

Research

- This lecture complements the readings - **everything in this chapter (3) is important**
- important for quiz, mid-term, in-class assignment -
- Sociological research as a systematic process - Key terms

Example of a sociological research topic : Understanding the Impact of Poverty on Critical Events in Emerging Adulthood

- How poverty can change the events in adulthood - How relevant is poverty in young adults (schooling, employment)

Creating a research project 6

questions

1. 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? ex: Why do we feel the need to put animals in captivity? (picture of elephants) ex: The indigenous habitats of elephants Vs. zoos. Which is better? ex: What is happening in their indigenous habitats? (poaching) Ken example: rather than assuming the young girl needed medication for her need to move, he puts her through a dance school, she is now a multi-millionaire

2. What might represent knowledge or evidence of the entities or social 'reality' that I

wish to investigate?

- Knowledge and evidence: your **epistemological** position -
- What is 'standpoint epistemology'

- "The view that all research and knowledge production is directly related to the vantage or social location of the researcher" (p.73)

3.

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.
4. What is the intellectual puzzle? What do I wish to explain or explore? What type of

puzzle is it?

- What are your research questions? - Developmental 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? 5. What are my research questions?

- Do they express my intellectual puzzle? - Are they consistent with each other? (stay on track with the topic, don't stray) - Are they coherent with each other? (wholeness of the project, fulfill)
- Are they worth asking? 6. What is the purpose of my research?
- What are the aims of the research? - ex: Ken wants to change the way of education

Tuesday, September 18

Quiz: key concepts, read back through chapters, more info on thursday Nov. 1: assignment based on texts in brightspace (own-time)

- prepare a research study proposal (really specific on topics) - directly related to texts on brightspace - **look back on Thursday, September 13 lecture (very important) readings on brightspace + textbook for lecture on thursday **Midterm: key theorists, none for quiz

Research Methods Pictures: Classroom, Prisoner with Sheriff and Policeman

- we can automatically recognize what the images suggest by symbols and experience

Ways of knowing the world:

- Personal experience -
- Tradition - Authority -
- Religion - Science

★ Data 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 are 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 - in order to engage successful in research you have to limit yourself
- Objective

- Researchers try to ensure that their biases and values do not affect their research, - Is it 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 ★
- Variable:
 - Concept with measurable traits ★
- Independent Variables:
 - Presumed to cause or determine a dependent variable (age, race, sex, ethnicity). It produces the effect. (ex: career) ★
- Dependent Variable:
 - Depends on or is caused by the independent variable (ex: education)

****Important ^^**

- ★ Reliability
 - Extent to which a study or research instrument yields results ★

Analysis

- Data are organized so that comparisons can be made and conclusions drawn

Types of Research

- *Experiments* - carefully designed situation studies impact of certain variables
 - behavior modification (ex: piano stairs)
- *Surveys* - numbers of respondents are asked identical questions through a systematic questionnaire
- *Secondary analysis* - researchers use existing material and analyze it.
 - Content analysis (of existing research)
- *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 (work, mothering, sports, political)
- *Triangulation* - multiple data sources - looking for a wider scope of information

Thursday, September 20

Housekeeping

- Quiz - Sept 27
 - 20 short answer questions (1-2 sentences)
 - Chapters 1-5
 - **FOCUS ON**
 - critical thinking, concepts, concepts of research methods
 - ontology, epistemology
 - quantitative, qualitative
 - dependent variable, independent variable
 - sociological imagination refers to....
 - difference between _____ & _____
- Also on Sept 27 - documentary film
 - link will be on Brightspace
 - Nov 1 assignment instructions on Brightspace - will discuss next week

Reschedule office hours

- Friday morning 9:00-10:30

Inuit in Canada

Conditions of Everyday Life: Nomadic Times

- Inuit survived for thousands of years in their homeland
- Historically, Inuit were nomadic hunters, fishers, etc. on the land & sea until the late 1950's
- Social life: geared toward survival
- Everyone had a task to perform
 - Allocated by age and gender
- Cooperative tasks: benefit group and each individual

Education

- Was geared toward subsistence skills
- Learned through observation
- And participation (shared experiences)
- Also through storytelling

- Long history of trade in the North
- Arrival of Hudson's Bay Co
 - store credit, goods hunters could exchange

Contemporary Life

- Use of technologies:
 - Snowmobiles, GPS units, high-powered rifles, motor boats, Internet, etc.

