 Teacher
Notes Series



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Article # 491

Q Level

SOCIOLOGY

Subject Code 2251

Shahraiz Chishti



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O-Level

Sociology O Level Notes

Article # 491

Features:

- Sufficient for excelling at both Paper 1 and Paper 2.
- Complete course outline, paper pattern with concerned percentages
- Concise yet comprehensive enough to be used as a quick revision guide.
- Important topics discussed in greater detail to cater syllabus requirements.
- Past paper questions after every chapter.

Author:

Shahraiz Chishti

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Preface

The book has been written for students appearing in O-levels and IGCSE Sociology. The text is supposed to be read in conjunction with the course book. As a stand-alone book it will help students understand the course and can be used as an excellent revision guide due to its brief nature.

The book includes questions from Past Papers, which will further augment the student's ability to score high in the examination. A detailed syllabus outline has also been added to ensure that students understand what is expected of them.

About the Author

The Author Mr. Shahraiz Javed Chishti completed his MBA/BBA in Marketing and media with minor in social sciences from LSE and did his O levels from Aitchison College Lahore.

The author has been a renowned teacher of O/A Levels Business, Commerce and Social Sciences. He has not only been a teacher but a debates coach as well. He has coached parliamentary debates and Model United Nations to multiple schools and was also the Co-Coach for the Pakistan team that went to the World Schools debating championship held at Stuttgart Germany. In his university he himself was an excellent public speaker who represented Pakistan in multiple competitions held in Germany, Malaysia, India, Macau, Thailand and Philippines.

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Acknowledgment

Knowledge is not created it is discovered. In this journey of discovery many individuals guide and help you. Therefore I would like to thank my family and friends who have provided constant support.

My teachers and colleagues have greatly augmented my skills as a person and a writer and I would like to show my gratitude by thanking them.

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Syllabus and Paper Pattern

Paper 1 – Total 90 marks and 60%.		Time: 2 hours
Unit 1	Theory and methods	Q1 Compulsory question - 45 marks
Unit 2	Culture identity and socialization	Q2 Choice based question (Attempt either Q2 from Unit 2 or Q3 from Unit 3 – worth 35 marks)
Unit 3	Social Inequality	Q3 Choice based question (Attempt either Q2 from unit 2 or Q3 from unit 3 worth 35 marks)
Paper 2 – Total 70 marks and 40%.		Time: 1 hour and 45 minutes.
Attempt 2 out of 4 questions. One question from each unit.		
Unit 4	Family	Q1 (Attempt two questions from the given four, each worth 35 marks)
Unit 5	Education	Q2 (Attempt two questions from the given four, each worth 35 marks)
Unit 6	Crime, Deviance and social control	Q3 (Attempt two questions from the given four, each worth 35 marks)
Unit 7	Media	Q4 (Attempt two questions from the given four, each worth 35 marks)

Contents

Unit-1: Theory and Methods	4
How do sociologists interpret society?.....	4
How do sociologists study society?	5
Practice Questions related to Theory and Methods	16
Specimen Paper 2016 Paper 1.....	16
May/June 2015-P12, Q2.....	17
May/June 2016-P12, Q1.....	18
Unit-2: Culture, Identity and Socialization	20
Relationship between individual and the society.....	20
Diversity and variation in human behaviour	23
Practice Questions related to Culture, Identity and Socialization	30
May/June 2015-P12, Q2.....	30
May/June 2016-P12, Q3.....	30
Unit-3: Social Stratification	32
What is social stratification?	32
What are the main features of social inequality and how are these created?.....	34
Practice Questions related to Social Stratification	48
May/June 2015-P12, Q2.....	48
May/June 2016-P12, Q3.....	48
Unit-4: Family	52
What are the different types of family	52
How are family roles changing	58
What are the changes affecting the family.....	62
Practice Questions related to Family	65
May/June 2015-P12, Q1.....	65
Specimen Paper 2016-P2	65
May/June 2016-P22, Q3.....	65
Unit-5: Education	68
The Function of Education	68
Practice Questions related to Education	83
Specimen Paper 2016-P2	83
May/June 2015, Q2.....	83

May/June 2016-P22, Q3.....	83
Unit-6: Crime, Deviance and Social Control.....	86
What are crime deviance and social control	86
What are explanations of crime	94
Practice Questions related to Crime, Deviance and Social Control	101
May/June 2015.....	101
Specimen Paper 2016-P2	101
May/June 2016-P22, Q3.....	101
Unit-7: The Media	104
Who controls the media?.....	104
What is the influence of the media?.....	113
Practice Questions related to the Media	121
May/June 2015.....	121
Specimen Paper 2016-P2	121
May/June 2016-P22, Q3.....	121
BIBLIOGRAPHY	123

Unit-1

Theory and Methods

O Level

Sociology

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Topics

- How do sociologists interpret society?
- How do sociologists study society?

Unit-1: Theory and Methods

How do sociologists interpret society?

Intro - What is sociology

- The study of human social life, groups and societies.
- Sociology explores the social factors that shape human behavior and the way that society influences our daily lives.

<p>Structuralism</p> <ul style="list-style-type: none"> • First of the two main approaches towards sociology. • Macro perspective. • Societies are seen as sets of structures in which individuals play different roles – Individuals have little choice. • Emile Durkheim – suicide: not different in countries but different between countries. • In societies with support networks – religion – strong connections leads to lower suicide rates. • Durkheim used positivist's methods. Examples: Correlations and causation. 	<p>Interpretivism</p> <ul style="list-style-type: none"> • Micro level approach in which individual is important. • We grow up in society norms but always have an opportunity to choose from different identities. People own thoughts are important. The meanings individuals give to the society. • What people say about the crime is important. • People make the societies. • Socially available labels: <ul style="list-style-type: none"> – Age, gender, social class, nationality, roles in families such as a parent, religious or political organization.
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Conflict vs. consensus approaches

- Consensus – for equality in society or agreed norms. Status or power: values can be shared on religion for instance. This is a stable form of society.
- Conflict: where values are not shared such as societies with different wealth are unstable.

<p>Functionalism</p> <ul style="list-style-type: none"> • Consensus approach. • Focus on social functions and ask – what keeps the society together? <ul style="list-style-type: none"> – Schools help children run economies. – Families social norms (next generations can learn). – Prison (to keep criminals off the roads). 	<p>Marxism</p> <ul style="list-style-type: none"> • Conflict approach. • Different social classes – bourgeoisie (upper class) and proletariat (working class). • Radical change and equality are required. • Politics and economics as well: <ul style="list-style-type: none"> – Proletariat will be exploited – on wages never paid full wages. – Schools ensure people fail and accept low position in society. – Mass media distracts the 	<p>Feminism</p> <ul style="list-style-type: none"> • Conflict approach. • Patriarchy exists and males are more dominant. • Discrimination for women exists in work, education etc. • Some say feminism is anti men. • Types: <ul style="list-style-type: none"> Liberal feminist: Argue that equality has been reached and that only equality promoting laws are required.
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	<p>society for the main issues such as capitalism.</p>	<ul style="list-style-type: none"> - Radical feminists: societies fundamentally patriarchal - need conflict and radical change. - Marxist feminist: how class and gender work together.
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How do sociologists study society?

What is sociological research?

- The study of human social life, groups and societies.
- Sociology explores the social factors that shape human behavior and the way that society influences our daily lives.
- Sociologists must select and use evidence in a balanced way or other sociologists may criticize the research. They focus on group (rather than individual) behavior and discuss the social influences on human life.

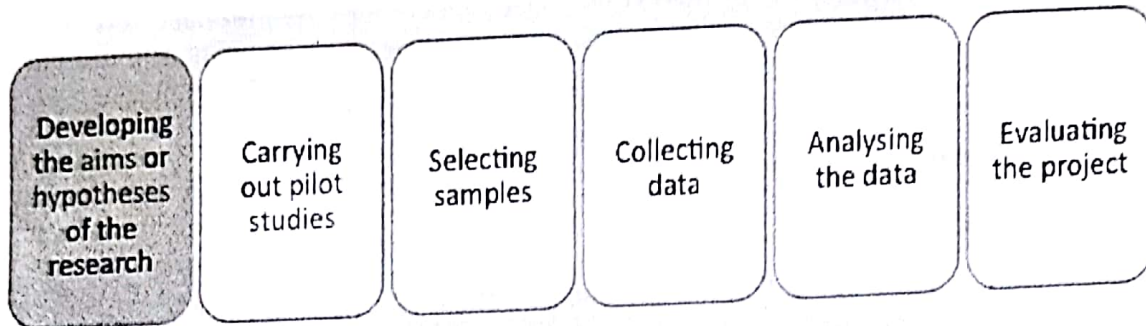
Research Types

- Primary or Secondary.
- Different methods of research exist.
- Important to follow proper procedures – others will question your research.
- Positivism vs. Interpretivism (main two approaches to study the society).

<p><u>Positivism</u></p> <ul style="list-style-type: none"> • Produce quantitative data such as in scientific subjects (chemistry, physics etc.): <ul style="list-style-type: none"> - Quantitative data: facts and numerical values. • Scientists are not guided by values but data. • Bias may exist in values and sampling methods. • Experiments are difficult in sociology and therefore questionnaires and surveys are required for quantitative data. 	<p><u>Interpretivism</u></p> <ul style="list-style-type: none"> • Positivists may be able to describe a social world but interpretivists want to understand why an action is taken. • Example: To understand why crime takes place. • Major differences between positivism and intepretivism. • Positivism: <ul style="list-style-type: none"> - Assumes society has objective social facts. - Support quantitative data. - Use experiments and questionnaires. - What kind of group behaves in a particular way?
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The Research Process



Aims and Hypothesis

Sociologists ask questions about the social world. When they carry out research, they put these questions in the forms of research aims and hypothesis.

Research aim set out what the researcher is planning to investigate and give a clear focus to the study. Budget etc. depends on the Aims.

A hypothesis is a hunch or informed guess. It is usually written as a statement that can be tested and then either supported by the evidence or refuted (proven wrong).

Research Aims or Hypothesis:

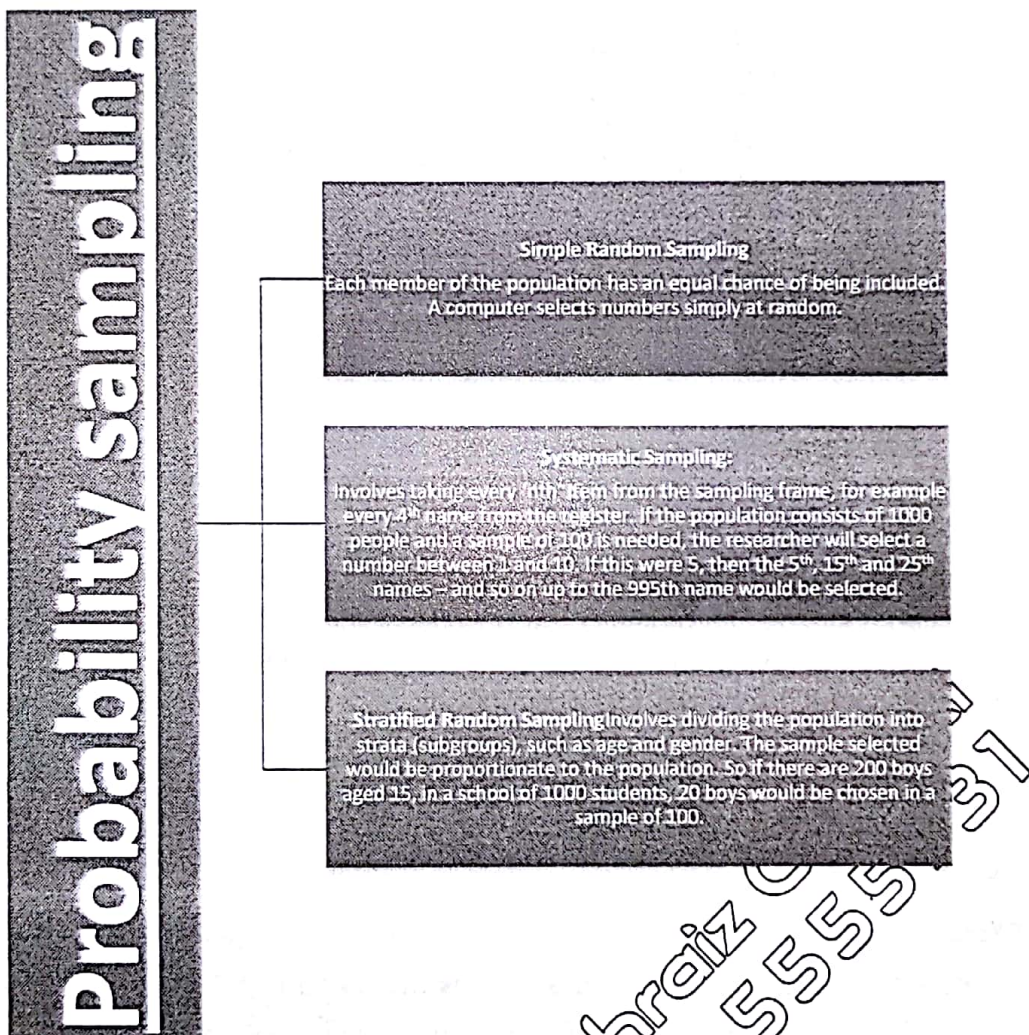
1. The media causes violent behaviour. Hypothesis
2. People have a stereotypical view of women because of the way in which they are represented in the media. Hypothesis
3. To find out and compare the pattern of divorce of white and Asian families in the UK. Aims
4. To find out if the family is still important today and to understand people's experience of different types of family. Aims
5. Prisons do not help to reduce crime. Hypothesis

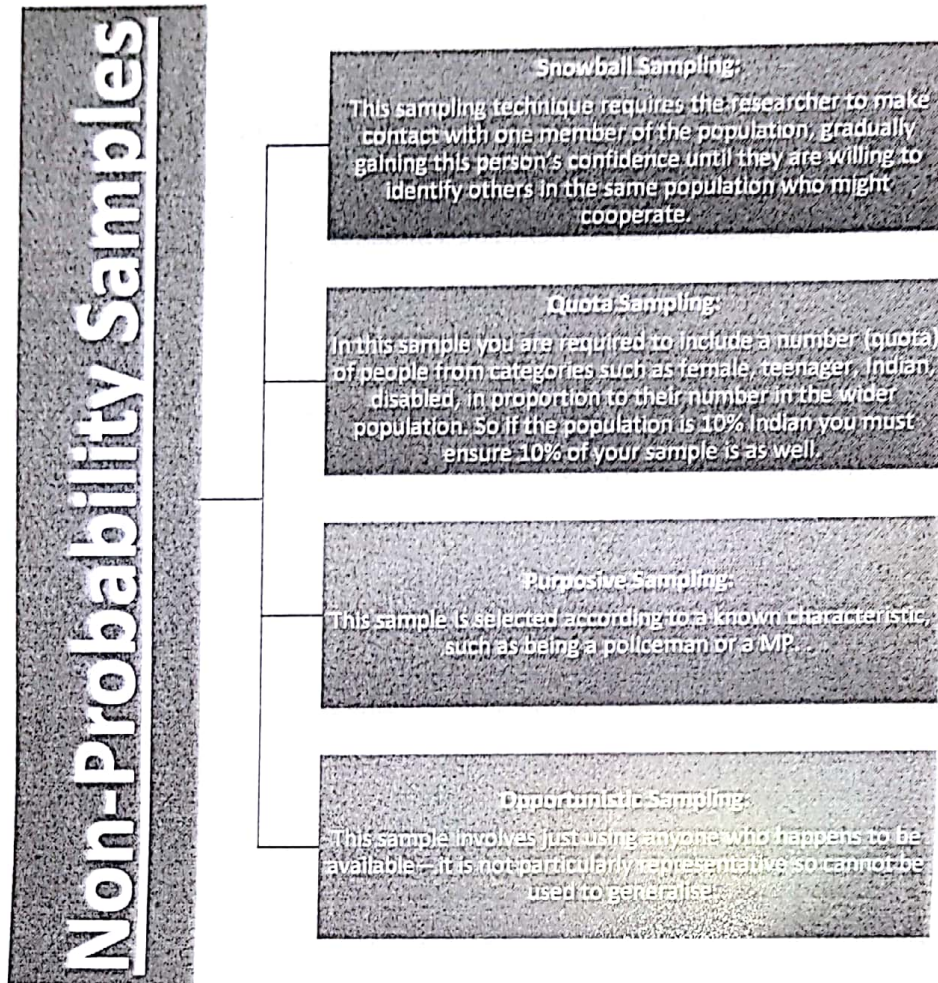
Pilot Studies

- A pilot study is a small-scale trial run carried out before the main research.
- It can save time, money and effort in the long run because the researcher can check whether the chosen research method (interview, questionnaire, etc.) is likely to be useful.

Selecting Samples

- What is a sample? – A sample is a selection of the population used for a study.
- Why use a sample? – Because it's expensive and time consuming to question the whole population.
- How to select a sample? – A sample is selected from a sampling frame. A sampling frame is a list of members of the population, for example, a school register, a list of membership subscriptions or the Royal Mail's list of postcode addresses.
- If the sampling frame is inaccurate it may make the sample unrepresentative (not typical of the general population). An unrepresentative sample does not allow for generalisations. Generalisations are statements and conclusions that apply to the whole population, not just those who have been sampled.





Data Collection

- Once a researcher has carried out a pilot study, made any necessary changes to it and selected a sample, he or she is ready to begin the process of gathering data. Data can be collected by using one or more methods from a range of research methods such as questionnaires, interviews and observations. When data is collected by doing research in the above stated way, it is known as primary data.
- Data Collection.
- The research Process.
- Data Analysis.

Data Evaluation

- Before the research can be published it is evaluated by other experienced sociologists. This form of peer assessment acts as a form of quality control.

Difficulties in research

Ethical issues effecting Research

- Ethical issues are those issues that have a moral dimensions such as harm of distress may be caused to the participant.
- People involved so researcher and respondent should not be harmed.

- Some guidelines:
 - Participant should not be harmed.
 - Informed consent taken.
 - Not invade participant's privacy.
 - Participants should not be deceived.
 - The research should be confidential and anonymous (whenever possible).
- Ethical issues affecting Research.
- Harm – fully aware of the harm – both physical and physiological.
- Informed consent – What is the research? Information needs to be provided about gray areas.
- Invasion of privacy – Does agreement to an interview mean that all questions need to be answered?
- Deception – Respondents should not be deceived.

The main methods used in sociological investigation – Primary research

- Questionnaires
- Interviews
- Experiments
- Case studies
- Longitudinal studies
- Participation observation
- Non participation observation
- Content analysis
- Triangulation

Questionnaires

- Types of Questions:
 - Closed ended: pre coded with limited answer responses available. Example being (yes or no options to answer a question).
 - Advantage is ease of data analysis, disadvantage is not having a required option - (please specify to cure this problem).
 - Scaled question are also available.
 - Open questions: Some times can answer at length. Why people choose. Still can be coded but are more difficult to code compared to close ended.
- Ways of administering questionnaires:
 - **Self-completion questionnaires:** there is no additional guidance from the researcher. Postal questionnaires have the advantage of larger numbers, but researchers can't monitor. It also has a low response rate.
 - **Structured interviews:** the interviewer reads out the questionnaires. The questions are standardized. The advantage is higher response rate and correct question understanding. Disadvantage is of time.
 - Telephonic or face to face is a possibility for conducting the questionnaire.

Reliability and validity

- Reliability: research can be repeated with same responses.
- Validity: when findings accurately reflect reality.
- Social surveys are reliable mostly but not valid.

Interviews

- Types:
 - Unstructured.
 - Semi structured (guide is present).
 - Focus groups (how people respond in a group. Group dynamics are important because some people may be silent or dominating).

The interviewer does not need a schedule of questions and it is more like a conversation. Focus on the interviewee:

- Guidelines:
 - Make interviewee comfortable.
 - Certain order should be maintained.
 - Language used should be understandable.
 - Quiet and private setting.
 - Quality recording machine (can't remember everything).
 - Some types of questions.
 - Introductory questions: can you tell me about?
 - Follow up questions: what do you mean by?
 - Probing questions: Could you say a bit more
 - Indirect questions: Why do people feel?
 - Silence: So that more detail can be provided

Strengths:	Limitations:
<ul style="list-style-type: none"> – Detailed and valid data. – Flexibility allows for detail. – Interviewers can access the honestly. – Bring out info for further study. 	<ul style="list-style-type: none"> – Time consuming. – Not able to make generalizations as standard questions not used. – Less reliable than structured questions (how would you replicate?) – Interviewer needs to be highly skilled. – Responses effected by interviewer bias: <ul style="list-style-type: none"> • Unintentional way the questions are asked. – May be effected by interviewer effect: Interviewer's age, gender ethnicity.

Experiments

- Neglected way but the closest to natural science – positivists prefer this method.
- They minimize subjectivity (the researcher's views influences).
- Cause and effect relations are being established (dependent and independent variable).

- They are reliable and valid.
- Two types:
 - Laboratory experiments: artificial setting and flawed- may be spoiled by Hawthorne effect or observer effect.
 - Field Experiments:
 - Ethical problems exist.
 - People get angry about strange situations.
 - Researcher can loose control over the experiment.
 - But they are a very effective way of getting to know behavior.

Case Studies

- A detailed study of one group or event.
- Can be qualitative and quantitative.
- Example of a case study: Car worker in UK factory paid more and behave like a middle class person. This study was done via the case study method.

Strengths: <ul style="list-style-type: none"> – Can explore different aspects of a case. – Deep and detailed account of a case. – If a case is carefully chosen then wider conclusions can be made. – Can be tested by other researchers as well. 	Limitations: <ul style="list-style-type: none"> – Only apply to case so generalizations are a problem. – The findings cannot be replicated. – Deep involvement of researcher can influence the findings.
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Longitudinal studies

- A survey taking place at intervals for a long time -- Survey and interview.
- Generally used by governments.
- Panel studies: Where nearly the same people are studied.

