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## **SOC 100**

### **Introduction to**

### **Sociology**

## **Lecture Packet**

### **Part Two**

### **R. Pires**

**This packet includes lectures for Open Stax (2015) chapters and preparation for Exam #2.**

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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 the 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 read it from another viewpoint.

2. When writing Discussion and Media Reaction posts, make genuine efforts to contribute to your colleagues' understanding. 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.**

sexually transmitted disease are among the world's lowest (Grose 2007). It would appear that Sweden is a model for the other, more politically conservative, nations would likely be met with resistance.

### Sexuality in the United States

The United States prides itself on being the land of the "free," but it is rather restrictive when it comes to its citizens' general attitudes about sex compared to other industrialized nations. In an international survey, 29 percent of U.S. respondents stated that premarital sex is always wrong, while the average among the 24 countries surveyed was 17 percent. Similar discrepancies were found in questions about the condemnation of sex before the age of 16, extramarital sex, and homosexuality, with total disapproval of these acts being 12, 13, and 11 percent higher, respectively, in the United States, than the study's average (Widmer, Treas, and Newcomb 1998).

U.S. culture is particularly restrictive in its attitudes about sex when it comes to women and sexuality. It is widely believed that men are more sexual than are women. In fact, there is a popular notion that men think about sex every seven seconds. Research, however, suggests that men think about sex an average of 19 times per day, compared to 10 times per day for women (Fisher, Moore, and Pittenger 2011).

Belief that men have—or have the right to—more sexual urges than women creates a double standard. Ira Reiss, a pioneer researcher in the field of sexual studies, defined the *double standard* as prohibiting premarital sexual intercourse for women but allowing it for men (Reiss 1960). This standard has evolved into allowing women to engage in premarital sex only within committed love relationships, but allowing men to engage in sexual relationships with as many partners as they wish without condition (Milhausen and Herold 1999). Due to this double standard, a woman is likely to have fewer sexual partners in her life time than a man. According to a Centers for Disease Control and Prevention (CDC) survey, the average thirty-five-year-old woman has had three opposite-sex sexual partners while the average thirty-five-year-old man has had twice as many (Centers for Disease Control 2011).

The future of a society's sexual attitudes may be somewhat predicted by the values and beliefs that a country's youth expresses about sex and sexuality. Data from the most recent National Survey of Family Growth reveals that 70 percent of boys and 78 percent of girls ages fifteen to nineteen said they "agree" or "strongly agree" that "it's okay for an unmarried female to have sex" (National Survey of Family Growth 2013). In a separate survey, 65 percent of teens stated that they

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 Media Reaction 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 textbook 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/apasquickguide/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 populations. 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 presented 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 and divided by 5, then 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 that may be both factual and biased 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>.

<b><u>Social Institutions</u></b> The way a society organizes itself to meet the basic needs of its members.	<b><u>Functionalism</u></b> What are the functions that maintain stability?	<b><u>Conflict</u></b> Competition over valuable social resources maintain social inequality.	<b><u>Symbolic Interactionism</u></b> Cultural meanings and interactions influence self-identities and perceptions.
<b>Economy</b>	Exchange of products and services through <b>division of labor</b> creates a dependence among people and other societies.	Economic system of <b>capitalism</b> creates economic inequalities related to wages, benefits, types of work, and unemployment trends.	Work creates meaning in our lives and a self-identity.
<b>Politics</b>	Government protects its members through a safety net of social programs, military, and criminal justice agencies. Power is diffused among different groups and this maintains stability.	Concentrated use of power benefits one group over another, disenfranchises citizens from its own government and maintains social inequalities.	Political symbols and messages influence perceptions of government policies and leaders.
<b>Criminal</b>	Clarifies morals, increases social solidarity, and promotes social change.	Unequal access to quality legal representation, unfair treatment of groups, and laws benefit the ruling class.	Deviance and crime are learned through our everyday groups, deviant labels become self-fulfilling prophecies.
<b>Education</b>	Transmission of cultural values, knowledge and skills, social integration, social placement.	Gatekeeping (tracking), hidden curriculum, unequal funding, unfair testing, and treatment maintain the status quo and create lifelong societal inequalities (school-prison pipeline).	Through teacher-student and student-teacher interactions in the classroom, verbal and non-verbal labels result in positive and negative self-identities and self-fulfilling prophecies among students.
<b>Religion</b>	Emotional comfort, guidelines for everyday life, social solidarity, and social control etc. maintain stability.	Religious beliefs maintain the status quo and social inequalities that exist in society.	Religious symbols, beliefs, rituals, and experiences create individual and group identities.
<b>Medical</b>	Medical professionals socially control behaviors to maintain a healthy population so people can fulfill their societal roles.	Unequal access to quality healthcare effects health and illness in society among different groups. Existing societal inequalities effect health outcomes.	Social construction of health and illness, and physician-patient interactions effect health outcomes and relate to culture, gender, social class, sexuality, etc.
<b>Mass Media</b>	Information and entertainment maintain social solidarity.	Digital divide and access to digital technologies maintain social inequality. Concentration of small number of corporations control the mass media industry.	Mass media creates and reinforces stereotypes about different demographic categories of people.
<b>Family</b>	Socialization, reproduction, care and economic dependence, sexual control.	Power differentials in intimate relationships can lead to violence.	Families negotiate tasks, and form our self-identities

## Chapter 15 Religion



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### The Sociological Approach to Religion

**Religion** involves beliefs and behaviors that are considered existing outside of science and in the realm of the supernatural. The religious **social institution** is one of the building blocks of a society's organization and structure. Sociologists study **religiosity** in a society which is defined as religious behaviors and attitudes of individuals, categories or people, and groups.

**Emile Durkheim** believed that religion stabilizes society because it brings people together (social cohesion), gives people meaning, and regulates behaviors (social control). Durkheim made a distinction between the **sacred** or objects that are given religious meanings and **profane** or ordinary, common objects.

**Karl Marx** believed that religion maintains societal inequalities. Religious beliefs are used by **bourgeoisie class** (capitalists) to exploit the **proletariat class** (wage earners). Belief in an afterlife keeps wage earners from questioning inequalities of capitalism in current life. Marx was an atheist and said: "religion is the opium of the people" because just like drugs, religion keeps people sedated and this benefits the capitalist class.

**Weber** viewed religion as a vehicle for social change. Early Protestants believed in the idea that hard work and financial success were favored by God. These beliefs became a self-fulfilling prophecy as people started to invest and save money, and this led capitalism to flourish. Protestants were persecuted by the Catholic church in Europe and brought their beliefs to the new world which became the foundation of the core American cultural values such as individualism, achievement, and financial success. Weber referred to this as the **Protestant Ethic and the Spirit of Capitalism**.

**Food for Thought:** Are the views of Durkheim, Marx, and Weber on religion applicable in the American society today? Why or why not?

