

SOC1101

Sociological Research

Six Questions:

- What is your research about?
 - Your ontological perspective:
- What is the nature of the phenomena, or entities, or social 'reality', that I wish to investigate?
- What might represent the knowledge or evidence of the entities or social 'reality' that I wish to investigate?
 - Knowledge and evidence: your epistemological position
 - It is your theory of knowledge – what counts as evidence
- What topic, or broad substantive area, is the research concerned with?
 - What is your broad research area – it must follow from your ontological and epistemological perspectives.
- What is the intellectual puzzle? What do I wish to explain or explore? What type of puzzle is it?
 - What are your research questions?
 - Development puzzles: How and why did x or y develop?
 - Mechanical puzzles: How does x or y work?
 - Comparative puzzles: Compare x and y
 - Casual/Predictive puzzles: What influence does x have on y, or what causes x or y?
- What are my research questions?
 - Do they express my intellectual puzzle?
 - Are they consistent with each other?
 - Are they coherent with each other?
 - Are they worth asking?
- What is the purpose of my research?
 - What are the aims of my research?

Lecture Notes

- Many ways of doing research
 - Include analyzing numbers from places such as Statistics Canada
 - Undercover research, is often frowned. A common contribution in criminology

Other notes

- The sociological approach to knowledge differs from other approaches as it is supported by tangible evidence and follows strict procedures
- Sociological theories differ from common-sense theories as they provide guidelines for thinking in a disciplined manner about the kinds of research questions to pose
- Whether or not the social world can be studied like the natural world is a major epistemological concern amongst sociologists

Research Methods

- Ways of knowing the world: personal experience, tradition, authority, religion and science, etc.
- Dates are empirical facts when in relation to theory
- Theory is explanation of observed regularity.
- **Normative approach**: based on religion, tradition or authority to answer important questions.
- **Empirical research**: findings based on the idea that knowledge is best gained by direct, systematic observation.
- **Hypothesis**: tentative statements about the relationship between two or more concepts or variables
- **Objective**: researchers try to ensure that their biases and values do not affect their research
 - Is this possible?
- **Descriptive studies**: describe social reality or provide details about a group, practice or event
- **Explanatory studies**: explain relationships and provide information about why certain things do or do not occur
- Research is the process of systematically collecting information
- **Reliability**- extent to which a study or research instrument yields results
- **Analysis**- data are organized so that comparisons can be made and conclusion drawn.

Types of Research

- Experiments: carefully designed situation studies impact of certain variables
- Surveys: number of respondents are asked identical questions through a systematic questionnaire
- Secondary analysis: researchers use existing material and analyze it (content analysis)
- Field research: study of social life in its natural setting: observing and interviewing people where they live, work and play

- Ethnography: detailed study of the life and activities of a group of people.
- Feminist research: is woman centered
- Triangulation- multiple data sources-looking for a wider scope of information

Emile Durkheim

- 1858-1917
- German, familiar to the work of comte
- Father of sociology
- The systematic study of society began at late 1700s and 1800s
- Influenced by the French Revolution and the emergence of the industrial revolution
- Makes it possible for people to find jobs, being engaged in mass production
- Also developments in science.

Auguste Comte

- Invented the word sociology
- Based on the terms social physics
- Argument: in order to understand the society, we need to examine scientific evidence
- Goal: to predict and control human behaviour
- Comte had a vision of reconstructing French society based on scientific knowledge
- Ongoing preoccupation with use of science in order to understand society
- Also interested in evidence, which he referred to as social facts

Social facts

- Aspects of social life that shape our actions as individuals
- They have influenced us
 - Ex-economy, religion
- Social facts- the external constraints over our actions
 - Ex crossing the road, things that dictate us from crossing or not
 - As a result, it stops the flow of working together, can get hit by a car when a person just bursts out
- Can cause serious consequences- reason why we have laws
- Nobody yells out or smokes or drinks bc of constraints that define us

