

- **Monogamy**
 - o **Two partners**
 - o Most prevalent
- **Polygyny**
 - o **One man, two or more women**
 - Muslim
 - Old men → young women
- **Polyandry**
 - o **One woman, two or more men**
 - Men are usually brothers
 - Prevents land from being divided into parcels too small
 - o Cases where population of men exceed women
- Group marriage: multiple partners
- 75% of world's societies (not population) accept some form of polygyny

Marriage Rates

- Spiked because of the war

Family Types

- For Stats look at lecture slide
- All couple families
 - o Married couples
 - o Common law couples
- Lone parent families
- Female lone parent

- Same sex couples
- Mixed unions
 - o One visible, one is not
- Extra Facts
 - o Infertile (one year of trying) (20%)
 - 40% men (fault)
 - 30% women
 - 30% don't know

Other Lifestyles

- Staying single
 - o Less social pressure
- Living together
 - o Trial marriage
 - o Prelude
- Gay/Lesbian Marriages

Cohabitation

- The sharing of a household by an unmarried couple
- Fastest growing family type
- 50% end in marriage
- Sep of sex and marriage
- Redefinition of gender roles

Transitions and Problems in Family life

- Over 40% experience or witness abuse

Home Leaving

- May young people have stayed at home and other have returned.
- Cluster resting
 - o Young people still at home
- 4 mil at home
 - o 57% men

Divorce Rates

- 1986 divorce act
 - o No fault provisions
 - o Marital breakdown
 - 1 year separation
- 37% chance now

- Causes
 - Individualism
 - Romantic love subsides
 - Women less dependent
 - Stress
 - Socially acceptable
 - Easier to accomplish
 - Most likely
 - Young people
 - Short courtship
 - Pregnancy
 - Alcohol and drugs
 - MOST divorces happen early (big spike)

Infidelity

- Cheaters
 - Generally doomed to fail
- 45% men, 35% women will cheat
- Factor in murder of wife
 - **Uxaricide**

Transitions and Problems

- 80% of divorced remarry
 - Men usually take 1 – 3 years
 - Women take usually 5 – 7 years
- Blended families
 - Children of more than one family

Children

- Children are expensive
 - 90% of young people plan to have kids
 - Greater amount of inexperienced parents
 - Less births
 - 1.5 birth rate
 - Below replacement level

Parenting Styles

- Parental responsiveness
 - Love
 - Warmth

- Nurture
- Respond to needs
- **Parental Demandingness (discipline, control)**
 - **Indulgent**
 - **High responsiveness/ Low control**
 - **Authoritative**
 - **High responsiveness/ high control**
 - **Authoritarian**
 - **High control/ low responsiveness**
 - **Neglectful**
 - **Low responsiveness/ low control**

American Parenting Styles

- American parents tend to value independence
- Authoritarian parenting clearly discourages independence
 - Tend to be immigrants
- Other three styles ENCOURAGES independence

Traditional Parenting Style

- high in responsiveness
- high in kind of demandingness that does not encourage discussion and debate
- expects compliance

Lone Parent Families

- 1980s and 90s
 - Largest increase of this family types
- Now
 - 58 % due to separation or divorce
 - 20% due to never married parent
- Female: more likely to have lived in common law relationships, and children earlier and have less education than married women of same age
- Double disadvantage

New Reproductive Technology

- **In vitro fertilization**
 - 2 – 3 % of births

Theories

- **Structural Functionalism**
 - **Family performs vital tasks:**

- Socialization
 - Regulation of sexual activity
 - Social placement
 - Material and emotional security
- Society depends on families
- **Social Conflict Analysis**
 - Perpetuates inequality
 - Property and inheritance
 - Patriarchy
 - Hierarchy
 - Racial and ethnic inequality
 - Encouraging homogamy
 - Role in social stratification
 - Critics
 - Some functions not accomplished for other institutions easily
- **Symbolic Interactionism**
 - How individuals shape and experience family life
 - family living offers an opportunity for intimacy
 - share activities and build emotional bonds
 - courtship and marriage may be seen as forms of negotiation
 - social exchange theory

Future Change and Continuity

- marriage not likely to go out of style
- biggest change
 - liberation of gender roles
- women work and men care for children more

Sex Codes and Bonds

- Regulation of sex behavior varies
 - Extramarital more prohibited than premarital
- Consanguine (blood) bonds are important in tribal societies

Family Change

- Decrease in fertility
- Increase in divorce, common law, lone parent

Macro Explanation of Family Change

- Changes in one part of society affects other parts

- Pre industrial societies → families are economic units as well as units of reproduction/socialization
- Industrialization → structural differentiation
 - o Wage labour for young families have less control
 - o Women entering labour force
 - Postponed marriage
 - Less dependent

Micro/cultural Explanations of Family Change

- Pre industrial
 - o People got emotional support through religion
 - o Mechanical solidarity held people together
- Industrial society
 - o Organic solidarity
 - o Division of labour hold people together
 - o Families become nurturing and affection centres
 - Less support
 - Can abandon expectations not met
- Kettle → baby boom → dutiful generation
 - o Now it's the "me" generation
- Durkheim → division of labour to mechanical solidarity

Socialization for Marriage

- Most are motivated towards marriage
- Dating
- Cultural factors
 - o Cohabitation
- Kiernan → probationary period

Lecture 008 – Media

Political economy of Media

- Marxist
- Basic concern
 - o Relationship between mass media and power in society
- General finding
 - o Media functions to preserve the interests of the privileged

Media Alert

- Anonymity
- Child porn

- Acceptance for offenders
 - o Find others
- Very few stats
 - o But lots of porn
- Children in poor families are the children most at risk of being abused

Protect Children

- Link between poverty and abuse
- London
 - o 16% children in poverty
 - o 1989 redbook
 - Eliminate child poverty by 2000
- 100x more likely to be sexually abused by heterosexual family member

Rape

- Myth
 - o Rapists are psychological unsound
 - Not true, no difference between rapists and “normal” people
- 60% of college aged males would sexually assault a woman if they could get away with it
 - o Forced sex with women yes: 10 – 15%
 - o If you could get away with it? Yes: 50%+

Where do newspapers get their information?

- Government
- Big businesses
- Think tanks

Suicide bombing depiction comparison

- Suicide bombers are demonized
- American bombers are depicted to be “glorious”

Technological determinism

- Real factor propelling social change is the introduction of new tools and machines including new media

Political economy of media

- The approach that focuses on the media in relation to issues of power and wealth
- Technologies of freedom
 - o Easy to use, speedy, decentralized
- Culture industry

Hypodermic model

- "injecting" audiences with messages that make them act in a certain way
- Media regarded as addictive

Surrogate theory

- Vicariously experiencing aggression is a substitute for actually expressing it

Desensitization

- Making subject less sensitive to real violence

Disinhibition

- Inclining the subject to shed barriers toward physical expression of aggressive feelings.

Cultivation effect

- Gerbner studied television programs
- Found a general trend
 - o More men than women
 - o More young than old
 - o More professionals and law enforcement than manual workers
 - o Very violent
 - o Crime is ten times as rampant as in the real world
 - o 5 – 6 acts of overt violence per hour.
 - Medical help rarely follow
 - o Mainstreaming
 - Heavy viewers developing a homogenous world view
 - o Media cultivates certain perceptions of the world

Information imbalance

- Gives some people much better capacities to produce, record, process, and distribute than others

Cultural imperialism

- Enforcing own cultural views upon others
- Hybridization
 - o Exchange of media messages

Lecture 009 – Education

Education

- the social institution through which society provides its members with important knowledge
- tied to economic development
 - o form follows function
 - o higher income nations = higher level of education

Functions of Schooling

- common education
- promotion of social solidarity
- socialization
- schooling is a means of social control
 - o holding tank for young when labour options are minimal
 - delaying working age population from entering labour force

Enrollment

- **has been increasing from 1890**
- compulsory education is very recent
 - o 130 years
- Original goal is social control
 - o Crime and delinquency
 - o “the effect instruction of Upper Canada children will result in the comparative emptying of jails”
 - Bishop Strachan 1844

Engagement and Achievement

- According to students social background
- Sorting and testing
- **Engagement**
 - o Being psychologically committed to learning
 - o Research indicates “students physically present but psychologically not”
- Canadians
 - o Top 3 in reading literacy
 - o High prevalence for disengaged students (22/28)
- Students think increasingly that school is less meaningful/interesting/helpful

Laurence Steinberg

- Focused on influences on students
 - o Interacting forces of peers/parents/ethnicity working in tandem

