

## Sociology Study Guide

**Culture**: Culture is the knowledge, language, values, customs, and material objects that are passed from person to person and from one generation to the next in a human group or society

### → Functionalist Perspective:

- Cultures meets people's:
  - Biological or physical needs (food and procreation)
  - Instrumental needs (law and education)
  - Integrative needs (religion and art)
    - (Bronislaw Malinowski)
- Common language and shared values produce consensus and harmony; conversely, in a society that contains numerous subcultures, discord results from a lack of consensus and shared core values

### → Conflict Perspective:

- Values and norms help create and sustain the privileged positions in society while excluding others
- Ruling class creates ideology, through which it affects the thoughts and actions of members of other classes
- Karl Marx:
  - The ideas of the ruling class are in every epoch the ruling ideas... The class, which has the means of material production at its disposal, has control at the same time over the means of mental production

### → Cultural Capital Theory:

- According to Bourdieu, high culture is a device by the dominant class to exclude the subordinate classes.
- A key source is university education - people must be trained to appreciate and understand high culture.
- This gives graduates a "cultural capital" to be successful in life: the knowledge and skills acquired while earning a university degree (e.g., reading, writing, communication skills, logical reasoning)

### → Symbolic Interactionist Perspective:

- Society is the sum of all people's interactions and it is in these interactions that people create, maintain, and modify culture in their daily lives
- Georg Simmel
  - Money is a means of exchange of goods and services.
  - In time money becomes an "end in itself", a lens or a criteria by which we evaluate the world and people
  - It thus can relativize the social world about us, especially our relationships to others (how much one is worth)

### → Postmodern Perspective:

- Eurocentric approach to culture;
- We should talk about cultures, not culture
- No single perspective can grasp the complexity and diversity of the social world
- Reality may not be what it seems: we should deconstruct existing beliefs and theories about culture
- Baudrillard:
  - The world of culture today is based on simulation, not reality.
  - Significant exposure to the media produces a false sense of social reality.
  - Media creates in us “hyperreality”—a situation in which the simulation of reality is more real than the thing itself.

**Socialization:** The life-long process of social interaction through which individuals acquire a self-identity and the physical, mental, and social skills needed for survival in society

### → Factors of Socialization:

- Family:
  - Family transmits cultural and social values to us
  - We develop the sense of self and acquire most of our beliefs and values in the family
  - Family is our primary source of emotional support
  - Family determines our specific social position in society
- School:
  - Functionalist perspective:
    1. Socialization, or teaching students to be productive members of society
    2. Transmission of culture
    3. Social control and personal development
    4. The selection, training, and placement of individuals on different rungs in the society
  - Conflict theory
    1. Students’ experience at school is defined by their social position
    2. Hidden curriculum: values of competition, materialism, work over play, obedience to authority and attentiveness
- Peer Groups:
  - A group of people linked by common interests, equal social position, and (usually) similar age
  - They contribute to our sense of belonging and our feeling of self-worth
  - They teach and reinforce cultural norms and “acceptable” behaviour

- Mass Media:
  - Organizations that use print, video, audio, and electronic means to communicate with large numbers of people
  - Boys are more likely to play video games, while girls write blogs
  - On an average weekday, Canadian students spend:
    - 54 min instant messaging, 50 min downloading and listening to music, 44 min playing online games
- Self-Concept:
  - The totality of our beliefs and feelings about ourselves
    1. The physical self (I am tall)
    2. The active self (I am good at soccer)
    3. The social self (I am nice to others)
    4. The psychological self (I believe in world peace)

### ➔ Symbolic Interactionist Perspective:

- Charles Horton Cooley (1864-1929) and the looking-glass self:
  - Chicago school: social constructivism
  - A person's sense of self is derived from the perceptions of others.
- George Herbert Mead (1863-1931) and role-taking:
  - Role taking – a person mentally assumes the role of another person to understand the world from that person's point of view
  - Significant others – persons whose care, affection, and approval we seek most for all and who are most important in the formation of the self.
  - I + Me → Social Self
    - I: the subjective element of self – spontaneous and unique traits of each person
    - Me: the objective element of self - internalized attitudes and demands of others and the individual's awareness of those demands
    - Three stages of self development:
      1. Preparatory stage (up to about age three; only imitation, no meaning)
      2. Play stage (age three to five; children are learning language and other symbols; begin to see themselves in relation to others; do not see role-taking as something they have to do).
      3. Game stage (early school years: children understand not only their own social position, but also the position of others; a baseball game example – children become concerned about the demands and expectations of others)

### → Social Psychological Perspective:

- Sigmund Freud (1856-1939) and the Psychoanalysis
  - Human behaviour and personality originate from unconscious forces within individual
  - People have two basic urges: to survive and to procreate
  - Three stages of human development:
    - Id: individual's basic biological drives and needs that demand immediate gratification. Psychic energy. Ex: I want that candy bar no matter what
    - Ego: the rational, reality-oriented component of personality that imposes restrictions on the innate pleasure-seeking drives of the ID. Ex: I guess I'll have to wait until I have enough money to buy that candy bar
    - Superego: conscience, or moral and ethical aspects of personality Ex: It is wrong to steal

### → Cognitive Moral Perspective:

- Jean Piaget (1896-1980) and Cognitive Development:
  - Cognitive theory: how people obtain, process and use information
  - Children's activities are governed by their perception of the world around them
  - In every stage of the cognitive development specific tasks lead to the acquisition of new mental capacities which serve as the basis for the next level
  - All children must go through each stage in sequence before moving to the next one
  - Piaget's theory of cognitive development:
    1. Sensorimotor stage (birth to age two): children comprehend object permanence
    2. Preoperational stage (ages 2-7): children begin to use words as mental symbols and to form mental images
    3. Concrete operational stage (ages 7-11): children think in terms of tangible objects and actual events
    4. Formal operation stage (12- adolescence): children develop the ability to engage in highly abstract thought and understand places, things, and events they have never seen

### → Resocialization:

- The process of learning a new and different set of attitudes, values, and behaviours from those in one's previous background and experience
- Voluntary resocialization: when we assume a new status (student, employee, retiree)
- Involuntary resocialization: against a person's wishes and generally takes place within a total institution

## Social Structure:

### → Social Status:

- A socially defined position in a group or society characterized by certain expectations, rights, and duties
- Exist independently of people; refers to all socially defined positions
- Ascribed and achieved statuses
- Status set: all the statuses that a person occupies
- Master status: the most important status a person occupies
- Roles: Role expectations, Role performance, Role conflict, Role strain, Role exit
- Groups: 1<sup>o</sup> Group → Close group like family; 2<sup>o</sup> Group → Larger group like school

### → Social institution:

- A set of organized beliefs and rules that establish how a society meets its basic social needs

#### Functionalist perspective:

1. Replacing members
2. Teaching new members
3. Producing, distributing, and consuming goods and services
4. Preserving order
5. Providing and maintaining a sense of purpose.

- Durkheim's social cohesion:

#### Conflict theory:

1. SI serve to meet basic social needs;
2. They maintain the privilege of the wealthy and powerful and the powerlessness of others (government, for instance)

#### Mechanical solidarity

- Exists in preindustrial society
- A minimal division of labour
- Cohesion is maintained through shared values and common social bonds

#### Organic solidarity

- Exists in industrial (and post-industrial?) society
- High division of labour (specialized work)
- People feel united by their mutual interdependence

- Tönnis: Gemeinschaft and Gesellschaft:

#### Gemeinschaft (commune, community)

- Traditional society
- Social relationships are based on personal bonds of friendship, kinship, and intergenerational stability
- These relationships are based on inscribed status
- Members have a strong sense of belonging
- Limited privacy

#### Gesellschaft (association)

- Large, urban society
- Social bonds are based on impersonal and specialized relationships
- Little long-term commitment to the group or consensus on values
- Most people are "strangers"
- Relationships are based on achieved status, and interactions are both rational and calculated

→ Erving Goffman (1922-1982) and dramaturgical analysis:

- Everyday life is like a theatrical presentation
- Audience judges our performance and is aware that we may slip and reveal our character
- Most of us try to play out our role as well as possible and to control the impressions we give to others (impressions management or presentation of self)
- Front stage: the area where a player performs a specific role before an audience
- Back stage: the area where a player is not required to perform because it is out of view of a given audience
- Face-saving behaviour: strategies we use to rescue our performance
- Studied no observance: one player ignores the flaws in another's performance to avoid embarrassment for everyone involved

→ The Sociology of Emotions:

- Hochschild:
  - We acquire a set of feeling rules which shape the appropriate emotion for a given role or specific situation
  - Emotional labour: displaying only certain carefully selected emotions (jobs that require personal contact with the public or the production of a state of mind - flight attendants or tax collectors)

## Groups and Organizations:

→ Social group: Two or more people who interact frequently, share a sense of belonging, and are interdependent

→ Aggregate: A gathering of people who happen to be at the same time in the same place but have little else in common

→ Category: People who share a similar characteristic (age, ethnicity etc.) but who may not know each other

→ Groups:

- Reference group: a group that strongly influences our behaviour and social attitudes
- Ingroup: a group to which we belong and with which we identify
- Outgroup: a group to which we do not belong and toward which we may feel a sense of competitiveness or hostility

→ Group functions:

- Functionalists: Groups meet people's instrumental (task-oriented) and expressive (emotional) needs;
- Conflict Theorists: Groups ideally perform positive functions, but involve power relationships

- Symbolic Interactionists: Focus on how the size of a group influences the interaction
- Postmodernists: Groups and organizations are characterized by superficiality and by shallow social relationships

→ **Group Conformity:**

- The process of maintaining or changing behaviour to comply with the norms established by a society, subculture, or other group

→ **Group Think:**

- The process by which members of a cohesive group arrive at a decision that many individual members privately believe is unwise Example: explosion of the space shuttle Challenger



