SOC 100 Introduction to Sociology

Lecture Packet
Part Four
R. Pires
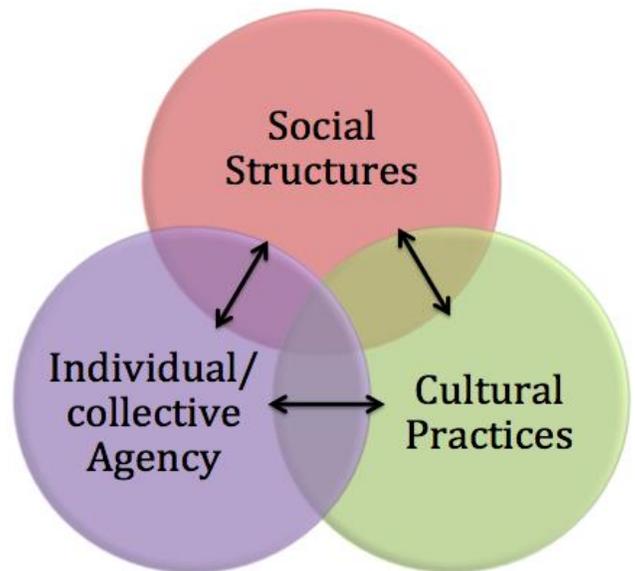
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Success Study Tips for This Class

Exam Study-Guides
1. Next to each entry in the study guide write down the chapter textbook page numbers where information can be found.

2. In your print or e-book, highlight information for easy access.

Study Buddies
1. Find a study buddy, such as our sociology peer-tutor, a colleague in class, a friend, or family member. In your own words, explain the material from the study guide to your colleague, and encourage them to ask you questions.

2. Or, you can "pretend" to teach the material to your pets, children, or an imaginary class, whatever works for you. **Keep in mind that you have to explain the material out loud in your own words, rather than just imagining it in your own mind, and without looking at your notes or textbook.**

Canvas and Professor Resources
1. Access the multitude of resources in Canvas available to you for each chapter. These include articles, videos, websites, and images. Browse through the material and watch and read some of the videos and articles. Actively think about how the information relates to specific areas of each chapter and exam study material.

2. Professor lectures, assignments, and activities help prepare you for exams. Often you will be asked to support your thinking with chapter information and cite the textbook properly using in-text citations. By requiring students to look up information in textbook and cite page numbers from the textbook, this helps students become better familiar with the readings. Always read or listen to the professor's feedback provided on all required written assignments.

Chapter Readings
1. Visualize or write short journal entries about specific times in your life that you have experienced the information found in our exam study guides and chapter readings.

2. Complete the study questions and exercises found throughout and/or at the end of each chapter.

3. Write your own multiple-choice exam questions for each chapter section and reflective of the information found in the exam study guides.

Student-Student Engagement in On-Campus Classes
1. Ask questions, verbalize comments, and work productively in groups since these activities are part of the learning process. Discussions and listening to what others have to say allows us to step outside of ourselves and into the lives of others. This is important because we are nudged to think about the class curriculum from different perspectives. Sometimes we think we understand the information until we hear it from another viewpoint.

Student-Student Engagement in Online Classes
1. Read all comments posted in the Discussions, Coffee Room, and Peer-to-Peer forums. Do not wait until the last few hours before the deadline to make submissions, rather participate throughout the week and post more than the minimum required posts. Reading what others have to say allows us to step

outside of ourselves and into the lives of others. This is important because we are nudged to think about the class curriculum from different perspectives. Sometimes we think we understand the information until we hear it from another viewpoint.

2. When writing Discussion and Coffee Room posts, make genuine efforts to contribute to your colleagues' learning. When most of us are actively engaged in the class, we then have many opportunities to learn from others. **This is the beauty of online learning and it works well when most of us in the class understand the meaning of "paying it forward"** - https://bit.ly/1Td9Zep.

Student-Professor Engagement
1. Maintain regular communication with the professor both in and outside of the class as this provides you with opportunities to seek clarification and discuss the curriculum one-to-one. Professor is available in-person (fall and spring), by phone, and email – ask for a meeting.

Student-Sociology Peer Tutor Engagement (fall and spring semesters)
1. Maintain a line of communication with the peer sociology tutor. The tutor is available to assist in your understanding of the chapter readings and help you prepare for the exam. **The peer tutor is not able to assist in written assignments or instructions since h/she does not have the credentials to teach this class. Please contact the professor for assistance.**

Exam Feedback
1. After each exam, find the correct answers in the textbook. Contact the professor when you cannot find the answers and include the question numbers. At the end of the semester, you will have the opportunity to complete an optional exam that will include sample questions from the entire semester so it is important to understand the correct answers for every exam question throughout the semester.

The Bottom Line
The passion to succeed is associated with the positive _emotional_ energy that you dedicate to this class to make it your *own*. Humans have evolved to be attracted to pleasure and stay away from pain. If you view this class as a painful, tedious, or boring chore, your brain might subconsciously work against your own conscious interests to pass the class.

Use what works for you and pass these student success tips to others.

All the best on a successful semester.
Sociology. You Live It.

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Academic Writing and In-Text Citation Handout

When writing, you as the author must communicate to the reader throughout every paragraph which sentences in the paragraph are your own ideas and thoughts and which sentences include summaries (or quotes) of ideas and thoughts that you received from elsewhere such as a textbook, website, video, lecture, image, etc. This is communicated to the reader via **in-text citations** because the citations are being made within the text (paragraph) rather than at the bottom of the document. Citations at the bottom of a document are referred to as Works Cited. Works Cited refers to a list of sources that you cited within the document via the in-text citations.

It is not good enough to place an in-text citation just at the beginning or end of a paragraph because this then communicates to the reader that everything in the paragraph is a summary of the source being cited and this is misleading since a paragraph will also include your own viewpoints about the source being summarized.

When writing **analyses** papers, discussion posts, or even short answers, in higher education, it is customary and expected that we support our own thinking, beliefs, opinions, or viewpoints with scholarly or academic **evidence**. For this course, we mainly use our textbook as evidence to support our viewpoints about various class related questions, articles, videos, images, figures, etc. Think of this as an attorney in the courtroom. The attorney must present reliable evidence to support the notion of innocence, while a prosecutor must present reliable evidence to support the notion of guilt. Using the client's mother is most likely not reliable for a defendant, rather, evidence from an unbiased source is preferred. When incorporating evidence into your analysis, again, we have to cite it within the paragraph to communicate to the reader that information is from another source and not our own thinking.