- Shape attitudes
- Academic standards cannot by themselves compensate for less than healthy cultural and social attitudes toward school
- Beyond the classroom
 - Based on over five years of research conducted in over 9 different rural, urban and suburban communities
 - Surveyed more than 20,000 American teenagers and their families
 - Ethnically and economically diverse sample
- Why are students uninterested in school?
 - Believe in the benefits associated with getting a diploma/degree
 - Believe success in labor force will depend mainly on NUMBER OF YEARS
 - Rather than stuff learned
- **Ethnic differences in attitudes towards school**
 - Asian American students perform > white > black and latino
 - Asians → believe education has very real consequences
 - Ethnic differences particularly apparent in terms of student beliefs about consequences
- **Influence of Peers in American student culture**
 - Contemporary society pulls students away from school → social and recreational pursuits
 - Widespread peer pressure not to succeed academically
 - 1/5 students say their friends make fun of people who try to do well in school
 - More than 50% of all students say they never discuss their school work with friends
 - Asians are different
 - Highest education attainment
 - 41%
 - More likely to have friends
 - Place less of a premium on social life
 - Opposite is true for black and latinos
 - Even in middle class
 - Lack of identifiable peer groups that respect + encourage academic success
 - Without support, excellence is unlikely
- **Influence of parents**
 - Parental involvement key factor
 - 1/5 of high school parents in America consistently attend school programs and more than 40% never do
 - Low expectations
 - Problem
 - 1/6 of students believe that their parents don't care if they earn good grades

- 50%+ of students say they would bring home grades of C or worse and their parents wouldn't care
- Lure of afterschool employment
 - Distracts from academics
 - Working more than 20hrs a week
 - Lower grades
 - Less time on homework
 - Cutting class more often
 - Cheating more often
- Positive impacts on engagement
 - Positive school climate
 - High expectations (parental)
 - Parental involvement
 - Parenting style : high demandingness and responsiveness
- Peers friends and school
 - Friends influence > parents
 - Consistency of class attendance
 - Time spent doing homework
 - Grades
 - Adolescent friends with high achievement and aspirations support and encourage each other in school

Problems in the Schools

- Dropping out
 - Rate fairly constant over 30 years
 - 18% drop out
 - 2/3rds are male
 - Push vs. pull factors
 - Structural vs. individual
 - Aboriginal Canadians
 - Those who change schools
 - Low socioeconomic status
 - Poor child – 13 million words
 - Affluent Child – 45 million words
 - Lack role models
 - Prejudice
 - Given few rewards for achievement
 - Negative peer influence
 - Family relationships
 - Non-authoritative parents
 - Personality traits (microsociology)

- Immaturity
 - Negativism and alienation
 - Feelings of inferiority
 - Anxiety
 - Lack of faith in themselves academically
 - Peers
 - Poor peer relations
 - Friends who are dropouts
 - Being ostracized or bullied
 - Need for money
 - Being retained a grade
 - No child left behind (Ontario)
 - Unable to keep up
 - Alienation
 - Marx
 - Powerlessness
 - Meaninglessness
 - Normlessness (Durkheim)
- Drop Outs and Employment
 - Most work
 - At “undesirable” jobs
 - Earn 1/3 less than high school grads
 - gap grows with time
 - male drop outs more likely to work than female
 - minority drop outs have higher unemployment rates
- Drop out rates (Can.)
 - Decreasing
 - 2005 = 9.8%
 - Asian 3.5%
- More problems
 - Dropping out
 - High risk for poverty
 - Quality of schooling
 - **Functional illiteracy** – lack of reading and writing skills needed for everyday living.

Schooling and Social Inequality

- The hidden curriculum
 - Subtle presentations of political or cultural ideas in the classroom
 - Learning to play the game
 - Latent functions

- Unstated/unintended consequences
- Created to be equal
 - Level playing field
- Formal curriculum
- Manifest function is to Educate
- Latent functions
 - Custody
 - Primary
 - Baby sitting
 - High school
 - Social control
 - Social dynamic under control
 - Match making skills
 - Post secondary
 - Keep kids out of the labour market
 - 2/3 of jobs require only grade 10
 - High school teachers credential inflation
 - Stratification
 - Starts early
 - Sorting/ gatekeeping
 - **Meritocracy** -> doesn't matter -> to some extent
 - About family background
 - Meritocracy ... responsibilities and appointments made based on merit
 - Cooling out
 - Goffman
 - Marks
 - Winners or losers
 - Convince us it is equitable
 - We are responsible for failure

Access to Higher Education

- Higher education
 - Main path to occupational achievement
- Most crucial factor → \$\$\$
- Cost prevents many from attending
 - Aboriginals only 20% get to post-secondary
 - Low income → 49%
 - Usually college
 - High income → 80% university
 - 1989 → \$110 per course
 - Now it's in the thousands

Credential Inflation

- Underemployment
 - o 57% of Ontario employees are in jobs that do not require acquired credentials
 - o But, level of education is a predictor of unemployment

Problems in the Schools

- Drug abuse, teen pregnancy and violence
- Plagued with passivity
- Evolved into huge educational factories
- Canadian School Violence
 - o December 6, 1989
 - Marc Lepine
 - o April 28, 1999
 - Alberta: 14 year old drop out boy
 - o September 13, 2006
 - Montreal, Quebec: Kimveer Gill

Influences on Career Choices and Goals

- Parents
- Peers
- School personnel
- Personality Characteristics
- Gender
 - o May still be gender regulated
 - o Structures
 - Normative and perceived gendered differences
- Cultural and Social Capital
 - o Bordieu
- **Habitus**
 - o Environment shapes views, including cultural capital

IQ

- Labelling theory applied to IQ
 - o Being on the periphery of intelligence scores may result in a person internalizing “position” and becoming more like the label applied to them
 - Self fulfilling prophecy
- Scholastic Aptitude Test
 - o Most American students have taken the SAT as a requirement for applying to colleges and universities.
- Factors influencing Results

- Actual intelligence
- Test anxiety
- Motivation
- Socio-cultural factors
- Achievement Tests
 - Measures mastery of a particular set of skills or knowledge
- SAT
 - Widely used, but criticized
 - SES, gender, and ethnic effects
 - Coaching can improve scores
- Limitations
 - Intelligence not only prerequisite for success
 - Reveals only capability at time of test
 - May reflect motivation or physical state more than intelligence
 - Measure only a narrow range of intelligence
- Conclusions
 - Intelligence quotient scores are used to identify/categorize and LABEL
 - Usefulness diminished by evidence of multiple dimensions of intelligence
 - Social context is important
 - Academic achievement
 - Affected by many factors
 - Self-handicapping strategies
 - Self-enhancing strategies

Lecture 010 – Religion

Basic

- Any culturally transmitted system of beliefs used to orient people and set meaning for the sacred

Durkheim

- The elements/forms of religious life
- Sought to understand functional role of religion
- Science saw religion as pure myth
- Sacred objects and activities are those shared by the group but treated with awe and respect
 - Created by a superpower
- Present in virtually all societies
- Exists
 - Though challenges
 - Maintain social order
- Sacred objects represent in part the greater power

- Religions came out of group behavior and group experience
- Collective effervescence
 - o **Effervescence**
 - referring to the special energy that some members of a group may experience during group meetings, especially during religious rituals
- Internalization
 - o Individual is socialized and carries the group's norms
 - Develops a conscience
 - o Religion's power over human minds is the power the group has over the minds of individuals
- Modernisms
 - o Have assumed religious significance
- Americans
 - o "civil religion"
 - Beliefs rituals, symbols
- Durkheim → through religion society worships itself

Function of Religion

- Represents society through rituals and myths
- Sacred are those things shared by the group
 - o Bestowed by ritual
- Profane or secular are done by the individual
 - o Profane → devoid of superhuman
- Durkheim
 - o Social control
 - o **Transcendence of self**
 - More than individual selves by being involved in religion
 - o Sacred objects → supernatural significance
- Meets Certain needs:
- Integration
 - o Identity/self-concept
 - o Church/temple services
- Regulation
 - o **Profane and sacred**
 - o Washing and prayer sessions
 - o Social control
- Empower
 - o Reason to persist through adversity
- Interpret
 - o Accept certain phenomenon on faith
- Represent

- Link experience and belief

Weber

- Micro
 - Religion born of a need to explain **suffering and difficulty**
 - The discrepancy between what would be ideal and what was
 - Agent of change
 - Religion is an agent of change
 - Capitalism and the Protestant Ethic
 - Religious ideas → show they are related to rise of capitalism
 - In western Europe
 - Hinduism + Confucianism did not support capitalism
- Elective Affinity
 - Things were predetermined
 - **Calvinism**
 - Work hard to fulfill your purpose or calling
 - Capitalism
 - Espoused hard work but condemned luxury
 - Don't spend
 - Ethic of hard work to serve God is compatible with the growth of capitalism
 - Invest
 - Catholic church → excessive
- "Routinization of Charisma"
 - Over time most religious movements compromise their ideas as they gain power and influence
 - Begin to concentrate on worldly concerns of their members and leaders and the long-term survival of the group

Marx

- Durkheim → only small scale → high cohesion
- Different classes of people had different reasons for following and supporting religions
 - Serves interests of the dominant class
- The rich and powerful used religion to gain legitimacy for their wealth and power
 - Anglican → affluent
- Social stability obscures interest of those ruling/ruled
- The exploited need some relief from suffering
- Religion "an opiate to the people" as it blunted their desire to fight oppression.
- Religion prevented masses from challenging the rich and powerful.
- Religion → explosive forces under control
- Short run
 - Religion may facilitate survival in a dehumanizing environment

- Long run
 - Religion may retard the struggle for change
- Glenn
 - Church of blacks
 - Passify flocks
 - Emotions
 - Etc.