Social exert control over their members:

- Social constraint
- Another way of thinking about it:
 - Social patterns that are external to us

Study of suicide

- Durkheim presented a social explanation for suicide
- Rather than focusing on individual reason for committing suicide, he looked at rates of suicide amongst different segments of the population
- Looked at why, what were common??- the rates of rape incidents
- In his study, he concluded that rates of suicide go up in periods of rapid social change
- In particular, as it related to the modernization of society and the erosion of community
- Therefore, an increase in the rate of suicide is inductive of poor social cohesion (people working together collecting parts, connectedness, united, form a group and become one) - (ex of how they teach sport teams) and solidarity
- Understand the patterns, transitions
- He referred to this as **anomie**
- A feeling of aimlessness or despair, hopelessness provoked by modern life.
 - when moving to a new country, losing the bond, feel left alone
 - many 1st nations feel like they are losing the social cohesion, feel despair, empty
 - Man in particular feel quite unwell when they move to a city or being forced to move, getting rid of history way of life they had

Division of Labour

- Durkheim argued that it would replace religion as the basis of social cohesion
- Different people performing different tasks in society is important and the society needs it
- When a combinations fill different types of roles in society brings social cohesion
 - Ex- choosing specialized education, for uni, choosing a program
- As societies get bigger, they become more complex and people depend on each other more and more
- Members of society provide each other with goods and services
- In small communities, such as agricultural or pastoral villages, social cohesion and solidarity are based on personal relationships
- People know each other directly, and may have family connections
 - According to Durkheim, this is mechanical solidarity
- Moral order is exerted and experienced directly
- Through relationships, everyone knows everybody else

Organic solidarity

- With urbanization and industrialization, new forms of social control and cohesion must emerge.
- Comes from in the form of:
 - political systems
 - religious institutions
 - Family
 - Educational system

Division labour

- Basis of social cohesion
- People become inter-dependent
- Because we depend on each other, we have this experience on cohesion

Solidarity

- Societies work like a set of independent parts
- Each part contributes to the functioning of the whole
- The success of a society depends on cooperation
- Worried about the FUNCTIONING of a society

Critiques

- Critics took aim at his idea that society is something that exists separate from the individuals who make up that society
- Also his idea that individuals are the product of, rather than the cause of, society
- We are the reason why social norms exist
- Critics also questioned his ideas about solidarity and cohesion in society

Karl marx (F.Engels)

- Conflict theory (Also referred to as change theory)
- 1818-1883

Mode of production

- (the rich people make the laws, to keep their wealth and values, according to marx, the laws are there to protect the rich people, to protect their wealth)
 - Government
 - Law
 - Religion
 - art

Class

- people(workers) who have a common relationship to means of production
- How they earn a living=their class position(determines their class position)
- Theory explains the patterns that he saw
- 2 main classes:
 - bourgeois-industrialists, capitalists
 - They own the means of production
 - proletariat-working class
 - They sell their labour to the bourgeoisie
- This relationship is fraught with tension and struggle. It is also exploitative.

- Self-realization through work- people want to work
- It is capitalism that inverted the words of work and turned it against the workers

Capitalism

- Most important changes were brought about by capitalism
- Features:
 - Private ownership
 - Profit as incentive
 - Free competition
 - Use of cheap labour
 - Expansion and investment for wealth

Important concepts

- Power:
 - Capacity of individuals or groups to make their own concerns count, even when others resist

Historical materialism:

- main sources of social change are driven by economic influences
- Changes in the mode of production
- Relationship to the means of production

Ideologists

- Power sometimes involve direct use of force, but it is almost always accompanied by the development of ideas(ideologies) which are used to justify the actions of the powerful

Alienation:

- Feelings of indifference or hostility not only to work, but to the overall framework of industrial production within a capitalist system
- When workers have little control over their jobs and have no influence over how or to whom it is eventually sold.