Here are examples of in-text citations from our textbook where the authors of our textbook: Open Stax, support their explanations of sexual relations in the U.S. with scholarly evidence.
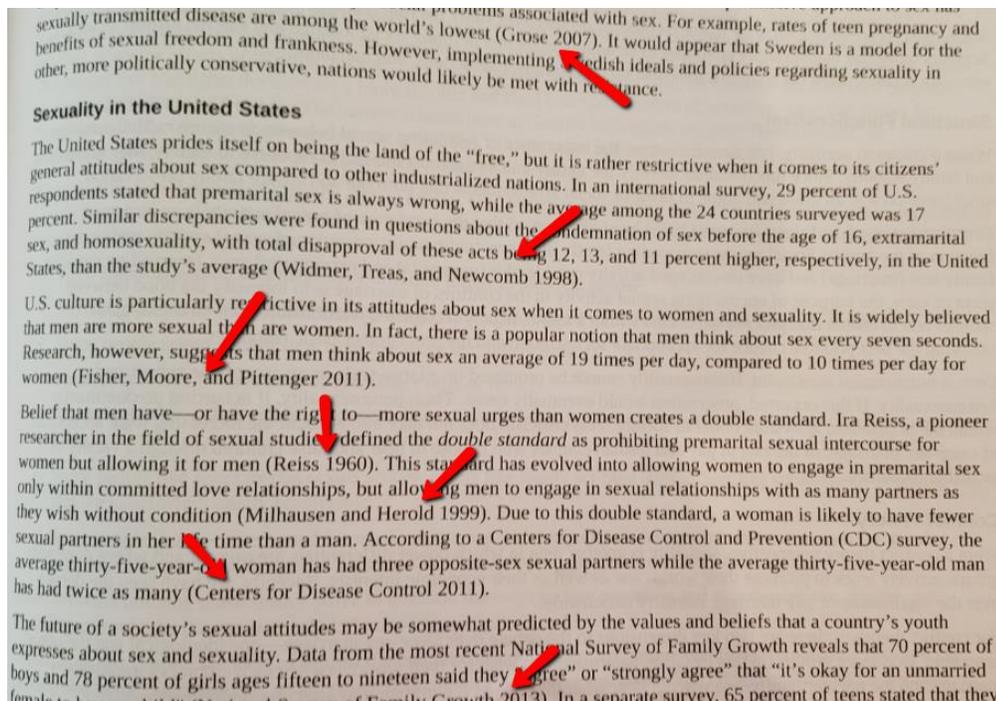
If you were to use the scholarly evidence presented in our textbook to support your own thinking about sexual relationships in one of our Discussions or Coffee Room Comments, below is an example of what this would look like.

There are misconceptions in the American culture about human sexuality. For example, there is a double standard when it comes to premarital sexual intercourse (Reiss 1960) (Open Stax, 2015, p. 263).

Since we received this information from our textbook, we have to cite Open Stax. Open Stax received information from a source written by Reiss, and therefore they cited Reiss.

Also note that the **sentence period is only placed after the in-text citation itself and NOT before**. This is a mistake that many beginning college students make often but once we become aware of this grammatical error, it is easy to remember to make the correction.

For this class always include page numbers from our textbook when making in-text citations and this is so the professor can verify information. In-text citations also include the copyright year. If you're using an electronic version of the textbook such as Kindle or other formats that do not include page numbers, download the free pdf document in our *Let's Get Started Module*. The pdf includes page numbers.

Keep in mind that "Quotes have **quotations marks** to communicate to readers that information from another source is copied word for word and include proper APA in-text citations such as what you see here, including placing one sentence period after the citation parenthesis and not before" (Open Stax, 2015, p. 15). Again, observe here that the sentence period is placed after the in-text citation.

Do not mix your own thinking with citations as this can confuse the reader, rather separate out into two separate sentences as you see in the examples below.

AJ, I agree with the way you framed your post about elder abuse being a ticking timebomb. As pointed out in the video, the baby-boomer generation is advancing in age and will soon pose various opportunities and challenges for our society **(TedTalks, Dunner, 2016).**

AJ, I agree with the way you framed your post about elder abuse being a ticking timebomb. According to **Dunner (2016)***, the baby-boomer generation is advancing in age and will soon pose various opportunities and challenges for our society* **(TedTalks).**

I think this applies to my community because there are many households that have multi-generations living together and there is an expectation that the younger generations take care of aging family members. **"***Women usually take the burden of caregiving for family members including children and aging parents (Jones and Sherman, 2003)***" (Open Stax, 2015, p. 345).**

According to Open Stax (2015), "*Women usually take the burden of caregiving for family members including children and aging parents (Jones and Sherman, 2003)***" (p. 345).**

The *Let's Get Started Module* in Canvas includes two videos on Academic Writing and Integrity, and you are required to watch those to help you understand why in-text citations are important in maintaining Academic Integrity.

The following website link has more examples and explanations regarding how to format in-text citations: https://guides.libraries.psu.edu/apaquickguide/intext.

Interpreting Statistical Data in Social Science

Sociology is a scientific discipline and sociologists rely on data to understand social life. Data is defined as "factual information (as measurements or statistics) used as a basis for reasoning, discussion, or calculation" (www.merriam-webster.com). When analyzing data, sociologists often compare different demographic groups. Statistical data can however be presented in different ways which can confuse beginning sociology students.

Example #1: Examine the following fictional unemployment data.

San Bernardino has a population of 100 people and 10 people were unemployed last month.

San Diego has a population of 1,000 people and 100 people were unemployed last month.

Los Angeles has a population of 10,000 people and 1,000 people were unemployed last month.

Based on the above data, both statements below are correct and yet also contradict. How can both contradicting statements be correct?

Statement #1: Los Angeles has the highest number of people unemployed.

Statement #2: All three cities have the same unemployment rate of 10%.

We have to be mindful of how data is presented to us. Is the data present in its raw form (total number of unemployed people) or is it presented as a ratio (percentage)? Percentages (rates) allow us to make comparisons between populations with different sizes. As you can see however, both statements tell a different story and so it is easy to mislead readers if we do not question how the data is presented.

Example #2: Examine the following fictional social media suicide data.

Statement #1: Last year people who streamed their own suicide on Facebook increased by 3 incidents from 5 to 8 incidents when compared to the previous year.

Statement #2: Last year people who streamed their own suicide on Facebook increased by 60%* when compared to the previous year.

In this case, given that there are over 150 million Americans that use Facebook regularly, presenting the above data as a percentage is misleading and the raw data is much more appropriate.

*To calculate percentage increase: 8 minus 5 equals 3 divided by 5 multiply by 100.

Example #3: Examine the following views and data on deaths in the U.S.

Statement #1: During 2016, 37,353 people were killed by guns in the U.S. (Vox, 2018) *and we therefore need more adequate gun control policies to stem the violence*.

"In 2016, 22,938 people committed suicide by firearm, while 14,415 people died in gun homicides" (Vox, 2018) *and we therefore need more adequate suicide prevention assistance*.

As critical thinkers, when data is presented by researchers, journalists, politicians, authors, professors, etc. we have to be aware of *explicit* (outward) and *implicit* (subtle) biased or prejudicial thinking which may be both factual and misleading at the same time. It is therefore wise, to look more closely at the numbers and ask questions.

Source: Vox, 2018, https://bit.ly/2YwS10H.

Chapter 10 Global Inequality and Chapter 9 Social Stratification in the U.S.

Social Stratification

Social stratification refers to "the division of large numbers of people into layers according to their *relative* poverty, power, and prestige, applies to both nations and to people within a nation, society, or other group" (Henslin, 2015, pg. G-5).

In sociology, the word *relative* is used to *compare* different groups of people and cultures. **Strata** is another term for *layer*. The layering or **stratification** of people in a society depends on how much power, prestige (respect), and poverty (or wealth) different groups poses when we *compare* them to each other.

Throughout the semester, we examined how large groups of people have different opportunities in our society. We analyzed unemployment rates (percentages), poverty rates, graduation rates, voting rates, life expectancy rates, infant mortality rates, crime rates and prison rates. Through this quantitative data analysis of percentages, we observed that social class, race/ethnicity, and sex/gender are some of the main demographic characteristics that are used to **stratify** people in the United States. We examined that other characteristics such as age, marital status, and religious affiliation also affect one's **life chances** or the opportunities that people have or don't have.