Religious Beliefs and Intolerance

- Meta-analysis
 - Positive relationship between amount of religious involvement and amount of prejudice
- Apport:
 - Extrinsic religious orientation vs. Intrinsic orientation
 - Extrinsic
 - Uses his religion
 - Gets certain benefits
 - Networking... dating..
 - Intrinsic
 - Lives his religion
- Religious intolerance
 - Target of attention is lesbians/gays
 - Intrinsic
 - Fundamentalists follow guidelines

Types of Religious Organizations

- Ecclesia
 - Theocracy → religion of state
 - Official state religion
- Church
 - Conservative and support secular society
 - Born into a church
- Denominations
 - Catholicism
 - Hierarchy
 - Division of labour
 - Less personal
- Sects
 - Challenge original society
 - Purity of doctrine
 - Reject world
 - Break-away organization

- Calvinism/Lutherism after established
 - Attract underprivileged
 - Charity oriented sects → traditional society
 - West → more fluid +younger
 - Development of sects
- Cults
 - Egalitarian development
 - New “alien ideas”
 - Intelligent
 - New ideas

Statistics

- Islam
 - 1.3 billion
- Christianity
 - 2.4 billion
- Hinduism
 - 943 million
- Buddhism
 - 360 million
- Not religious
 - 650 million

Decline of religion?

- 1945 → 60%
- 1975 → 23%
- 1995 → 19%
- 2003 – 33%
- Canadians identify fundamental needs not being met by organized religions
 - **Personal**
 - **Relational**
 - **Spiritual**
- **Two views**
 - religion will increasingly be displaced and become irrelevant
 - education will be more
 - religion less
 - institutions are doing the opposite of religion
 - religion not meeting needs
 - because religion no longer has to play the integration role, and law and order role
 - it will perform its other functions better
 - Catholic Church → don't lose/not gaining

- **Bibby**
 - Religions are seeking not to morally lead and explain but are trying to attract people through less insistence on adherence.
 - They try and attract audiences to events, which feeds the consumerism of our day. We consume in fragments
- **Bellah**
 - Religion today appears in contexts quite different than the past.
 - Civil religion is how public and civil events are becoming the sacred of our life
 - Non religious event (9/11) → becomes religious, ritual, and sacred

Glock and Stark

- How religious you are:
 - Belief
 - Communal
 - Experiential
 - Devotional
 - Consequential
 - Ritualistic
 - Knowledge
 - Particularistic

New Religion Today

- Individualism
- Religious experience
- Credential for religious leader
- Greater tolerance for religious system
- Emphasis on holistic experience
- Preference for more organizational openness

Lecture 011 – Deviance

Deviance

- The recognized violation of cultural norms

Social Foundations of Deviance

- All behavior is shaped by society
- Deviance varies according to cultural norms
 - What is deviant to some is not deviant to others
 - Time, group, place
- People become deviant as others define them that way.
- Both rule-making and rule-breaking involve social power

- Any act that violates a norm
- Deviance deviates universally
 - o Can be found everywhere
- Culturally specific

Problem of Definition

- Objective view
 - o Presence of certain characteristics defines deviance
 - Inherent characteristics
- Subjective view
 - o No shared observable characteristics that defines what or who is deviant
 - Deviance is relative
 - Only deviant when socially constructed

Deviance Defined: It's difficult

- **Objectivists:**
 - o Statistical rarity
 - What is it?
 - Eg. Left handed no longer deviant
 - o Society Harm
 - E.g. smoking
 - Physical or emo harm
 - o Societal Reaction
 - Response from public that is reg
 - o Normative Violation
 - o **Moral Absolutists**
 - Only one correct way
 - o E.g. pot smoking
 - 2/3 rec drug use is ok (survey)
 - Law not caught up

Subjectivists

- Everything is culturally relative
- Social typing process
 - o Description
 - Create a label
 - Label is placed on individuals
 - o Evaluation
 - Based on label
 - Suggestion is deviant and/or criminal
 - o Prescription

- Anyone with legit power (formal)
- Formal/informal
 - Anyone with legit power → formal
 - Sarcastic remarks, social pressures → informal
- Preventive or retroactive
- Examples:
 - Prev/Formal → google: if you download you will be caught
 - Retro/Formal → police take things away, after that you won't do it
 - Prev/Informal → friends tell you not to do it
 - Retro/Informal → after you deviate, your friends ignore you
- **Moral Relativist**
 - Many ways to be deviant
 - Socially created, nothing inherent

“Characteristics” of Deviance?

- Harm
 - Very harmful = sexual assault
 - Not harmful = piercing /tattooing
 - In between = erotic advertisement
- Response
 - There is a societal response

Functions of Deviance (Gans)

- Unite people
- Moral holiday
 - Divide week up
 - Eg. Weekend and weekday behavior
- Provide scapegoats
 - Canadian government
 - 5 year plan of immigrants
 - E.g. blame immigrants
- Sets moral boundaries
- Mark bottom layer of society
 - E.g. homeless
- Warning sign
- Social change

Theoretical perspectives

- **Functionalism**
 - Stability and consensus are key

- Deviance
 - - eufunction – accommodates society
 - - dysfunction – “fix”
 - Can destabilize
- Unites people
 - Us vs.them
- Moral holiday
- Provides scapegoats
- Warning signs
- **Anomie**
 - Feeling → doesn't belong
 - A feeling of normlessness or an absence of social regulation of behavior
 - Merton adds non-achievement causes anomie
 - **Differential opportunity**
 - Seeking through illegitimate means
 - Serial killers dominate in industrial, capitalist society
- e.g. working hard = success
 - merton : represents goals
- **Merton's strain theory of deviance**
 - Cultural goals vs. institutionalized means
 - Accept / accept = conformity
 - Accept/ reject = innovation
 - Reject / accept = ritualism
 - Reject/ reject = retreatism
 - rebellion

Summary

- **Structural Functionalist**
 - Consensus over norms, values and beliefs in society
 - Most deviance is a dysfunctional characteristic in the social structure
 - **Anomie**: a feeling of normlessness in the absence of social regulation – leads to deviance
 - **Differential opportunity**
 - Tendency for the disadvantaged to seek illegal opportunities
 - Criticism
 - Assumes consensus on the part of the majority
 - Ignores the role of “difference”
 - We are not all the same

Symbolic Interactionism

- **Differential Association (Sutherland)**

- Learn to be deviant just as one learns to conform
 - Same process
 - Frequency
 - Intensity
 - Duration
 - Priority
- **Sykes and Matza**
 - Deviant behavior must be justified
 - **Techniques of neutralization**
 - Blame victim
 - Deny responsibility
 - Deny injury
 - Appeal to higher loyalties
 - Condemn condemner
- **Labelling Theory**
 - The process by which the label “deviant” becomes attached to some individuals and some forms of behavior
 - It’s not what they do but how others respond
 - Creating deviance
 - If you are treated differently you will be deviant
 - It is not the behavior but the audience’s reaction that determines whether an act is deviant
- **Primary Deviance (Lemert)**
 - Non-conformist acts which occur before a formal or legal response to the behavior occurs
 - E.g. cell phones in class
 - No reaction → no longer deviant
 - Rule breakers
- **Secondary Deviance (Lemert)**
 - Behavior that occurs after primary deviance and results from the transformation of an individual’s self-concept from someone who simply did something “bad” to some who see themselves as “bad”
 - Labeled
 - Internalizes it/part of self concept
 - **Deviance amplification**

Summary

- Deviance:
 - Learned through socialization in a deviant subculture or environment
 - Uses techniques of neutralization
 - Justification for deviance

- Primary and secondary stages
- Relative to society's labeling an individual deviant
- Relative to an individual's reaction to being labeled deviant
- Criticism
 - Ignores role of social structures
 - Why do only some people become deviant within the same social environment?