→ **Bureaucracy:** An organizational model characterized by a hierarchy of authority, a clear division of labour, explicit rules and procedures, and impersonality in personnel matters

- Why bureaucracy? Weber - cultural and structural changes:
  - Traditional authority (rules based on tradition) is replaced by rational-legal authority (a set of rules, intended to achieve certain ends)
  - Industrialization and urbanization – factory bureaucracies:
    - System of specialization and standardization that most efficiently achieves productivity and profitability
- Formal characteristics of bureaucracy:
  - Division of labour
  - Hierarchy of authority
  - Rules and regulations
  - Qualification-based employment
  - Impersonality
- Informal structure in bureaucracy:
  - Aspects of routine activities and interactions that ignore, bypass, or do not correspond with the official rules and procedure

Positive Aspects

People are capable of cooperation; therefore, organizations should foster informal groups that permit people to work more efficiently toward organization goals (soldiers in combat)

Negative Aspects

Traditional management theories: People are lazy and motivated by greed, therefore informal group must be controlled or eliminated

➔ **McDonaldization:** George Ritzer: “The process by which the principles of fast food restaurant are coming to dominate more and more sectors of American society, as well as of the rest of the world”

- The basic elements of McDonaldization: Efficiency, Calculability, Predictability, Control, Irrationality of rationality
- Rationality: The process by which traditional methods of social organization, characterized by informality and spontaneity, are gradually replaced by efficiently administered formal rules and procedures

➔ **Manuel Castells’ networks:** The old order, governed by discrete individual units in the pursuit of money, efficiency, happiness, or power, is being replaced by a novel one in which motives, decisions and actions flow from ever more fluid, yet ever-present networks

- Characteristics of a network:
  - They are shifting and fluid
  - They are decentralized
  - A cell can be easily replaced by another cell
  - They are agile and can quickly adapt to new circumstances
  - They do not have well-specified lines of communication and means of coordination
- Network enterprise:
  - Separate businesses, which may be companies or parts of companies, join for specific projects that become the focus of the network
  - Dell: select partners based on cost, efficiency, and technological innovation

## **Social class and stratification in Canada**

➔ **Social stratification:**

- The hierarchical arrangement of large social groups based on their control over basic resources
- Max Weber’s life chances: extent to which individuals have access to important societal resources (food, clothing, shelter, education, healthcare)
- Systems of stratification (SS) can be open or closed
- Social mobility: the movement of individuals from one level in a SS to another
- Intergenerational and intragenerational mobility

- ➔ **Slavery:** an extreme form of stratification in which some people are owned by others
  - In North America (In Canada – up until early 19th century):
    1. It was for life and was inherited
    2. Slaves were considered property, not human beings
    3. Slaves were denied rights
    4. Coercion was used to keep slaves in “their place”
- ➔ **The Caste system:** people’s status is determined at birth based on their parent’s ascribed characteristics
  - It is a closed system
  - In India, caste is based in part on occupation
  - Apartheid of South Africa: based on race and belief of some Afrikaners that they were morally superior to the black majority
  - Cultural beliefs and values sustain cast system
- ➔ **Class system:** a type of stratification based on the ownership of resources and on the type of work people do
  - Boundaries between classes are less distinct
  - Status comes at least partly from achievement than entirely by ascription
  - Horizontal mobility (within the same class)
  - Vertical mobility (up and down the class structure)
- ➔ **Karl Marx’s Definition of Class:**
  - Capitalists (bourgeoisie)
    - Own and control means of production
    - Achieve wealth through capital
  - Working class (proletariat)
    - Work for wages; produce surplus means; sell labour as a commodity; are vulnerable to displacement by machines or cheap labour; are affected by worker alienation
- ➔ **Structure of a society according to Marx:**
  - Economic basis (means of production + relations)
    - Own and control means of production
    - Achieve wealth through capital
- ➔ **Marx’s dialectic of superstructure and infrastructure:**
  - Infrastructure (economic basis): means of production plus relations of production
  - Superstructure: government, schools, churches, and other social institutions that produce and disseminate ideas
  - Economic basis determines superstructure
  - Eventually workers would overthrow the capitalists and create a more egalitarian society

➔ Contemporary sociological model of the class structure in Canada – a Marxian model\*

- The capitalist class: the ruling elite - holds most of the wealth and power in society
- The managerial class: have substantial control over the means of production
- The small-business class
- The working class: blue-collar workers and white-collar workers
  - Erik Wright's model, based on four criteria: 1) ownership of the means of production; 2) purchase of the labour of others; 3) control of the labour of others; 4) sale of one's own labour

➔ Weber's social stratification theory:

- Interplay among wealth, prestige, and power
- Class: a category of people who have a similar level of wealth and income (entrepreneurs and rentiers; people who work for wage: middle class and working class)
- Prestige: the respect or regard with which others regard a person or status position
- Power: the ability of people or groups to achieve their goals despite opposition from others

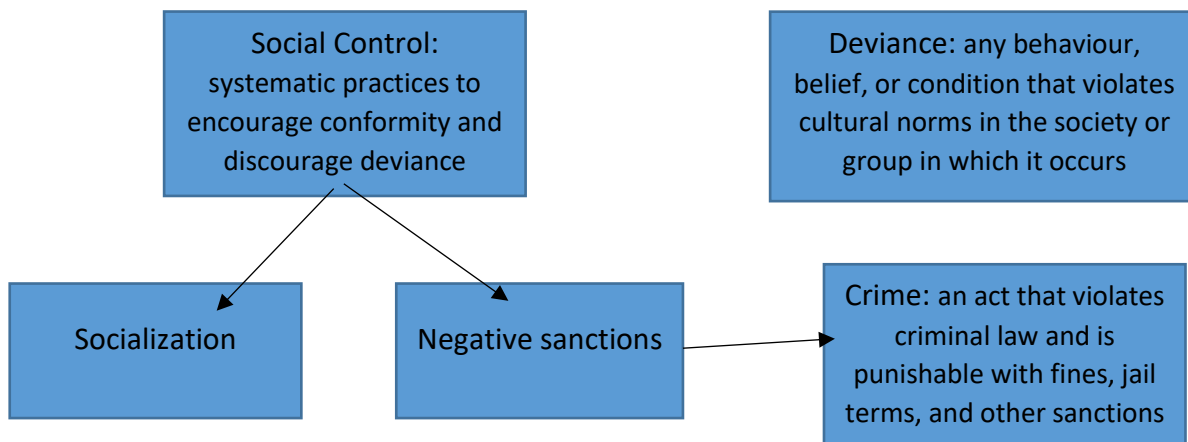
➔ Contemporary sociological model of the class structure in Canada – a Weberian model:

- The upper class: the wealthiest and most powerful class in Canada
- Upper-middle class: highly educated professionals or family-owned businesses; three factors qualify people – a university education, authority and independence on the job, and high income
- The middle class: people with undergrad university degrees or college programs
- The working class: 30 percent of Canadian population
- The working poor: 20 percent of the Canadian population
- Underclass: poor, low level of education

➔ Consequences of Inequality:

- Income and wealth are intricately related to our individual life chances.
- Persons with a high income or substantial wealth have more control over their lives.
- Persons with less income, especially those living in poverty, must spend their limited resources on the necessities of life.
- More money = better health, education opportunities, and less chance of crime
  - Crime and poverty are linked

## Crime and Deviance



### → Robert Merton's Strain Theory:

- People feel strain when they are exposed to cultural goals that they are unable to attain because they do not have access to legitimate means to achieve these goals
- Strain theory is used to explain the deviance of lower classes

### → Functionalist Perspective:

#### Illegitimate opportunity theory:

Deviance is possible where people have an opportunity to acquire through illegitimate activities what they cannot achieve through legitimate channels

#### Social bond theory:

Likelihood of deviant behaviour increases when a person's ties to society are weakened or broken

### → Symbolic Interactionist Perspective:

- Deviance is learned through social interaction
- Differential association theory: an individual will be more inclined to deviate from societal norms when he/she frequently associates with persons favoring deviance over conformity
- Examples: organized crime groups
- Labelling Theory:
  - Deviants are those people who have been successfully labelled as such by others
  - The process of labelling is directly related to power and status of those who do the labelling and those who are being labelled
  - Labels are applied most easily to those who lack the power to resist
- Labelling Process:
  - 1° deviance → **Labelling (stigmatization)** → Deviant self-image → 2° deviance
    - 1° deviance: The initial act of rule breaking
    - 2° deviance: Deviant behaviour of a person who has been labelled deviant and accepted that

### → Conflict Perspective:

- People in position of power use the law to protect their own interests and do the labelling
- Poor and lower-income individuals are more likely to be defined as criminals than those from middle- and upper-income backgrounds
- The relative harm of criminal activities is not considered; what matters more is the power of certain groups to resist sanctions (welfare fraud versus white collar crime)

### → Feminist Perspective:

- The few early studies focused on prostitution and attributed the cause to women's biological or psychological inferiority
- Feminists: roots of female criminality lie in a social structure that is characterized by inequalities of class, race, and gender
- Elizabeth Comack examines the relationship between women's victimization and their subsequent involvement in Manitoba's criminal justice system

### → Postmodernist Perspective: Foucault's Discipline and Punish (1979)

- Study of prisons from the mid 1800s to the early 1900s
- Penal institutions replace torture by surveillance
- The new means of surveillance impinged more on prisoners and brought greater power to prison officials

### → Crime Classification in Sociology:

- Street Crimes:
  - Violent crimes: force or threat of force against others (murder, sexual assault, robbery, aggravated assault)
  - Property crimes: break and enter, theft, motor vehicle theft, arson
  - Morals crimes: illegal action voluntarily engaged in by the participants (prostitution, illegal gambling etc.)
- Corporate Crime: An illegal act committed by corporate employees on behalf of the corporation and with its support (price fixing, financial fraud, copyrights)
- Occupation, or white-collar crime: Illegal activities, committed by people while in employment or in dealing with their financial affairs (theft of company profits or property, bribes, or kickbacks, embezzling)
- Organized Crime: A business operation that supplies illegal goods and/or services for profit
- Political Crimes: Illegal or unethical acts involving the usurpation of power by government officials, or illegal or unethical acts against the government by outsiders seeking to make a political statement or to undermine or overthrow the government

### → Characteristics of Offenders:

- Crime is a young person's game, with rates peaking between the ages of 15 and 18
- Most crimes are committed by males, although the difference between male and female involvement has narrowed over the past three decades
- Persons from lower socioeconomic backgrounds are more likely to be arrested for violent and property crimes, while white-collar crimes, committed by upper-class members, are less likely to come to the attention of the police

- In culturally heterogeneous populations, some ethnic and racial groups will have higher crime rates than others (reasons: discrimination against minority groups; the justice system is focused on street crimes rather than on white-collar crimes)

### → Criminal Justice System: The Police

- Police serve several functions: enforce the law; order maintenance; the provision of social services
- Why do the police have such a broad range of responsibilities?
  1. The police are one of the few public agencies open 24 hours a day.
  2. They service clients that other agencies may not be interested in.
  3. The police may not know about or may not have access to other agencies.

