

Sociology 12

Guide

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Sociology 12

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Sociology 12

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Introduction

Background

The Department of Education has made a commitment to provide a broad-based, quality education in the public school system and to expand the range of programming to better meet the needs of all students. The Department is working in collaboration with school boards and other partners in education, business, industry, the community, and government to develop a variety of new courses.

The Nature of Sociology 12

The discipline of sociology provides several significant benefits to students as they complete their public school education. First and foremost, the scientific study of human behaviour promotes a greater understanding of self, expanding students' perspectives on their development to this point in their lives. Sociology provides students with key insights into the factors that have shaped their growth as members of society from birth to the point where they stand on the verge of entering society as young adults. Students have been influenced daily by their relationships and interactions with others.

Sociology also promotes a greater understanding of the behaviours of others, not just in our own community, region, and society, but also around the globe. We live in a complex and rapidly changing world, one in which the actions of others near and far shape our daily lives. Sociology's systematic, scientific analysis helps students make sense of the society and world in which they live. Its perspective also promotes a greater acceptance of those who are "different" than us at a local, regional, and global level. The discipline also provides students with strategies and skills they can use to understand the behaviour of the people with whom they interact daily.

Furthermore, students benefit from the development of interpersonal skills promoted by the study of sociology. Its efforts to understand the behaviour of others provides students with strategies that are useful in daily life. Many students who select sociology as a field of study are interested in careers in which they will work with others either as co-workers or clients for various services. Developing a greater awareness, understanding, and acceptance of others' behaviour is a valuable asset for students pursuing a career in any field in which they will work directly with other members of society.

Course Design and Components

Features of Sociology 12

Sociology 12 is designed to introduce students to the scientific study of human society and interaction. The course is built around five units that provide a broad overview of the field of study:

Unit 1 – Sociology: A Social Science

Unit 2 – Culture: A Shared Human Experience

Unit 3 – Socialization: The Shaping of Human Behaviour

Unit 4 – Social Organization: Living Together as Humans

Unit 5 – Social Control: Deviant and Conformist Behaviour

The central focus is on providing students with a deeper understanding of the social groups and society in which humans live, with a particular focus on a Canadian context. The course provides students with an enhanced understanding of human behaviour – their own and the others with whom they interact on a daily basis – as well as a firm foundation for pursuit of further studies in behavioural sciences at the post-secondary level.

Students have the opportunity to take Sociology 12 as either an open or an academic course. The specific curriculum outcomes (SCOs) for Sociology 12 as an open course are printed in standard type. The SCOs for Sociology 12 as an academic course include those printed in standard type (Sociology 12 Open) as well as those printed in boldface (for Sociology 12 Academic only).

Key Concepts in Sociology 12

Sociology's key concepts reflect its assumption that the characteristics most associated with human beings develop and are continuously shaped primarily through our interactions with others. Thus, sociology seeks to explain individual behaviour by examining it in the social context in which it occurs.

The study of sociology is built upon several key concepts and assumptions. First and foremost is the concept of society—the organized structures in which humans live. Human societies have evolved from their simplest tribal forms to complex modern structures. Sociologists are particularly interested in analyzing the development, structure, and operation of human societies, with particular emphasis on the way in which they shape their members' behaviour.

All societies share a common culture—a combination of knowledge, beliefs, values, behaviours, and material objects that are passed from generation to generation within human society. Culture is the glue that binds members of a society to one another. It not only allows members to communicate and share meanings; it shapes and defines the way in which people live their daily lives.

Sociologists also examine the process of socialization—the process by which culture is passed from generation to generation within a society. Sociologists believe that the majority of human behaviours and characteristics are learned through social interaction with other humans. This emphasis on nurture distinguishes the sociological approach from other scientific perspectives, particularly biology and genetics.

Deviance—behaviours or beliefs that differ significantly from social norms and expectations—also attracts the attention of sociologists. These behaviours represent instances where socialization has failed to shape the individual into what society defines as the “norm.” The extent of non-conformist behaviour poses a challenge to the stability and functioning of modern societies.

Cross-Curricular Connections

The discipline of sociology allows students and teachers to make connections with a number of other areas of study available in the Public Schools Program. Its greatest connections are with subjects in the humanities—political science, economics, and global geography in particular.

Sociology provides students with a perspective from which to study the operation of key social institutions. Economy, for example, develops and distributes the resources necessary to meet basic human needs. Every society develops economy in some forms; sociology allows students to understand the role in which the production and distribution of products and services is key to the healthy development of society’s members.

Government—the focal point of political science—is another critical social institution of interest to sociologists. The role of government in establishing and maintaining stability in a society are keys to its successful operation. Sociology allows students to understand its role as well as appreciate the relationship between the forms that government takes and the societies in which they develop.

Many of the themes and topics examined in global geography directly relate to the problems and challenges facing modern societies. Sociology can provide students with a broader understanding of human behaviour, helping students understand the various problems that face societies around the world, their impact on the societies in which they occur, and the processes by which solutions can be developed and implemented.

Organization

Outcomes

This section provides specific curriculum outcomes for the unit. While the outcomes may be clustered, they are not necessarily sequential.

Suggestions for Learning and Teaching

This section offers a range of strategies from which teachers and students may choose. Suggested learning opportunities can be used in various combinations to help students achieve an outcome or outcomes. The suggested strategies may also provide a springboard for teachers to choose other strategies that would be effective for their students. It is not necessary to use all the suggestions that are included, nor is it necessary for all students to be involved in the same learning experience.

Suggestions for Assessment

This section provides suggestions for assessment of achievement of the outcomes and are often linked to Suggestions for Learning and Teaching. The suggestions are only samples; for more information, read the section Assessing and Evaluating Student Learning.

Notes

The Notes section contains a variety of information related to the items in the other three sections, including suggested resources, elaborations on strategies, successes, cautions, and definitions.

Suggestions for Learning and Teaching and Suggestions for Assessment are meant to be part of an integrated learning experience in which assessment is a natural, authentic part of the process. For example, a suggestion that the students complete an independent project that demonstrates the elements of art and design could be located in either section. Indeed, the line between suggestions in these two sections disappears as well-planned learning experiences unfold in a dynamic classroom.