Political Activism

- Inuit Tapirisat Canada (ITC) formed in 1971
- By a group of young men and women determined to create an effective political organization for Inuit
- They pushed for land claims

Nunavut

- Territory of Nunavut was created in April 1999
- Result of long-negotiated Nunavut Land Claims Agreement of 1993

Other Transformative Influences

- Residential school system
 - First federally regulated residential school opened in the North in 1951
 - By 1960, almost 7,000 Inuit children had been through residential schooling
 - Affected individuals, families, and subsequent generations: suffered abuse and feelings of disconnection from their families, language and culture
- Created negative feelings toward education
- RCMP Dog Slaughter
 - Between the 1950's and 1970's the RCMP killed thousands of Inuit sled dogs
 - For most families this was their only means of transportation
 - Without sled dogs they could not travel; could not hunt
- Construction of the DEW Line in the 1950's
 - *Distant early warning* system: warn against a northern attack from Russia
- Method of treatment for Tuberculosis (documentary)

- Project Surname - from the 1940's - 1970's/1980's
inuit's were identified by tags like dogs

Tuesday, September 25

Housekeeping

- Quiz this Thursday
 - Chapters 1-5 (inclusive)
 - Focus on terms - format is short answer
 - 20 questions/30 minutes
 - Answer in an exam booklet provided - bring a pen
 - Know your student number

Émile Durkheim's Work

Émile Durkheim (need to know for midterm)

- remember why contributions were important, his arguments -
one of the first sociological thinkers
- the systematic study of society began in the late 1700's and early 1800's
- influenced by the French Revolution and the emergence of the Industrial Revolution
- Also, developments in science
- 1858-1917
- Ongoing preoccupation with use of "science" in order to understand society
- Also interested in evidence, which he referred to as *social facts*

Auguste Comte

- 1798-1857
- Based on the term social physics; invented the word sociology
- Argument: in order to understand 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

Social Facts (MIDTERM)

- aspects of social life that shape our actions as individuals
- They have influence over us

- Examples
 - Economy
 - Religion
- Social facts - the external constraints over our actions (invisible rules)
 - examples
 - elevator (personal space)
 - crosswalk
 - speaking in a university class (lifting your hand, waiting to talk, gender)
- Societies exert control over their members:
 - Social constraint
- Another way of thinking about it:
 - Social patterns that
 - are external to us
 - limit us

Study of Suicide

- Durkheim presented *social* explanation for **suicide**
- Rather than focusing on individual reasons for committing suicide, he looked at *rates* of suicide amongst different segments of the population
- 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 indicative of poor social cohesion and solidarity (in small communities there's a sense of solidarity, when moved to big cities there's a sense of disconnect)
- He referred to this as **anomie**.
 - A feeling of aimlessness or despair provoked by modern life

Division of Labour

- Durkheim argued that it would replace religion as the basis of social cohesion
 - sees labour as something that brings us together

Ex. Education

- education is growing more and more specialized. We deem it more and more

necessary not to submit children to a uniform culture, as if the

- As societies get bigger, they become more complex and people depend on each other more and more
- Members of a 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 (small communities, villages)
- Moral is exerted and experienced directly

Organic Solidarity

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

Division of Labour

- basis of social cohesion - People become interdependent *Solidarity*

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

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
- Critics also questioned his ideas about solidarity and cohesion in society

Karl Marx (F. Engels) Tuesday, October 2

- Conflict Theory
- Also referred to as Change Theory
- Marx collaborated with Engels
- Mode of Production

- Government
 - Law
 - Religion
 - Art
- mostly talking about *Capitalism* as a mode of production *Class* ● People (workers) who
- have a common relationship to the means of production:
- How they earn a living = their class position
 - What separates classes is their means to the mode of production
 - Working class Vs. Bourgeoisie
 - Two main classes:
 - Bourgeoisie - 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.
 - People feel really great about production
 - It is capitalism that inverted the world of woks 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
- (Ex: toothpaste and toothbrush, make toothbrush head bigger so that the customers use more toothpaste and so on)
- Marx refers to commodity when speaking of the working class
 - The capitalists choose their workers as they would their commodities
 - We are objects

Important Concepts

- Power

- Capacity of individuals or groups to make their own concerns count, even when others resist.
- Ex: power of oil and gas (the XL pipeline that went through)
- *Historical Materialism*: main sources of social change are driven by economic influences.
 - Changes in the mode of production
 - Relationship to the means of production
- Ideologies
 - Power sometimes involves the 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.

Max Weber Fields of Interest

- Economics
- 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. *Three 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?

Rationalization

- Weber referred to advances in the areas of science, technologies, and bureaucracies
- **Rationalization**: the organization of social, economic, and cultural life according to the principle of efficiency, and on the basis of technical knowledge (ex: mcdonalds sandwich around the world) *Study of Civilizations*
 - Studied religions of China, India, and the Near East
 - Weber contributed to the Sociology of Religion
 - Religion is not necessarily a conservative force
 - Religiously inspired movements have often produced dramatic social transformations
 - For example, Protestantism, particularly Puritanism, was the source of a capitalist outlook.
 - Religion can be the cause for social change
 - Early entrepreneurs were mostly Calvinists.
 - In their desire to serve God, they were driven to succeed. Material success was considered a sign of divine favour.
 - Also, because they could not flaunt their wealth, they re-invested it.
 - To God, putting their money towards expensive things was no good
 - They would use their money moderately, became the most wealthy

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 hierarchy
- Weber conceptualizer 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.