Strengths: <ul style="list-style-type: none"> – Survey research only a snapshot where as this is a long film. – What factors have contributed for a change? – Respondents will provide valid data as they have been committed. 	Limitations: <ul style="list-style-type: none"> – Time and commitment are required from respondents. – Being a part of this research changes the participants therefore reality of responses is still a question mark. – Inevitable drop out from the research.
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Participation and non-participation observation

Participant observation:

- World of the subject – getting in that:
 - Getting in: covert or overt. For covert you need to share characteristics of the people.
 - Staying in: gaining trust – note taking can spoil that.

- Getting out: damage relationships. Being impartial. Detached is the key to success for this method.
- Covert and overt:
 - In covert the researcher becomes a full member. The group cannot discover the true identity. It is hard work and requires some illegal activity. Criminal group study. Note taking is a problem.
 - Overt where the researcher tell the group. Can easily take notes but the group may behave differently.

Strengths: <ul style="list-style-type: none"> - Validity. - Deep understanding of the group. 	Limitations: <ul style="list-style-type: none"> - Overt can affect behavior, as the respondents know that they are being studied. - Reliability low as can't be done again. - Can't make generalizations. - The researcher needs to have social characteristics of the group. - A lot of energy is required for covert. - Researcher loses objectivity as he/she becomes close with the group.
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Non-Participation observation:

- The researcher is just observing or video recording.
- Used for quantitative data – how many times an action is taken.
- Used when groups unwilling to cooperate.
- To make sure the behavior is not effected with the presence of the researcher.
- Not know the meaning people attach to actions – This is a problem.
- People may also accuse the researcher of his or her own assumptions (reliability and validity is a problem).

Content Analysis

- Study the content of documents and mass media.
- Define a set of categories and classifies the material by seeing how much does it appear.
- Media does not show disabled people for instance. Count the number of time disabled people are shown and count the number of times normal people are show. Bias in media can be figured out by using this method.

Strengths: <ul style="list-style-type: none"> - Statistical form where mass media can be studied and recommendations can be made such as asking the media to 	Limitations: <ul style="list-style-type: none"> - Statistics are interesting but does not tell us why they are that way. - What categories to use? - How to allocate material to
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show more deaf people. – Reliable. – No respondents' ethical problems are limited in nature.	different categories.
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Triangulation

- Triangulation.
- When a variety of methods are used.

Strengths: <ul style="list-style-type: none"> – Quantitative data with qualitative (more reliability and validity). – Check validity of the research. – Reliability checking various sources. – Balance between methods. 	Limitations: <ul style="list-style-type: none"> – Time consuming. – Researcher needs to be skilled in both areas. – Positivists and interpretivist approach differs and difficult to combine together.
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The importance of evaluating research

- Three issues:
 - **Practical:** time and money plus response rates and how to transcribe long interviews is also an important aspect.
 - **Ethical:** anonymity, informed consent, confidentiality, harms and risk are all very important ethical concerns.
 - **Theoretical:** Positivists and interpretivists, Validity, reliability representativeness and research bias:
 - **Validity:** Accurately reflect reality, participation observation and unstructured valid. Reliability not strong in these methods. Validity is more important for interpretivists and less so for positivists.
 - **Reliability:** extent to which results can be confirmed with repetition. Surveys are more reliable. This is less valid as respondents are not truthful while responding to surveys.
 - **Representativeness:** Sample a smaller version of the population. It has to be of the same gender age etc. Does it apply to the population? Sample error; which is the difference between the population results and sample results, can occur. Sample error can be reduced by having large random sample or stratified random sample.
 - **Research Bias:** Researchers own views such as political; can affect the research. Positivists say that this should not happen but interpretivists say it is acceptable. Research views are an imposition problem. This can happen through social characteristics of the researcher.

Data types

- Primary.
- Secondary (once was primary).

- Qualitative (by interpretivists).
- Quantitative (by positivists).

Secondary data types

Quantitative secondary data (official stats):

- National and local governments.
- Hard statistics - Free from any error or incompleteness (birth, marriages and death rates).
- Soft statistics - depends on people making decisions on what to record (crime and unemployment statistics).

Strengths:	Limitations:
<ul style="list-style-type: none"> - Readily available and free of charge. - Produced by research that is well planned – more valid, reliable and representative. - Part of longitudinal research thus shows trends. - They allow comparisons to be made over time and between regions. - For policy makers and sociologists. 	<ul style="list-style-type: none"> - Interpretivists argue that these are socially constructed rather than objective facts. Increase in motoring offences or just that police reports more now? - Stats are not accurate – UK census missing 1 million people. - Politics can affect these. - Comparisons cannot be made – an increase in crime rate could just mean that more activities are illegal now than in the past. - Marxists argue that stats reflect the ruling class. Stats drawing away from white-collar crimes.

Quantitative Data (non-official stats):

- By religious groups, charities etc.
- UK Sutton trust carries out research that is quantitative in nature.
- Diagrams, Charts, graphs and tables.

Qualitative (historical data):

- Letters and diaries.
- Intention of being published vs. not published (One of the most important questions is whether it is ethical to publish these if the person is not alive or if the family does not consent).
- Politicians favorable view of themselves (in their books and diaries).
- Autobiographies – many years after the event has taken place. Favorable viewpoint of the person involved.
- Some documents not public.
- Household accounts, wills, photographs may not be public data.
- Strengths:
 - High in validity.

- First hand accounts of people involved.
- Descriptive details and insight missing in statistics.
- Limitations:
 - Unrepresented.
 - Check against other sources.
 - Biased.
- Media content.
- Newspaper, TV programs, radio shows etc.
- Documentaries.
- There may be bias in programs.
- Movies may be a representation of life at that time.
- But writer's imagination also comes into play in movies and books so they may not depict reality.
- Interpreting and evaluating secondary qualitative data is essential.
 - Who wrote the text (poor people didn't write so old text is generally coming from upper class)?
 - Why was the source written – should it be read by others or is it private?
 - Is it biased?
 - Is it typical for that type of social actor?
 - Is it clear how the author meant for the document to be looked at?

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Practice Questions related to Theory and Methods

Chapter 1

Specimen Paper 2016 Paper 1

1 Source A: Questionnaire Survey measuring wellbeing in the UK.

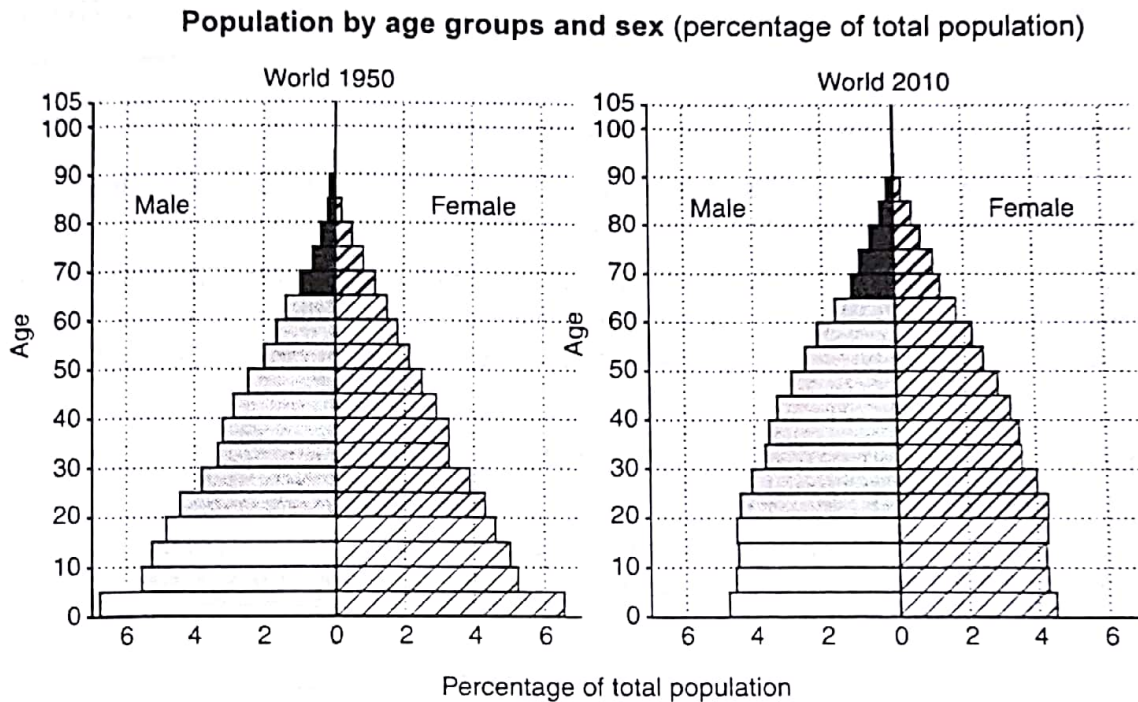
Great Britain, adults aged 16 and over				
Socio-economic groups		Monitoring questions		
		How satisfied are you with your life?	How happy were you yesterday	How anxious were you yesterday?
Marital Status	Married/Civil partnership	7.7	7.6	3.4
	Cohabiting	7.5	7.3	3.3
	Single	7.1	7.1	3.6
	Widowed	7.4	7.3	3.2
	Divorced, separated or former civil partner	6.5	6.9	3.7
Household Size	one-person household	6.9	7.0	3.5
	2 or more people	7.5	7.5	3.4
Economic Activity	In employment	7.6	7.5	3.3
	Unemployed	6.3	6.8	4.0
	Economically inactive	7.4	7.4	3.5

Respondents graded their answers on a scale of 0 to 10, where 0 equals not at all and 10 equals completely.

Adapted from: April, June, July and August 2011 Opinion Surveys (ONS)

- (a) From the evidence in Source A, identify the **two** groups who are most satisfied with their lives. [2]
- (b) Identify **two** ways of selecting a sample for a questionnaire survey. [2]
- (c) Using information from Source A, describe **two** reasons why it might be difficult to measure happiness using questionnaires. [4]
- (d) Describe **two** strengths of using questionnaires for sociological research. [4]
- (e) Describe **two** strengths and **two** limitations of using official statistics in sociological research. [8]
- (f) Explain why positivists prefer using large-scale surveys. [10]
- (e) Describe **two** strengths of using questionnaires for sociological research. [8]
- (g) To what extent do quantitative research methods lack validity? [15]

May/June 2015-P12, Q2

**Source A**

Data found at:

<http://esa.un.org/unpd/wpp/population-pyramids/population-pyramids-percentage.htm>

- (a) From the evidence in Source A, identify **two** trends in population growth since 1950. [2]
- (b) Identify **two** methods that could be used to collect population data. [2]
- (c) Using information from Source A, describe **two** reasons why quantitative data can be used to make generalisations. [4]
- (d) Describe **two** strengths of using field experiments in sociological research. [4]
- (e) Describe **two** strengths and **two** limitations of using primary data in sociological research. [8]
- (f) Explain why quantitative research methods are thought to be more reliable than qualitative research methods. [10]
- (g) To what extent should sociological research be scientific? [15]

May/June 2016-P12, Q1

Source A

Rosenthal and Jacobson 'Pygmalion in the Classroom' (1968)

Rosenthal and Jacobson designed an experiment to test the hypothesis that teachers' expectations of their pupils' ability creates a self-fulfilling prophecy.

They selected a random sample of 20% of primary school pupils in California. The researchers then gave these pupils an IQ test. Their teachers were given false test results, where pupils with high scores were selected at random. These were not necessarily the pupils with the highest IQ scores.

The pupils were then given a second IQ test eight months later. Those pupils with a high score in the false test had made the greatest gains in IQ.

The results of the experiment appeared to support Rosenthal and Jacobson's hypothesis that the way teachers interact with pupils with higher IQ scores encouraged those pupils to do better in school.

- (a) Identify **two** reasons why researchers might use a random sample. [2]
- (b) Identify two methods that might be used to research classroom behaviour. [2]
- (c) Using information from Source A, describe two ways in which field experiments might be unethical. [4]
- (d) Describe two reasons for using a hypothesis in sociological research. [4]
- (e) Describe two strengths and two limitations of using the structuralist approach in sociological research. [8]
- (f) Explain why research using one method may not be accurate. [10]
- (g) To what extent does bias impact on the validity of field experiments? [15]

For Books Order
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Unit-2

Culture, Identity and Socialization

O Level

Sociology

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Topics

- Relationship between individual and the society
- Diversity and variation in human behavior

Unit-2: Culture, Identity and Socialization

Relationship between individual and the society

Culture, norms, values and beliefs

Culture (the way of life) – includes:

- Way you eat, drink.
- How you dress.
- Language, spoken & unspoken.
- Spending of leisure time.
- Home and family.
- Religious and spiritual beliefs.
- Celebrations and festivals.

Elements of culture:

- Symbols – anything that carries a meaning by the same culture – a cross.
- Language.
- Values – Standard of what is good and bad.
- Beliefs: what people hold true – more specific than values.
- Norms – the kind of behavior expected by people.
- Folkways are norms for routine – social interaction.
- Mores are more widely observed for what is right or wrong.
- Customs are norms widely accepted and carried out for a long period of time.
- Some norms make laws that are enforced by a formal body.

Culture, norms, values and beliefs

- Difficult to draw a distinction between values, beliefs and norms.
- Values include things such as personal space etc. – industrialized society it is considered wrong to move in personal space.
- Values and norms are social construction.
- Status: a position that someone has in the society.
- Norms and values change over time – people now are shocked by violent behavior and in the past it was considered normal.
- Societies disapprove of those who don't follow norms
- Elements of culture, status, role and identity:

- Most norms are associated with status (position that someone has in the society).
 - Family status as a daughter.
 - With each status a set of norms go - role (patterns of behavior expected of someone because of their status).
 - Role of a student to attend classes.
 - In modern societies people can achieve status.
 - Society and culture different-Society is the institutions formal and informal. Culture is how these work and how norms are set.
- Micro level identities and individuals. Macro level is about Culture and societies.
 - Social identities - people give to us. Male or female is gender identity that has been given to us.
 - We can choose to respond to how others see us.
 - There is confusion about identities in today's world.
 - Stereotype: The attributes that people think that is generally wrong.

Conformity and non-conformity

The agencies and processes of social control.

There is **value consensus** (all people agree on the shared values). Criminals also sometimes disapprove of other criminals. But societies need to have ways of social conformity.

Positive and negative sanctions are required for conformity.

Peer groups may do informal social control. Ostracism and exclusion from group is an option.

Agencies of social control are agencies of socialization – they pass on norms and values plus also make people conform:

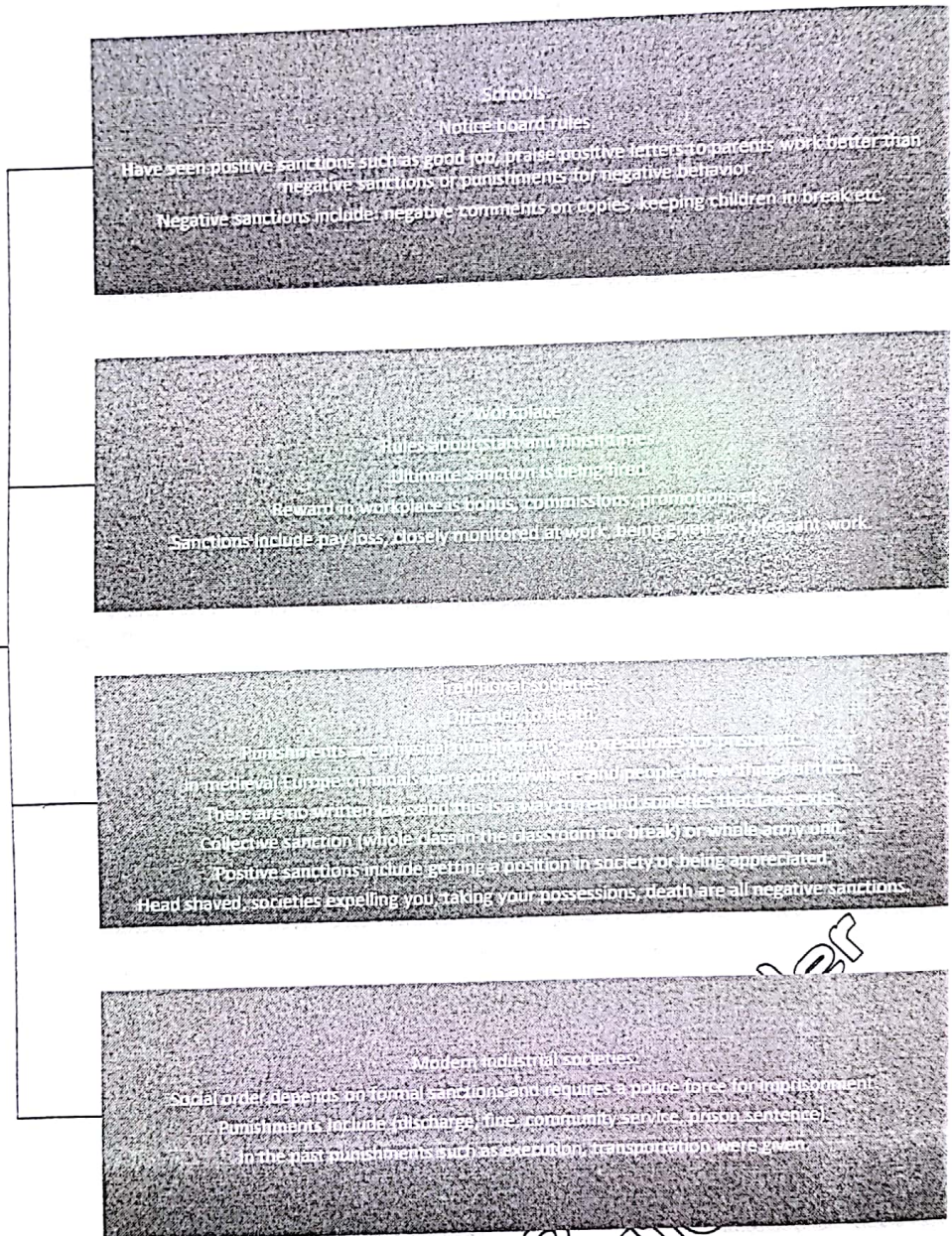
- Families –primary socialization.
- Schools and hidden curriculum.
- Religion.
- The media.
- Workplaces rules.
- Peer groups and peer pressure.
- But if these agencies fail there are formal agencies and sanction system by the police and law enforcing agencies. They use coercion.

Functionalists and Marxists

Functionalists say social conformity is a good thing and best to not use force.

Marxists disagree and say that rich make rules and poor stuck in roles assigned to them.

Examples of sanctions in different societies and organizations.



For Be 0321-1100570

Sub-cultures-youth:

- Popular sub in 1950 UK – **beatniks, rockers, hippies, punks, Goths.**
- Clothing, music and appearance can distinguish them.
- Main culture doesn't accept them – such as being kicked out of class for informal dressing. They are deviant.
- **Functionalists** see them as **good** and a part of growing up from childhood to adulthood. This is when the main society doesn't accept them or they don't get a job. The sub groups are formed and give a sense of belonging. Later in life they leave the sub-culture and join the mainstream culture again.
- **Marxists** see them not as from childhood to adulthood but; due to the economic conditions that capitalism has left them with. They are **revolutionists.**
- Sub-cultures are generally a minority – later in life most of them conform to main culture norms.
- Marketing and media – early punks made own clothing and were rebellious of mainstream fashion – now you can get punk clothing at fashion stores.
- Girls did not form sub cultures or were just there because of their partners - because parents tended to keep more control over girls. Plus media thought of girls being less deviant.
- Girls – bedroom sub-culture where they listened to music. Later more girls seen as Goths as gender roles changed.
- Religious sects.
- Ethnic minority groups – immigrant or indigenous groups may form a sub culture.
- Class sub culture – Working class may have different norms than the majority.
- Sub-cultures on interest – for example body builders

Diversity and variation in human behaviour

Cultural relativism and multiculturalism – globalization and global culture

Amish reject modern life. They reject technology. They place high value on calmness, rural life. They don't believe in telephones, cars etc. Amish have religious objection to commercial insurance, social security etc. They try to preserve their own culture.

Diversity and variation in human behavior

- Different societies have different cultures - some many outside their culture but others such as Australian Aborigines who avoid this practice.
- **Cultural interactions have increased over the last 200 years** - means now more people aware of other cultures
- Areas of cultural variation are language, norms and dress appearance, food and drink, traditions such as rituals and festivals, ideas about morality.

- Cultural variation in food example: some cultures eat dogs and monkeys. Horsemeat is common in Europe but not in UK. Muslims don't eat pork or have alcohol. Raw fish is eaten in Japan. In some cultures men and women eat separately.
- The world is a global village and now we can enjoy other cultures.
- The main flow of culture from the west especially USA.

Cultural relativism and multi-culturalism

Cultural relativism: all cultures on own terms rather than western cultures.

Sociologists should not be ethnocentric (judging cultures in comparison with ones own) rather they should study culture based on the culture's viewpoint.

Not judging the culture as an outsider but on its own merits.

Multiculturalism and other responses to diversity:

- **Multiple cultures** in one area without losing their identity – UK has Scottish, Welsh, Irish and English. Plus others such as African, Asian
- Integration takes place when the dominant culture prevails and people from other cultures lose their identity. In the 18th and 19th centuries which was the melting point.
- India – many cultures and sub cultures exist alongside each other-religious **diversity** includes Muslims, Hindus, Christians, Buddhism etc. There are regional differences in India. Hindi, English and 30 native languages exist in India. There is no sign that India will split or that one dominant culture will take over.
- Mauritius very ethnically diverse population – Indian, African Chinese and European descent.
- Criticism against multiculturalism:
 - Too many rights to minorities (children educated in their home language very expensive).
 - Minority communities need to stay away from the main cultures.
 - It is too **idealistic**.
 - The host culture generally provides values that hold society together.
 - It may lead to conflict.
- Other ways in which culture have moved away from multiculturalism.
 - UK bomb by Muslim due to multiculturalism.
 - Citizenship test – such as by Britain for British history.
 - Involve people in community programs – community integration.
 - Acting against some aspect of culture – such as by France.