Outcomes

Essential Graduation Learnings and Sociology 12

The Atlantic provinces worked together to identify the abilities and areas of knowledge that they considered essential for students graduating from high school. These are referred to as Essential Graduation Learnings. Details may be found in the document *Public School Programs*.

Some examples of learning in Sociology 12 that helps students move toward attainment of the essential graduation learnings are given below.

Essential Graduation Learnings	Sociology 12
<p>Aesthetic Expression Graduates will be able to respond with critical awareness to various forms of the arts and be able to express themselves through the arts.</p>	<p>By the end of Sociology 12, students will be expected to</p> <ul style="list-style-type: none"> describe the relationship between various forms of Canadian art and the culture/society in which these expressions occur understand the connection between society, culture and the various forms of artistic expression that occur in other societies around the world recognize the value of artistic expression as a part of the natural operation of healthy human societies
<p>Citizenship Graduates will be able to assess social, cultural, economic and environmental interdependence in a local and global context.</p>	<p>By the end of Sociology 12, students will be expected to</p> <ul style="list-style-type: none"> describe ways in which Canadian society has been shaped by interaction with various cultures and societies around the world understand the way in which cultures and societies around the world continuously interact with and shape one another analyze the impact of this interaction on their daily lives
<p>Communication Graduates will be able to use the listening, viewing, speaking, reading, and writing modes of language(s) as well as mathematical and scientific concepts and symbols to think, learn, and communicate effectively.</p>	<p>By the end of Sociology 12, students will be expected to</p> <ul style="list-style-type: none"> articulate in various forms an understanding of the way in which human societies shape the development and behaviour of their members conduct a well-organized research activity in the field of human behaviour and communicate their findings to their teacher and classmates analyze and respond to a variety of texts and readings related to sociological concepts and theories

Essential Graduation Learnings

Personal Development

Graduates will be able to continue to learn and to pursue an active, healthy lifestyle.

Problem Solving

Graduates will be able to use the strategies and processes needed to solve a wide variety of problems, including those requiring language, mathematical, and scientific concepts.

Technological Competence

Graduates will be able to use a variety of technologies, demonstrate an understanding of technological applications, and apply appropriate technologies for solving problems.

Sociology 12

By the end of Sociology 12, students will be expected to

- analyze the role of human interaction and relationships in their personal development
- understand the importance of human interaction and relationships in the development of human potential

By the end of Sociology 12, students will be expected to

- apply concepts and theories related to sociology to the analysis of human behaviour and society
- identify social factors shaping human behaviour in a variety of social situations
- identify potential solutions to behaviour harmful to society and others

By the end of Sociology 12, students will be expected to

- use available technologies to access information relevant to sociological concepts and theories
- use available technologies to present analysis and summary of sociological information to teachers and/or students

Specific Curriculum Outcomes

Students will be expected to

Unit 1 – Sociology: A Social Science

1.1 describe the discipline of sociology as a social science through the examination of selected social issues

- Define social science.
- Define sociology.
- Differentiate sociology from other social sciences, including anthropology and psychology.
- Describe the ways in which sociologists examine the world.

1.2 demonstrate an understanding of major sociological perspectives

- Identify key figures in the development of the discipline of sociology.
- Explore multiple theoretical perspectives and viewpoints used in sociological analyzes (e.g., functionalism, conflict, symbolic interactionism, feminism, post-modern).
- Recognize examples of major perspectives.
- Differentiate sociological perspectives from the perspectives of other social sciences.

1.3 analyze a variety of appropriate sociological research methods

- Describe common sociological research methods.
- Assess the strengths and weaknesses of each method studied.
- Select the research methods most appropriate to given scenarios.

1.4 design and conduct a sociological research project, independently or collaboratively, using methods appropriate to sociology

- **Identify stages in the research process.**
- **Formulate an appropriate research question.**
- **Construct an appropriate research plan.**
- **Implement their research plan.**
- **Communicate the results of their research.**
- **Evaluate their research process.**

Unit 2—Culture: A Shared Human Experience

2.1 demonstrate an understanding of the concept of culture

- Describe various elements of culture (e.g., symbols, language, norms, and values).
- Investigate various theoretical perspectives and viewpoints that attempt to explain culture (e.g., structural functionalism, conflict, symbolic interactionism, feminism and post-modern) as well as cultural materialism and sociobiology.
- Apply these theoretical perspectives to given cultural scenarios.
- Evaluate influences that shape their cultural identity.

2.2 analyze factors related to cultural variation

- Examine factors that contribute to cultural variation.
- Investigate the role of ethnocentrism, cultural relativism, and dominant culture in cultural variation.
- Compare pluralism to multiculturalism in a Canadian context.
- Investigate the existence of subcultures and countercultures in Canadian society.

2.3 analyze factors related to cultural uniformity

- Examine factors that contribute to cultural uniformity.
- Investigate the role of popular culture in fostering cultural uniformity.
- Formulate a hypothesis regarding the beneficial and/or detrimental effects of cultural assimilation.
- Compare the attributes of cultural uniformity with those of cultural variation.
- Examine the concepts of “dominant culture” and “multiculturalism” within the context of Canadian Society.

2.4 investigate the process of cultural change

- **Analyze factors that contribute to the process of cultural change.**
- **Describe the role of cultural lag and cultural diffusion in the process of cultural change.**
- **Assess society’s response to the process of cultural change.**
- **Evaluate the beneficial and detrimental effects of cultural change.**

Unit 3—Socialization: The Shaping of Human Behaviour

3.1 explain the process of socialization

- Define socialization.
- Identify various agents of socialization (e.g., media, family, peers, education, religion, work) and describe their role in the socialization process.
- Relate the impact of agents of socialization to their behaviour and own socialization.