Weber(1864-1920)

- Fields of interest
 - Economic
 - Law
 - Philosophy
 - comparative history
 - Sociology
 - interested in the development of capitalism

Marx's influence

- Weber rejected Marx's materialist conception of history
- Weber argued that ideas and values were as important as economic factors in creating social change

3 dimensions:

- Class- socioeconomic status
- Status- level of social prestige
- Party- degree of political influence

Dynamics of modern development

- Weber's interest: the rationalization of social and economic life
- Weber asked: why did Western societies develop so differently than other societies
- Coming together of science, technologies
- Weber referred to advances in the areas of science, technologies and bureaucracies
- Rationalization: the organization of social, economic, and cultural life according to the principles of efficiency, and on the basis of technical knowledge

Study of civilization

- Studied religions of China, India and the Near East
- Weber contributes to the sociology of religion
- Religion is not necessarily a conservative force
- Religiously inspired movements have often produced dramatic social transformation

- For example, Protestantism, particularly, Puritanism was the source of a capitalist
- Early entrepreneurs were mostly calvinist
- In their desire to serve God, they were driven to succeed. Material success was considered a sign of divine favour.
- Also bc they could not flaunt their wealth, they re-invested it

Bureaucracy

- Another of weber's significant contributions to sociology was his study of bureaucracy
- A Bureaucracy is a large organization that is divided into jobs based on specific functions and staffed by officials ranked according to a hierarchy
- Weber conceptualized an ideal type of a bureaucratic organization
- An ideal type is an abstract description created by highlighting certain features of real examples in order to pinpoint the most essential characteristics

Social interactionism

- (microsociology)
- George Herbert Mead(1863-1931)
- Taught philosophy at the university of chicago
- Influenced sociology through the perspective of symbolic interactionism
- Emphasis:the study of language
- Language allows us to become self-conscious; we use language symbolically
- All interactions involve the exchange of symbols
- We look for clues as to what is appropriate
- We communicate with and respond to a process of symbolic interpretation

Erving Goffman(1922-1982)

- Born in Canada
- Taught in the university of california at Berkeley
- Concepts
 - Front stage:
 - where the performance takes place,wherever an audience and performers are both present
 - Wanted to leave a positive image, engaged in front stage performances
 - In class, took time and effort, like a job

- Backstage:
 - where whatever is pertinent to the performance but not allowed on the front stage might appear. It is comfortable and relaxed bc the audience is absent
 - Comfortable, relaxed
 - Hangout with friends, singing in the car
 - Like being at home

- Think about the idea of “civilized” social interaction.
- What types of behaviour are considered socially acceptable in ‘public’ and what do we reserve for private moments
- How is this affected by culture?
- Direct eye contact is polite in western cultures and in other countries, it's considered rude, as a challenge

Impression Management

- Goffman
 - The activity a social actor engages in to guard against the unexpected, such as unintended gestures, improper use of language, and breaches of social etiquette
 - How do actors consciously manage the impression they give others?

Keep in a social distance

- Maintain self-control, including control over facial expressions and tone of one's voice

Settings:

- a metaphor, the physical props and scenery that have to be present
- think of the content of a doctor's office or the presence of a uniform (police, firefighter, etc)

Appearance:

- props used to indicate status(stethoscope and lab coat, etc)

Manner:

- conveys the role expected to play: meek or aggressive, for example.

Depends on the performance appropriate at the moment

- Some personal fronts become institutionalized: some roles come with a pre-established set of fronts for these roles.