- Nationalism – Quebec wanted to break away from Canada as it was French – Ethnic cleansing.

Globalization and Global culture

The world is getting smaller and interconnected.

It is involved by changes in politics, Economics and Culture. Globalization of culture has been made possible by Economic and political culture.

Examples of **Cultural Globalization** include:

- Internet.
- Global mass media films, music.
- Global patterns of consumerism.
- Global sports such as Olympics.
- Clothing and appearance – T-shirts.
- Brands Coca Cola, Disney are global brands.
- Food.
- Many people see the world as a small place and the media encourages this viewpoint.
- Science fiction films where the world meets the enemy. They take the people of the earth as collective defenders.
- In the developed world people see globalization of culture but in developing world it is seen as economic. People get frustrated when they travel and see how people live in developed countries.
- Globalization is considered westernization and Cultural imperialism.
- But it is good as ideas of free speech; rights and women rights have travelled the entire globe, even if they were provided by the west.
- Technology may be used very differently. Phone in Africa by farmers and in west phones are a lifestyle because of consumerism.
- Some countries reject western ideas: China bans certain things on the Internet, Bhutan banned television till 1999, and Jihadists reject western culture.
- Some sociologists believe that it's not just the western culture but different cultures combining to make a new culture. For instance meditation that used to be done in India and Thailand is now seen in the west as well.

Social construction

Age like race and ethnicity are socially constructed. Childhood, adulthood, retirement ages are all socially constructed. Some cultures childhood is long (western) other cultures children work with the adults.

Social construction of childhood

- Children 500 years before today were treated as adults. Same ideas of death and violence that were provided to adults were provided to children as well.
- They used to work alongside adults.
- Lately the birth of childhood took place. Schools teachers, child psychologists etc.
- Television and computer have changed childhood again. No longer are children considered innocent.
- It's a child centered society and parents and the society invests heavily in children.

Age as social construction

How do we learn to be Human: Primary and secondary socialization

- Socialization happens throughout life.
- Primary is important- the first socialization that is given to a person. Families are the main agency of primary socialization. They teach you how to smile, eat etc. Primary socialization is from birth to infancy – children learn to interact with others.
- Secondary socialization: Happens after the primary socialization– Religion, schools, workplace, media are all agencies of secondary socialization.
- Re socialization – prison or when the person joins the army.
- Even children reject some ideas. So people are not blank slates.

Processes through which children learn social expectations

- Learn by their parents and by imitation when they copy behavior of others. This is generally when the person they copy gets good sanction by the behavior. Role models are made and are copied.
- Learn about their gender/This is not just limited to gender:
 - **Manipulation** (encourage and discourage behavior): boy encouraged in dangerous physical activity and girls discouraged.
 - **Canalization** (channeling children towards certain activities: Boys encouraged towards football and girls towards dance.
 - **Verbal appellations**: 'Naughty' associated more with boys. Pretty more with girls and handsome with boys.
 - By Activities: girls help mothers to cook while boys help fathers with 'do it yourself tasks'.
 - In the 20th century more parents choose things that were not based on gender. This applied to females more. No gender specific clothes.
 - But its difficult to achieve this because it may be biological, the family is not the only agency and peer groups may behave differently. Marketing of goods may be strong for girls and boys according to their gender so even if parents want to

raise their children in a gender neutral environment the society does not allow for this. Clear for men shampoo.

Main agencies of socialization

- **Families:** Childhood to beyond and the major socialization agency. Mother spends most time with children. Plus also depends on family type, nuclear family, siblings. Ethnicity of family important as it may lead to different types of relationships. Language and behavior learnt from family.
- **Education:** Formal and informal curriculum such as the arrangement of classroom. Now nursery and pre nursery exist so socialization via education starts early on.
- **Peer relationships:** Traditional societies used to have ceremonies before adulthood. Now children socialize in classrooms and even at a very early age.
- **The media:** traditional societies it was story telling. Modern society mass media has been introduced to the world now. Children may see violence and copy it. There is some positive as well for instance court cases that show punishment and law. They learn how to behave in the society.
- **Religion:** Many children learn moral values from religion.

Inadequate socialization: feral and isolated children

- Feral children are wild children. Inadequate socialization is when people are unfit into the society. Legends and stories such as Mowgli. Some stories like this have been heard off. They differ in terms of how much human contact they have received.
 - Most feral children:
 - Have difficulty in language.
 - Find it hard to adopt normal food.
 - Don't like wearing conventional clothing.
 - May not walk upright.
 - May not socialize.
 - Cannot use the toilet properly.

Nature vs. nurture

- Nature is biological effects of genes on behavior but nurture is culture and the effects that the society has on behavior. Sociologists may be bias towards nurture as it's a part of the subject.
- Two extreme positions called determinists – biological determinists and opposite who think society is important are social determinists.
- Nature: Eye color, hair, intelligence is in our genes. In fact criminal behavior may also be biological.
- Nurture side of the debate: you can control behavior, plus can have different behavior even if you have the same genes.

- Most sociologists reject both. For instance romantic drives may be natural but how we react to it may be monogamy, polygamy, and celibacy.
- Weaverbirds have the same nests all around the world, which can prove that nature drives behavior.
- Some argue that men always used to hunt and women cook, as they had biological differences. Ann Oakley tells us that in some cultures women used to do land clearing and both sexes cooked. So she argues that biological characteristics don't bar women from any work.
- Island of Alor where women leave their children and no harmful effects are seen. So roles of women as mothers and wives are not biological just because they give birth. Other side argues that women have a biological relationship with their child.
- Sociobiology argues that men are more aggressive and promiscuous as in the animal world. And women choose their partner carefully. Therefore men also go for war, as they are aggressive. Feminists generally disagree with sociobiology.

Role, gender, age ethnic group as influences on social identity

Identity is how we perceive ourselves and how others perceive us. Roles are based on relationships with others. For example father husband, teacher, customer, doctor. Role conflict example: mother vs. work woman.

- **Age and identity:**

- African societies as children warriors and elders. Boys roughly of the same age were transferred to adulthood. African elders were seen as knowledgeable people. In modern societies age is important - childhood then adulthood. 18 years is a legal age for adulthood. Members of the same age group are a generation. UK age 10 criminal responsibility, age 13 can work for limited hours, 17 can drive, 18 can vote.
- Generation gap leads to problems. Teenagers think adults are old fashioned. Today children have grown up with technology. Birth Cohort is when children and teenagers grow up at the same time in history. Baby boomers born after ww2 experienced many social changes in the 1960 (birth control, cold war, technology).
- Adolescence: Modern societies believe that status is achieved not ascribed. Period of anxiety.

- **Gender and identity:**

- In traditional societies there was variation in gender roles. Arapesh people both men and women didn't go to war. Mundugamor people both were war like. In Tchambuli people women left villages to work. In western societies men work and women are more concerned with appearance. Sex is biological and gender is how biological things affect our social life. Nurture becomes important in this particular aspect.

- According to functionalists men took the instrumental role – economics and women took the domestic role.
 - Male Masculinity (strong, competitive and aggressive) and female's feminine (weak, emotional, passive). This was in old societies and last 50 years have changed this. Now women take up senior positions in politics, work. But the society is far from equal due to patriarchy.
 - Now some men also feminine: show emotions publically, take care of appearance, talking about relationships, fathers have bonds with an infant that was not a norm in the past.
- Fashion, which is against hegemonic masculinity, has a negative effect on men. Feminism sometimes destroys need for men as well. Men find harder to find their role in society now.
- **Ethnic group:**
 - Romans saw everyone outside barbaric. Chinese saw Europeans barbaric. Edward Said's Orientalism where orient was the east.
 - In old times appearance was important but now cultural aspects differentiate. Such people of UK prefer free speech and minorities bring religion, which does not allow for complete free speech. Ethnicity is a social construct. Now we have multiple ethnicities such as a person born in UK with a Bangladeshi background.
 - Globalization did not end ethnic nationality. Nationalism has emerged for unity such as UK has unified Scotland, England etc.
 - Creating national identity is important when there are many groups, sub- groups, religions, cultures, and ethnicities in one area. And when national boundaries are artificial then national identity becomes even more important.
 - Some enforce national identity by symbols such as flags, postage stamps. By a bead of a state, national festival, parades, national sports teams. Broadcasting mass media such as British broadcasting cooperation.
 - UK not easy for ethnic minorities to assert a British national identity. Non-whites not British, Scottish cultures are not shown.
 - **Social class and identity:**
 - Not as easy to distinguish as gender, ethnicity etc.
 - Upper (exclusive club), middle (spend like the upper class in some ways, has risen over the years) and working class. The recently upward movement from working class to upper class makes people show off their class change by the cars they keep, their house etc.

Being working class was a strong identity for many up till the 20th century. There were communities and things such as marriage were done within the community. Now they have lost their identity as may got layoffs and the media now shows them as lazy.

Practice Questions related to Culture, Identity and Socialization

Chapter 2

Specimen Paper 2016 Paper 1, Q1

Masculine and feminine roles vary from society to society. Margaret Mead's 1935 work in the South Pacific found tribes where men and women did not conform to what, in the West, would be seen as a 'traditional' masculine and feminine roles. Gender roles, it can therefore be concluded, should not be seen as natural but as a social construction.

- (a) What is meant by the term 'social construction'? [2]
- (b) Describe **two** agencies of secondary socialization. [4]
- (c) Explain how canalization may be used to shape gender identity. [6]
- (d) Explain why gender roles vary from society to society. [8]
- (e) To what extent does globalization threaten cultural diversity? [15]

May/June 2015-P12, Q2

Gender identity is not only formed in early childhood during primary socialization but also shaped by the peer group, school and work place.

- (a) What is meant by 'identity'? [2]
- (b) Describe **two** ways in which gender identity can be reinforced. [4]
- (c) Explain how the peer group contributes to secondary socialization. [6]
- (d) Explain why inadequate socialization can be a problem for society. [8]
- (e) To what extent is human behavior learned through the processes of socialization? [15]

May/June 2016-P12, Q3

In 1981 Anne Oakley conducted a study into socialization in the family. She found children were being taught how to be males and females. Parents used both manipulation and canalization to help children learn their gender identity.

- (a) What is meant by the term 'canalisation'? [2]
- (b) Describe **two** examples of manipulation. [4]
- (c) Explain how agencies of socialization, apart from the family, help to develop gender identity. [6]
- (d) Explain why the family is viewed by many sociologists as the most important agency of socialization. [8]
- (e) To what extent is a person's status ascribed at birth? [15]

Unit-3

Social Stratification

O Level

Sociology

TEACHERS NOTES

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Topics

- What is social stratification?
- What are the main features of social inequality and how are these created?

Unit-3: Social Stratification

What is social stratification?

Culture, norms, values and beliefs

Culture (the way of life) – includes:

- Some definitions:
 - **Social stratification:** a hierarchy in which groups have different statuses and privilege.
 - **Social class** is a group of people having the same social and economic status.
 - **Age** is a form of **stratification**.
 - **Status** is a position someone has in the society.
 - **Power** is the ability to influence others behavior.
 - **Industrial societies:** Societies that use mass production.
 - **Minority group:** a group of people lacking power and can be based on factors such as religion, disability and age.
 - **Slavery:** A form of stratification in which one group is treated as the legal property of another.
- **Social differentiation** has happened now. In the past women used to bear children and beyond that was socially constructed. In hunter based societies people performed different roles such as gathering food, preparing it etc. Social differentiation means that now people have different roles and does not mean that some are above others. It does lay ground for social stratification. Some are seen to have higher power and this is when it becomes stratification.
- In today's world **sanctions** are dynamic.
- Class, age, gender and ethnicity are forms of stratification.
- In early society slavery, caste and estate - for social class. These were forms of stratification.
 - Slaves did not enjoy as many rights as normal citizens and were forced to work.
 - In the caste system, which was in India, people were born into a cast and could not change it. Lower caste inferior. People only married in caste. Brahmins (priests) - Kshatriyas (warriors) - Vaisyas (skilled traders) - Sudras: unskilled workers - Pariahs (outcastes, Untouchables).
 - Estate system – feudal Europe in medieval period. Three estates Clergy, nobility and commoners. There was some intermarriage here unlike the Caste system in India.

- These 3 systems were problematic because one could not change his/her class basically. This led to a closed society. In today's world there is more social mobility compared to the past.
- Although there is mobility but there is still stratification.
- In all societies men and women have different standing. There are also ethnic and racial divisions that exist.

Achieved and Ascribed statuses.

- Ascribed statuses are given by society and were **common in traditional society** (agricultural societies). Examples: age, social class, ethnicities are given at birth- later some of these can be changed.
- **Age** is different as it **changes over time**. **Ageism** when discrimination against older people- generally their status is lost as they retire from work. Some cultures still respect old people as they are seen as experienced and closer to God.
- Achieved status is when one acquires a status by choice and competition such as mobility in social class or religious change. Occupational statuses as a teacher or an engineer are also achieved statuses.
- Master status is very important. Age and sex are master statuses.

Life Chances

- The opportunities for people to improve their lives. Life chances depend on stratification based on class gender, ethnicity. Life chances are opportunities for employment, education, good health, housing, social mobility and life expectancy.
- Laws may limit human and civil rights which may prevent their life chances from improving. South Africa apartheid movement was when segregation laws which limited chances of black South Africans.
- Working class may become subject to fatalism: Where people think they have little control over what happens. Marxists argue that fatalism comes from false consciousness; where people believe that capitalism is fair and their low position is their fault. Fatalism becomes a self-fulfilling prophecy.
- Deferred gratification: long-term goals- schools now work later. Forgo current dollars.
- Immediate gratification: choosing instant satisfaction. Working class people go for immediate gratification because their standard of living is low.

Example of life chances – life expectancy

- Gender: Women live 5 years more than men. Men in more high-risk situations, consume more alcohol etc. Men's work exposes them to risk such as mining. Therefore men have shorter lives.
- Social class: Workers vs. people of high class. In UK workers live 74 years vs. 80 years (Elite class). This could be because working class occupations more dangerous.

Working class people live in unhealthy environments. Working class may not be able to afford good health care.

- Ethnicity: Minority socio-economic groups low down the social class and are affected by the reasons mentioned above.

What are the main features of social inequality and how are these created?

Wealth and Income – Wealth

- Wealth refers to ownership of money, savings and property that can be bought and sold to generate income. (stocks, land, houses and other buildings, work of art etc.)
- Some wealth creates more wealth – such as shares create more dividends. In UK wealth distributed unequally - Top 10% have 40% of the wealth.
- Despite the inequality many people have bank savings accounts etc. Others have TV's, cars that are a form of wealth.
- Other forms of wealth are:
 - Housing: difficult to turn into money if you live there.
 - Pensions: save now for later (pension funds after retirements).
 - Shares: many people own shares but largest are owned by wealthy people.
- Some of earning from work or other earnings is income.
- Social security, pensions, interest on buildings, dividends on shares etc.
- The income after tax and pension contributions is known as disposable income.
- It is important for life chances as more income means better living.

Inequalities in different countries

- Welfare state: government provides for the less off to have equality.
- USA top 20% 8 times more rich than the lowest 20%, Singapore 10 times, Sweden, Norway, Japan 4 times.
- Societies should be decided on aggregate richness but should be decided on inequality. Poorly ranged countries have bad physical and mental health, education suffers, increased violence, lack of opportunities for social mobility.
- Actually the rich also face some consequences of unequal societies.

Welfare states and measures to reduce inequality.

- Today's societies are meritocracies and it is accepted that people should be awarded based on this.
- All modern industrial states are welfare to an extent.
- Tax system.

- Two reasons to give welfare:
 - Moral – it is not correct to let people live like this.
 - Political - Welfare prevents working class unity and protest. Also used by political parties to promote their party. Functionalists see welfare as necessary to keep the society's value system.
- Scandinavian countries most welfare. Sweden, Norway- Redistribution of wealth happens.
- The US society is based on individualism and taking care of one's self.
- Free national health care system, free secondary education.
- In UK 20th century welfare state promoted culture of dependency (people relied too much on the state) and expensive therefore in 2010 austerity measures were important.
- Criticism of welfare states:
 - Dependency culture.
 - Generous – people don't look for jobs.
 - Expensive as not based on need.
 - System opens to abuse.
 - The states interfere more than they should.
 - Marxist left wing critics - welfare states reduce the chance of revolution by giving an impression of a fair system.
- Governments try to reduce In-equality by:
 - Progressive taxation.
 - Subsidizing for poor - free busses for pension taking UK citizens.
 - Providing state education.
 - Setting a minimum wage.
 - Equal opportunities legislation – reduce discrimination against minorities → age, disability, religion etc.
- Charities and NGO's also help.

The problems defining wealth and poverty

- People who live in poverty (lone parents and children, long term unemployed, chronically ill or disable, low paid workers, people dependent on welfare benefits, refugees).
- **Relative poverty** (being poor in relation to others) and absolute poverty (when people are without food, water, sanitation, shelter, health, education, information).
- 1/7 billion people are in absolute poverty.
- **Poverty line:** level of income below which people are poor.

- In 20th century refrigerators and washing machine became essential and people not having them were considered poor. Other things: whether children who are old have a bedroom, how many hot meals per day. Researchers to measure poverty are using all these methods above.
- Unequal societies have high relative poverty.

The cause of poverty

- Not having paid work, being in low paid work, receiving benefits that still leave people below poverty line.
- **Cycle of poverty** - 3 generations of poverty lead to the poverty cycle.
- Poverty trap - not able to get out of poverty. Lack of capital bad schooling can be the reasons.
- It is expensive to be poor as well:
 - The poor cannot afford to travel to cheap supermarkets.
 - They cannot afford to buy in bulk.
 - They cannot afford to insulate their home that is why they pay for fuel required for heating and cooling.
 - They buy old and secondhand goods that break down.
 - They borrow from someone else compared to the bank. The bank has lower rates of interest others have high interest.
- They get into the culture of poverty:
 - Having lower levels of literacy.
 - Being unable to plan for the future.
 - Desire immediate gratification rather than delaying it.
 - Fatalism (not believing in change).
 - Feeling marginalized and dependent on others.
 - Not using facilities such as banks and hospital.
- Some say that cultural poverty is not true and poor people want to educate children but can't - politicians use this for manipulation.
- Most people are excluded from social goods - social exclusion. Socially excluded miss out on
 - Housing.
 - Employment.
 - Transport (lack of transport prevent people from taking up jobs).
 - Health care.

- **Welfare states** try to solve these issues by giving them money, by giving them goods such as a bicycle to travel for work.
- Welfare claimants are stereotyped.
- People work on low wages and some benefits - if their wages rise their welfare decreases- so they don't strive to get better jobs.
- Sociological theories and poverty.
- **Functionalists:** See inequality as a good thing- People who work more earn more- low paid jobs get done because people are poor. Poverty reminds people of hard work, family values and therefore it plays a vital role according to functionalists.
- **Marxists** see poverty as an obvious consequence of capitalism (private ownership). Workers paid less by employers because they want to increase their profits. There is a reserve army of labor because of poverty.
- Right wing thinkers use the cultural poverty example and blame everything on the poor.
- Feminists say more women are poor than men because women are paid less than men.

The consequence of being poor in a global context

- World Bank defines poverty less than 1.25 \$ a day. 1.2 billion live below this amount.
- In India's top richest person lives in Mumbai – where people live in slums as well.
- In India and China, some people are getting out of poverty where as in Africa there is still poverty.
- People in poverty face many risks:
 - Slums no security, city authorities bulldoze their homes.
 - In rural areas there is limited access to healthcare etc.
 - Political insecurity affects the poor the most.
 - Areas where these people live are in the risk of flooding etc.
 - Climate change affects the poor the most for example farmers.
- There is a new transnational class:
 - Owner of transnational cooperation.
 - Politicians working for UN.
 - Professionals.
 - Consumerist elite (such as in media, actors, musicians etc.).
- This is a new class of bourgeoisie. The rich consume more energy and resources.

Ethnicity

- Race is replaced by ethnicity – Race (humans can be divided on biology, whites, Negro, Asian). Racism (Prejudice: unexamined opinion such as race is inferior) or discrimination (putting the other race at a disadvantage against a group).
- Institutional racism is when an organization works in a manner where racism happens.
- In colonial Period racism was accepted.
- In lands of white settlements such as USA and New Zealand; indigenous people got discriminated.
- Apartheid system in South Africa (Native, Colored, white and Asian)
- **Functionalism:**
 - Differences in race and ethnicity are dysfunctional.
 - Only happened when new immigrants come and they can be assimilated later:
 - At first they have low pay then gradually move to upper scale.
 - First live in distinct areas and later spread out.
 - Language attainment.
 - Inter-marriages.
 - Ideas of assimilation developed in USA, though there have still been barriers to assimilation:
 - Discrimination blocks them from improving.
 - The community may try to assert their own values that they brought with them which would lead to resentment from the dominant ethnicity.
 - The situation may be even worse and the community may face downward mobility.
- **Marxism:**
 - Race is a part of capitalist ideology. The elite tell the current working class that they losing their jobs is the fault of the immigrants (scapegoating).
 - Working class becomes divided and thus there are less chances of revolution.
 - Racism is in the interest of the working class. Minority groups are a part of the working class, who can be used and discarded as the elites please.
- **The right wing view:** minority ethnic groups as an underclass:
 - Underclass separated from the working class- by a structural break.
 - Face multiple deprivations - low income, unemployment etc.
 - Social marginality - they are less likely to vote.

