



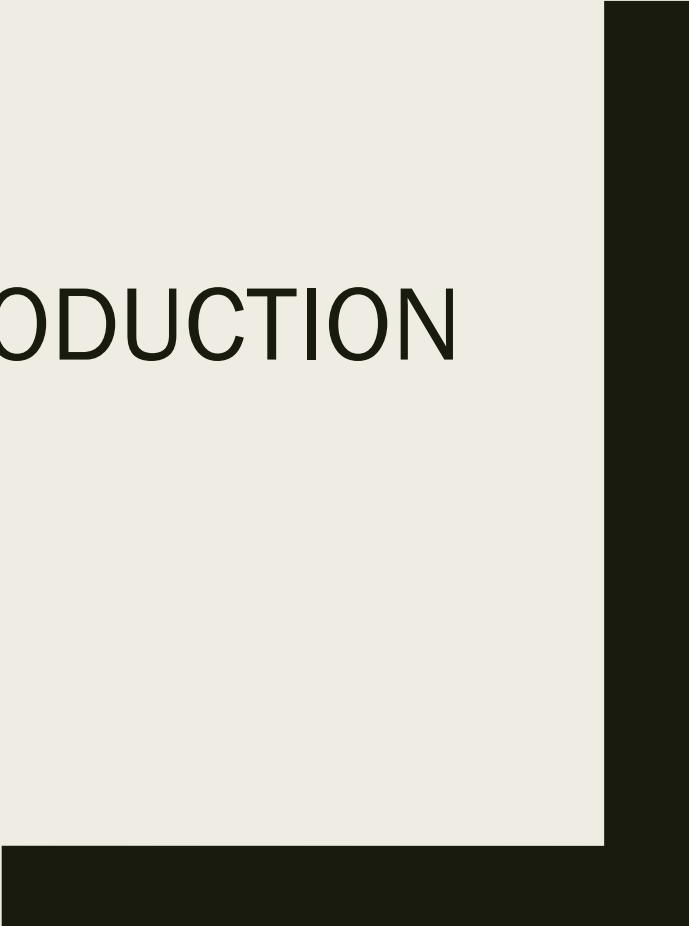
# COURSE ORIENTATION & INTRODUCTION

SOC1101WB: Principles of Sociology

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# Administration

- Class Schedule:
  - *Wednesdays, materials for the week will be uploaded on Brightspace*
  - *Thursdays, office hours / discussion, 3 – 5pm via Zoom*
  
- Brightspace: <https://uottawa.brightspace.com>
  
- Contact:
  - *Individual & group meetings by appointment*

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# Course objectives

- *Developing a sociological lens* – What are the key concepts shared among sociologists? How do we construct a sociological question? How do individual experiences/grievances impact our understanding of society?
- *Critical thinking & research methods* – How do we learn to ‘read the world’ as sociologists? What are the key methods for sociological research?
- *Understanding social theory* – What are the theoretical foundations of sociology as a discipline? How can theory support a better understanding of society and social relations?
- *Key concepts & debates in sociology*
- *Examination of core topics and contemporary research*

# Required materials

- Steckley, John (2020), *Elements of Sociology: A Critical Canadian Introduction, 5<sup>th</sup>Ed.*
  - Available at the Campus Store,  
<https://www.bkstr.com/ottawastore>
  - VitalSource e-book,  
<https://www.vitalsource.com/en-ca/products/elements-of-sociology-john-steckley-v9780190161163>
  
- Online Study Guide from OUP:
  - <https://oup-arc.com/access/steckley-4e-student-resources>
  
- Additional required (and recommended) materials will be available on Brightspace

# Course structure & evaluation

<b>Evaluation format</b>	<b>Weight</b>	<b>Date</b>
<b>Weekly Reflection</b>	15%	Due every Friday, 11:59pm
<b>Midterm exam</b>	30%	Wednesday, May 26 <sup>th</sup>
<b>Critical Analysis Paper</b>	15%	Friday, June 04 <sup>th</sup> , 11:59pm
<b>Final exam</b>	40%	Wed., June 16 <sup>th</sup> , 2pm – 5pm

# Weekly Reflection (15%)

- Weekly reflections on Brightspace (15%)
  - *Due Friday, 11:59pm for the current week's topic*
  - *Week 1, DUE on Friday, May 7<sup>th</sup> , 11:59pm*
- Each summary should be around 300 words in length and include; 1) a brief summary of the material you've selected from the week and 2) a reflection on the materials.
- You are not expected to summarize all of the content covered – please select a topic area that you are interested in exploring for your weekly reflection.
- You may not make-up missed marks, but there will be a Bonus reflection at the end of the term.