Conflict Theory

- Looks at structural factors
 - Such as poverty
- Dominant group does labeling to protect itself and maintain *social control under capitalism*
- Laws are the weapons used in some societies by the powerful to maintain status quo
- Society held by coercion
- **Pluralism (objectivist)**
 - Various power pockets
 - E.g. wealthy, religions compete for definition of deviance
 - Moral entrepreneurs
- Radical
 - Economic elite
 - Major force
- Recognize
 - As long as social inequality → deviance is from social inequality
 - Wealthy will make sure status quo stays
- Deviant
 - Obeys
 - Interfere with capitalism → social dynamite
 - Powerless

Summary

- Human behavior is shaped by structural inequalities
- Deviance is defined by the social class which holds power
- Deviance is normal response to inequality

Criticism

- Relies entirely on structural arguments
- Too much emphasis on elite deviance

Social Control

- Attempts by society to regulate people's thought and behavior
 - Informal

- Formal
- Social control Theory
 - **Hirschi**
 - Sees all people as potential deviants
 - **Social bond theory**
 - Why don't people deviate?
 - Deterred by
 - Commitment
 - Attachments
 - Family, friends, school
 - Involvement
 - Conventional activities
 - Opportunity beliefs
 - Commitment to legitimate
 - Pro-social values

Feminist Perspective

- Highlights:
 - Experience of women
 - Especially as victims
 - Differential treatment of men and women
 - How smaller size affects violence
- Patriarchy
 - Sexual system of power
 - Males have power and economic privilege
- Major concerns
 - System that supports female dependency
 - Violence against women
 - Their bodies
 - Sexual commodities
 - Prostitution/shoplifting = survival
 - Chivalry hype
 - Only works for a while
 - Upper middle class
 - Aboriginal women
 - 22% of incarcerated women
 - 2-3 % of population

Crime

- Two components
 - Act itself (actus reus)

- Criminal intent (mens rea)
- Types of Crime:
 - Crimes against the person
 - Violence or the threat of violence
 - Crimes against property
 - Theft of property belonging to others
 - Victimless crimes
 - No apparent victims

Crime increasing?

- Crime rate tripled from 1962 to 1992
 - Decreased since
- Violent crime 12%
- **Property crime 57%**
- Murder rate
 - 2005 – 2.04/100 0000

Criminal Justice System

- Types of punishment
 - Retribution
 - An act of moral vengeance, suffering for offender comparable to that caused by offence
 - Deterrence
 - Discouraging crime, but high rates of recidivism
 - Subsequent offences occur
 - Rehabilitation
 - Reforming the offender
 - Societal protection
 - Offender is incapacitated temporarily but they return with a stigma
 - 90% resolved before court

Gender and Deviance

- Stats
 - Women are not in jails in large number
 - Primarily non-violent
 - Women are in treatment programs
 - Men are more likely to use illegal drugs
 - Low level, mules
 - Women are more likely to abuse legal drugs and have higher rates of depression
 - Women's deviance often involves their bodies
 - 97% of inmates are males

Race and Deviance

- Do visible minorities commit more crime?
- More likely to be harassed and arrested
- Experience structural inequality
- Poverty, drugs, unemployment related

Elite Crime

- Occupation/ white collar crime
 - o Bank teller
- Corporate/suite crime
- Individuals acting illegally on behalf of organization and collectives such as the government, the army, corporations, or even social classes.

Lecture 012 – Economy and Work

Historical Overview

- Economy: social institution that organizes the production, distribution and consumption of goods and services
- Agricultural revolution: began about 5000 years ago
- Industrial revolution
 - o Mid 1700s
- Work in the Post-Industrial Economy
 - o 2007
 - 72% of men and 61% of women aged 16+ are in the labour force
 - 4% are in agricultural work
 - 75% in service sector
 - 90% new jobs in service sector
- Information revolution and post industrial economy
 - o Productive system based on service work and information technology
 - o Began in 1950s
 - o How computers changed the workplace
 - Deskill labour
 - Machines make some managers obsolete
 - Work more abstract
 - Understanding vs. doing
 - Limiting workplace interaction
 - Isolates workers
 - Enhance employer's control of workers
 - Monitoring output
 - Digital divide

The Economy

- Industrialization
 - o 260 years ago, mechanization of industry changed society forever
 - o Nature of work
 - o Demographic changes
 - o Human relations
 - o Values of society
- Postindustrial world
 - o Economy dominated by technology
 - o Greater wealth and freedom in developed countries
 - o Increases poverty and unemployment in developing countries

Sectors of the Economy

- Primary
 - o Draws raw materials from natural environment
- Secondary
 - o Transforms raw materials into manufactured goods
- Tertiary
 - o Generates services

Underground Economy

- Economic activity involving income or exchange of goods and services not reported to government as required by law
 - o Babysitting, garage sales, illegal activity
 - o 15-20% of economic activity
 - o Stat can suggest 3.5% of GDP

Global Economy

- Last decade, world trade doubled to \$6.4 trillion
- Developing countries are forced to abandon subsidies to create "level playing field"
 - o Can't create big companies and become prosperous

Economic Systems

- Capitalism
 - o Private ownership of property
 - o Pursuit of personal profit
 - o Free competition and consumer choice
 - Welfare capitalism
 - Combines a mostly market-based economy with extensive social welfare to provide for basic needs

- State capitalism
 - Companies are privately owned but co-operate closely with the government
- Socialism
 - Collective ownership of property
 - Pursuit of collective goals
 - Government control of economy
- Relative advantages of capitalism and socialism
 - Economic productivity
 - Capitalism out produces socialism 2.7 : 1
 - Economic equality
 - Socialist economies create less income disparity but offer a lower overall standard of living
 - Personal Freedom
 - Capitalism ensures freedom to act and socialism ensures freedom from want
- Theoretical viewpoints
 - Functionalist
 - How capitalism benefits society
 - Brings prosperity to society as a whole
 - Conflict
 - How capitalism harms society
 - Enables the rich to exploit the poor
 - Symbolic interactionist
 - How shared beliefs create capitalism
 - Capitalism was created and is sustained by the early protestants' belief that to live a hard-work and responsible life is God's command

Dual Labour Market

- Primary labour market
 - Occupations that provide extensive benefits to workers
 - White collar professions and upper management
- Secondary labour market
 - Jobs that provide minimal benefits to workers
 - Low skill service and blue-collar work

Labour Unions

- Worker organizations that seek to improve wages and working conditions through various strategies including negotiations and strikes
- 1/3 of workforce is unionized
- Unions face new challenges of providing security to workers

Professions

- Prestigious “white-collar” occupation that requires extensive formal education
 - o Theoretical knowledge
 - Not technical training
 - o Self-regulating training and practice
 - o Authority over clients
 - o Community orientation rather than self-interest

Self and under Employment

- Self employment
 - o Earning a living without working for a large organization
 - Professionals, farmers, trades people, home businesses
 - o 17% of labour force
- Underemployment
 - o Using less than one’s full talents or abilities
 - o 50% of university grads are in jobs that do not require these credentials
 - o But, level of education is a predictor of employment

Unemployment

- Increased with downsizing
 - o Rarely below 5%
 - o Official statistics understated
 - o Some part-time work is involuntary
 - o Higher for visible minorities

Formal Organizations

- Large secondary groups
- Accomplish complex tasks
- Tend to develop into bureaucracies
- 3 types (etzioni)
 - o Utilitarian
 - Pay people for efforts
 - Eg. businesses
 - o Normative
 - Voluntary
 - Social justice
 - o Coercive
 - Total institutions
 - Forced to join
 - Operate 24/7