- **Fatalism and despair- alienated** - police more suspicious of them and therefore discriminate against them.
- Dependency on welfare state.
- Some right wing thinkers see black as underclass in USA - they are considered less intelligent by the right wing thinkers - single parents by births outside marriages, associated with being criminal etc.
- UK Muslim minorities are blamed for spoiling the dominant culture.
- Ethnicity, housing and employment:
 - Three areas where ethnic minorities face discrimination although laws exist.
 - Teachers may see them as lazy – students internalize this view and don't succeed (self fulfilling prophecy).
 - In jobs, they may not be selected for the interview based on name and pictures – even if selected they may not be welcomed at the job.
 - Many housing areas don't welcome minorities- local government housing schemes don't select minorities.

Gender

- Gender is an ascribed status - traditionally Male or Female.
- All Societies of the world to some extent patriarchal.
- Women life chances:
 - Triple burden of work: domestic work plus labor and emotional support.
 - Women earn far less or less than men.
 - Women health-pregnancy and childbirth.
 - Experience domestic violence.
 - Some cultures want male children.
 - Less likely to go to school.
 - Girls are generally to marry young – have to leave education.
 - Women more likely in poverty.
 - Women live longer than men though.
- Changing roles of men and women: Now women more likely to work although they are still mothers and housewives. They still face discrimination in employment. While childbirth they take maternity leaves which leaves them without good promotions.
- **Feminism** (promotes equality of genders) and discusses gender in-equality:
 - Liberal feminists suggest that women should get equal rights by legislation.
 - Radical feminists: see society as patriarchal and radical steps need to be taken. For example women live separately from men.

- Marxists and feminists: exploitation of women is a result of capitalism. Women have an army of reserved labor, plus unpaid work as housewives plus male workers exclude women from skilled work.
- Black feminism: Fight for minority women – to be distinct from majority feminists. They say that minority women are discriminated more than women from ethnic majority.
- **Gender discrimination in employment:**
 - Pre-industrial revolution; family unit worked together.
 - Later there were restrictions on children and women to work (industrial revolution factory replaced women's work).
 - After World War 1 women began to return to work (but still their role as mothers and housewives remained dominant).
 - Oakley sums up changes in women's role because of industrialization:
 - Men separate from domestic work.
 - Women and children became dependent on men.
 - Housework and childcare separated from other work.
 - End of 20th century women working grew because:
 - Feminism created a dissatisfaction with house work.
 - Women who worked in World War 2 wanted to work again.
 - Socialization of girls changed.
 - Skills and jobs associated with women became common.
 - Laws came about that prevented sex discrimination.
 - Changes in attitudes of work place.
 - More female role models existed than before.
 - There is still horizontal (women have different jobs than men such as nursing) and vertical (women are lower in hierarchy than men) integration. There is still gendered division of labor.
 - Women with new born children work least and women with no child/single work the most.
 - Biggest change now is that time spent away from work has fallen sharply.
 - Equal pay's act and sex discrimination act in UK changed situations.
 - Maternity leave and paid maternity leave are seen today.
 - There is still a glass ceiling (women can't go at the highest levels):
 - Women not seen as serious promotion candidates, women never took these positions in the past so there is a risk to allocate them these

positions now. Appointments are made by men, men would not want to work with women, women may be seen as a threat, family responsibilities (women might not be able to work on weekends)

- Women able to be hired at top still faced issues. They are hired by bad or failing organizations.
- Some women at top are Hillary Clinton- US secretary of state, Margaret Thatcher-British PM, Christine Lagarde-President IMF.
- Consequences of Gender In-equality at Work:
 - Differences in earning - men advantage carried to old age.
 - Women more towards poverty.
 - Gap between winners and losers in women is more than men.
- Explanations of gender in-equality at work:
 - Discontinued careers because of men.
 - Women are seen as secondary breadwinners thus are paid less.
 - Women are less geographically mobile.
 - Large supply of women labor, which means low wages for them.
 - There is a cultural idea that men should not have to work for a female boss.
 - Functionalists say women lack the commitment to work, leave work and don't put themselves for training. One of the questions is why men and women equally ambitious and educated have different success level.
 - The dual labor market theory states that there are limitations on women opportunities generally.
 - Marxists and Marxists feminist – women have been deskilled plus there is excess in supply of women workforce. Male run trade unions also play a role.
 - Radical feminist: Patriarchy, motherhood, marriages etc. are responsible. Societies fail to offset women disadvantages- such as better child care facilities.
- **Men:**
 - Men are gender neutral, unless specified "woman" people assume we are talking about men.
 - Men roles have changed partly due to changes in women roles. In some cases men began to reject masculine roles well before women began rejecting feminine roles.
 - Traditional roles have become more difficult because:
 - Fewer jobs requiring male works decline in manufacturing industry. Male un-employment more and female employment more.
 - Violence against women has become visible and condemned.

- Single mothers raising children have confused men's role.
- Feminism has brought masculinity into question. Males now abusers of power rather than nature conquerors.
- Heterosexual white males – challenged by blacks, feminists, gay radical politics.
- **Reactions by men:**
 - **Retributive men-** reasserting his masculinity.
 - **New man** – sharing emotions, domestic work etc.

Social Class –Ways of defining social class

- People's own perception of social class may be faulty. Objective class position is what sociologists are interested in.
- **Functionalists explanation:**
 - Social class is inevitable in modern societies- value system – which allows individuals to be ranked, which later leads to stratification. US system on individual achievement and high rewards for this.
 - Class has a function: leaders should be paid more as they can make decisions. They are better at jobs and should be rewarded and motivated.
 - Search for equality is misguided
- **Marxist explanations of class:**
 - The bourgeoisie own means of production and proletariat are the working class – the state ruled in favor of the bourgeoisie.
 - Soon this will be evident and revolt by working class. Many Governments tried to prevent a revolution.
 - Lumpenproletariat (lower than the working class such as beggars) Plus Marx also suggested that the middle class would disappear.
 - Proletarianisation: lower levels of middle class now working class
 - Three dimensions of control of economic resources (Eric Olin): one thing may be owned by classes apart from bourgeoisie:
 - Control of investment.
 - Control of physical means of production
 - Control of labor power.
- **Weberian explanation of class:**
 - Similarities to Marx are:
 - Class is situated in economic structures of society.
 - Conflict is inevitable.

- Unlike Marx, Weber believed that the middle class would grow. There are many more classes - a priest has low income but is high in status. For Weber status and class don't go together.
- As predicted by Weber, the middle class did grow.
- Workers of trade union demand pay in accordance with other trade unions rather than to bring a social change, which proves that the groups are not demanding a social change.
- **Feminism and social class:**
 - Many class studies have been gender blind – they used to think of male as the breadwinner and women as insignificant.
 - Recent feminists say that today women's earning important even in cases the only earning. Dual class system exists.
 - Radical feminists say that we should change our image of class - married women are in dual class system - the husband exploits them but at another point they work with the same interests and level as men.

Social class- measuring class

- Marx two classes.
- No specific way to measure class.
- Factors important:
 - Wealth.
 - Income.
 - Housing.
 - Occupation.
 - Level of education.
 - Status.
 - Lifestyle.
- The most important for status, income, living –occupation (occupation structure-hierarchy of occupations).
 - White collar jobs – non-manual mental work such as professions (require skilled individuals).
 - Blue collar are manual workers and working class; are also less skilled.
 - UK occupation classification is based on 9 types. managers, directors, senior officials at the top and then come the elementary.
 - In 1913: manager (accountant), intermediate (teacher), Non Manual skilled (police officer)-manual skilled (bus driver), semi-skilled (farm worker, postal delivery) unskilled (cleaner).

- **Problems with occupation scales:**
 - They miss out on people who don't work for long term and also people who don't need to work (very rich).
 - They don't take into account the wealth of people.
 - Many people have different sources of income not just one; so one occupation does not show a clear picture.
 - Most people live in families and therefore there are more wage earners.
 - How to allocate women in terms of occupation, as they are part timer. Should they be allocated according to their husbands pay or should income be shared and pooled.

Social class - the upper class

- The highest class who are in a minority. They are important because of their immense wealth.
- Three groups:
 - **The landowning aristocracy:** inherited wealth, which includes at the summit, the royal family etc.
 - **The jet set or pop aristocracy:** sport media and entertainment. People with old money look down on them.
 - **Entrepreneurial rich:** Business owners.
- Top 1% owners of wealth are form the upper class and this gives them power and leading positions.
- It is not about the money but the occupation as well such as politicians, civil servants might not have a lot of money but do still have power and authority.

Social class - middle class

- Has expanded in the last few years as Weber predicted. The middle class is divided.
 - **The petty bourgeoisie:** Small business owners farmers, self-employed- Marx assumed that small business would be kicked out by companies. Small businesses may have shrunk but have survived.
 - **Upper middle class:** professionals and managers get their higher income from their education and training.
 - **Lower middle class:** routine clerical, nurses. Their group has declined in status and has become larger and feminized (pink collar worker).
- Gidden states that only one middle class exists → that do not own means of production but have training to work.
- The proletarianisation debate: Marxs idea – middle class is being proletarianised (groups include; clerical or administrative workers, shop and sales, sometimes higher

groups such as teachers. The gap between the working class and these people has decreased therefore they are becoming proletariats.

• **Proletarianisation** involves:

- Former middle class jobs have low status.
 - Middle class wages falling.
 - Employment conditions change.
 - Jobs having less autonomy.
 - Work changing by mechanization.
 - Workers are considering themselves as working class- join trade unions.
- Some of clerical jobs still come with the chance of being promoted unlike manual worker.
 - Female clerks still can't move up the ladder as they have domestic commitments (proletarianisation)

Social Class - The working class

- Working class categories:
 - Skilled, semi-skilled and unskilled.
- **Blue collar** (mining, manufacturing) Education not required for this type of work.
- Shift towards white-collar economy – automation has led to less jobs in the manual labor area.
- Growing affluence and lifestyles but not the class.
- Embourgeoisement: higher levels of working class are becoming middle class. This is concept is anti-Marx.

Social Class - The under class

- Marginalized group – lowest.
- Old workers who have lost jobs, farm workers trying to shift to industrial work.
- In USA ethnic minorities may be underclass. But in Brittan it may refer to several groups.
- People generally in the underclass are: long term unemployed, people dependent of state pensions, people on benefits, disaffected teenagers without qualifications.
- Marxists don't use this term. They say that the underclass is working class suffering the most.
- The term is criticized:
 - As it is vague.
 - The situation implies that the underclass is to blame for their misery.
 - It lumps together phenomena (prisoners and disaffected teenagers don't have that much in common).

- It draws attention away from the working class.
- It implies that this class is stable which is not true as people move in and out.
- Murray signs of an emerging underclass: birth to unmarried mothers, rising crime rate, unwillingness to take jobs, consuming drugs etc. Basically this blames the underclass for being underclass.

Social mobility

- **Movement between classes:**
 - **Upward** – working to middle, middle to elite.
 - **Downward** – middle class to working class, elite class to middle class.
 - **Block mobility:** whole group moves by proletarianisation (middle class downwards) or embourgeoisement (skilled working class upward).
 - **Individual movement** – one or family movement.
 - **Intergenerational mobility:** between generations; a child gets educated and more skilled compared to father.
 - **Intra-generational:** working class to manager, within one person's life.
- Open system (more social mobility). Closed (no social mobility). In meritocracy people have mobility based on achievement.
- Factors leading to mobility:
 - Education.
 - Promotion and career advancement.
 - Marrying a person with a different class.
 - Changes in wealth – lottery.
- Marxist state that social mobility is a safety valve and because of this people become less angry at the system.
- People have been able to move upward because of changes in jobs and automation. But some argue that this is not mobility as no lifestyle change happens.
- Right wing: only people from middle class will take middle class jobs who are more talented and educated.
- At one point you could start as a clerk and work up as a solicitor – This means that upward mobility happens in the start of people career compared to later.

Is class still important?

- Media states social class is less important.
- Sociologists question class importance:
 - The claim 'we are all middle class now'; it assumes that living standards have risen therefore working class has disappeared.

- Today's system is based on consumption rather than production – but for consumption as well you need wealth.
- Merit: people get what they deserve and later their children get what they deserve which may be different. In the UK upper class advantages carry on and parent's advantages translate into advantages for the children.

The idea is that class has been taken over by inequalities such as gender bias etc.

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Practice Questions related to Social Stratification

Chapter 3

Specimen Paper 2016 Paper 1

According to the World Bank:

'Over the past few decades, hundreds of millions of people have benefited from a greater access to education and better-paying jobs – two of the most important tickets to a better life. Yet, nearly 1.3 billion people remain below the extreme poverty line with an income of US \$1.25 or less a day. Close to 2.5 billion – more than one third of the world's population – live on less than US \$2 a day, another common measurement of deep deprivation.'

Taken from <http://www.worldbank.org/en/topic/poverty/overview>

- (a) What is meant by the term 'poverty line'? [2]
- (b) Describe **one** example of absolute poverty and **one** example of relative poverty. [4]
- (c) Explain what measures governments have taken to reduce the extent of poverty? [6]
- (d) Explain why sociologists have found it difficult to define and measure poverty. [8]
- (e) To what extent will children born into poor households never escape poverty? [15]

May/June 2015-P12, Q2

Gender is one form of social stratification where a person's status is ascribed, not achieved. Those who do not have high status or power in society may suffer from discrimination and poor life chances. Some feminists claim that patriarchy exists in most societies and this leads to discrimination against women.

- (a) What is meant by 'achieved status'? [2]
- (b) Describe **two** forms of social stratification other than gender. [4]
- (c) Explain how people born with higher ascribed status can have better life chances than other social groups. [6]
- (d) Explain why lack of power may lead to discrimination. [8]
- (e) To what extent is patriarchy still a major feature of modern industrial society? [15]

May/June 2016-P12, Q3

The concept of the underclass is used in everyday speech to describe people living at the margins of society who rely on state benefits to make ends meet. However, the concept has been rejected by many sociologists such as Charles Murray. They have focused on the cultural deviances of the so-called underclass, blaming them for their situation.

- (a) What is meant by the term 'underclass? [2]
- (b) Describe **two** forms of social stratification, apart from social class. [4]
- (c) Explain how social class might affect a person's life chances. [6]
- (d) Explain why it is believed the underclass are to blame for their own situation. [8]
- (e) To what extent is wealth the main cause of inequality? [15]

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Unit-4

Topics

- What are the different types of family
- How are family roles changing
- What are the changes affecting the family

Family

O Level

Sociology

TEACHERS NOTES

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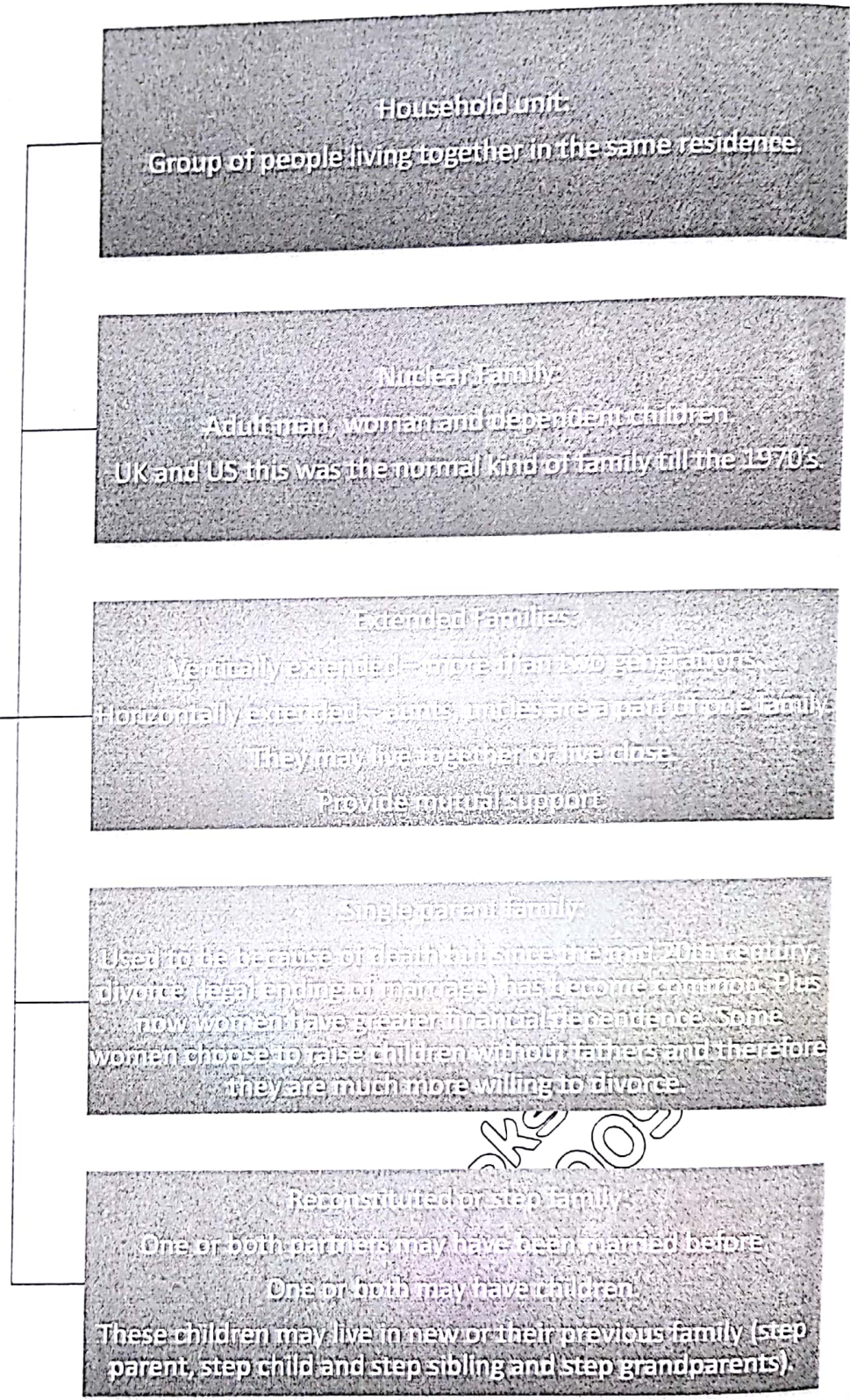
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Unit-4: Family

What are the different types of family

The nuclear and extended family – types



The effects of social stratification and ethnicity on family diversity

- **Family diversity:** more different types of families.
- **Stratification and diversity:**
 - Before late 20th century extended family was common in the working class. Living in small communities and marrying in these communities.
 - Now as industries closed down they had to move and therefore the family type had to be changed.
- **Ethnicity and family diversity:**
 - UK two groups:
 - African Caribbean:
 - Matrifocal family: In which mothers head the household and family.
 - Not matriarchy: In which women above men.
 - Because most of the males were slaves and women used to head the family; absent fathers.
 - South Asian minorities:
 - Strong extended family ties: men settled, family had to move with them.
 - Large families.
 - Traditional gender roles: Women stay home and may be work from home in South Asian minority families.
 - Arranged marriages (older family members arranged for the wedding) not forced marriages. Forced marriages against the laws of the UN.
 - Other European minorities are also present – Poland has a higher birth rate.

The functions of family and the loss of functions debate

- **Functions of family:**
 - **Functionalists** say certain functions have to be performed by the family:
 - Re-production.
 - Socialization – primary socialization, cultural transfer.
 - Social control: punishment for being naughty.
 - Care of child: the child needs to be fed, clothed and sheltered.
 - Status: the family provides Relationships and social networks.

- Regulation of sexual behavior - children should not be born outside relationships.
 - The gender division suits the nature of men, women and nuclear families are the best for this purpose. Opposition to this says: childcare facility, schools can take care of children rather than the family.
 - Cereal pack image of family has not been achieved and families can be dysfunctional. Demands of nuclear family too great and therefore conflict within family. For each extended family better as better knitted with the community.
- **Marxist view:** The family carries out functions that allow for the continuation of the economic system.
- Family is where people accept capitalism as a fair system.
 - Brings up next generation of workers who make profits for owners.
 - Workers can't go on strike, as they have to feed their family.
 - Men take out work anger on family and not on their own boss.
 - Women keep old healthy – capitalist system avoids health care.
 - Family is the main unit of consumption.
- **Feminist views:** The family is mainly patriarchal, as the wife expected to take care of needs of the husband and children. Wealth inherited by the male person. Also gender Roles are given to the children.
- There are 3 stances in feminism:
 - Liberal feminists – progress without fundamental changes such as man helping in the home is recommended.
 - For Marxist and radical feminist: radical changes are required such as women should live separately from men.
- **The 'new right' and family functions:**
 - They suggest that we need to return to nuclear families to work with the contemporary society. The family has undergone many changes:
 - The growth one parent family is common because
 - Ease of divorce..
 - Cohabitation (living together before marriage) is common which seen as a sign of instability.
 - Not letting the child being born.
 - Rise of feminism: women not happy with role of being a wife in a patriarchal family.
 - Same gender (strictly against the moral code).

- Women work and therefore child neglect is present.
- This is why children fail in schools and people have to rely on welfare benefits.
- This approach has been strongly attacked by the feminists and same gender movement

Alternatives to family

- **One person households, singlehood:**
 - Older people, widowed, when children have moved away.
 - Middle age women who choose to live alone.
 - Men who are separated or divorced. (The wife stays in the home).
- **Communes:**
 - Group of people living together and sharing some property. This can be based on religious or political belief for example Hippies, who reject the mainstream lifestyle.
- **Friends as family and shared households:**
 - Married life is not a constant and an absolute. Cohabitation, serial monogamy, choice to remain unmarried. Where group of people live together.
 - Friends are important when young people move away from parents and need a support group while in university or when they are starting their career. They play greater roles in social and emotional support. People who are divorced require friends and therefore shared households become important.
 - Joint mortgage between friends and joint rent.
 - Family is not based on equality but friendship generally based on equality.
 - Friends not involved in care of older people and inheritance of property.
- **Other alternatives:**
 - Nayar people of southern India.
 - Large number of women and children lived together, older man is the head of the family.
 - Children taken care of the women's brother.
 - Husbands are away at war, meanwhile women can have the partners of their choice as husbands.