Thursday, October 4

Assignment

- Making a sociological proposal
- What are the steps - Surveying ppl - - No limits on budget or timelines - Ex: survey 100 people - Has to have internal logic - Chapter in textbook, designing a research topic - No budget

Social Interactionism - Microsociology

- the study of one on one interaction

George Herbert Mead

- 1863-1931 - Taught philosophy at the University of Chicago - Influence 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 involved the exchange of symbols - We look for clue as to what is appropriate - We communicate with and respond to a process of symbolic interpretation
 - Facial expressions, body language

Erving Goffman

- 1922-1982 - Born in Canada - **"The Presentation of Self in Everyday Life"** *Concepts*

- Front stage:
 - Where the performance takes place, wherever an audience and performers are both present (work)
- Backstage:
 - Where whatever is pertinent to the performance but not allowed on the front stage might appear. It is comfortable and relaxed because the audience is absent (home, club)
- 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?

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 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.)
 - Wedding ring

- Manner:
 - Conveys the role expected to play: meek or aggressive, for example.
- Some personal fronts become institutionalize: some roles with a pre-established set of fronts for these roles.
- Teams:
 - The social nature of interaction 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*

- Two 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"
- *Face Work* is the term Goffman uses to refer to the actions taken to make whatever he is doing consistent with *face*

Tuesday, October 9

Socialization

- People learn to become members of a society
- Social interaction—internalize social expectations
 - Recognize and respond socially
 - Process of interacting
 - Adjust and conform to expectations
 - Also develop an individual identity, a self-concept
- Learn about social roles
 - Roles within the family
 - And in further society
 - Learn that roles interact with race, class, and gender

- Avoid deviant behaviour
- Contribute through work to the economic support of self and family, form and sustain close relationships
- Be able to rear children
- Socialization of children occurs through
 - Families,
 - Schools,
 - Peer groups, and
 - Media

Theories of Socialization

- Functional Perspective (Durkheim)
 - Process of internalizing society approved norms and behavioural expectations
 - Feminist Critique
 - Attention to how the inequities of socialization mask the issue of the structural barriers faced by woman
- Symbolic Interactionism
 - Individuals actively participate in their own socialization

Agents of Socialization

- Groups or social contexts in which significant socialization occurs
- 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, to obey teachers and administrators, to observe rules.
 - Implicit rules - the 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 behaviour
 - Research show links between the two (more later in the semester)

- Work
 - Going out to work for the first tie 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 preparation for new roles
- Re-socialization: for example through training programs, prison

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 is 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 of gender - gender stereotyping
 - Understanding of race and ethnicity
 - Reproduction of family and work roles
 - Work roles: anticipatory socialization - pre-work learning about job

According to Mead

- Infants and children develop as social beings - imitate those around them
- Look at the way that 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
- Back stage
- Impression management

Interaction Rituals

- Routines "by which individual actions are channeled by historical expectations"
- They are:
 - Recognizable
 - Uses symbols to produce a sense of belonging and solidarity amongst members of the group
 - They are mechanisms that hold society together

Additional key concepts

- Social actor: shared frame of reference
- Status: social position
- Role: behaviour performed according to status; role set
- Role strain: feel tension among roles

Thursday, October 11

Conducting Research section

- Draw from readings - Or Angry Inuk -
Propose something sociological - Lead
away from suicide - Singular: inuk - Two
ppl: inuuk - Plural: Inuit - People: Inuktitut

Midterm

- (chapter 1-11) - Half
multiple choice - Half,
longer answers

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 the material and non-material elements
- Culture includes:
 - Values
 - Languages
 - Norms
 - Material goods

Values

- An ideal
- For example - how we resolve conflict
- Another example - taking turns speaking
 - In some cultures this is very important

Norms

- Principles or rules of social life
- People are expected to observe them
- For example, making eye contact
 - Sometimes considered aggressive
 - Cultural misunderstandings may lead to stereotypes or hostility

Material goods

- Things that a society creates and that influences the way people live
- Clothes, cars, houses, tools, technologies.
 - Gives us information about our culture

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 (things present in all cultures)

- 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
 - Watches, houses, Starbucks

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 ways of life of different people 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 the melting pot
- Absorb all cultures into a dominant, mainstream culture

Multiculturalism

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

Tuesday, October 16

Midterm 30 multiple choice (worth 1/2 a mark)

- concepts and definition - Key theorists 3

long-answer questions (worth ten marks each)

Social Structure and Social Agency

Social Structure

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

Agency

- Gives importance to the individual
- We exercise a certain degree of control over our daily lives

Structural Functionalism

- Associated with the work of Emile Durkheim and others
- Social structures (patterns of behaviour) serve specific functions
- Critique: what about the individual
 - Kinds of behaviours
 - Things that challenge these structures
- Must be something functional about sexual assault

Theory of Structuration

- Anthony Giddens
- Combination of structure and agency
 - It is a two-way process by which we shape or social works 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

Yourself

- Identify all of the results of 'decisions' that you made for yourself today: clothes, food, schedule, etc.
- Can you identify the influence of social structures?