### → Criminal Justice: The Courts

- Decide the guilt or innocence of those accused of committing a crime.
- Adversarial process:
  - Prosecutor: A lawyer who represents the State
  - Defense lawyer: asserts that the accused (the defendant) is innocent
  - Judge (or jury): Final decision as to the guilt or innocence of the defendant

### → Restorative Justice:

- Intended to restore social relationships by repairing the harm done to the victim and the community
- Originated in traditional societies where the restoration of order was crucial to society's survival
- Most widespread contemporary restorative justice methods are:
  - Victim-offender reconciliation
  - Family group conferencing

### → Prisons:

- Why do we incarcerate people?
  - To punish them for their crimes (retribution)
  - To prevent them from committing further crimes (incapacitation)
  - To re-educate them into law-abiding citizens (rehabilitation)
  - To reduce crime by instilling a fear of punishment (deterrence)

### → Community Corrections:

- Shifts responsibility for corrections back to the community and minimizes the separation of the offender from society.
- Three reasons for the movement towards community corrections:
  - Cheaper
  - More humane
  - Reduction in reoffending

## Global Inequality

- ➔ Global Stratification: the unequal distribution of wealth, power, and prestige on a global basis
  - High-income countries: highly industrialized economies; technologically advanced corporations; and high levels of income.
  - Low-income countries: undergoing the transformation from agrarian to industrial economies and have lower levels of income.
- ➔ Why Do Poor Countries Remain Poor?:
  - Massive debt toward rich countries
  - Much of the borrowed money is not invested in production
  - Restructuring of economy, imposed by the IMF and the World Bank (cutting back on social spending, devaluing national currency, and reducing spending on economic development)
  - Foreign aid may meet the interests of the donor country more than the interests of the recipient (military aid)
  - Foreign aid may be given to achieve political objectives (the US aid to Latin America)
  - Aid may not filter down to people who really need it
  - There is not enough aid to help low-income countries solve their problems
- ➔ Measuring Global Inequality:
  - Defining levels of poverty involves several dimensions:
    - a) How many people are poor
    - b) How far below the poverty line people's income fall
    - c) How long they have been poor
  - Subjective poverty: comparing actual incomes against the earner's expectations and perceptions
  - Absolute poverty (Living on less than 1.25/day) → Relative poverty (An average standard of living is not maintained) → Subjective poverty
- ➔ Human Development Index:
  - 1990: new three criteria are added to GNI by the UN Development Programme to measure the level of development in a country:
    - Life expectancy
    - Education
    - Living standards
  - Life Expectancy:
    - Average increase: about 1/3 in the past three decades and is now more than 70 years in 87 nations
    - In sub-Saharan Africa estimated life expectancy has dropped significantly, largely because of HIV/AIDS.
    - More than 50,000 women still die each year in pregnancy and childbirth
    - High rate of infant mortality

- Low-income countries have higher rates of illness and disease, and they lack adequate healthcare facilities.
- Nearly one billion people suffer from chronic malnutrition and more than nine million people die each year from hunger-related causes.
- Education
  - Education is fundamental in reducing poverty
  - Literacy is an important result of education, and the adult literacy rate in low-income countries is much lower than that of the high-income.
  - Rates of literacy have risen from 73 percent to 84, and the average number of years of schooling has gone up by two years

### → Development (Modernization) Theory:

- Global wealth and poverty are linked to a society's level of industrialization and economic development
- Undeveloped countries must follow the path of developed countries: through economic change (industrialization), through social change (Western institutions based on universalism and merit/achievement), and through political change (secularization and the bureaucratic efficiency of the state)
- Rostow's Modernization Theory
  - One of the largest barriers to development in low-income nations is traditional cultural values people hold
  - Four stages of economic development: traditional stage; the take-off-stage; the stage of technological maturity; the stage of high mass consumption

### → Critique of Modernization Theory:

- It is Eurocentric.
- Does not consider the possibility that all nations do not industrialize in the same manner.
- Does not tell us what causes the move from one stage to another.
- Andre Gunder Frank: his research in Latin America showed that underdevelopment is not an original state; it was caused by the imperial powers that had created dependency through the deindustrialization of India, by the slave trade in Africa, the destruction of Native civilizations in Central and Latin America
- Frank criticized the social policies that grew out of the theory; felt that the Western powers, particularly the United States, were imposing their views of development through both political and military means (war in Vietnam)
- Modernization theory was linked to the fight against communism during the Cold War

### → Dependency Theory:

- Global poverty can at least partially be attributed to the fact that the high-income countries have exploited the low-income countries.
- Rich countries have a personal stake in maintaining a dependent status of poor countries: using them to gather raw materials to be manufactured in the rich countries.

- Has been most often applied to the newly industrialized countries (NIC) of Latin America; has little or no relevance to the NIC of East Asia
- Exploitation of one country by another, and of countries by transnational corporations, may limit or slow a country's economic growth and human development.

### → World-System Analysis (WSA):

- The capitalist world economy is a global system divided into a hierarchy of three major types—core, semi peripheral, and peripheral
- Resources and obstacles of the international system define the upward or downward mobility of nations
- Three Types of Nations According To WSA:

#### Core:

Dominant capitalist centres characterized by high levels of industrialization and urbanization (the US, Japan, Germany)

The core nations exploit the peripheral nations at their expense

#### Semi peripheral:

More developed than peripheral nations but less developed than core nations South Korea, Mexico, Brazil, India)

The semi peripheral nations constitute a midpoint between the core and peripheral nations that promotes the stability and legitimacy

#### Peripheral:

Those nations that are dependent on core nations for capital, have little or no industrialization, and have uneven patterns of urbanization (most low-income countries in Africa, South America, and the Caribbean)

### → The New International Division of Labour Theory:

- Commodity production is being split into fragments that can be assigned to whichever part of the world can provide the most profitable combination of capital and labour
- High-income countries have become dependent on low-income countries for labour: lower wages and taxes and fewer regulations of workplace conditions and environmental protection
- Few of the profits, made by transnational corporations, remain in poor countries (Chossudovsky's study of garment manufacturing in Bangladesh)
- Global commodity chains: a complex pattern of international labour and production processes that result in a finished commodity ready for sale in the marketplace

### → The Flying Geese Model of Development (By Akamatsu Kaname) :

- The countries go through the sequential steps of importing goods, manufacturing to serve domestic markets, and, finally, exporting goods
- Production shifts from advanced to less advanced economies
- In the 1960 Japan was the only developed county in Asia, but was then followed by the "Asian tigers"
- This perspective provides a dynamic picture of the global division of labour that gives us some reason for optimism as we see technology being transferred from more to less industrialized countries

## **Race and Ethnicity**

### **→ Race:**

- Race as a biological characteristic: is based on genetic variations of physical appearance, especially skin colour
- Race is a socially constructed reality: as such it does not exist; it is an idea that persists in people's minds
- Race is a category of people who have been singled out as inferior or superior based on real or alleged physical characteristics (most often – skin colour)

### **→ Ethnicity:**

- A collectivity of people distinguished, by others or by themselves, based on cultural or nationality characteristics;
- 5 main features:
  - Unique cultural traits (language, clothing, holidays, or religious practices)
  - A sense of community
  - A feeling of ethnocentrism
  - Ascribed membership from birth
  - Territoriality

### **→ Social significance of race and ethnicity (white privilege) :**

- Race and ethnicity take on great social significance because how people act regarding these terms drastically affects other people's lives, including what opportunities they have, how they are treated, and even how long they live.
- Race and ethnicity provide privilege and power for some.