Cross cultural comparisons and variations in marriage

- **Monogamy** (single marriage at a time):
 - UK and other countries this is the legal form. Because of divorce serial monogamy has become common.
 - Rise of divorce rates.

- **Polygamy and polyandry:**

- **Polygamy:** Is a marriage that involves at least 3 people. Polygyny involves man has several wives and polyandry which is very rare and was practiced in Tibet. This is generally done to save land woman has multiple husbands.
- **Polygyny** is allowed in many cultures such as Africa, Middle East and parts of southern Asia. Islam allows 4 marriages but generally monogamy is practiced because of financial constraints.
- **Group marriages** may also be common.

Alternatives to marriage

- **Cohabitation:**

- Before 1970's not acceptable but now it is acceptable.
 - Permanent relationship just without the ceremony of marriage.
 - Short term relationships without commitments.
 - Trial marriages- living together before the actual marriage.
- More than half the couples now live together before marriage.

- **Civil partnerships:**

- For the same gender practiced in the western culture and is not acceptable in our culture.
- Same union as marriage with same legal rights. (Tax pension and inheritance).

Trends in marriage and divorce

- **Marriages trends:**

- Marriages have declined; UK first marriages fell by 50% from 1970-2000.
- People marry late or end their marriage in divorce or never marry at all.
- Feminists argue that more feminists are aware of the disadvantages of marriage and therefore marriages have declined.

- **Remarriage:**

- Divorce and death of a spouse this leads to step families.

- **Marital breakdown:**

- **Divorce** is easier and cheap and there have been divorce laws changes.
- Divorce not the best measure of marriage break down, separations, desertion (one leaves the family) are also marital breakdown.
- Empty shell marriages also exist in which the couple continues to live together but there is no substantial relationship.

- **Divorce trends:**

- 3 times more divorces compared to 1969.
- Women divorcing are on the rise.
- Other features:
 - Marry young then the couple gets divorced.
 - Middle class people are less likely to divorce; in the past it was the other way round as divorce was expensive.
 - People with strong religious beliefs tend to get divorced less.
 - Reasons for a rise in divorce rates (increase in adultery, sodomy, desertion and cruelty – generally accordingly to the 'new right' view:
 - Decline in moral standards.
 - Secularization.
 - Lack of communities as in the past communities used to prevent divorce.
 - Divorce can be positive:
 - Working class can divorce.
 - People live longer and therefore divorce is on the rise.
 - Feminism: women made aware now and they get divorced more now.

- **Lone parent families (single parent families):**

- Children have two homes, or just contact both parents. Contact is every day to never.
- Often a temporary thing as many women lone parents marry again same goes for men.
- Functionalists: need two adults therefore this family is broken. There is bad performance at schools for children and chances of criminal behavior also increases later on. Also children cannot maintain healthy relationships.
- **New Right** – lone parents part of the development of the underclass, which is criminal and unemployed. Underclass has single girls who have children and can live off welfare. Girls are raised and are not a problem. When boys are raised abandoned their families as did their fathers and don't become breadwinners.
- Other writers challenges their views:
 - Lone parent can take help from other family members, neighbors etc. In some cases lone parent families are better than an empty shell marriage.
 - Problem is with poverty not single-parents. Many children face the same problems when their parents are married if they are in poverty.

- Feminists see this trend of single mothers as positive as women are more aware about their rights.

How are family roles changing

Roles in family

- **Conjugal roles:**
 - Functionalists: Natural role of man being instrumental and women expressive. Woman allows for a comfortable home for man. Feminists argue that this is patriarchal and benefits the man.
 - Segregated roles: where nuclear family roles are divided and joint conjugal roles are where both share instrumental and expressive roles.
 - Symmetrical family: where roles have become equal.
 - Today family there are dual workers where both members have paid work.
 - Female roles limits: the family moves for mans job but not females.
 - Female domestic role:
 - Its unpaid.
 - No start or finish times.
 - No benefits such as holidays, contract etc.
 - It is not seen as real work and has low status.
 - Less sense of achievement.
- **Maternal role:**
 - Mothers expected to devote themselves to children as many say that women have a mothering instinct.
 - In some cultures, their grandparents or close kin raise their children. Modern society's children spend time at a nursery or similar.
 - Three variations in today's world from traditional motherhood:
 - Working mothers and children spending time in nursery and some suggest that leaving children decreases their performance at school and others say that there is no evidence of this.
 - Some suggest that teenage mothers who are generally unmarried cannot raise children.
 - Lone parents.
- **Parental roles:**
 - Traditionally mothers feed their children and fathers just disciplined children and also earned money for their family.

- Today they have a dual role where they build emotional relationship with children yet also are the breadwinners of the family.
- **Roles of children:**
 - What is meant by childhood:
 - UK childhood is people under 16 years. Driving after childhood and some rights acquired as they climb the ladder. 13 years part time working age.
 - Traditional societies had a ceremony for childhood to adulthood for boys and girls were considered adult after menstruation. In Yanomani people of Amazon girls marry at first sign of adulthood.
 - In the past children seen as adults just the work they did was different for them due to their size. Not protected from death and adult activities.
 - Childhood is also socially constructed.
 - Children rights and responsibilities:
 - Subject to authority of adults such as parents teachers.
 - Childtime controlled by parents (school work, play).
 - Difference from adulthood is social and not natural.
 - Laws for children changed to give them more freedom such as; no corporal punishment.
 - UN rights for children.
 - Companies now make products for children (toys).
 - Children seen as innocent and today's society is child centered (child's wishes are important).
 - Child labor laws exist now which ban/limit child labor.
- **Adult children:**
 - Some children move out for university or after 18 to live by themselves.
 - Empty nest families (where parents live alone after the child has left).
 - Boomerang: child leaves and then returns. For examples Italy parents still financially support children.
 - In China and Pakistan the child is expected to give back to parents after they retire.
- **Grandparents:**
 - Now people live more so having **four generations** in industrial societies is common. People can become grandparents from their thirties to old age.
 - This development in families has affected their role:

- Many grandparents have children (divorce, remarry, become lone parents).
 - **Divorce** can affect relationship of grandparent and grandchild.
 - Step grandparents.
 - Grandparents in 'same gender' families.
 - Grandparents from more than one ethnic group.
 - Grandparents also likely to get divorced or remarry.
- Grandchildren live full lives and it may be difficult to spend time with grandparents. Although some grandparents take care of child when the mother is out for work.
 - Support between grandparents and their children:
 - Economic: giving and lending money and gifts.
 - Accommodation: live with children and grandchildren.
 - Personal care: especially by daughters.
 - Practical support: mother works and grandparent takes care of the child.
 - Emotional and moral support.
 - Pivot generations: people giving support to their children and parents.
 - Maternal grandparents play a greater role in the upbringing of the child.
 - Grandmother gives more support than grandfather.

Changes in family relationships and conjugal roles

- **Changing conjugal roles and the symmetrical family:**
 - Functionalists – men breadwinner and women take care of the household. As roles change the family becomes dysfunctional now.
 - In the past; men did some housework such as gardening, but now they are more involved. Women also worked but their paying job was less significant and this has changed now.
 - Segregated roles (clearly different roles), Symmetrical role (joint roles, equal but still some difference as well).
 - Reasons for more symmetrical families:
 - Nuclear families more privatized, couples organize their family around home rather than work.
 - Decline of extended family
 - Women have higher status in society and they have independence because they work.

- It becomes easier for couples to discuss their roles.
- Labor saving devices in home exist and therefore both don't have to do that much housework.
- Has the change to symmetrical families been exaggerated?
 - Change is slow, feminist say that patriarchal system does not allow for equality in domestic division of labor (cooking cleaning).
 - Men may help but primary responsibility is the Woman's. Even men and women that work the same number of hours the woman does more housework compared to the man.
 - Men choose to take special tasks rather than day-to-day boring jobs (such as they prepare meals for guests). Men still make important decisions such as moving the home.
 - Dual Burden (jobs, and domestic work) for women. Emotional work is also added which means triple burden for women.
 - Research is still limited on this topic.

Variation in family relationships

- **Social stratification and family relationships:**

- Symmetrical families more common in working class families as men's own income is less and women have to contribute.
- Managing directors spent less time with families and more at work, so he does not do a lot of housework.
- Changes in family life started at high classes and worked down and this process is known as stratified diffusion.
- As work gets more interesting with technology, the middle class asymmetry should have spread but this did not happen as middle class can afford help and the working class generally can't which means middle class men don't do work.

- **Ethnicity and family:**

- Some have adapted to the dominant way of living.
- UK's African Caribbean minority has high rates of single parenthood.
- South Asian families strong extended families.
- Divorce rates lower in south Asian minorities.
- Arranged marriages common in South Asian minorities.

The negative aspect of family

- Dark side of family is negative aspect of the family (abuse, neglect, arguments, Alcoholism).

- **Functionalists** say dysfunctional families are an exception. Radical feminists see families as patriarchal.
- **Domestic violence** is a part of the dark side of family:
 - Past: Many thought family matters were private and also that husbands had a right to hit their wives. It was widespread; women were pushed, slapped, beaten raped etc.
 - This happened when the man's authority was challenged such as by asking questions like "why was he late".
 - **Feminists** say marriage is a problem and within marriage it is acceptable to be rude to wives, plus many men do it to keep patriarchal structures working.
 - Men domestic violence is least reported even less than domestic violence against women as it hurts the pride of the man.
 - Domestic violence is not reported by women because:
 - Police will be unable to do anything.
 - Fear of violence becoming worse.
 - Losing contact with their children.
 - They assume abuse is normal or that they deserve it.
 - They assume that they will themselves change the behavior of the abuser.
- Child abuse and neglect: modern societies increase in known cases of child abuse or neglect much of which are done by step parents (often by males):
 - Now parents are more watchful.
 - Four forms of child abuse:
 - Sexual, physical, emotional, and neglect.
 - Growing up with mental patients, not going to school because of poverty all count as child abuse. In Uganda there are child soldiers.

What are the changes affecting the family

Industrialization, urbanization and family change

- Functionalists – nuclear family best suits the industrial society (In old times extended families were required to take care of the sick, lend money etc. Now institutions take care of this. Plus many jobs require you to travel and keeping the extended family with you is not possible.
- Parsons:
 - Primary socialization of children.

- Provide stabilization of adult personalities – in a world of impersonal bureaucratic institutions.
- 1564-1821 Urbanization happened: movement from rural to urban areas. Extended family decreased because of this. High mortality rates meant that generations, were not that common, plus people married late. Brothers did not live together as the eldest inherited everything. This was different for nobility as there were larger houses and servants. Records may not always be accurate. This is just the UK and family types may be different for different countries.
- Industrialization may have been encouraged by nuclear families rather than the other way around.
- But according to Anderson; extended families were more common in 1851 because urbanization required newly arrived people to stay with their families, taking care of the poor and the sick. This happens in today's immigrant countries.
- According to Willmott and young: In 1950 still strong extended families were present in the working class. Strong relationships between mothers and their daughters as they lived on the same street as husbands worked in the same place sometimes.
- Later as the working class areas redeveloped the extended family ties were broken and new ties were developed.

Demographic trends

- Family size and birth rates:
 - Past children seen as earners at the age of 6 to 7 years therefore there were more births. Now birth rates (No of live births/1000 in a year) and fertility rates (no of births/1000 age bearing mothers) have fallen.
 - Reasons for the fall:
 - Children became an economic cost rather than a benefit.
 - Fewer children die.
 - Old Parents don't need to be looked after by children pensions and old age homes exist now.
 - Contraception techniques available.
 - Moving is easier for families with less children.
 - Women have more work opportunities and therefore they have fewer children.
 - Beanpole families are common (more life expectancy thus tall trees but as fewer children the tree will not be wide). This is a new type of family.
 - Birth rates may increase as Young European influx and divorced mothers will have more children with new partners.
- New development in births. Single mother births:

- Are 4/10.
- Cohabitation - births.
- **Mortality rates:**
 - Death rate and infant mortality rates and child mortality (1-5 years) rates have fallen.
 - Reasons.
 - Better water sanitation, improved water supply.
 - Advances in preventing and treating diseases.
 - Higher living standards and better diets.
 - Fewer death rates related to work.
 - Better education and health care.
 - Developing countries still have higher death rates, birth rates and fertility rates because of lack of education and healthcare. After industrialization death rates fall and then birth rates also fall.

The consequences for the family of an ageing population

- More people in the UK generally will be old as more life expectancy.
- Retirement makes one loose status.
- Many old parents rely on their children; especially daughters apart from pensions to take care of their children.
- Pivot generation spend their time for this purpose.
- Consequences:
 - More older people living alone.
 - Greater role of grandparents.
 - Greater burden for adult children.
 - Greater isolation and loneliness among older people.
 - More generations in families.

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Practice Questions related to Family

Chapter 4

May/June 2015-P12, Q1

Section A: The Family

- (1) As society changes, so does family life. Urbanisation is thought to be one of the key reasons why family life is changing.
- (a) What is meant by the term 'urbanisation'? [2]
- (b) Describe **two** demographic trends affecting the family, apart from urbanization. [4]
- (c) Explain why there is an ageing population in modern industrial society. [8]
- (d) To what extent are the roles found in the family changing in modern industrial society? [15]

Specimen Paper 2016-P2

There have been great changes in roles and expectations within the family and marriage over the last fifty years. Sociologists such as Wilmott and Young have suggested that the modern family has become symmetrical.

- (a) What is meant by the term 'symmetrical family'? [2]
- (b) Describe **two** functions of the family. [4]
- (c) Explain how secularization may have led to a decline in marriage. [6]
- (d) Explain why adult children may remain in the family. [8]
- (e) To what extent is there equality in male and female roles in the family? [15]

May/June 2016-P22, Q3

In modern industrial societies there are many views on the role of the family. Some sociologists see it as performing essential functions for both individuals and society. Others, however, point to the negative aspects of family life such as domestic violence.

- (a) What is meant by the term 'domestic violence'? [2]
- (b) Describe **two** functions that the family may no longer perform in modern industrial societies. [4]
- (c) Explain how the family can be said to be patriarchal in modern industrial societies. [6]
- (d) Explain why some sociologists believe that the family is essential for society and the individual. [8]
- (e) To what extent can living in a single-parent family affect family life? [15]

Unit-5

Topics

- The Function of Education

Education

O Level

Sociology

TEACHERS NOTES

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Unit-5: Education

The Function of Education

Informal and formal education

- **Formal:** Education that takes place in classrooms, where there is a syllabus and set content to be taught and learnt.
- **Informal:** Education that takes place outside of schools and classrooms at home or work or through daily interactions, such as Native American trained to be warriors by their elders or living in the woods.
- **Hidden curriculum:** Attitudes and behavior that are taught through the way the school is run and how teachers act, rather than through the taught content of the lesson.
- The United Nations has set primary education for all children as a goal to be achieved by 2015 but not all countries will succeed in reaching this and universal secondary education is a long way off.
- Mali, one of the poorest countries in the world has major school attendance differences between students living in Urban and Rural areas, people in urban areas are more likely to go to schools and opt for higher education. But this was not the case for Indonesia who had almost the same percentages of children attending primary and secondary education but more percentage of people opted for higher education in urban areas.

Education and agency of socialization

- Education is an **agency of secondary socialization**. This is because children learn not only what is taught in lessons, but also social expectations and, for example, how to get on with other children who often have different backgrounds and abilities.
- **Social control:** Any way in which people are persuaded or forced to behave in particular ways.
- **Sanctions:** Any way in which children are reprimanded or receive something negative for something they have done such as detentions or scolding.
- **Rewards:** Any way in which children are praised or receive something positive for something they have done such as certificates and medals.
- **Marxists** are interested in how the ruling class maintains its power by persuading the working class to accept ideas and values that are against their interests. To Marxists education portrays a capitalist ideology that helps keep the bourgeoisie in power.
- **Feminists** argue that education can lead both boys and girls to have stereotypical views and mistaken views of what the two sexes are like and can achieve. To Feminists the school portrays a patriarchal ideology.
- **Functionalists** sociologists focus on the ways in which education contributes to the continued well-being of society and they believe that education has several functions, such as:

- Schools pass on the norms and values of a society from one generation to the next since they continue the process of socialization that begins in the family.
- Since children are socialized into a shared set of values, education can help them believe that they belong to a shared value system and can particularly be important for societies that are ethnically diverse.
- Some examples of ways in which individual may learn in school to identify themselves with their society include:
 - Same experiences, assemblies.
 - Singing national anthem.
 - National flag and symbols.
 - Learning patriotic slogans.
 - Being taught in lessons about their society (history).
- One of the main values that children learn is the importance of individual achievement. At home each child has an ascribed status (for example gender) but at school they are judged mainly by what they achieve, measured by universal standards such as exams.
- A second function of the education system is to produce people with the skills and abilities needed for the economy of the society. This is called sifting and sorting or the allocation of roles for future life after school. By assessing the children's abilities and how they do in tests and exams the school allows them to follow different paths. The system seems to be fair as everyone seems to have an equal opportunity of succeeding.
- **Criticism of the functionalist view** include:
 - There is no set of shared values to be passed on. For Marxist the values passed on are those of the dominant ideology, for feminists they are patriarchal values.
 - There is no strong connection between schools and work. Pupils will not need most of what they learn in school when they are working as adults.
 - People are selected for jobs not by their ability but more by their social class, ethnicity and gender.
- **Marx View:**
 - For Marxists, working-class people are not educated so much as indoctrinated. Working-class children are taught a set of values that will make them good workers for the capitalist system.
 - Much of this indoctrination is done through the hidden curriculum, for example children learn in schools to be punctual and to do as they are told by those in authority (teachers).

- **Bourgeoisie** go to fee paying public schools or private schools where they are taught that they are special and they gain access to places at top universities and to well-paid positions.
- Public schools now often take children from less privileged backgrounds on scholarships but Marxists say that they do this to recruit the brightest working class children to the ruling class.
- **Feminist:**
 - Feminists see a division between the two sexes. Feminists argue that schools, like other secondary agencies of socialization, send the message to both boys and girls that boys are superior, and girls may learn to lower their expectations and be more likely to accept traditional gender roles. Division between boys and girls (gender discrimination). This may happen for the following reasons:
 - Girls are taught different knowledge, for example, subject seen as more appropriate for traditional female roles such as sewing and needle work. They maybe also be discouraged from taking 'harder' subjects such as the sciences.
 - Teachers have higher expectations of boys and encourage them to aim for a career, while assuming that the future for most girls is marriage and motherhood.
 - In schools the senior staff and head teachers are often males which give the impression that men are better suited for leadership roles.

The relationship between social mobility and education

- **Functionalists** believe the education system permits social mobility. If there is equality of opportunity people are able to reach the level they deserve based on their natural ability and the effort they make to succeed.
- **Meritocracy** is a system in which individuals reach the social positions they deserve, based on their educational achievement, talent and skills. In a meritocracy social background should be irrelevant as a child from a working class background who works hard should be able to move upwards in the class ladder and since a shared value system is taught in schools people accept that education is fair.
- People from working class and underprivileged groups (ethnic minorities) can move upwards if they merit success and work hard while the opposite could also be true for privileged children who do not merit success.
- Marxists disagree, according to them middle class and upper class can provide opportunities for their children such as private tuition, access to books and other resources which gives them an edge over children with a poor class background.
- Only if there are extra professional jobs then working class members get in otherwise they can't and are stagnant since they are unable to find well-paid employment.

Different types of schools

• Age:

- Pre-School: Before 5 or 6 years of age, designed to help children get used to learning and a school-type environment.
- Primary education: 5/6 to 11, here children are taught basic language, math, cognitive skills and emotional skills and all these subjects may be taught by one class teacher.
- Secondary education: 11 to 18, includes high school and is mostly compulsory in some countries, here pupils study a range of subjects with different teachers for different subjects.
- Tertiary education: above 18 (adult), also called higher education, it is not compulsory (post compulsory), universities offer undergraduate and post graduate degrees, including doctorates.

• Who runs:

- Private schools are not run or controlled by the government. Private schools are funded mainly from tuition fees. Success generally guaranteed for children attending private schools and they are usually free from the restrictions placed on state schools and may not teach certain subjects. An example is Eton British public school which is not public at all.
 - State schools are run directly or indirectly by national or local government. State schools are funded from taxation.
- **Faith schools:** Sometimes called parochial schools are schools controlled by religious organization. Students are members of the schools faith. They have their own distinctive ethos based on their faith for example Krishna Avanti School in London involves a lacto vegetarian diet.
 - **Primary schools** take children in local areas where as in selective education a school chooses their pupils usually by ability and may reject some student applications
 - **Comprehensive system:** Are non-selective secondary schools which accept all the children in the area for providing primary education.
 - In England and Wales comprehensive schools were introduced from the 1960s onwards. They replaced three types of secondary schools known as the 'Tripartite' system:
 - **Grammar schools:** For 'academic' children, selected by a test at the age of 11 years or afterwards. Grammar schools taught the classics, mathematics, sciences and other demanding subjects for GCSE.
 - **Technical schools:** Specialized in technical education, helping pupils prepare for manual occupations.
 - **Secondary modern schools:** For most children, offering basic education with often few opportunities to take exams.

- **Grammar schools** were able to attract the best teachers and recruited the best pupils (mainly from the middle class). These schools had greater social networking and better life chances.
- There has been a move away from comprehensive schools and there are now other types of schools including:
 - **Specialist schools:** Secondary schools that specialize in one or more subjects such as sports, arts, business and science.
 - **Academies:** The government allows businesses and other sponsors to start schools, usually to replace schools with low GCSE results. The sponsors decide how the school is run. Academies are not under the control of the local authority as they are funded directly by government and can set their own curriculum, salary levels and ethos.
 - **Free schools:** Charities, parents and teachers funded by the government to set up schools.
- The range of different schools now existing means that schools are increasingly competing against each other for pupils and resources. Previously people used to go to specific schools but now they have more choices. Nowadays parents can access more information about schools to help them choose. Schools try to get the best pupils so because they will do well and raise the school's name which is also why students with learning difficulties were not selected.
- Parents with better economic and cultural capital send their children to better schools. Working class parents are disadvantaged. Schools that cannot attract good pupils simply fade away.

