

## Principles of sociology

### The sociological imagination:

- What is it and why does it matter?
- What is sociology?
- Relationships between individuals
- Study of human society
- If you put 10 sociologists in a room together you will get 10 different opinions and thoughts
- Systematic of human society and interactions
- Scientific study of society

### What do sociologists do?

- Analyse people (social interactions - relationships)
- Investigate and challenge assumptions
- Social patterns (observe, behaviours, consistent and repetitive)

### When things happen in society, not everybody is affected

- Female haircut = more \$ than men
- Black people = pulled over more than white people
- Only woman minorities get hired in police force (rumoured)

### Perception

- Male nurses = gay
  - ◆ Most people in the medical field think that male nurses are gay because it's a job that demands caregiving and it's a profession that is underpaid. Doctors = \$ and Nurses = no \$
  - ◆ They usually tend to talk about all the women they have slept with to show that they are not gay
- Sociologists look at the patterns

### Purpose of sociology

- Sociology ensures us to understand the world and understand us better
- Making us better humans
- Try to understand society without sociology is hard

### The sociological imagination

- Making connections with what we are feeling and social events
- Sociology has to move you, if not it doesn't concern you
- Society forms who you are
- Enables us to understand social trends
  - ◆ Public issues

- ◆ Ex: Social crises (plant closes = 2000 jobs lost) -
- ◆ Ex: Personal issues (1 person loses his job)

### **The coffee addiction - Social crises or personal issue?**

- Million of years ago, the first words to come to mind when we woke up wasn't that I need coffee it was probably I need to kill a pig to feast.
- Coffee is a social lubricant
  - ◆ Work
  - ◆ Enables social (groups, outings)
  - ◆ Stimulant : boost ourselves, essentielle to business because it makes you more aware and wanna work more
  - ◆ Coffee is a socially acceptable but smoking everywhere isn't socially acceptable anymore
  - ◆ Socially available : Jobs (Coffee shops, exports, southern countries - get the beans)
  - ◆ 26 million people work in the industry of coffee
  - ◆ A lot of economic relations
  - ◆ Think globally, culturally, socially - significant, acceptable, available
- In conclusion, coffee is a society crises and not personal

### **Shaped by social patterns**

- We do things because society trends etc.
- We don't do things just because, it's because we are shaped
- Learn to let go of assumptions and be curious about society and humans

### **The origins of sociology**

- Young discipline
- August Comte
- Plato

### **Some classical philosophers before**

- Confucius - role models
- Plato - legal negotiations, discussions
- Aristotle - Social institutions, outgrowth of our instincts
- Ibn Khaldun - tribes, cultures, economy
- Shakespeare - Talks about human condition
- Montesquieu - laws are not universal, social values are involved
  - ◆ None of them approached sociology, they approached an ideal society but did not analyse it in a systematic way

### **Social change and sociology**

- Industrial, political, urbanisation, scientific revolution
- Industrial revolution : process by which the agriculture can be manufactured to industries

- Urbanization : Population moving to cities, weakening families, breaking ties and traditions

### **Social problems this brought**

- Isolation, crowded cities, poverty, homelessness
- Wages low, kids work long, hazardous jobs, not safe, no health and safety, no compensation for getting hurt and not working, chained kids to machines
- Illegal strikes, social uprising
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### **Political and democratic revolutions**

- Society was the product of your individual opinions (freedom of religion etc.)
- French révolution (liberté, égalité, fraternité)
- Political action to redress mass poverty
  - ◆ Suffering was not acceptable anymore
  - ◆ 40 000 people decapitated (priests, aristocrates) for speaking and protesting
- Principles before: God's will organize society, but the revolution showed that people are in charge of changing society
- It shows that people change society and not god

### **Early sociologist**

- Difference between modern society and the ones before

### **Auguste Comte**

- Coined the word sociology
- People call him the one who discovered sociology
- Anarchy
- Facts and not intuitions
- French revolutions weekend the ties and was trying to find order
- Believed that the scientific methods could be put in society it could discover the laws of society
- Society conforms at its own laws based on science - sociology based on physics rather than imagination and speculation like philosophie
- Application of physics on sociology
- Social statics and dynamics

### **Émile Durkheim**

- Most consider him like the true founder of sociology
- Created methodes, trained the first students, made the subject respectful, journal
- He wrote about education, crime, suicide, justice and order
- He was concerned about the rapid changes of society
- Concerned about anti semitism about social stability - order out of chaos
- Trained to be a Rabbi before being sociologist

#### **What he believes**

- That society isn't the number of people living in it, it has a unique character of its own.
- There's a social world with its own rules (thru psychological, biological, chemical but it has its own existence)
- Social world: Not individuals but social facts
- Social facts: Patterns of acting, thinking and feelings that exist outside of us. The collective practices as rules (exist after we are dead) like roles and languages
  - ◆ Roles : Sister and mother - we didn't invent these roles, it's a social trend that society teaches us
  - ◆ We need the English language but the English language doesn't need me, replaceable