Summary

- **Agency:** individual power and capacity for creativity
- **Structure:** macro-level social and cultural institutions that constrain our actions
 - Social structures are enduring and regular social arrangements, such as the family and the state

Tuesday, October 30

Wealth and Income Inequalities

Poverty

- Who are the poor in Ottawa?

LICO - Low-income cut-off

- Below the cut-off, people spend a disproportionate amount of their income on food, clothing and shelter - Likely to spend 55% of their income (20% more than the average) on food, shelter,

clothing - Statistics Canada

Unattached individuals

- 34.1% of unattached individuals, i.e. people not in families, live on low income in Ottawa

Lone parents

- 40% of lone parents with children under 18 lived in poverty

Theories

- Liberalism (new) - Conflict theory
(Marxist theory) - Structural
Functionalism

Liberalism

- Idea that everyone has a fair chance
- Celebrates
 - Equality
 - Democracy
 - Individual rights and freedoms

Limitation

- Masks structural inequalities

Marxist Theory

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

Structural Functionalism

- Certain components of society serve particular functions
- There are no sharp distinctions - only differences of ranking or privilege
- Therefore, 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 salaries a true reflection of the challenge and training characterizing those jobs?

Poverty is Structural

From a 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 belief 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 find jobs that are unstable and low paying
- Families on welfare tend to be small
 - Almost 50% have 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:
 - Layoff or business closing
 - Lack of work is most common reason
 - Disability is second most common reason
- The Daily Bread Food Bank (Toronto) report:
 - 41.1% of food bank clients on welfare have

Stratification

- Why, for example, are teenagers so concerned about who sits with them a 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 Research

- It has to do with teenage power, or rather the lack of it
- Teenagers have little economic or political power
- They are ruled by teachers, parents, employers
- By creating a social world in which they evaluate one another they provide themselves with a sense of power
- Milner calls this 'status power'
- Status: prestige that goes with one's social position
- Status power involves increasing one's own prestige, often at the expense of others
- Consumerism is implicated in status power

Status Groups

- 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

Social Stratification

- Inequalities among individuals and groups within human societies
- Can occur on the basis of assets or property, gender, age, religious affiliation, or military rank
- 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) had very little stratification (inequalities)

- 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
- 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
- Class: mostly refers to socioeconomic variations between groups

Class ● is fluid

- Positions are to some extent achieved
- Is economically based
- Systems are large-scale and impersonal

Thursday, November

1st Assignment 22nd

- Lecture on culture and mass media -
- Readings posted on bright space

Final Exam

- picks up from chapter 12, nothing before that

Case Study *Research examples*

Concepts studied so far:

- Wealth and income inequalities
 - Poverty

Liberalism

- Idea that everyone has a fair chance
- Celebrates:
 - Equality
 - Democracy
 - Individual rights and freedoms

Limitations

- Makes structural inequalities (not everyone has the same chance)

Marxist Theory

- Link between inequity and the capitalist economic system
 - Inequalities are the product of the economic structure and class relationships

Functionalism

- Certain components of society serve particular functions
- There are no sharp distinctions - only differences of ranking or privilege
- Therefore, stratification must serve a purpose
- Division of labour explains inequality
- Unequal rewards = motivation (neurosurgeon vs. Janitor pay, janitor works harder)
- High pay/rewards for more difficult jobs

Other Concept

Capitalism

- Organizes the economic life
- Involves
 - Private ownership of the means of production
 - Profit as an incentive
 - Free competition -
 - For markets to sell goods
 - Acquire cheap materials
 - Use cheap labour

Capitalism is based on:

- **Expansion and accumulation**
- Therefore, large corporations increasingly dominate the global market,
 - In particular, **transnational** corporations
- This includes oil, gas, and mining companies

Research Project *An example*

- Work with young people in the community of Pond Inlet
- Ask them about their feelings about the Baffinland Iron Ore mine
- Ask them about their experiences with the consultation process

Mine will directly affect:

- The communities of Arctic Bay, Hall Beach, Clyde River, Igloolik, Pond Inlet
- Other communities, including those in Nunavik, have voiced their concerns about the

impact of shipping, etc.

What is Iron Ore for?

- It is used to make steel
- We use steel in the manufacture of cars, trains, ships, beams used in the construction of buildings, furniture, tools, etc.