### **→ Minority and Majority Groups:**

- Majority (or dominant) group: a group that is advantaged and has superior resources and rights in a society.
- Minority (or subordinate) group: a group whose members, because of physical or cultural characteristics, are disadvantaged and subjected to unequal treatment by the dominant group and who regard themselves as objects of collective discrimination
- Visible minority: an official government category of nonwhite, non-Caucasian individuals

### **→ Prejudice:**

- A negative attitude based on preconceived notions about members of selected groups
- Racial prejudice: belief that certain racial groups are innately inferior to others or have a disproportionate number of negative traits

### → Stereotypes:

- Greek “stereos” (solid)
- Overgeneralization about the appearance, behaviour, or other characteristics of members of groups
- Negative stereotypes
- Scientific explanation of prejudice
  - Frustration-aggression hypothesis
  - A person, frustrated by his/her failure to achieve a highly desirable goal, will act aggressively towards others

### → Symbolic Interactionists on prejudice:

- Social learning: prejudice is learned from observing and imitating significant others, such as parents and peers.
- When rewarded with smiles or laughs for telling derogatory jokes or making negative comments about outgroup members, children’s prejudiced attitudes may be reinforced
- Theodor Adorno:
  - Highly prejudiced individuals tend to have an authoritarian personality, characterized by excessive conformity, submissiveness to authority intolerance, insecurity, a high level of superstition, and rigid, stereotypic thinking.
- Discrimination: actions or practices of dominant group that have a harmful impact on members of the subordinated group
  - Legal (a law) Informal
- Racism
  - A set of ideas that implies the superiority of one social group over another on the basis of biological or cultural characteristics, together with the power to put these beliefs into practice in a way that denies or excludes minority women and men

### → Symbolic Interactionism:

- Microlevel contacts between individuals may produce greater racial tolerance or increase levels of hostility.
- Contact hypothesis: when members of divergent groups have equal status, shared goals, cooperation, and positive feedback, favourable attitudes and behaviour between groups can result

### → Functionalist Perspective: How members of subordinate racial and ethnic groups become part of the dominant group

#### Assimilation:

A process by which members of subordinate racial and ethnic groups become absorbed into the dominant culture.

#### Ethnic pluralism:

The coexistence of a variety of distinct racial and ethnic groups within one society.

- Equalitarian pluralism/accomodation
  - Ethnic groups coexist in equality with one another
  - Canadian Multiculturalism Act (1988): “All Canadians are full and equal partners in Canadian society”
  - “Unity through diversity”
- Inequalitarian pluralism/segregation
  - Segregation: the spatial and social separation of categories of people by race, ethnicity, class, gender, and/or religion
  - Segregation de jure (Jim Crow laws, segregated schools in Nova Scotia, or federal reserve system for status Indians) and de facto (by custom)

### ➔ Conflict Perspectives:

- Focused on economic stratification and access to power in their analysis of race and ethnic relations.
- Internal Colonialism: a situation in which members of a racial or ethnic group are conquered or colonized and forcibly placed under the economic and political control of the dominant group.
- Split labour Market Theory: division of the economy into two areas

#### A primary sector:

Upper tier, composed of higher-paid workers in more secure jobs

#### Secondary sector:

Lower tier, composed of lower-paid workers in jobs with little security and hazardous working conditions

- Both white workers and members of the capitalist class benefit from the exploitation of visible minorities

### ➔ Feminist perspective:

- Minority women are doubly disadvantaged because of their gender.
- Gendered racism: the interactive effect of racism and sexism in the exploitation of women of colour.

### ➔ Postmodern perspective:

- Ethnic and racial identities are a consequence of personal choice and subjective definition
- They are socially constructed and given meaning by our fragmented society
- They are constantly evolving and subject to the continuous interplay of history, power, and culture
- Michel Foucault’s discourse:
  - Discourse: different ways of structuring knowledge and social practice
  - Reality is constructed through a variety of discourses (all that is written, spoken, or otherwise represented through language and communication systems)

- Deconstruction of racist discourse, which is a collection of words, images, and practices through which racial power is directed against ethnic and racial minority groups

#### → Industrial society:

- A society in which factories or mechanized production have replaced agriculture as the major economic base.
- As societies industrialize, the status of women declines further.
- A gap emerges between the nonpaid work performed by women at home and the paid work that was increasingly performed by men and unmarried young women.
- Men became viewed as “breadwinners” and women as “homemakers.”

#### → Post-industrial society:

- A society in which technology supports a service and information based economy.
- Formal education is essential
- Gender division of labour persists
- Women continue to bear the heavy burden of finding time to care for children, help aging parents, and meet the demands of the workplace.

## **Sex, Sexualities, And Intimate Relationships**

#### → Functionalist Perspective:

- Sexual reproduction is functional because it ensures the continuation of the human species.
- Regulating norms and values surrounding sexual reproduction is an important aspect of maintaining social stability (incest taboo)
- Certain amount of deviance is necessary for the overall stability of society because deviance clarifies social norms and helps maintain social control (sexual infidelity)
- Some sexual practices are both functional and dysfunctional for society
- Prostitution
  - Dysfunctional: exploits women and spreads disease.
  - Functional: outlet for people who may not have ready access to sex and gives some people a way to generate income.

#### → Conflict Perspective:

- The relationship between the economic system and sexuality is largely a question of exploitation
- Focuses on the workers, consumers, and unequal relations of power that affect who benefits and who loses when sex is bought and sold
- With prostitution laws, enforcement is largely unequal and women tend to face more serious consequences than men
- The sexual exploitation of children has become an increasing concern, especially in economically poor countries.

### → Feminist Perspectives:

- The Western feminist movement of the 1960s and 1970s politicized the personal.
- Feminists challenged the sexual double standard, raised questions about what counted as sex, and demanded protection from sexual violence and coercion.
- Feminist analysis paved the way for thinking about the social relationship between sex and gender.
- Sexuality is central to the maintenance of patriarchal domination where institutionalized heterosexuality is enforced through sexual coercion and violence.

### → Symbolic Interactionist Perspective:

- Emerged in the 1960 together with deviance theories
- Stress the importance of social definition, or “labelling”, rather than the features of acts and actors (example: “homosexual role”)
- Feelings, practices, and body parts are not inherently sexual: they derive their sexual significance through the application of sexual scripts.
- Sexual scripts: cultural guidelines that prescribe “with whom one should have sexual activity, when and where sexual activity should occur, what types of activities are appropriate, and acceptable reasons for participating (or not) in sexual activity.”

### → Postmodern Perspectives:

- Reject claims that sexuality is pre-social and biologically based.
- Queer theory: emerged as an approach to theorizing gender and sexuality that emphasizes the fluidity of identity and the normalizing tendencies of the heterosexual order.
- Queer: any mismatch between sex, gender, and sexual desire that disrupts heteronormativity
- Heteronormativity: a cultural bias toward heterosexuality that privileges sexual relations between men and women
- Is heavily influenced by the work of Judith Butler and Michel Foucault

### → Sexual Revolution:

- The dramatic changes that occurred regarding sexual attitudes, behaviours, and values during the 1960s.
- Many changes associated with the sexual revolution were in women’s sexuality.
- Gender-role stereotyping was challenged.
- Changes in reproductive technologies.
- Birth control pill was made (more) available.
- Attitudes toward sexuality liberalized.
- Sexual intercourse before marriage became more accepted.
- Women’s sexual behaviour has changed more than men since the 1960s.
- Today, considering several factors, such as age of first intercourse, number of sexual partners, and the variety of sexual behaviours, women and men are more similar than different.

## Family

### → Defining family:

- Family is not an easy word to define: this term means different things to different people.
- Standard sociological definition of family: a group of people who are related to one another by bonds of blood, marriage, or adoption and who live together
- Family: a relationship in which people live together with commitment, form an economic unit and care for any young, and consider their identity to be significantly attached to the group

### → Family structure and Characteristics:

- Kinship: a social network of people based on common ancestry, marriage, or adoption.
- Family of orientation: The family into which a person is born and in which early socialization usually takes place.
- Family of procreation: The family that a person forms by having or adopting children
- Extended and nuclear families
  - Extended: a family unit composed of relatives in addition to the parents and children who live in the same household.
  - Nuclear: composed of one or two parents and their dependent children, all of whom live apart from other relatives.

### → Descent and inheritance:

#### Patrilineal:

A system of tracing descent through the father's side of the family

#### Bilateral:

A system of tracing descent through the mother's and the father's sides of the family

#### Matrilineal:

A system of tracing descent through the mother's side of the family

### → Power and authority in families:

- Patriarchal family: a family structure in which authority is held by the eldest male (usually the father).
- Matriarchal family: a family structure in which authority is held by the eldest female (usually the mother).
- Egalitarian Family: family structure in which both partners share power and authority.

### → Functionalist perspective on family:

- Family maintains the stability of society and the well-being of individuals
- In advanced industrial societies families serve 4 key functions:
  1. Sexual regulation
  2. Socialization
  3. Economic and psychological support
  4. Provision of social status

- Durkheim:
  - Marriage as a microcosmic replica of the larger society.
  - The division of labour contributed to greater efficiency in all areas of social life, including marriage and the family
- Parsons:
  - The husband/father fulfills the instrumental roles and the wife/mother fulfills the expressive roles.

#### → Conflict perspective:

- Families are sources of social inequality and conflict over values, goals, and access to resources and power.
- According to some conflict theorists, families in capitalist economies are like workers in a factory ('The Origin of the Family, Private Property and the State (1884) by Friedrich Engels)
- Other conflict analysts are concerned with the effect that class conflict has on the family.

#### → Feminist perspective:

- Focuses on:
  - Redefined the concept of the family: the diversity of family arrangements
  - Challenged common assumptions about family life
  - Patriarchy as a source of gender inequality
  - The division of labour by gender, both within the society at large and within households
- Patricia Mann: "Male power in our society is expressed in economic terms even if it does not originate in property relations; women's activities in the home have been undervalued at the same time as their labor has been controlled by men"

#### → Symbolic Interactionist Perspectives:

- Examine the roles of husbands, wives, and children as they act out their own parts and react to the actions of others.
- What people think, as well as what they say and do, is very important in understanding family dynamics
- Married couple constructs a shared reality and redefine their past identities; this is a continuous process taking place within the family and outside
- SI explain family relationships in terms of the subjective meanings and everyday interpretations people give to their lives (Jessie Bernard's "his marriage" and "her marriage)
- Lenore Walker:
  - Many women are socialized into passive roles and men into active and even aggressive roles.
  - This is at the heart of violence against women.
  - Three factors contribute to this:

1. low self esteem on the part of both
2. limited range of behaviours
3. a belief by both in stereotypic gender roles

#### → Postmodern Perspective:

- Postmodern family as permeable: capable of being diffused or invaded in such a manner that an entity's original purpose is modified or changed.
- The permeable family reflects the postmodern assumptions of difference, particularity, and irregularity.
- Urbanity is another characteristic of the postmodern family. The boundaries between the public sphere (the workplace) and the private sphere (the home) are becoming more open and flexible.
- Thus, family life may be negatively affected by the decreasing distinction between what is work time and what is family time.

