

January 9, 2018

- See course outline.
- Exams will be based mostly on the textbook.
- Look for only peer review journal articles uottawa library website can be used.
- Google scholar is another useful source (but be careful) peer reviewed means scholarly.

HW: figure out how to find a scholarly article.

- Midterm will be 90% multiple choice and 10% short answer.
- Final exam (40%) 80% multiple choice and 20% short essays.
- Short essay (300-500 words) 2 on the final.
- Participation is 10% all in a weekly discussion (informal).

January 11, 2018

- Stick to journals that have sociology in the name (easiest).
- Try to follow the rubric and you will succeed.
- Try to read the first three chapters, they are very helpful for course goals.
- Society is a product of interpersonal interaction.
- Sociology is a term coined by Comte (interesting person).
- Sociology is the study of human social experience, between two, group, or worldwide social level.
- Sociology is conservative (gathering and analysing data in order to understand social aspects of the world).
- It is subversive (evidence to address social problems and give solutions).
- Core skills: critical thinking, research skills, and theorizing skills.
- Base of the core: basically think differently about the world.
- Images can provide meaning using imagination, your mind makes stories.
- The way we understand reality depends on the society we live in.
- Two core arguments: Society is a human product... and all human activity is habitualized (groundwork for institutionalization).
- Humans are social beings and social institutions help to channel our behaviour.
- Humans and their social worlds interact to help produce each other, symbiosis.
- I.e. The world acts on us be we also act on the world.
- Sociological Imagination: coined by C. Wright Mills, link personal issues to greater societal ones.
- "Seeking that which lies behind a given phenomenon" - What is sociology
- 'Neither the life of an individual nor the history of a society can be understood without the other'.
- Examples of personal troubles relating to public issues:

Learn to swing dance: Thursday 7:30pm UCU Agora www.bit.ly/swinguo2019

Week 3, January 16th or so, 2019.

Chapter 5: the beginnings of society.

- Social conditions that were significant in the development of sociology.
- Contributions of sociology's early founders, including Saint-Simon, Comte, and Durkheim.
- Basic sociological concepts, such as 'social facts'.
- Durkheim's approach to the study of sociology and the sociological method.
- The contributions of some early Canadian sociologists.

Development of the sociological discipline

- Six conditions of the 19th and 20th centuries that influence the development of sociology in Europe and North America.
 - Political revolutions
 - The industrial revolution and the rise of capitalism
 - The rise of socialism
 - Urbanization
 - Religion
 - The growth of science

Henri de Saint-Simon

- Claude Henri de Rouvroy, Comte de Saint-Simon (1760-1825)
- Introduced the term 'industrial society' into European social theory.
- He believed that industrialism opened society to a new period of history that would abolish the challenges of feudalism.
- He proposed the term 'social physiology'
- Social physiology: "The notions that society may be studied as if it were an organism, demonstrating growth, order, stability, and pathologies." (p.119)
- Argued that the new industrial society should have economic and political systems working together, and that this society should be organized on scientific principles.

Auguste Comte:

- Isidore Auguste Marie Francois Xavier Comte (1798-1875)
- Coined the term 'sociology'
- Comte proposed 'positivism' (positive philosophy) as a new scientific approach to distinguish scientific knowledge from non-scientific knowledge.
- Developed a model of sociological analysis that was later known as 'functionalism'.
- Functionalism: "A general theoretical orientation to the study of society that focuses on large-scale social structures and their role in maintaining or undermining social stability". (p.122)
- Comte was interested in social reform, and wanted to solve the social problems that arose from the French revolution.
- Comte did not encourage another revolution.
- Believed that sociology was superior to the other sciences.

- According to Comte, sociology would allow for the study of 'social statistics' and 'social dynamics', which were governed by 2 categories of social law:
 - Laws of succession
 - Laws of coexistence

Emile Littre

- Emile Littre (1801-1881) was influenced by the ideas of Comte.
- He founded the first known sociological society in the world: 'Societe de sociologie' (1872-1874).
- He believed that all sociological research should be used to inform society on how to improve and move forwards.
- Littre felt that sociology should inform politics.

Harriet Martineau:

- (1802-1876) is considered to be the first woman sociologist.
- She was educated through self-study
- Spent 2 years in America (1834-1836), which led to the publication of 'Society in America'.
- Some say her studies of American society is much richer than that of Alexis de Tocqueville.
- Credited with 3 main accomplishments:
 - She wrote the first book on sociological methodology ('How to Observe Morals and Manners,' 1838)
 - She completed an insightful analysis of American society ("Society in America," 1837)
 - She condensed and translated into English Comte's Cours de philosophie positive (1853)

Emile Durkheim

- Emile Durkheim (1858-1917) was the first to hold an academic chair in sociology.
- He argued that sociology was 'the science of institutions, their genesis and their functioning' (Durkheim, 1895/1982, p. 45)

Emile Durkheim and Society:

- Argued that society:
 - Is independent of the individuals who are affected by it.
 - Has no material existence.
 - Consists of the external social forces that influence individuals (in addition to their psychological makeup and personal life experiences).
 - Is *sui generis*, and therefore the properties that define society are distinct from other realities (i.e. biology and psychology).

Durkheim and Social Facts:

- Social facts: 'things' that are external to the individual and capable of exercising coercive power over him or her, independent of, and resistant to, the will of any given individual.
- All social facts consist of representations of 'supra-individual' social phenomena.
- Social currents may crystallize to become social facts.

Durkheim and the Sociological method:

- Sociology should focus on discovering and interpreting what is external to the individual.
- Sociology is different from all other sciences.
- Sociological method must be empirical, represent positive science, and have nothing to do which 'philosophy'.
- Sociological method must be objective.

Durkheim and Social Norms and Anomie:

- Social norms: a set of rules governing social interactions. Social norms can be prescriptive (they can tell us what to do) or proscriptive (they can tell us what not to do).
- Anomie: Durkheim's term for the weakening or absence of the usual moral standards governing social life, which allows free rein to destructive (or self-destructing) exercises of will in pursuit of expanding or unrealistic personal goals.

Critiquing Emile Durkheim:

- The organic model of society was losing ground.
- Durkheim was aware that individuals were influential in the development of society, but his explanation of how they influenced society was inadequate.

Beginnings of Canadian Sociology:

- McGill University established the first academic department of sociology in Canada (1924).
- Other Canadian universities began to establish sociology departments in the 1950s and 1960s. (UofT in 1963)
- Sociology in Canada had been influenced by European (British, French, etc) and American Traditions.

Summary:

- George Ritzer identified six social conditions that were instrumental to the development of social theory.
- Early social theorists, including Saint-Simon, Comte, Martineau, and Durkheim were motivated to understand the new social order that was emerging in society.
- Durkheim argued that 'society' should be the focus of sociological study, and can be studied empirically.
- Durkheim argued that 'social facts' influenced the behaviour of individuals in society.
- Sociology as an academic discipline was introduced to Canada in the 1920s.

- Canadian sociologists were influenced by European and American theories, but developed ideas that were focused on Canadian population and issues (i.e. ethnicity, class).

January 23rd, 2019

- Papers due next week (Feb 1st 2019) (Friday next week)
- Paper 2 due March 15th
- Rime Elchamaa, relch058@uottawa.ca (TA contact for me)
- Max 4 double spaced pages for assignment (Not including title page nor references)
- Rubric ideas: Look at brightspace slides
- Focus on journal article and the textbook.
- Submit the journal article as well as the review!!
- Research a journal within your interest.
- www.biblio.uottawa.ca/en
-
- Use scholars portal, looking for directly sociological article.

Chapter 5, The Beginnings of Sociology:

- Social conditions that contributed.
- Contributions of early founders (Saint-Simon, Comte, Durkheim).
- Basic sociological concepts (social facts).
- Durkheim's approach.
- George Ritzer: Six conditions: (Political revolutions, Industrial revolutions, Rise of socialism, Urbanization, Religion, and Scientific development).
- Claude Henri de Rouvroy, Comte de Saint-Simon: introduced 'industrial society'.
- Henri de Saint-Simon: proposed Social Physiology (study it like an organism)
- New industrial society should have economic and political system work together.
- Society should be organized on scientific principles.
- Auguste Comte: coined the term sociology, proposed 'positivism' (approach to distinguish non-scientific from scientific knowledge), developed 'functionalism'.
- Functionalism: Large scale social structures and their role in maintaining or undermining social stability.
- Comte did not encourage another revolution (he wanted to solve social issues that came from the French revolution).
- Comte believed his work (sociology) was superior to other sciences.
- Social statics and social dynamics, governed by 2 categories of social law: (law of succession and coexistence).
- Emile Littré was influenced by Comte's ideas.
- Emile founded the first known sociological society.
- Emile believed that all sociological research should inform society on how to improve and advance.
- Harriet Martineau is considered to be the first woman sociologist.
- Harriet was self taught cause she wasn't allowed education.
- Emile Durkheim was the first to hold an academic chair in Sociology.
- Emile said that sociology was the science of institutions to their functioning.
- Emile argued that society is independent of the individuals who are dependant on it, has no material existence.

- Has no material existence.
- Consists of the external social forces that influence individuals.
- Emile said soc needs to be an individual science (like Bio or Phy).
- Social facts: things that are external to the individual but exercise power over them.
- Social facts are representations of supra-individual social phenomenon.
- Social currents may crystalize to become social fact (Laws).
- Sociology should focus on discovering and interpreting externals to individuals.
- Sociology must have nothing to do with philosophy (is has to be stand-alone).
- Sociological method must be objective.
- Social norms: governing social interactions.
- Anomie: term for the weakening of absence on the usual moral standard governing social life.
- Critique Emile: organic model of society was losing ground, he misexplained how individuals affected society.
- McGill developed the first Sociological Department in Canada.
- Influenced from european and american traditions etc.
- Review Durkime and prep for chapter 6

January 25th, 2019 Class:

Emile Durkheim and Social Facts:

- 'Things' that are external to the individual and capable of exercising coercive power over him/her, independent of, and resistant to, the will of any given individual.
- All social facts consist of representations of 'supra individual' social phenomena.
- Social currents may crystalize to become social facts.