# Critical Analysis Paper (15%)

- **DUE on Friday, June 4<sup>th</sup> by 11:59pm**, on Brightspace. Must be in MS Word (.docx) or Adobe Acrobat (.pdf) format
- For this paper, students must select a topic from the course materials to summarize and discuss using at least one additional scholarly source. You are expected to cite the course textbook as well.
- No more than 4 double-spaced pages, must adhere to APA formatting guidelines

# Rubric for Critical Analysis Paper

## Overview of topic & social issue (25 points)

- Clear presentation of the topic using scholarly sources
- Discussion of key concepts and/or theories relevant to the issue

## Literature Review (30 points)

- Summary of literature used to address social issue you have selected – course materials and external source(s)
- Clear discussion of literature in relation course materials/concepts

## Critical Analysis (25 points)

- Clear analysis of the topic using external scholarly sources and course materials
- Effective use of sociological concepts to engage with selected topic.

## Organization, format & clarity (20 points)

- Well-organized presentation of material
- Clearly structured paper following APA guidelines
- Grammar, spelling and word usage
- At least 1 scholarly source outside of course materials
- Does not exceed 4 pages, double-spaced, 12pt font, Times New Roman (not including title page & bibliography)

# Online Examination Procedure

- Midterm and Final Exams are conducted online via Brightspace. It is students' responsibility to ensure that they have the correct software, hardware and internet connection to complete the exam.
- A practice exam will be available to test your computer. **Midterm Exam will be made available on Brightspace from 2pm – 5pm on the day of the examination (May 26)**, and once begun, you must complete it in the timeframe allotted (90 minutes for Midterm Exam).
- For the **Final Exam**, details regarding the timeframe will be available once the date/time are confirmed, the length of the Final Exam will be 3 hours. If you have SASS accommodations, the timeframe will be adjusted as required.
- Please note the deferred exam period and procedure if a deferral is required (see Course Syllabus).

# Midterm exam (30%)

- On Brightspace, Wednesday, May 26<sup>th</sup>
- 90 min. to complete exam once begun (available between 2pm – 5pm)
- Exam will include approximately 90% multiple choice and 10% short answer.

# Final Exam (40%)

- On Brightspace, Wednesday, June 16<sup>th</sup>, 2pm – 5pm
- 180 min. to complete exam once begun (available between 2pm – 5pm)
- Exam will include approximately 90% multiple choice and 10% short answer.

# INTRODUCTION TO SOCIOLOGY

Steckley, 2020

# Introduction to Sociology

- Sociologists notice social patterns
  - *They recognize that our personal experiences are affected by our sex, age, class, ethnicity, “race,” religion, and sexual orientation*
  - *They investigate and challenge the social patterns that other people perceive, for example, that all male nurses are gay (e.g., Meet the Parents [2000] movie)*

# Sociology and Issues

- Sociologists discuss social issues
  - *Sociological research enables us to discuss social issues, such as same-sex marriage, in an informed and critical manner*
  - *It helps us understand how socializing influences shape our opinions*
  - *It allows us to challenge perceptions such as stereotypes*

# Sociology as a Discipline

- Sociology is a social science
  - *Sociology shares common interests with other social sciences such as psychology, anthropology, philosophy, social work, economics, history, and political science*
  - *However, sociology is unique and does distinguish itself from other disciplines through its history, distinct vocabulary, and set of tools*