3.2 investigate the relationship between socialization and the development of individual personality

- Examine the roles of nature and nurture in the socialization process.
- Analyze major theories of personality development (e.g., Freud’s Psychosexual Theory, Erikson’s Psychosocial Development, Cooley and Mead’s Symbolic Interactionist theories).
- Identify connections between society and the development of self-image and personality.
- Assess how personality development and socialization influence each other.

3.3 investigate the relationship between socialization and the process of human learning

- Examine various theories of human learning (e.g., Piaget’s Cognitive Development Theory, Erikson’s Psychological Development, Kohlberg’s Moral Development Theory, and Gilligan’s Theory on Gender and Moral Development).
- Evaluate various theories of human learning (e.g., Piaget’s Cognitive Development Theory, Erikson’s Psychological Development, Kohlberg’s Moral Development Theory, and Gilligan’s Theory on Gender and Moral Development).
- Formulate a hypothesis as to which theory(ies) of human learning best characterize their learning.
- Assess how human learning and socialization influence each other.

3.4 investigate a social issue that serves as a good example of socialization and related concepts

- **Examine the relationship between the process of socialization and the issue.**
- **Assess the relationship between personality development and the issue.**
- **Analyze the relationship between human learning and the issue.**
- **Formulate and support a hypothesis related to the issue.**

Unit 4—Social Organization: Living Together as Humans

4.1 describe the role of groups in the organization of human societies

- Identify different types of groups.
- Describe ways in which groups shape human behaviour.
- Investigate the role of groups in the evolution of human societies.

4.2 examine the role of social stratification in the organization of human societies, in relation to gender, race, and socio-economic status

- Define social stratification and its related concepts (i.e., status and role).
- Apply appropriate theories to the concept of social stratification.
- Formulate a hypothesis regarding positive and negative implications of social stratification in a society.
- Investigate examples of the relationship between stratification, power, and inequality.

4.3 examine the role of social institutions in the organization of human societies

- Describe the characteristics of a social institution.
- Apply appropriate theories to the concept of social institutions.
- Analyze examples of social institutions, including the family.
- Evaluate the contribution of social institutions to social organization.

4.4 investigate a social issue that serves as a good example of social organization and related concepts

- **Assess the influence of groups on the issue.**
- **Examine aspects of social stratification relevant to the issue.**
- **Investigate the role(s) of relevant social institutions to the issue.**
- **Formulate and support a hypothesis related to the issue.**

Unit 5—Social Control: Deviant and Conformist Behaviour

5.1 analyze ways in which societies exercise social control to achieve conformity

- Apply appropriate theories to the concept of conformity.
- Distinguish between formal and informal methods of social control.
- Assess the effectiveness of various methods of social control.
- Investigate the evolution and effectiveness of the modern corrections system.

5.2 investigate deviance as a form of social behaviour

- Define the concept of deviance.
- Compare how diverse cultures define, and respond to, deviance.
- Apply appropriate theories to the concept of deviance.
- Evaluate the positive and negative implications of deviant behaviour in a society.

5.3 investigate the issue of crime as an example of deviant behaviour

- Distinguish between legal and sociological approaches to the study of crime.
- Outline the sociological framework for the classification of crime.
- Describe the social factors that contribute to the occurrence of crime.
- Apply the sociological analysis of crime to current examples of criminal behaviour in Canadian society.

5.4 investigate the issue of youth crime and violence as an example of both deviance and conformity

- **Assess the impact of social controls on youth crime and violence.**
- **Describe ways in which youth crime and violence provide examples of conformity and/or deviance.**

- **Evaluate the implications of youth crime and violence for society.**
- **Formulate and support a hypothesis related to youth crime and violence.**

Course Description

Sociology 12 is designed to introduce students to the scientific study of human society and interaction. The course is built around five units that provide a broad overview of the field of study:

Unit 1—Sociology: A Social Science

Unit 2—Culture: A Shared Human Experience

Unit 3—Socialization: The Shaping of Human Behaviour

Unit 4—Social Organization: Living Together as Humans

Unit 5—Social Control: Deviant and Conformist Behaviour

The central focus is on providing students with a deeper understanding of the societies and social groups in which we live, with a particular focus on a Canadian context. The course is intended to provide students with an enhanced understanding of human behaviour – their own and the others with whom they interact on a daily basis – as well as a firm foundation for pursuit of further studies in the behavioural sciences at the post-secondary level.

Rationale

The study of sociology offers a variety of benefits to students as they prepare to leave the public school system. The scientific examination of human behaviour promotes a greater understanding of one's development as an individual. As members of social groups and society in general, we have been influenced by the various relationships and interactions we have with others on a daily basis.

Sociology provides a greater understanding of the behaviours of others, not just in our own community, region, and society but also around the globe. We live in a complex and rapidly changing world. Sociology's systematic, scientific analysis can help students make sense of the society and world in which they live. Its study also promotes a greater acceptance of those who are "different" locally, regionally, and globally, and provides students with strategies and skills to understand the behaviour of the people with whom they interact on a daily basis.

Students can also benefit from the development of interpersonal skills promoted by the study of sociology. Seeking to understand the behaviours of others and the factors that shape it provide them with strategies that are useful in daily life. Many students are considering careers in which they will work with other people on a daily basis, either as co-workers or clients for various services.

Developing a greater awareness, acceptance, and understanding of others' behaviour is a valuable asset for students considering a career in any field in which they will work alongside and directly with other members of our society.

Units of Study

Unit 1—Sociology: A Social Science

Unit Overview

The opening unit introduces students to sociology, a new area of study for most students. Its goal is to develop students' understanding of the discipline's place within the field of social sciences. Emphasis is placed upon identifying sociology's unique perspective within the larger field of social sciences, specifically those most familiar to students (history, geography, economics, etc.) and in particular the closely related disciplines of anthropology and psychology.

Topics and activities in this unit allow students to explore the origin and development of sociology, a relatively new discipline of study in comparison to the traditional social sciences. Early pioneers in the discipline (particularly Durkheim, Marx, and Simmel) developed theoretical frameworks that provide different perspectives from which sociologists analyze human interaction and society. More recent research resulted in the emergence of several alternative perspectives. This unit's content introduces students to these sociological frameworks, developing an understanding of the ways in which present-day sociologists perceive and explain our social world.