Normal and Pathological Facts:

- 'A social fact is normal, in relation to a given social type at a given phase of its development, when it is present in the average society of that species at the corresponding phase of its evolution'.
- Significant issues regarding analysis of social conflicts, movements, revolutions, etc. -viewed as 'transitional' - 'contemporary conflicts and social problems were simply part of a transitional crisis before the emergence of a more healthy state'.

Karl Marx:

- Marx was influenced by German philosopher Georg Wilhelm Friedrich Hegel.
- Marx disagreed with Hegel's ideas of philosophical idealism.
- Marx proposed the concept of dialectical materialism instead.

Philosophical Idealism and Dialectical Materialism.

- Philosophical idealism: The philosophical position, espoused by Hegel and rejected by Marx, that thought creates reality and that physical things lack 'veritable being' -- that they are, essentially, not real.
- Dialectical Materialism: Marx's term for historical materialism, his theoretical perspective for understanding history, society, and social relations.

Marx and Engles:

- Marx was influenced by Friedrich Engles (1820-1895)
- Engles published the first urban ethnography when he wrote about the negative aspects of capitalist society as experienced by the working class people of Manchester.
- They shared views on the effects of industrialization and capitalism on society.

Historical Materialism

- The term used today to describe Marx's theoretical perspective for understanding history, society, and social relations.
- Marx referred to it as 'dialectical materialism'.
- All societies throughout history can be classified into one of all six economic stages:
 - Primitive communism
 - Ancient societies
 - Feudalism
 - Capitalism
 - Advanced communism

- Asiatic societies

Capitalist mode of Production:

- The mode of production, typically industrial in nature, in which productive property is held privately and used for private gain.
- Marx argued how capitalism will inevitably transition to communism in Capital.

Commodities:

- According to Marx, a commodity was 'an object outside of us, a thing that by its properties satisfies human wants of some sort or another'.
- Two sources of value:
 - Use value
 - Exchange value

Commodity of Labour Power:

- Labour Power:
 - The physical or mental capacity for work that an employee sells to an employer in return for a wage or salary.
- Alienation:
 - A loss of control over, or connection with, some aspect of one's being or activity, especially as a result of the organization of wage labour.

The end of Capitalism:

- Marx argued that capitalism will eventually fall into crisis because of a number of factors, including increased technology that will lead to unemployment and create a 'reserve army of labourers'
 - Workers will eventually band together to overthrow the bourgeoisie.
 - There will be a revolution and a new classless society
 - The state will wither away, and all individuals will be free to achieve their full potential.

The meaning of Dialectics (Ollman)

- 'Reality is more than appearances, and that focusing exclusively on appearances, on the evidence that strikes us immediately and directly, can be extremely misleading'
- 'Dialectics restructures our thinking about reality by replacing the common sense notion of 'thing', something that has a history and had external connection with other things, with notions of 'process', which contains its history and possibly futures, and 'relations', which contains as part of what it is its ties with other relations.'
- Therefore, 'relations' we observe are parts of a whole that must not be abstracted/isolated, which could lead to problematic conclusions.

Critiques of Marx:

- There has yet to be a revolution caused by the proletariat.

- The peasant driven revolutions have not led the state to be 'withered away'
- The national government does not only work in the interest of the bourgeoisie.
- Economic crisis do not necessarily lead to the end of capitalism.
- The state has become a major employer in the important sectors, which means it would be difficult for the state to completely wither away.

Max Weber (1864-1920)

- Born into middle class family in Germany
- Pursued scholarship in diverse areas including: politics, economics, legal history, urbanism, classical studies, music, world religions...
- Weber was influenced by Wilhelm Dilthey (1833-1911) and adapted three of his ideas pertaining to:
 - The scientific study of human behaviour
 - The influence of the subjected meanings of social actors on their actions.
 - The importance of developing abstract concepts (ideal types)
- Weber was also influenced by Heinrich Rickert (1863-1936)
 - Rickert's argument that cultural values are used by social actors to help them navigate the multiplicity of events in reality was significant to Weber's understanding of Verstehen (subjective understanding of human behaviour)

Methodology and investigation in the social sciences:

- According to Weber, social sciences should be made up of four methodological elements.
 - Ideal types
 - Social action
 - Verstehen
 - Values
- Value freedom -- 'experts must separate their personal evaluations from their scientific pronouncements because such value judgments cannot be logically deduced from facts' -- similarity politics must be protected from these experts.

Ideal type:

- A methodological construction that summarizes the essential properties coming to a number of social phenomenon in order to help the sociologist identify and categorize the specific social phenomena she studies.
 - Ideal types can be used to formulate hypotheses

Social action:

- Any human behaviour that has subjective meaning for an acting individual; an action is social action when an individual takes into account the meaning his or her actions will have for others observing them, and orients his or her actions accordingly.
 - Only individuals are capable of social action
 - Social action of individuals are affected by the psychological state of the individual and the external cultural constraints surrounding them.

Rationality and Social Action:

- Weber argued that there were four ideal types of social action:
 - Traditional (or formal)
 - Affectual (or substantive)
 - Value-rational (Westrationalitat)
 - Instrumental (or means-end) rational (Zweckrationalitat).
- These ideal types vary based on degree of rationality

Rationality vs. Rationalization

- Weber used rationality as a trait that was displayed by individual, and which could not be taken out of its social, cultural, historical context.
- The term rationalization was used to describe the process by which nature, society, and individual action are increasingly mastered by an orientation to planning, technical procedure and rational action.

Capitalism and the 'Iron Cage' of Bureaucracy

- Weber argued that it was the Calvinist belief system that was instrumental in the rise of capitalism.
 - Protestant (work) Ethic'
- The bureaucratization of all social action has led to a society that Weber believed was encased in an iron cage of bureaucracy.

Bureaucratic organization as dominant

- Officials' loyalty determined through 'impersonal and functional purposes'
- Bureaucratic organization as a supreme over pre-modern methods of organization - 'purely technical superiority'
- Capitalist market economy 'demands that the official business of public administration be discharged precisely, unambiguously, continuously, and with as much speed as possible.
- 'Objective' discharge of business primarily means a discharge of business according to calculable rules and 'without regard for persons'

Value-Free Sociology:

- Weber recognized that researchers were influenced by their values in how they determined their research.
- Weber argued that researchers should then put these values away while the research process was being conducted.
- Weber did not believe that sociology should be a 'moral science' with specific views of how society should be.

Karl Marx and Max Weber:

- Similarities:

- German sociologists
- Individual actions were constrained in a capitalist society.
- People could a change so that they were not constrained by traditional capitalism.
- Differences:
 - Marx was not concerned with moving Sociology as academic discipline forward, but Weber was.
 - Marx was focused on how social theories should help achieve social revolution, but Weber believed social theory should be about the objective study of society.

January 30, 2019. In Class:

Chapter 7: The Social-interactionist Perspective:

- Society is a product of human social interaction
- Social interactionist perspective
- George Herbert Mead main contributor to social psychology.
- Concept of looking-glass themselves
- Role of I and Me
- Relation between individual and collective memory
- Critical thinking about cross-cultural misunderstanding and differences in meanings.
- Sociological thinking in early 1900s shifted focus from large societal processes to social interactions instead.
- SOCIAL INTERACTION: process by which individuals act, interact and react.
- Herbet Mead:
 - Look on the slide show
- Three basic themes of social interactionism:
 - All meaning removed out of interactions.
 - The 'self' is emergent.
 - Society is emergent and influenced by interactions...

Conversation of Gestures:

- Humans make meaning of their environment through interaction.
- Simplest form of communication is through gestures:
 - Use each other's gestures to adjust our responses.
 - Sign language, baby, interlanguage barriers.

Significant gestures or symbols:

- Gestures/symbols that hold the same meaning for all participants in an interaction.
- Significant gestures are the basis of human interactions.

Mind and Taking the role of the other:

- 'Mind' is not innate.
- As a child gets older, they begin to develop the 'mind'.
- The 'mind' gives them the ability to assume the perspectives of others and to take on the role of others with respect to themselves.
- The 'mind' is the pre-condition or the emergence...

The 'emergent' self

- The self: sense of identity that each individual has.
- Mead says: it comes from social interaction and experience from the relationships experienced through to that point.
- Mead says: people experience themselves indirectly through standpoints of other members of your social group (how they see you).

Elementary selves and the unified self:

- The unified self comes once you figure out who you are.
- Unified self is composed of many different elementary selves
- Different elementary selves are present in different social contexts.

Two phases of the self (I and Me):

- The I: Mead's term for the responses of the person to the attitudes to the others, direct line taken by an individual.
- The Me: Mead's term for the organized set of attitudes obtained of looking backwards, considering what has already transpired, and then evaluating one's response from the standpoint of the expectation of others. Me is only known on reflection.

Stages in development:

- Play stage: child plays by assuming single role since there is little capacity to assume perspectives of others.
- Game stage: child has a specific role to play but not also must assume the other role in order to anticipate their actions.
- Generalized other: A role taken on by the child when he/she assumes the attributes held by members of the community towards his/her or their own.

Mead's society:

- It is not fixed, it changes
- It is the ongoing process of mutual adjustment and readjustment.

Social interactions in action:

- Study done in 2007 about how Iranians make meaning about sexuality in Canada.
- Found that the ways which immigrants make meaning of interactions can create tension and role strain.
- Role Strain: situation occurring where tension among the various roles attached to a status is present or even between the roles attached to different statuses.