# Sociology and Related Disciplines

<b>Discipline</b>	<b>Emphasis</b>
<b>anthropology</b>	The comparative study of human societies and cultures and the way they developed.
<b>economics</b>	The production and consumption of wealth, including the distribution of goods and services among individuals and groups.
<b>philosophy</b>	Major thinkers and turns of thought in particular societies, and how they have addressed the major questions of life.
<b>political science</b>	Systems of government and how they serve citizens.
<b>psychology</b>	The human mind, the social and biological influences on it, and its functions, especially those affecting behaviour.
<b>social work</b>	The way our understanding of society and individuals can be applied to improving peoples' well-being.
<b>sociology</b>	The development, structure, and functioning of human society, especially as seen in group interaction, social relations, social institutions, and social structures.

# What Is Sociology?

- Sociology can be defined as the social science that studies the development, structure, and functioning of human society
- Sociology is difficult to define. It is more productive to explain what sociology *does* than what it *is*
- Sociology involves looking for and looking at social patterns in
  - *Social variables (age, gender, “race,” ethnicity, religion, ability, and sexual orientation)*
  - *Social institutions (education, religion, family)*
  - *Social interactions*

# Why Study Sociology?

- It is useful to study sociology to achieve a greater understanding of:
  - *The social world (social practices, attitudes, institutions)*
  - *Yourself (how you relate to social patterns)*
  - *Others in a multicultural and diverse Canada*
  - *Nations and their institutions*

# The Sociological Imagination

- C. Wright Mills coined the term **sociological imagination**.
  - *Society, not the individual is the primary focus*
  - *The sociological imagination allows us to understand individuals' circumstances as shaped by social forces*
  - *The sociological imagination helps us to understand the connections between the political and the personal. In many ways, these are interlinked*

# The Origins of Sociology

- Ibn Khaldûn (1332–1406), an Arab scholar, was the first person to carry out a systematic study of sociological subjects
  - *In his book An Introduction to History, he developed a systematic approach to studying various types of societies and their histories, cultures, and economies*
  - *Khaldûn discovered that as societies become more affluent, they also become more soft and senile and fall into demise*

# The Development of Sociology in Europe

- Sociology emerged as an area of academic interest in France, Germany, and Britain during the 19th century
  - *It developed as a response to dramatic social changes*
    - Industrialization
    - Urbanization
    - Population increases

# Max Weber: A Founder of Modern Sociology

- German sociologist
- Weber described how Protestantism and the religion's values, specifically the **Protestant work ethic** and accumulation of **capital** through thriftiness, led to the development of modern capitalism
- However, there is no sociological evidence that capitalism developed primarily in Protestant countries or that other religions do not display a similar work ethic
- Latin American scholars argue that capitalism is rooted in colonialism and colonial exploitation

# The Spread of Sociology to North America

- Sociology emerged in North America during the late 19th/early 20th century
- North American sociologists sought to understand rapid social changes linked to European immigration
- The University of Chicago's sociology department is one of the oldest in the United States
- In the 1920s and 1930s, the "Chicago School" produced several prominent sociologists, such as Everett C. Hughes, George Herbert Mead, Robert Park, Ruth Cavan, Edwin Sutherland, W.I. Thomas, Florian Znaniecki, and Jane Addams

# The Development of Canadian Sociology

- In Canada, the first sociology department was founded in 1922 by Carl Addington Dawson at McGill University
- At the same time, the sociological tradition of political economy emerged at the University of Toronto
- Sociology didn't become a significant area of study in Canada until the 1960s and 1970s

# The Development of Canadian Sociology, cont'd

- Canadian sociology had a few unique focal points
  - *The relationship between English and French Canada*
  - *The development of the Canadian West*
  - *The relationship between class and ethnicity*
  - *Close collaboration with anthropology*

# Social Class and Ethnicity: John Porter

- John Porter (1921–1979)
  - *Examined the relationship between social class and ethnicity*
  - *Coined the term **vertical mosaic** to describe hierarchical stratification of racial, ethnic, and religious groups due to systemic discrimination*
  - *Porter found that Anglo-Saxon Protestants occupied the top of the hierarchy, followed by French-Canadians while racially marginalized groups concentrate at the bottom of the hierarchy*