Sociologists refer to **social inequality** as **social stratification**, because the division of large groups of people results in **unequal life chances** or opportunities. As we learned at the beginning of the semester, with the exception of hunting and gathering societies, **social inequality** exists in every traditional and modern society due to the **surplus** of goods that are unequally distributed. We can conclude that **social stratification** today is universal but *how* each society stratifies its members is unique to each culture. Cultural **ideologies** or belief systems support and encourage stratification systems.

Food for Thought: What stereotypes exist that support the social inequalities related to social class, race, ethnicity, and gender in the United States?

Systems of stratification include **closed** and **open** systems, meaning people either do not have or have **social mobility** in a society or the upward and downward mobility within the stratification system. There are different types of **social stratification systems**: **caste**, **clan**, **estate**, and **class** systems. **Ascribed status** (born into or assigned) characterize the caste, clan, and estate social stratification systems while **achieved status** (earned) characterizes the **class social stratification system**.

Stratification Systems:	*Caste*	*Clan*	*Estate*	*Class*
(Source: Brent and Lewis, 2015, pgs. 256-259)	Based on birth and people placed into different caste categories	Social standing of an extended network of relatives	Nobility, church, and peasants	Occupation, Income, and Education (OIE)
	Marriage: endogamy (marriage within one's caste)	Marriage: exogamy (used to form alliances among clans)	Inheritance	Individual merit (achievement) and opportunity

The United States has a **class system** in which people are stratified based on **socioeconomic status** (SES) related to **occupation, income, and education** (OIE). People who share similar types and levels of income occupations, and education, tend to have similar levels of **power**, **prestige** (respect), and **wealth**. This is **status consistency**. In the U.S., power and respect is often linked to a person's occupation. However, Socio-economic status and poverty in the U.S. are interrelated **with race, ethnicity, age, sexuality**, and **gender**.

In open class systems of stratification, **exogamous marriages** are allowed in which people marry outside of their background. However, most marriages in the U.S. are more likely to reflect **endogamous unions** in which people tend to marry people within their own social backgrounds.

Meritocracy is the belief that merit and achievement is the only measure by which people are stratified. This is an ideal and not a real system because universally **ascribed status** has always played a role in stratification. U.S. cultural values support a meritocracy, even though no such stratification system exists in the U.S. or anywhere else due to discrimination and the unequal treatment of categories of people. While the U.S. **class system** is an open system, meaning social mobility, both upward and downward social mobility exists, it is not a **meritocracy** and has embedded within it components of a **caste system** because not everyone has the same life chances or opportunities even when they work hard to achieve goals.

Food for Thought: What examples exist in the United States in which people have opportunities or privileges that are <u>not</u> based on achievement (merit) but rather their ascribed status?

In the United States, the class system is generally categorized into **upper, upper-middle, middle, lower-middle, working, working- poor, and underclass** social classes. Upper classes are further subdivided into **old-money** and **new-money** and both have tremendous access to **power**. Upper-middle class tends to include people who have high levels of education which translates to high levels of **autonomy** (freedom) in the workplace. The lower the class the more economic stressors and less educational attainment are observed.

Social mobility is upward or downward movement in the social class categories. **Intergenerational mobility** occurs as adult children achieve different levels of mobility compared to parents, while **intragenerational mobility** refers to adult siblings having achieved different levels of mobility. **Structural mobility** occurs when a large group of people move upward or downward not of their own doing but as a result of societal changes and trends. In the U.S., mobility is more likely to occur within the middle and lower classes as a result of educational attainment.

Class traits are behaviors, and values which define each social class. In the U.S. people are encouraged to show off their **social standing**, through **conspicuous consumption** by purchasing certain products as **status symbols**.

Poverty in the U.S. is **relative** and measured by comparing categories of people, whereas in low-income countries, poverty is **absolute** which is measured by access to basic necessities such as clean water, food, safe housing, and healthcare. **Subjective poverty** is the measurement of poverty from an individual's own assessment of their social circumstances.

Food for Thought: There has been an increase in deaths among the people who live on the streets in Los Angeles. Do you think sociologists should rethink how they view poverty definitions in the U.S.? Why or why not?

Functionalist Perspective on Social Stratification

Functionalist sociologists view social stratification as functional to the **stability** of a society. Early in the semester we learned how functionalists view society as a human body, made up of different parts with each part having a specific function to maintain **equilibrium** or **social order**. **Division of labor** in which **roles** are assigned to different groups of people create and maintain the social stratification system. For example, in a hospital we need administrators, doctors, nurses, therapists, clerks, etc.

Herbert Gans (1971), an American sociologist listed **functions of poverty** some of which include:

1. Poverty guarantees that the jobs that most people do not want will be done.
2. Serving the needs of the poor creates jobs for others.
3. Poor purchase goods that are less desirable to others and thus maintain a segment of the economy.
4. Poor are used as examples to uphold the norms of a society.

Conflict Perspective on Social Stratification

Conflict sociologists view social stratification as groups with access to **power** are in positions to exploit less powerful groups and this results in **privilege** or benefits for the **dominant group**. Privilege is often invisible to the **dominant group** and visible to **minority groups**. The dominant group through access to power creates **ideologies** to support their dominance. Ideologies are embedded within the structure and organization of a society.

Dominant Groups	Whites	Males	Judeo-Christian	Heterosexual	Upper Class
Social institutions **(government, education, religion, and media) create and maintain ideologies and stereotypes.**	Whites are smart	Males are natural leaders	Judeo-Christian God is supreme	Homosexuality is a sin	Wealthy capitalists and corporations create jobs
This results in *institutional discrimination* **and consequently dominant groups maintain power.**	Minority groups excluded from attaining quality education through the hidden curriculum, funding inequalities, and testing bias	Gender pay gap, glass ceiling, gender segregated occupations, and management positions	Judeo-Christian God is embedded in government (In God We Trust, God Bless America, court and legislative sessions)	Parental rights, housing rights, medical and workplace discrimination	Corporate welfare and tax cuts to benefit corporations and upper class

Food for Thought: Think of a few examples related to white privilege, male privilege, heterosexual privilege, class privilege, able-bodied privilege, and Judeo-Christian privilege. Why do you think privilege is invisible to dominant groups and visible to minority groups?

Symbolic Interaction Perspective on Social Stratification

Symbolic interactionist sociologists view social stratification as a **social construction of reality**. People through everyday interactions create and agree upon meanings that then become part of social life and how people perceive social life (perception is reality). Social interaction is not possible without language (remember that language is verbal and nonverbal). Language then reflects the social inequalities and the social stratification that exists in society. As children learn language, they also internalize the social inequalities that exists between groups of people. Children learn the meanings of words and those meanings then become a part of their **self-identity** and how they interact with others (looking glass self, self-fulfilling prophecy, Thomas Theorem).

Food for Thought: Examine the following words: master bedroom, mistress, high culture versus popular culture, upper class versus underclass, history versus heroin or herpes, white lie, and mankind. Are these words a coincidence or subtle inequalities embedded in the use of language?

Global Stratification and Classification

Global Stratification is the access to wealth and power among nations. After World Warr II, social scientists have used different methods to classify nations.

Cold War Classification categorizes countries based on levels of economic development. **First world** countries are highly economically developed, **second world** countries are somewhat developed**, third world** countries are underdeveloped, and **fourth world** are groups of people within each country that are highly stigmatized and exploited. Embedded in this categorization is that **capitalist** countries are more economically advantaged. Today, this classification is viewed as a biased way of thinking about countries because each country has its own cultural values and beliefs about social life.