Students are also introduced to the scientific research process as it applies to the study of human behaviour and society. While sociologists employ the same methodologies used by the natural sciences, the nature of the topic under study—human interaction and society—poses unique challenges. This unit strives to develop students' understanding of the research methods available to sociologists, the relative strengths and weaknesses of each, and the process by which sociologists select and implement each in studying human interaction and society. A key part of this process involves students' direct participation in a sociological research project within the confines of the school and/or community.

Unit Outcomes

Students will be expected to

- 1.1 describe the discipline of sociology as a social science through the examination of selected social issues
 - Define social science.
 - Define sociology.
 - Differentiate sociology from other social sciences, including anthropology and psychology.
 - Describe the ways in which sociologists examine the world.

1.2 demonstrate an understanding of major sociological perspectives

- Identify key figures in the development of the discipline of sociology.
- Explore multiple theoretical perspectives and viewpoints used in sociological analyzes (e.g., functionalism, conflict, symbolic interactionism, feminism, post-modern).
- Recognize examples of major perspectives.
- Differentiate sociological perspectives from the perspectives of other social sciences.

1.3 analyze a variety of appropriate sociological research methods

- Describe common sociological research methods.
- Assess the strengths and weaknesses of each method studied.
- Select the research methods most appropriate to given scenarios.

1.4 design and conduct a sociological research project, independently or collaboratively, using methods appropriate to sociology

- **Identify stages in the research process.**
- **Formulate an appropriate research question.**
- **Construct an appropriate research plan.**
- **Implement their research plan.**
- **Communicate the results of their research.**
- **Evaluate their research process.**

Unit Processes and Skills Emphases

Communication

- Read sociological text critically, identifying key concepts and perspectives.
- Express in writing and/or orally examples of sociological concepts and perspectives.
- Record, analyze, summarize, and present research results.

Inquiry

- Analyze readings for key concepts, ideas, and sociological perspectives.
- Develop, explore, and evaluate a testable hypothesis.
- Gather, record, evaluate, and synthesize data relevant to hypothesis.
- Draw conclusions supported by evidence.

Participation

- Engage in a variety of learning experiences that include both independent study and collaboration.
- Function in a variety of groupings, using collaborative and co-operative skills and strategies.

1.1 Students will be expected to describe the discipline of sociology as a social science through the examination of selected social issues.

- Define social science.
- Define sociology.
- Differentiate sociology from other social sciences, including anthropology and psychology.
- Describe the ways in which sociologists examine the world.

Suggestions for Assessment

Students may, for example, individually or in groups

- define the various social science disciplines with which students are familiar

This task can be completed in the form of an open-ended question or a matching activity in which students connect each discipline to a list of definitions provided for them.

- distinguish between common sense and scientific knowledge and evaluate the relative merits of each in understanding human behaviour

Provide students with a contemporary example of a social issue or problem that can be analyzed from both the “common sense” and “scientific” perspectives. The issue of capital punishment (discussed as part of Outcome 1.3) can be discussed as part of this outcome (see Appendix A) or used as a model for a similar activity on another contemporary social issue.

- identify selected passages or questions that represent a sociological approach to the study of human behaviour distinct from other approaches (historical, economic, geographic, anthropological, and/or psychological)

See Appendix A for an example using the problem of spousal abuse as a model to help students distinguish between the psychological and sociological approaches to the study of the same problem. It is important to emphasize that each approach is valid, in that it generates a body of knowledge using scientific methods and helps us obtain a broader understanding of this problem. It is also important to note that no one approach contains all of the explanations for—or solutions to—a social problem.

- apply the sociological perspective to the study of a particular social problem or issue

One recent topic that is discussed in the textbook is aboriginal suicide in Canada. While the textbook *Sociology in Our Times* examines suicide in Canada’s aboriginal communities from each of the traditional theoretical perspectives discussed in Outcome 12.1.2, at this point in the unit students can analyze this issue from the broader viewpoint of sociology. This activity helps students develop an understanding of how sociologists apply the “sociological perspective” to

the analysis of a particular social problem and how this perspective differs from other approaches (i.e., psychological).

A recent Royal Commission into suicide in Canada’s aboriginal communities provides an excellent source of information for students to use in completing this activity (see Websites in the Notes section below). This brief summary provides students with a concise overview of its findings, including a concise description of the scope of the problem and specific “Contributing Factors.” This information provides an excellent example of two differing approaches to explaining this problem—psychological (as reflected in the psycho-biological factors) and sociological (as reflected in the remaining three factors). The following (or a similar) chart can be used to assist students in analyzing the information and connecting it to the “sociological perspective” discussed in Chapter 1 of *Sociology in Our Times*:

Risk Factors Associated with Aboriginal Suicide

Risk Factor	Specific Examples	Connection to Sociological Perspective
1.		
2.		
3.		
4.		

- analyze the issue of assisted suicide in Canada and another country in order to demonstrate an understanding of a “global sociological perspective”

Students can use the information provided in *Sociology in Our Times* to gather information about the issue of assisted suicide in Canada. Ask students to define the issue and to explain how the case of Sue Rodriguez provided the basis for a nation-wide debate of this issue in the 1990s. Students can also conduct additional research into this issue using the Internet or other recent publications. Have the laws governing assisted suicide in Canada changed since the Sue Rodriguez case? How have other countries/societies dealt with this challenging issue?

A recent example that has received widespread attention in the media is Holland, where assisted suicide is permitted under strict guidelines (see Print Resources for a recent article on this topic). Students can use the cases of assisted suicide discussed in Canada and Holland as examples of how each society has attempted to resolve this issue.

- How has Holland approached this problem?
- How does this approach differ from Canada’s?
- What social explanations does the reading provide for this difference? That is, how do Dutch and Canadian societies differ?
- How have these differences resulted in contrasting responses to the same issue?