### **Suicide**

- Social fact: ex: lack of integration
- Intimate and private thing to take your own life
- Suicide rate is stable (pattern)
- You can't come back after you kill yourself so when you leave somebody will replace you on this earth
- Structured and social issue
- Men and wealthy people, unmarried - take their lives
- Socially isolated people = high suicide rates
- Lack of social interactions is a social fact
- People with strong social ties = low suicide rates
- People more socially isolated or individualistic people = high suicide rates
- Anomic suicide - When change is too much for them
- Altruistic suicide - Benefit others (mission etc.)
- Fatalistic suicide - Escape your life (no escape so you kill yourself)
- Selfish suicide - Do it for a selfish reason

### **Karl Marx**

- Most profound impact on sociology
- More than 1 billion of people live in the regimes of Marx
  - ◆ Took 70 years to convert this 1 billion
- Social stability and order - the other two sociologists
- Marx stressed the importance of social conflict and the need for change and revolution
  - ◆ He was concerned about oppression, expression and alienation
  - ◆ He saw the child labour and talked about it
- He thought we needed to evolve from traditions
- Everything from social life is based on economics
- Production (means) and those who do not
  - ◆ Class conflicts: Bourgeoisies vs Capitalist class
  - ◆ Proletariat: The working class
- Fighting the conflicts between the classes
  - ◆ The bourgeoisies max their profits by exploiting the social classes

- ◆ Overthrow the capitalist - workers unite and establish socialism
- Back then it was only the owners that had the right to vote so the Bourgeoisie has the dictatorship over the proletariat
- Communism: Everything is collectively owned and wealth and power are evenly distributed

### **Max Weber**

- Concerned about the change in society
- Scared of bureaucratie
- Focus was meaningful social action
  - ◆ Why do people do what they do
  - ◆ Underline human behaviour
  - ◆ Verstehen (how to think and feel)
  - ◆ Not only in the shoes of economics, somebody else stressed the idea of values, beliefs and ideas (their understanding)

### **Major theoretical perspectives in sociology**

#### **Theory**

- Overview of how something works
- Describe, explain and could predict social events
- Art of putting together facts and observations into human behaviour

#### **Theoretical perspectives**

- Basic image of society that guides thinking and research
- Each perspectives will provide a different perspective of life and how you life life
- Main perspectives: Functionalist, Conflict, Symbolic interactionism and feminist perspectives

#### **Functionalist perspective (la théorie du fonctionnalisme)**

- August and Durkheim
- Stresses that our lives are guided by social structures
  - ◆ Behaviours are shaped by social structures
  - ◆ Teachers teaches and students listens
  - ◆ Centers around how society is a system made of interrelated parts which perform one or several important social functions - one part is affected, it affects all of society
  - ◆ Each individual play their own roles in society
- Parts: Social institutions like economy, family, education, religion etc.
  - ◆ Provide the rules governing behaviours and common values that bind people together in a social environment
  - ◆ System of interrelated parts working together for the good of totality
  - ◆ Justice system: restore the rules in society
- Robert Merton (modern sociologist) :
  - ◆ Invented sociology of science
  - ◆ Coined many terms like roles models, assumptions, focus groups
  - ◆ Social patterns have different consequences on people

- ◆ Education system:
- ◆ **Manifest function:** teach literature in the education system
- ◆ **Latent function:** serves a childcare system so parents can go to work - daycare, keeps kids occupied until they are old enough, bring people together (courtship, friends)
- ◆ **Dysfunctional patterns:**
- ◆ Reproduction of social class and equalities - education
- ◆ Debates: Uni (left wing thinking)
- ◆ People don't have the money for it
- Brief critical evaluation:
  - ◆ Values the status quo ( conservative)
  - ◆ Refers to change

### **Conflict perspectives**

- Based on conflict, class, contestation and change (lutte des classes)
- Its based on the theories of Karl Marx and Deber
  - ◆ The visions of inequality, power struggle, benefits people for the expense, occurs in all large society, social class, gender, age
  - ◆ Be about several things like : men vs men, parents vs kids, french vs. english
- Assumption that society should be changed
  - ◆ Karl marx = little patience
  - ◆ We do this to change the world
  - ◆ Mills: Sociological imagination
  - ◆ Most important political decisions are made behind the scenes
- Critical evaluation:
  - ◆ Not taking position
  - ◆ Functionalist and conflict perspectives
    - Abstract, social systems
    - Large scale, social structures and systems

### **Symbolic - interactionalist perspective**

- Providing micro level focus
- Interactions in specific situations (face to face how people interact)
- Ex: how people see homeless people
  - ◆ Intentions, gestures, plans
  - ◆ Language and body language
- Envisions society as the product of interactions of individuals
- Max Weber = you have to put yourself in the feet of the other person
- Critical evaluation
  - ◆ Gives us a better understanding and sense on how people experience social life
  - ◆ Focusing day by day and face by face interactions and ignore the larger institutions
  - ◆ Global and historical aspects of culture