# Early Women Sociologists and the Writing of gender in Canada

- Annie Marie MacLean (1870–1934)
  - *First Canadian woman to obtain a PhD in sociology (University of Chicago)*
- Aileen Ross (1902–1995)
  - *First woman hired as a sociologist at a Canadian university (University of Toronto)*
- Helen C. Abell (1917–2005)
  - *Founder of rural sociology in Canada*

# Different Kinds of Sociology

- Sociology as a discipline did not develop uniformly, but diversified into different schools, for example:
  - *Structural functionalism*
  - *Conflict theory*
  - *Symbolic interaction*
  - *Feminist theory*
  - *Postmodern theory*

# Different Kinds of Sociology, cont'd

- Macrosociology

- *Focuses on the “big picture” of society and its institutions*

- E.g., structural functionalism, conflict theory, feminist theory, postmodern theory

- Microsociology

- *Focuses on the plans, motivations, and actions of individuals and small groups*

- E.g., symbolic interactionism

# Structural Functionalism

- Key representatives: Émile Durkheim, Robert K. Merton, and Talcott Parsons
- Uses an organic or biological analogy for society
  - *Identifies the various **structures** of society (e.g., the family), and describes the **functions** the structure performs to maintain the entire social system and produce social cohesion*
- Focuses on explaining social stability over conflict and social change
- This approach has fallen out of favour amongst most practising sociologists

# Durkheim and Social Facts

- Émile Durkheim (1858–1917)
  - *One of the founders of sociology*
  - *Coined the term **social fact***
    - Social facts are patterned ways of acting, thinking, and feeling that exist outside of any one individual but exert social control over people
    - Social facts allow sociologists to examine larger social forms rather than focusing on individuals

# Durkheim and Social Facts, cont'd

- Every social fact has three essential characteristics:
  1. *It was developed prior to and separate from you as an individual*
  2. *It can be seen as a characteristic of a particular group*
  3. *It involves a constraining or coercing force that pushes individuals into acting in a particular way*

# Durkheim and Social Facts, cont'd

- In his book *Suicide* (1897), Durkheim treated suicide as a social fact
  - *Durkheim found that certain groups were more likely to commit suicide: military officers, Protestants, and unmarried people*
  - *He found a correlation between suicide and the degree of connection and commitment of individuals to society*
  - *Those with strong dedication were more likely to commit suicide*
  - *Having a too weak connection to society (integration) could produce suicide as well*

# Merton's Manifest and Latent Functions

- Robert K. Merton (1910–2003) enhanced the functionalist perspective by noting that there are three different types of functions that any structure can produce:
  - ***Manifest Functions: intended and easily recognized***
    - E.g., Religion fulfills spiritual and emotional needs
  - ***Latent Functions: unintended and unrecognized***
    - E.g., Religion creates a support network
  - ***Latent Dysfunctions: unintended and produce socially negative consequences***
    - E.g., Religion provides justification for judging outsiders negatively

# Conflict Theory

- Class divisions are a main source of conflict in all large societies and motor of major socio-historical change
- Conflict theory is based on the four C's
  1. **Conflict:** *exists in all large societies*
  2. **Class:** *has existed in every society*
  3. **Contestation:** *functions can be contested by asking “Who does this function best serve?”*
  4. **Change:** *society either will or should be changed*

# Conflict Theory, cont'd

## ■ Karl Marx (1818–1883)

- *Society is a hierarchy and each group's position in the hierarchy is determined by the group's role in production*
- *Marx saw conflict between the **bourgeoisie** (the capitalists) and the **proletariat** (the workers), which would initiate a socialist revolution that would produce an **egalitarian** society*
- *Marx's insights about class conflict and capitalist production are still valid and conflict theory found new applications in feminist sociology, queer theory, anti-colonialism, and other critical sociology approaches*

# Symbolic Interactionism

- The symbolic interaction approach looks at the meaning (the symbolic part) of the daily social interactions of individuals
- Focuses on individuals and small groups and their everyday practices and interactions