This reading provides an excellent example of the benefits of studying the same issue in different societies in order to gain a greater understanding of why societies respond in different ways to the same issue or problem.

- conduct an in-depth study of a particular case of assisted suicide in Canada. One recent high-profile case involves Robert Latimer. Students can use sources provided in the Notes section below as a basis for in-depth research into the Latimer case. Students can use the following (or a similar) chart to analyze the two cases:

Suicide Analysis

Assisted Suicide in Canada	Rodriguez Case	Latimer Case
Similarities between the two cases		
Important differences between the two cases		
Response of Canadian legal system to each case		
Specific issues concerning assisted suicide raised by each case		
Other social issues raised by each case		

Students can respond to the following questions individually, in small groups, or in a class discussion.

- What questions are raised by each case?
 - What are the important similarities and differences?
 - How did Canada’s legal system respond differently to the Rodriguez and Latimer cases? Why did it respond so differently?
 - What other issues are raised by the Latimer case (i.e., parental vs. children’s rights)?
 - How can Canadian society best resolve these issues?
 - Is some form of government legislation required on the issue of the “right to die”? Or do existing laws and processes provide Canadians with an appropriate response to this issue?
- create a collage using a combination of images and text from magazines to represent students’ perceptions of “the sociological perspective.” Publications such as *Maclean’s* magazine provide an excellent source of images relevant to Canadian society. Students can create a collage as a summative activity that represents their newly developed understanding of the “sociological perspective” discussed in this introductory unit. Ask students to outline to the teacher and/or their classmates the themes or issues reflected in their collage and to explain how they are connected to the “sociological perspective.”

Suggestions for Learning and Teaching

The teacher may have students

- define traditional social science disciplines (history, geography, economics, political science) with which students are familiar through previous courses

Using a brainstorming approach, ask students to list the social sciences with which they are familiar. Students can respond to the following questions: What common perspective do these disciplines share? What characteristic(s) make each discipline distinct from the others?

- read a variety of selected passages representing various social science approaches with which students may be familiar (e.g., historical, geographic, economic, political science, sociological, anthropological, and psychological)

Ask students to identify the discipline associated with each passage, providing evidence to support their analysis.

- identify key concepts (sociology, society, sociological imagination, etc.) relevant to the study of sociology as outlined in *Sociology in Our Times* and selected readings

Ask students to respond to the following questions: How do sociologists “look” at the world around us? How do these concepts reflect this unique perspective? How do these concepts distinguish sociology from other social sciences (particularly psychology)?

- complete the “Sociology and Everyday Life” quiz in *Sociology in Our Times*

Ask students to compare the accuracy of their answers, based upon their “common sense” knowledge, with the scientific knowledge gathered by sociologists. Students can use the following (or a similar) chart to develop an understanding of the difference between “common sense” and “scientific” knowledge.

Knowledge Questions

Key Questions	Common Sense Knowledge	Sociological Knowledge
<p>What sources are used to develop this knowledge?</p> <p>How reliable are these sources?</p> <p>Is this knowledge further developed or refined? If so, how?</p> <p>How “accurate” is this knowledge, as a basis for making personal decisions?</p> <p>How “accurate” is this knowledge, as a basis for understanding human society?</p>		

- analyze different approaches to the study of suicide as described in *Sociology in Our Times*.

Ask students to identify the differences between the “personal trouble” and “public issue” approaches. What social science is associated with each approach? Teachers can use this example to help students understand an important difference between psychology’s approach to analyzing human behaviour as compared to sociology. Psychology tends to focus on factors in the life of an individual—some internal, others external—that shape human behaviour. Sociology, on the other hand, examines the broader social context of the behaviour. This is an important distinction for students to develop at the beginning of this course, as it enhances their ability to perceive their world from the “sociological perspective.”

- describe the “global approach” to the study of human societies as outlined in *Sociology in Our Times*.

Ask students to describe the categories into which various countries or societies are placed, and to identify the social and economic characteristics on which these categories are based. Students can use the following (or a similar) chart in their analysis.

Global Comparison of Societies

Group	Characteristics	Examples of Specific Countries/Societies

Students can then use these groups as a basis for analyzing the different rates of suicide found in countries/societies that belong to each category. *Sociology in Our Times* provides specific information on the suicide rates in several countries. This data can also be obtained from the Internet (see Websites in the Notes below). Ask students to use this information to compare and contrast suicide rates according to the countries discussed in *Sociology in Our Times* (for example, Lithuania and Japan). Students can respond to the following questions in a class or small group discussion:

- What are the different rates of suicide in each country?
- How do these rates compare to suicide rates in Canada?
- What differences exist between these countries?
- How can these differences help sociologists explain the different suicide rates?
- How are these explanations examples of a “sociological perspective”?
- How does this approach reflect a “global” perspective to the study of sociology?
- What benefits can this perspective have for developing an understanding of the same (or similar) problems in Canadian society?

Notes

Print Resources

- *Sociology in Our Times*, Chapter 1
- Martin O'Malley and Owen Wood, "Cruel and Unusual": The Law and Latimer. Available online at CBC News Archives.
- "A Time to Die." *Maclean's*, September 5, 2005 (The issue of assisted suicide in Canada and Holland.)

Video Resources

- CBC Archives: Sue Rodriguez and the "Right to Die" Debate. Available online.
- "Giving Death a Hand." CBC Television *Fifth Estate* documentary on assisted suicide in Canada and Europe. Available online.
- *Junk Science: What You Know That May Not Be So* (ABC News). Forty-three-minute VHS videocassette available from Learning Resources and Technology Services (LRTS). This program's main theme illustrates the importance of scientifically verifying what we may believe to be "true."

Websites

- *Suicide among Aboriginal People: Royal Commission Report*, February 23, 1995. Government of Canada.
- *WHO: Suicide Rates*. World Health Organization. Suicide rates by individual country.
- "Japan's Internet 'suicide clubs'." BBC News.