World Systems Classification is based on access to valuable resources that provide countries with different levels of global power. **Core nations** tend to have capitalist and highly industrialized and technological economies that exert power around the world. **Semi-peripheral nations** depend on core nations for trade and exploit peripheral nations, while **peripheral nations** are exploited and economically dependent on the rest of the world.

Economic Classification is currently used by most social scientists and is based on the **gross national incomes per capita (GNI)** of nations and categorized into **high**, **middle**, and **low**-income nations. Per capita incomes is a measure used to control for population differences among countries. High-income countries face **deindustrialization** or the loss of jobs due to **capital flight** or **technological extinction**. Middle income countries have high **debts** which they owe to high income countries, and low-income countries have staggering rates **of absolute poverty** especially among women and children (**feminization of poverty**). The majority of people around the world live in middle-income countries, and absolute poverty is decreasing around the globe.

Theories on Global Stratification

If each country is an independent entity, why does global stratification exist? Just as people have agency and act in independent ways, as sociologists, we also know that people are influenced by the social

structure of a society. This same thinking applies to global stratifications. Several theories exist to explain how global stratification is produced and maintained.

Multinational Corporations theory views multinational corporations as having developed a global system of exploitation as they pursue profits. High income governments exploit countries through debt to further the goals of multinational corporations.

Dependency Theory explains global stratification as core and high-income countries exploit semi-peripheral and peripheral countries through debt and the consequence of this is the dependence of middle-income and low-income countries dependency on high-income countries since they can never repay the debt that is owned to high-income countries.

Modernization Theory today is considered a biased theory as it explains global stratification occurring because low income countries lacking cultural values and attitudes toward work and policies that prevent them from industrialization and economic growth.
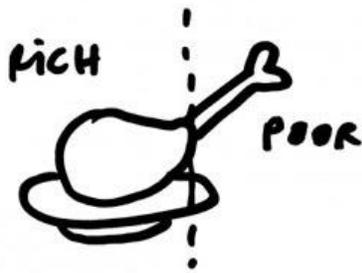
Food for Thought: What kind of loans do you think are provided to low-income countries by high-income countries?

Chapter 11 Race and Ethnicity and Chapter 12 Gender, Sex, and Sexuality

Definitions

Sociologists define **race** as a **social construction** rather than a biological concept. **Race** is **ascribed** because the definition of race in the United States is often constructed by power elites that have access to political power with most individuals having very little say in those definitions throughout the nation's history.

Consider this excerpt:

"Many people think of race as a series of biological classifications. However, research shows that is not a meaningful way of differentiating people. Genetically, there are no systematic differences between the races that affect people's social behavior and abilities. Instead, sociologists use the term **racial group** to refer to those minorities (and the corresponding dominant groups) who are set apart from others by obvious physical differences. But what is an obvious physical difference? Each society labels those differences that people consider important, while ignoring other characteristics that could serve as a basis for social differentiation" (Schaefer, 2013, pg. 229).

Ethnicity on the other hand is related to culture and each of us can define our ethnicity in a variety of different ways.

Ethnicity	**Nation of Origin or Region of Origin**	France, British Columbia, Catalonia
	Language	Spanish, English, dialects
	Religion	Islam, Judaism, Christian, etc.
	Family Names/Relationships	Tribal Names, Religious Names
	Common Ancestry	Slavic, Kurds
	Food, Clothing, Music	Romani, Celtic

Food for Thought: Do you think the *American* identity is considered an ethnicity? Why or why not? What might be some arguments to support and oppose the idea that an *American* self-identity is an ethnicity?

While sociologists consider both race and ethnicity as social constructions, they define **sex** as "biological sex characteristics that distinguish males and females" (Henslin, 2015, pg. 291). **Gender** on the other hand is a social construction and defined as: "the behaviors and attitudes that a society considers proper for its males and females; masculinity and femininity" (Henslin, 2015, pg. 292). We know that **sex** is a biological concept because reproductive sex organs for example transcend both time and culture.

Gender on the other hand is a cultural construct because attitudes and behaviors regarding **masculinity** and **femininity** differ based on culture, and change over time. If biology was responsible for male and

female behavioral differences, then male and female behaviors would be the same across all cultures and societies. Sometimes people assume that males and females behave the same across cultures because they view social life from their own culture and are not familiar with other cultures. Our mass media is often **eurocentric** (Anglo-American, Western European value centered) in its portrayal of other cultures, creating an image that people think and act the same across cultures.

Some cultures recognize a **third gender** while traditionally in the American culture we tend to have rigid definitions of **masculinity** and **femininity** that may contribute to a variety of social problems including eating disorders, depression, intimidate partner violence, bullying, sexual harassment, discrimination, just to name a few.

In the American culture, people are taught to think of their gender in terms of their sex. However, the view of gender as a **dichotomy** (either/or) in the United States is changing as people are beginning to challenge the status quo and rigid views about both sex and gender. This has led to changes in some laws and policies that are inclusive of people who self-identify as **transgender** including identifying with behaviors and characteristics that are different from their biological sex. The term **transsexual** refers to people who identify as transgender and modify their bodies through medical interventions that can include surgery and hormonal therapy.

Food for Thought: What gender do you attach to the following characteristics: tough, muscular, hairy, disciplined, and logical? What about: emotional, sensual, nurturing, soft spoken and gentle? What societal influences have contributed to your thinking?

All of us possess a combination of what the American culture defines as masculine and feminine characteristics. When children, teens, and young adults are taught that only certain characteristics are appropriate, we are denied the freedom to be ourselves and rigidly conform to cultural expectations. As sociologists, however we attempt to practice **cultural relativism** in order to understand why these cultural ideologies exist, what functions they serve, how they are constructed, and how they are used to create and maintain societal inequalities and the status quo.

Stereotypes, Prejudice, and Discrimination

Food for Thought: What does the following statement mean to you? It is not the differences among people but the way differences are used that result in inequality and discrimination.

Stereotypes →→→ Prejudice →→→ Discrimination
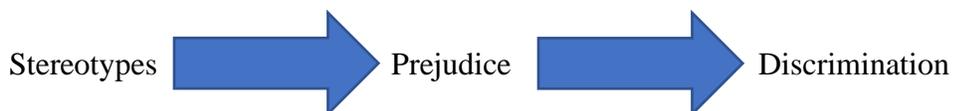
Stereotypes are unrealistic generalizations of people which may be positive or negative and socially constructed.

Stereotypes are unrealistic generalizations both positive and negative that are not true and we attribute these generalizations to *all* individuals that we come into contact with about whom we hold the stereotypes. Stereotypes are learned through our interactions with **agents of socialization** and **significant others**.

Stereotypes contribute to prejudicial beliefs. **Prejudice** refers to beliefs, thoughts, and attitudes that individual have about certain groups of people. **Prejudice** is "an attitude or prejudging, usually in a

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negative way" and "involves attitudes about a group of people as inferior or superior" (Henslin, 2015, pg. 260).

Food for Thought: The *Museum of Tolerance* in Los Angeles has two entrance doors; one marked as "*Prejudiced*" and the other as "*Unprejudiced*." However, everyone must walk through the door marked "*Prejudiced*" because the other door is a façade (fake door). What message about prejudice do you think the museum is attempting to convey to its visitors?

(Source: Yahoo Images)

When prejudicial beliefs turn into *action* favoring or targeting a group this is called **discrimination**.

Individual discrimination is the negative treatment of one person by another person (micro) while **institutional discrimination** is the negative treatment of minority groups that effect a large group of people because they are embedded into the laws, and policies within one or more **social institutions** (macro) such as education, government, criminal justice system, healthcare system, etc.