# Symbolic Interactionism, cont'd

- George Herbert Mead (1863–1931)
  - *Examined socialization, the development of the self, and social roles in the context of human interaction*
- Herbert Blumer (1900–1987)
  - *Coined the term **symbolic interaction***
  - *Individuals and groups create and maintain social systems through interaction*

# Symbolic Interactionism, cont'd

- Erving Goffman (1922–1982)
  - *Canadian sociologist*
  - *Coined the term **total institution** (e.g., prisons, boarding schools, concentration camps), which seeks to regulate, control, and manipulate its residents*

# Feminist Theory

- Rooted in conflict theory
- Feminist theories address issues of systematic discrimination against women
- Three main “waves” of feminism
  - *First wave: campaign for civil and political rights*
  - *Second wave: focus on public and private rights*
  - *Third wave: inclusion of LGBTI and racialized individuals*

# Feminist Theory, cont'd

- Mary Wollstonecraft (1759–1797)
  - *One of the first feminist analysts*
- Harriet Martineau (1802–1876)
  - *One of the first sociologists to systematically examine women's roles in society*

# Feminist Theory, cont'd

- Dorothy Smith (b. 1926)
  - *Developed **standpoint** theory out of her own discrimination in the academic community*
  - *Standpoint theory challenges objective analysis*
  - *Knowledge is always developed from a particular standpoint or lived experience*
  - *The everyday experiences and the female standpoint were largely ignored in (sociological) knowledge developed from the male standpoint*

# Postmodern Theory

- Postmodern theory seeks to include a diversity of voices, especially those that are often drowned out by powerful voice of dominant groups (white, heterosexual, middle and upper-class men)

# Postmodern Theory, cont'd

- Michel Foucault (1926–1984)
  - *Discourses* are ways of speaking about some element of reality
  - *Totalitarian discourse* refers to a universal claim about how knowledge is achieved
  - *Archeology of knowledge* refers to the process of examining how individual discourses developed
  - All knowledge is constructed and thus we must ask: How do we know what we know?

# Sociology by Audience

- Sociology as a discipline can also be categorized based on the audience for whom the work is intended:
  - *Professional sociology*
  - *Critical sociology*
  - *Policy sociology*
  - *Public sociology*

# Professional Sociology

- Research designed to generate highly specific information, often with the aim of applying it to a particular problem or intellectual question
- Written in highly technical and specialized language
- Audience: academic and professional readers

# Critical Sociology

- Considered by Michael Burawoy (2004) to be the “conscience of professional sociology”
- Aims to make sure that professional sociologists do not become so lost in esoteric debates that they lose sight of the issues of fundamental importance to the discipline
- Example: Michel Foucault and Dorothy Smith
- Audience: academic and professional readers

# Policy Sociology

- Generates sociological data to be used in the development of social policies, laws, rules or plans
- The three main areas served by this type of sociology are education, health, and social welfare
- Example: Leonard Marsh's *Report on Social Security for Canada*
- Audience: governments and corporations

# Public Sociology

- The role of public sociologists is to make sociology accessible to the public through the use of jargon-free language
- Example: C. Wright Mills
- Audience: those outside of the discipline and the political establishment

# Questions to consider

- How do sociologists' approaches (or standpoints) impact the way that they interpret social issues? How about the audience?
- When you signed up for this class, what was your understanding of sociology and has it changed?

# CH.2: SOCIAL RESEARCH METHODS

Steckley, 2020

# Research methods

- **Research methodology** is the system of methods a researcher uses to gather data on a particular research question
- Research methodology is a contested field in sociology

# Challenging Sociology's Positivist Tradition

- French philosopher August Comte (1798–1857) coined the term **sociology** and Comte's sociology was rooted in **positivism**
- Comte reasoned that the same methods used to study the natural world could be used in the social sciences
- Positivism assumes that researchers are objective
- Comte thus viewed the **outsider** (the researcher) as the expert whose perspective is privileged over the (biased) **insider perspectives** of the research subjects