1.2 Students will be expected to demonstrate an understanding of major sociological perspectives.

- Identify key figures in the development of the discipline of sociology.
- Explore multiple theoretical perspectives and viewpoints used in sociological analyzes (e.g., functionalism, conflict, symbolic interactionism, feminism, post-modern).
- Recognize examples of major perspectives.
- Differentiate sociological perspectives from the perspectives of other social sciences.

Suggestions for Assessment

Students may, for example, individually or in groups

- research the contributions of key individuals in the development of sociology as discussed in *Sociology in Our Times* and present their findings to the class or their teacher

Students can use the information provided in *Sociology in Our Times*, supplemented by information gleaned from print and Internet sources, to organize a detailed biographical sketch of a specific individual, a summary of his/her key ideas and theories on human society, and an overall assessment of the individual's contribution to the development of society. Students can use the following (or a similar) chart to organize the content of their research.

Name of Sociologist:		
Biographical Information (key dates and events)	Main Concepts / Theories on Human Interaction / Society	Specific Contributions to Development of Sociology

- analyze the relationship between the work of key figures in sociology's development and its traditional theoretical perspectives

The three traditional perspectives (functionalist, conflict, and symbolic interactionist) can be directly connected to the three groups of sociologists discussed in this section of *Sociology in Our Times*. Students can expand the analysis conducted in the previous activity by connecting each group or individual sociologists to the three perspectives each reflects. Students can use the following (or a similar) chart to organize their ideas:

Traditional Perspectives

Individual Sociologist	Main Concepts / Theories on Human Interaction / Society	Theoretical Perspective Reflected in Concepts / Theories
------------------------	---	--

- analyze selected passages from various sociological works representing each of sociology’s theoretical perspectives

Many sociology textbooks contain passages or cases studies that can be used to illustrate the traditional theoretical perspectives discussed in this unit (functionalist, conflict, symbolic interactionist, and feminist). Ask students to read a sample passage, identify the theoretical perspective reflected in its content, and support their analysis with content taken from the reading.

- accurately identify ideas associated with various perspectives as applied to a specific issue

Students can analyze the explanations of suicide presented in *Sociology in Our Times* from each theoretical perspective. Ask students to summarize each perspective’s explanation and identify key ideas / assumptions about human interaction / society that reflect each approach. Ask students to re-examine the reading on Aboriginal suicide (1.1 Suggestions for Assessment) and use their newly acquired knowledge of sociology’s theoretical perspectives to determine which theoretical perspective is reflected in each “risk factor.” Students should be able to identify assumptions and ideas that reflect each traditional perspective (functionalist, conflict, and symbolic interactionist) in the three social factors presented in this document.

- compare and contrast perspectives on human behaviour as presented by sociologists and other social scientists

Ask students to expand their analysis of the “risk factors” associated with Aboriginal suicide by distinguishing between the “risk factors” that represent the contrasting psychological and sociological perspectives on human behaviour. Students should be able to provide an argument that justifies their analysis.

Suggestions for Learning and Teaching

The teacher may have students

- outline the emergence of sociology within the context of European history and society

Ask students to create a timeline (individually or collaboratively in small groups) identifying the key events and influences on sociology’s early development. The following (or a similar) model can be used to assist students in completing this analysis:

Origins of Sociological Thinking

Time Period	Key Figures	Main Ideas	Influence on Ideas about Society
Ancient Greece			
Scientific Revolution			
Age of Enlightenment			
Industrial Revolution			

Ask students to identify the earliest discussions of human society as presented in the works of Greek philosophers and to explain how these approaches did not reflect a modern sociological perspective. Three particular time periods had a critical impact on the development of sociological thought—the Scientific Revolution of the seventeenth and eighteenth centuries, the changes in social thinking reflected in the Enlightenment (seventeenth and eighteenth centuries), and most importantly the Industrial Revolution (nineteenth century). Ask students to describe how each of these developments produced new ways of thinking that changed the way in which humans perceived and analyzed society.

- identify key figures in sociology’s early development and outline the respective contributions made by each

Sociology in Our Times outlines the contributions of three distinct groups of sociologists—Early Thinkers, Differing Views of the Status Quo, and the Development of Sociology in North America. Ask students to summarize the contributions made to the development of sociology by each individual. Students should be able to make connections between the individuals described in each distinct group, based on common assumptions and perspectives on society. Students may use the following (or a similar) model in analyzing the contributions of the individuals discussed in *Sociology in Our Times*:

Name and Vital Dates (Birth/Death)	Key Concepts / Ideas	Major Contribution(s) to Sociology

The teacher may choose to assign one group of sociologists to one or two groups of students, who can present a summary of their analysis to the class. Alternatively, individual students can be assigned to study a specific group or sociologist. Ask students to identify the common themes/ideas visible in each group discussed in *Sociology in Our Times* as suggested by the section headings. What common beliefs and attitudes did each group of sociologists share? How did these beliefs shape the way(s) in which they analyzed society? What important contribution(s) did each group—or its individual members—make to the overall development of sociology as a discipline? At a later point in this unit, teachers can connect each group of sociologists to one of the three traditional theoretical perspectives discussed below. An alternative summary sheet for all sociologists discussed in *Sociology in Our Times* is provided in Appendix A.

- outline the main ideas and assumptions of the traditional (Functionalist and conflict) and recent (symbolic interactionist, feminist, post-modern) theoretical perspectives in sociology

Sociology in Our Times provides students with an explanation of each perspective, examples of sociologists who fit each category, and an explanation of the chapter theme (suicide) from each perspective. Ask students to identify the key ideas and assumptions presented in each perspective. What common attitudes and beliefs provide the basis for each theoretical perspective? What are the main differences among the perspectives? Which approach makes the most sense to the students? Can one theoretical approach provide the “best” analysis of all aspects of human behaviour and society? How do these various perspectives provide sociologists with a variety of “lenses” with which to view the social world in which we live?

Students can use the following (or a similar) model in analyzing these theoretical perspectives.