## **Feminist perspective**

- Gender and understanding and explaining inequalities between the two genders in all areas of social life
- Inequality between genders
- Analyse social institutions
  - ◆ With the lives of women
- Dorothy Smith (put in question the dominance of the men)
  - ◆ Women absence in sociology
  - ◆ Sociology have been created by men and embodies how social life is for men (experiences)
  - ◆ She wants to make it for woman
  - ◆ Women should stop being ignored
- Critical evaluation:
  - ◆ Has been criticized because its too centered around woman
  - ◆ Explicitly ideological
    - Makes no claim of objectivity
    - Gender coburns your perspective (vision is gender)
    - Acknowledge your gender
    - Can't escape subjectively (vision is gender)

## **Sociology**

- Systematic study of humans in society and social interactions

## **Sociological inquiry**

- The fallacies of common sense and the principles of sociological research
- Rituel (body piercings) is now a trend (social trend)
- Strange social phenomenon
- Why do people pierce their whole body?
  - ◆ Looking for attention
  - ◆ Rebel against social forms
  - ◆ Inclusion in specific cultures - rite of passage
  - ◆ Go against conformity (escape it)
- When you see somebody doing something outside of social norms thats when you start asking questions
- Sociologist think that this is described by reclaiming your own body, a way to say f\*ck you to society. It's my body!
  - ◆ Resistance of body image
  - ◆ Act of rebellion
  - ◆ Rite of passage
- **Common sense**
  - ◆ It's the sense we have in common - common assumptions
  - ◆ Meanings that we all share
  - ◆ Beliefs that are wide spread
  - ◆ Exemples:
    - Women are most likely to be assaulted than men

- Live together before marriage = happy and stable marriage
  - ◆ Cohabitation actually contributes to divorce because before you had more freedom
- = two assumptions that we believe are true but in reality are fake
  - ◆ Doesn't mean that if a belief is widespread means that it's true
  - ◆ Hard to refute (flat earth)
  - ◆ This is based on rudimentary reasoning - ex: the president never lies
  - ◆ Not universally accepted or shared = not stable
- **False obviousness**
  - ◆ Explanations that are obvious and compelling that you don't need to do more research
  - ◆ Paul Lazarsfeld and R.K Merton's - The American soldier
    - This book was filled with obviousness
    - Tell us things we already know
    - His informations = false
    - Ex: Soldier life is hard for everybody not only some of them
- Self evident (be aware)
- As humans we are prone to conformity and not ask questions

### **Prejudice and Stereotypes**

- Prejudice - pre-judgement (assumptions)
- Preconceived notions before knowing any facts or informations
- Stereotypes - what people apply with types of people, appearances, behaviour, mindset etc.
  - ◆ Guys with long hair = hippies, surfer, gay, metal music, band, drugs, not professional, not business oriented, girlfriend beater
  - ◆ Natives = drunks, don't work = government welfare, uncivilized, illegal things,
  - ◆ Women = emotionnel, stay at home, weak, not good at sports
  - ◆ Men = sporty, make all the money
  - ◆ Canadians = nice
  - ◆ Americans = mean, patriotic

### **The principles of sociological - research**

- Sociologist do research with the scientific methods by systematic ways
- Consistency and honesty

### **Curiosity**

- You have to be curious about the world (active interest)
- Cultivating oneself
  - ◆ Watch the news, read, watch movies
  - ◆ Literature can help develop abstract thoughts
  - ◆ Read good novels about the world today
  - ◆ Travel, learn more about others and yourself, become more aware of social patterns and makes you appreciate canada

- ◆ Things more important about money \$\$
- ◆ Be curious about people different habits

### **Social marginality**

- At times we feel like outsiders (3rd wheel)
- Natives: discrimination and visible minority all the time
- White people only think about it sometimes
- When in the minority you experience and see patterns that some people don't experience
- Step back from familiar routines and marginalized more
  
- Social change and social crisis
  - ◆ Challenge the things we take for granted
  - ◆ Great depression : unemployment
    - Something is wrong with the system (economic) and not something wrong with themselves
    - Crises wakes us up
- Critical outlook:
  - ◆ Before judging, sort things out
  - ◆ Separate the point of views and features
  - ◆ Be critical about your opinions
  - ◆ CIDA - want to help but not critical thinking
  - ◆ Cultivate doubt and put things in question

### Mid term 1 review -

- What is a stereotype?
  - ◆ What is a prejudice and what is a stereotype? Provide an example of stereotype
- List the main assumptions of the functionalist, conflict, feminist and symbolic interactionist perspectives about society. (using one or many examples, describe how each perspectives would view a contemporary issue - could be institution)
  - ◆ How theses theories take for granted the nature of society

## Sociology part 2 - october 3rd

### Culture

- Sociological point of view
  - ◆ Knowledge, language, values and customs
  - ◆ The way we express ourselves is part of our culture
  - ◆ Culture is passed on by person to person
  - ◆ It is a bridge to the past and to the future