Social interaction in action (three characteristics in the approach):

- It treats collective memory as both a process and a product.
- It considers the ways in which collective memories are made effective.
- It determines how collective memories are tangibly manifested and transmitted in the social sphere.

Collective memory of Apartheid:

- 2007 study done about how the museums display influenced how visitors understood the past.
- 18 'agents of memories' interviewed and determined the displays where set so that a certain collective memory were presented.

Summary:

- Social interactionist strive to understand how humans interact, and how interactions impact individuals, groups and societies.
- George Herbert Mead's study of mind, self, society, had significant impact on the study on social interactionism.
- Society is an emerging process and product.

Chapter 9 Social Performance and Interaction Rituals:

Covers:

- Socialization and a lifelong process
- Basic sociological concepts (social status, role, role strain, etc)
- How interaction shape lives
- Theories of Erving Goffman on self presentation
- Social interaction as a performance
- Critical thinking about interaction rituals

- Social Actor: individual who shares the other social actor a common frame of reference.
- Status: culturally defined social position defining a person identity and relationships.
- Ascribed status, achieved status, and master status.

- Social role: behavior performed by someone holding a certain status.
- Role set: all roles attached to a single status
- Role strain: situations that can occur when tension among the various roles attached to a status, or even between roles attached to the status.

Socialization as a Product:

- Erving Goffman (1922-1982) influential in his work on self in social interactions.
- Defined face-to-face interactions as the reciprocal influence of individuals upon one another's actions when in one another's immediate physical presence.

Social interactions as performance:

- Goffman Used dramaturgical metaphor to understand social life.
- Argues social life is like a series of performances given by actors on stage.
- These Performances are meant to present actors as conforming to or exemplifying existing social norms.
- Audience decided whether or not the performance is genuine.

The Dramaturgical Metaphor:

- Front stage: the setting where the social performances meant to be seen take place.
- Backstage: the actions or interactions not intended for the public view that support a public role performance.
- Outside: those areas irrelevant to the performance of a particular social role or to a particular social situation,

- Goffman argued that the backstage is where the performances that are often suppressed on the front stage are allowed to appear.
- Actors work to restrict audience access to the backstage.
- Why? Backstage is someone's personal secret, letting them see it is like opening someone's vulnerabilities as well as ruin the character on stage.

February 1st, 2019 In Class:

Midterm:

- Feb 27
- 75 mins
- Chapters 1,2,3,4,5,6,7,9,10
- 35 MC, 2 short answers, 38 marks total.
- Always start with the class notes, then the textbook

Teams:

- Goffman believed that a performance or social interaction consisted of more than an individual, making up a 'team'.
- A team is a set of individuals who work together in a single performance, where each individual is reliant on the other team members.
- Individuals play many roles on many different teams, and their level of commitment to each role may vary.
 - Goffman referred to this as role distance.

Facework and facesaving interchanges:

- According to Goffman, a face 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 of himself
- When individuals work to ensure their behaviors are consistent with the 'face', it is referred to as 'face work'.

Interaction rituals:

- 4 characteristics or interaction rituals:
 - 2+ people present.
 - Clear boundaries between outsiders and insiders.
 - Attention of all participants is focused on a common objective.
 - Participants share a common emotional experience/set of feelings.
- Ex. Bridal Shower:
 - Serve as markers of a woman's unmarried status changing.
 - Very structured with expectations about gifts, activities, and timetables.
 - There are roles and expectations for the actors to perform these roles.

Summary:

- The work of Erving Goffman demonstrates that socialization can occur through face-to-face interactions.
- Goffman used the metaphor of dramaturgy to demonstrate how the everyday behaviours of a social actor are like dramatic performances that are presented to an audience.
- Interaction rituals are an important part of life.

February 6, 2019 In Class:

- Midterm, Feb 27th
- Content from chapters (1,2,3,5,6,7,9,10)
- 35 MC, 2 SA

Culture:

- generally , all socially transmitted social practices and knowledge systems, including language, beliefs, values, material objects, and know-how, that are transmitted from one generation to the next and that enable humans to adapt to and thrive in a given environment.
- Four sociological approaches to culture:
 - Culture as all-pervasive way of life.
 - Culture as a 'tool kit'
 - The 'production-of-culture' perspective
 - Culture and human embodiment

Culture as an all-pervasive way of life:

- Culture can provide a shared set of take-for-granted understandings about our social world and how we must live in it.
 - Culture, for example, can be learning a common language.
- Culture can be made up of both material artifacts, values, and beliefs.

Culture as a 'tool kit'

- This view sees culture as dynamic instead of as a unified system or as an all-pervasive way of life that people are socialized with.
- This perspective believes that individuals can select different aspects of culture to use in the necessary contexts (like a 'tool kit').
- If culture is a tool kit, it can consist of 'symbols, stories, rituals, and world views, which people may use in varying configurations to solve different kinds of problems.'
- In the case that the tool kit consists of conflicting values or worldviews, the individual would select the culture value that is best suited for the situation or context.

The production of cultural perspective:

- This perspective "focuses on how the symbolic elements of culture are shaped by the systems within which they are created, distributed, evaluated, taught, and preserved."
- Focus on the "expressive symbol elements of culture," such as artworks, music, literature, newspaper articles, etc.
- According to this perspective, culture is not static, but is "situational and capable of rapid change."
- Why are "expressive symbol elements of culture" considered "situational and capable of rapid change"?

- Study by Robert Hollands (2004) looked at how Western youth culture as it is expressed in film, TV, music, and sports get taken up and molded into a contemporary Mohawk youth identity.
- Holland found that Mohawk youth have adopted many parts of Western youth culture, and have developed a “hybrid” identity.

Culture and human embodiment

- The ways in which the bodily needs of humans are met vary from culture to culture.
- These bodily needs include:
 - Cleansing
 - Elimination of bodily wastes
 - Eating, etc.
- Death is understood differently across cultures.
- What it means to be dead, and what the process of dying looks like based on cultural values.
- Why do you think that there is no universal understanding of death and dying?

Culture and human embodiment: Memory

- Memory is not just based on biology and psychology, but it is also influenced by culture.
- The development of printing had a major impact on culture.
- According to Hirst and Woolley (1981), there are four reasons for why printing impacts culture.
- Hirst and Woolley (1981)
 - The labour of printing is less extensive than handwriting manuscripts, which allows for more to be produced.
 - Mass education became possible with printing.
 - Prior to printed books, university teachers had to lecture by reading hand copied manuscripts.
 - Prior to printing, stories and poems were written with a mind to the listener rather than the reader.

Summary

- Culture is a sociological concept that encompasses everything that people have, think, and do as members of a given society.
- A common culture facilitates ease of communication among members.
- There are many different cultures, with different social practices, values, norms, and belief systems.
- Sociologists use a number of different perspectives to study culture, including: culture as an all-pervasive way of life; culture as a ‘tool-kit’; production-of-culture perspective; and culture and human embodiment.

Power

- “The probability that one actor in a social relationship will be in a position to carry out his/her will despite resistance, regardless of the basis on which this probability rests”

- Power is relational as “the social actor possesses power only in relation to others”
- Assumed that power is: 1) held by actors; 2) intentionally exercised; 3) necessarily manifest in conflicts; 4) directly observable.

February 8th, 2019 In Class:

CH. 1 and 2:

- Chapter 1:
 - The common core knowledge base of sociology.
 - The core sociological concepts (the sociological imagination, the social construction of reality, and society as a product of human social interaction)
 - The interconnected skill sets of sociologists (thinking skills, research skills, and theorizing skills)
- Chapter 2
 - The difference between critical thinking and common-sense thinking.
 - The historical perspective of critical thinking.
 - The characteristics of a critical thinker.

Chapter 3, Quantitative and Qualitative Research Strategies:

- General factors influencing sociological research.
- The research processes used by sociologists.
- Differences between quantitative and qualitative research strategies.
- Value neutrality and value relevance.

Chapter 5, the beginnings of sociology

- Social conditions that were significant in the development of sociology.
- Contributions of sociology's early founders, including Saint-Simon, Comte, and Durkheim.
- Basic sociological concepts, such as 'social facts'
- Durkheim's approach to the study of sociology and the sociological method.
- The contributions of some early Canadian sociologists.

Chapter 6, Karl Marx and Max Weber

- Social and intellectual influences on the founders of sociological inquiry.
- Sociological thinking of Karl Marx and Max Weber.
- Basic concepts used by Karl Marx in his analysis of capitalist society.
- Max Weber's approach to the study of society.
- The relevance of Karl Marx and Max Weber to sociologists today.
- Role of objectivity in the social sciences.

Chapter 7, the social-interactionist perspective.

- Society as the product of human social interactions.
- social-interactionist perspective.
- Contributions of George Herbert Mead to social psychology.
- The concept of the looking-glass self.
- The stages in the social development of the self.

Chapter 9, social performance and interaction rituals.

- Socialization as a lifelong process.
- Basic sociological concepts, including social status, role, role strain, and achieved and ascribed statuses.
- How social interaction shapes the lives of members of social groups.
- Theories of Erving Goffman on the presentation of self in everyday social interaction.
- Social interactions as a performance.
- Critical thinking about interaction rituals.

Chapter 10: culture

- How sociologists understand culture.
- The complexities of the meaning of culture.
- The different approaches to the study of culture.
- How cultural differences can lead to misunderstandings.
- Effects of Western media on contemporary Mohawk youth identity.
- The ways that different cultures treat bodily functions and life events.

Culture

- Generally, all socially transmitted social practices and knowledge systems, including language, beliefs, values, material objects, and know-how, that are transmitted from one generation to the next and that enable humans to adapt to and thrive in a given environment.
- Four sociological approaches to culture:
 - Culture and all-pervasive way of life.
 - Culture as a 'tool kit'
 - The 'production-of-culture' perspective
 - Culture and human embodiment.