### The Functionalist Perspective on Religion

**Functions of religion** include emotional comfort, guidelines for everyday life, social control, and social support and social cohesion. These functions help maintain social order in a society.

**Dysfunctions of religion** include war and terrorism, persecution of groups of people based on religious beliefs. These dysfunctions disrupt social order in a society.

**Food for Thought:** Think of a current example of each of the functions and dysfunctions of religion.

### The Conflict Perspective on Religion

Status quo religions use their dominant position in a society to maintain existing social structures that have embedded in them social inequalities. For example, religious beliefs have been used to justify slavery, colonization, opposition to interracial marriage, same-sex marriage, and gender equality.

**Food for Thought:** If Marx was alive today, do you think he would still be an atheist? Why or why not?

## The Symbolic Interactionism Perspective on Religion

Religious symbols are social constructions and provide a sense of meaning and identity in our everyday lives. **Religious symbols, beliefs, rituals, and religious experiences** create shared meanings and a shared reality in people's everyday lives.

**Food for Thought:** Go online to examine some of the religious symbols, religious beliefs, and religious rituals of a religion that you are not familiar with. Think about how the beliefs of this particular religion might influence a person's view of the world.

### Types of Religious Organizations

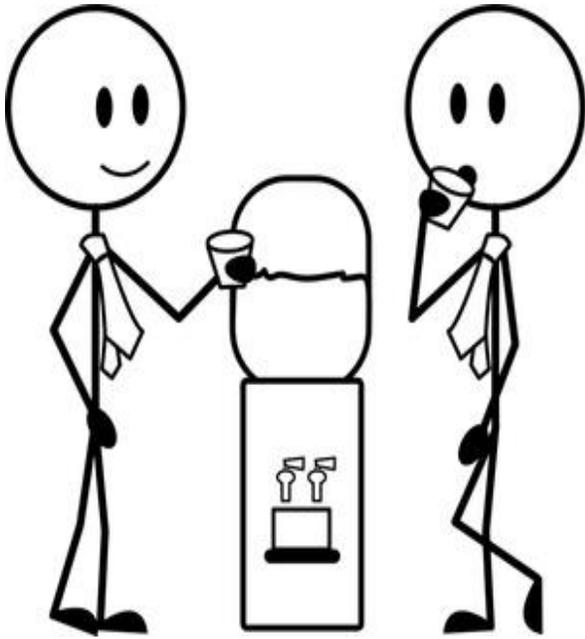
<b>Religious Organization</b>	<b>Definition</b>	<b>Example</b>
<b>Cult</b>	<b>Cults</b> are new religious groups and considered deviant. The trajectory of religions is to move from least societal acceptance to societal-wide acceptance.	The Branch Davidians, People's Temple (Jonestown), Heaven's Gate
<b>Sect</b>	<b>Sects</b> are newer religious groups and have more social appeal than cults. They might also be branches of various denominations.	Christian Scientists, Pentecostals, Church of Jesus Christ of Latter-Day Saints (Mormons)
<b>Denomination (also referred to as Church)</b>	<b>Denominations</b> are religious organizations widely accepted in a society and have great appeal.	Mainstream religions such as Buddhism, Christianity, Hinduism, Islam, Judaism, etc.
<b>Ecclesia (also referred to as State Religion)</b>	<b>Ecclesia</b> is one mainstream religion that is embedded in a society's political structure and officially recognized by the government.	Roman Catholic Church throughout much of Europe during Middle Ages, Atheism in previous Soviet Union, Islam in Iran.

**Secularization** is the decreasing influence of religion including religiosity in a society. In pre-modern societies, religion was often used to explain the mysteries of life while in modern societies people turn to science for knowledge. Compared to other high-income countries, the United States has higher religiosity rates but when compared to middle-income, and lower-income countries, the United States is more secular.

**Food for Thought:** Why do you think that generally, societies with higher rates of poverty also have higher rates of religiosity, while societies with lower rates of poverty also have lower religiosity rates?

**To recap:** Sociologists study religiosity to examine religious behaviors and religious trends in societies. The religious institution is a system through which the functions of religion sustain social order. Religious beliefs both challenge and preserve the status quo of the dominant group. Secularization tends to be observed more in high-income countries when compared to middle-income and lower-income countries. Religious beliefs, religious rituals, and religious experiences are constructed through social interaction and influence self-identities.

## Chapter 18 Work and the Economy



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### Economic Systems

**Economy** is the transmission of goods and services. Sociologists examine the influence of the economic social institution on both societies at large, communities, and individuals.

Entrepreneurs or the self-employed, private corporations, public corporations, franchises, and non-profit organizations operate in the economy. The government regulates economic activities; however, every society has different levels of social control that governments of countries impose on economic activities.

**GDP** is a country's **gross domestic product** or the monetary value of a society's economy.

In the United States, one's social class status is largely determined by individual or household **income** and is influenced by **education** attainment and **occupation**

status (OEI = combination of occupation, education, and income). Sociologists refer to social class as **socio-economic status** or **SES**. Socio-economic status shapes **power, prestige** (respect) and **wealth**. People with similar levels of power, prestige, and wealth share similar consumption and lifestyle behaviors. Our family household socio-economic status significantly influences our **life chances** or opportunities.

A society's **cultural values** guide its economic system. For example, in the United States, Americans value individualism, achievement, efficiency, and material comfort. These values are aligned with capitalism or an economic system that promotes private ownership of the means of production (individualism), and profit (achievement, and efficiency). **Meritocracy** is the belief or ideology that status is based **only** on one's own merits or individual talents and skills. However, a meritocracy cannot exist in real life due to the **social forces** of a society and is more engrained in the **ideal culture** of the American society rather than **real culture**. Still sayings such as "pick yourself up by your bootstraps," or "no pain, no gain," are examples that individualism and self-determination are highly cherished.

There are only two economic systems that exist in modern societies: **capitalism** and **socialism**. Neither of these systems exist in their pure form rather variations of the two or **mixed-economic systems** are observed around the world. In order to understand mixed-economies around the globe and the influence of culture on the economic institution, we first need to understand both capitalism and socialism in their ideal or pure forms.

**Capitalism** has **three characteristics** that includes the following:

**Private Ownership:** *means of production is privately owned* by capitalists from the self-employed, small business owners, mid-sized companies to large multi-national corporations. Many large corporations are publicly owned companies, meaning that anyone in the public can purchase corporate stocks and own a share of the company depending on how many stocks (shares) they have purchased and own. The purchase of stocks or shares is mediated through various stock market exchanges (referred to as securities markets) such as the New York Stock Exchange (NYSE on Wall Street), NASDAQ, and

AMEX. People who invest their savings in mutual funds, retirement or pension funds (401ks and Roth IRAs) most likely own some corporate stocks through these investment funds among other financial assets such as precious metals, real estate, energy sources, etc.