Racism, sexism, ageism, etc. refers to a specific group is targeted for unfair treatment.

Racism	Discrimination based on race
Sexism	Discrimination based on sex
Ageism	Discrimination based on age
Classism	Discrimination based on social class
Ableism	Discrimination based on disability

Note that discrimination is not limited to these types only. "Under Federal law, employers generally cannot discriminate against employees on the basis of: race, sex, pregnancy, religion, national origin, disability, age, military service or affiliation, bankruptcy or bad debts, genetic information, citizenship status" (Wikipedia, 2014).

Intercultural racism is discrimination by one minority group against another minority group. This results when minority groups internalize a dominant group's prejudicial attitudes and discriminatory behaviors.

Internalized racism is when a minority group turns the dominant group's prejudicial attitudes and racist treatment onto oneself.

Individual Discrimination	Teacher routinely assigns lower grades on assignments to students of a specific ethnic group.	**Institutional Discrimination**	Laws keep property taxes in communities creating funding inequalities among school districts in wealthy and poor communities.
Individual Discrimination	Manager denies promotion to female employee because he thinks women take away jobs from men.	**Institutional Discrimination**	University has policy that only employees that have had continuous five-year full-time employment qualify for a sabbatical leaving out female employees who took leave for childbirth.
Individual Discrimination	Baker refuses to sell wedding cakes to LGBT couples planning to get married.	**Institutional Discrimination**	Laws allow for religious dissent to deny service to people identifying as LGTBQ.
Individual Discrimination	Officer routinely gives traffic tickets to minorities and warnings to whites.	**Institutional Discrimination**	Black young males disproportionately make up the prison population.

Dominant and Minority Groups

A dominant group is defined as: "the group with the most power, greatest privileges, and highest social status" while a minority group is defined as "people who are singled out for unequal treatment and who regard themselves as objects of collective discrimination" (Henslin, 2015, pg. 257).

It is important to understand is that dominant and minority groups are not defined by their size but by their access to power, privilege and unfair treatment.

Women for example are considered a **minority group** even though the number of women is about the same as the number of men in the United States. But when we examine who holds power in the United States, we see a different picture emerge.

Food for Thought: Why do you think women continue to be a **minority group** in the United States?

U.S. Senate 25 Females, and 75 Males	Fortune 500 (top 500 American corporation) CEOs: 33 or 6.6% females https://www.cnbc.com/2019/05/16/the-number-of-women-running-fortune-500-companies-is-at-a-record-high.html	Healthcare Company CEOs: 13% female https://www.healthcaredive.com/news/women-make-up-only-13-of-healthcare-ceos/545469/
U.S. House of Representatives 102 Females and 333 Males	College Presidents: 30 % female https://www.aceacps.org/women-presidents/	Funding for Start-Up Companies by Venture Capitalists 2.2% or 10 billion out of 130 billion dollars went to female start- up companies https://fortune.com/2019/01/28/funding-female-founders-2018/
Governors 9 Female, 41 Male or 22%	2018 Top 100 grossing films, women were: 4% of directors, 15% of writers, 3% of cinematographers, 18% of producers, 18% of executive producers,14% of editors https://womenandhollywood.com/resources/statistics/	*Examples are of the most recent data available 11/2019*

This data illustrates that we live in a patriarchal society. In a **patriarchal society**, authority and power are primarily controlled by men. Women are a **minority group** due to lack of **institutional power** (macro) in society. An overwhelming majority of societies throughout history have been patriarchal. There are numerous theories that attempt to explain this as contributing to the following social conditions: life expectancy used to be short and females had to give birth to a lot of children because children sustained society and economic survival of the family. Men hunted and protected while women cared for children. As men hunted, they came in contact with other tribes which led to trade and war and consequently males gained both prestige and power (Henslin, 2015, pg. 297). A similar theory was developed by **Ira Reiss** who is an anthropologist/sociologist.

Kinship	Universal in all societies. Males and females form kinship groups for the purpose of reproduction.	Women give birth and breastfeed.	Biological destiny to give birth and breastfeed.
Power	Women have always worked outside of the home but were primarily responsible for caregiving of children.	Men gained power outside the home in other social institutions.	Men gained power in religious, economic, political, medical, media institutions.
Ideology	Since women do not hold institutional power, women do not control ideologies (beliefs) that construct the cultural values and norms.	Men are able to socially construct ideologies through the control they have over institutions. Ideologies favor males having and holding access to power.	Examples of historical ideologies: women cannot vote or hold office, women cannot attend college, Eve was made from Adam's rib, women as sex objects, etc.

Food for Thought: if women have such an important role of giving birth and raising children should they not have the higher status in society?

Feminism is **"**the philosophy that men and women should be politically, economically, and socially equal; organized activities on behalf of this principle" (Henslin, 2015, pg. 302). This philosophy can be held by both men and women.

Food for Thought: Based on the definition of feminism, would you consider yourself a feminist? Why or why not? Why do you think feminism has a negative meaning?

Race and Ethnic Relations in the United States Definitions

Intergroup relationships range from tolerance to intolerance and include at most extreme **genocide** or the deliberate extermination of a minority group to **amalgamation** which is the process by which the dominant and minority groups become a *melting pot*. **Expulsion, segregation, pluralism**, and **assimilation** refer to the degrees of tolerance and integration of minority groups and are used to understand relationships between different groups of people such as race and ethnic identities.

Intergroup Relations Definitions	Key Terms
Genocide	Systematic annihilation (mass murder) of a targeted minority group by the dominant group
Expulsion	Systematic targeting by the dominant group of the minority group to forcefully leave certain geographic areas and/or country
Segregation	Systematic policies used by the dominant group to separate the dominant group and minority group from various social environments and social functions
Pluralism	Behaviors in which different cultural groups retain their own identities and contribute to the entirety of a society and its dominant culture.
Assimilation	Process by which minority groups take on characteristics of a dominant culture.
Amalgamation or Miscegenation	Process by which minority and dominant groups combine to form a new culture and achieved through intermarriage.

Functionalism Theoretical Perspective on Social Stratification in the United States

Functionalism views social stratification as functional. People of the same social standing are part of an **in-group** while others are seen as part of the **out-group**. **Social integration** occurs when people feel as they belong to an in-group even though divisions might create societal dysfunctions.

Davis-Moore thesis states that societies value and reward some social roles more highly than others and incentivize people to fulfill these valuable social roles. Males and females divide labor to meet societies' needs. This **division of labor** maintains the functional aspects of stratification.

Conflict Theoretical Perspective on Social Stratification in the United States

Conflict Theory views social stratification as embedded in an economic system that tends to favor **capitalism. Bourgeoisie** exploit **proletariat** for profit. Proletariats are **alienated** from their own work. Male and female **gender roles** reflect a bourgeoisie vs. proletariat relationship in the home. Most societies tend to be **patriarchal**, in which males hold power in society.

Intersection theory states that people experience **privilege** and lack of privilege as a totality of their identity. Race, gender, sex, and social class are experienced as one and not separate identities.

Symbolic Interaction Theoretical Perspective on Social Stratification in the United States

Symbolic Interactionism views social stratification as a system in which people communicate social standing through **language** and interaction. Therefore, the views about and treatment of people are based on a **social construction** rather than a biological determination.

People's identities are reflections of the cultural stereotypes that exist as a result of interactions. Symbols can be both positive and negative which can become **self-fulfilling prophecies**.

Culture of prejudice theory examines how stereotypes are embedded within our culture and society.