## Education

#### → Functionalist Perspective:

- The 1994 Royal Commission on Learning outlined three purposes of schooling:
- 1. to ensure for all student's high levels of literacy by building on basic reading, writing, and problem-solving skills;
- 2. To develop an appreciation of learning, the wish to continue learning, and the ability and commitment to do so;
- 3. To prepare students for responsible citizenship, including developing "basic moral values, such as a sense of caring and compassion, respect for the human person and anti-racism, a commitment to peace and non-violence, honesty and justice" (Osborne, 1994:4).
- Émile Durkheim:
  - Education promotes social solidarity and stability
  - It transfers knowledge from generation to another
  - It conveys moral values

#### → Manifest and Latent Functions of Education:

##### Manifest Functions:

Open, stated and intended goals or consequences of activities within an organization or institution.

In education, these are:

- Socialization
- Transmission of Culture
- Social Control
- Social Placement
- Change and innovation

##### Latent functions:

Hidden, unstated, and sometimes unintended consequences of activities within an organization. In education, these include:

- Restricting some activities
- Matchmaking and production of social networks
- Creation of a generation gap

### → Conflict perspectives on education:

- Schools solidify the privileged position of some groups at the expense of others by perpetuating class, racial–ethnic, and gender inequalities.
- Contemporary conflict theorists also focus on how politics and corporate interests dominate schools, particularly higher education.
- Education can be viewed as a vehicle for reproducing existing class relationships.
- Pierre Bourdieu:
  - Cultural capital – people’s social assets (values, beliefs, attitudes, and competences in language and culture)
  - Middle and upper-income parents provide their children with more cultural capital than do working-class and poor parents; as a result children from these families have fewer opportunities to succeed in school
  - Cultural capital perpetuates class division
- Tracking: the assignment of students to specific courses and educational programs based on their test scores, previous grades, or both.
- Race, class, language, gender, and many other social categories may determine the placement of children in elementary tracking systems, as much as or more than their actual academic abilities and interests.
- Hidden curriculum:
  - The transmission of cultural values and attitudes, such as conformity and obedience to authority, through implied demands found in rules, routines, and regulations of schools.
  - Credentialism: a process in which class advantage and social status are linked to the possession of academic qualifications.
  - The hidden curriculum determines in advance that the most valued credentials will primarily stay in the hands of the elites.

### → Feminist perspective:

- Canadian Royal Commission on the Status of Women: Gender bias and gender stereotyping in the educational curriculum was identified as a significant issue that had to be addressed.
  - Example: girls were underrepresented in the school books, and when they were included, they appeared in rigid sex-typed roles.
- Women now surpass men on several educational indicators.  
Some feminist scholars argue that gender inequalities are not only built into the structure of schooling but also its links to the labour market.
- The assumption that more education will lead to higher income and a better job, that assumption is not borne out for many women

→ Symbolic interactionist approach to education:

- Symbolic interactionists focus on classroom communication patterns and educational practices that affect students' self-concept and aspirations.
- In schools, teachers and administrators are empowered to label children in various ways, including grades, written comments on classroom behaviour, and placement in classes.
- For some students, labelling amounts to a self-fulfilling prophecy—an unsubstantiated belief or prediction resulting in behaviour that makes the originally false belief come true.

The Bell Curve: Intelligence and Class Structure in American Life (1994) by Richard Herrnstein and Charles Murray:

- Intelligence is genetically inherited: people cannot be smarter than they are born to be
- Certain racial groups differ in average IQ and are likely to differ in "intelligence genes"
- People with lower intelligence are more likely to commit crimes, drop out of school and live in poverty

The Global Bell Curve: Race, IQ, and Inequality Worldwide (2008) by Richard Lynn:

- People's positions in the socio-economic hierarchy of a multiracial nation are determined by their intelligence based on race and ethnicity: people of Jewish and East-Asian ancestry have the highest average IQ scores and socioeconomic positions, followed by whites, South Asians, Hispanics, and people of African descent

→ Postmodern perspective:

- Postmodern theories often highlight difference and irregularity in society. From this perspective, education—like the family—is a social institution characterized by its permeability.
- George Ritzer's "McUniversity": Students (and often, more importantly, their parents) are increasingly approaching the university as consumers; the university is fast becoming little more than another component of the consumer society ... Parents are, if anything, likely to be even more adept as consumers than their children and because of the burgeoning cost of higher education more apt to bring a consumerist mentality to it.
- The permeability of contemporary universities may be so great that eventually it will be impossible to distinguish higher education from other means of consumption.

**Religion:** system of beliefs, symbols, and rituals, based on some sacred or supernatural realm, that guides human behaviour, gives meaning to life, and unites believers into a community

→ Rituals:

- Religious rituals—regularly repeated and carefully prescribed forms of behaviour that symbolize a cherished value or belief.

- Rituals range from songs and prayers to offerings and sacrifices that worship or praise a supernatural being or a set of supernatural principles.

### → Categories of religion:

1. Simple supernaturalism: The belief that supernatural forces affect people's lives either positively or negatively.
2. Animism: The belief that plants, animals, or other elements of the natural world are endowed with spirits or life forces that have an impact on events in society.
3. Theism: a belief in a god or gods (monotheism and polytheism)
4. Transcendent idealism: a nontheistic religion—a religion based on a belief in divine spiritual forces, such as sacred principles of thought and conduct, rather than a god or gods.

### → Functionalist perspective on religion:

- Durkheim:
  - Religion is essential to the maintenance of society.
  - Found in all societies because it met basic human needs and served important societal functions.
  - The central feature of all religions is the presence of sacred beliefs and rituals that bind people together in a collectivity.
- Three important functions:
  1. Providing meaning and purpose to life
  2. Promoting social cohesion and a sense of belonging
  3. Providing social control and support for the government.

### → Conflict perspective:

- Karl Marx:
  - Religion is an example of an ideology: a systematic view of the way the world ought to be.
  - As an ideology, it does several things:
    1. Supports the status quo
    2. Offers legitimacy to the ruling class
    3. Promotes strife between groups and societies
  - Religion is the "opiate of the masses"
- Max Weber:
  - The Protestants Ethic and the Spirit of Capitalism (1904-1905): The Protestant Reformation (especially Calvinism) provided a religious ethic that served as one factor in the development of capitalism.
  - The religious teachings of John Calvin: the damned and the saved
  - Those who have faith, perform good works, and achieve economic success are more likely to go to heaven

### → Symbolic Interactionist Perspective:

- The meanings that people give to religion in their everyday life

- What attracts people to a small religious movement and why they stay there
  1. Sense of loss or tension
  2. Try to solve problems with religion
  3. Defined themselves as religious seekers
  4. Reached a turning point
  5. Develop close personal ties with member
  6. Sever bonds with old group
  7. Total immersion with new group

#### → Feminist Perspectives:

- Female goddesses played a predominant role in religious beliefs in early societies.
- As societies became more stratified male gods became more important.
- Religious leadership was restricted to men, and women were restricted to subordinate roles in church activities.
- His religion and her religion
  - Men and women's experiences of religion may vary.
  - Religious symbolism and language create a social definition of the roles of men and women.
  - Women may resist the subordination they have experienced in organized religion and object to its patriarchal nature.
- Women in ministry
  - Women's roles in religious institutions is a polarizing issue.
  - Women make up an increasing proportion of the clergy in some religious denominations.
  - Even today, there is still oppression and inequality of women in many religious organizations.

#### → Postmodern perspective/secularization debate

- One of the most important debates within the sociology of religion deals with the question of whether the world is becoming more secular and less religious or whether we are seeing a renewal of religious belief.
- Weber, Durkheim, Marx: as the world becomes more rational and bureaucratized, and as knowledge becomes more science-based, the influence of religion will decline.
- Religion has become much less important in Canada and in almost all Western industrial countries other than the United States.
- At the same times, religion is becoming more important in other parts of the world— even in countries that are modernizing (Turkey, Pakistan; former Soviet Bloc, Poland, the US)
- Some point to this as evidence to disprove the secularization theory.

- Secularization debate:
  - Jeff Haynes concludes that both sides in this debate are partially correct.
  - Secularization continues in much of the industrialized West
  - The postmodern condition has led people in many low-income countries to turn to religion because of the perceived threat of globalization to the moral order
  - Religion will remain where it defends culture against perceived threats from outside or internal cultural change

#### → Fundamentalism:

- Religious fundamentalism: a conservative religious doctrine that opposes intellectualism and worldly accommodation in favour of restoring a traditional otherworldly focus.
- As many mainline denominations, have been losing membership, some fundamentalist churches have steadily grown.
- Education has become more secular which has been criticized by some religious groups.
- The changing role of religion in education is but one example of the declining influence of organized religion in Canadian society.

### Health, Healthcare, and Disability

#### → Functionalist perspective:

- People are normally healthy and contribute to their society.
- Illness is viewed as a dysfunction for the individual and the society.
- Sick people may be unable to fulfill their social roles, such as parenting or working in the paid labour force.
- Thus, illness can cause the social system to malfunction.
- The Sick Role (Talcott Parsons)
  - Patterns of behaviour defined as appropriate for people who are sick
  - Characteristics:
    1. One is exempt from normal social responsibilities.
    2. Not responsible for his/her condition.
    3. Sick person must want to get well.
    4. Should seek competent help and cooperate with health practitioners to hasten recovery.
    5. Physicians are “gatekeepers” who maintain society’s control over people who enter the sick role.