**Profit Driven:** owners of the means of production are in business to profit from their *capital* investment (financial assets or money, time, or anything of financial worth). *Profit is the leftover revenues after overhead costs are met.*

**Competition:** owners of the means of production compete with each other for customers and revenue. For example, people might shop at Walmart for lower prices (quantity over quality) while customers at Neiman Marcus are willing to pay high prices in exchange for quality (quality over quantity).

*Supporters of capitalism* refer to this economic system as a **free enterprise** or **free market** in which all three parties are free to pursue their own interests: owners of the means of production, wage-earners, and consumers. Capitalism works on the idea of *supply and demand* and therefore the economic system self-regulates through the “invisible hand” of competition. Competition encourages innovation and inventions among the owners of the means of production and many of these innovations consequently have greater societal benefits.

*Critics of capitalism* refer to this economic system as one of exploitation that puts profit over people and the welfare of a society. **Bourgeoisie** are owners of the means of production. **Proletariat** are wage earners. Capitalism exploits wage earners and **alienates** them from the products they produce, other wage earners, and even themselves as people view work as a competitive enterprise. The competitive nature of capitalism can also exploit consumers through misleading claims about products and services, violation of privacy, and the dissemination of products that can contribute to disease, illness, and death, including the pollution of the natural environment.

**Karl Marx** believed that the **bourgeoisie class** controls the **superstructure** of a society (all social institutions that exist in a society such as the mass media, education, healthcare, government, religion, and the family). Society is organized to maintain capitalist ideologies that a free market capitalist system is good for everyone and these beliefs are embedded in a society’s culture keeping wage-earners in a state of **false consciousness**. For example, working-class neighborhood schools and families teach children how to be obedient to authority as preparation for the workforce, while the mass media celebrates competition through sports and teaches us to see the world in terms of winners and losers.

**Food for Thought:** What examples of false consciousness can you identify in the American society?

Karl Marx predicted that the proletariat class will eventually gain **class consciousness** when they become aware that capitalism works against their own interests. The consequence will be a revolution in which wage-earners overthrow capitalist societies around the world and temporarily transition to a **socialist economic system** before forming a **classless society** or **communism** in which all forms of private property are abolished creating a system “*from each according to his ability, to each according to his needs*” (Marx, 1875).

**Food for Thought:** Do you think a classless society in which all private property is abolished (think of all items you refer to as your possessions) is possible? Why or why not? Why do you think modern communist governments around the globe (Cuba, Soviet Union, the People’s Republic of China, Vietnam, etc.) have not been successful in the long term?

**Socialism** has **three characteristics** that includes the following:

**Collective Ownership:** ownership of the means of production is in the public sphere; the state (government) owns and controls all aspects of the economic system. There are no privately-owned companies, *everyone* engaged in some sort of an economic activity is an employee of the government and nobody is self-employed.

**Non-Profit Driven:** the state (government) runs all aspects of the economic system and wages are equally distributed since production is a social and collective endeavor dependent on resources such as knowledge and infrastructure that transcends individual effort.

**Non-Competitive:** the state (government) has a monopoly on all economic activities for the collective good. Allowing competition in the economic sphere will produce social inequality in which some will have greater access to resources than others.

*Supporters of socialism* refer to this economic system as a **planned economy** in which the government plans all sectors and spheres of the economy. Socialism works on the idea that a planned economy results in social equality.

*Critics of socialism* point out that this system requires people to relinquish their own economic self-interests for the overall common good of a society. People accept regulations as part of a planned economy. Innovation is stalled because there are no personal rewards to motivate individuals to invent and innovate, and consequently this harms society.

**Food for Thought:** *Competition brings out the best in us, or competition brings out the worse in us?* From which lens are you *more likely* to view competition? Think about the social forces and the experiences you encountered that influenced you to move more in one direction over the other.

Most likely, you can make the argument that competition can bring out *both* the best and worst in us and others. You can therefore understand that capitalism and socialism in their pure forms are unrealistic and societies around the world have **mixed-economic systems** incorporating the different characteristics of both socialism and capitalism depending on a society's needs and cultural core values. For example, today, the United States leans more toward capitalism, while China leans more toward socialism but both economies have a mix of both capitalist and socialist systems.

There are different terms for the type of mixed economies in existence: *state capitalism, welfare capitalism, democratic socialism, market socialism*, etc. and these terms represent capitalism and socialism as a continuum from **laissez-faire capitalism** or unrestricted capitalism on one end of the continuum to socialism on the other end. Again, laissez-faire capitalism, and socialism are ideals rather than realities in contemporary societies.

United States has a **state-welfare capitalist** economy. The government regulates the economy for the benefit of wage-earners, investors, and consumers, but maintains most of its capitalist features. Sweden has a **democratic socialist** society, retaining capitalist features but with higher taxes imposed on people than what we are used to here in the U.S. The government imposes higher taxes on economic activities to fund social programs including universal healthcare, childcare, higher education, pensions, etc.

**To recap:** Capitalism and socialism are two opposing economic systems that do not exist in reality. Contemporary societies have *mixed-economic systems* in which they have incorporated different features of capitalism and socialism depending on a society's needs and cultural core values. In its pure form capitalism (laissez-faire capitalism) leads to the exploitation of wage-earners since it is a profit driven system, while pure socialism restricts economic freedoms in lieu of a planned economy.

## Economic Sectors, Labor Markets, and Definitions

**Economic Sectors** include different types of industries, jobs and occupations. In different societies, one or more types of economic sectors are more prevalent than others.

Type of Economic Sector	Definition <i>Source: (Rosenberg, ThoughtCo., 2019)</i>
<b>Primary Sector</b>	The main economic activity of a society involves the extraction of natural and raw resources. This includes hunting, gathering, and farming.
<b>Secondary Sector</b>	Raw materials are processed into products. This includes manufacturing and processing of goods.
<b>Tertiary Sector</b>	The delivery of any type of service. This includes business, healthcare, entertainment, retail, etc.
<b>Quaternary Sector</b>	Knowledge, technological, and scientific types of industries and occupations.
<b>Quinary Sector</b>	Executive and top management, public service, and domestic unpaid work.

A labor market refers to the types of jobs available in the American society. The United States has a **dual-labor market** consisting of a primary and secondary labor market. The **primary labor market** includes occupations that provide good pay and working conditions, stability, and opportunity for advancement. The **secondary labor market** includes jobs that experience high turnover, low-wages, little job security, no or few benefits and advancement. The drastic differences between these two labor markets is referred to as **polarization** because both high and low paying jobs are in demand while types of jobs that can be classified somewhere in the middle between these two labor markets are scarce.

**Food for Thought:** What type of *economic sector* is the most prevalent in contemporary United States? Do you think this sector includes more *primary* or *secondary labor market* occupations? Explain.

**Unemployment Rate** is most commonly defined as the percentage of unemployed workers in the labor force who are *actively* seeking jobs and measured by a monthly survey by the Bureau of Labor Statistics (BLS). Part-time workers and unemployed people who are *not actively* seeking work are not included.