Teams:

- the social nature of interactions is the most important part
- a team is a set of individuals who operate together to stage a single performance

Interaction Ritual, 1967

- Interaction rituals serve as a means for individuals to escape self-awareness and to bond with others

Interaction Rituals

- 2 or more persons need to be present
- Clear boundaries need to be established between insiders and outsiders
- The attention of all participants is focused on a common objective or activity
- Participants share a common emotional experience or set of feelings

Face; saving face

- Is the 'positive social value a person effectively claims for himself'
- It is "an image of self, delineated in terms of approved social attributes-albeit an image that others may share, as when a person makes a good showing for his profession or religion by making a good showing for himself" Goffman, 1967:6)
- Face work is the term Goffman uses to refer to the actions taken to make whatever he's doing consistent with face

Socialization

People learn to become members of a society

- Recognize and respond socially
- Process interacting
- Adjust and conform to expectations
- Also develop an individual identity, a self-concept
 - Ex. 1st year of university, resocialized into a new set of expectations

Learn about social roles

- Roles within the family
- Further in society
- Learn that roles interact with race, class and gender
- Avoid deviant behaviour (not to curse)

- Contribute through work to the economic support of self and family, for and sustain close relationships
- Be able to rear childrens

Socialization of children occurs through:

- Families
- School
- peer groups
- In addition, the media

Theories of Socialization

- Functionalist perspective (Durkheim)
 - process of internalizing socially approved norms and behavioural expectations

Feminist critique

- Attention to how the inequities of socialization mask the issue of the structural barriers faced by women

Symbolic interactionism

- Individuals actively participate in their own socialization

Agents of Socialization

- Groups or social contexts in which significant socialization

Family

- In families, children learn how to relate to other people, express intimacy and resolve conflict
- The family largely determines a person's social position for the rest of their lives
- At some point, children begin to question the outlook of their parents

School

- Schooling is a formal process
- Site for socialization of children and adolescents
- There are explicit rules and implicit rules
 - children are expected to be punctual,quiet,obey teachers and administrators, to observe rules
- Implicit rules-hidden curriculum

- how teachers react to children affects their view of themselves-may be linked to later job experiences

Peer group

- Consists of individuals of a similar age
- We socialization children with peers of the same age
- Learn to relate to others and increase their social skills
- These are enduring relationships with lasting impact

Media

- They transmit and reinforce certain values, social behaviours and definitions of social reality
- Emphasis in the research: impact of television/video game violence and crime on behaviour
- Research does show links between the two (more later in this semester)

Work

- Going out to work for the first time marks a significant transition in our lives
- The work environment may pose unfamiliar demands on a person's outlook or behaviour

Be attentive to the forms of socialization:

- Primary:
 - in infancy and childhood-most intense
 - learn language and basic behavioural patterns
 - family is main agent of socialization during this phase
- Secondary:
 - later in childhood and into adulthood
 - schools, peer groups, social organizations (like sport groups), media and the workplace
- Anticipatory: intentional preparations for new roles (becoming parents, new students, young people to sharing, less biting)
- Re-socialization: for example, through training programs, prisons

Socialization Outcomes

- Identity
 - relates to the understanding of who a person is and what is meaningful to them

- includes gender,sexual orientation,nationality or ethnicity,social class

Social identity

- Characteristics that other people attribute to an individual
- Markers of who a person is; place a person's relation to others
 - student,parent,lawyer,Catholic,single,homeless, etc.

Self-identity

- sets us apart as individuals
- process of self-development through which we form a unique sense of ourselves
- Involves constant negotiation with the world around us-shapes our sense of ourselves

- understanding gender-gender stereotyping
- understanding race and ethnicity
- reproduction of family and work roles
 - Work roles,anticipatory socialization-pre-work learning about job.

G.H Mead

- His ideas form the basis of symbolic interactionism
 - emphasis the interaction between people-it takes place through symbols and the interpretation of meaning
 - mead's work also given an account of his main phases of child development, particularly the **emergence of the sense of self**

According to Mead

- Infants and children develop as social beings-imitate those around them
- Look at the way children play- they do what adults do
 - mead called this, "taking the role of the other"
 - Through this play, they develop a sense of themselves as separate agents
- We become the social self: by learning to distinguish the "me" from the "i"
 - the "i" is the unsocialized infant, full of wants and desires
 - the "me" is the social self-this emerges when infants and children develop self consciousness

Performance and Rituals

Back to Goffman

- Front stage
- Backstage

- Impression management- managing the impressions about what others think about us

Interaction Rituals

- Routines “by which individual actions are channeled by historical expectations”
- They are:
 - Recognizable
 - Use symbols to produce a sense of belonging and solidarity amongst of the group
 - They are mechanisms that hold society together
 - For example, lining up at a restaurant or raising your hand up in class-these are rituals that hold our society together.