### Culture shock

- Travelers ( ex: when I went to the Dominican Republic we went from being in an orphanage to a resort = culture shock)
- When you have disorientation when in a new country = culture shock
- Unfamiliar (roots/way of life)

### Not cultural trait is inherently “natural” to humanity

- Rely on culture and not instinct
- Everybody has culture

### Components of culture

- Symbols
- Language
- Values
- Norms
- Material objects

### Symbols

- Build a shared meaning
- Things that are meaningful and represents something else to others
  - ◆ Ex: words, numbers, pictures, colours, gestures, facial expressions
  - ◆ Ex: D-O-G = if you don't speak the english language you won't understand this. This means something to us (we see it as an animal)
  - ◆ Ex: Flashing red light (siren) - emergency
  - ◆ Ex: Winking (Could mean flirting or also could mean an insult)
- When we share common symbols and signs, the culture becomes more predictable and stable
- Outsider = culture shock
  - ◆ Some symbols mean specific things in society, unable to decode the signs and possibly offend them
  - ◆ When In Rome do like the romans = culture shock
  - ◆ “When i'm in your country I act like you (same the opposite way)

- ◆ Travel - misunderstanding
- ◆ Symbol - 🍑 = asshole in Italy and money in Japan but in Canada and the USA this means okay
- ◆ Ex: eating with your left hand
  - Offensive for Muslims and Arabs
  - Israel if you see the bottom of your shoes this means that you are lower than dirt
  - Thumbs up in Australia means up your ass

→ Symbolic meaning: Conflict and exchange

- ◆ Blue jeans

### Language

- Set of symbols that express ideas and enable people to think and communicate with one another
- Key to human culture
- Only the human species
- Means that one generation passes culture to another one
- Without language, we wouldn't be able to think

### Language in social construction of reality

- Some words cannot be translated in other languages

### Does it shape reality?

- All languages fuse symbols with distinctive emotions
- Speaking different language, some things can be perceived differently
- Shapes how we think and perceive, so it shapes our world
- We only know the world in the terms of the language that we speak

Oct 10

- Does language shape reality?

### Language shapes the way we think, perceive things, cognitive ways

- Inuits have their own words
  - ◆ Describe snow
- New Caledonians only know four colours
  - ◆ Red, green, black and white
    - All these colours represent other colours like green also includes blue but they just call it green
- Kaya of South India
  - ◆ No distinction between snow, fog and dew
- Filipinos
  - ◆ 92 different words for rice

- Natives in Guatemala
  - ◆ 100 different words for corn
- Humans can change and manipulate language - expressions like Ms. can be considered for woman
- Language can be an instrument of change

### **Values**

- Collective ideas of what is good and wrong, good or bad
- Not really universal
- Provide ideas and beliefs
- Abstract
- Value: politeness

### **Norms**

- Rules of behaviour or standards of conduct
- May be formal or informal, mores, taboos, laws
- Norms: hold the door
- Behaviours we expect
  - ◆ Exhibit to show by example politeness

### **Material objects**

- Human objects, created by members of society
- We live in a world made by things of people of society
  - ◆ Our lives rely on this
- Paid work, day care, sex
  - ◆ Involves relations to things we have made
- Everything we do are made by human beings but we might not talk to them
  - ◆ Objects are mediating conversations
  - ◆ We need all these objects, but in reality we don't think that we need them
- What would we do without all these objects (ex: in a lecture room, no computer no mic, no paper, no room)
- Only when things break and fail we realize it's important for us
  - ◆ Sexual intercourse
    - Closest thing to social interactions
    - Natural thing but using material objects (condoms, props, etc.)
    - Social interactions and relations are dependent of technology

### **Material culture**

- Tools, artifacts and technology

### **Nonmaterial culture**

- Symbols, norms and values
- Responsibility to stop a sign, traffic lights
  - ◆ They can direct meaning and tell us something - material objects

- Speeding tickets - bad behaviour
  - ◆ Material objects for this situation - not abstract (tangible)
- Everything relies on material objects
- The way we live is not sustainable
  - ◆ We kill the world, even if we try to help the world we still kill it
  - ◆ We consume too much so we kill this planet
  - ◆ This could include our values and norms

### **Speed bumps**

- Values safety, laws, morality
- Assumptions: slow down and protect the car and not the children

### **Ethnocentrism**

- Using our culture as the standard - frame of reference - and judging other cultures
- Problems occur when we believe that our culture is better than others and you put other people down

### **Cultural relativism**

- See from the perspective of other cultures
- We shouldn't judge other cultures because it's different than ours.