Baffinland

- Ownership
 - 50% ArcelorMittal
 - Steel production and mining
 - In 2013, US \$79.4 billion with production in 20 countries across 4 continents
 - Increasingly moving into mining: in 2013 produced 70.1 million tonnes of iron ore across 10 countries
 - 50% Nunavut Iron Ore

Knight Piesold Consulting

- Has been in operation as an engineering firm since 1921
- They work internationally, with 30 offices located in 15 countries

Pond Inlet

- Total population: 1, 617 people
- Ages: 0-19 yrs 46% of the population
- If you raise that to 0-24 yrs, 54% of the population
- 92% of the community identifies Inuktitut as their mother tongue
- Of those 15 yrs + with an income (96%), median after-tax income is \$19, 243

Research Process

- Analysis of NIRB documents (transcripts of consultation hearings)
- Analysis of videos of hearings posted on isuma.tv
- Review of media and social media reports and comments
- Group and individual interviews in June 2014 in collaboration with Eleanor's Areak, Hamlet Councilor

Results

- Young people in the community blamed themselves for not being stronger negotiators
- They felt intimidated and overwhelmed: many described their inability to engage with the “ten technical binders” sent to their community
- Didn’t know what happened to the Traditional Knowledge documents they produced with Knight Piesold Consulting
- Said that there was a lack of representation on the part of QIA and NTI
- Felt like they had limited options and that they were vulnerable as a community
- Raised concerns about the capabilities of those hires as interpreters

“From Pups into Wolves”

- Participants described how hard it was to voice their concerns
- Hunters and Trappers Organization representative at the technical meetings in Iqaluit: crouched, nervous, his voice was shaking. Everyone else in the room was from down South

“Hateship, Friendship, Courtship, Marriage”

- The community has already received material benefits from Baffinland:
 - Food and door prizes at consultation meetings
 - Investments in Arctic College Environmental Technology program
 - Funding for community events, for example at Christmas
- “Knight Piesold Consulting was good”
 - But for all of the work the community members did, it felt like nothing came of it
- Job recruitment in the high school

Analysis

- Globalization and new-liberal governance regimes exploit the dispersed and fragmented
 - Without technical and institutional support, it is not clear to individuals and communities engaging in the NIRB process how relevant or meaningful their contributions will be or how much impact they will have.
- Forces individuals and communities to engage in processes we describe as part of the ‘politics of distraction’
 - “Political-legal compartmentalizations of community values”
 - Feel as though they have to decide between economic self-sufficiency for Nunavut, royalty payments and employment (particularly for youth) for the community versus protecting migration of sea mammals, capacity to hunt, and preserving traditional

fishing and berry picking areas.

- When in reality the politic-legislative framework favours the development of large-scale economic projects, particularly in the extractive industries

Conclusion

- Mechanisms of silencing:
 - Vulnerabilities of the community (poverty, lack of employment) coupled with lack of institutional support and technical skills
 - On behalf of Baffinland, Knight Piesold Consulting led a **charm offensive** by nurturing a long term relationship and involving community members in the collection of traditional knowledge
 - Pro-development/pro-industry position of Inuit organizations
 - Aggressive and intimidating behaviour on the part of local and territorial-level politicians

Plan for Today Tuesday, Nov 6

1. Final assignment: Nov 22
 - a. In-class assignment based on reading and lecture materials
 - b. Based on lectures after October 30th
2. Final exam: Tuesday, Dec 11-7:00-10:00 pm
 - a. Covers lecture and reading materials from October 30th onward

Sex and Sexualities

To quote C. Wright Mills, *Sociological Imagination*

- “Neither the life of an individual nor the history of a society can be understood without understanding both”
- “The sociological imagination enables us to grasp history and biography and the relations between the two within society”

Inspired by the idea,

- We look at both intimate, mundane, everyday things that affect our everyday lives

Diversity of Human Sexuality

- Sexual identities and practices are diverse
- Freud argued that human beings are born with a wide range of sexual tastes that are affected by socialization

- Social norms encourage some practices and discourage others
- Those norms vary among cultures
- This indicates that most sexual responses are learned
- Norms of sexual attractiveness (held by females and males) also vary

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, sexual, 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 ‘homosexual’ (or lesbian or gay) and those whose sexual orientation is to people of both sexes are ‘bisexual’.”

Gender

- Physical appearances, behaviour
- Performance
- “Normal” - for male and female members of societies (social expectations)
- Culturally influenced

Theories - Social Significance of Gender

- Marxist theory: who has had the most access to social and material resources? (Political economy)
- Structural functionalists (Durkheim): 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 1800s
 - 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 diseases)

- In the 1940s-1950s
 - Alfred Kinsey's research
 - First major investigation of sexual behaviour
- By the 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 gender is created through social performance
- Performativity is a repetition and a ritual
- Challenges our take-for-granted assumptions about 'naturalness' of the markers that we use to 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'."