Additional key concepts

- Social actor: shared frame of reference
- Status: social position, it can change
- Role: behaviour performed according to status
- Role strain: feel tension among roles

Culture

Study of culture involves

- Looking at patterns of behaviour
- Often associated with the discipline of Anthropology

Anthropology

- Study of cultural differences and similarities amongst different populations
- Different cultures have their own distinctive characteristics

Culture

- Is the complex way of life shared by a people, including both material and nonmaterial elements.
- It could be language, art or prayer

Culture includes:

- Values
- Languages
- Norms
- Material goods

Values

- An ideal
- For example- monogamy: being faithful to a single partner
- Another example-taking turns when speaking

Norms

- Principles or rules of social life
- People are expected to observe them
- For example, making eye contact
- Cultural misunderstandings may lead to stereotypes or hostility
- The difference of value and norm, value is an ideal belief and norm is the way you behave. Value-monogamy, the loyalty and norm would be not flirting with anyone to protect and preserve your value (they are related to each other)

Material goods

- Things that a society creates and that influences the way people live.
- Clothes, cars, houses, tools, technologies

Therefore, culture is...

- A 'design for living' or 'toolkit of practices'.

Process of socialization

- Each generation learns the cultural beliefs and patterns of those who preceded them

Non-material elements:

- Knowledge and beliefs
- Symbolic
- Normative: values, etc

Cultural universals

- Common features of human behaviour that are found in almost all societies.
 - Some form of language
 - Some form of family system
 - The institution of marriage

Culture is...

- Learned
- Rooted in symbols
- Shared

- Is integrated

Culture and cultural objects:

- Have an impact on the food we eat, the clothes we wear, the cars we drive, the spaces we live in, the tools and technologies that we use

Culture connects

- A society is a system of interrelationships
- Culture serves as a society's glue

Studying culture

- Avoid ethnocentrism: judging other cultures by one's own standards
- Endeavour to see the ways of life of different peoples in a non-judgmental fashion: cultural relativism
- Examine practices in their own context

Dominant North American culture:

- Related to mode of production
- Socioeconomic formation.

Assimilation

- Idea of melting pot
- Absorbs all cultures into dominant, mainstream culture

Multiculturalism

- Idea of respecting cultural diversity and promoting equality of different cultures

Social structure and social agency

Social structure

- Systemic **patterns** of social interactions
- Structures order and constrain our lives

Agency

- Gives importance to the individuals
- We exercise a certain degree of control over our daily lives
- How many conversations have you had about your future job prospects/aspirations
- Structural values are, money, and fame.

Tarana Burke

- The "me too" movement about sexual harassment

- Whose objective is to disrupt social structures
- Think of activism

Structural Functionalism

- Associated with the work of emile durkheim and others.
- Social structures (patterns of behaviour) serve specific functions
- The law system- all of the elements in that reinforce social structure
- Criminal behaviours-essential to reinforce the pattern
- We have laws for the good as a whole, the greater good of the whole- structural functional perspective.
- Critique:what about the individual?

Theory of Structuration

- Anthony Giddens
- Combination of structure and agency
 - it is a two-way process by which we shape our social world through our individual actions and by which we are reshaped by society.

Habitus

- Pierre Bourdieu
- Actions of individuals are socially constrained
- The individual (agent) has power
- They can construct their own social reality
- At the same time we must recognize that reality itself is socially constructed
- Agency is expressed within specific circumstances.