Contemporary Theoretical Perspectives

Theoretical Perspective	Key Ideas / Assumptions about Human Interaction / Society	Sociologists Who Have Contributed to this Perspective	Perspective’s Analysis / Explanation of Suicide
Functionalist			
Conflict			
Symbolic Interactionist			
Feminist			
Post-modern			

Sociology in Our Times provides a table that summarizes the key ideas / assumptions on which each perspective is based. An alternative summary sheet is provided in Appendix A.

Notes

Print Resources

- *Sociology in Our Times*, Chapter 1
- Early Thinkers and Differing Views on the Status Quo analysis sheet (See Appendix A.)
- Contemporary Theoretical Perspectives in Sociology analysis sheet (See Appendix A.)

Websites

The following websites provide detailed biographical information and analysis of the ideas of Sociology’s pioneer thinkers:

- SocioSite: Famous Sociologists
- Dead Sociologists Society

1.3 Students will be expected to analyze a variety of appropriate sociological research methods.

- Describe common sociological research methods.
- Assess the strengths and weaknesses of each method studied.
- Select the research methods most appropriate to given scenarios.

Suggestions for Assessment

Students may, for example, individually or in groups

- Evaluate the benefits and limits of each research model discussed in *Sociology in Our Times*. Students can respond to the following questions individually, in small groups, or in the form of a class discussion moderated by the teacher.
 - What factors determine which model a sociologist uses?
 - Would a sociologist use each model in researching the same topic?
 - What benefit(s) might each approach provide?

Students can use the following (or a similar) chart in evaluating the relative merits of each research model.

Scientific Research Models

Research Model	Factors Determining Use	Benefits of Model	Limitations of Model
Qualitative Research Model			
Quantitative Research Model			

- analyze one of the research methods used by sociologists and explain how it is used to study a particular topic

For example, students can analyze the Humphreys and Ogden cases.

- What research model is being used—quantitative or qualitative?
- What research methods did Humphreys and Ogden use in each study?
- Why did the sociologists choose these methods?
- Are there other methods that could have been employed to gather scientific data on each topic?

The same analytical questions can be applied to Philip Zimbardo’s research described in the reading “Pathology of Imprisonment” (see below).

- analyze Durkheim’s study of suicide as an example of sociological research

Durkheim’s classic study of suicide provides students with an opportunity to apply many of the concepts examined in this outcome.

- What research methods did Durkheim use?
- Was his approach quantitative or qualitative?
- How is his approach empirical?
- Is Durkheim’s study inductive or deductive? Descriptive or explanatory?
- What variables did Durkheim identify in his study?
- What was his independent variable? His dependent variable?
- What hypothesis did Durkheim make about the relationship between these variables?
- What unique challenges did Durkheim face in conducting his research, considering the time period when it was conducted (1897)?

Refer to the sample worksheet on Durkheim’s research in Appendix A for an outline of questions for students to answer.

- analyze an ethical issue arising from cases of research on human behaviour

For example, students can analyze the ethical issues and questions raised by the research described in the reading *People Not Welcome* (see Print Resources in Notes section) and/or Philip Zimbardo’s famous “mock prison” experiment (see reading *Pathology of Imprisonment*). Ask students to apply the issues and questions identified in *Sociology in Our Times* to Zimbardo’s experiment.

- What is the main issue raised by his research? Zimbardo’s experiment was conducted in 1971.
- Would such an experiment be approved by a research ethics board today?
- Was his research worthwhile?
- Do the benefits obtained by this research justify Zimbardo’s research?

- conduct a small-scale research activity on a basic research question/hypothesis

One possible choice is capital punishment. (See Appendix A for a sample activity.) Students can gather people’s opinions on the deterrent effect of capital punishment. They can then compare people’s opinions on this relationship with data available on the Internet. (See Websites in the Notes section.) Ask students to compare the validity of people’s opinions (based on “common sense” knowledge) with the conclusion supported by the data presented on the website. Have the students formulate an answer to their research question based on each set of data.

- Based on their informal surveys, does capital punishment act as a deterrent to homicide?
- What conclusion is supported by the data presented by the websites?
- Is the “common sense” approach scientifically accurate in this case?

- What further research might be necessary in order to develop a scientifically accurate answer to this question?
- What other research method(s) might a sociologist use to conduct this research?

Another possible topic for investigation appropriate to this chapter’s theme of altruistic behaviour is bystander intervention. Students can research the facts of the Kitty Genovese case, a famous incident that inspired considerable study of the factors that encourage or discourage bystanders from intervening in a situation where a person is in apparent danger.

- What research methods did sociologists use in conducting research into bystander intervention?
- Based on their research, what variables affect the likelihood that a person will help another individual who is in danger?
- What variables best explain the behaviour of the witnesses in the Kitty Genovese case?

Students can also select a research method and design a research tool that could be used to investigate bystander intervention in their school or community.

Suggestions for Learning and Teaching

Teachers may have students

- define key terms and concepts related to the scientific research process as presented in Chapter 2 of *Sociology in Our Times*.
- identify and describe the key components of quantitative and qualitative research models as outlined in *Sociology in Our Times*.

Ask students to construct or complete a concept map / diagram identifying the stages of the research process as outlined in *Sociology in Our Times*. (A sample is provided in Appendix A.) The teacher can have students create their own individual concept map or provide the students with a template in which students can summarize the appropriate information on each research process.

Outline, with appropriate examples, the research methods used by sociologists in studying human behaviour. This chapter uses the theme of altruistic behaviour to illustrate the various research methods used by sociologists. Students can use the examples provided in *Sociology in Our Times* to describe how each method is employed by sociologists conducting research into altruistic behaviour. Students can work on this topic in small groups or they can work individually on a specific research method and present their findings to the class. Students should be able to define each research method and describe various types or examples as outlined in *Sociology in Our Times*. They can then summarize the example provided in *Sociology in Our Times* and assess the benefits of each method in studying the topic of altruistic behaviour.

- Are some methods more suited to this topic than others?
- What factors might explain why individual sociologists choose a particular research method in conducting their study?
- How does each method contribute to our understanding of the behaviour being studied?

Students may use the following (or a similar) chart as a guide in conducting their analysis.