#### → Conflict theorists:

- Emphasize the political, economic, and social forces that affect health and the healthcare system and the inequities that result from these forces
- Debate over the allocation of money for research and treatment for different diseases

- Advocates for different diseases compete for funds
- Debate over research and treatment: should funds be spent on treatment or prevention?
- Should non-traditional treatment methods be studied, or is the medical model the only legitimate way?
- Groups representing victims of diseases lobby governments, which creates an “hierarchy” of diseases and the governmental support of research

### → Feminist perspective

- Feminist scholars have studied many different aspects of health and healthcare:
- Male-centred medical research which ignored diseases that primarily affected females.
- Discrimination against women working in a healthcare system.
- The ways in which medicalization has affected women.
- Medicalization: the process whereby an object or a condition becomes defined by society as a physical or psychological illness
- Medicalization:
  - Medicalization has had a profound effect on the practices of childbirth, child rearing, and mothering.
  - For centuries women’s health issues were looked after by other women in their communities.
  - Male profession of medicine took over ‘treating’ conditions such as childbirth and menopause, which became redefined as medical problems.
  - Feminist researchers have also questioned the role of medicine in shaping the ways in which women view their physical appearance.

### → Symbolic interactionist perspective:

- Focus on how the meaning that social actors give their illness or disease affects their self-concept and their relationships with others
- AIDS stigma/medicalization:
  - AIDS is an example of illness as stigma—any physical or social attribute or sign that so devalues a person’s social identity that it disqualifies that person from social acceptance.
  - Although illness is physical, how it is defined varies.
  - Medicalization typically results from lengthy promotional campaigns conducted by interest groups, which can culminate in legislative or other official changes that institutionalize a medical treatment for the new “disease”
- Medicalization of ADHD
  - Until the medical condition ADHD was established, children who had difficulty sitting still and concentrating were labelled in different ways (i.e. active).
  - The “discovery” of ADHD coincided with the development of Ritalin.
  - The construction of this illness creates a huge new patient population.

- De-medicalization
  - Behaviours can also be de-medicalized.
  - For many years, homosexuality was defined as a mental illness and gays and lesbians were urged to seek psychiatric treatment.
  - Gay activists fought for years before the American Psychiatric Association removed homosexuality from the association's psychiatric diagnostic manual.
  - Women's groups have been trying to de-medicalize childbirth and menopause, and to redefine them as natural processes rather than as illnesses.

### → Postmodernist perspective

- David Morris: whatever the cause of disease and illness, our understanding of it is created in the convergences between biology and culture
- Biological factors of illness may be identical between two people.
- The understanding of the illness, the treatment available, the suffering experienced by the patient, and the likelihood of survival differ greatly between the different cultural contexts.
- Crossroads of Biology and Culture
  - Postmodern culture has a fixation on health and the belief in the perfectibility of the body.
  - We can alter our bodies for aesthetic purposes; make them function more effectively by replacing defective body parts
  - The search for perfection may also be harmful.
  - This utopian vision of the perfect body is also contradicted by the biology of aging and the inevitability of death.

### → Social Factors of Health:

- Sex:
  - Females born in Canada in 2008 could expect to live about 83 years, compared with 78.5 years for males.
  - Three factors:
    - Differences in gender roles.
    - Females are more likely to seek medical care.
    - There may be biological differences.
  - As the social roles played by females have changed, the mortality gap has narrowed.
  - Women live longer than men; they also have higher rates of disease and disability.
  - One important women's health issue is the lack of medical research on women.
- Age:
  - Rates of illness and death are highest among the old and the very young.
  - After age 65, rates of chronic illness and mortality increase rapidly.

- This has implications for individuals and their families and also has an impact on society.
- Canada is an aging society. About 12 percent of the population is 65 or over; by 2036, this will double to 25 percent.
- Because healthcare costs are high for some older people, these costs will rise as the baby boomers age.
- Class:
  - People who are poor have worse health and die earlier than the rich.
  - In Canada, males living in the highest-income neighbourhoods have a life expectancy of almost five years greater than males in the lowest-income neighbourhoods.
  - Good healthcare policy can help reduce the health effects of poverty (lower quality of food, higher incidence of alcoholic abuse and smoking, poor housing, hazardous employment, psychological stress of poverty)

#### ➔ The Medical Model of Illness

- Five assumptions of Illness:
  1. Deviation from normal
  2. Specific and universal
  3. Biological causes
  4. Analogy to a broken machine
  5. Defined and treated through science
- The medical model has been the predominant way of thinking about illness in industrialized societies for many years
- This model has given great power to doctors, who are viewed as the experts in diagnosing and treating illness.
- Doctors have gone to great lengths to protect their role at the centre of the healthcare system.

#### ➔ Alternative Approach to healthcare

- The medical model of illness is losing some of its dominance.
- The government is implementing programs emphasizing environmental and lifestyle factors in health promotion.
- Holistic healthcare reflects the orientations of many ancient therapeutic systems, including those of Canadian Aboriginal peoples.
- Supporters of the holistic health movement encourage people to take greater individual responsibility for their health and healthcare
- Alternative medicine is being used as a complement to traditional medicine rather than as a replacement

## **Mass Media:**

### **→ Definition of mass media:**

- Any technologically based means of communicating between large numbers of people distributed widely over space or time.
- Traditionally, the mass media have involved one-way communication in which a single source sent out a message to many people who passively received that message.
- Social media has changed the nature of the media dramatically: they media allow many individuals or groups to send out messages to many others.

### **→ Functions of the media:**

- Surveillance
- Interpretation
- Socialization
- Entertainment

### **→ Canada's Broadcasting Act: CBC mandate (1991)**

- To be predominantly and distinctively Canadian, reflect Canada and its regions to national and regional audiences, while serving the special needs of those regions
- To actively contribute to the flow and exchange of cultural expression
- To contribute to shared national consciousness and identity
- To reflect the multicultural and multiracial nature of Canada

### **→ Dysfunction of the media**

- Narcotization: a situation in which people become so overwhelmed by the amount of information they receive that they become numb and do not act on the information.
- Free flow of news can threaten the status quo.
- Deliberately distort the news (denigration of Aboriginal people; distortion through the web – 9/11 attacks conspiracy)

### **→ Conflict perspective: mass media and mass deception:**

- Max Horkheimer and Theodor Adorno in the 1940: culture industry has turned artistic expressions into a commodity, which keep people passively entertained and politically apathetic
- Consumption of this commodity kills individual creativity, which prevent individuals from taking a critical approach towards existing social arrangements
- Capitalism uses popular culture to promote its own values and to preserve its status quo
- Through advertising and popular culture capitalism creates false needs for consumer products, while true needs (including freedom and creativity) are ignored

### → Conflict perspective: Media concentration:

- According to Herman and Chomsky (1998), concentrated capitalist control means that stories critical of capitalism will not appear in the popular media because:
- Massive media companies profit from capitalism.
- Advertisers would not allow them to be critical of corporations.
- Pressure groups and corporations influence media organizations.
- Examples of media concentration
  - Rogers Communications provides cellular and home phone service, Internet, and cable television.
  - Rogers also owns:
    - 54 radio stations and two television networks.
    - 70 magazines and several television channels.
    - Toronto Blue Jays baseball team.
    - 37.5% of the Toronto Maple Leafs, the Toronto Raptors, and the Toronto FC soccer club.
- Media bias
  - The media report some stories, ignore others that might challenge the dominant view of the world, and discredit stories that do not support the message of the established elites.
  - The media also often deal with issues and events at a superficial level.
  - Discussion of crime is often racialized.

### → Interactionist perspective on media: social media and identity

#### Gender Identity:

- The Internet can help transgendered people construct their identities by providing information.
- This makes it easier for the transgendered to work out new identities.
- Online discussion forums provide a way of discussing their lives with others who share the same experience

#### Virtual Identity:

- Many people blur the difference between reality and simulation by using the virtual world to experiment with their identity.
- The Internet's anonymity means that these identity experiments are much less risky than if they were done in real life.

### → Feminist perspectives: Media as a gender script

- Women are neglected in media reports.
- Between 1995 and 2010, the percentage of stories that mentioned women increased from 17% to 24%.
- Media reports stereotyped women's social roles.
- Advertisers often show women in the role of caregivers or sex objects.
- Erving Goffman (1979) found that women and men were portrayed differently.
- This continues even though women prefer advertising that shows them in more egalitarian roles.

### → Postmodern Perspectives: Creating Avatars in Second Life

- The postmodern framework can help us understand such things as how participants design their avatars in Second Life.
- Some feel that virtual environments such as Second Life will enable people to freely choose the bodies of their avatars.
- Others believe that self-surveillance will enforce social constraints on the appearance of avatars.

### → Media Technology and Globalization:

- According to Marshall McLuhan (1911-1980), modern media technologies would create a global village in which people around the world share information through interactive media:
- “‘Time’ has ceased, ‘space’ has vanished. We now live in a global village . . . a simultaneous happening”.
- Today’s media make it possible to form communities of shared interest even though people have no direct contact with each other.
- Positives:
  - Global response to natural disasters.
  - Enables people in isolated rural areas anywhere to educate themselves, care for their health, and conduct business.
- Negatives of the impact of the media on globalization:
  - Cultural imperialism: a process whereby powerful countries use the media to spread values and ideas that dominate and even destroy other cultures, and local cultural values are replaced by the cultural values of the dominant country.

## Economy and Work

### → The Economy:

- The social institution that ensures the maintenance of society through the production, distribution, and consumption of goods and services.
- Goods: tangible objects that are necessary (such as food, clothing and shelter) or desired (DVD players).
- Services are activities for which people are willing to pay.
- Labour consists of the physical and intellectual services.
- Capital is wealth (money or property) owned or used in business by a person or corporation.