What factors help to explain differences in educational achievements?

- Patterns in educational achievement and experience.
- Gender, ethnicity and social class.
- Different groups have different treatment and educations.
- **Gender:**
 - In the past most schooling was reserved for boys and most girls received very little education, this is still true for some developing countries. This is often because the future of boys is seen in terms of successful career which is why education is necessary for them while girls are expected only to marry. For a family with limited resources paying for a daughter may seem an unnecessary expense.
 - The United Nations and its member governments are strongly committed to education for girls. To fulfill its second millennium development goal of universal primary education, more girls need to be educated in schools. Educating girls also means that they will have less children.

- In developed countries girls and boys follow the same subjects. In the past, however, some subjects were reserved for girls such as domestic science and textiles while other subjects like woodwork was thought to be only for boys. These differences come from earlier socialization into gender roles, where for example, girls and boys play with different toys.
- There is also more mention of boys in science textbooks and laboratories are dominated by boys. Science subjects are also often taught by males, giving girls the message that the subject is not for them. Boys are also put off from dance subjects and home science, also sociology.

Patterns in educational achievement and experience

• Gender:

- In UK before 1990 girls were better in primary years of education and not better than boys for getting the required grades to go to university. But today girls perform much better than boys in all educational levels. Girls better than boys at GCSE level and a study in 2012 found out that 64% of girls got at least 5 passes compared to 54% boys.
- Why do girls do better than boys at GCSE level:
 - Attitude and motivation of girls has increased since there are more successful women as role models.
 - Schools make an effort to ensure that girls get the same opportunities as boys.
 - Science subjects positive discrimination for girls for example by ensuring that girls have priority over boys in accessing the laboratory.
 - Girls spend more time in studying and are better organized. Girls also seem benefit more from continuous assessments than boys.
 - Girls mature earlier than boys thus understand the importance of studying early on before they take their main exams.
- Why do boys underachieve compared to girls:
 - Teachers consider boys to generally behave badly and boys are sent out of class rooms more often than girls.
 - Boys tend to be overconfident. They overestimate their ability and believe they can do well without working hard.
 - Laddish behavior: Boys may belong to or be affected by an anti-learning subculture. They may think they will lose status in the eyes of their peers if they work too hard or do well.
 - In many modern industrial societies there are fewer traditional male jobs such as mining. Boys may feel there is little point in working hard when there are few job opportunities for them.

- Boys and girls different way of spending leisure time. Girls talk which develops their language and reasoning skills while boys are more likely to play sports or games.
- Most school work is based on reading and writing, boys would do better if more school work was active and practical.
- **Ethnicity:**
 - Many individual pupils from all ethnic backgrounds do well but in many countries there is concern about how some ethnic minority groups do in the school system.
 - For example, in the USA there has been concern about African-American pupils, whereas in the UK children from Pakistani and Bangladeshi backgrounds achieve less on average.
 - Why do ethnic groups do less well than others?
 - Ethnicity cannot be separated from class and gender, African Americans from the working class backgrounds explain why they do less well in schools. Pakistanis were from rural backgrounds that immigrated also girls from India and Pakistan (Asian) are socialized into strong traditional female roles and have limited aspirations.
 - Wider social factors: If there is discrimination against a minority group in wider social spheres, their children are more likely to rebel and achieve less than average.
 - Schools may themselves be racist:
 - Allocating pupils into streams and sets (lower streams allocated based on the generalization of ethnicity rather than individual ability).
 - Ethnic minorities are labeled as trouble makers and teachers presume they will do badly.
 - Lessons taught may be ethnocentric which is when a culture is viewed from the lens of your own. Such as during History lessons in which minorities don't learn about their own culture and lose interest.
 - The authorities may not deal with racism by other pupils against the minority.
 - Cultural differences. If the values at home clash with school values, it may hold up a child's progress.
 - Genetic differences. Different ethnic groups may have different levels of intelligence and ability.

- **Social class:**

- Social stratification is the different levels into which societies are divided, such as upper class, middle class and working class, based on differences in wealth, power and status.
- Schools in the past were largely for the rich, until the 20th century even in modern industrial societies privileged education was reserved for the rich and powerful.
- Even in the UK there were private schools for the wealthy, grammar schools for the middle and secondary modern/technical schools for the poor.
- Comprehensive schools tried to remove this class divide but the existence of private schools made it difficult.
- According to fact social class affects education more than ethnicity and gender.
- Governments used compensatory education to fulfill a perceived gap and to attract foreign investors. Compensatory schools are given extra support to overcome the disadvantages faced by working class pupils.
- Working class students may under achieve because:
 - **Labeling, streaming and setting** may lead to underachievement.
 - **Inherited intelligence.** Middle class parents have been successful in their educational life and transfer their intelligence to their offspring.
 - **Material deprivation:** which are the problems in the standard of living in the home background of some children that prevent them from achieving in education.
 - Children from working class background have low self-esteem and low expectations of themselves which is why they end up doing badly by virtue of a self-fulfilling prophecy.
 - Language differences make it difficult for working class pupils to understand lessons and comprehend questions in exams.
 - **Cultural deprivation:** which are aspects of the values and attitudes from the home and family background of some children that prevent them from achieving in education.
 - **Class position:** Middle class children aspire to go to a prestigious university but lower class children might view a clerical job as an achievement.
 - Higher class has access to more facilities such as better schools, private tutors and the cultural capital of their family.

Material, Cultural and linguistic influences on educational achievement

- **Material influences:**

– **Social class:**

- Standards of living of children (material deprivation) are a cause for underachievement in schools.
- Middle class children still better off since their parents spend more on their education.
- Disadvantages of working class or poor background include:
 - Small home crowded and no place of quiet to study.
 - Inadequate diet.
 - Being unable to afford extras such as sporting kits and school uniforms.
 - Didn't attend preschools.
 - Have few resources at home like educational books, access of computer.
 - Having part time jobs which restrict their time to study.
 - Attending disadvantaged schools with poorer average results.
 - Parents can't afford university education means that children have lower ambitions to begin with.

– **Ethnicity:**

- Some ethnic minorities have a high proportion of their members in the working class so they suffer from material disadvantages. This has often been the case for immigrants who accept low-paid jobs.
- Some immigrants are from relatively poor backgrounds and this disadvantage can continue in the new country.

– **Gender:**

- Material deprivation is related more to social class and ethnicity than gender.
- However where a family has limited resources to spend on education, girl's education may be seen as less important than a boy which is why families with limited budget educate sons rather than daughters.

• **Cultural influences:**

– **Social class:**

- Working class has a culture or sub culture that is different from the rest of society. Cultural deprivation comes from values and attitudes rather than a lack of money and resources.
- Factors that stand in the way of success in education include:

- Fatalistic attitudes; that is, not believing that you are in control of your own destiny.
 - The need for immediate rather than deferred gratification, which is why working class children work for an immediate wage rather than going to school which helps them in the future but not in the present.
 - Boys liking thrills and excitement which may get them into trouble.
 - Parent's not valuing education results in negative experience at school.
 - Loyalty to your group – it may be seen as wrong to move away from your origins by going up the class ladder.
 - Absence of successful role models in the family who benefitted from education which makes children see education an unimportant.
- However the above theory is questionable as working class parents do want to educate their children. But some parents just have a lack of contact with schools and children may see this as less interest in education.
 - Working class parents may also lack cultural capital that middle and upper class parents have. For example parents from middle and upper class are more likely to promote educational success than the working class.
- **Gender:**
- Girls may be influenced to see their future in terms of marriage and motherhood rather than a profession and career.
 - Girls may feel that qualifications are unnecessary for them and not work hard; on the other hand, a good education can sometimes help the girl find a high-status husband.
 - In modern industrial societies there has been a shift away from traditional gender roles and girls are now much more likely to have career aims and to be motivated to work hard in school to reach them.
- **Ethnicity:**
- Ethnic background may place or not place a high value on learning and academic success.
 - Working hard at school was an essential part of the Chinese ethnic identity. Children were socialized into seeing educational success as very important.
 - Chinese children were told to be the best while White British children were told to do their best.

- **Linguistic influences:**

- **Social class:**

- The restricted code is used for informal everyday spoken communication with family and friends while the elaborate code is used in formal occasions and makes meanings explicit to express complex and abstract ideas.
- Teachers expect students to understand elaborated codes and be proficient in its use but working class children generally aren't because they haven't been socialized into a household that is good at using this code.
- Children are labeled due to their lack of skill with the elaborate code and teachers think that these pupils are slow and don't work on them. This becomes a self-fulfilling prophecy and hinders a child's educational success.
- Sometimes a self-negating prophecy may also occur where children who are told they cannot do well react by doing well.
- Streaming is when pupils are in one class for all lessons with other of similar ability to there is a top stream for those seen as high achiever and a bottom stream for those seen as low achievers. Those who are put in the top streams will become confident and do well while the opposite is true for children in low streams. In most cases the higher the social class the higher the stream.
- Setting, which is a mixture between stream and mixed ability, is when pupils are placed in a class based on their ability in one subject only. So a pupil might be in a top set for math's but a bottom set for English. Setting is also known as Banding.

- **Ethnicity:**

- Teachers may make assumptions about pupils from different groups by labeling them and by creating self-fulfilling prophecies. Pupils from minority ethnic groups are more likely to be put in low streams and sets, perhaps because of language differences and teacher stereotypes.
- In the UK higher percentages of African-Caribbean boys are excluded from schools. While there may initially have been bad behavior in some boys in this group, this can create an expectation in teacher of poor behavior from all such boys and lead to a self-fulfilling prophecy. Intepretivists call these labels a master status which is why when labeled as a trouble maker it may be difficult to escape suspicion even when you are innocent.
- Chinese pupils also faced difficulties as teachers assumed that had the best educational performance which is why they received little praise for

their efforts and teachers helped them less thinking they can do it on their own.

- **Gender:**

- Schools often treat boys and girls differently and some schools are even single sex schools (schools for males or females only).
- Seating plans, registers, sports and subjects may be different and based on gender. Individuality or creativity is praised in boys while girls are praised on their appearance and good behavior.
- Exclusion policies are mainly based on boys as girls are less likely to act out their problems and cause trouble.
- Lower level teaching dominated by females and higher level by males which is why boys have less role models in primary schools teachers but more role models within the senior staff.
- Female teachers are missing from science subjects. The outcome of this may be that girls do not believe that science and technology are subjects for them and choose other subjects.
- The use of resources such as science equipment can also be dominated by boys.
- Teachers don't always challenge the physical domination of spaces by assertive boys.
- Some schools have changed and adopted policies to overcome these issues but still have a problem since these concepts are still present in the wider society.

Influence of peer group and pupil sub culture on educational achievement

• **Social class:**

- Schools place a high value on behavior and grades. One of the effects of labeling is to divide students into those who highly achieve and those who underachieve, which is why those who are labeled as failures are deprived of status.
- In response pupils rebel against the school and develop an anti-school sub culture developed in an attempt to gain respect in the eyes of their peers (this phenomenon occurs in majority of the cases with boys).
- Culture of **masculinity** also develops in which the accepted ways of behavior for males are taken too far.
- These sub cultures are: hating schools, truanting, avoiding work and cheating when doing work, aggressive towards teachers, despising pupils who work hard, opening racist and sexist, involved with serious crime outside.
- Working class pupils are the ones mostly involved in subculture formation since middle class pupils believe in **conformity**.

- **Ethnicity:**

- Sometimes it is pupils from minority ethnic groups who are labeled as failures and put into low streams.
- The same processes as for working class pupils can also apply to minority ethnic groups, such as failing to meet the ideal pupil stereotype, being labeled and then conforming to a self-fulfilling prophecy of failure.
- Chinese pupils are less in numbers in a school and are unable to form a peer group. They would then be labeled geeks and hence would be more likely to stop working hard.
- African Caribbean boys in British secondary schools formed their own anti-school subcultures and smoked in schools etc. but were also aggressively masculine.
- 'Black sisters' was an ethnic minority who was successful in education but at the same time did not support the educational system. They knew the importance of education.

- **Gender:**

- Girls develop their language skills more than boys because of talking and also help each other out in studies since they take them more seriously.
- Girls peer groups were studied by Valerie Hey, and found that cliques (tight, closed friendship groups) tended to form among girls from the same class background based on a core of best friends. Girls from the working class used makeup and acted overly feminine to get their way in school. They misbehaved as much as boys but were subtle about it.
- According to Carolyn Jackson, girls now are swearing, being aggressive, and working hard by some girls is now seen as 'un-cool'. If pupils did not do well, they could always claim that they could have done well had they tried?

Measuring intelligence

- It can be argued that some people are more intelligent than others. This would have to mean that middle class children were always more intelligent than working class children since their school achievements are higher. Sociologists say it is the material and cultural factors that make this happen.
- It is likely that intelligence is partly inborn but that how it develops depends on the child's environment such as a healthy diet for young children.
- There are also probably different kinds of intelligence. Someone who is good at math's might not be good at English. These intelligences are tested in verbal and logical reasoning.
- Other types of intelligence include emotional intelligence which involves how well one can co-operate and empathize with others.

- Intelligence is most commonly measured by IQ tests. A higher score is deemed to be intelligent more intelligent. Working class on average less score and sometimes ethnicities as African Americans scoreless too.
- Problems with **IQ tests** claims should be questioned:
 - Intelligence depends on environment, higher scores would mean a very good environment and vice versa for lower scores.
 - IQ tests are based on a very narrow range of skills and exclude other types of intelligence.
 - IQ tests are made by a particular culture and those from the same culture do well as they would find it easier.
 - Intelligence develops and IQ tests only tell the intelligence of a person at that particular moment.
 - Performance in an IQ test can be effected by factors such as being ill etc.
 - Performance in IQ tests improves with practice, so do they really measure intelligence or just the skill of doing well in tests like these.
 - Low scorers on IQ tests sometimes do well while high scorers sometimes do badly.

The role of official and hidden curriculum

- **Official curriculum:**
 - Consists of subjects taught and their content. In primary schools a focus is given to reading and writing. Followed by specialized teachers for a subjects in secondary schools, and usually only one subjects in university.
 - Many countries have a national curriculum in which the subjects studied and their content is decided by the government. National tests allow for comparisons between school results and this has been helpful to parents in the UK who can the school with better results for their children.
 - Academies and private schools don't have to keep a national curriculum, so as more schools become academies the national curriculum will be compulsory for lesser people.
 - National curriculum helps the government develop skills of the future workforce but division of knowledge into subjects prevents students to understand the link between subjects.
- **Hidden curriculum:**
 - Pupils learn norms, values, and attitudes from their school experiences and this is called the hidden curriculum.
 - Schools are physically separate from the home and from places of work. The classrooms are also set out so that the teacher is at the front and seem in control.

- Schools are also a hierarchy and pupils learn their place in this hierarchy and the norms that go with the pupil role.
- Other features of the hidden curriculum include:
 - Competitive sports and testing individuals that doing better is more important than co-operation.
 - Importance of punctuality by being on time for a lesson.
 - Doing what you have been told by those in authority.
- **Functionalists** say that the hidden curriculum is important for the smooth running of society as it integrates essential skills in the pupils.
- **Marxists** talk about social control when it comes to the hidden curriculum. Working class learn not to have high expectations. Pupils become passive. They are also made to believe that when they fail it is their own fault (manipulated). Most of the important knowledge is reserved for pupils who pursue education after 16 years of age and this usually does not include the working class.
- **Feminist** argue that the hidden curriculum conveys gendered messages. For example boys and girls have different uniforms. This encourages both boys and girls to conform to gender stereotypes.
- **Vocationalism:**
 - It is education in which you are prepared for a particular trade, craft or profession.
 - Vocational education is received for work while secondary education makes courses available that lead to careers in, for example health care.
 - In UK students who take A levels and university education are considered to be better than those who just learn a particular skill.
 - Governments have tried to make vocational education better by introducing new qualifications and assessments.
 - Critics of vocational training have argued that:
 - They keep young people occupied and avoiding counting them as unemployed.
 - They have been used by some employers as a source of cheap labor.
 - The purpose of education not just to prepare workers but to increase the potential of individuals which is why well rounded education is required.

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Practice Questions related to Education

Chapter 5

Specimen Paper 2016-P2

Research has shown that social inequality is a major obstacle to educational achievement and, consequently, social mobility. Some schools are highly segregated due to factors such as setting, streaming and selection processes. Selective education is a feature of many modern industrial societies.

- (a) What is meant by the term 'selective education'? [2]
- (b) Describe **two** types of school. [4]
- (c) Explain how setting and streaming may influence educational achievement. [6]
- (d) Explain why educational success may not always lead to social mobility. [8]
- (e) To what extent is social inequality a major obstacle to educational achievement. [15]

May/June 2015, Q2

Section B: Education

- 2 The type of school individuals attend is thought to have a big influence on their educational success. One type of school found in modern industrial society is a single sex school.
- (a) What is meant by the term 'single sex school'? [2]
 - (b) Describe **two** ways that schools have tried to improve the educational achievement of boys. [4]
 - (c) Explain how informal education is different from formal education. [6]
 - (d) Explain why girls often study different subjects to boys in school. [8]
 - (e) To what extent does the type of school individuals attend affect their life chances? [15]

May/June 2016-P22, Q3

- 3 Education and schools are thought to be important agencies of socialization. Not everybody agrees, however, that education is a good thing and some social groups seem to be much better than others. Some sociologists believe that schools have a big influence on the educational performance of students.
- (a) What is meant by the term 'socialization'? [2]
 - (b) Describe **two** aspects of the hidden curriculum, apart from socialization. [4]
 - (c) Explain how sanctions can be used by schools to make students conform. [6]
 - (d) Explain why school factors may be the biggest influence on a child's educational performance. [8]
 - (e) To what extent are the functions of education positive? [15]

Unit-6

Crime, Deviance and Social Control

O Level

Sociology

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Topics

- What are crime deviance and social control
- What are explanations of crime

Unit-6: Crime, Deviance and Social Control

What are crime deviance and social control

The difference between crime deviance and social control

- **Deviance** means not following the value consensus of the society and at times also involves breaking the laws.
- **Crime** simply involves breaking the laws.
- All crime is deviance but not all deviance is crime.
- Deviance can be heroic as well; Sociologists talk about behavior that is negatively sanctioned. Deviance also involves suicide and mental illnesses.
- No acts are deviant by nature - The dominant values of the society define what is seen as deviant and not. e.g.: when soldiers kill during a war, it is not seen as a crime however a murder is seen as a criminal activity.
- **Cannibalism** and incest have been allowed by some societies.
- Sociologists studied deviance and tried to build empathy for it.

Formal and informal social control

- **Agencies of social control** involve media, religion, police and penal system.
- **Informal social control** involves informal agencies such as: Family, Media, Schools, Peer Group, Workplace etc.
- **Informal agencies** use tools such as Glares, detentions, ostracism, ridicule etc. to regulate the social behavior of individuals.
- **Formal agencies** include agencies such as Police Authorities, Courts etc.
- They use formal tools such as fines and other legal reprimands to make individuals conform.
- Agencies of socialization also act as agencies of social control.
- The media reports criminal behavior and shows the punishments for criminal activities. This inculcates deterrence among the people which socially controls their behavior. The media shows the consequences of certain actions that either deter or encourage individuals to commit those actions.
- Often religious commandments become the law such as The Ten Commandments.
- Law courts hear charges against individuals.
- **Penal system** handles the punishments.
- Several ways of how social control has changed:
 - The state has become increasingly involved in social control. Many people now have private security and guards for their protection.

- Detailed classification systems for different crimes have been developed according to which criminals are punished.
- Criminals are increasingly segregated from the society in prisons unlike the past where they were physically punished and then allowed to remain in the society.
- Rehabilitative punishments have become more common instead of physical punishments.
- Family and schools play a greater role in social conformity.
- **Formal and informal social control** work together to regulate individual behavior.
- Surveillance has become increasingly common. Stanley Cohen argued that there has been an increase in private places instead of public areas to regulate surveillance.

What are patterns of crime?

- **Official statistics:**

- They are taken at face value and are socially constructed hence caution is required. Interpretivists argue that they reveal information about who constructed them rather than about the actual crime.
- The main sets of official statistics on crime are usually:
 - Police counts on total numbers of offenders.
 - Court records of total number of convictions divided by their age, ethnic group etc.
 - Home office statistics.
- **Dark figures of crime** are unreported crimes.

- Sociologists see police stats as social constructs: two techniques are used to get the full picture:

- **Self report studies:**

- Questionnaires, interviews that question people if they have committed crime.
- Official statistics reveal: most crimes are committed by men who are in the working class but this study reveals that women and middle class commit crime as well.
- Problems such as with:
 - Validity: exaggerated or untrue responses to impress peers or researcher.
 - Relevance: Some women might agree that they have committed non-serious and minor offences such as travelling in a bus without a ticket. However, this is more an act of dishonesty rather than a

criminality. This implies that the men still commit the most dangerous crimes as claimed by official statistics.

- Representativeness: Self report studies mostly interview adolescents only which means it does not uncover white collar crimes.
- **Victimization studies:**
 - Respondents more willing to report crimes rather than confessing them. This may uncover un-reported crimes such as domestic violence. Victimization studies actually reveal that young working class men are actually the victims rather than the oppressors, unlike the claim of official statistics.
 - **Problems:**
 - They don't cover victimless crimes such as usage of drugs, white-collar crimes etc. or even child abuse since children are unaware that they are the victims.
 - Crimes such as domestic violence and assault on women still unreported.
 - Respondents' memory may be faulty which might compromise their ability to give an apt description of the crime.
- Police statistics under record crime but it varies for different criminals and offences:
 - Few crimes un covered by police: police discovers both by the victim or witness; lower crime reporting may be for the following reasons:
 - Crimes which are considered to be trivial are not reported, crimes where police can't do much such as they might be private family matters are not reported, victims report crimes when they get a benefit such as when insurance companies require people to report crimes, some crimes seen are seen as a private or a personal matter hence individuals don't want to involve the police, victims may not want to see the criminal being punished, Witnesses may not want to get involved, some communities don't trust the police hence they do not report the crimes.
 - **Invisible crime:**
 - **White collar crimes:** police doesn't get involved or these people are not caught, Credit card frauds dealt by the credit card company rather than the police, stock theft is common and the police is not involved.