**Underemployed** are employed people who work in jobs for which they are overqualified.

**Structural unemployment** occurs when societal changes push people out of the workforce. For example, robotics and certain technologies contribute to the extinction of certain occupations. With the industrialization of the agricultural industry, many family farms have given way to corporate agricultural giants. The outsourcing of jobs to other countries have forced millions of people to learn a new skill or trade and enter into different occupations.

**Cyclical unemployment** occurs with the flow of regular economic trends related to recessions.

**Underground economy** is the illegal transaction of services and goods. It also includes people who engage in legal activities but do not pay taxes. Counterfeit products, the illicit drug trade, are prostitution are examples of the underground economy.

**Gig economy** involves people freelancing their services and is also an outgrowth of companies **outsourcing** their needs and jobs to save money on paying employees medical benefits, sick and vacation pay, and contributing to an employee's unemployment, disability, and Medicare benefits. Some

states including California are taking a stand to limit companies such as Uber and Grubhub from using gig workers as independent contractors.

**Shared economy** involves people sharing what they own to earn an income or extra money. Examples of corporations that facilitate this process include Chegg (used textbooks) and Airbnb (vacation rentals).

**Informal economy** involves unpaid labor such as housework, voluntary work, charity, and bartering, exchange, or the trade of labor without any exchange of money.

**Food for Thought:** what type of economic trends described above have you been a part of?

**To Recap:** Work and employment depend on the availability and need for resources, and influenced by technological developments, political trends, economic and societal conditions.

### **The Global Economy, Consumption Trends, and Definitions**

Technological innovations and political agreements make trade and production among societies possible. Free trade political agreements among nations repeal or lower tariffs or the taxes that governments impose on products that are shipped by companies and include items such as cars, computers, food products, toys, dog food, clothing, etc.

The **convergence theory** is the viewpoint that the globalization of the economy leads to a convergence or merging of economies around the world that have similar economies or mixed economic systems (mix of capitalist and socialist features).

**Globalization of capitalism** occurs as corporations strive to increase their profits for their shareholders (stockholders) by operating in other countries. This includes selling products and services, and establishing production facilities in other countries.

**Multinational corporations**, also referred to as **transnational corporations** operate in more than one country and include corporations such as Apple, General Motors, Nike, McDonalds, Exxon-Mobile, and Google. Multinational corporations compete with each other and hold an immense amount of power and wealth around the globe. Multinational corporations can also take advantage of lower tax rates or cheaper labor in other countries and therefore have advantages over corporations or companies only operating in one country or geographic location. **Corporate capitalism** refers to the dominance of multinational corporations and influence on societies, communities, and individuals around the globe.

**Global commodity chains** refer to the interdependence of different corporations and workers around the globe that come together to manufacture products. A GM truck might include a battery from a German manufacturer, sensors from a Japanese manufacturer, tires from a Chinese manufacturer and radio/audio from a South Korean manufacturer.

**Global assembly lines** are different parts of a product that assembled in different countries rather than the assembly in one facility as was common during the industrialization of society.

**Maquiladoras** are factories often located in cities that are close to the Mexican-U.S. border and operated by a foreign company that exports the products back to its home country (Oxford Dictionary). For example, General Motors an American multinational corporation might assemble Chevrolet Tahoe SUVs in a maquiladora and ship the assembled cars back to the U.S.

A **monopoly** occurs when one corporation controls all aspects of one industry. Monopolies are not common in the United States and are often illegal since anti-trust laws are designed to break up monopolies. Still, government policies do allow some monopolies to legally exist with no or little

competition and include utilities, Amtrak train service, public schools, and government run Medicare. Monopolies that are allowed to exist are regulated by the government. The federal government is investigating online corporations Google, Amazon, Apple, and Facebook for anti-trust violations including claims that these corporations have grown into giants that have the power to shut down competing companies. For example, Amazon via its algorithms can promote its own products over competitors who also use the Amazon marketplace and may have limited options to sell outside of the platform. Since the United States culture values more capitalist than socialist features of the economic system, it has stricter rules and regulations on monopolies.

**Oligopolies** occur when just a few corporations control all aspects of one industry. Oligopolies are common in the U.S. A corporation can own many different subsidiary corporations and these connections may not be obvious to the public. For example, Coca-Cola owns many popular beverage corporations including Minute Maid, Vitamin Water, Dasani, Smart Water, and others. In 2019, Coca-Cola owned 400 brands and 3,900 different beverages around the globe (World of Coca-Cola). While on the surface there is an illusion that consumers have many different products and brands to choose from, in reality their consumption behaviors and choices are controlled by a few giant corporations.

**Interlocking Directorates** are corporation board members who are also board members at more than one corporation. For example, McDonalds serves Coca-Cola products and gives away Disney toys in their happy meals. While these are unrelated corporations, they might have entered into profitable agreements by shutting out competitors in their own industries. Consequently, an interlocking board member financially benefits by sharing in the profit from all three corporations. Subsequently, consumers are forced to purchase products they might not normally consume.

**Food for Thought:** How do monopolies, oligopolies, and interlocking directorates support or oppose the three main characteristics of capitalism?

**Conspicuous consumption** occurs when our self-identities are tied to materialism. People are taught to show off their wealth through material objects such as cars, jewelry, fashion, technology, etc. Consumption behaviors of people in the American society is an indicator of the state of the economy as consumption affects employment rates and profitability of corporations and businesses. On the other hand, when cultural values and norms support people as consumers, this can lead to people going into financial debt and cause people to themselves and each other in a negative light when they cannot afford to “keep up with the Joneses.”

**Planned obsolescence** occurs when products have built-in expirations that are not obvious to consumers. For example, cell phone batteries might be more expensive to replace than a brand-new cell phone. Air conditioner models stop being produced and therefore replacement parts become extinct forcing a consumer to purchase a new air conditioning unit even though it might only need a \$50 part.

**McDonaldization of society** is when **formal organizations** in different social institutions other than the economy: healthcare, mass media, education, etc. operate very similarly as an assembly line because efficiency saves time and money. Weber referred to modern societies as an **iron-cage** in which there is very little tolerance for out of box thinking due to bureaucratization. American sociologist George Ritzer coined this term to compare society to the way McDonalds operates. For example, in higher education, students receive the same syllabi every semester, assignments and assessments are standardized rather than to meet the individual needs of learners. Physician offices have time slots to move patients from one station to another and doctors have a limited amount of time to spend with each patient. Hollywood movies follow predictable patterns based on movie script formulas proven to be the most profitable.

**Food for Thought:** Provide examples of how you experienced conspicuous consumption, planned obsolescence, and the McDonaldization of society in your own life.