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

Socialization: sexuality

Thursday, November 8

The codes of gender identity + performance in pop culture

- Without signals to differentiate genders, we have a harder time associating with those people
- The way people present themselves and act, lets us know how to react
- Gender is part of a process, taking upon certain attributes
- Sex: different biological characteristics
- Gender: cultural characteristics
- Gender display
- Gender is socially constructed, it is how we perceive people
- Goffman
- Advertising as commercial realism

The Feminine Touch

- Gender display, the way that hands are shaped
- Women, smaller, looks resting there, not being hold in a strong manner, superficial and weak
- Women shown in a breathless manner, hand is often on the body, self-touching
- Men, powerful and assertive, male touch is utilitarian, manipulating their environment, power and strength

The ritualization of subordination

- Woman in a lying down posture, difficult to defend yourself, no defence, submissive
- These powerless positions have become sexualized
- Femininity: powerless, submissive, dependent

Licensed Withdrawal

- Women often presented as not paying attention to what is around them
- They are not attentive, not conscious of their surroundings, oblivious to threats
- While women drift, men are conscious and protect
- Boys are often push their way into manhood
- While women have to unfold, they always stay little girls
- Women and girls wear the same clothes, the same hair, they never seem to leave girlhood behind

- Children put their fingers in their mouth, well women are posing with their finger near the mouth representing anxiousness
- Women presented in infantilized ways

The Codes of Masculinity

- Masculine strong hard active rugged dominant powerful
- Feminine weak soft passive delicate
- About being prepared and grown up
- Showing and maintaining emotional control
- Arms folded and looking out shows confidence and is intimidating
- When not displaying control they portray laid back, casual, relax

Trapped in the code

- The image of female in power
- Tough girls who kick butt
- Confident, empowered, in charge
- Traditional gender code is always there
- Although women do things associated with masculinity, they are expected to show themselves as traditional women at other times

History + Power

- Women are represented the same way as a women in European times
- Women knew their place

“To make what was invisible visible” Goffman’s main point

Questions

- What were the main arguments about the following:
 - What stories about men and women are portrayed in the media?
 - What are the effects of these stories on how we see ourselves and each other?

- Depiction about gender roles - How media portrays female athletes (Serena Williams) - Depicts that women should be submissive and that men hold power over them - Public perception perspective about men dancers and skaters

****One Long Answer Question On Exam****

Tuesday, November 13

Sex and Gender

- Sex: refers to physical differences
- Gender: refers to psychological, social, and cultural differences between males and females

Role of Biology

- Some researchers believe that differences between women and men are innate
- Men have taken part in hunting and warfare
- Are men 'naturally' aggressive?
- 'Aggressiveness' varies widely from culture to culture - the extent to which it manifests itself and its social value within that context
- Also, women's role in child bearing and child rearing - leaves them unavailable and/or a poor choice for hunting and warfare
- Studies show that there are biological factors implicated in genetics, hormones, and brain physiology
- However, theories cannot ignore the significance of the social - in both how human behaviour is shaped and how it is understood *Gender Socialization*
- The learning of male - and female - type roles and practice through social agents such as the family and the media *Social Construction of Gender*

- Gender is a social creation
 - It lacks a fixed essence

Doing Gender

- Set of cultural, signifying practices
- Managing one's conduct

Race and Ethnicity

Definitions

- Race: a category of people who share certain common physical traits deemed to be *socially significant*
 - There are no clear-cut "races", only a range of physical differences Sociologists argue: Human populations are a continuum, and the genetic diversity within populations that share visible traits is as great as diversity between them.
- Process of **racialization** - is the process by which people use their understandings of race to classify individuals or groups
- Historically, certain groups were thought to be distinct biological groups

- Beginning in the 15th Century, as Europeans expanded their travel, their increased contact with different regions of the world lead to attempts to categorize and explain natural and social dynamics
- Slavery, apartheid, segregation, and racial discrimination resulted
- Racialization also means singling people out for unequal treatment on the basis on real or imagined physical characteristics *Ethnic Groups*
 - Distinguished by socially selected cultural traits, rather than physical ones

Ethnocentrism

- Social groups and cultures tend to evaluate themselves and their way of life favourably in relation to others *Racism*
- A system of domination through social processes and social institutions. It can be a strong belief in racial supremacy.

Institutional Racism

- Belief that white supremacy structures all social relations
 - Evident in workforce dynamics

Racialization of Canada's Workforce

- Some groups are more disadvantaged

Canadian-born women of colour are the most highly educated group of women, nearly twice as likely to be university educated as white Canadian-born women, yet they do not enjoy an advantage in the workforce and have similar rates of unemployment as white women. *Anti Racism*

- Alastair Bonnett:

○ "Forms of thought and/or practice that seek to confront, eradicate and/or ameliorate racism. Anti-racism implies the ability to identify a phenomenon - racism - and to do something about it. Different forms of anti-racism exist because there are different definitions of what constitutes racism in different national contexts."