Police play a crucial role in deciding what is legal or illegal. Some police are stricter on drugs compared to others. Cuffing is done to improve target rate rather than solving the actual crime. Police may be forced to overlook some crime and asked to clear out crimes that may lead to moral panics.

Patterns of crime by age class and gender

- **Age:**

- Most crimes are committed by young people.
- Juvenile delinquency is a term used to explain: under 18 crimes that would have been dealt with differently if the individual were above 18. Juvenile detention centers and courts deal with this. This is to keep the young criminals away from serious criminals to prevent them from adopting a criminal career. In most countries, even crimes committed by children that are serious, are dealt by the adult courts.
- Some crimes are status crimes that come in the definition of crime simply because of age of the criminal such as underage smoking or drinking.
- Most crimes by young people are nonviolent and non-repetitive.
- Some sociologists explain crime through adolescence. Since adolescents are discovering their new identity at this age, they might commit crime to test and experience the limits or boundaries of this new identity.
- Factors with higher rates of crime:
 - Boys commit more crimes than girls which can be explained through a culture of masculinity. Young girls committing crime is increasing and peak age of delinquency is lower for girls.
 - Boys of minority ethnic groups more likely to commit crime.
 - Very lenient or very strict style of parenting leads to more delinquent behavior.
 - Criminal parents or older siblings influence delinquency. Young child in single parent family is likely to commit crime.

- **Age (older people):**

- Older people commit very few crimes. They might have committed crimes at a younger age such as war crimes which are dealt by the ICC or ICJ.
- Older people have started committing more crimes in Japan. There are special prisons for older people.

- **Social class:**

- **Working class:**

- **Blue collar** crimes are the crimes committed by the working class.
- Working class is socialized into a different set of values such as they settle for immediate gratification rather than deferred gratification. They also have a fatalistic set of attitudes and they believe they have no control over their life. Such values might encourage crime among the working class.

- **Relative deprivation:** is a phenomenon used to explain crime in which criminal commits the crime out of jealousy because he has lesser than the middle or the upper class. Hence, he is relatively deprived in comparison to the rich in the society, which is why he might resort to crime to become equal to them.
- **Marxists** argue that crime is a social construct defined by the elite in the society. Any action of the working class that threatens the capitalist system is criminalized. Marxists argue that laws are not enforced, and those which are also benefit the capitalist system. Health Laws are enforced so that the workers can work in healthy environments and be economically productive to benefit the production process. In essence, this law also benefits the capitalist system.

– **Middle class crime:**

- The middle class generally commits fewer crimes and their crimes are also not recorded.
- Middle class crimes are non-violent and usually occupational crimes known as 'White Collar Crimes'.
- White collar crimes are dealt differently by the law. Tax evasion is dealt differently than shoplifting.
- White collar crimes are usually not included in the official statistics simply because they don't fit the typical stereotypical image of crime created by the upper class.
- Furthermore, the middle class is more aware of their rights and have the capability to negotiate justice and even do out of court settlements in order to avoid punishments.

– **Ruling class crime:**

- Since the ruling class define crimes, their actions are never listed as crimes.
- Some ruling class crimes involve- torture, war crimes, genocide etc.
- Corporate crimes involve bribery, breaking health and safety laws, violating environmental laws, false advertising and false accounting such as concealing profits to avoid tax etc.
- Elites don't have to break the law since they can change them. Tobacco companies and Multinationals transfer money within their organization.
- In order to avoid a criminal case, one employee takes the blame for the crime rather than the entire company. Then the employee is held accountable for the crime not the corporation.

• **Gender:**

- Males are responsible for far more crimes than females.

- Female crimes:

- Small crime such as shoplifting is not reported – official statistics are not accurate.
- Female conviction rates are less. Women are dealt with differently by the police. This can be explained by the chivalry factor that is in the area of crime and detention, women profit from their "Femaleness" due to the chivalry factor that makes authorities reluctant to arrest, prosecute and convict women despite their guilt. This theory applies to traditional attitudes towards women.
- On the contrary, some sociologists argue that courts deal harshly with women since they are committing an action that does not suit their "Female" role.
- Delinquent girls acting against their roles.
- Last few decades female crime increased because:
 - Changing position of women in society. Women are socialized into a different set of values and the traditional socialization of women has changed. More females have started to work outside the home which increases their opportunities to commit crime.
 - Changes in roles and attitudes of women. A display of rowdy behavior in public places by women is becoming widely accepted.
 - Women are rejecting male dominance in work: they may reject rules made by males.
- Why female commit low crimes:
 - Girls are socialized into a different set of values. They are taught to be non-aggressive and peaceful.
 - Talcott Parsons argued that after adolescence the life of women remains "Home-oriented" which means that she has fewer opportunities to commit crime.
 - Females face more social control in public life.

• Gender:

- Male crimes:

- Males commit crimes because of masculinity.
- Crime is often a way to compensate the inability to support their family
- Examples:
 - Adventurous and risky behavior
 - Masculinity and domestic violence.

- **Ethnicity:**

- Minority ethnic groups commit more crimes than majority according to official statistics.
- Victim related data: victim has never seen the offender but still blame.
- Arrest rate represents racism. If someone is arrested that does not mean they have committed a crime.
- Problems with saying that statistic show the correct case:
 - Most crime by young individuals– ethnic minority have young people.
 - The victims are biased when reporting crimes. They are more likely to report crimes or exaggerate them if the criminals are black.
 - Police target some ethnic groups compared to others.
 - Police racism.
- Explanations for higher crime rate:
 - Marginalization and social deprivations.
 - Racism and racial discrimination.
 - Historical perspective, colonies and resentment.
 - Not all ethnic minorities commit crimes religion and family ties deter them.

Victims of crime by age, class, gender and ethnicity

- Propagators of crime and victims generally belong to the same social group. Working class men attacked by working class men.
- Women as victims:
 - Women think they will be attacked because of media reporting of crime. This is not true but later becomes a self-fulfilling prophecy. Women victims of unreported crimes such as domestic violence.
 - Assault is committed by someone you know rather than a random person and it usually takes place in the victims' house rather than a dark alley and victims don't report crime. It's ok for men to do it due to the patriarchal society – feminist say that this is a way men show dominance.
 - Domestic violence: Women think they are to blame or think police won't do much. Family home is a private sphere.

Police and law enforcement

- Police protect private property: size and functions of police vary between societies.
- For Marxist they represent the repressive state apparatus – to protect themselves (elite capitalist). When the ideological apparatus fails the elites use police as the first line of control. Riot control – weapons may be used.

- **Police targeting:** the police target specific social groups on the assumption that they are likely to commit crime. They might target working class men, ethnic minorities etc.
- **Surveillance** has increased due to technology - Particular groups and generally as well. Types include:
 - Computer surveillance.
 - Telephone surveillance.
 - Arial Surveillance (helicopters).
 - ID card systems.
 - Tracking use of credit cards.
 - Biometric surveillance – emotional state.
 - Use of social networking.
 - Electronic tagging of people.
 - Police surveillance – becoming a member of a group.
 - Police and law enforcement.
- Right wing theory argues that crime in the society is inevitable and some criminals will always exist, hence it is impossible to completely uproot crime. Hence, the environment should be designed in a way that offers protection from crime. Victims should protect themselves from crime.
- The design of environment can reduce crime, Designers and architects can design buildings, entrance doors are visible – thorny bushes outside windows- measures to protect is known as target hardening.
- **Situational crime prevention:**
 - Try to make it difficult for people to commit crime:
 - Closed circuit television cameras.
 - Cameras used for traffic control – traffic light.
 - Control credit card frauds – calculations.
 - Rich segregate themselves from the urban poor- gated communities.
 - Broken window theory- more deviance from a broken window
 - **Zero tolerance policy:** minor crimes are also punished.
 - Sill controversial because.
 - Homeless people were removed, but they were still homeless.
 - Crime rates fell in other cities where this was not used – young population generally may have decreased in New York.

Crime related to new technologies such as the internet

- Computer crime or cybercrime. Spam Emails, infecting PC with virus. - Computer crimes can be committed by individuals, state or organizations.
- Crimes that use the internet are internet crime and cybercrime is a vast term - involves all forms of technology - including mobile phones, emails, forums, chatrooms.
- Examples:
 - Spreading computer virus and malware, fraud or identity theft, internet scams, websites with offensive content, harassment by cyber stalking, trade of illegal drugs, Cyber terrorism: Estonia example.
- Controlling cybercrime is difficult as it transgresses national boundaries. Requires a global response- but not all countries have the same laws. Controlling expression vs. free speech. Anonymous; which is seen as cyber terrorism and heroic as well as it catches internet illegal websites as well.

Dealing with crime

- Dealing with deterrent, rehabilitation, community sentencing, punishment, and prison.
- Past physical punishments included exile and ostracism. Today the judicial system deals with crime.
- Reasons for punishments:
 - Incapacitation: isolation from the society to prevent future crime.
 - Deterrence: to create a fear of punishment.
 - Rehabilitation; changing their attitude – changing offenders, not stopping them from committing a crime. Apologies to the family etc.
 - Retribution.
- Common punishments today:
 - Imprisonment: deprived of the freedoms, Try for rehabilitation by educating them and integrating them, Second time offence is common after prison.
 - Conditional sentencing: Wear a tag, leave for a certain time period.
 - Fines: for less serious offences, Pakistan Blood money.
 - Community: Vandalism – repair property.

What are explanations of crime

Sociological explanations

- Functionalism:
 - Crime is necessary in a limited sense.
 - Durkheim – societies of saints' even small deviant behavior will be punished.
 - Major crime can bring social collapse.

- Society collectively decides what's deviant. Criminals by committing crime, point out how values of society may be different from laws – hence a change in the law is required to avoid dysfunctional society.
- In change times people may not be able to connect to share values and therefore become deviant.
- Anomie (Durkheim) – When the value consensus between the individual and the society breaks down.

- **Merton's theory of deviant behavior:**

- Uses the concept of anomie: disjunction between goal and means. American dream was the goal but not everyone was equally able to achieve it. The goal promoted deviant behavior.
- Conformists continued to work hard.
- Innovators found new ways- considered deviant.
- **Ritualists** continued working hard but knew that they would never achieve.
- **Retreatists** rejected both goal and means and were resigned failure.
- Rebels adopted new goals and means.
- Different social groups show different types of deviant behavior. Merton explained this by the 'Strain Theory' - that is a difference between the outcome and what people wish to achieve.
- Criticism – only for wealth and power like theft, assumes society shares the same values.
- Albert Cohen – Status frustration- lack of status in the society leads to individuals committing crime since they face inequalities in the society -group vs. individuals like Merton focused.

- Merton's theory of deviant behavior.

- Sociological explanations.

- Socialization: Families and crime:

- **Longitudinal studies** – link between poor parenting and offending – single parent families.
- Older types of families provided moral values.
- Several changes indicate that the moral fabric is weakening
 - Undermining the idea of marriage & cohabitation, Increase in divorce, socialization of children suffer because of independent children, more families without fathers so no bread winner role model.
- Root cause poverty vs. family:

- Underclass- fathers leave children and function on welfare. Law abiding working class driven out – create instability in the area. Charles Muray – New Rights
- Accounts for families and communities – Golden age of families meant that women rights were not provided.
- **Marxist theories of crime:**
 - Laws criminalize the actions of the working class- rich protect themselves through the state.
 - Working class forced to accept this false consciousness. Property related crime severely punished.
 - Law creation should be as important as law enforcement.
 - One criticism – some laws benefit everyone, not just the rich. Some laws limits the industries etc. – Marxist argue that they still benefit the elite.
 - Some laws prevent greater dissent. Labor rights laws etc.
 - Recent Marxist combine structuralist perspective with the labeling theory. Individual perceptions and societal relations to perceived deviants.
- **Relative deprivation:**
 - Material deprivation is being short of material goods needed in the society, does not turn someone into a criminal.
 - It is not being deprived that leads to crime but when individuals see themselves deprived in relation to others.
 - Marginalization: when individuals don't see a legal route to solve their problems hence they resort to violence to outlet their emotions of anger. Trade unions.
 - Lea and young: Deprived young men from inner cities victims also from that area. Criticized Marxist for completely ignoring the working class crime since that was the major crime in the society.
 - Sociological explanations.

Interactionist explanations: labeling theory

- Everyone commits crime which could get them labeled but not all get labeled. Interactionists are not concerned with the act but try to explain how certain acts come to be defined as deviant.
- Working class more likely to be labeled deviant compared to middle class. Howard Becker argued that a deviant act is that which has been labeled deviant and a deviant person is he who has been labeled deviant.
- Labeling: the ways in which acts and most people are defined as deviant by the social reaction to their behavior. This can give someone a master. Status- a status which overrides all other statuses. Self-concept is changed by labeling and then self-fulfilling prophecy becomes true – loss of family, friends and rejection from the society leads to an increase in deviance. This leads to deviant career

where the person joins a deviant group. This phenomenon is Deviancy Amplification.

- Primary deviance (before labeling) and secondary deviance (after labeling) does exist.
- Marijuana example: became illegal by changes in American values. Moral war by the narcotics department launched. And Marijuana became illegal as no one challenged it.
- Labeling is done by those who have power over the labeled person – it works most when the labeled person does not have any other sources of information. Cicourel argued that it is usually the working class that is labeled
- Limitations:
 - Some acts such as murder always deviant.
 - People know that they are breaking the laws, even if Lemert says that primary deviance common.
 - Individuals can choose to be deviant regardless of whether they have been labeled.
 - Labeling does not explain why some people are labeled and others are not.
 - Taking the side of the deviant rather than condemning them.
- **Masculinity:**
 - Official statistics – males commit more crime and more serious crime compared to females. Masculinity means being a male. Modern industrial societies is hegemonic masculinity. Involves.
 - Controlling emotions.
 - Being physically strong.
 - Being willing to use violence.
 - Being competitive.
 - Boys are socialized into different values which teach them to be aggressive, show dominance and even use violence.
 - Some boys cannot show hegemonic masculinity: they are labeled effeminate
 - Deviance happens because boys are encouraged to show hegemonic masculine behavior.
 - Girls less likely due to socialization.
 - Explanation related to crime based on masculinity criticized for:
 - Firstly, not all men are socialized into the same masculine values.
 - Masculine behavior has some positives such as protecting the weak etc.

- Many males reject masculine behavior as well.

Defining crime and Deviance

- Stereotyping labeling by law enforcement agencies.
- The media and the law enforcement agencies.
 - Most individuals don't have a direct link with the legal system so they obtain information regarding crime through media reporting.
 - Crime was actually falling in the UK but the media reported it in such a way that it seemed crime was actually on the rise - because of this government does not cut spending for controlling crime.
 - Many crimes that attract attention are unusual. Results of this are:
 - Putting pressure on governments to reduce crimes - even though there might be no benefits.
 - To inculcate a fear among the people such as they might stop going to a particular place etc.
 - Growing demand for goods that protect people such as CCTV cameras etc.
- The media and the law enforcement agencies:
 - Moral panics are created and the media can label a group for initial small crimes and then stereotyping happens. Media reporting in moral panics involve:
 - Exaggeration: worse than reality.
 - Prediction: assumption that the group will commit crime again if not stopped immediately.
 - Symbolization: attaching certain characteristics with folk devils to create a public awareness or a public fear.
 - The media creates a moral panic for a minor deviance and stereotypes the folk devils - this leads to a self-fulfilling prophecy and an increase in deviance - this pressurizes the police to take strict action and after a while the media leaves the story.
 - Sometimes media just puts the label: such as Hippie was the label for people who took drugs, Police wanted to capture them and this lead to more deviance and the group tried to further differentiate themselves based on distinct dressing etc. This led to the police arresting more people - media then reported the actions of the police which led to a panic being created and police taking further actions.
 - Stanley Cohen was the first to use the word "Moral Panic" when the media exaggerated the minor deviance of the group "Mods and Rockers" which pressurized the police to take strict legal action against them.

- The link between **sub culture, crime and deviance:**
 - Youth culture and sub culture (Goths).
 - Although the values of the sub-culture clash with the main stream culture, they do share some values of their own.
 - Anti School sub-cultures served two purposes:
 - It created alternative values and students could gain respect in the eyes of their peers.
 - Way of hitting back at society.
 - Merton's theory gap filled- collective deviance.
 - Cloward and Ohlin : non legitimate opportunity structure in society:
 - Criminal sub-culture: Career for criminals – individuals imitate role models and become criminals.
 - A conflict sub culture: No route nor legal or illegal was present so young people turned to violence.
 - A retreatist subculture: Drugs as an escape.
 - The above theory assumes everyone shares the same goal of financial success. Working class had distinct sub-culture values promoted deviance. The values in teenage gangs were:
 - Accepting fate: you have little control over life hence you should make most of any chances.
 - Seeking autonomy: Resisting authority to have freedom.
 - Views on trouble: Violence and conflict normal.
 - Thrills for excitement: Fun.
 - Virtues of smartness: looking attractive.
 - Virtue of toughness: Aggressive behavior.
- The link between sub culture, crime and deviance:
 - Everyone has the same set of values. David Matza argued that individuals have two sets of values. Dominant Values that guide our daily life and Subterranean Values that we indulge in some times such as a party aggression. Delinquents use subterranean values in the wrong place and time. Youth is in and out of delinquent behavior as they are confused and try to take control of their life by different measures. They acknowledge when they are wrong.
 - Youth says that they should not be condemned?
 - They were not in their senses such as they might be drunk.
 - Denying that there was a victim and even if there was the person deserved it.

- Denying that harm was done and even there was any harm replacement can be made.
 - Condemning the condemners – everyone does it.
 - They might have greater loyalties such as protecting friends etc.
- Today it is difficult to define sub cultures and therefore not possible to allocate crime to this.
- Juvenile gang's knife crimes commit Gang members to get a social identity.

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Practice Questions related to Crime, Deviance and Social Control

Chapter 6

May/June 2015

Section C: Crime, deviance and social control

Crime is thought to be a big problem in modern industrial society and different people have very different views on how to deal with it. Some sociologists believe that prison is a deterrent to criminal behaviour. However, others think that prison does not solve the problem of crime.

- (a) What is meant by the term 'deterrent'? [2]
- (b) Describe **two** ways of dealing with crime, apart from prisons. [4]
- (c) Explain how sociologists use victim surveys to measure crime. [6]
- (d) Explain why there is a 'dark figure' of crime in society. [8]
- (e) To what extent do prisons solve the problem of crime? [15]

Specimen Paper 2016-P2

Labelling theory was developed by Howard Becker and seeks to explain the causes of criminal and deviant behaviour in society. This theory emphasizes that criminal behaviour occurs as a result of the dominant social group labeling minority groups. The minority groups are seen to be committing acts which are against social norms.

- (a) What is meant by the term 'norms'? [2]
- (b) Describe **two** ways of measuring how much crime is committed. [4]
- (c) Explain how media may influence levels of crime. [6]
- (d) Explain why law enforcement agencies may treat some groups of offenders differently to other groups of offenders. [8]
- (e) To what extent can criminal behaviour be explained by labeling theory? [15]

May/June 2016-P22, Q3

How we define crime and deviance varies across time, society and culture. It is often associated with youth sub-cultures. What is agreed, however, is the existence of agencies of social control both formal and informal.

- (a) What is meant by the term 'agencies of social control'? [2]
- (b) Describe **two** examples of crimes that vary across time. [4]
- (c) Explain how informal social control is different to formal social control. [6]
- (d) Explain why criminal youth sub-cultures exist in modern industrial societies. [8]
- (e) To what extent do the media influence ideas about crime? [15]

Unit-7

The Media

O Level

SociologyTEACHERS NOTES

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For Books Order: 0336-5314141**Topics**

- Who control the media?
- What is the influence of the media?

- Owners are not necessarily controllers. Controllers are sometimes owners or editors.
- The importance of owners vary:
 - Owners sometimes directly control the content or appoint editors /staff to control what is being produced
- The importance of controller varies:
 - Owners have too many media organizations therefore they have to delegate controllers to make day to day decisions
 - Controllers are allowed to make decisions when it is profitable.

Freedom and censorship in the media

- Media can be used for social control (control of individual or group behavior) or for propaganda (one sided view).
- State control of media portrays government positively, presents opposition parties unfavorably, do not report issues, which show the government in an unfavorable manner.
- Example – Nazi Germany Hitler used the media to create propaganda.
- BBC is large and can portray any opinion but is expected to report truthfully.
- Censorship forms:
 - Prevent state secrets.
 - Laws on obscenity.
 - Libel and slander laws plus allegations.
 - Preventing the unfair treatment of ethnic minorities.
 - Movies with violence after are shown 9 p.m.

Pluralist, Marxist and post-modernist perspectives

- **Pluralism:**
 - Positive view of the media.
 - Media is there for secondary socialization and to establish norms of the society.
 - The audiences shape the media rather than the other way around.
 - Diversity of media exists: few individuals control large organizations, but many more small media organizations are present so there is competition. A company that fails to address their target market will fail.
 - The development of new media supports this idea and also supports that people can produce the content of the media such as when they upload video on Facebook or write blogs etc.