### **Thinking, acting and feeling**

#### **The socialization process**

- From the cradle to the grave
- Done with interactions with others
- Human beings don't have instincts
  - ◆ Shaped by culture
  - ◆ Ex: Sneezing pure reflex is to sneeze in your arm
  - ◆ Ex: Coughing
  - ◆ Ex: Blow your nose in kleenex
  - ◆ = This is something that you need to remind and teach, not common sense since you learn it
- Reflex, not natural
- Human rely on social interactions to shape their ways

### **Socialization**

- Process individuals acquire a self-identity and the physical, mental and social skills needed for survival in society
- Begins at birth - lifelong process

### **Functions**

- Reproduce to one generation to the next (survival and stability)
- Development of an individual's identity - sense of self (own identity)

- Name - symbol (cannot exist socially without a name, you don't connect of affiliate)
- We need proper social interactions to live and develop an identity
- If you neglect these social interactions this affects your life
- You cannot be deprived of social interactions
- Social contact and interactions are essential

### **Socialization and cultural diversity**

- Pattern change, evolve and are diverse
- At birth, all kids move the same and act the same
  - ◆ Cultural aspects have an impact on how they will evolve, think, perceive, talk and act
  - ◆ Ex: Netsilik people
    - Children are put on the back of the mom from birth - 3 years old
    - Kids can see the things the mom does during the day
    - Small sense of space that comes from the 3 years of being on the back
    - This kid will perceive things differently because of this
- As early as 3-4 months infants acquire some behaviours that conforms to the own culture
- In the USA, kids are introduced to bottles, toys, verbal interactions and are very individualistic
- In the Japan, kids sleep in beds with their parents, breastfed, physical interactions are important and are very based on group and community
- Care you have as a kid shapes who you are
- Watch the documentary babies
- Survival depends on other

### **Agents of socialization**

- Persons, groups or institutions that teach us in order to participate in society - what we need to know
- Resocialization - learn the habits somewhere around the world
  - ◆ Family
  - ◆ School
  - ◆ Peer group
  - ◆ Mass media

### **Family**

- First and most important
- Infants see the parents first
- Core institutions
- They are Gods to kids

- They get confirmed by their parents ways
- Learn their identity, values and morales
- Can't get rid of your family
- Kids learn from the the environment that you are brought by
  - ◆ Parents swear, kids will mimic and swear
  - ◆ Parental ways
    - Physical and social interactions are important for the development of a child

### **School**

- Enlarges the social worlds
  - ◆ Diversity (race, gender, ethnicity)
  - ◆ Formal curriculum - manifest
    - Reading, math
- Hidden curriculum
  - ◆ Being on time, competitions
  - ◆ Become patriotic: national anthem, map, geography
    - See us as being the center of the world
    - Shows us organization
    - Evaluated as people perform - 5 years old is hard because you have new rules to follow

### **Social structure**

- A macrosociological perspective - status, roles, duties are imposed by things of their own comfort (with institutions, birth, environment)
- Social structure
  - ◆ Created and changed with social interactions, patterns that exist in a particular group or society
- Social interactions
  - ◆ Process by which people act towards or respond to others
    - Ex: We depend on the prof to teach us, the prof depends on us, he also depends on the university, we all depend on the city of Ottawa (clean the city, the roads in order for us to get to school or anywhere)
    - Mutual dependencies (interactions)
  - ◆ Fonctionnaliste function: Social structure is essential for life. It creates order and stability in life. It may limit us and place us in categories that we don't belong to
  - ◆ Conflict function: Racism, sexism etc make the social structures in society

## **Components of social structure**

- Status, roles, groups, social institutions

### **Status**

- Something that is recognized by others
- It guides us
  - ◆ Ex: A new university student gains a new status when they start uni
- Identifies the status between others
- A status could be a rapist or even a pope
- The uni student has a lot of different status like she is a daughter, irish etc.

### **Status set**

- Combination of all your status
- You will act differently with your parents than with your friends

### **Ascribed status**

- Irish, female, race = from birth (cant change)
- You can hide your ethnicity, but it will always be with you. The social cost could be enormous and socially and psychologically expensive

### **Achieved status**

- Something you achieve
- Effort and hard work - you can make it if you try and persevere

### **Master status**

- Dominant over all others, it is important to determine your status and the one of the people around you
- Ex: Rich, poor, even gender and race
- Ex: Woman = family status like daughter, mom, spouse, grandmother (old time)  
Male = occupation status
- Society today judges you on your status of what you are today and not really the one of your past. But in the case of Justin Trudeau he would not have been prime minister if his dad wasn't one before him
- **Stigmatized master status**
  - ◆ Muslims in the USA and CAN after 911 has not a good status, they don't see past you religion and who you really are. Reduce you to your religion and that's it
  - ◆ Person in wheelchair = you see the wheelchair and not the person in it

### **Status symbols**

- Material signs that shows people their status

### **Role**

- Dynamic part of status, you play a role

### **Role set**

- Roles set to a particular status

### **Role expectation**

- Expected to portray a certain role, expect a prof to teach you, office hours, marks you fairly. Prof expects you to come to class.
- Roles are mutually defined, link us to people

### **Role performances**

#### **Role ambiguity**

- Roles are unclear, not specified, lives at home, eats parents food, they do not pay rent so what role do they play?

#### **Role conflict (among status)**

- Exam at the same time as work = conflict (study or party?)