Culture as an All-pervasive way of life.

- Culture can provide a shared set of taken-for-granted understandings about our social world and how we must live in it.
 - culture, for example, can be learning a common language
- Culture can be made up of both material artifacts, values, and beliefs.

Culture as a 'tool kit'

- This view sees culture as dynamic instead of as a unified system or as an all-pervasive way of life that people are socialized with.
- This perspective believes that individuals can select different aspects of culture to use in the necessary contexts.

The production of culture perspective

- This perspective 'focuses on how symbolic elements of culture are shaped by the systems within which they are created, distributed, evaluated, taught, and preserved.'

- Focus on the 'expressive symbol elements of culture,' such as artworks, music, literature, newspaper articles, etc

Chapter 11: Structure and Agency:

- The concepts of social structure and social agency.
- The structural-functionalist perspective.
- The critiques against structural functionalism.
- Defining characteristics of structuration theory.
- Pierre Bourdieu's theory of social structure and social action.
- Social network analysis.
- Distinguish between bonding social capital and bridging social capital.

Structure and agency:

- Social structure: a core sociological concept used to denote the resilient and enduring systematic pattern that order and constrain social life; these patterns are often considered to be non-negotiable.
- Agency: an individual's capacity for action, inherent in all humans and shaped by a 'specific range of cultural schemas and resources available in a person's particular social milieu.

Structure vs. Agency:

- C. Wright Mills argued the need to account for both social structure and agency.
- Sociologists' perspectives vary with respect to whether agency or structure are more influential.
- Why do you think that some sociologists favour agency while others favor structure to explain society?

Structural Functionalism:

- A theoretical paradigm that views society as a *lergae*, living organism made up of a number of different but interrelated structures that function together to contribute to a society's survival.
- The structures of society (institutions, cultures, beliefs) all contribute to the overall functioning of society.

Key concepts of structural functionalism:

- Structure:
 - Any regular social patterns of conduct.
- Function:
 - What any given structure contributes to the operation of society.
- System:
 - The relatively stable interaction between two or more persons, or two or more structures.

- System need:
 - Whatever must take place to permit the system to maintain itself.

Tenets of American Structural Functionalism:

- Societies are whole systems made up of interrelated parts.
- Each element or part that makes up the whole system is indispensable to that society.
- Despite the first two points, the integration of all elements of a system into a whole usually less than perfect.
- Deviance and other dysfunctional forms of adaptation put strain on existing social structures.
- Social change is always adaptive and gradual.
- Social integration is achieved when individual members of a society share common values.

Parsons and Structural Functionalism:

- Talcott Parsons (1902-1979) played a significant role in the development and perpetuation of structuralism from the 1930s into the 1950s.
- He was influenced heavily by Durkheim and Weber.
- He valued order and stability and believed that moral values could help keep society together.

Challenging structural functionalism:

- Critiques:
 - Structural functionalism over-emphasized social order and stability, without meaningful examination of social conflict and social order.
 - Was reflective of dominant capitalist American values without recognition of the power imbalance in society.

Structure and Agency in Action:

- Study by Lave, Murtaugh, and de la Rocha (1984) wanted to understand how 'objective' social structures impacted 'subjective' experiences (agency) of individuals in social situations.
 - They examined shoppers in the supermarket to study this.
- They found that while the supermarket can affect the individual, the individual shopper has little impact on the supermarket.

Theory of structuration:

- Theory proposed by Anthony Giddens.
- A theory that views social structure and agency as two elements in a single, ongoing process of dynamic interplay, in which social structures shape the actions of individuals, while the actions of individuals reproduce or change social structures.
- Giddens believed that while social structures impact the behaviours of individuals, the behavior of individuals can also impact social structures.

- While Giddens argues that individuals do have the power to change social structures, he has been critiqued for not adequately addressing the question of when individuals cause change in social structures and when they reinforce existing social patterns.

Pierre Bourdieu:

- Pierre Bourdieu (1930-2002) was a French sociologist and philosopher.
- Bourdieu proposed the concept of 'habitus' to help understand human social behaviour.
- Habitus: the intentional but, nonetheless, socially constrained disposition of an individual social actor to act a certain way and to make a certain kind of sense of the social world.

Habitus:

- Bourdieu believed that everyone who is exposed to a similar set of 'opportunities and necessities' tend to develop a similar habitus.
- therefore, people in shared social positions will develop similar ways of viewing their social setting.
 - These individuals are not identical, since people do have some agency, but generally, these individuals act in common ways.
- Bourdieu believed that the dispositions and beliefs that make up the habitus means that we act in ways that allow for the reproduction of social structures.
- Can you think of examples to illustrate Bourdieu's concept of the 'habitus'?

Social Network Analysis:

- Social network analysis: 'A mathematical method used by sociologists for describing the patterns of social relations among and between individuals, groups, or other social collectives.'
- Social Network: 'A set of individuals or 'nodes' (technically called 'vertices') and the links between them'
- These ideas emerged from the work of Georg Simmel (1858-1918)
- According to the **social network analysis** perspective, individual behaviour must be explained with reference to the networks of social relations that link actors or nodes.
- Therefore, it is the relations among the nodes of a network that provide the units of analysis and observation, rather than the individual social actors or attributes.

Social Capital:

- Social capital was conceptualized by Pierre Bourdieu.
 - Resources developed over time through trust and through the norms of reciprocity among members of any given social network; used as a concept by sociologists to help them understand the role of social ties between members of the social network, especially as those ties affect the quality of life of the network members.
- There are two types of social capital:
 - Bonding social capital: social capital that reflects relations within a social network.

- Bridging social capital: social capital that is based on weak ties among network members and is better suited to providing access to external resources and information than it is to providing emotional support.

Social Networks of Elderly Canadians:

- A study done by Keating and Dosman (2009) examined how the families and friends of elderly Canadians provide them with care.
 - They found that there were six care network types among the population: the lone spouse; children at home; spouse and children; close kin and friends; older diverse; and younger diverse.
 - They found that the access to formal care and resources were strongly influenced by the level of closeness in the relationships.

Summary:

- Social structure and social agency are two core sociological concepts.
- Sociologists vary in terms of how they understand the relationships (and importance) of social structure and agency.
- Structural functionalism argues that society is like a biological organism and places emphasis on social structure.
- Anthony Giddens' theory of structuration united social structure and agency into a single, ongoing, dynamic interplay between the two elements.
- Pierre Bourdieu introduces the concepts of habitus and social capital, which have impacted the understanding of human social action, as well as social networks.

March 1st, 2019. In Class:

Structure and Agency:

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- Can you think of examples to illustrate Bourdieu's concept of habitus?

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Chapter 12, social inequality, stratification and class:

Topics covered:

- Social inequality in Canada.
- Issues of social stratification and social status.
- Poverty and wealth inequality.
- Comparison of Marx's and Weber's approaches to social class.
- Class identity and the transformation of the identity.
- The works on social class of Pierre Bourdieu, Erik Olin Wright, and Peter Kaufman.
- Understanding four types of capital: economic, social, cultural, and symbolic.
- The roles of 'field' and 'habitus'.
- Social class as a factor contributing to social inequality.

Social Class and Social inequality:

- Social Class: A concept used by social scientists to designate the stratified distribution of people into hierarchically arranged categories. A social class is a group of people who occupy a similar class position (or category) often designated as upper-, middle-, or lower-class.
- Social Inequality: A concept used by sociologists to describe how certain attributes deemed to be valuable are unevenly distributed across societies, social classes, communities, families, and individuals, and are affected by socio-economic status.

Socioeconomic status and Social Stratification:

- Socioeconomic Status: A composite measure of a person's social standing based on a combination of income, education, and occupational prestige rankings.
- Social Stratification: The system by which members of a given society are organized into hierarchically ranked layers or 'strata'.

Individual Effort or Structural Explanation:

- While some may argue that social inequalities are due to individual efforts and abilities, sociologists argue the importance of looking at social-structural causes.
- Social Structure: A core sociological concept used to denote the resilient, and enduring, systematic patterns that order and constrain social life; these patterns are largely non-negotiable.

Measuring Poverty:

- Absolute Poverty: Being deprived of basic needs, including food, shelter, water and clothing, over a period of time.
- Relative Poverty: Poverty that is defined in the context of a socially determined 'standard of living'.

- Low-income Cut Off (LICO): A set of income thresholds, varying according to community type and family size, used to determine whether a family of specified size and place of residence earns enough to contribute the share of income that the average family devoted to necessities, such as food, shelter, and clothing.

March 6th, 2019. IN Class:

Chapter 12: Social Inequality, Stratification and Class:

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ONE SLIDE HERE

Individual Effort or structural Stratification:

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WORKD THROUGH

Inequality in Canada:

- The top 10% of Canadian earners in 2011 made at least \$80,400.
- The top 1% had a min income of \$191,100
- The top 0.1% made a min of \$2.57 million.
- The average Canadian income is \$38,700.

Top earning Canadians:

- Top 1% predominantly made up of white, middle-aged, married men.
- These individuals typically live in big cities and hold degrees.
- They predominantly work in medicine, dentistry, law, engineering, business and finance, and management.

Low income Canadians:

- Low-income Canadians typically from one of 5 groups:
 - Single parents.
 - Off-reserve Aboriginal people
 - People between the ages of 45-64, and not in families.
 - People with work-limiting disabilities.
 - Recent immigrants.
- Low-income Canadians are also more likely to:
 - Live in the north
 - Recently be laid off
 - Be discriminated by employers.
 - Lack of employable skills.
 - Have limited contact with family members or others who can assist them.
- Note that social network is very important to escape low-income issues.

Wealth Inequality:

- Income alone is insufficient to measure financial well-being; wealth should also be considered.
- Wealth (net worth): total assets less total liabilities, based on marketable assets that are in direct control of families.
- Why do you think that net worth might give a clear picture of financial well-being than income.