- Opponents state:
 - Dumbed down content exists as this is what people want.
 - More competition means some firms will compete hard and kill competition rather than provide the best possible news.
 - There is still bias in the media such as they don't support left center views.
- Reasons why media corporations are not all powerful:
 - Media corporations have to satisfy their audiences.
 - Shareholders exist so individual owners don't have all the power.
 - Governments prevent monopolies from forming.
 - Quality of programming in countries: some news has to be reported.
 - Libel laws: means that you cannot tell lies.
- **Marxism:**
 - Conservative indoctrination takes place.
 - Capitalist elite control the narrative in the society, prevent social change.
 - 2003 Invasion of Iraq is an example of when the media controlled the people's emotions.
 - Media creates false needs and encourages consumerism.
 - Only entertainment Gossip is mostly present on the media. The ways in which issues are reported it seems nothing can be done to change the system, which makes the people powerless.
 - The media does not provide reports that help us understand the world better.
 - Alternative views are labeled extremist, or don't get that much attention.
 - The theory of Marxism has been criticized for:
 - Conspiracy of a small group trying to control.
 - Neo Marxists still understand the media better. Hegemonic perspective: organized in a way in which these dominant ideologies prevail rather than a group of people manipulating the audiences. Distortion of the truth happens. Approval of businesses, inequality is seen normal, suspicion of ethnic minorities. People can see all of this as untrue but the media is the only source of information.
 - Hegemonic Marxist view: only the dominant ideologies get priority and all journalists and editors are involved in this process. Like Marxists we should not blame this on owners. Decision makers are not trying to manipulate intentionally but actually believe in this view. This is because they tend to be white, male, middle class and middle aged. Hegemonic Marxists see that there may be

differences in opinion in terms of which political party you support but common element still persists and the differences are minor.

- Media is an ideological state apparatus.
- Repressive state apparatus (police etc.).
- There is always room for descent so the Marxist theory does not apply. The false consciousness that Marxists describe does not exist.
- For Marxist the ruling class uses media at two levels:
 - Concealing the truth from the working class.
 - Distracting people from important issues.
- **Post-modernist:**
 - More interactive: where users produce most of the content rather than the other way around.
 - Content moves between points of a network rather than top down.
 - Media cannot be controlled like traditional media.

Patterns of media use

- **Gender:**
 - Males play more video games than females. Fighting and violence is associated more with male character.
 - Women tend to prefer soap operas; males prefer sports and action adventure and documentaries.
 - David Morley's Family television:
 - Men have control over program choice.
 - Men want to watch un interruptedly, women see media as social activity and allow for interruptions.
 - Men carefully plan-viewing women don't plan viewing.
 - Video recording is given to men and children.
- **Age:**
 - Amount of TV goes up when they are 50. Visual and hearing difficulties television is better. This is basically compensating for being less involved in society.
 - Some old age people still find internet a problem.
 - Children visit the cinema more compared to old people.
 - Moving videos: children watch this more than adults. Example is Youtube.
- **Social Class:**
 - The Sun read by the working class and daily times by the middle or upper class.

- Pop culture media for the mass audiences not the elite. Cable TV focuses on sports (Marx perspective) Football and hides important political issues from the masses.
- Digital media divide still exists in some countries because not everyone can afford the internet.

• Ethnicity:

- Minorities can watch channels from their own background more in today's world and can preserve their own culture.
- Ethnic minorities can have their own media but it depends if they have a large audience or not.
- They still watch mainstream media but generally see programs that they can relate with.

Media Representations

- The ways in which ethnic minority, gender, class, age and disability groups are displayed in the media.
- An area can be portrayed as dangerous or with opportunity.
- Key concepts in discussing representations:
 - Invisibility: Some groups are absent from the media.
 - Underrepresentation: Disability groups not represented as much.
 - Tokenism: when someone from underrepresented group appears and that is considered that the media is creating an illusion that it helps disabled people.
 - Stereotyping: Traditional stereotypes such as women working in the household. Negative image of some for example Muslims image has been distorted by the international media.
 - The Gaza: Media is produced through the male gaze.
 - Binary oppositions: Only two representations given such as Good vs. Evil, and Male vs. female presented in the media even though not much differences between genders they are shown as binary opposites.
- Representations of ethnicity:
 - USA and UK majority of the people are White. White minorities such as African Americans, African Caribbean, Asian (Pakistan, India) also are living with the majority. Binary options are used here as well such as White vs. others. All of this is done because of the media and the minorities being viewed from the 'White Gaze'.
 - Stereotypes mentioned below:
 - The dangerous Savage: Uncivilized people who want to attack, how Indiana Jones deals with Indians who were savage.

- **The noble Savage:** Positive stereotypes, how other cultures accept white values and therefore are shown western sympathy. An example of this is 'dance with the wolves'.
 - **The childlike primitive:** Assumed to be stupid, starving defenseless and need help of white individuals.
 - **The entertainer:** African American people are considered funny, can sing and dance and are therefore entertainment rather than serious matters.
 - **The exotic and alluring women:** non-white women are daring, such as Cleopatra.
 - **The rich evil tyrant:** Corrupt ruling class who violate rights. This stereotype has been used to justify colonies.
 - **The clever:** One who has acquired western education but is using it for only his/her purpose.
- **Ethnicity:**
 - Immigrants are shown as troublemakers.
 - Ethnic minorities never in the get main roles.
 - TV: Mind your language made fun of ethnic minorities.
 - African Caribbean's are shown as thieves. Asian People are shown as having un-usual accents.
 - If there is a white policeman and a black policeman the black policeman is usually killed and the white policeman avenges him.
 - Bollywood industry exists as a match to holly-wood so there is another viewpoint present.
 - Developing countries shown, as they need help, white doctor saving multiple people in countries such as Africa.
 - Situation is changing in favor of gender equality but:
 - **Representation of females:**
 - Are shown as soft, warm, weak and emotional.
 - **Underrepresented** in most roles especially as the main character, narrow range of roles are given to them such as: at home domestic work, mother and the girlfriend of the main character, shown in ways that emphasize physical appearance which leaves other women in inferiority complex.
 - Usually the male hero rescues the women.
 - Either shown as good or evil (binary options), good women are the ones who work at home and bad women who are liberal and free.
 - Women are shown in very limited occupations such as nurse receptionist.

- Now the situation has improved a bit and we see women in traditional male roles such as detectives as well.

- **Representations of males:**

- Are shown as tough, hard, sweaty, strong, physical and who love sports.
- Strength and power, independence is emphasized.
- Hegemonic masculinity - Rambo, 300 the movie where men are shown in roles of hegemonic masculinity. Other normal men can also have inferiority complex while they see these men buffed up on television.
- Men shown in traditional roles.
- Some magazines still focus on metro sexual men who focus on fashion.

- **Representation of age groups:**

- Media is bias in favor of young.

- **Children:**

- Shown as innocent, venerable and who need protection, round eyes and chubby cheeks to make them cute.
- Some movies children solve the problems and save the day.
- Some children are shown evil as well which is a binary of innocent. So roles of children are also shown as binary.

- **Teenagers:**

- Stereotypes are negative. They do petty crime and are gang members.
- Media has created folk devils and moral panics regarding teenagers. Shown to form devious sub cultures.
- Some teenagers good such as Harry potter.

- **Middle aged:** are shown as most responsible and law abiding.

- **Older people:**

- Under represented: image is mostly negative weak and who need help.
- Simpsons: grandpa is shown as boring who tells long stories which make no sense.
- Recently old people have got a positive image as media wants a target audience of older individuals because they are a large market as baby boomer generations are growing. Spending power of older people is more now compared to the past.
- Recently shown as wise – such as Dumbledore, The Wizard from Lord of the rings.

- Older men still shown positively compared to older women. Women in all aged groups accessed by their beauty which is sometimes lost in old age which means they can't star in a film like Harrison Ford still can.
- Older men still newscasters but none of them are older women.
- **Representation of Social class:**
 - Shows what ideas of social class do people have.
 - Can do two things.
 - Suggest that the society is fair and if you are poor its your fault as the society is meritocratic.
 - Suggest that we live in a closed society and poor are poor because of the odds against them.
 - Merit based society image is more common. This means that most information is misleading on the media when the media tries to portray that the society is fair and based on merit.
 - USA society is portrayed as based on merit and that poor people deserve poverty if they don't work hard.
 - Working class are never the main characters. Example: Pride and Prejudice.
 - There are some UK shows where the working class still has a main role. Example: Coronation Street.
 - US Soap operas assume everyone is middle class.
 - Homer Simpson from Working class is shown as irresponsible so generally working class image is shown as irresponsible.
 - Working class is shown as ripping benefits off the state. Bankers and business owners who are not doing fair play are represented positively.
- **Representations of people with disability:**
 - Underrepresented, stereotypical and this image is given by able-bodied individuals.
 - Representations:
 - Monstrous freak, Example: James bond films the villain is disabled.
 - Object of pity: Disability with suffering.
 - Object of violence.
 - Super human abilities: disabled people need super human abilities otherwise they don't have an image if they don't have super powers.
 - Object of ridicule.
 - A burden on society.

- Cannot participate in community life.
- Organizations concerned have brought some improvements:
 - Charities used to show disabled in a way to attract sympathy. Now this has changed.
 - Words such as handicapped, cripple no longer used by the media.
 - Media organizations have guides for their staff.
 - Small number of disabled people have been successful such as Stephen Hawkings.
 - Paralympics: for disabled people.
- **Reasons for changes in representations:**
 - Campaigns have been launched.
 - Social positions have changed for women. They are no longer considered housewives but decisions makers. The media now represents this.
 - More women, ethnic minorities are employed in the media.
 - Baby boomers still an important class. Now they are old therefore media also targets old people.
 - Older people and ethnic minorities are seen as important groups to be targeted.
 - The media itself is diverse, more media types and more people have access. Therefore they can create their own news if they don't like the mainstream news.
 - There are strict Laws against discrimination.
 - Still groups with less power and money are not represented.

What is the influence of the media?

The role of media

- **Violence and the media:**
 - Negative Effect (politicians and others are concerned that violence in media may lead to more violence in the society):
 - Hypodermic Syringe (immediate effect and imitation).
 - Leads to desensitization to violence.
 - Positive effects as well:
 - Catharsis: anger taken out in a video game.
 - Sensitization: People are shocked from violence take real world action. Dunblane shooting got media coverage which led to strong backlash against guns.
 - Questions for violence in media:

- How realistic is the violence because realistic can have an influence.
- Is the propagator of violence shown in a positive light? If the answer is yes then this leads to more violence.
- Who is the audience? If children then leads to more violence.
- Can violence of media be separated from other influences?
 - More likely that people become accustomed to violence.
 - Another argument against this theory is that people have been violent long before the media so the impact of the media is limited.
- **Political Beliefs and voting:**
 - Private media takes on strong political positions. UK newspapers take a conservative position.
 - Public service broadcasting means that the TV channels and Radio may be more neutral though in the US; Fox news is openly supporting right wing.
 - Political parties use the media for their own publicity.
 - The Sun (very influential newspaper). Even if the media is influential still it is difficult to decide what really affects the people's vote.
 - Opinion polls (based on small samples), trying to predict who will win.
- **Patterns of consumption:**
 - Supports consumerism, western way of life, globalization.
 - Advertising.
 - Show a good lifestyle and manipulates people in to buying products to get to that life style.
 - When people can't achieve the given image then there is status frustration, which leads to crime.
 - Marxists say that media creates false needs.
- **Gender and traditional stereotyping:**
 - Younger children may assume because of the media that:
 - Boys can do more than girls (adventurous).
 - Girls associated with the home and boys with work.
 - Boys are superior.
 - Girls should spend time making themselves attractive.
 - Feminists have tried to advocate more positive images of women such as making sure that women take main characters.

- **The influence of internet on areas such as social networking:**
 - Old media: was one way communication but the internet comes under new media.
 - Internet is cheap and easily accessible.
 - New media: people interact more social media.
 - Internet used for social networking, video sharing, E-mail and instant messaging.
 - Older groups excluded because of the digital divide.
 - Internet more difficult to censor. Governments still try to prevent people from accessing certain websites.

Selecting and presenting the news

- **Gate keeping:** what content gets approved? Usually done by editors.
- News is a social construction which has two stages:
 - Selecting stories means some stories are important and some don't get importance. What makes a news story worthy is based on News values.
 - Angle is put around the news. Where the news appears is also important.
- Gatekeepers do agenda setting. What stories get approved and what don't.
- There are practical concerns such as time, space. Also legal constraints such as libel laws. Cultural constraints are also present (such as conservative cultures).
- Many of the practical constraints are not present on new media such as the Internet. This has led to increase in citizen journalism (ways in which public can gather and distribute information).
- **Newsworthiness** (the extent to which a news story conforms to news values).
- Some news values:
 - Frequency: long term trends don't get importance.
 - Negativity: bad news over good news.
 - Unexpectedness of the news makes it worthy.
 - Personalization: interview to feel empathy.
 - Reference to elite nations and individuals: importance to big countries such as the USA and Celebrities.
 - Conflict: dramatic.
 - Logistics: can they get a reported in the area.
 - Meaningfulness: what meaning does it have for the audience?
 - Lack of ambiguity.
 - Continuity.

- News media has been criticized for by Marxist:
 - Present stories that benefit the powerful elite.
 - Neglecting interest of a particular group in the society.
 - Neglecting wrong doings of powerful elite.
- Other sources of media are available but lack readership. Also new media exists so Marxists ideas of a small group controlling media do not stand.

Explanations of the influence of the media

- **Hypodermic Syringe:**
 - Direct and immediate effects and assumes that the audience is passive.
 - Companies believed that advertisements would be successful based on hypodermic syringe.
 - Nazi Germany: people did not have access to any other source of information and therefore the Nazi media had a direct effect.
 - Two step flow model: opinion leaders get influence others.
- **Audience selection:**
 - All audience is not passive. Media individuals encode a message and audiences decode it differently.
 - Selective attention and selective detention are proof that all media messages don't effect audiences.
 - David Morley in his research found that different audiences interpreted the same message differently:
 - **Dominant hegemonic reading:** People accept and understand the meaning, values of the program if they share the program code.
 - **Share the program code** partially known as negotiated reading where some of the message is accepted.
 - **Oppositional** (or counter hegemonic reading) "readers don't share the program code and reject the preferred reading. Readers use an alternative frame of interpretation because the program did not show life as it really was.
 - **Monogenic programs:** programs and images to be read in a particular way.
 - **Polysomic programs** can be open to interpretation.
 - Morley specified that differences in meaning could be class based, age based and ethnicity based.
 - Media tries to push preferred readings but audiences produce alternative readings.
- **Cultural effects:**

- Cumulative effects that are long term.
- Women identity shaped over a long period of time: because they are shown in a particular way again and again.
- Sexist stereotypes given to young boys and girls receive, particularly when boys are in hostels and media is their only source of information.
- Factors that influence audience in believing and rejecting the option:
 - Do people have a direct experience? If not then they get affected. For examples people who had gone through mental distress do not buy the idea that mentally distressed people are dangerous.
 - Miners were violent or not? The people use logic.
 - Affiliations and sympathies: People are influenced by their own political and other beliefs.
 - Source of information.
- People can differentiate between fact and fiction.

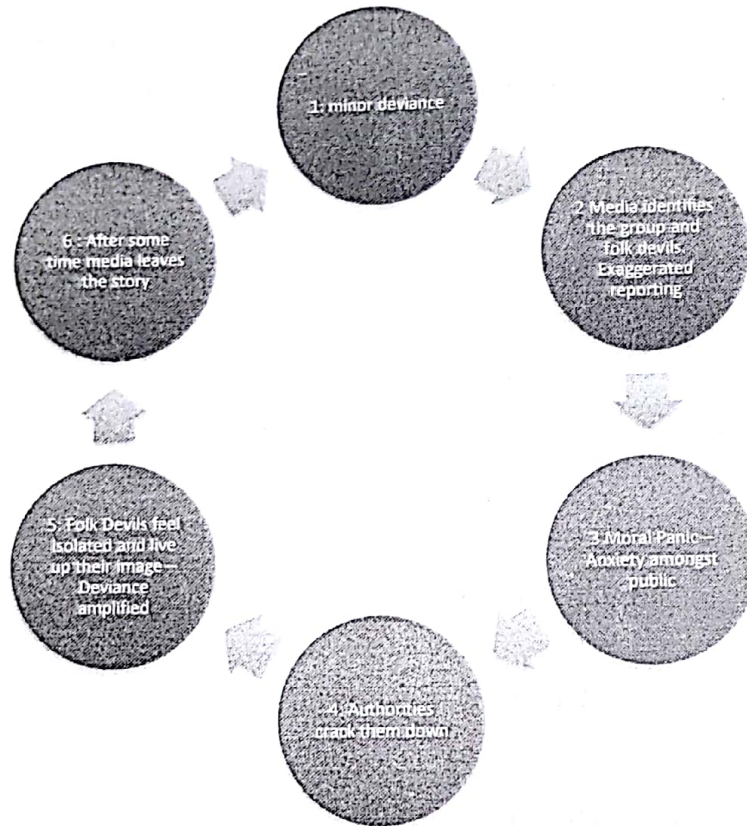
• Uses Gratification:

- Audiences are in control.
- Approach related to the pluralist approach. New media strengthens this approach.
- How audiences use the media is important.
- Grouped under four headings:
 - For entertainment media.
 - Personal relationships: Friends group watches a program together.
 - Personal identity: Relate to character and makes decisions about themselves with relation to a character.
 - Information: Find out about things beyond our personal experience.
- **Three problems with this approach:**
 - It does not look at media messages: Assume that messages are unambiguous.
 - The media creates the needs in the first place then they satisfy them (The Marxist approach).
 - Different groups of audiences may have different agency.

Bias and Distortion

- Pluralist argue that there are a range of bias and Marxist argue that there are little or no differences.

- Glasgow media group: Trade union protests shown in a guided manner: where managers were given more time and were interviewed in a calm manner and the workers action were shown more than their opinion and they were shown on the streets as aggressive making noise.
- The above example shows us that the media can guide opinion.



- **Moral and panics:**

- When an event is exaggerated and public concern is created. Spiraling situation.
- Response to initial situation leads to more trouble: self fulfilling prophecy.
- Young people are scapegoated. Situation created in which Rockers and other similar groups are blamed for deviance and this leads to society blaming them and then the Police becomes involved and the issues become bigger.
- Exaggeration (Mods and Rockers shown as creating more problem than they actually did) and Sensationalism (designed to catch audience emotions).

Developments in media

- **Changes in ownership and control:**

- Horizontal integration: Content in one medium such as when News Corporation can show its films on twentieth century fox and Sky/Star TV channels.
- Vertical integration (different stages of production in one industry): Hollywood studios have their own cinemas. TV channels have their own Satellite services

- Synergy exists: easily move media between different companies in the same conglomerate. They are able to subsidize loss making activities.
- Pluralist says that that many conglomerates are not always successful. New media such as Google challenges old media.
- Marxists see an illusion of choice. Newspapers always have differences but Marxist say that they are actually not different. Very powerful conglomerates that can do vertical and horizontal integration and put a blind eye towards the problems of capitalism.
- **Globalization** (integration and interdependence of countries):
 - Instant around the globe. Spaceship earth and global village. Print media made a nation and then new media extend it to the globe and globalization.
 - Some aspects of globalization and the media are:
 - The global media dominated by a small number of huge conglomerates.
 - Western society and mainly western culture is spread.
 - Media products are more global.
 - Local cultures swamped: people will use their language less often
 - Nonwestern media may also be able to reach the world such as Bollywood.
- **Interactivity:**
 - **Old media** interactivity less than new media such as writing letters to a newspaper, telephone phone call.
 - **New media:**
 - Personalized news: emailed specific news.
 - Create own media.
 - Contribute to online discussion manner.
 - Playing online games.
 - Anonymous identities.
- **The digital divide:**
 - Computers / Internet may be expensive for the working class. Poor people in less developed countries don't have access to good Internet. Those people who have access can have better social capital.
 - Modern industrial societies are improving their situation by providing free laptops, cheap access to laptops and internet and libraries that provide access to both.
 - Old people still in digital divide.
 - All developments point towards media culture and augment it.

- **Diversification and convergence:**

- Diversification: Many media companies are becoming more diversified. Rupert Murdoch who owned newspapers has expanded to more media avenues. Virgin group major media company but now has other non media interests.
- Convergence: Television programs can be watched on computers. Newspapers can be read on websites. New media can be used to access old media.

Influences of media representations on audiences

- Stereotypes.
- Can enforce prejudice beliefs.
- For instance women are not capable of certain types of work is a belief that is given by the media.
- Media is one source of information and peoples personal experiences may contradict with information provided by the media.
- TV may have more influence due to visual effects.

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Practice Questions related to the Media

Chapter 7

May/June 2015

Section D: Media

The media is an increasingly important agent of secondary socialization in modern industrial societies. How social groups are represented in the media is therefore very important.

- (a) What is meant by the term 'secondary socialisation'? [2]
- (b) Describe **two** stereotypes of men often seen in the media. [4]
- (c) Explain how working class people are represented in the media. [6]
- (d) Explain why the media are thought to be an important agency of secondary socialization. [8]
- (e) To what extent are patterns of media use determined by the age of the audience? [15]

Specimen Paper 2016-P2

The growth of new media, such as the internet, has changed the nature of people's interactions with others. It has also made the censorship of ideas more difficult and may be creating a digital divide. In addition, the development of the internet is leading to convergence within the media.

- (a) What is meant by the term 'convergence'? [2]
- (b) Describe **two** examples of media censorship. [4]
- (c) Explain how use of the internet is changing the way people interact with each other [6]
- (d) Explain why the internet has made the censorship of ideas more difficult. [8]
- (e) To what extent are the new media creating a digital divide? [15]

May/June 2016-P22, Q3

The contemporary media is all around us, leading to increased opportunities for imitation by the audience. Media representations, however, are still thought by many to be very stereotypical. This is one of the reasons why many sociologists are critical of media content.

- (a) What is meant by the term 'imitation'? [2]
- (b) Describe **two** examples of how older people are represented in the media. [4]
- (c) Explain how folk devils are created in the media. [6]
- (d) Explain why Marxist sociologists believe that the media play a negative role in society. [8]
- (e) To what extent does violence a television lead to increased levels of violence in society? [15]