Prejudice

- Refers to opinions or attitudes held by members of one group toward another
 - It operates mainly through stereotyping

Discrimination

- Refers to actual behaviour toward others

"Roots of Racism"

- During period of antiquity: slavery based on capture in war, rather than physical characteristics
- Medieval Europe: people distinguished between Christians and non-Christians
Anti-Semitism was persistent
- "Contemporary" racism developed with the rise of capitalism and its global expansion

- With expansion of European economies, imperial project bolstered by racist justifications
- As a result, people were decimated by mass murder, disease, and maltreatment. Some people were completely eradicated *Good Muslim/Bad Muslim*
 - Mahmood Madani, PhD, teaches at Columbia University
 - Portrayal of people who are Muslim in Western media
 - Turn religion into a political category

Analysis of Western Media

- Muslims are often portrayed as violent, backwards, fundamentalist and as threats to western civilization
 - Muslims are portrayed as a homogenized body, lacking diversity and difference

Associations with Violence

- “When Christians, Jews and other non-Muslims are killed by Muslims, Islam is identified as playing a direct role. When Muslims are killed by Jews, Christians and other non-Muslims, however, the religious identity of the violent perpetrators is downplayed or ignored.” *In Films*
 - Jack Shaheen, PhD
 - Examined 100 years of Hollywood representations of Arabs and Muslims
 - Looked at 900 films
 - Arabs and Muslims were portrayed as “brutal, heartless, uncivilized religious fanatics and money-mad cultural ‘others’ bent on terrorizing civilized westerners, especially Christians and Jews.”

Thursday, November 15

SOC1101D Final Exam Section D00 (MNT) 203, 7-10pm

Exam Review

- Based on material Oct 30 - Nov 29
- **Includes texts posted on bright space**
- In-class review on Dec 4th
- Format: multiple choice + long answer questions

Assignment

- Due: Nov 22
- Please note that the Faculty of Social Sciences takes plagiarism very seriously
- Long answer-styled question (1-2 paragraphs)

Deviance and Crime

- **Deviance:** nonconformity to a set of norms that are accepted by a significant number of people in a community or society.

Norms

- Are followed
- Are the result of socialization
- Through interaction
- We learn self-control
- All norms carry sanctions
- Any reaction from others that is meant to ensure that a person or group complies with given norms
 - They may be positive or negative; formal or informal

What is the study of Deviance?

- It is the study of people, behaviours, and conditions that are subject to social control
- Think of social control in terms of the ways in which social groups express disapproval of people and behaviour
- It is a product of social interaction
- Associate deviance with a notion of harm - an action that produces destructive outcomes
- When studying deviance, sociologists look at the behaviour itself (the objective aspect) and the response to that behaviour (subjective response) *Sociologists look at:*
 - Causes and forms of deviant behaviour
 - Content and character of moral definitions
- Struggles over labels *Functionalist theories of deviance*
 - Strain theory
 - Cultural support theory
 - Control theory

Strain Theory

- Mal-integration of the cultural and social structure of society
- Someone does not have the means available to pursue culture goals, i.e. job, house, car, etc.
- Ethnic, regional or class origins interfere
- Crime statistics, for example, indicate that crime is more prevalent amongst certain social groups
- Fair representation of deviance?
- Inability to achieve the things we want

- Inability to avoid or escape some negative condition
 - Conditions in which individuals owe something they value

Cultural Support Theory

- Patterns of cultural beliefs create and sustain such conduct
 - Learning experiences make deviance more likely

Control Theory

- People engage in deviant behaviour when and if they are free to do so
- **Social regulation:** forces people to take others into account and discourages excessively individualistic behaviours

Deviance and Other Factors

Gender

- Some 'deviant' behaviours are defined according to 'normative' behaviours of males. This blinds us to some behaviours of women.
 - Example: homeless is defined according to 'male' versions of homelessness

Age • Deviance is strongly associated with young people

- Again, this depend on the type of crime
 - White collar crime - later in life

Class and Ethnicity

- Social and economic precariousness his related to deviant outcomes
- Are poorer or minority people more likely to be deviant, or are they just more likely to get caught and labeled as deviant?

Tuesday, November 20

Mass Media and Pop Culture

What are we talking about?

- Newspapers, magazines, movies, CDs, DVDs, television, and the internet

Purpose: Communication

- The transfer of information from one person to another

What do we know about crime?