**To Recap:** The globalization of the economy is possible due to technological innovations and government policies (laws) that have led economies around the globe to take on similar economic features or mixed economies (blending of capitalism and socialism characteristics). Corporate capitalism refers to the power exerted by multinational corporations on societies, communities, and individuals around the globe. Multinational corporations compete with each other for profit. Consumers have limited opportunities due to oligopolies, interlocking directorates, and planned obsolescence. Profitability depends on an efficient workplace and this rational approach to business has spread throughout the American society according to the term McDonaldization of society by Ritzer.

### **The Sociological Approach to the Economy**

Sociologists explain different economic trends using the three sociological theoretical perspectives of functionalism, conflict, and symbolic interactionism.

### **The Functionalist Perspective on the Economy**

Functionalist sociologists view the globalization of the economy or the interdependence of economies around the globe as possessing a number of functions that maintain global social order. Societies that are dependent on each other economically are less likely to go to war in the traditional sense of military warfare. People have greater choices and access to foreign based products available to them for consumption, and when multinational corporations open facilities in countries outside of their home countries, this creates jobs and strengthens economies around the globe.

Functionalists believe that society works through an interdependence of the social institutions (economic, political, religious, education, mass media, medical and family institutions). Societal changes that impact the economic institution can therefore also be both functional and/or dysfunctional for the other parts of a society. **Inflation** or the increasing cost of goods and services, **recessions** or the economic decline of employment and consumption, and **depression** or an economic decline lasting over a longer duration than a typical recession are dysfunctions that disrupt societal stability or equilibrium.

### **The Conflict Perspective on the Economy**

Conflict sociologists view the globalization of the economy as a consolidation of power among powerful multinational corporations. The outsourcing of jobs and work to other countries leave workers in home countries without jobs, often with devastating outcomes to local communities and economies. The **outsourcing** of work to outside contractors and independent contractors who work in the gig economy can lead to people working without health insurance, retirement benefits, disability insurance, etc. As multinational corporation seek greater profits for their shareholders, they might opt for further cutting labor costs by **automating** production and the workplace through technologies such as robotics.

The globalization of the economy as explained previously is made possible when governments around the globe implement policies and laws creating favorable economic conditions for global trade. Some of these policies and laws might be implemented at the expense of small businesses, workers, consumers, and the natural environment. **Corporate welfare** refers to financial advantages in the form of contracts, loans, subsidies, tax-breaks, and other beneficial treatment of corporations by the government.

Class action lawsuits and government fines that seek to recover from corporations, damages sustained by consumers and workers, often are only able to recover a fraction of the financial, physical, and

psychological harm suffered. Some corporations have been known to conduct **risk-cost analyses** when bringing to market products they know to be faulty or when intentionally violating existing laws protecting people and the environment.

### **The Symbolic Interactionism Perspective on the Economy**

Symbolic interaction sociologists view the globalization of the economy in terms of how people navigate economic conditions in their every day lives and how language is used to create meanings about our finances and work, both which influence our own self-identities and interactions with others.

Corporations actively work to control our perceptions of them through marketing, advertising, and co-opting feel good causes and campaigns. **Greenwashing** involve the efforts corporations undergo to promote an image of caring about the environment while **pink-washing** is the association of products with breast cancer awareness. **Rainbow-washing** and **woke-washing** are recent terms that have been associated with corporate efforts that appear to be co-opting political social movements (Jones, Guardian, 2019). Popular celebrities and athletes are paid multimillion contracts to promote products and services because they have a positive public image that is carefully constructed and managed by publicists. Identity or brand advertising and promotion also occurs when people's self-identities and image are aligned with the socially constructed corporate image. For example, Nike's logo and slogan *Just Do It* is used by millions of people around the world as a motivational call to action. Corporations monitor social media closely to socially construct an image that consumers will identify with and adopt.

Our self-identities are influenced by the meanings we and others assign to our finances including our incomes, salaries, debt, credit scores, and include our occupations and the type of work we do (paid or unpaid). Our work environments, co-workers, and supervisors influence our self-identities and interactions. People construct written and unwritten rules related to work space, respect, hierarchy, etc. that cumulate in a micro-culture unique to the company and work environment.

**Food for Thought:** Have you ever joked that your work environment or the work-environment of someone you know could be a popular reality TV show?

The concept of **dramaturgy** (covered in Chapter 1, Lecture Packet One), can be applied to how employers screen applicants and how applicants engage in **impression management** to control the labels or judgements that potential employers make about us. This includes our resumes, social media, dress, and interview behavior. Human resources personnel might only have a few minutes or seconds to scan through applications and cover letters when choosing which applications to move forward or reject.

As artificial intelligence (AI) becomes commonly embedded within our work places and consumption trends, people will construct meanings about how to interact with these technologies. For example, people might elect to hire an AI gym instructor or frequent restaurants with AI servers.

**To Recap:** Functionalism views economic trends as maintaining or disrupting societal stability, while conflict sociology focuses on power differentials within the economic institution and societal consequences. Symbolic interactionism takes a microanalysis approach to the economic institution by examining how language (verbal and nonverbal) is used in our every day lives to create shared meanings about work and consumption; these definitions impact our self-identities and interactions with others.

**Food for Thought:** What different predictions about the future of the American economy do you think might be made by functionalism, conflict, and symbolic interactionism sociologists? Explain.

## Chapter 19 Government and Politics



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### Political Institution

Sociologists study the use of political power by the government and its influence on society and people. A society's cultural values and norms are transmitted through laws and policies.

The **state economy** refers to the interrelationship that exists between the political and economic institutions. In contemporary societies, economic systems are mixed. The government (state) regulates the economic institution for the welfare or benefit of workers, consumers, and the environment.

The government collects **revenue** in the form of taxes, fees, and fines and spends it on public programs, referred to as **outlays**. A **deficit** occurs when the government spends more than the revenue collected in a given year.

**Debt** refers to the total money owned by a government

over many years. Over the last 15 years and more, the U.S. federal government's annual budget ran at a deficit close to one trillion dollars every year. By 2029, it is predicted that the federal debt will be almost 29 trillion dollars (Congressional Budget Office, 2019).

**Food for Thought:** In what ways might the debt owned by the U.S. federal government disrupt the social stability of the nation?

### Types of Authority

Sociologists define **power** as the "ability to exercise one's will over others" (Weber, 1922) (Open Stax, 2015, p. 377). **Authority** is legitimate or legal power and **coercion** is illegitimate or illegal power. In the United States the most common power is in the form of **occupational authority** as people have different degrees of power set forth by the job responsibilities of their positions and these are generally recognized and accepted by people.

Max Weber described three types of authority that can exist in a society.

**Traditional authority** is power passed down through customs or inheritance such as nobility, religion, and family.

**Charismatic authority** is power based on personal characteristics such as social movement leaders and celebrities.

**Rational-legal authority** is power based on laws and written rules. This includes government and occupational positions.