Karl Marx and Class:

- Marx believed that class membership was based solely on the social relations that exist between those who own the means of production and those who only own their labour power (their ability to work).
- During the capitalist mode of production, there are two main classes: the bourgeoisie and the proletariat.
 - These classes are in opposition to one another, and according to Marx a proletariat-led revolution will eventually abolish the class system.

Max Weber and Class:

- Like Marx, Weber also believed that classes were derived from the interaction of social actors.
- Weber believed that class membership was not defined by ownership of the means of production (or lack thereof).
- Weber argued the importance of considering class situations instead.

Max Weber: Market and Class Situations:

- Class situations are based on two organizing criteria:
 - Types of market situation: property market and market for services.
 - Possibilities for mobility between class situations.
- Each market situation has corresponding classes: property classes and acquisition classes.
 - Classes are further divided based on level of 'privilege'.

Status vs. Class:

- Status Group: a group of people who are accorded to the same honour or prestige and who often share the same style of life.
- Social class and social group are not synonymous.
 - While social class is a function or market situation and is about the opportunities that an individual has for acquiring possessions, status is about consumption patterns, styles of life and social honour.

Contemporary Social Class:

- Contemporary sociologists argue that the class system is hierarchical and is made up of four class divisions:
 - Upper class
 - Middle class
 - Working class
 - Under class

Peter Kaufman and Class:

- Transformation of Class integrity:
 - The process whereby a social actor alters her ascribed status in order to achieve a status different from the one she has acquired from her parents.
- Kaufman studied this process and found that in order to achieve a new class identity, individuals have to be accepted as members of the new social class, and they must actively work to construct a new social identity through a resocialization process.

Pierre Bourdieu and Class:

- Bourdieu argued that social class was formed through an interplay of agency and structure, and were influenced by three core concepts.
 - Capital: Economic, cultural, social, symbolic.
 - Field: Local social world of social actor.
 - Habitus: System of durable, transposable dispositions.

Summary:

- Class processes as identified by social theorists like Marx and Weber continue to play significant roles in shaping inequality in Canada.

- Contemporary theorists of social class agree that class structures are hierarchical (social stratification) in Western industrialized societies.

March 8th, 2019: In Class:

Class Identity and Conflict:

- What kind of bread do you eat?
- Brown vs. white bread:
 - Community divided over supermarket.
- People like us: Social Class in America (1999):
 - <https://uottawa.kanopy.com/video/people-us-0>
 - 14:33-24:00

CH1. The iniquities of inequality:

- To provide a general overview of social inequality in terms of power, privilege, and poverty.
- To point out why separating polite fictions from inconvenient facts informs debates over social inequality.
- To identify how patterns of social inequalities in aboutiul Canada are prone to paradox and controversy.
- To demonstrate Canada's complicity in reinforcing global exploitation.
- To instil awareness of income disparities among Canadians.

Defining Inequality:

- 'Differential access and differential distribution are not mutually exclusive since differential access to values resources generates differential distribution of power, privilege, and property -- and vise versa'.
- Thus, sociology often examines inequality as framed *structural* and *social*.

Introduction: surveying the damage.

- Illusions of a 'caring' and 'kinder' Canada are being whittled away:
 - Erosion of full-time jobs.
 - Ride in part-time, precarious jobs.
 - Rise in self-employment.
 - No real change in median wage since the mid-2000s.
 - Primacy of neoliberalism.
 - Short-term focus on economic growth has plundered the environment and compromised Aboriginal peoples rights.

Paradoxes of inequality in a bountiful Canada:

- Canada is perceived as a generally egalitarian society:
 - Endorsement of liberal universalism, institutional inclusion, multicultural tolerance, and social inequality.
 - Government intervention ensures fwe Canadians are denied the basic physical necessities of food, clothing, and shelter.

- Canada was the first country in the world to constitutionally entrench Aboriginal rights; establish official multiculturalism; and facilitate immigrant admission by disregarding national and racial origins.
- Economic growth trends to disproportionately benefit a small group.
- Patterns of power and privilege in Canada are unequally distributed across the categories of class, gender, race, and aboriginality.
- Aboriginal peoples, racialized minorities, new Canadians, women, the elderly, people with disabilities and single female parents endure pockets of inequality and exclusion.
- Canadian society is organized around market demands and corporate interests at the expense of the public good.
- Enriching the already rich through:
 - Deindustrializing via free-trade and off-shoring.
 - Low wages by deregulating the labour market.
 - Tax benefits for the rich.
 - Cuts in social spending and social program transfers.
 - Off-shoring of corporate profits to avoid Canadian taxation.
- The inequality gap is reinforced through neo-liberal ideologies.
 - Value of the unfettered market to create and distribute wealth.
 - Ideals that elitism must rule.
 - Inequality is necessary.
 - Competition is natural.
 - Greed is good.
 - Losers are inevitable.
- End result of inequality inflation is a 'tri-chotomizing' of Canada into three layers:
 1. One layer growing more prosperous.
 2. Second layer is squeezed by modest income increases.
 3. Third layer appears to be drifting downward.
- John Porter, *The Vertical Mosaic* (1965)
 - Canada's *vertical mosaic* reflects pyramids of privilege that elevate 'pale males' to the top of the socio-economic heap.
 - Many flounder at the bottom.
 - Aboriginal peoples endure grinding levels of poverty and powerlessness.
 - Interplay of historical dependencies.
 - Aggressive colonialism and disenfranchisement.
 - Debilitating levels of underdevelopment.

Debating Social Inequalities:

- Sociology as a discipline emerged with the hopes of explaining social dislocation, which were unleashed by urban-industrial transformations.
- Consider these points of contention between the ideals of equality (however defined) versus the reality of inequality (however measured) that elicits debate over the concept of social inequality and the inequalities of exclusion.

1. How much social inequality is tolerable?
2. Why is social inequality perceived to be a social problem?
3. Who is to blame?
4. How is inequality structured across space?
5. Is income inequality justified?
6. How are the politics of inequality played out within and between groups?
7. How can social inequality be analyzed?
8. How and why does inequality matter?
9. What would a society based on perfect equality look like?

Social Inequalities as Socially Structured?

- Most sociology begins with the assumption that there is nothing natural or inherently normal about society or its components.
- Two inequality implications:
 1. Any social construction will reflect, reinforce, and advance the interests and realities of those who create, own, and control those conventions.
 2. A racialized, gendered, and classed society is inherently unequal.

The Universality of Social Inequality:

- All human societies are informed by the inequalities of exclusion, although the expression is relative to time and place.
- All human groups make distinctions between women and men as well as younger and older; assign a corresponding division of labour based on gender and age; and devalue the activities of these on the wrong side of the status divide.
- This devaluation becomes lodged in the founding assumptions and foundational principles of a society's constitutional order.

Normalizing Inequality:

- Patterns of inequality are inherent in most if not all human relationships, from the interpersonal to the intergroup, from the institutional to the national.

Social Inequalities as Problematic:

- Social inequality is seen as a social problem linked to exclusion outcomes.
- Normative and ethical issues are raised since equality constitutes a core democratic value.

Reframing Inequality as Social Exclusion:

- Income remains one of the better predictors of life satisfaction, social inclusion, and societal cohesion.
- Social inequality and social exclusion are a mutually reinforcing process.

Inequality as interplay of Agency + Structure + Context:

- Inequality is the interplay of structure, context, and agency so that individual responsibility must be situated within a broader context often beyond a person's control.

Multiple Social Location as Intersecting Inequalities:

- Social Location
 - Where people are socially located in society (standpoint) with respect to gender, race, class. Or aboriginality will profoundly influence access to opportunities and outcomes.
- The interplay of race, gender, class, and aboriginality creates interlocking systems of oppression that amplify the exclusion and exploitation of the historically disadvantaged.

Challenging Social Inequality: Reconstructing the Deconstructed:

- Inequality is defended as beneficial to human progress.
- Inequality through neo-liberalism is seen as normal, necessary, and beneficial.
- According to the sociological lens: there is nothing natural about the structural exclusions that inform social inequality.
 - Social inequality is framed as a socially constructed convention created by those in power.

Prioritizing Social Inequality: The Defining Issue of our Time:

- Canadians are rarely encouraged to think of their own experiences in terms of structure or exclusion.
- Majority of Canadians believe that Canada is a country of equal opportunity for all.
- Focus must shift to systematic biases and social exclusions, which are embedded within the political and economic structures of a capitalist society.
- It is about powerlessness in shaping disparities in social capital, material resources, community engagement, valued contributions, and quality-of-life indicators.

March 13th, 2019 In Class:

Chapter 13: Sex and Sexual Orientation:

- The biological basis of sex differences.
- Sex and the gender dimorphism.
- One-sex and two-sex models.
- Understanding intersex individuals.
- Sexual orientation and identity.
- Heteronormativity.
- Distinguishing between heterosexual, homosexual, and bisexual.
- Homophobia.
- Non-heteronormative relations in cross-cultural perspective.

Biological Sex:

- The outcome of the combination of two specialized reproductive cells, called gametes.
- In females, the gamete is the ovum, which carries only an X chromosome; in males, it is the sperm, which can carry either an X or a Y chromosome.

Cognitive Capacities and Behavior:

- Studies have shown that there appears to be a relationship between social gender, social cognition, and brain morphology.
- Ex:
 - Men tend to display more physical aggression than women.
 - Women are better at interpreting nonverbal cues of emotion than men.

Brain Elasticity:

- A concept used by neurologists to explain why experience (i.e. learning) regularly changes brain structure and function.
- Lise Eliot, a neuroscientist, has found that while there are genetic differences between males and females, the chemistry and function of these genes can be altered by early learning and experiences.
- She argues that infant brains are highly malleable, and are affected by parents and peers reinforcing gender stereotypes.