- Treat individuals or punish
- Development of informal culture

Max Weber – Rationality

- Rationality
 - Acceptance of rules, efficiency, and practical results as the right way to approach human affairs
- Rationalization of society (religion..)
 - A widespread acceptance of rationality and a social organization largely built around this idea
- Bureaucracy
 - Organizational model rationally designed to perform tasks efficiently
 - Characteristics
 - Ideal type
 - 1. Division of labour
 - Trained incapacity
 - Workers so specialized they develop blind spots and fail to notice obvious problems
 - Alienation
 - Condition of estrangement from the surrounding society
 - 2. Hierarchy of authority
 - Iron law of Oligarchy
 - Rule of many by few
 - Ideal Type Bureaucracy
 - 3. Written rules and regulations
 - Goal displacement
 - Overzealous conformity to official regulations
 - 4. Employment based on technical qualifications
 - Peter principle
 - Every employee within a hierarchy tends to rise to his or her level of incompetence
 - 5. Impersonality
 - Parkinson's law
 - Work expands to fill the time available for its completion
 - Can lead to bureaucratic bloat

McDonaldization of society

- ↳ Ritzer's basic principles
 - Efficiency
 - Predictability
 - Calculability

- Control through automation

Irrationality of Rationality

- Label for many of the negative aspects and effects of McDonaldization
- McDonaldization can lead to
 - Inefficiency
 - Unpredictability
 - Incalculability
 - Loss of control

Lecture 013 – Inequality

Social Stratification

- Arrangement of social groups
- Hierarchical arrangement of social groups based on their control over basic resources
 - Valuable, empower
- Creates persistent patterns of “social inequality”
 - Perpetuated by the way in which wealth, power and prestige are distributed and passed on from one generation to the next

Basic Principles

- A trait of society, not just individual differences
- Persists over generations.
 - Social mobility is a change in a person’s position in a hierarchy
- It is universal
 - But variable regarding amount and type of inequality
- Involves inequality and beliefs of fairness

Hegemonic ideals → dominant ideals

- Hegemony: process by which dominant culture maintains its dominant position
- Cast → little movement
- Class → meritocracy (power goes to those with “merit”)
- Classless
 - Communist political
 - Reduce inequality?
 - Strata → wealth

Social Mobility

- The extent to which members of a society can change their socio-economic position
- Horizontal mobility

- A gain or loss in position or income which does not produce a change in one's rank
- E.g. prof → uni or stats. Can
- **Vertical Mobility**
 - A gain or loss in position that produces a change in one's place in the socio-economic hierarchy
 - **Upward** → with college degree or higher-paying job
 - **Downward** → drop out of school, losing a job, business failure, or divorce
- **Intragenerational Mobility**
 - Change in social position during one person's lifetime
- **Intergenerational Mobility**
 - Upward or downward movement that takes place across generations within a family
- Class background still affects education
- Women's less than men
- We (Cdn) have space for upward social mobility
 - 10% (U.S.)
 - 34% (Cdn.)

Theoretical Approaches to Social Stratification

- **Functionalism**
 - **Credentials**
 - **Meritocracy**
 - System of stratification based on personal merit
 - Personal ability
 - Achieved status
 - Changeable status
 - Tend to operate in "open" societies
 - Closed system
 - Ascribed status
 - Boundaries are rigid
 - Society rewards jobs differently
 - The more "important" the greater the reward
 - Beneficial
 - Davis – moore thesis
 - More talent → more rewards
 - Function and training
 - Structure of society
 - Critique
 - Do rewards reflect importance to society?
 - How is importance measured?
 - How is this system maintained?
- **Conflict Theory**

- **Social Reproduction**
 - Born into a class = die in a class
- **Marx was concerned with poverty amid riches**
 - **Capitalists own and operate businesses**
 - **Proletariat sell labour for wages**
 - **Own labour power**
 - Enhance own economic interests
 - Not meritocracy → social reproduction
 - **Tokens**
 - Message → why didn't you get ahead?
 - **Poverty among riches**
 - **Greater the gap → higher the crime rate**
 - **Capitalist society reproduces class structure in each new generation**
 - **Private property**
 - The basis of the division of society into classes
 - **Economy**
 - **Basis of class system**
- **Marxism today?**
 - **Wealth is still concentrated**
 - **White-collar jobs are considered to be the new factory-like position**
 - **Low tier**
 - **Being replaced by tech**
 - **Workers still struggle**
 - **Rich still use legal system for their benefit**
- **40% of all jobs are part time, seasonal, contingent**
- **Top 10% Cdn → 70% of wealth**
- **Bottom 50% → 3.2% of wealth**
- **Critical Evaluation**
 - Severing rewards from work causes low productivity
 - No revolution occurred in advanced capitalist societies

- **Weber's Approach**

- **Micro-conflict theory**
- **Class, Status and Power**
 - **Many classes**
 - **Defined class** differently than Marx
 - **"a plurality of people who share a similar market position or set of opportunities to gain wealth and power"**
 - **Life Chances**
 - Denotes extent to which persons with status, have access to scarce resources
 - Intertwined, with race, gender, religion

- Based on class positions
- Stratification is multivariational
 - E.g. prestige, power → political, legit authority
- **Socioeconomic status**
 - Composite ranking based on several dimensions of social inequality
 - Dimensions
 - Wealth (\$)
 - Prestige (status)
 - Power
 - Status consistency
 - Rank at same level at all 3 positions
 - Status inconsistency
 - Not the same across the board
- Weber analyzed and expands on Marx

Social Class in Canada

- Average employee : \$31 000
- Average C.E.O: \$3 450 000
- **Income**
 - Indicator of success, wealth, power and standard of living
 - Strong indicator of success
- **Inequalities in income mean:**
 - Different lifestyles
 - Different life experience
 - Different life changes
- **Upper class**
 - Inherit or “new rich” entrepreneurs
 - 90s micro tech boom
 - 3-5% of the population
- **Middle class**
 - Professionals to service people
 - management
 - 40-45% of the population
- **The Working Class**
 - Blue-collar jobs
 - Low tier service sector
 - Retail
 - 33% of population
- **Lower class**
 - Temporary, low prestige jobs
 - Most vulnerable, dispensable

- 20% of population
- Canada → 75% tertiary service sector

Social Classes in Canada –trends

- “creative class” knowledge workers → info
- Professionals
 - Gov’t, indirectly
 - Management
 - Protected by skills
 - Public sectors
- Contingent
 - Short term, part-time contract
 - Temporary
- Menial
- Can’t save industries that are not working
- We’ve always been primary – tertiary
- Class system in flux
- Lifetime jobs = no

Ascription and Social Stratification

- Ancestry
 - Most of the rich gained their position through inheritance
- Gender
 - Women earn less income, accumulate less wealth, and have lower occupational prestige
- Race and Ethnicity
 - Higher average incomes for British and French vs. Asian, Black, and Native
 - Esp. immigrant groups
 - Visible minority
 - 4th world → 3rd world conditions in a 1st world country

Inequality in Canada

- Occupational prestige:
 - Doctors vs. waiters
 - Differences in income for same occupation do occur by sex
- Schooling is crucial and highly valued
 - Women often have more years of schooling than men in the same occupational level, but do not receive \$ commiserate with credentials

Who earns what?

- To measure income inequality divide population into 5 equal groups

- **Quintiles**
 - 20% of working in each group
 - Percentage of total family income
 - The top 20% of Canadians earn 44% of the income generated by Canadian families

Assets in Canada

- **The bottom 10% of the population has no assets and considerable debt**
 - The top 10% own 58.2% of the nation's wealth
 - Income a portion of wealth
- 1950s
 - Not as extreme
 - Universal social programs
 - Stimulate

Poverty in Canada

- For '06
 - Wealthy 40% over \$90 000
 - Middle underneath
 - Lower less than \$29 000
- **Absolute poverty**
 - Deprivation of resources that is life-threatening
 - 1/3 of world's population
- **Relative poverty**
 - Deprivation in relation to average standard of living
- Single person
 - Absolute \$3000
 - Relative \$16 000
- Family of Four
 - Absolute \$12, 000
 - Relative \$30, 000

Extent of Canadian Poverty

- Extent of poverty is measured by low –income cut-off (LICO)
 - 55% of pre-tax income for food, shelter, and clothing, varying by size of community:
 - 5 million Canadians (1/6) were poor in 2006
- **Who?**
 - Children
 - Poorly educated
 - Visible minorities and aboriginals
 - Women

- Female lone-parents
- Feminization of poverty

Alternative Definition of Poverty

- Any individual or family spending more than 64% of income on food, clothing, shelter is considered to be living in poverty
- The Poverty Gap
 - Note: difference between LICO line and Welfare payments (reported 2006)
 - Ontario:
 - Single employable person
 - \$6,253
 - Person with disability
 - \$12,057
 - Lone parent with one child
 - \$14,451
 - Couple with two children
 - \$19,032
 - Cannot have investments
 - Max 232 in bank account