**Food for Thought:** Provide an example of each of the three types of authority.

### Forms of Governments

**Anarchy** is the absence of an organized government (Open Stax, 2015, p. 380).

**Monarchy** is a government ruled by one individual who was appointed by birth, inheritance, divine intervention or God and sanctioned by the church. **Absolute monarchs** have total power while in most contemporary societies that have current monarchies (not all), **constitutional monarchies** only take on symbolic duties and these societies have democracies governed by constitutions.

An **oligarchy** is a government in which power is held by a small group of individuals who have access to immense power through the military, wealth, and leaders or owners of powerful corporations or businesses. On the surface a government might present itself as democracy but in reality, might be ruled by small group of power elites.

A **dictatorship** is a government in which power is held by one individual or small group who usually come to power as military leaders and use violence and oppression of the people to remain in power. A **totalitarian government** or **totalitarian dictator** refers to the *total* control of all aspects of a society including its religion, mass media, education, economy, medical and even family institutions.

A **democracy** is a government with a constitution that describe roles and responsibilities of the government and its citizens. In **representative democracies** also referred to as **indirect democracies**, people elect political leaders to represent their interests, while in **direct democracies**, also referred to as **pure democracies**, all people make decisions. Although the United States has a representative democracy, some states and local governments in the U.S. have aspects of a direct democracy in which people vote on ballot propositions, initiatives, or referendums.

**Food for Thought:** What recent ballot initiatives do you recall which had a lot of public support?

### **Political Participation in the United States**

**Voter participation rates** are percentages of different demographic categories of people who participate in voting during elections. Voting patterns often show trends based on socio-economic status, race-ethnicity, gender, and age.

**Wedge issues** are topics that are controversial and people hold strong opinions about them such as guns, abortion, immigration, and climate change, etc.

**Special interest groups** are groups of people with the same interests who attempt to influence laws and policy. There are many different special interest groups that exist in the U.S.

**Political Action Committees (PACs)** are formed by special interest groups to campaign and influence elections through political financial contributions and other political activities. There are limits on how much money individuals can donate to PACs.

**Lobbyists** are individuals employed by special interest groups to meet with elected political representatives to influence laws and policies.

In 2010, the Supreme Court ruled on a controversial case referred to as **Citizens United v. FEC** (Federal Elections Commission) that businesses and corporations can participate in election processes. While the ruling does not allow companies to give financial donations to candidates, political parties, or any political campaigns, businesses and corporations are allowed to influence the public in how it votes. The U.S. Supreme Court ruled that political activities to influence voting behavior is considered free speech protected by the First Amendment of the U.S. Constitution (McElroy, SCOTUS Blog, 2010). Since then, various business interests spend a lot of money on advertising and marketing activities to support or oppose candidates and political campaigns during each election cycle.

**Food for Thought:** Do you pay attention to political advertisements and marketing campaigns during election seasons? Why or why not?

### **The Sociological Approach to Government and Power**

Sociologists use functionalism, conflict, and symbolic interactionism theories to examine the government, politics, and power in the American society. Sociologists understand **politics** as cultural values and norms embedded in the organization and structure of the political institution.

### **The Functionalist Perspective on Government and Power**

The political institution includes the following functions: planning and directing a society through laws and programs funded through taxes and other revenues, meeting social needs, maintaining law and order through the criminal justice system, and managing international relations including the use of force through the military. Dysfunctions in the political system disrupt social order however some of these also compel societal change.

The **pluralist model** is the view that power in the government is diffused (spread out) among many different interest groups that influence government decisions and encourage social integration among people. The three branches of the federal government (executive or President, legislative or Congress, and judicial or the Supreme Court) is an example of the pluralist model in that there is a checks and balances among the three branches.

### **The Conflict Perspective on Government and Power**

Conflict sociologists view the government as ruled by a minority **ruling class** or **power elites** who hold a tremendous amount of power and are in positions to yield their influence on laws and distribution of funds that are beneficial to them and maintain the status quo and societal inequalities.

The **power Elite model** is the view that power in the government is concentrated among a small powerful group. Power elites include individuals in government with the greatest power including military leaders, chief executive officers (CEOs) of large and immensely profitable corporations including mass media giant corporations.

**Food for Thought:** What examples come to mind when you think about dysfunctions in the American government? What societal consequences come to mind? Think on a macro-level (social institutions) rather than a micro-level (individuals). What examples come to mind when you think of government policies that appear to only benefit wealthy people?

### **The Symbolic Interactionism Perspective on Government and Power**

Symbolic interactionist sociologists examine how political symbols and messages influence perceptions of government policies and leaders. Included in this examination is how people in government make decisions using verbal and nonverbal communication to reach consensus or become deadlocked. Mass media and social media also plays a role in the **social construction** of these verbal and nonverbal messages and its influence on how the public perceives laws, politicians, and the political process.

**Food for Thought:** What examples come to mind when you think of political campaign slogans and logos? How are these used to influence voter perceptions of political candidates during elections?

**To Recap:** Political sociology is the study of power in a society including the decision-making processes of the government and its influence on individuals, communities, and international relations.

## Chapter 16 Education



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### Education Institution

Similarly, to other social institutions, the education institution is not organized in the same manner across the globe. While the United Nations deems access to education as a universal human right, not everyone has **universal access** to education mainly due to funding issues, and cultural values regarding who should and should not be allowed to go to school.

**Formal education** refers to learning that takes place in schools, and organizations that deliver a standardized curriculum. During the industrialization of society, formal education in the United States became compulsory, meaning that children until they reached a certain age were required by law to attend schools.

**Informal education** refers to the learning process that takes place as children and adults learn cultural values and norms through their participation and interaction in society and outside of the formal classroom setting.

### Functionalist Theoretical Perspective on Education

Functionalist sociologists believe the education institution maintains societal stability because people are taught knowledge and skills to perform jobs and tasks necessary for social order. Knowledge is transferred from one generation to the next through schools and other education organizations. This occurs through **manifest functions** (formal functions with clearly defined goals) including **socialization and transmission of culture, social control, social placement, sorting, mainstreaming, and cultural innovation**.

Schools teach children cultural values and norms and as they transition to adulthood, they are less likely to rebel against society and its government. Schools practice **social control** as different authority figures including teachers, counselors, and principals among others punish and reward culturally inappropriate and appropriate behaviors. American schools place a high value on teaching individualism and achievement, both of which are core values in the American culture.

**Social placement** and **sorting** include the practice of schools placing students in different classes and career tracks to meet society's basic needs through the **division of labor** (physicians, nurses, medical clerks, custodians, etc.).

**Mainstreaming** occurs as students of diverse backgrounds, and abilities are integrated and therefore learn and interact together. This leads to greater social equality and acceptance of diversity.

**Latent Functions** are unintended or unplanned consequences of manifest functions. Latent functions observed in the education institution include students forming **social networks** and a sense of belonging to groups, communities, and society as a whole. Schools have also taken over some traditional family functions including after-school childcare, sexual education, meals, etc.