### → Post-industrial economies

- During the first half of the 20th century, Canada shifted from a primary sector economy to one focused on manufacturing and service industries.
- We now have a post-industrial economy that is based on the provision of services rather than goods.

- In a Post-industrial economy:
  1. Information displaces property as the central focus of the economy.
  2. Workplace culture shifts away from factories and toward a diversity of work settings.
  3. The traditional boundaries between work and home are being set aside.

### → Capitalism:

- An economic system characterized by private ownership of the means of production, from which personal profits can be derived through market competition and without government intervention.
- Four features of “ideal” capitalism:
  1. Private ownership of the means of production
    - Capitalist economies are based on the right of individuals to own income-producing property, such as land and factories, and to “buy” people’s labour.
    - Commercial capitalism: early stage of capitalism in which fortunes were made by merchants who controlled the trade in raw materials.
    - New inventions led to factory production and the dramatic transformation to industrial capitalism.
    - Corporations: large-scale organizations that have legal powers, such as the ability to enter into contracts and buy and sell property, separate from their individual owners
  2. Pursuit of profit
    - Individuals are free to maximize their individual gain through personal profit and, in turn, all people will benefit.
    - Corporations should not be concerned about their social responsibilities but only about maximizing the money they make for shareholders.
  3. Competition
    - In theory, competition acts as a balance to excessive profits.
    - When producers compete for customers, they must be able to offer innovative goods and services at competitive prices.
    - The trend has been toward less, rather than more, competition.
    - One way of decreasing competition is by increasing concentration within an industry.
    - hat appears to be competition among producers within an industry really may be “competition” among products, all of which are produced and distributed by relatively few corporations.
    - An oligopoly exists when several companies control an entire industry
  4. Lack of government intervention:
    - Proponents believe that capitalism works best without government intervention.

- Laissez-faire: when people pursue their own selfish interests, they are guided “as if by an invisible hand” to promote the best interests of society.
- The “ideal” of unregulated markets benefiting all citizens has seldom been realized.
- Individuals and companies in pursuit of higher profits have run roughshod over weaker competitors, and small businesses have grown into large, monopolistic corporations.
- Accordingly, governments implemented regulations to curb the excesses of the marketplace.
- Ironically, much of government intervention has been in the form of aid to business

## → Socialism

- An economic system characterized by public ownership of the means of production, the pursuit of collective goals, and centralized decision making.
- Socialism and communism are associated with Marx and are often used interchangeably, but they are not identical.
- Features of “ideal” socialism
  1. Public ownership of the means of production
    - The means of production are owned by a collectivity or the state and not by individuals or corporations.
    - At least in theory, goods were produced to meet the needs of people.
    - Shortages and widespread unrest led to the reform movement headed by Soviet president Mikhail Gorbachev in the late 1980s.
    - China—previously the world’s other major communist economy—has privatized many state industries.
    - In privatization, resources are converted from state to private ownership and the state protects private property rights.
    - China now has an economy made up of both capitalism and an autocratic form of Communist Party governance.
  2. Pursuit of collective goals
  3. Centralized decision making
    - Economic decisions are based on the needs of society, and the government is responsible for ensuring the production and distribution of goods and services.
    - Central planners set wages and prices.
    - The production units at the bottom of the structure had little voice in the decision-making process.
    - Wages and prices were based on political priorities and eventually came to be completely unrelated to supply and demand.

- Thus, while some factories kept producing goods that nobody wanted, there were chronic shortages of other goods

→ **Functionalist Perspective:**

- Functionalists view the economy as how needed goods and services are produced and distributed. When the economy runs smoothly other parts of society function more effectively/ The business cycle involves the rise and fall of economic activity relative

→ **Conflict Perspective: Karl Marx**

- Work in the capitalist societies is characterized by conflict between workers and employers. Employers seek to maximize their profits by exploiting workers. Work is alienation when workers' needs for self-identity and meaning are not met and when work is done strictly for material gain, with no accompanying sense of personal satisfaction

→ **Symbolic Interactionist Perspective: Robert Wuthnow**

- Even for many lower-level employees, work is not just a source of money, but also a vital part of their identity. Work connects people to their communities, they share personal friendships in their work settings, and work gives them a sense of accomplishment

→ **Feminist Perspective: Arlie Hochschild, Rosabeth Kanter, Amy Wharton**

- Feminist scholars have found that work is gendered and that these gender biases persist because they are an integral part of a patriarchal society. Women are not paid as highly as men and women often work a double shift because work in the home is typically assigned to women. Structural factors in the work place, such as the token status of women, also have a negative impact on women in the workplace

→ **Taylorism:**

- Workers were then taught to perform the tasks in a concise series of steps.
- Skilled workers became less essential, since unskilled workers could be trained to follow routinized procedures.
- The power of workers was greatly reduced in under this system.

→ **Mass Production through Automation (Fordism):**

- Fordism incorporated hierarchical management structures and scientific management techniques into the manufacturing process.
- Developed the assembly line, a system in which workers perform a specialized operation on an unfinished product as it is moved by conveyor past their workstation, which increased efficiency and productivity.
- This fragmentation of the labour process meant that individual workers had little to do with the final product.
- The assembly line allowed managers to control the pace of work by speeding up the line.
- Workers began to grow increasingly alienated

### → Globalization of Economic Interdependence and Competition:

- Most futurists predict that multinational corporations will become even more powerful.
- Corporations become even less aligned with the values of any one nation.
- Competition with low-wage countries has had an impact on all Canadians.
- Many corporations have forced drastic wage cuts by threatening to close plants and move elsewhere.
- Governments have also been pressured to adjust taxation and social policies so business remains competitive\

## **Power, Politics, and Government**

### → Politics/government/state:

- Politics: the social institution through which power is acquired and exercised by some people and groups.
- Politics is vitally important to all of us and political decisions affect us all.
- Government: the formal organization that has the legal and political authority to regulate the relationships among members of a society and between the society and those outside its borders.
- State: the political entity that possesses a legitimate monopoly over the use of force within its territory to achieve its goals.

### → Power and authority:

- Power: the ability of persons or groups to carry out their will even when opposed by others.
- Authority: power that people accept as legitimate rather than coercive.
- People are more likely to accept authority as legitimate if it reflects their own beliefs and values.
- Legitimation: the process by which power is institutionalized and given a moral foundation to justify its existence.

### → Weber's Three Ideal Types of Authority:

#### Charismatic:

Power legitimized since a leader's exceptional personal qualities or accomplishments, which inspire loyalty and obedience from followers. The routinization of charisma

#### Traditional:

The power that is legitimized by respect for long-standing custom. In pre-industrial societies, authority is usually grounded in religious beliefs and established practices. Is often based on a system of patriarchy.

#### Rational-legal:

Power that is legitimized by law or written rules and regulations. Procedures legitimize power. - If leaders obtain their positions in a procedurally correct manner, they have the right to act. - Authority is invested in the office, not the person.

**→ Global Political Systems:**

- Hunting and gathering societies do not have political institutions because they have minimal division of labour.
- Political institutions first emerged in agrarian societies as societies acquired surpluses and developed greater social inequality.
- As cities developed, the city-state—a city whose power extended to adjacent areas—became the centre of political power.
- Between the 12th and 15th centuries, nation-states—a unit of political organization that has recognizable national boundaries and citizens who possess legal rights and obligations—began to develop.

**→ Monarchies:**

- A political system in which power resides in one person or family and is passed from generation to generation through lines of inheritance.
- Absolute monarchies: based completely in inheritance or on a divine right.
- Limited: rulers depend on nobles.
- Constitutional: symbolic rulers.

**→ Authoritarian:**

- A political system controlled by rulers who deny popular participation in government.
- Dictatorships: power is gained and held by a single individual.
- Military juntas: when military officers seize power from the government.

**→ Totalitarian:**

- A political system in which the state seeks to regulate all aspects of people's public and private lives.
- North Korea is one contemporary example of a totalitarian regime.

**→ Democracy:**

- A political system in which the people hold the ruling power either directly or through elected representatives.
- Participatory: citizens meet regularly to debate and decide the issues.
- Representative: citizens vote their representatives

**→ Functionalist perspective: pluralist model:**

- Main functions of government:
  1. Maintaining law and order
  2. Planning and directing society
  3. Meeting social needs
  4. Handling international relationships, including warfare
- Functionalists suggest that divergent viewpoints lead to a system of political pluralism in which the government functions as an arbiter between competing interests and viewpoints.

- Pluralist model: power in political systems is widely dispersed throughout many competing interest groups.

#### → Functionalist Perspective: Special Interest Groups:

- Political coalitions made up of individuals or groups that share a specific interest they wish to protect or advance with the help of the political system.
- Some special interest groups seek a collective good, while others have a relatively narrow focus.
- Advocates of the pluralist model point out that special interest groups provide a voice for people who otherwise might not be heard by elected officials.
- **BUT**
- Many special interest groups represent very powerful interests and are part of Canada's elite
- The weak must work much harder to be heard.
- If people turn away from broad social issues to those of groups—a process known as identity politics—society may become fragmented.
- Single-issue politics develop, which means leaders have little room to compromise on issues.

#### → Conflict Perspective: Elite Model:

- Power in political systems is concentrated in the hands of a small group of elites and the masses are relatively powerless.
- The government exists for the benefit of wealthy or politically powerful elites who use it to impose their will on the masses.
- C. Wright Mills
- The power elite is composed of those leaders at the top of business, the executive branch of the federal government, and the military.
- The “corporate rich” are the most powerful.
- The bottom (and widest layer) of the pyramid is occupied by the relatively powerless masses.