# Challenging Sociology's Positivist Tradition, cont'd

- Critical sociologists like Dorothy Smith and Michel Foucault challenged the notion of the objective outsider and stressed the unique role of the insider perspective
- Standpoint theory, for example, states that the social location of social scientists creates bias
- The insider **voice** of the subject being studied provides information that comes from their subjective experience
- Objective outsider experts use their privilege to decide over the authenticity of the insider perspective

# Qualitative versus Quantitative Research

- **Qualitative research** is the close examination of characteristics that cannot be counted or measured
  - *E.g., ethnography*
- **Quantitative research** is the close examination of social elements that can be counted or measured, and are therefore used to generate statistics
  - *E.g., surveys, polls*

# Qualitative Research

- Ethnography
- Institutional ethnography
- Case study approach
- Narratives
- Content analysis
- Discourse analysis
- Genealogy

# Ethnography

- **Ethnography** is a research method in which people and their culture are studied through fieldwork
  - ***Participant observation:** observing people and actively participating in their activities to obtain an insider's perspective*
  - ***Semi-structured interviews:** informal, face-to-face interviews*
  - ***Informants:** insiders who help the researcher in becoming accepted by the community and assist with the interpretation of information and behaviour*

# Institutional Ethnography

- **Institutional ethnography**, developed by Dorothy Smith, recognizes that every institution has two sides, each supported by separated data:
  1. ***Ruling interests** are the interests of the organization, particularly its administration, or the interests of those who hold power in society. Written rules and practices (texts) provide the data*
    - Ruling relations are activated when workers follow rules and practices
  2. ***Experiential data** come from informants: anyone who works for the organization, outside of management*

# The Case Study Approach

- **Case studies** is a research design that takes as its subject a single case or a few selected examples of a social entity
  - *The case study approach is often used to identify and describe **best practices**—strategies with a proven history of achieving desired results*

# Narratives

- **Narratives** are the stories people tell about themselves, their situations, and others around them
  - ***Voice** is the expression of a unique viewpoint from a particular social location (influenced by gender, race, ethnicity, sexual orientation, class, etc.)*
  - *Narratives can give voice to people who do not usually get to speak directly in research*
  - *Purest form of the insider view*
  - ***Triangulation** links at least three narratives to examine the same phenomenon*

# Content Analysis

- **Content analysis** involves studying a set of cultural artifacts, (e.g., newspaper articles, ads, or books) or events by systematically counting them and then interpreting the themes they reflect
  - *Data are pre-existing and non-interactive*
  - *For example, feminist approaches seek to reveal the gendered aspects of culture, such as patriarchy and misogyny*
  - *Irving Goffman's Gendered Advertisements (1976) is a classic content analysis of commercial pictures depicting gendered assumptions in print media*

# Discourse Analysis

- **Discourse analysis** is an approach to analyzing a conversation, a speech, or written texts
  - *A **discourse** is a conceptual framework with its own internal logic and underlying assumptions that are generally recognizable*
  - *A **field** comprises all known discourses on a particular cultural concepts, such as masculinity*

# Genealogy

- **Genealogy** seeks to trace the origins and histories of modern discourses
  - *E.g., Edward Said's Orientalism, which is the Western fascination with or romanticization of "exotic" Middle and Far Eastern cultures*

# Quantitative Research

- **Statistics** is a science that, in sociology, involves the use of numbers to map social behaviour and beliefs
- However, many of the topics that sociologists research, (e.g., poverty, abuse, social class) are theoretical in nature and thus difficult to define

# The Median, the Average, and the Mean

- Measures of central tendency

- *Median* represents the number, score, or result that separates the higher half from the lower half of a given data set

- E.g., in the series 6, 8, 10, 11, 14, 16, 18 – 11 is the median

- *Mean (average)* can be found by adding up all the scores and dividing the total by the number of scores you have

- E.g.,  $6+8+10+11+14+16+18=83/7=11.9$

# Using Operational Definitions

- **Operational definitions** transform abstract or theoretical concepts like “poverty” or “middle class” into concrete, observable, measurable, and countable variables
- A **variable** is a concept with measurable traits or characteristics that can vary or change from one person, group, culture, or time to another