#### **Role overload**

- Doing too much and don't have time to do it all. Total number of statuses and role sets overwhelm all activity

#### **Role strain**

- Student = do well but don't make your friends look bad

#### **Role distancing**

- Does not see a future with her boyfriend so they start to distancing themselves

#### **Role exit**

- When people disengage from their roles
- Change of identity
- Resolve (one solution) to fix your problems like role strains

#### **Solution**

- Change your priorities (established)
- Create public awareness - tell people what you are going through
- Assisted suicide
- Laws are being changed because of social awareness

#### **Social interactions**

- Macrosociological perspective - face on face interactions

#### **Social construction of reality**

- Shaped (act upon reality as we see it)
  - ◆ Ex: Movie take the money
    - The actor gives the paper to the bank teller that says that he will rob the bank, but instead the teller only thinks that it says I have a gub not a gun give me the money. Since he was the only one who understood the letters he's the only one who knew he was robbing.
- **Humour** - playing with reality
  - ◆ The saying ; not afraid to die, I just don't want to be there when it happens is funny because it's unconventional
- **Anagram**

- ◆ Ex: Barack Hussein Obama = Bush bakes a macaroni
- ◆ Less contrast and more predictable = not funny

→ **Getting a joke**

- ◆ Understand the two levels of reality to be able to perceive (understand)

**Dramaturgical analysis**

- Study of social interactions that compares everyday life to a theatrical presentation
- Behave differently with what stage you are on - with the customers vs in the kitchen
- Impression management
  - ◆ Give the best impressions possible, efforts to present ourselves
- Face-saving behaviour
  - ◆ Rescue the situation (ex: laughing so much that you fart on a first date and you need to save the situation)

**Nonverbal communication (body language)**

- Transfer of information, not using speech but instead using your body like facial expressions

**Functions**

- Reinforces
- Displays responsiveness
- Establishes relationships in regard of their own liking, status and power
  - ◆ Ex: The Dean is aloud to tap on the back of a prof if he's doing a nice job, but the prof shouldn't tap on the back of the Dean since it's not something socially acceptable
- It can show gendered patterns of dominance like men like to stare a lot
- Gestures = Japan a sign of respect is to bow down to the people

**Personal space and proxemics**

- Varies with cultural backgrounds, age, gender and social class
- Immediate area surrounding a person that this person claims as private
  - ◆ Ex: In 2 hours
  - ◆ Uk couples touch an average of 2 times (noncontact culture)
  - ◆ France couples touch an average of 40-60 times
  - ◆ Italy couples touch an average of 200 times (contact culture)

## Mid term review 2

### Part A - definitions

#### Sample question -

What is the Sapir-Whorf hypothesis? Illustrate 1 example (answer comes from lecture 1 about culture)

Part B - 2 questions and answer 1 question

Topics include:

→ Material and nonmaterial culture + examples

→ Sociological perspectives on the role of the social structure (last lecture)

## Sociology part 3

### Ethnicity 1 (1st class)

- Canada is a country that is multicultural (2018 = 300 000 immigrants to Canada)
- Increase diversity in our country
- Socialization varies from group to group
- Most children by age 4 already has values and start applying them
- Inequalities

### Ethnic differences

- Russell Peters

### Ethnic jokes

- Conventional and unconventional things about the jokes
- Reality construction
- Social function
  - ◆ We can talk about cultural and ethnicities
- Humour and conflict
  - ◆ Putting others down
  - ◆ Making fun of people
  - ◆ Turning the jokes onto oneself
  - ◆ Ethnic jokes = unequal, minorities and prejudice, more sensitive, more behind the joke than just the joke
  - ◆ Put others down (jokes) to feel taller and better elevate ourselves
  - ◆ In our society we joke about Quebec or newfies
  - ◆ Differences and inequalities of all time

### Ethnicity 2 (2nd class)

- Racial and ethnic discrimination
- Ethnic groups have different power
  - ◆ Race vs. ethnicity

### Race

- Discrimination, stigma
- Category of people single out as different. This could be your skin colour
- Socially constructed reality, not a biological one (we are one race = human)

### Ethnic groups

- Descriptive
- Cultural
- Traits
- Things that we are born with

## **Race and ethnic groups are not socially equal**

- How does race and ethnicity play a part in the meanings we give to our interactions with others?
- Can race and ethnicity constitute a master status or stigmatized status?
  - ◆ In the video, he jokes about all of this
  - ◆ Humour = escape from a conventional world
  - ◆ Talk about issues and stereotypes
  - ◆ After 911, the hate crimes against muslims were really high. This is a stigmatized status.
  - ◆ People were burning down temples that were not even muslim
  - ◆ Imply to make specific things for muslims in the USA like special cards for them (40% of the USA said yes) - this compares to when Hitler made Jewish people wear stars