- What types of crime should we worry about?
- Who is committing these crimes?
- Where are they happening? *Why are studies of the media important and relevant?*
- Much of our knowledge of the world is media-driven

- Influential in framing what we see, think, and experience and how we relate to others
- Influence goes both ways - society also plays an important role in shaping the content of mass media communication

- Sets the parameters around what is necessary **Quote from**

William James: “Do we run because we are afraid, or are we afraid because we run?” *Mass Media*

- Technologically-based communication structure (or institution) involving the centralized production and technologically-mediated distribution of information and entertainment *Mass Communication*

- The institutionalized process for producing and distributing centrally created messages by way of mediating technologies *Media Models*

- Commercial (private) media:
 - Privately owned, concerned primarily with making money or profit (usually through advertising, by providing safe and formulaic content)
- Public (or public interest) media:
 - Mandate is to provide quality products, government or tax-payer-owned, emphasis on ‘high-brow’ material
- Community media:
 - Perceived as inclusive and localized

From ‘mass’ to ‘interactive’

- Transformation from mass audiences, mass messages, mass society —> networked society
- Used to be thought of as one-way process of communication
 - From on-to-many —> many-to-many

Structural Functionalism Theory (Durkheim)

- Mass media contributes to creating consensus
- Create and enlightened and informed population for stable and prosperous order
 - Transmission, circulation and reinforcement of core values and key norms

Marxist Theory

- Creating and maintaining inequality through content and coverage that reinforces the prevailing distribution of power and resources
- Media itself is owned by big business - content reflects and reinforces the interests of business *Media Companies in Canada*
 - Shaw/Corus
 - They own Global, Shaw, and some specialty networks like the Food Network
 - Quebecor
 - They own Sun Media, Videotron

- Bell
 - CTV, Bell media, Globe and Mail
- Rogers
 - City, Omni

Feminist Theory

- Gendered inequality
- Historically, media convey messages about women as inferior or irrelevant
 - Reinforce female sexuality

Pop Culture

- Culture created by masses of people
 - Consumer goods produced for mass appeal

Why pay attention?

- Hegemony - strategies to gain power and influence

On Screen Violence Be attentive to the textbook pls 465-476

- Are children who consume high levels of media violence are more likely to be aggressive?
- Are children who watch high levels of media violence at increased risk of aggressive behaviour as adults?
- Did intro of TV into a community lead to an increase in violent behaviour?

Thursday, November 29

Documentary - Narrated by Frank Walk Objectives Tactics Identity & Activist

Redskins - Washington

- Wanting the team to change their name - Standing Rock

Reservation - Native Americans against pipelines - bad

water - University of North Dakota Positive thoughts

- Innocent, harmless fun - says a man during interview - An idea of pride that they have with a team - They are honouring the American Indian game, nothing interrogatory - "We are honouring indians through a team called redskins, when instead we could be enslaving them and rioting their home" -

Means honour, respect, pride Negative thoughts

- Dehumanizing - Building a picture around a stereotype is a bad idea - Newspaper articles announcing that they will give \$200 for any redskin sent to

purgatory - If they are not able to be called by Redskins then what are they? and do they

deserve such a name - Using those names if offensive and should not use those words

- Obama believed the name should be change because it seemed to offend many

people and the name of a football team should not be offensive - "This is dehumanization, it matters" - The mascot would be a white man in a costume which was believed to represent an

Indian, and would dance around making a fool out of himself

- Outright disrespect and racism at football game is seen as socially acceptable

Redskin

- Redskin define an American Indian - Used to describe indigenous people in a savage manner - By definition, redskins is an insult, "often contemptuous", - Very similar to using the word nigger

Boston Redskins

- Baseball team - Coach brought Native American players - To honour native Americans and those ancient players - The coach was native as well - Moved to Washington and became the Washington Redskins

Protest

- Many indigenous people began protesting at the Kansas city game

Social Media

- Many people were harassing indigenous woman who protested against the Redskins team - People were hacking her social media

- Commenting verbally abusive things

Indigenous people

- Don't know how to fit into a big society - Outright disrespect and racism at football game is seen as socially acceptable - Using those names if offensive and should not use those words - The way they use the name is dehumanizing - "The honour should come from us" Owner + other people and the "Redskins"

- They truly believed it was used to present pride - Later they came to terms with the fact that it was not properly used - They realized that it was a racial slur - Made a petition to change the name New post

- Poll unveiled that 9 out of 10 native Americans aren't offended by the name - Although we cannot determine if the people who answered the poll are actually

native Americans End - The public is seeing the

"Redskins" is not appropriate

- The name of the team continues on but is seen differently - Lawsuit is not successful

Tactics

- Organized and protested at the games - Took legal action and brought it up to the Supreme Court twice - Started petitions, started movements - Change in the language, the public decided to change their behaviour in hope to

change others

- They are educating, was giving them the actual meaning of "Redskin", the history behind it - Key mechanism was the way that stereotyping is a political act of simplification that

allows for other things to take place - The polling feeds into that stereotype - Indigenous comicon - Positive actions of creating images in pop culture - The film itself is a tactic to make awareness, to educate **Identity**

- Representation of the fans and indigenous people - It is a historical set of social actions - People create bonds by being football fans, baseball fans, a type of bond made

nowhere else - The stereotype helps describe between self and other -

Attitude and Thought bring on Action

Values

- Cultural - Social -
Environmental -
Political