Queer theory rejects labels that teach us to think about gender and sexual orientations as either/or. By categorizing people into either/or categories, people are taught to accept oppression, and power rather than a more flexible view of people with complex identities that are fluid rather than binary or dichotomies (either/or).

Food for Thought: Which of the above theories can be used to help us understand the idea that children are a minority group in the United States?

Intimate Partner Violence (IPV)

Intimate Partner Violence (IPV) and **sexual harassment** are related to issues of **power** and **control**. Similar to child abuse, IPV is broken down into categories:

Psychological	Humiliation, frightening, degrading, threatening harm, intimidation
Emotional/Verbal	Shame, accusations
Economic	Controlling finances, monitoring spending, not allowing to work
Sexual	Non-consensual sexual contact/rape, bestiality, prostitution, unprotected sex
Physical	Biting, grabbing, punching, shoving, kicking, slapping, shooting, etc.
Legal	Filing false charges: immigration, child custody, etc.
Stalking	Unwanted phone calls, emails, letters, cyber-stalking, creates fear.

Historically, IPV is a consequence of seeing a person as a piece of property or object. **Social factors** contribute to intimate partner violence including societal acceptance of violence and aggression, sexual objectification of the female body, images and examples of males in positions of power and females in subordinate positions, and gender socialization. Through gender socialization, boys learn to be active and defiant while girls learn to be passive, compliant, and dependent (Henslin, 2015, pgs. 78-79).

Both psychologists and sociologists also attempt to understand intimate partner violence through the examination of relationships to determine patterns that contribute to intimate partner violence. Research shows that couples in whose relationships IPV is present, go through a predictable **Cycle of Abuse**.

The **Cycle of Abuse** is made up of three stages: **tension, event,** and **honeymoon**. How often each couple repeats this cycle is unique to each couple but what is common is that over time the violence gets worse until at some point the honeymoon stage disappears.

Cycle of Abuse	Tension	Event	Honeymoon
	Tension builds as the perpetrator gets angry. Victim may attempt to distance oneself from perpetrator by leaving room or placating: "it will be ok honey: or "don't worry about it."	Perpetrator commits violence in the form of either psychological, physical, sexual, verbal, economic, abuse or combination.	Perpetrator becomes profusely apologetic, remorseful, and may shower victim with gifts. "You know how much I love you," "I can't live without you" are examples of this stage. There is peace and victim may begin to feel guilty and/or take partial or full blame for violence. Victim slips into hope and may pretend violence has stopped.

Some victims may attempt to leave 4-7 times before leaving for good, while others stay. Rather than blaming the victim for not leaving, we can use symbolic interaction to understand why the victim stays.

Looking Glass Self	Perpetrator and victim are in an intimate relationship. The victim sees self through the perpetrator's eyes.	"You're a slut." "You piece of no good shit." "You burned the chicken again – you're such a loser." "You're ugly."
Self-Fulfilling Prophecy	Over time, the victim begins to believe and internalize the messages.	Victim's self-esteem and self-worth plummets. Victim suffers depression and anxiety and does not have the self-esteem to leave (in addition to maybe being financially or legally dependent).
Thomas Theorem	"If the situation is defined as real, it is real in its consequences." Victim believes h/she is worthless and therefore cannot leave.	As family and friends begin to give up hope or as the victim isolates self from friends and family, perpetrator reinforces this in the victim's mind. "See I told you you're a piece of shit, even your family and friends don't want to be around you. I'm all you've got, baby."

The Difficulties of Leaving – Fear

Self-Esteem Plummets	Depression and Anxiety
Psychological Survival Techniques	Passive and Disconnected: Hopelessness and Helplessness
	Victim begins to believe the criticism and violence to the point of deserving and acceptance
	Victim becomes co-dependent putting abuser's feelings and needs ahead of one's own
	Victim becomes isolated from family and friends; fears others finding out
Fear	Economic retaliation, social isolation, religious beliefs, cultural beliefs, physical threat, custody, immigration, disability, etc.

Leaving for Good – Get Help from Healthcare Professionals

DO NOT PRESSURE VICTIMS TO LEAVE There may be a risk of grave physical harm during attempt to leave.
EMOTIONAL SUPPORT AND BUILD CONFIDENCE Those that have emotional and physical support are more likely to seek help.
HAVE A SAFETY PLAN Phone numbers handy and memorized, have four safety places in mind and think of reasons to leave the home during abuse episode. Keep a package of money, clothing, medication, keys, and important papers safe with friend. Rehearse safety plan regularly. Do not tell perpetrator safety locations.

Sources:
American Psychiatric Association
National Coalition Against Domestic Abuse
Domestic Violence: The Hidden Epidemic, 2006. Gail Majcher. Institute for Natural Resources.

Predictors of IPV

Child Abuse	Perpetrators may have been abused as children; they learn physical force as a survival strategy
Externalizes Coping	Anger management issues, blames others, jealous, demanding, low tolerance for stress
Internalizes Coping	Drugs and Alcohol issues can be present
Culture	For example, culture teaches aggression and dependence through gender socialization, media supports violence and the dehumanization of women by turning them into submissive sex objects

Additional Sources for This Lecture

White Privilege: Unpacking the Invisible Knapsack by Peggy McIntosh (1988)
http://www.nymbp.org/reference/WhitePrivilege.pdf

Male Privilege
http://www.sap.mit.edu/content/pdf/male_privilege.pdf

Heterosexual Privilege
http://www.sap.mit.edu/content/pdf/heterosexual_privilege.pdf

Christian Privilege: Breaking a Sacred Taboo by Lewis Z. Schlosser
https://wiki.uiowa.edu/download/attachments/39006632/Christian+Privilege.pdf

Class Privilege
http://www.sap.mit.edu/content/pdf/class_privilege_checklist.pdf

Able-Bodied Privilege
http://www.sap.mit.edu/content/pdf/able_bodied_privilege.pdf

Racism in the English Language by Robert B. Moore
http://www.femi.pwp.blueyonder.co.uk/race.htm

Chapter 20 Population, Urbanization, and the Environment

Chapter 21 Social Movements and Social Change
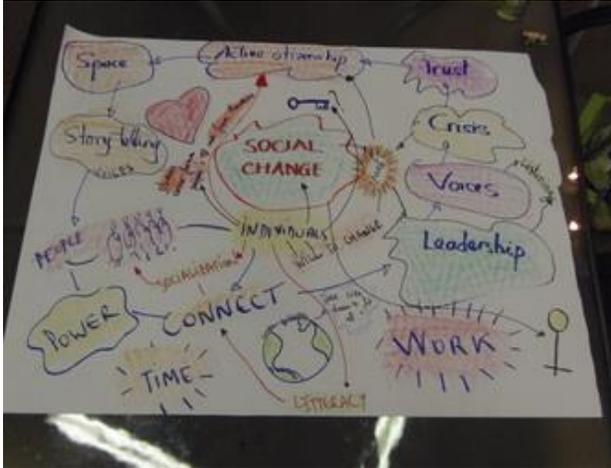
Social Change

Throughout the semester, we discussed social change in great depth. **Social change** can be understood as change in social institutions, social behavior, or a change in the social relations of a society or a group of people. The concept of **social change** contrasts with the concept of **social order**.

Social change can be institutional, meaning that **social institutions** change, disappear, are destroyed, or new social institutions appear in a society.