**Food for Thought:** What examples come to mind of activities occurring in school that teach students the importance of individualism and achievement? Explain.

## **Conflict Theoretical Perspective on Education**

Conflict sociologists believe the education institution reproduces societal inequalities because the education system is organized to benefit only some categories of people specifically reflective of socio-economic status (social class), race and ethnicity.

Family background is a factor in student success in school. **Cultural capital** are advantages passed to children by adults. Upper class families provide children cultural capital that allow them to excel in school and perform well on high stakes tests, standardized assessments including the SAT university entrance exams, and even IQ (intelligence) tests. Computers and internet in the home, travel during vacations, participation in extracurricular activities that require financial investments, visits to museums, theatres, art galleries, are just some of the ways that children are exposed to **high culture** that provide them with academic advantages. **Social capital** refers to the advantages higher-income families provide for their children by exposing them to social networks within their circle of contacts to provide education, employment, economic and other social opportunities.

The **Hidden curriculum** refers to the invisible ways that schools teach children that certain categories of people are superior and inferior and ways that students learn to accept cultural values and norms, including societal inequality and the status quo. For example, schools located in lower income neighborhoods might socialize students to be obedient to authority while in upper-income neighborhoods students learn to be creative thinkers.

**Tracking** refers to school policies that separate students based on advanced achievers (for example AP or Honors classes) and low achievers creating two separate educational tracks with very different educational and career opportunities. This includes pushing students from lower-income backgrounds into lower paid occupations and students from higher-income backgrounds into higher education bound occupations.

Most states in the U.S. fund public schools through property taxes (real estate taxes) and this results in **funding inequities** between schools in lower-income and upper-income neighborhoods.

**Food for Thought:** What examples come to mind of the ways that funding inequalities harm students attending schools in lower-income neighborhoods?

The **feminist theory** is used to explain the sex and gender inequalities that exist in the education system. Females for example are placed on educational tracks that push them into careers that are viewed as nurturing (teacher, social workers, nurses, etc.) while males are pulled into STEM careers (science, technology, engineering, and mathematics). Many of the traditionally *females* vs. *male* occupations also have drastic differences in salaries.

In the U.S., education attainment data shows that females have higher college graduation rates however males on the average have higher rates when it comes to completing graduate work (Masters, Ph.D., law school, MBAs, etc.).

Around the globe there are millions of girls who are forbidden to receive a formal education or are only allowed to complete equivalent to an elementary school education. Global **feminization of poverty** refers to the higher percentages of females living in poverty when compared to their male counterparts and this is due mostly to the differences in educational attainment. In low-income countries, when girls are locked out of the school system, they are at a higher risk to become child or teenage brides, teen mothers, and even die during childbirth.

## Symbolic Interaction Theoretical Perspective on Education

Symbolic interaction sociologists believe teacher-student, student-teacher, and student-student interactions inside and outside of classrooms in schools and school related activities influence student performance and children's self-identities. Verbal and nonverbal communication carries with it both direct and indirect messages that impact academic performance and experiences referred to as a **self-fulfilling prophecy**. Children who receive positive labels in school tend to like and do well, while children who receive negative labels tend to disengage from learning and are at risk for dropping out.

Teachers in the classroom communicate messages to students when they assign seating, color code or refer to groups by adjectives, calling only on certain students in the class, facial expressions, and feedback on assignments, among other activities.

**Food for Thought:** What examples come to mind of the ways that you experienced verbal or non-verbal labeling by some of your teachers as a child?

**To Recap:** Education sociologists examine the role of the education institution in a society. Functionalists view education as contributing to societal stability, while conflict sociologists view education as reproducing societal inequalities. On the other hand, symbolic interaction sociologists examine small group interactions including teacher-student interactions and consequences on the education experience and achievement.

## Chapter 19 Health and Medicine



### Medical Institution

The World Health Organization (WHO) defines **health** as “a state of complete physical, mental and social well-being and not merely the absence of disease or infirmity.”

**Medical sociology** is the study of the social and cultural aspects of health and illness and the healthcare system in society. Health outcomes are influenced by the social structure of a society, cultural norms regarding lifestyles, and societal inequalities.

**Social epidemiology** is the study of causes and distribution of diseases in the population. This includes the **social determinants of health** such as poverty, discrimination, stress, lifestyle factors, environmental factors, and the organization of the healthcare system.

**Mortality** is the number of deaths in time or place. **Life expectancy** is the average amount of years people can expect to live and usually measured at the time of birth and at 65 years. **Morbidity** is the incidence of disease. **Infant mortality rates** are defined as for every 1,000 live births, how many babies die in their first year of life. Rates control for population differences among geographic locations.

Race, ethnicity, gender, social class, culture, age, etc. are demographic categories included in the study of mortality, life expectancy, and morbidity. The social environment has a significant effect on one's health outcomes, physical and mental wellbeing. Likewise, vast differences in the cause and distribution of diseases is observed between low-income, middle-income, and high-income countries.

**Food for Thought:** How do you define health in your own life? Do you consider yourself healthy? Why or why not? Identify the social and cultural parts of your answer.

## **Symbolic Interaction Theoretical Perspective on Health and Medicine**

**Symbolic Interaction** sociologists focus on how people interact with each other in their everyday lives using symbols (language) which are a reflection of cultural values and norms. Language (verbal and nonverbal) is used to create meanings about health and illness and these meanings influence us and our interactions with others.

Health and illness are a **social construction** as is medical knowledge. We know this because definitions about what does it mean to be healthy change and differ based on time, place, and culture. Examples include alcoholism, anorexia nervosa, and evil eye (not recognized in the U.S).

**Stigmatization** means not belonging to the normal or ordinary. **Stigmatization of illness** is the marginalization, and discrimination, of people with certain conditions. Examples include HIV/AIDS, STDs, mental illness, and disabilities (especially those that are visible).

**Medicalization of society** involves the processes in which behaviors and conditions normally associated with everyday life become medical conditions. For example, sexuality, aging, beauty, and the social stressors common in our daily lives become labeled as medical conditions. Plastic surgery, sexual enhancement medications, anxiety medications and therapies, are presented as medical treatments to correct for some of these culturally constructed conditions and expectations.

**Medicalization of deviance** is the processes in which deviant behaviors are medicalized. For example, this includes criminal behaviors connected to sexual perversions, shoplifting, arson, and juvenile delinquency, among others.

**Demedicalization** refers to medical conditions that become normalized in a society and no longer defined as medical conditions. For example, until 1973-1974, homosexuality was defined by the American Psychological Association as a mental disorder before it was removed from the Diagnostic and Statistical Manual (DSM). At the turn of the 19<sup>th</sup> century and during the Victorian Era, women were commonly diagnosed with hysteria a condition that was usually attributed to repressed sexual desires among women. Sigmund Freud believed that hysteria stemmed from women not having a penis and the condition was not removed from the DSM until 1980 (History of Hysteria, McVean, 2017).