## **First social differentiation - Gender (third class)**

- Most fundamental division
- Child is born and the first question : is it a girl or a boy?
- Friend of mine gets a baby, what's the gender? And their answer is I don't know.
- Some people don't want to burden the infant with a sexe, so not conformed to a certain gender
- We develop a gender identity, you learn how to act like a little girl or boy
- Men are not compelled to wear a skirt or a dress
- Men and women are different genetically
- Men: Strong, work hard, smart, rational, dominant, active
- Woman: Creative, caretaker, emotional, weak
- Are these characteristics natural or cultural?
  - ◆ Social setting
  - ◆ Margaret Mead - gender is a cultural subject
  - ◆ Different gender roles in each one of them
  - ◆ Arapesh - both genders were what USA would consider is feminine, both genders are responsive, co-operative, gentle and sensitive
  - ◆ Mundugumor - selfish, violent, aggressive and power, USA would consider this as manly
  - ◆ Tchambuli - The same gender roles as our culture but reversed
- Culture is key to gender differentiation
- Culture is based on social interactions
  - ◆ Sex: biological and anatomical differences between males and females
  - ◆ Gender: culturally and socially constructed differences between males and females
- Sex: What you have between your legs

- Gender: What you have between your ears
- Sexism: Subordination of one sex over the other (power and domination)

### **Is sociological knowledge gender-neutral?**

- Polygamy: Marriage in which a husband has more than one wife
- Polygyny: Many wives share the same husband (feminist point of view)
- Bias: Attribution of agency - relies on the gender of the observer (to husband or wives)
- Socially unacceptable and it's not practical because you can only enter one name on the paper - revenue canada etc.

### **Gender and occupations**

- Helps to distribute power, understanding inequalities and occupations
- Still high levels of gender segregation
  - ◆ There's change but still unequal pay in many jobs between genders
  - ◆ Women are stuck with specific professions
  - ◆ More options for men
  - ◆ Gender based inequalities - Female jobs support male jobs
  - ◆ Nurse (girl) - doctors (guy), secretary (girl) - manager (guy), TA (girl) - prof (guy)
  - ◆ 2008 wage gap - dentist men 100% ; woman 65%
  - ◆ Men negotiate, pushy for more \$
  - ◆ Kid is sick - mom stays home
  - ◆ University profs; Men = 100%, Woman = 77% (2008), Men = 200%, Woman = 89% (2016)

### **Gender rituals**

- Rite of passage: Ritual that marks a change in a person's social status
  - ◆ Gain of new social status
  - ◆ Childbirth, puberty, graduation
  - ◆ Bridal shower: Tea, games, celebrating a new chapter in life, gain a new social status
  - ◆ Bachelor party: Strip club, party, drinking, a lot of them go wrong (drunk ideas), they go crazy!, the last time they are truly free, loss of a values status

### **Couples touching each other**

- Puerto Ricans: 180 times a day
- French: 110 times a day
- Americans: 2 times
- English: none

## **Families, marriage and intimate relationship (4th class)**

### **Family**

- Most important agent of socialization

### **Social institution**

- Helps meet the basic needs of society, functions, religion, education, etc.

### **Family: helps distinguish groups and institutions**

- Standardize parts of families
- Relationships, status, norms (Canadian families)
- Typical canadian family - dad, mom, boy, girl, dog
- Now diversity, complexity, blended, separated, some same sex marriage, monoparental families

### **What is family?**

- Not just mom and dad because we have now different families
  - ◆ Monoparental families
  - ◆ Extended families in one house (not only intimate families, immigrants)
  - ◆ Families are not by bond of blood
  - ◆ Cohabitation
  - ◆ Adoption
  - ◆ Technology - egg donor, intravivro, artificial insemination
  - ◆ Biological kids are not chosen by the parents - give birth and stuck with kid
  - ◆ Technology makes people able to choose the sex and customize the traits and characteristics
  - ◆ Not happy with your child, you can just return it

### **What is a family?**

- Relationship in which people live together
- Economic reasons
- Care for the kids
- Form of an identity

### **Marriage**

- Legally and socially arrangement
- Mutual decision between two people
  - ◆ Socially recognized
- Different cultures = different marriage, traditions, customs and rituals
- Material objects embodies symbols and norms (religion)
- Marriage is a rite of passage
- Design of the church embodies this, the aisle
- The aisle = walk down when getting married and carries when you die
- Walk on the stage to get your diplomat
  - ◆ Walk slowly, take your time

- ◆ Symbolizes a rite of passage that represents everything you worked for the last 4 years at university

### **Why do people get married?**

- Benefits - taxes
- Seal your life (love)
- Pressured by peers (woman in the past)
- Sex (more in the past)
- Legal framework
- \$\$\$\$
- Good excuse to leave the house

### **Arranged marriage**

- Bride and groom not meeting before marriage
- Choose from a range of candidates
- Common in Asia (south asian)
- The bachelor - modernised arranged marriage

### **Homework and childcare responsibilities**

- Second shift - woman works @ her job and then comes home to do more work
- Woman's responsibility - cooking, cleaning, take care of the child (things that need to be done)
- Men responsibility - Mow the lawn, oil in the car etc. (things that can wait)