Poverty Rates for Children

- Individual
 - Private trouble
- 1 in 6 kids
 - Public issue

Class and Welfare, Politics and Values

- Wealth and poverty depend on politics and values
- General belief in meritocracy leads to seeing successful as deserving and poor as deficient
 - No force for change
- Values supporting individual responsibility contribute to negative views of welfare
- Accepting assistance is demeaning
 - People are reluctant
- Difficult to obtain welfare

Explaining Poverty – Opposing Views

- Poor are responsible
 - They cannot or will not take advantage of opportunities
 - Culture of poverty
 - Resignation leads to self-perpetuating cycle of eliminates opportunity

- Society is responsible
 - o Loss of jobs in inner cities eliminates opportunity
- Critical evaluation
 - o Canadian public is evenly divided
 - o Poor people find few opportunities to improve lives
 - o Working poor have jobs with very low wages

Beliefs about causes of wealth and poverty in Canada

- Smith and Stone's survey (Texas, 1989)
- Three clusters
 - o Individualism
 - Choice
 - o Structuralism
 - Structure
 - o Fatalism
 - Luck/chance
- Metatheories
- Cause of wealth or poverty, one of the three clusters
- In Texas, most common response → individualism
 - o Means:
 - o Poverty due to "personal failure"
 - o Wealth due to "personal virtue"
 - o Result;
 - Powerful force against reducing inequality
- No connection between sex, age, income, education
 - o No impact on respondents' view
- Poor → poverty to personal failure
 - o Poor believe they are responsible

"False Consciousness"

- Something that works against us
- Is then justified
- We then believe it

- Ideology
 - o Cultural belief
- Justifies social stratification
- Teaches members to see stratification as fair
- Control ideas
- Tokens affirm ideology

Lecture 014 – Race and Ethnicity

Race and Ethnicity

- A person's skin colour, religion or last name has no real consequence on one's social behavior
- **Physical characteristics have no consequence upon social behavior until they become socially defined**
- **Ones background can be a signal for some to put one in an arbitrary, social category**
- Ethnicity and race are called **arbitrary social categories**
- No scientifically sound theories to indicate that behavior or personality characteristics can be attributed to one's "race"
- No scientific merit in interpreting behavior based on physical traits

Race

- A category composed of people who share biologically transmitted traits that members of a society that deem socially important
 - o Arbitrary
 - o Diversity within
 - o Generalizations are inappropriate

Ethnicity

- **A shared cultural heritage**
 - o Language
 - o Religion
 - o Dress
 - o Food
 - o Music
 - o Etc
- Canada is the most multi-ethnic society with two official languages and people from scores of ethnic groups

Social significance of Race and Ethnicity

- "if one is the norm, one does not have to know what one is. If one is marginal, one does not have the privilege of not noticing what one is" (Marilyn Frye)
- **Race does matter**
 - o **Power and privilege**
 - o **If minority → race matters**
- **Flaris and Elliot**
 - o **Being white**
 - o **White privilege**

"vertical Mosaic"

- **John Porter**
 - o Heterogeneous society
- Ethnically stratified with certain ethnic groups dominating other ethnic groups

Power

- **The ability to exercise control over the productive resources of a country including the production of ideas**
- Dominant Group
 - o Privileged, resources
- Minority Group
 - o Disadvantaged
 - Discrimination
 - Objectified
- The terms are not about Quantity, it is about Power

Minority Groups

- Subordinate rank
- **Share a distinctive identity distinguished by physical or cultural traits and are often disadvantaged**
- **Excluded from full life**
- DEEMED to possess the following characteristics
 - o Can be viewed as **incompetent, inferior, abnormal** or dangerous
 - o Can be discriminated against by the majority
 - Can be denied fundamental human rights
 - o To some degree are denied economic, political and/or social Power
 - o **Occupy a stigmatized/disadvantaged position in society**
- POWER, not numbers is the key sociologically
- Mentally ill → sticky label
 - o 1985 → seniors no longer minorities
- **Structural inequality**
 - o **Visible minorities**
 - o **Women**
 - o **1st nations**
 - o **Disabled**

Minority Identity

- **Subjective identity**
 - o Is the **personal involvement and attachment** to a minority
- **Objective identity**
 - o Is the **labeling of persons into minorities despite their personal lack of attachment**
 - **Social typing**

- **Stigma**
- Marginality
 - Further from majority gap
- Visibility
 - Further away
 - Greater marginality

Societal Responses to minority groups

- **From Inhumanity/rejection → humanity/acceptance**
 - **Genocide**
 - See other groups as less than human
 - Dominant group **systematically destroys minority**
 - **Population Transfer**
 - Dominant group **expels minority group**
 - **Internal colonialism**
 - Dominant group **exploits minority group**
 - **Segregation**
 - **Dominant groups structure institutions to maintain minimal contact with minority**
 - **Assimilation**
 - Dominant group **absorbs the minority**
 - **Multiculturalism**
 - Dominant group **promotes and encourages racial and ethnic variation**
 - **When done properly, there is no dominant group anymore**
- Canadian born minorities
 - Earn 10% less
- Immigrant born
 - 14% gap
- Aboriginal
 - 33% gap
- Ethnic ID
 - Holds society back

Immigrants and Canada

- From where do they come?
- Where do they go?
- Migration
 - **Emigration**
 - **Flow out**
 - **Immigration**
 - **Flow in**

- **Immigrants**
 - o **90% become Canadian citizens**
 - o Before there was more European immigrants
 - o Now there are more Asian immigrants
- 1967
 - o Expanding economy
 - o Economic recovery in Europe
 - Closed off to Canada
 - Anglo Saxons
 - o Racist in intent
 - o Racial pecking order

Where do they go?

- Chain migration
 - o Individual/family
 - Have friends in Canada
 - Immigrate and move in with established relatives
- More than half of all the immigrants who settle in Canada are living in
 - o CMA's:
 - o Toronto
 - 43.7% immigrant
 - o Vancouver
 - 37.5% immigrant
 - o Montreal
 - 18.4% immigrant

Immigration Program in Canada

- Points system
- Family Reunification
 - o 40%
 - o Chain migration
- Independent
 - o Assisted relatives
 - 65pts
 - o Skilled workers
 - 70pts
 - o Business
 - Investor or entrepreneur
 - o Interview
- Refugee
 - o Left home and can't return, can't stay where they are

- Fear persecution
- Gender violence
- 40 mil refugees
- 30-40 mil displaced persons

Selection system

- Factors
 - Education
 - Specific vocation
 - Experience
 - Occupational demand
 - Arranged employment
 - Demographic factor
 - Age
 - Language
 - Personal suitability
 - Bonus (self employed)

Who gets in?

- 1989 Canada changed the rules for accepting refugees
- 70% of refugee claimants
- 100/week, refugee
- UNHCR
- Africa/Hong Kong
 - Focus on ppl with wealth, prestige, and class
 - Don't ask certain question

Stereotypes, Prejudice, Discrimination and Racism

- **Stereotype**
 - An image which exaggerates what is perceived to be a trait of a typical member of a group
 - Applied to the whole group and always a generalization
- **Prejudice**
 - A rigid or irrational generalization about an entire category of people
 - Negative
 - Hateful
- **Discrimination**
 - Treating various categories of people unequally
 - Power → enact behaviours against group

Components of ethnic conflict

- **Prejudice**
 - o A negative attitude (theory)
- **Discrimination**
 - o Harmful actions (practice)

Merton's Typology

- **Person prejudice? Vs. Does person Discriminate?**
 - o **Yes/yes** → active bigot
 - Act on prejudice
 - Eg. KKK
 - o **Yes/No** → timid bigot
 - Laws, self interest
 - Peer pressure
 - Won't discriminate
 - o **No/yes** → fair weather liberal
 - Discriminate because of laws
 - Self interest
 - Peer pressure
 - E.g. Halifax, head tax on black males
 - o **No/no** → All weather liberal
 - Not prejudice/discriminate

Racism

- The belief that one racial category is innately superior or inferior to another
 - o Irrational
 - o Vicious cycle
 - 1. Dominant group look at a minority group
 - Don't measure up/disadvantage minority group
 - 2. Can't get ahead because of economics
 - 3. Re-"affirms" the process

Six types of Racism (Flaris + Elliot)

- **Red-necked racism**
 - o In your face, everyday
 - o Negative prejudiced attitude
 - o Spew hate
- **Polite racism**
 - o Appearance of not racist
 - o Can be subtle
 - o Accents
 - Sorry jobs are taken