One-sex Model:

- Historically, there was a one-sex model to explain the differences between men and women.
- For example: in 2nd century AD, Roman physician Galen believed that it was the lack of body heat that led to some individuals (women) being unable to expel the male genitalia.
- It was believed until the 18th century that women had the same anatomy as men, but on the interior instead of the exterior.

Two-sex Model:

- During the 18th century, the one-sex model was replaced with the two-sex model.
- This transition occurred as a result of the social reforms of the Enlightenment, in which sex-based differences between men and women were used to justify the prescription of gender roles in society.

Third Sex/Gender: Two-Spirited People in Native North American Societies:

- Not all societies believe that there are only 2 sexes and genders.
- Two Spirited People: A 'third sex' recognized in many aboriginal North American societies. The term is used to indicate a person whose body houses both masculine and feminine spirits.
- Two spirited status is not based on Western ideas of gender and sexual differences alone.

Intersex Individuals:

- Intersex: denoting or affected by any of a variety of conditions in which an individual is born with sexual anatomy that does not clearly conform to typical expectations about male and female anatomy.
- The study of intersex individuals reveals that complex relationship that exists between biological sex, social gender, gender identity, and social behavior.

Transgender/Transsexual Individuals:

- Gender: The sense of being male or female, typically with reference to masculine and feminine social and cultural roles rather than to biological differences; gender is an achieved status.
- Transgender: an individual whose self-identity does not conform unambiguously to conventional notions of male or female gender.
- Transsexual: A person who emotionally and physically feels that he/she belongs to a sex different from the one assigned at birth.

Transsexual and Transgender issues:

- Queer theorists (Judith Butler) have argued that both gender and sexual identity are socially constructed and can therefore be questioned and self-constructed.
- Transgender theorists (Roen) have argued that gender and sexual identity are fluid and exist outside of male/female binary.

Sexual Orientation:

- Heteronormativity: In contemporary common-sense usage, 'normal sexuality' that can be expressed only in terms of sexual practices and orientations that serve to bring together members of the two mutually exclusive categories of male and female, ultimately for the purpose of reproduction.
- Heterosexuality: an expressed preference for a member of the opposite sex as a sexual partner.

- Homosexual: Denoting people who choose partners of the same sex.
- Bisexual: Denoting people who choose partners from either sex.
- Same-sex relations in some societies have been considered a crime and as a 'sin', as it was believed to be deviant behaviour.

Sexual Orientation Causes:

- There have been a number of different explanations for why sexual orientation may differ across individuals.
- While historically, homosexuality may have been considered as a choice, or as an illness, the American Psychological Association has refuted these claims.

Homophobia:

- Fear of or antipathy towards persons with non-heteronormative sexual orientations.
- As of 2013, there were 76 countries that prosecuted people on the grounds of their sexual orientation; in some cases, these individuals face capital punishment.
- In 2008, the UN General Assembly with the support of 66 countries declared their support for the rights of lesbian, gay, bisexual, transgender, and intersex (LGBTI) individuals.

Non-Heteronormative Relations:

- While non-heteronormative relations may not be accepted or supported in some societies, there are others in which these behaviours are encouraged and expected.
 - EX. The Sambia and the Baruya of New Guinea.
- Same-sex marriage has been permitted in 14 countries, as of 2013.
 - Netherlands was the first (2001); Canada was the 4th (2005).

Summary:

- The understanding of sex, sexual dimorphism, and sexual orientation is based on a complex interaction between biological, psychological, social, political, cultural, and historical factors.
- There is a diversity of attitudes towards human sexuality and practices, including sexual identity and orientation.
- These attitudes often differ based on the values of each society.

March 15th, In Class

Ch.14 Gender Difference and Inequality:

- Distinction between social gender and biological sex.
- Gender inequality and gender stratification in Canada.
- Feminist contribution to the study of gender relations.
- 'Doing Gender'.
- 'Gender Revolution' and women's struggles for political representation.
- Sex: Either of the 2 main categories (male and female) into which human are divided on the bases of their reproductive functions; sex is an ascribed status.
- Gender: The sense of being male or female, typically with reference to masculine and feminine social and cultural roles rather than to biological differences; gender is an achieved status.

Gender and Classical Sociology:

- Founding fathers of sociology often focused on men and did not examine gender differences and inequalities except through the lens of biological determinism.
- These sociologists (e.g. Comte, Durkheim) viewed women as being more suitable for domestic life, and as lacking the intelligence or ability to succeed beyond it (e.g. Parsons).

Gender and Feminist Contributions:

- In Canada, women were granted the right to vote in 1918.
- Feminist scholarship appeared in Canada In the 1970s.
- Feminist scholars advocated for equality for women across all areas of life: social economic, judicial, and sexual.
- Feminist scholars believed that existing scholarship promoted the oppression of women and were not as neutral or value-free as proclaimed.
- Feminist scholars argued that while sex may be an ascribed status, gender was an achieved status and was socially constructed.

Gender as 'performance':

- Esther Newton (1972) was among the first to show gender as performance, rather than as a natural result of biological sex.
- Judith Butler (1999) argued that all gender identity is created through sustained social performances.
- Therefore, gender and sexual orientation are not things that people 'are', but rather should be considered as things that people 'do'.

Gender Stereotyping:

- Gender stereotypes: shared cultural hegemonic beliefs about how most people 'typically' view man and women.
- Gender stereotypes are shared cultural beliefs that serve as the 'rules' by which public displays of gender differences are coordinated.

Doing Gender:

- Candace West and Don Zimmerman (1987) suggested that instead of thinking of gender as a set of individual characteristics, we should think of gender as a set of cultural practices.
- Even though people may be assigned to a sex category (male/female), in order to be accepted in society as boy/man or girl/woman, they must 'do gender'.
- Therefore, gender is an achieved status that is actively accomplished through gendered activities.

Gender Stratification:

- Gender stratification: the channeling of men and women into different, usually unequal, life situations.
- Labour force participation rate: Defined by the World Bank as 'the proportion of the population ages 15 and older that is economically active: all people who supply labour for the production of goods and services during specified period.'
- Canadian women are approaching men's labour force participation rates, but there is still gender inequality in a number of areas?
- Inequalities between men and women in labour market include:
 - Women are more likely to work part-time than men.
 - Women are still concentrated in traditional female occupations.
 - Women's average income is less than men's.
 - The gender wage gap was 26% for full-time worker in Ontario (2011).
- While women make up nearly 50% of the workforce, they only occupied 16% of corporate board seats in Canada in 2012.
- The 'glass ceiling' impacts the pace with which women experience career progress, and has a trickle down effect on women in non-management positions.

Unpaid Domestic Work, Child Care and Senior Care:

- Women spend more time than men doing child care at home, unpaid domestic work, and senior care work than men:
 - As of 2010, Canadian women spent 50.1 hours per week on child care, whereas men spent 24.4 hours per week.
 - Women who were the sole wage earners in a couple spent 50.8 hours per week, whereas women in a dual-earner couple spent 49.8 hours per week.

Gender and Politics:

- Between 1916 and 1925, women were enfranchised in all provinces and territories except Quebec (1940) and Northwest Territories (1951).
- With the exception of Saudi Arabia, women have the right to vote and stand in election in all countries that have legislature.
- There are often cultural barriers that restrict women from exercising these rights.

Gender Revolution:

- There have been many major changes in society since the 1960s that have decreased gender inequalities, including:
 - Marriage can now be with someone of same or opposite sex.
 - Women are participating more in labour force, and men are contributing more in domestic chores (but there is still inequality).
 - More Canadians are choosing common-law relationships.

Young Adults Views on the Future of Home and Work:

- Kathleen Gerson (2009) interviewed 120 individuals from the New York metro area between ages of 18-30 to determine their views on gender, home, and work.
 - She found that 'gender flexibility' was often cited by participants as a key ingredient for cohesion, and egalitarian and financially secure homes.
 - However, Gerson also found that young men were still more likely to hold 'neo traditional' views on gender, whereas young women favour 'self-reliance'.

Summary:

- Structural functionalists of the mid-1900s turned to biology to explain the different roles that men and women took within the family.
- Feminist sociologists of the 1960s and 1970s were the first to distinguish between biological sex and social gender as different analytical tools.
- Biological sex is an ascribed status, whereas gender is an achieved status.
- Biological sex does not translate directly into gendered behaviour as our brains and our behaviour are very responsive to being shaped by social interaction.
- Gender stratification and gender inequality are still a part of Canadian society.
- There is inequality in terms of earning, jobs and employment, political participation, and relative amounts contributed to domestic labour--despite the 'gender revolutions'.

March 20th, 2019. In Class:

Chapter 15: Race and Ethnicity in Canada:

- 'Races' and how geneticists explain biologically distinct human groups.
- Generic kinship and social kinship.
- The social construction of multi-racial identity.
- Racism and racialization.
- Distinction between institutional racism and individual racism.
- The privilege of 'whiteness'.
- Ethnicity in Canada.
- Globalization.

Common Ancestry:

- Spencer Wells, a geneticist, found that all humans today shared a common male ancestor who lived in eastern or southern Africa about 60,000 years ago.
 - This means that the difference between Africans and Europeans are only 'skin deep'.
- Olson (2002) has found that any genetic differences between populations in minimal, and all humans are 99.9% genetically similar.

Social Kinship and Genetic Kinship:

- Social kinship:
 - A notion of kinship or family that is shaped by pattern of sociability and a sense of alliance and affiliation that is not strictly determined by the crude definition of shared biological descent.
- Genetic kinship:
 - A notion of family or kinship that is measured through or read from an individual's genetic material.

Race and Racialization:

- Race: A contested term used in everyday understanding to refer to supposedly inherited biological characteristics that distinguish different human populations.
- Racialization: The social and political process by which racial groups are socially constructed based on perceived physical differences related chiefly to ethnicity.