# Using Operational Definitions, cont'd

- For example, defining **poverty**
  - ***Absolute poverty***: *anything below the minimum income level needed to secure basic necessities*
    - Measure: Market Basket Measure (MBM)
  - ***Relative poverty***: *defines poverty relative to median or mean household incomes*
    - Measure: low income cut-off (LICO)
- Different poverty definitions lead to different poverty measures and thus different poverty statistics

# Research Surveys and Interpreting Poll Results

- Data generation methods:
  - A *poll* is a quantitative survey designed to measure respondents' attitudes, beliefs, and behaviours
  - **Closed-ended questionnaires** are used to capture respondents' answers to a set of questions with set answer options
- Questionnaires are administered to a **sample**, selected from a larger population

# Variables

- **Independent variable:** has an effect on another variable (the cause)
- **Dependent variable:** is affected by the independent variable (the effect)

# Variables, cont'd

<b>Table 2.4</b>		Independent and Dependent Variables: Three Examples	
<b>Study</b>	<b>Independent Variable</b>		<b>Dependent Variable</b>
opening narrative	Car passes another car	➔	The passed car speeds up.
schoolwork	Middle-class parents take an active role in children's education	➔	Middle-class children achieve better results.
level of support for same-sex unions	Postsecondary education	➔	Higher level of support

# Correlation

- **Correlation** describes the relationship between two variables
- This relationship can take on two forms:
  - ***Direct (or positive) correlation** occurs when the independent and the dependent variables increase or decrease together*
  - ***Inverse (or negative) correlation** occurs when the two variables change in opposing directions*

# Correlation, cont'd

**Table 2.5**

Direct Correlation of Independent and Dependent Variables:  
Three Examples

Independent Variable		Dependent Variable
smoking	➔	rates of lung cancer
education level	➔	(1) income level (2) tolerance for difference (e.g. regarding "race" and ethnicity, sexual orientation, etc.)
parents' income level	➔	likelihood of child becoming a dentist, doctor, or lawyer

# Correlation, cont'd

**Table 2.6**

Inverse Correlation of Independent and Dependent Variables:  
Three Examples

<b>Independent Variable</b>		<b>Dependent Variable</b>
average temperature	➔	average amount of clothes worn
woman's education	➔	number of children she will have
age (of an adult)	➔	support for same-sex marriage

# Spurious Reasoning

- **Correlation:** describes the relationship between two variables
- **Causation:** The attributing of effects to causes
- **Spurious reasoning:** occurs when someone sees correlation and falsely assumes causation
  - *Spurious variable: a third outside factor that influences both correlating variables*

# Critical Thinking and Statistics

- To view statistics critically, we must recognize that all statistics are flawed to some extent
- When examining a statistic we must ask ourselves a number of questions:
  - *Who produced the number?*
  - *How was the number produced?*
  - *What interests does the number serve?*

# Critical Thinking and Statistics, cont'd

- Joel Best, *Damned Lies and Statistics: Untangling Numbers from the Media, Politicians, and Activists* (2001)
  - *Best warns that bad statistics can be used misleadingly to support all political stripes*

# Critical Thinking and Statistics, cont'd

- Linda Tuhiwai Smith in *Decolonizing Methodology: Research and Indigenous Peoples* (1999) argues that “research” is linked to Eurocentric imperialism and colonialism
  - *She argues that Indigenous peoples should be treated with respect and should not be exploited for their “authentic” cultures*
  - *Indigenous peoples should have a say in how they are represented in sociological research*

# Ethics and Research

- Research **ethics** entails demonstrating respect for the research subjects
- All human subjects research must be based on **informed consent** through which participants indicate their understanding and acceptance of research conditions

# Discussion

Imagine that you are about to be interviewed for a research study on Internet use and habits of post-secondary students:

- Do you think you would respond to questions differently if you believe the researcher is very attractive (and unattached)? Why or why not?
- Do you think that you would tell a female researcher something different than you would tell a male researcher? Why or why not?
- How open, honest, and forthcoming would you be answering questions of a “sensitive” nature? (e.g., Do you visit porn sites? If yes, how often?).