Ways of relating and interaction can change from **normal** to **deviant** or vice versa, **cultural values** and **norms** change and are influenced by **cultural diffusion** and **cultural lag**. Technological changes influence the development and transition from one type of society to another including the present transition from a **postindustrial society** to a **bioeconomic society**.

We can think about **social change** this way:
1. Slow, gradual, incremental, and evolutionary; change may be barely noticeable
2. Fast, radical, sudden and revolutionary; it might even take people by surprise
3. Wide in scope, affecting almost all people in a society
4. Limited in scope, affecting only a small number of people
5. Some form of social change is almost always occurring.

Demography and Population Changes

Population growth and decline effects social change. **Demography** is "the study of the size, composition, growth (or shrinkage), and distribution of human populations" (Henslin, 2015, pg. 439). **Demography** or the study of populations includes the following three measures of **fertility, mortality,** and **migration** and are used by demographers to understand and predict the effects of population change on society.

Fertility rate measures the number of live birth/1,000 people, **mortality rate** is the number of deaths/1,000 people, and **migration** is measured by the number of people who permanently immigrate to an area.

The **fertility rate** is the number of children born on the average to a typical female and measures the number of live birth/1,000 people while the **mortality rate** is the number of deaths/1,000 people. The **net migration rate** is the difference between the number of people **immigrating** into a country and the number of people **emigrating** out of a country.

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These three demographic measures can be expressed as a mathematical equation and referred to as the **balancing equation** or the **basic demographic equation**:

$$\text{Current Population} + \text{Births} - \text{Deaths} + \text{Net Migration} = \text{Population}$$

Demographers use population pyramids to get an idea of the **population composition** or the changes in fertility, mortality and immigration. A **population pyramid** is a graph that plots the **age** and **sex** of a population and allows us to view the distribution of the population's sex and age. Population pyramids are used to understand a society's needs. Demographers also use population pyramids to understand and predict consequences of population changes on communities and countries. A **population pyramid** is a graph that plots the **age** and **sex** of a population.

FIGURE 14.7 Three Population Pyramids
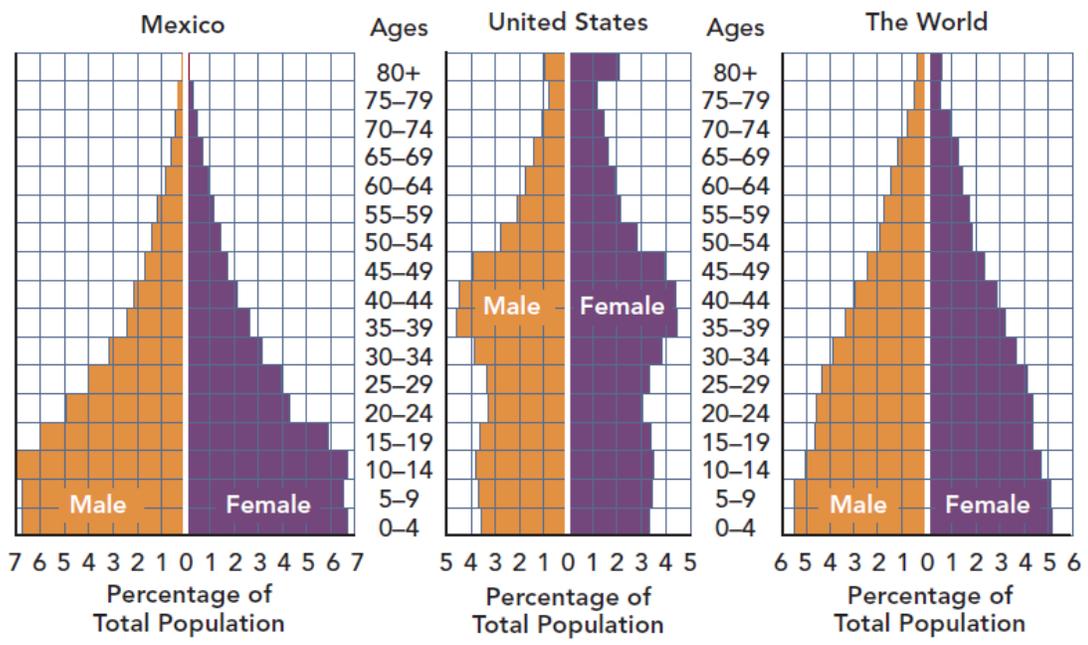
Source: Population Today, 26, September 9, 1998:4, 5.

(Source: Henslin, 2015, pg. 448)

By examining **population pyramids**, we can make predictions about populations and make societal or community changes accordingly. Demographers can predict whether a community may need to build more schools or senior homes, shopping centers or hospitals, etc. I

Examining the above population pyramids, if we pretend the **fertility rate** is the same in both Mexico and the United States, we can easily predict that the population of Mexico will grow faster than the population of the United States, because the average age of females who are in their childbearing years is greater in Mexico than in the United States.

Food for Thought: Examining the above population pyramids, what predictions can you make about **social change** in the U.S. and what predictions can you make about the world?

Theories Explaining Population Growth

Demographic theories explain population growth.

Malthusian theory views populations as growing at an exponential growth faster than the resources needed to sustain population increase.

Zero Population Growth explains populations as stabilizing as births and immigration patterns will equal to the deaths and immigration trends.

Cornucopian theory views technological advancements as supporting population growth.

Demographic Transition theory views population growth developing in four stages: high mortality rates, high birth rates, declining birth rales and increasing life expectancy, low birth and mortality rates.

Food for Thought: Which of the above theories do you think best explains current global population trends?

Urbanization Trends

Social change can also be understood and predicted by studying urbanization. **Urbanization** is the study of cities. **Urban sociology** includes sociologists who examine "the process by which an increasing proportion of a population lives in cities and has a growing influence on the culture" (Henslin, 2015, pg. 455). In 2008, for the first time in history, more people lived in cities than in rural communities (Henslin, 2015, pg. 455).

For cities to develop the following conditions must be met: favorable natural environment, technology to support surplus food production, social organization to ensure social and economic stability.
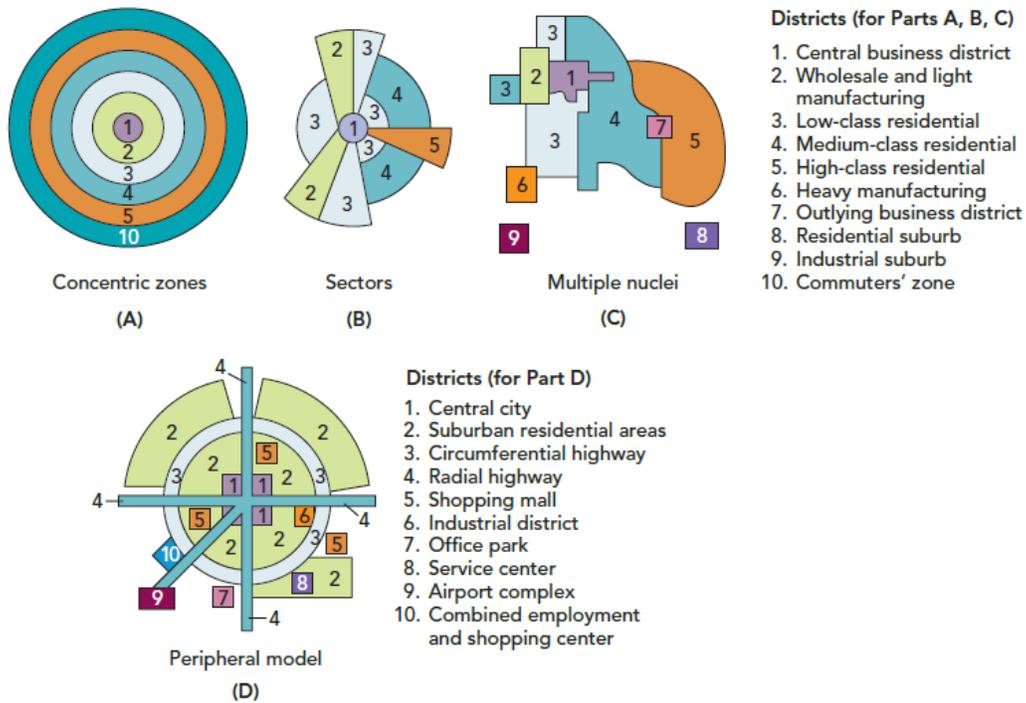
As cities grow, they expand to include **suburbs**, and **exurbs**. **Suburbanization** refers to people moving from cities to areas just outside of cities and today over half of all people in the United States live in suburbs (Henslin, 2015, pg. 460).