The Eugenics Movement:

- Concerns about physical and mental health of a nation's citizens in the 19th and 20th centuries led to the eugenics movement.
- Eugenics Movement: A social philosophy dedicated to improving human heredity through selective breeding for 'desirable characteristics' in order to preserve and guarantee the competitive strength of the nation as a whole.
- This was popularized by the belief that race was biologically constructed rather than socially constructed as was later found.

The Racialized of Aboriginal Peoples:

- Sannie Tang and Annette Browne (2008) conducted an ethnographic study to determine how 'Aboriginality' as a racialized category intersects with class (and gender) to shape differential experiences of accessing health care.
- They found that the racialization of Aboriginal peoples have affected how they perceive the health care they receive, in which stereotypes of the Aboriginal population (i.e. 'drunk indian') have negatively affected their experiences.

Social Construction of Race:

- The way in which race is defined in census forms can be very indicative of how race and ethnicity are being socially constructed in these societies.
- Census: A complete enumeration of a population in which information is systematically acquired and recorded about all the members of that population. Censuses are usually conducted by the national governments at specific intervals.

The Privilege of 'Whiteness':

- 'Whiteness' especially as a privileged identity, is rarely a concern for those who are white and who think about race as a term applied to 'others'-- minority groups in general.
- Part of the privilege of 'whiteness' means not having to think about race and its role in day-to-day living.
- Example of a fish in water - 'how's the water'?

Prejudice, Stereotype, and Discrimination:

- Prejudice: A generalized pre-judgement about members of an entire group of people.
- Stereotype: A simplified generalization about an entire group or category of people.
- Discrimination: The unequal treatment of an entire category of people arising from negative stereotypes and prejudices.

Racism:

- Racism: A set of beliefs about supposedly inherent characteristics pertaining to different human population, usually involving judgements about the superiority and inferiority of different 'races'.
- Institutional racism: Attitudes and practices that lead to racist outcomes through unquestioned bureaucratic procedures.
- Institutional discrimination: Discriminatory biases built into social institutions.

Race and Racialization:

- Race:
 - Concept no longer recognized as valid.
 - Previously referred to as biologically divisions between human beings based primarily on their skin colour.
- Racialized persons or Communities:
 - Individuals or groups of persons.

- Subjected to differential and/or unequal treatment based on their designation as a member of a particular 'race'.
- People of Colour:
 - Outdated term.
 - Originally intended to be more positive and inclusive of people than the terms 'non-whites' or 'visible minorities'.
 - Used to refer to those who experiences racism.
- Visible Minorities:
 - Outdated term.
 - Primarily used in Canada by Statistics Canada.
 - Referred to a category of persons who are non-caucasian in race or non-white in colour and do not report being indigenous.

What is racism?

- Is an ideology that either directly or indirectly asserts that one group is superior to others.
- Has power to put ideology into practice.
- Gives advantages, privilege, and power to certain groups of people.
- conversely , can disadvantage/limit opportunities of racialized individuals or racialized groups.
- Racism = prejudice + discrimination + power.
- How can we understand the social construction of race as a method to maintain specific power relations in society?
- Which 'forms of racism' is most commonly discussed in the public sphere?

How Racism Operates:

- Individual Racism:
 - Individual discriminatory attitude or behaviour.
 - Motivated by negative evaluation of a person or group of people using a socially constructed concept of race.
- Overt Racism:
 - Is direct, open, and often public (hate crimes and racial slurs).
- Everyday Racism:
 - Operates at an individual level.
 - Occurs in everyday social interaction with people, often very subtle.

How Racism Operates:

- Institutional Racism: Behaviour, policies, or practices that disadvantage racialized persons; can be intentional or unintentional.
- Societal Racism: A framework for those concepts, ideas, images, and institutions that we use to interpret and give meaning to racialized thought.

Individual vs. Institutional Racism:

- Individual Racism: Carmichael and Hamilton's term for the deliberately racist activities and actions by the individual people.
- Carmichael and Hamilton (1967) argued that while institutional racism and institutional discrimination are covert, individual racism is overt.

Globalization:

- Globalization is a complex interplay of social, economic, and environmental processes, including:
 - The growth of international interdependence facilitated by increasingly open global trade policies and international financial institutions.
 - The creation of a global culture through the spread of common experiences -- usually resulting in Westernization of local culture.
 - The creation of close and deeper ties between previously unconnected localities such that local and distant events are co-created.

Ethnicity:

- Ethnicity: the state of belonging to a social group that shares a common cultural heritage that includes language, traditions, foods, values, customs, and religion.
- While race and ethnicity are often conflated, they are not synonymous. Although there is no evidence to support the division of groups of people into distinct biologically differentiated racial categories, the concept of ethnicity can be used to categorize people based on social and cultural practices.

Minorities:

- Minority: any category of people who are set apart as subordinates by members of a majority.
- Members of minority groups are distinguishable from those who are more advantaged -- whether by age, gender, sexual orientation, physical characteristics, or language, cultural practice, religion, etc.
- Visible minority: As defined by the Canadian Employment Equality Act, an identifiable group of people who are non-white and who possess some 'visible' characteristic, may experience discrimination.

Ethnic diversity:

- In 2011, the Canadian Census found that there were over 200 different ethnic or cultural origins amongst respondents.
- Thirteen of these groups had more than one million people: English, French, Scottish, Irish, German, Italian, Chinese, First Nations, Ukrainian, East Indian, Dutch, and Polish.
- According to the Census, over 19% of population identified as visible minority.
- There are major regional differences in the distribution of Canada's visible minorities.
 - EX. 3.3% of the people living in Atlantic Canada are visible minorities, whereas 27.3% of British Columbia's population are visible minorities.
- Approximately 96% of Canada's visible minority population reside in metropolitan areas.

Multiculturalism and Ethnic Diversity:

- Multiculturalism: an official government policy premised on a 'multiplicity of equal cultures' and highlighting the importance of 'cultural and racial diversity' as a 'fundamental characteristic of the Canadian heritage and identity'.
- Despite the multicultural policy in Canada, researchers have found that visible minorities experience discrimination in many areas, including income, job opportunities, and promotions into management positions.

Summary:

- Historically, race was considered a biological construct, but geneticists have shown that this is not true. Contemporary scholars argue that race is socially constructed.
- Sociologists have studied the social, political, and economic, and interpersonal contexts in which racism is practiced, and the institutional structures that support these practices.
- Canadians can experience prejudice, discrimination, and racism (both institutional and individual).
- Race and ethnicity are not interchangeable terms.
- Canada is an ethnically diverse country, with a growing number of visible minorities.
- The visible minority population tends to be concentrated in urban cities.

March 22nd, 2019. In Class:

Race and Ethnicity, II

A Post-Racial Society:

- Black history month.
- Asian heritage month
- Anti-racist: against or opposed to racism.
- National aboriginal history month.
- Tokenism:
 - The practice of including one or a small number of members of a minority group to create the appearance of representation, inclusion, and non-discrimination.

White privilege and Forms of Its Denial:

- Inclusive Language
 - A policy or practice that uses language that includes and reflects the diversity of communities in an accurate and respectful way.
- Racial profiling:
 - Any action undertaken for reasons of safety, security, or public protection that relies on stereotypes to treat a person differently.
 - Most relevant in policing practices, but not limited to the context of criminal justice.
- Racial Harassment:
 - Pattern of behaviour conduct that isolates, humiliates, or intimidates racialized individuals.
- Language-related discrimination:
 - Discrimination that is based on a person's accent or some manner of speech.

Color Blindness:

- Colourblind:
 - The phenomenon that a person is oblivious to race and therefore not racist.
 - Means being blind to the consequences of colour.
- Teacher Jane Elliott:
 - Created 'blue-eyes/brown-eyed exercise' with grade-school children following the assassination of Martin Luther King Jr.
- Colourblind (continued, purpose)
 - To expose the children to the experience of prejudice and discrimination based on a socially constructed hierarchy.
 - Noticing a person's race doesn't make you racist.
- What makes a racist?
 - Adopting attitudes and behaviours that make you believe and act upon the belief that certain characteristics are related to the race you think that person is.

CBC Docs: 'The Skin We're In':

- The Skin We're In: Pulling back the curtain on racism in Canada (2017):
- <https://www.youtube.com/watch?v=msoBTlv1VqM>
- <https://www.cbc.ca/firsthand/episodes/the-skin-were-in>
- <https://www.ryerson.ca/wpc-global/speakers/5-desmond-cole/>

Racialized ('Colour-Coded') Inequalities (Fleras, 2017):

- 2011 National Household Survey indicates racial status remains significant:
 - 19.1 percent of all Canadians identify as members of a racialized group.
 - 2010, median income for racialized groups was \$20,153 compared to \$29,649 for whites.
 - Nearly 15 percent (4.8 million Canadians) lived in poverty; 41 percent of those living in low-income neighbourhoods belonged to a racialized minority group.
 - Unemployment rate in 2011 was 9.9 percent for racialized minorities compared to 7.3 for whites.
- Income differences:
 - Income differentials continue to reveal marked disparities with significant earnings differences between white and racialized; Canadian born and foreign born; recent versus established immigrants; women and men; and Aboriginal peoples and non-Aboriginal populations.
- Un/underemployment:
 - Both labour market participation rates and rates of unemployment expose a persistent and discriminatory gap between racialized minorities and non-racialized Canadians.
- Racialized Poverty:
 - Patterns of poverty are neither colour-blind nor randomly distributed across all Canadians; rather they cluster around certain historically disadvantaged minorities.
 - The 20 poorest groups were non-Europeans, with Somali, Afgan, and Ethiopian groups displaying poverty rates of over 50 percent.
 - Racialized women living in poverty outnumber men (52 percent to 48 percent).
 - 27 percent of racialized persons living in poverty were less than 15 years old and 46 percent under 25 years.