- Dominant → invited
- **Subliminal racism**
 - Bus → minority
 - Sends a message
- **Institutional racism**
 - Policies that designate certain facilities or certain ppl
 - Indian act
- **Systematic racism**
 - Organizational policy
 - Give advantage to dominant group
 - E.g. weight restrictions
 - Immigrant discounting system
 - Bait & switch
- **Cultural/Ideological racism**
 - Two sets of values exist in society

Theories

- **Functionalists**
 - Ethnic groups identification must serve some social purpose
 - Hierarchical working
- **Conflict Theory**
 - Self-justification for the rich and powerful to oppress others
 - Ensure position of dominant group
 - Minorities may cultivate climate of race consciousness in order to win greater power and privileges
 - Jewish → economic well being #1
- **Symbolic Interactionists**
 - Ethnicity and race are characteristics, given at birth
 - A person is born into an ethnic group
 - Not something that can be earned aspired to or chosen
 - It is relatively permanent

Race & Ethnicity – Past & future

- Many immigrants now try to join Canadian society while maintaining their traditional cultures
- Some have built ethnic enclaves
- We are a “community of communities”
 - Only 6 in the beginning → now 254
- Our survival depends on our success in forging an identity out of diversity

Adjusting to Canada

- **Integrated (50.4%)**

- Trying to maintain new and old societies
- Keep ethnic culture while participating in new society
- **Ethnic-separation minded (16.4%)**
 - Maintain ethnic culture but avoid new society
- **Assimilated (22.1%)**
 - Adopting new society and not keeping old culture
- **Diffuse/marginalized (11.1%)**
 - Not trying to fit in with the new or keeping ethnic values
 - Black- creek
 - Jane and finch

Lecture 015 – Demography and Aging

Demography

- Quantification
- Greek → demos
- Distribution of population
- Composition
- Change that comes about
- **4 components**
 - **Fertility**
 - **Mortality**
 - **Migration**
 - **Morbidity**
 - Disease
 - Aids
- Policy to stabilize

Fertility

- Fertility
 - The incidence of childbearing in a country's population
 - Childlessness as well
- Fecundity
 - The potential for childbearing
 - Sterility
- Crude birth rate
 - The number of live births per 1000 in mid year population
 - June 30th
 - Why crude?
 - Take all population into account
 - Rural rates greater than urban

- Catholics
 - Lowest rate in Canada
 - More education = lower fertility
 - Immigrants have greater rate
 - Labour force participation rate
 - Not babies
 - Contraception
 - 90% use some
 - Under 3%
 - Pill
 - Over 3%
 - Sterilized
- Age specific birth rate
 - Number of births to women at specific ages divided by all the women of that age
 - 1921
 - 20-24 : 165.4
 - 25-29: 186.0
 - 40-44: 46.7
 - 2001
 - 20-24 : 72.2
 - 25-29: 114.0
 - 40-44: 4.7
 - Declining
 - Largest rise in aging population

Mortality

- The incidence of death in a population
- Crude death rate
 - Number of deaths in a given year for every thousand people in a population
 - Now 7.1 drop
 - Disease and sanitation
- Infant mortality rate
 - Number of deaths among infants under one year for each 1000 live births
- Life expectancy
 - Average life span of a country's population
 - Women: 82
 - Men: 76
- Women 15-24 → increase in smoking
- Africa
 - -1 birth/death rate
- Infant mortality

- Social development
- If low, modernization
- Educated mothers
- Men vs. women
 - Men have higher change of risk taking choices
 - Gap closing

Age specific death rates

- The number of deaths per thousand population in a particular age group
 - Up to 19 years
 - Less than 1/1000
 - 70-74
 - 37.2/1000
 - By 90
 - 230.1/1000

Migration

- Migration
 - Movement of people in and out of a specified territory
- Immigration
 - Movement into a territory
- Emigration
 - Movement out of a territory
- Internal migration
 - Movement within borders
- Net-migration rate
 - Net result of immigration and emigration
- Canadians are a mobile society
- Education, greater mobility
- Voluntary migration
 - Due to push and pull factors
 - Push factors push people away
 - Pull factors attract people
- Involuntary migration
 - Forced migration due to war or other social conflict

Population Growth

- 0.3% below world average
- Only reason growing because of immigrants
- Men
 - Social dynamite

- Skewed sex ratios in china
 - o Rural
 - o Buy wives
- Sex ratio
 - o Number of males for every 100 females
 - o 98 males : 100 females (Canada)
 - o India
 - 107 males : 100 females
 - o China
 - 1979
 - One child policy in effect

Population pyramids of Canada

- University, housing, health care → baby boomers
- Baby boomers 1971
 - o Dictate policy
- 2011 → 41.7 years is age median

History of Population Growth

- People favoured large families for productivity
- World population passed 1 billion in 1800
 - o 6 585 469 291 today
 - Adding 94 million per year
- Now need skilled trained educated kids
 - o Liability
- Basic
 - o \$23000 for kid to grow to 16

Malthusian Theory of Population Growth

- Propositions
 - o Uncontrollable desire to make babies
 - o Food is essential
 - o Inherent conflict between having kids and increasing food
- 1766 – 1834
 - o Impending doom
 - o Pop → exponentially/geometrically
 - o Food → linear / arithmetically
 - o Population contained through food supplies
 - o Young and old at risk
 - Self select
- Checks

- Positive checks
 - War, famine, plagues, which increase the death rate
- Preventative checks
 - Abstinence from sex will lower fertility
 - Late marriage
 - Birth control
 - Lower birth rate
- Conflict
 - Distribution
 - Neo-malthusians
 - Not food, but using up our planet
- Flawed
 - No concept of biotechnology
 - Agricultural technology
 - Seeds and plants

Demographic Transition Theory

- The thesis that population patterns reflect a society's level of technological development
- Eurocentric
- Stage one
 - Pre industrial
 - Agrarian
 - High birth rate due to economic value of children and lack of birth control and high death rate
 - Need kids
 - No birth control
- Stage two
 - Early industrial
 - High birth rate and lowered death rate give a boost to population growth
 - Death rates start to lower
 - Vaccines
 - 5-10% lower mortality
 - Need sanitation
- Stage three
 - Mature industrial
 - Birth rates decline to match death rates as population surge drops as affluence transforms children into economic liability
 - Children are an expense
- Stage four
 - Post industrial

- Economic realities force drop in birth rates to the point where growth is stagnant or very slow
- Lifestyle choices
- Critical evaluation
 - The key to population control may not be technology but redistribution of resources
 - Europe and the west
 - Distribution not production

Global Population Today

- As our postindustrial society enters stage 4, the Canadian birth rate (1.5) is less than the replacement level of 2.1 children per woman
- Population is critical problem in poor nations in the southern hemisphere
- Immigrants → 250 000/year + babies
- Low –growth north
 - **Zero population growth**
 - **Level of reproduction that maintains population at a steady state**
 - Postindustrial societies
 - Population could decline
- High growth south
 - While birth rates have fallen
 - 180 nations agreed that raising the status of women is a key element in controlling world population

Aging : graying of Canada

- Geriatrics
 - Physiological aspects of aging
 - Bodily
- Gerontology
 - The study of aging and the elderly
 - Physical, psychological and social aspect of aging
- 2006
 - Those 65+ yrs. Were 13% of the population
 - Median age was 38.8 years
 - In '08 → 40.0 years
- By 2030
 - 65+, 24% of population

Life Expectancy

- 2 factors
 - Low birth rates
 - Increasing longevity

- Medical advances
 - Rising standard of living
- Women : 81 years
- Men : 75 years
- Number of men per 100 women age group 65+
- 1901-2001
 - 1956 number of men per 100 women decrease
 - Men are less than women
- Old-age dependency ratio
 - Ratio of elderly to working age population
 - 65+ years
 - 2001 = 13%
 - 2031 = 23.8% (baby boomers)
 - Possible problems for health care, labour force, and pensions

Growing old – Culture

- Aging is universal
 - Significance of growing old is culturally variable
 - 65 age marker
 - Variable between culture
 - Arbitrary

Study of Aging

- Age effects or maturation
 - Changes that are a result of aging
- **Period/cohort effects**
 - Because of living at a specific time
 - Depression
 - War
 - 1971 Canadian banks → savers

Urbanization

- The concentration of humanity into cities
- The emergence of cities led to higher standards of living
- Toronto, London
 - Infrastructure and development
 - Sanitation

Urban Life

- Tonnies

- Rural
 - Gemeinschaft
 - Close ties through kinship and tradition
- Mechanical solidarity
- Durkheim
- Multiplexity of roles
- Vs.
- Urban
 - Gesellschaft
 - Social relations are based on individual self-interest
 - Organic solidarity
 - Specific relationships
 - Pragmatic and impersonal
 - Nuclear orientation
 - Formal social control