### **Love and intimacy**

- Men and women don't share the same perception about love
  - ◆ Woman = express verbally
  - ◆ Men = express non verbally

### **The end of suburbia - documentary (class 6 and 7)**

- Oil depletion and collapse of the American Dream
- Material culture embodies norms and values
- Discrimination and racism

### **Robert Moses**

- Most powerful city officer in NYC (the lead of the mob)
- Favored highways instead of public transportation
- He made the bridges to get to Long island low bridges (underpass)
- Trucks cant pass = discrimination
- Buses cant pass either so cant go to the beach
  - ◆ Bus users in the past were poor black people
  - ◆ Beaches = only for people who can afford cars to go to the beaches (white people)
  - ◆ The bridges dont look like something racist by looking at it but there's a meaning behind it that Moses intended

### **Past - no oil**

- Candle light
- Horse carriage

### **Today - a lot of oil**

- Fossil fuels for everything (consume it)
  - ◆ Oil, gas, petrol
  - ◆ Production of apple juice = feeding on fossil fuels our generation
  - ◆ Our way of life depends on it

### **Peak oil**

- Point where the max of the oil is reached
- Need to use more energy to extract the rest (lower quality)
- We have matched the peak (1960) and now the oil is declining
- We use too much oil, and we don't have enough
- Price of oil will double

### **Unlimited growth**

- Eventually we have to realize we cannot get that much oil (not unlimited)

### **Sociology and related disciplines of the social sciences (class 8)**

- Sociology = study of dyads (2 people groups) to the entire society, social life and human behaviour

### **Philosophy**

- Not a social science
- Reflexion on life, a quest, questions like - What is knowledge?
- Grand questions of life

### **Differences between sociology and philosophy**

- Sociology = do research
- Philosophy = speculation, internal knowledge, quest of thinking

### **Psychology**

- Science of the soul, emerged as a medical science and focus on the brain
- Meant to be a real science of the brain back then
- Today = perception, personality, mental illness and problems we face

### **Difference between sociology and psychology**

- Sociology = social groups, external factors (social aspects)
- Psychology = Behaviour of individual humans and factors internal so how people adjust and think
- Social psychology = study of individual behaviour in small groups
  - ◆ Ex: Turbulent school children in classrooms
  - ◆ Psychological = The child's personality
  - ◆ Social psychology = environment

- ◆ Sociological explanation = school organization and rules, social characteristics and categories

### **Anthropology**

- Study of the man
- Physical anthropology
  - ◆ Evolution, primates, human biology, they believe that its biological issues but based off of human nature
- Cultural anthropology
  - ◆ Study of societies that our different from us
  - ◆ Understand culture

### **Difference between sociology and anthropology**

- Sociology = Concerned by our modern society
- Anthropology = Instrument of control (before), participant observation (live like them and with them), tribal people
- These differences are mostly outdated today
- Both disciplines are almost the same thing
  - ◆ Isolated tribes are still getting discovered today

### **Related disciplines - part 2**

#### **History**

- Oldest social science
- Study past events, human developments over time
- Importance of historical analysis in sociology
  - ◆ The history of what we are studying
  - ◆ Knowing where our society stands with historical differences

#### **Differences between sociology and history**

- Sociology = patterns of change and social factors that is a transformation for this change. This is more than just one event - sociology connects all the events together
- History = Unique, singular events

#### **Economics**

- Single institution - economics
- Production, distribution, consumption and exchange
- Income and wealth in society
- Why buy a certain good
- Sociology = social construction, impacts of the goods and social interactions
  - ◆ Inequalities, segregation and racism
  - ◆ Does not focus on only one institution

## **Political science**

- Study of politics and government
- Public administration, relations and political parties
- Sociology = not focus on only 1 institution, this field believes that there is more than just power than just gouvernement. Ever single social interactions have power.

## **Each discipline focus on a different feature in social life and society**

### **Sociology of sociology**

- Missing historical voices within sociology
- Terms of shaping the discipline
- Repressing the voices historically of the women that were marginalized

## **See the larger picture, everything works better together, the way we interact with others**

- Other disciplines - single parts
- Sociology - parts that all work together

### **Exam review**

- Definitions
- Short questions
- Filler question

### **Part A**

- Race and ethnicity (2 questions)
- Gender (2 questions)
- Family and Intimate relationships (1 question)

### **Sample question**

What do sociologists mean by the terms racial and ethnic groups? What is the differences between them?

### **Part B**

- Ethnicity (1 question)
- Family and intimate relationships (1 question)
- End of suburbia (1 question)
- Overview of related disciplines (1 question)

### **Sample question**

What are the foreseen societal impacts of Peak Oil as sketched in the End of suburbia ; oil depletion and collapse of the American Dream? Do you agree with this pessimistic prognosis?

- Describe how cheap oil is important in our society and how we are dependant
- Impacts of peak oil

### **Part C**

- Something he only talked about for 5 minutes, fam, marriage and intimate (pics)