Wealth and Income inequalities

Who are the poor in Ottawa?

- The LICO (Low income cut off)
 - Below the cut off, people spend a disproportion of their income on fuel, clothing, and shelter (the basics for living)
 - Likely to spend 55% of their income on these basics (20% more than the average)
- Unattached individuals
 - 34.1% of unattached individuals (ex. People who don't live with their families, live on low income in Ottawa)
 - Students= tuition, study time,etc
 - Elderly=no retirement fund,etc
 - Recently graduated= student loans,no good paying job, etc

- Dept payment= drags people under
- new immigrants= first 5 years in Canada, which they struggle financially
- Lone parents
 - 40 % of lone parents families lived with children under 18 lived in poverty
 - Only one income- a lot to pay,kids are expensive to have, etc
 - Parenting responsibilities vs.work availability
 - child care costs go up over time
 - widow= cost of losing a partner, funeral expenses which are expensive, etc

Theories

- Liberalism
- Conflict theory (Marxist Theory)
- Structural functionalism

Liberalism

- Everyone has a fair chance in life
- Celebrates: equality, democracy, individual rights and freedom
- Limitation: does not reveal structured inequalities.
 - Ex. Pay-gap between men and women
 - Corruption
 - Economic and political structures
 - Citizenship status
 - Capatilion

Conflict theory

- Link between the social inequality and the capitalist economic system
- Product of the economic structure and class relationship

Structural functionalism

- Certain components of society serve particular functions
- No sharp distinctions-only differences of ranking or privilege
- Stratification must serve a purpose
- Division of labour explains inequality
- Unequal rewards= motivation
- High pay/rewards for most difficult jobs

Critique

- What we deem to be important or exceptionally difficult is socially constructed
- Are societies a true reflection of the challenge and training characterizing those jobs

Poverty is structural

- 15.2% of Ottawa's general population lived in poverty before tax in 2005
 - 25.3% Aboriginal
 - 22.7% immigrants
 - 43.4% recent immigrants
 - 30.5% visible minorities
 - 21.6% of people with disabilities
 - 16% of francophones

Sociological perspective

- Patterns in results-poverty is structural and not the result of individual failings

Culture of poverty

- Ideological belief- children born into low income households are socialized to reproduce patterns of behaviour (poor, work ethic, etc)
- Includes beliefs that there is a dependency culture
- Refers to people who rely on social assistance rather than look for and hold on to jobs

People on social assistance

- Social assistance payments are well below the LICO
- Toronto study found that most people leaving welfare found jobs that are unstable and low paying
 - Families on welfare tend to be small
 - Almost 50% have only one child
 - 31% have two children
- fraud - rate of tax fraud is 20 % of income tax: rate of welfare fraud is 3%
- Why aren't people on social assistance working
 - Work worth
 - Disability second most common reason
- People spend most of their income on rent

Stratification

- Like a ladder
- Social heresy
- Merry Milner's Research
 - It has to do with teenage power or rather lack of it
 - Teens have little economic and political power

- By creating a social world in which they evaluate one another they provide themselves with a sense of power
- Mihir calls this “ status power”
- Status power involves increasing one’s own prestige, often at the expense of others
- Why are teens so mean to each other?

Stratification; Sex and sexualities

Stratification

- Why, for example, are teenagers so concerned about who sits with them at lunch, the brand of clothes they wear, what parties they are invited to, who they are dating?
- Why are some teenagers frequently mean to each other

Murray Milner’s Research

- It has to do with teenage power, rather lack of it
- Teenagers have little economic or political power
- Tries to find ways to express their power, tries express power by dating
- Milner calls this status power

Status Group

- Group of people who are given the same honour or prestige and who often share the same style of life
- It is about consumption patterns
- Ex. the purchase is symbolic of how we live, purchase our way through
- Ex. high school environment, where you had lockers-one of the indicator of status power