Explaining the Inequalities of Exclusions; Ethnicity versus Critical Race Models, cont'd

- Ethnicity (Blame the Individual) Model:
 - According to the functionalist perspective, a lack of expertise (or credentials) or adjustments accounts for the failure of migrants and minorities to penetrate the market.
 - Ethnocultural deficits are no less a deterrent to minority success.
 - Becoming modern matters: migrants and minorities had to discard their unmodern attachments and assimilate by embracing modernist values.
- The critical Race (blaming the system) model:
 - Race is rigged: racial minorities are at a structural disadvantage.

- New racialized discourses focus on institutional inclusion, removal of racism and discriminatory barriers at structural levels, and eradication of a normative whiteness that underpins a systemic white supremacy.
- A blame-the-system approach to the inequalities of exclusions is consistent with the dynamics of a racialized model.

March 27th, 2019, In Class:

Week 11A: The Internet, Social Media and Social Networking:

- Distinction between the internet, social media, and social networking.
- How social media allows people to gather and share information.
- Implications of social media for social interaction, social networking, and community.
- Social media trends and behaviours.
- Relationship between social networking sites and news consumption.
- Distinction between 'mediated' and 'co-present' social interaction rituals.
- Privacy and social networking.

The Internet and the Web:

- Internet:
 - As defined by DiMaggio et al. (2001), 'the electronic network of networks that links people and information through computers and other digital devices allowing (mediated) person-to-person communication and information retrieval'.
- World Wide Web:
 - A system of internet servers that allows specially formatted documents, graphics, video, and audio files to be connected to each other and accessing using a Web browser.

Social Media:

- Social Media:
 - Shorthand term used to refer to a variety of internet-based applications that allow for the creation and exchange of 'user-generated' information.
- Social Networking:
 - The activity of building and maintaining networks of connections with friends and others who share common interests and activities via social networking websites.

Social Media Trends and Behaviours:

- The most frequently visited types of websites by global citizens:
 - Search engines: 74%
 - User generated or upload sites (e.g. YouTube): 44%
 - News and info sites: 42%
 - Weather sites: 39%
 - Shopping sites: 35%

Characteristics of Social Media Users:

- Those under 35 years are most likely to share content on social media (81%).
- Women (74%) were more likely to share than men.
- Those with higher levels of education (74%) were more likely to share than those with medium levels of education (70%).

- Those with high income (73%) were more likely to share than those with low incomes (69%).

Social Media:

- Sociologists believe social media consists of these parts:
 - The information infrastructure and tools (applications/services) used to produce and distribute content.
 - The content that takes the digital form of personal messages, news, ideas, and cultural practice.
 - The people, organizations, and industries that produce and consume digital content.

Social Media, Data Collection, and the Creation of Collective Intelligence:

- While originally the main media of mass communication (newspapers, radio, television) were unidirectional, in which the information product were in the hands of a few, current advances in mass media has allowed mass communication into the hands of the many (e.g., through Facebook, YouTube, etc).
- Therefore, individuals can now directly contribute to the world's knowledge database.

Social Media and Social Protest:

- Social media have turned a growing number of people into field research who can report on the details of life around them, and therefore open up opportunities to launch and maintain social protests.
- Activists and citizens have used social media to report news, to expose wrongdoing and express opinions.
 - For example: the 2010 Toronto G-20 summit and social protests.

Social Media and Social Influence in Canadian Politics:

- Social media offers new opportunities and challenges to the study of social influence.
 - While people may easily post their beliefs and opinions online, there are challenges to tracking how influential these beliefs are.
- Sociologists have found that political influence can be studied and measured via twitter posts:
 - Ex: study on Canadian politics on Twitter.

Social Networking:

- Websites that allow people to build online social networks through online profiles, blogs, and other shared written, audio, or visual information.

Social Networking Among Canadians:

- According to an Ipsos Reid Survey (2012), it was found that:
 - 62% Canadians have visited or browser an online social network.

- 30% of Canadians visit the site at least once per day.
- Women (37%) are more likely to visit the sites daily than men (24%).
- 41% of Canadians say they communicate more with people online than offline.

Social Networking Sites and News Consumption:

- In a study done by Matsa and Mitchell (2014), it was found that:
 - Half of Facebook users, half of Twitter users, and almost $\frac{2}{3}$ of reddit users get news on those sites.
 - 80% of those who see news on Facebook do so incidentally.
 - Entertainment news tops the list of topics Facebook users report seeing, followed by 'people and events in my community' and sports.

Race, Class, and Social Networking.

- The Internet, according to ethnographer Danah Boyd, is divided by race, as well as education and many other factors.
- She refers to the migration of users from MySpace to Facebook as an example of 'white flight'.
- She argues that social media mirrors what is happening in everyday life and makes social divisions visible.
- She further argues that there is no universal public online, and that people connect to people who think like them.

Social Capital and Social Networking Sites:

- The use of social media can be important in the formation of 'weak ties' which in turn can serve as the foundation for bridging social capital.
- Wellman and colleagues (2001) showed that new forms of bridging social capital and relationship building occurred on social networking sites, which often allows users to maintain larger and more diffuse networks of relationships from which they can potentially draw resources.
- Sarracino and Sabatini (2014) found that due to the 'online networking revolution' internet use is more likely to support -- rather than destroy -- sociability and face-to-face interactions.
- They also found a significant decline in social trust corresponding to a significant rise in hate speech and the possibility of keeping that anonymous.

Mediated and Co-Present Social Interaction Rituals:

- Interaction ritual:
 - An event in which participants focus on a common objective or activity and share a common emotional experience or set of feelings.
- Mediated social interactions have become a routine part of daily communication with the increase use of mobile telephones and the internet.

Privacy and Social Networking:

- The use of social networking has drawn increased attention to issues of privacy and how personal information is shared and protected online.
- Networked publics:
 - Collections of people gathered together by networked technologies for social, cultural, and/or civic purposes.

Summary:

- Interaction rituals permeate all aspects of our daily lives, whether those rituals take place in the co-present or are mediated by some communication device.
- Mediated social interaction (i.e. talking on mobile phone) during a co-present interaction can disrupt this interaction.
- Mediated interactions play an important role in maintaining and strengthening relations between family members and among friends.

March 29th, 2019. Slides:

Week 11b, Digital Democracy

Democracy -- Conceptual Concepts:

- An 'inherently debatable and changeable idea' deserving careful consideration (Arblaster in Cairns and Sears, 2013, p.3).
- An open question, rather than a fixed condition that exists or not.
- J.Laxer (2009) - 'the appetite for democracy arises not from political theory but from the tangible needs of millions of people' (cited in C&S, p.4).
- Traditional notions vs. 'democracy from below' - how can we re-invigorate connections between them?

Democracy in Everyday Life:

- Work, school and everywhere else -- how we engage with our everyday experiences of 'democracy' (or the lack of it) impacts our expectation of electoral politics.
- Challenges in practising democracy in everyday life leads to questions of how to practice it on a larger scale.
- '... it is perhaps right that the question of how and where democracy might be practiced should be solved democratically in the realm of action rather than theoretically in a book' (Cairns & Sears, 2013, p. 48).

Different Perspectives on Voting as Democratic Participation:

- Voting as a 'highly ritualized process' serves as a reminder of the form of democracy we live in.
- On one hand: "... protected by individualized privacy of the voting booth and the high seriousness of the procedures that ensure only eligible voters participate and elections take place in an environment free of influence and coercion.
- OR on the other: "... a reminder of both who is excluded from active democratic participation and the individualized passivity of the act of marketing an 'x' or pulling a lever to select among narrowly constrained choices" (p.73).

Positioning the Public as Consumer:

- "... modern culture may be sold as something that is multi-faceted and that liberalized individual interests, in reality people have little incentive to or lack the ability to engage culture or... to resist the interests of dominant elites" (Stanbridge & Ramos 2012, p.51).
- Question of *who* sells the products rather than *what* they are -- central to understanding power relations.

Manufacturing Consent:

- Edward Herman and Noam Chomsky (1988).

- *Propaganda Model* -- various information 'filters' act as a way to control the information the public consumes.
 - Monopoly.
 - Primacy of profit.
 - Reliance on 'experts'.
 - Use of 'flak' or negative information.
 - Propagation of a national ideology.

A Digital Democracy?

- Broadens the public sphere by involving members of society in socio-political activities that they were unable to participate in previously (Hindman, 2008).
- The argument that an abundant amount of information produced by a diverse citizenry and easily found online, creates 'informed citizens' who can use it to make knowledgeable decisions, both politically and socially.

"Why the revolution will not be tweeted":

- "Where activists were once defined by their causes, they are now defined by their tools." (Gladwell, 2010, p.43).
- Distinction between high-risk, "strong-tie" vs. weak-tie activism - impact on the commitment and motivation for political engagement.
- Example of Mississippi Freedom Summer Project, 1964.

Networks, Relationships, Movements:

- Digitally Networked Public Sphere:
 - Conflation of different types of networks.
 - Simultaneously growing and weakening relationships.
- The 1964 Mississippi Freedom Summer:
 - Informal absorption vs. representation.
 - Extreme shared risk and trust.
 - Gladwell - strong versus weak-tie relationships.

Fake News as the New Yellow Journalism:

- Yellow journalism: Refers to sensationalist and exaggerated news stories that contain little fact or evidence - specific to US newspapers around 1900.
 - Ex. of Pulitzer and Hearst promoting the Spanish-American war of 1898.
- Fake News: Type of the sensationalist 'yellow press' - disinformation, hoaxes, propaganda that is dispersed through traditional broadcast media as well as social media.

Digital Democracy in Canada:

- <https://www.youtube.com/watch?v=S4S0DRj747k>

- CPAC - Outburst: political participation in the digital age:
 - Does social media help democracy?
 - What is digital democracy?