#### → Domhoff And the Ruling Class:

- The term ruling class signifies a small group (less than 1%) of privileged people who wield sufficient power to constrain political processes and serve underlying capitalist interests.
- The corporate rich influence the political process in three ways:
  1. Through financing campaigns and providing favours to political candidates.
  2. Through participation in the special interest process.
  3. Through their appointments to governmental bodies, such as the senate

#### → Class conflict perspectives:

- Most contemporary elite models are based on the work of Karl Marx.
- Instrumental Marxists: that the state invariably acts to protect the interest of the capitalist class.

- Structural Marxists: the state is not a mere instrument of the bourgeoisie but must also be accountable to other sectors of a society.

#### → Feminist perspective:

- Early feminists emphasized that until women achieved some political power, women would inevitably be subordinated by the patriarchal state.
- 1903 - women could not vote
- 1918 - women can vote in federal elections
- 1940 - women can vote in Quebec
- The absence of women in our legislatures has meant that many gender-related issues have not received sufficient attention.
- Research has shown that women's participation in the electoral process makes a difference in social policy.
- Male legislators have traditionally not pursued these gender-related issues.

#### → Interactionist Perspectives on the Political Process: Gusfield and Symbolic crusades:

- Politics is very much a human process.
- The insights of interactionism can help us understand why people behave the way they do in the political arena.
- Symbolic crusade: the recognition of the crusaders' values by the government was at least as important as achieving their instrumental goal.
- Gusfield applied this concept to the temperance movement of the early 20th century.
- Many of those involved in the temperance movement were rural protestants who felt that their importance in american society was declining.
- The crusade provided symbolic means for proclaiming one's membership in a status group.

#### → Postmodern Perspectives on Government:

- Introduced concepts of governmentality, or governance (Michel Foucault) to broaden the concept of government to include how the state, along with organizations working above and below the interests of the state, influences the behaviour of the citizenry.
- The state controls provide citizens with incentives and by enlisting other members of the community to encourage conforming behaviour
- Ideally conformity becomes part of our identity, so people essentially govern themselves

## **Population/Demography**

### → Demography

- Slow population growth in Canada, yet world-wide a significant increase:
- The world's population of 7 billion in 2011 increases by 80 million each year.

- By 2050, there will be over 9 billion people.
- Virtually all of this growth will come in the lower-income nations.
- The population in many high-income nations will likely decrease over this period.
- The subfield of sociology that examines population size, composition, and distribution.
- Demography is important because the nature of population affects all aspects of social life.
- Increases or decreases in population have a powerful impact on the social, economic, and political structures of societies.

#### → Population:

- Demographers define population as a group of people who live in a specified geographic area.
- Changes in populations occur as a result of three processes:
  - Fertility (births)
  - Mortality (deaths)
  - Migration (movement from one place to another)

#### → Fertility:

- The actual level of childbearing for an individual or a population.
- Based on biological and social factors:
- Biological: age (between 15 and 45), health, and level of nutrition of women of childbearing age.
- Social: the roles available to women in a society and prevailing viewpoints regarding what constitutes the “ideal” family size.

#### → Mortality:

- The incidence of death in a population.
- Crude death rate: the number of deaths per 1000 people in a population.
- Mortality rates have declined dramatically in most countries in the past 200 years.
- In many low- and middle-income nations, mortality rates are 2-3 times higher than in high-income nations.

#### → Life Expectancy:

- Life expectancy—an estimate of the average lifetime, in years, of people born in a specific year.

#### → Migration:

- The movement of people from one geographic area to another for changing residency.
- Immigration: the movement of people into a geographic area to take up residency.
- Emigration: the movement of people out of a geographic area to take up residency elsewhere.

➔ Population composition:

- The biological and social characteristics of a population including age, sex, ethnic origin, marital status, education, occupation, income, and size of household.
- Sex and age statistics are significant population characteristics.
- Population pyramid: a graphic representation of the distribution of a population by sex and age.

➔ Effects of the Baby Boom:

- The baby boom has transformed society.
- Expansion of markets
- School construction and increased teaching jobs
- University enrollments increased
- Crime rates increased
- Housing prices rose

➔ Effects of the Baby Bust:

- Many of these changes reversed themselves in the 1980s.
- Schools closed.
- By the 1990s, crime rates began to decline.
- In most parts of Canada, house prices dropped or remained stable.
- Products and services developed to cater to an older market.

➔ The Malthusian perspective:

- Malthus argued that unchecked population growth would outstrip the food supply.
- Disaster might be averted by either positive or preventive checks on population:
- Positive checks are mortality risks, such as famine, disease, and war.
- Preventive checks are limits to fertility.

➔ The Marxist perspective:

- Marx and Engels viewed poverty and food shortage because of the exploitation of workers by the owners of the means of production.
- Overpopulation would contribute to the eventual destruction of capitalism.
- It is limiting because it attributes the population problem solely to capitalism.

➔ The Neo-Malthusian perspective:

- The earth is “a dying planet” with too many people, too little food, and environmental degradation.
- Overpopulation and rapid population growth create environmental problems ranging from global warming and rainforest destruction to famine and vulnerability to epidemics such as AIDS.

➔ The Demographic Transition Theory;

- Demographic Transition: the process by which some societies have moved from high birth and death rates to relatively low birth and death rates because of technological development.

- Highlights the relationship between technological development and a slowing of population growth.
- Critics suggest that demographic transition theory best explains development in Western societies.
- The increased education of women in low-income nations is one reason that the rate of population growth has slowed.
- The global fertility rate is now 2.7 births per woman, compared with 5 births per woman in the early 1950s.

## **Social Movements and Social Change**

### **→ Social change:**

- Transformation of public policy, culture, or social
- Institutions over time
- Collective behaviour and social movements usually about bring such change
- Collective behaviour: voluntary, often spontaneous activity that is engaged in by many people and typically violates dominant-group norms and values.

### **→ Social movements:**

- An organized group that acts consciously to promote or resist change through collective action.
- Elements:
  - More likely in industrialized societies.
  - Offer “outsiders” an opportunity to have their voices heard.
  - Most likely to spring up when people come to see their personal troubles as public issues.
  - Make democracy more available to excluded groups.
- Social movements provide people who otherwise would not have the resources to enter the game of politics a chance to do so.

### **→ Types of social movements:**

- Movements are categorized based on their goals and the amount of change they seek to produce:
  - Reform
  - Revolutionary
  - Religious
  - Alternative
  - Resistance

### **→ Reform movements:**

- Movements which seek to improve society by changing some specific aspect of the social structure.
- Usually work within the existing system to attempt to change existing public policy
- Examples: environmental movement, animal rights movements, and the disability rights movement.

### → Revolutionary movements:

- Hope to bring about a total change in society.
- Do not attempt to work within the existing system; rather, they aim to remake the system by replacing existing institutions with new ones.
- Examples: radical terrorism.
  - Terrorism
    - Acts of serious violence, planned and executed clandestinely and committed to achieve political ends.
    - Example: 09/11 attacks on the U.S., the Front de Liberation du Québec (FLQ) in Quebec.

### → Religious Movements:

- Concerned with renovating or renewing people through “inner change”.
- Examples: Fundamentalist religious groups seeking to convert nonbelievers to their belief system, Hare Krishna sect, and Scientology.

### → Alternative Movements:

- To seek limited change in some aspects of people’s lives.
- Example: The Women’s Christian Temperance Union during the late 19th and early 20th century to prevent the use of alcohol, and a variety of “New Age” movements.

### → Resistance Movements:

- Seek to prevent or undo change that has already occurred.
- Virtually all the proactive social movements previously discussed face resistance from one or more reactive movements that hold opposing viewpoints.
- Example: the ‘Pro-Life’ Movement.

### → Stages in Social Movements:

- Preliminary (or incipency) stage
- Coalescence stage
- Institutionalization (or bureaucratization) stage
- At this stage, early supporters may become disillusioned and drop out and/or may start another movement.

### → Relative Deprivation Theory

- People who suffer relative deprivation are more likely to feel that change is necessary and to join a social movement to bring about that change.
- Relative deprivation: the discontent that people may feel when they compare their achievements with those of similarly situated persons and find that they have less than they think they deserve.
- The theory does not fully account for why people experience social discontent but fail to join a social movement.

- Discontent and feelings of deprivation are not sufficient to bring movements into existence.

### → Value-added Theory:

- Certain conditions are necessary for the development of a social movement.
- “Value-added” refers to the idea that each step in the production process adds something to the finished product.
- 6 conditions are necessary and sufficient to produce social movements when they combine or interact in a situation:
  1. Structural conduciveness
  2. Structural strain
  3. Spread of generalized belief
  4. Precipitating factors
  5. Mobilization for action
  6. Social control factors

### → Resource Mobilization Theory:

- Focuses on the process through which members of a social movement gather, trade, use, and occasionally waste resources as they seek to advance their cause.
- Resources such as: money, members’ time, access to the media, property, and equipment.

### → Social Constructionist: Frame Analysis

- Investigates how problems are framed and what names they are given.
- In the context of social movements, framing refers to the interactive, collective ways that movement actors assign meanings to their activities in the conduct of social movement activism.
- A grievance needs to be present.
- 3 ways of framing it: diagnostic; prognostic; motivational
- The result of successful framing is that people are compelled to join the movement to reduce or eliminate the grievances.

### → Social Constructivist:

- Illustrates how social movements emerge and grow when people are faced with problems where ambiguity exists.
- Critique: pays little attention to other significant factors that influence the work of movements.

### → New Social Movement Theory

- Scholars look at a diverse array of collective actions and the way these actions are based on politics, ideology, and culture.
- Incorporates: personal identity, race, class, gender, and sexuality.
- Examples: ecofeminism and environmental justice movements.

### → Social Movement Theories:

- Theories pertaining to 21st century social movements should be oriented toward the structural, macrolevel contexts in which movements arise.
- These theories should incorporate both political and cultural dimensions of social activism.