Cities

- Metropolis and centralization
 - A large city that dominates the area
 - Suburbs and decentralization
 - Urban areas beyond the political boundaries of a city
 - Edge cities
 - Milton
 - Aurora
 - Exurbia
 - Suburbs of suburbs
 - Processes
 - Gentrification
 - Take on area
 - Developer
 - Guts insides of buildings
- **Ecological fallacy**
 - **Part of landscape takes on landscape**
 - **False**
- Megalopolis
 - Vast urban area containing a number of cities and their surrounding suburbs
 - Supercities
 - E.g. golden horseshoe
- Apartment building metaphor (urbanites)
 - Three main concepts
 - Automation

- Compartmentalized life
 - Anonymity
- urban world
 - a social context in which strange relations predominate
 - urbanite
 - someone capable of perceiving and acting in ways appropriate to living with strangers
 - interaction between “categories”
 - urban ground rule
 - tendency to infer meaning about person from actions/image
- simmel
 - “externals”
 - Behavior, language, expressive symbols
 - Clothing, car, labels, where you eat, where you live, who you are with, bumper stickers
 - = badges of ability

Lecture 016 – Collective Behaviour and Social Movements

Collective Behaviour & social Movements


- Feel overwhelmed by issues
- Exist to encourage or resist change
- Now : environmentalism
- Feminists

Studying Collective Behavior

- **Collective behavior**
 - Activity involving a large number of people
 - Often spontaneous and sometimes controversial
- **It is difficult to study for three reasons**
 - Wide ranging
 - Complex
 - Transitory
 - Hard to investigate
 - Comes and goes
- **Usually in violation of established norms**
- Large # of people do not accept
- **Behaviors**
 - Panics
 - Feds
 - Movements

Collectivities

- Collectivities
 - o A large number of people whose minimal interaction occurs in the absence of well-defined conventional norms
- Are based on limited social interaction
- Have no clear social boundaries
- Engender weak unconventional norms
 - o Not conform
 - o Norms emerge
- Localized collectivities
 - o Crowd
 - Temporary gathering of people who share a common focus of attention and who influence one another
 - o Mob
 - A highly emotional crowd that pursues a violent or destructive goal
 - o Riot
 - A social eruption that is highly emotion, violent and undirected
 - o Can challenge or support society
 - o Power of crowd to face social change
 - o 4 types of crowds (Bluner)
 - Casual crowd
 - Loose collection
 - Same space
 - E.g. beach
 - Conventional
 - Deliberate planning
 - Funeral
 - Auction
 - League
 - Expressive crowd
 - Forms around event
 - Emotive appeal
 - Exillering
 - Acting crowd
 - Powerful emotion
 - Can erupt into mad violence
 - Collectivity
 - Intense
 - Single minded purpose
 - o E.g. fleeing from fire

- Riot
 - Do not have clear goal
 - End with police
 - Panic and Mass Hysteria 
 - Panic
 - Form of LOCALIZED collective behavior by which people react to a threat with irrational frantic behavior
 - People want to save selves or property from perceived danger
 - Two types
 - Rushing away
 - Acquisitive → rush towards
- Dispersed collectivities
 - Mass behaviour
 - Collective behavior among people dispersed over a wide geographical area
 - Panic and mass hysteria
 - Mass hysteria
 - A form of DISPERSED collective behavior by which people react to a real or imagined event with irrational fear
 - Self destructive
 - E.g. I am legend
 - Rumor
 - Unsubstantiated information spread informally often by word of mouth
 - Thrives in ambiguity
 - Is unstable
 - Is difficult to stop
 - Not clear what is happening
 - Difficult to stop
 - Gossip
 - Rumour about people's personal affairs
 - Urban/rural
 - Social control
 - In small towns, gossip is used as a form of social control
 - Public opinion
 - Widespread attitudes about controversial issues
 - Not every opinion the same weight
 - Leaders determine the agenda
 - Propaganda
 - Information presented with the intention of shaping public opinion
 - Info presented with intent of shaping public opinion
 - Slanted
 - Not reasonable info

- Fashion
 - A social pattern favoured by a large number of people
 - Trickle down thrash class structure
 - **Fad**
 - An unconventional social pattern that people embrace briefly but enthusiastically
 - Hula hoop
 - High income society
 - Craze
 - Extraordinary level of commitment
- More serious structure → more structured the collectivism is

Explaining Crowd Behaviour

- **Blumer**
 - **Contagion theory (Gustave Le Bon)**
 - The relatively rapid, unwitting, and non-rational dissemination of a mood, impulse or form of conduct
 - Collective impulse develops from “circular reaction”
 - Ideal belief / perception spreads through like a group of people like an epidemic
 - Special kind of interaction
 - Human responses become magnified
 - **Convergence theory**
 - People who wish to act in a certain way (like minded people) come together
 - Individuals within the crowd are responsible for the behaviors not the crowd
 - **Feeling of anonymity**
 - Nobody can see
 - You are in a crowd
- **Emergent Norm Theory**
 - Distinctive patterns of behavior may emerge within a crowd
 - People make up their own rules
 - As they go along
 - Crowd behavior neither irrational nor deliberate
 - Great diversity within a crowd
 - Not everyone thinks the same
- **Game Theory**
 - Maximize rewards
 - Minimize costs
 - Individuals in a crowd behave rationally

Social Movements

- Involve large # of people trying to bring about or resist social change

- Social movement
 - o An organized activity that encourages or discourages social change
- they are **deliberately organized** and often have lasting effects
- almost every important public issue gives rise to a social movement favoring change
- **Tightly organized groups that are held together by tradition**
 - o **Mechanical solidarity**
- Industrial society fosters:
 - o diversity
 - o Temporal continuity (last long)
 - o Reorganize/defend society

Stages in Social Movements

- **Social movements unfold in roughly the same way:**
 - o **Emergence**
 - **Perception that something is wrong**
 - Widespread dissatisfaction
 - o **Coalescence**
 - **Defines itself**
 - **Recruits members**
 - **Devises strategies and tactics**
 - Must define social movements and build moral
 - o **Bureaucratization**
 - **Organizes rationally to get job done**
 - o Decline
 - Success
 - Failure
 - Cooptation
 - Repression
 - Establishment
 - Depend less on their charismatic leader

Types of Social Movements

- **Alternative**
 - o **Least threatening**
 - o **Limited change for limited number of members**
 - o Narrow segment
- **Redemptive**
 - o **Selective focus**
 - o **Radical change**
 - o E.g. some religious organizations
 - o AA

- **Reformative**
 - o Limited social change that targets all members of society
 - o E.g. environmental movement
 - Progressive
 - Prochoice
 - Reactionary
 - Protect status quo
 - E.g. Afghanistan
- **Revolutionary**
 - o The most severe
 - o Striving for basic transformation of society
 - o E.g. communist or ultra conservative political movements
 - o Transformative

How much Change?

- **Who is changed? Vs. How much Change?**
- **Individuals/limited → alternative social movement**
- **Individuals/radical → redemptive social movement**
- **Everyone/limited → reformative social movement**
- **Everyone/radical → revolutionary social movement**

Explaining social movements

- **Deprivation theory**
 - o Social movements arise among people who feel deprived
- **Relative deprivation**
 - o Perceived disadvantage arising from some specific comparison
 - Expectations
 - Rarely absolute
- **Mass-Society Theory**
 - o Kronhauser
 - o People participate in mass movements because they lack social integration
 - Alienated
 - o 1. Lack social ties
 - Mobilized into social movements
 - o 2. Periods of social breakdown
 - Social movements
 - o 3. Movement = belonging and participation
- **Resource – mobilization theory**
 - o No social movement is likely to succeed without substantial resources
 - o Mobilization
 - Transfer of new resources from one kind of collective action to another

- 1. Ideology –frame
 - Problem
 - Diagnose
 - Blame
 - Solution
- 2. Communication
- 3. Networking
- 4. Selective incentives
- 5. Financial resources
 - Help promote
- **New Social Movements Theory**
 - Emphasizes the distinctive features of recent social movements in postindustrial societies
 - Quality of life

Social Movements in the Twenty-first Century

- There is little doubt that social movements will continue shape our way of life
- The scope of social movements is likely to increase for three reasons
 - Women's political voice
 - Cable or satellite tv
 - Global economy

Looking Ahead

- Solutions
 - Meaning in life?
 - Resolving conflicts
 - Eradicating poverty
 - Control population
 - AIDS
 - Sustainable Economy