The **Diagnostic and Statistical Manual on Mental Disorders (DSM)** is published by the American Psychological Association and regularly updated with the consultation of the American Psychiatric Association. Medical and mental health professionals rely on the DSM to diagnose mental disorders and bill insurance companies for treatment. Diagnosis often relies on the 1) subjective reporting of symptoms by the patient, 2) the degree to which symptoms prevent patient from maintain normal relationships, and 3) timeframe during which symptoms are present. The social rather than organic nature of the way diagnoses are made is an example of the social construction of medical diagnoses.

Additionally, subjective interpretations are influenced by cultural beliefs, values, and norms, that are not recognized in other cultures and vice versa. **Culturally bound syndromes** refer to medical conditions that are recognized by one or some cultures and not others. The **International Classification of Diseases (ICD)** is maintained and updated by the World Health Organization however due to cultural differences, global consensus is difficult to reach on all diseases and conditions.

**Physician-Patient interactions** are based on culture, race, ethnicity, gender, sexual orientation, social class and other demographic and social factors. For example, lower socioeconomic status patients are less likely to question the authority of physicians when compared to upper socioeconomic status patients who are more likely to interact with the physician as an equal.

**Food for Thought:** What kind of new medical conditions might be present in the near future due to the infiltration of wireless internet, social media, and/or robotics present in all aspects of our everyday lives?

**Conflict Theoretical Perspective on Health and Medicine**

**Conflict** sociologists focus on the inequalities in society and within the healthcare system that consequently affect health outcomes. U.S. healthcare is mainly a profit driven model. Healthcare in the American society is a **commodity** just as any product or service in the **capitalist economy**. Access to healthcare in the American society is based on the ability to pay for it. The United States is number one in the world in terms of the percentage of its GDP spent on healthcare. This creates a **two-tiered system** with some groups having access to quality healthcare while others are denied access to quality healthcare. Having access to medical insurance does not guarantee access to *quality* healthcare since there are differences in care based on different health insurance coverage such as Medicaid, Medicare, private insurance, Veteran’s Administration, etc.

Additionally, the **medicalization of society** can lead to the profitability of the pharmaceutical industry, the overprescribing of medications and medical procedures, and authority of healthcare professionals over our lives. This contributes to the high cost of medical insurance for both employers and family households, and people living without any medical insurance coverage. The **depersonalization of medicine** refers to patients being treated as objects due to cost cutting strategies.

Social inequality can be measured by examining life expectancy rates, infant mortality rates, and the number of uninsured people in a society or access to quality and affordable healthcare. In the United States, there are observable patterns in terms of health outcomes reflective of race-ethnicity, sex-gender, and socio-economic status. In the United States, medical sociologists tend to view socio-economic status as one of the key contributors to health outcomes including the interconnection between race-ethnicity and social class. One way to think about the influence of social class is to examine the **social determinants of health** in a particular neighborhood that might influence health outcomes.

<b>Community and Household Social Determinants of Health</b>
Air and water quality including proximity to freeways and factories
Absence of noise pollution including proximity to neighbors, business district, busy streets and traffic
Access to clean green space including parks and walking trails
Neighborhood safety, community confidence and trust in law enforcement and government officials
Absence of discrimination, inclusion of cultural diversity
Access to community resources, and social activities including religious organizations, fitness
Access to quality schools and higher education
Access to quality healthcare, health resource information, and in-home health care services
Access to reliable, clean, and safe public transportation
Access to grocery stores, farmers markets, healthy restaurants, limits on unhealthy fast food
Access to employment opportunities including high paying jobs and employment benefits
Absence of residential pollutants including mold, lead, asbestos, radon
Access to basic utilities in the home including a reliable home internet connection
Access to quality and affordable childcare services
Safe and loving household in which physical and emotional needs are met for all family members

**Food for Thought:** Examining the social determinants of health in your residential community, what is missing? How might this affect health outcomes for residents? Explain.

The **Hispanic-Latinx paradox** refers to data which indicates that even though on the average, Hispanic and Latinx Americans have lower socio-economic status than white Americans, when compared to white Americans, Hispanic-Latinx Americans tend to have better health outcomes. Therefore, socio-economic status is not the only indicator for health outcomes and sociologists also have to take into account other social factors, including cultural values and norms. Cultural *collectivist* values and norms prevalent in Hispanic-Latinx cultures might control for the negative health outcomes linked to lower socio-economic status. Among black and African Americans, rooted institutional racism (societal and historical), including but not limited to slavery, segregation laws, mass incarceration, lack of access to quality of healthcare contribute to lower than average health outcomes.

The strength of **social networks** has been found to have a positive influence on health. This includes marriage and other close family ties including fictive kin and friendships, and religiosity, among others. Recently, there's been a trend in research to examine loneliness as a public health threat including suggestions that loneliness might be linked to negative health outcomes comparable to those of obesity.

Globally, there are health outcomes differences among high-income, middle-income, and low-income countries. In higher-income countries, people tend to die due to lifestyle factors including obesity and sedentary lifestyles contributing to heart disease, diabetes, stroke, and cancer. In lower-income countries people are more likely to die from unsanitary conditions and lack of access to basic needs. Interestingly, in both higher and lower income countries, child malnutrition is a factor albeit for two different reasons: malnutrition due to the high empty calorie intake (junk food and added sugars) versus lack of access to nutrition food (food insecurity and starvation).

### **Functionalist Theoretical Perspective on Health and Medicine**

**Functionalist** sociologists focus on how the medical institution controls health and illness in society to maintain societal stability or equilibrium. Functionalists view a medical condition as a form of **deviance** that has to be socially controlled just as any form of deviance or divergence from a social norm.

Physicians are **authority** figures that control health and illness so that people can be healthy enough to fulfill their societal roles (responsibilities) which then maintains societal stability. Therefore, when a person is sick, they enter a **sick role**. Physicians are **gatekeepers** to the sick role because they decide when people are legitimately sick. When a person enters the **sick role**, one is exempt from their societal responsibilities but at the same is responsible for seeking medical care and abiding by treatment. This ensures that the person returns to one's regular roles.

**Food for Thought:** Have you ever pretended to be sick? Why or why not? Explain.

**To Recap:** Medical sociologists examine social and cultural factors, and the organization of the healthcare system and their impact on health and illness. Cultural values and norms influence mortality (number of deaths in a given time and space) and morbidity (incidence of disease). Definitions about what does it mean to be healthy change and differ based on time, place, and culture. Included in the examination of health and illness from a sociological perspective is the focus on illness as a form of deviance and therefore dysfunctional to societal equilibrium. Societal inequalities result in negative health outcomes which are mainly based on the interrelationship between socio-economic status and race-ethnicity. Global health outcomes also differ and can be categorized by lack of access to basic sanitation prevalent in lower-income countries versus lifestyle factors including junk food diets and sedentary daily routines in high-income countries.

## NOTES