White flight occurs when financially secure whites move out of racially mixed cities to suburbs. Affluent blacks follow white flight trends.

Gentrification occurs as affluent renovate urban underclass neighborhoods, pushing out less affluent residents out of those areas.

Food for Thought: What contemporary social issues do you think are experienced by people living in rural communities as more and more people move to cities, suburbs, and exurbs?

FIGURE 14.14 How Cities Develop: Models of Urban Growth

Districts (for Parts A, B, C)
1. Central business district
2. Wholesale and light manufacturing
3. Low-class residential
4. Medium-class residential
5. High-class residential
6. Heavy manufacturing
7. Outlying business district
8. Residential suburb
9. Industrial suburb
10. Commuters' zone

Concentric zones (A)

Sectors (B)

Multiple nuclei (C)

Districts (for Part D)
1. Central city
2. Suburban residential areas
3. Circumferential highway
4. Radial highway
5. Shopping mall
6. Industrial district
7. Office park
8. Service center
9. Airport complex
10. Combined employment and shopping center

Peripheral model (D)

Source: Cousins and Nagpaul 1970; Harris 1997.

(Source: Henslin, 2015, pg. 463)

Food for Thought: which model (A, B, C, or D) best resembles the city in which you reside?

Urban areas and cities change to meet the needs of the community. The **Concentric Zone model** is the most commonly applied model and describes cities as developing in circular zones from inward city centers to outward housing and manufacturing zones.

Human Ecology and the Natural Environment

Human ecology is the study of the relationship between people, their space, and the natural environment. Human ecologists study how people adapt to their environment such as living in a city and how humans effect the natural environment through urbanization. The growth of urbanization is studied by ecologists.

Environmental sociology is the study of human interaction with the natural environment.

There is no question that **urbanization** has a significant impact on the **natural environment**. Various **social movements** have been born in an effort to protect the natural environment from toxins, the destruction of natural resources and wildlife. Cultural values and norms are shifting in an effort to create a **sustainable environment** defined as "a world system that takes into account the limits of the environment, produces enough material good for everyone's needs, and leaves a heritage of a sound environment for the next generation" (Henslin, 2015, pg. 490).

Another social movement related to the protection of the natural environment is **environmental injustice** which "refers to how minorities and the poor are harmed the most by environmental pollution (Henslin, 2015, pg. 494). People with lower incomes are more likely to live near freeways, factories,

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and more likely to be exposed to pollutants in the air and water when compared to other socio-economic demographic categories of people. This has a consequence on our health outcomes and life expectancy.

Environmental racism refers to minority populations; including people of color and lower social classes are exposed to environmental hazards such as air pollution, water pollution, toxic waste and other health hazards in their communities.

Food for Thought: Think of two recent examples that meet the definition of environmental injustice or environmental racism.

Collective Behaviors and Social Movements

The environmental movement and other **social movements** are studied by sociologists interested in social change. Sociologists make a distinction between collective behavior and social movements.

Collective behaviors "involve a large number of individuals that are usually unplanned, often controversial, and sometimes even dangerous" (Brent and Lewis, 2015, pg. 710). Collective behavior is further categorized into **localized collectives** (close proximity) such as crowds, riots, and mobs and **dispersed collectives** (spread over wide geographic area) which include rumors, gossip, public opinion, propaganda, fads, fashions, panic, mass hysteria, and disasters (Brent and Lewis, 2015, pgs. 711-716).

Collective behavior includes crowd behavior, behavior of the masses, and public. Masses share an interest (pet owners), while public share ideas (Americans).

Food for Thought: how can each of the examples of **localized** and **dispersed collectives** lead to **social change**?

Crowds are defined as a large number of people in close proximity. There are different types of crowds including **casual** (waiting in line), **conventional** (concert), **expressive** (rally), and **acting** (protest).

Social movements are organized groups that work toward a common social goal. They involve organized activities and behaviors for the purposes of encouraging social change or maintaining the status quo.

There are five types of social movements and included here are examples of each: **reform** (Black Lives Matter), **revolutionary** (Feminist Movement), **redemptive** (Mother Earth), **alternative** (Vegetarian), and **resistance** (Tea Party).

Food for Thought: Make a list of five different current or historical social movements that involve people organizing for social change or discouraging social change (status quo).

Social movements go through four stages: **preliminary** (awareness), **coalescence** (organization), **institutionalization** (established and widely recognized), **decline** (fulfilled goal or no longer important). Not all social movements go through all of these stages and some do not even complete the preliminary stage.

Theories to Explain Social Movements

The **Relative Deprivation Approach** explains the emergence of social movements as a large group of people who feel frustrated (deprived) with their perceived condition compared to other groups. They believe that they have a right to a better life, condition or situation and that there is no other legitimate (legal) means to attain their goals.

The **Resource Mobilization Approach** explains that social movements in order to be successful must have access to resources needed to organize. These includes leaders and an organization of members who can fundraise, recruit new members, lobby politicians, influence the media, etc.

Frame Analysis theory states that successful social movements communicate message and goals effectively which consequently motivate people making recruiting efforts easier.

New social movement theory states that modern social movements must be understood from a global perspective because they have become more complex in a globalized world that we live in.

Closing Thoughts

C. Wright Mills, an American sociologist, coined the term the sociological imagination to explain social change. We practiced using the **sociological imagination** throughout the semester. To review, the sociological imagination is the awareness that **personal troubles** we experience in our everyday lives are not at all personal troubles but **public issues**. The **sociological imagination** requires us to see our individual experiences from the context of **societal events** and **history**.

Food for Thought: How are your personal problems really social issues?

C. Wright Mills was pessimistic about people gaining a **sociological imagination** because they remain too focused on their own private issues without realizing that their problems are a consequence of societal issues. When people make the realization and connection between **private troubles** and **public issues**, this motivates people to organize and work toward **social change**.

Introduction to sociology textbooks and classes begin the study of sociology with the definition of the **sociological perspective** and the **sociological imagination**.

And so, we end the semester where we began. The realization that who we are, who we are yet to become and the opportunities that are available to us are to a large extent the result of the **social environment**; the people with who we regularly interact with and the society in which we live, a society shaped by culture and history.

I hope you enjoyed this course and wish you success in your professional and personal endeavors. My hope for you is that you have gained a **sociological imagination** and will use it to work toward **social change**. Your access to higher education provides you with opportunities, social networks, and power to take a stand for the powerless.

May the *social forces* be with you…and thank you for allowing me to be a part of your educational journey. – R. Pires.