Social stratification

- Inequalities among individuals and groups within human societies
- Can occur on the basis of assets or property,/income gender, age, religious affiliation or military rank.
- You can see that it can be important of organization, it serves who makes the decision, who follows the order, internal order, it makes sense
- At school, asking for permission(may I go to the washroom)
- (military, university-it is a fair/morally justified stratification-related to functioning)
- Rankings apply to social categories of people with something in common
- Life experiences (life chances) depend on how their social category is ranked

- Earliest human societies (hunting and gathering, much smaller groups, equally important when they contributed) had very little stratification
- With the development of agriculture and accumulation of wealth came an increase in stratification

Forms of stratification

- Slavery: form of social stratification in which some people are owned by others as their property-extreme example, ownership relationship, forced to work for no pay
- Caste system: social system in which one's social status is given for life. Social levels are closed. There are few remaining caste systems in the world today-no mobility between strata
- Class: mostly refers to socioeconomic variations between groups

Class

- Is fluid-people can be easily moved, the definition of these class can be fluid, what they understand about them, what they think of them
- Positions are to some extent achieved-doesn't matter about strata or whatever
- Is economically based
- Systems are **large-scale** and **impersonal**

Sex and sexualities

Inspired by this idea

- We look at both intimate, mundane, everyday things that affect our everyday lives
- As well as occurrences and circumstances that are far outside of our everyday lives, such as racist government policies affecting Inuit, in order to analyze and think critically about the macro-level phenomena.

Our bodies

- Biological categories: thought to be male or female
- Chromosomes, sex characteristics

Definitions(PFLAG Canada)

- Sexual orientation
 - "Is an important aspect of an individual's psychological, sexual and relational identity. It refers to one's attraction to another person emotionally, physically, affectionately, romantically, sexually, erotically and or spiritually"
 - "Those whose sexual orientation is to people of the opposite sex are called 'heterosexual', those whose sexual orientation is to people of the same sex"

are called 'homosexual' (or lesbian or gay) and those whose sexual orientation is to people of both sexes are called 'bisexual'".

Gender

- Physical appearances (men-facial hair, more buff/larger/taller, related to fashion choices, shape of faces, the way we style our hair; women-makeup, warm positive attitude towards children (ex, babysitting, playing with dolls), more passive behaviour), behaviour
- Performances
- "Normal"- for male and female members of societies (social expectations)
- culturally influenced
- For example, the way we sit, shows the signs of maleness

Theories-Social significance of gender

- Marxist theory: who has had the most access to social and material resources?
- Structural functionalists: society is "stable" when gender roles are followed.
- Symbolic interactionists: how are sex and gender reproduced through culture?

Early Sexuality Studies

- Scholars viewed sexuality as a domain whose meanings change across cultures and history

Late 1800's:

- Initial studies were concerned with 'deviance'
- Looked at 'vices' such as prostitution and pimps: also interested in homosexuality

- In the 1920s-1940s, research and public discourse focused on sexually transmitted infections (venereal disease).

By 1960s and 1970s

- In the wake of the sexual liberation movement,
- Social context transformed focus from individuals to an interest in communities
- Howard Becker's famous study *Outsiders* (1963) argued that deviance was a social construct. He looked at rule- making strategies...

Becker's questions:

- Who decides what is normal and who makes up the rules about what constitutes deviant behaviour?

Judith Butler

- Argued that all genders is created through social performance.

- Performativity is a repetition and a ritual
- Challenges our taken-for-granted assumptions about the 'naturalness' of the markers that we use differentiate men from women.
- "What we take to be an 'internal feature of ourselves is one that we anticipate and produce through certain bodily acts' (Butler, 1990/1999:xv-xvi)

Markers:

- Physical appearance
- Behaviour
- Performance
 - "normal"- for male and female members of societies reflect social expectations
- Culturally influenced

Contemporary issues

- Sexual practices
- Teen pregnancy
- Age at first sexual experience