Research Methods

Research Method	Types (where applicable)	Application to Study of Altruistic Behaviour
Experiments		
Surveys		
Secondary Analysis of Data		
Field Research		

Sociology in Our Times provides a comprehensive overview of the research methods discussed in this chapter in the form of a table.

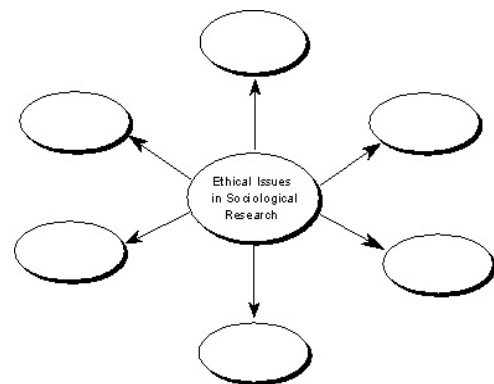
- identify the research methods and characteristics associated with the feminist perspective as outlined in *Sociology in Our Times*.

While not a distinct research method, feminist sociologists approach their research from a unique perspective. Ask students to describe the methods most commonly used by feminist sociologists. Do they prefer a quantitative or qualitative model?

- How does this choice reflect the nature of the topics most often studied by feminist sociologists?
- What are the characteristics most commonly associated with feminist sociological research?
- How are these characteristics reflected in the example of feminist research presented in *Sociology in Our Times*?

- outline the various ethical considerations involved in conducting scientific research on human subjects as outlined in *Sociology in Our Times*.

Ask students to create a concept map or diagram listing the various ethical issues and questions that researchers must address before conducting their research. The diagram to the right (or a similar one) can be used as a model for this activity:



Students should be able to identify six issues or questions concerning research ethics as outlined in *Sociology in Our Times*.

- analyze an ethical issue arising from cases of research on human behaviour

Ask students to apply the issues/questions identified in the previous activity to the Humphreys and Ogden cases as described in *Sociology in Our Times* (pages 61–62).

- What ethical issues are raised in each case?
- Why did Humphreys use tactics that some scientists might consider “unethical”? Were his choices justified?
- What important issue is raised by the Ogden case?
- How do the ethical issues raised by this case differ significantly from Humphreys’ research?

Students can conduct their analysis individually or in small groups and present their findings to the class. This topic lends itself particularly well to a class discussion on the issue of ethical scientific research, particularly the challenges it poses for sociologists in today’s society.

Notes

Print Resources

- *Sociology in Our Times*, Chapter 2
- The Quantitative Research Model diagram (See Appendix A.)
- Philip Zimbardo. “Pathology of Imprisonment.” Reprinted in R.J. Brym *Society In Question*. Thomson Nelson Canada, 2004.
- “People Not Welcome.” *Maclean’s*, May 21, 2007 (Ethics of experiments involving human subjects.)
- “Returning to Religion.” *Maclean’s*, April 1, 2002. (Summary of Reginald Bibby’s research into religious beliefs in Canada.)
- Durkheim’s “Suicide” (1897) analysis activity (See Appendix A.)
- Does capital punishment act as a deterrent to homicide? (See Appendix A.)

Websites

- *The Sanford Prison Experiment*. The Homepage of Professor Philip G. Zimbardo.
- The Emile Durkheim Archive: Suicide.
- Gansberg, M. “Thirty-Eight Who Saw Murder Didn’t Call the Police.” *New York Times*, March 27, 1964.
- A Model of Bystander Intervention. University of Wisconsin La Crosse.
- Facts about deterrence and the death penalty. Death Penalty Information Center.

1.4 Students will be expected to design and conduct a sociological research project, independently or collaboratively, using methods appropriate to sociology.

- **Identify stages in the research process.**
- **Formulate an appropriate research question.**
- **Construct an appropriate research plan.**
- **Implement their research plan.**
- **Communicate the results of their research.**
- **Evaluate their research process.**

Suggestions for Assessment

Students may, for example, individually or in groups

- select a topic and formulate a testable hypothesis

This process involves students identifying a topic, conducting background research, identifying relevant variables, and describing a potential relationship between two variables (dependent and independent).

- develop a research plan consisting of methods appropriate to their hypothesis

Students must choose the most appropriate research method(s) and design a research tool that can be used to gather their data.

- gather data using student-generated research tools

The study can be carried out within the confines of the school or—if appropriate to the topic—in the local community.

- analyze data and present their findings to the class

Students gather and tabulate data, using computer software to graph and analyze the results.

They can then present a summary of their research design, data, and analysis to the class or their teacher.

- analyze the research process in which they have participated, identifying strengths and weaknesses in research design, data, and methodology

As part of their analysis, students can identify weaknesses in their research design and/or instruments and suggest ways in which these weaknesses can be remedied.

This activity can be conducted in stages throughout the entire semester, with periodic assessment at each stage and a summative activity involving individual or group presentations to the entire class. See sample research projects in Appendix A for more details.

Suggestions for Learning and Teaching

Teachers may have students

- design and carry out a small-scale research project in their school or local community
- A sample outline for a research project is included in Appendix A. This activity is described in more detail in the Suggestions for Assessment section below. Students may work individually or in small groups on a research topic of their choice, with the teacher’s guidance. Later sections of *Sociology of Our Times* can serve as excellent sources for topic ideas, as many of the chapters in these sections are not covered in the course outcomes. Alternatively, teachers may allow students to suggest topics of interest to them, with the proviso that the topics can be examined from the “sociological perspective.”

Notes

Print Resources

- *Sociology in Our Times*, Chapter 2
- The Quantitative Research Model diagram (See Appendix A.)
- Sociology 12 Research Project sample (See Appendix A.)
- Sociology 12 Executive Summary sample (See Appendix A.)

Unit 2—Culture: A Shared Human Experience

Unit Overview

Culture is one of sociology’s basic concepts. From the sociological perspective, human behaviour is shaped from birth by the culture into which we are born. This focus on “nurture” distinguishes sociologists from the “nature” approach adopted by such natural sciences as biology. To sociologists, culture is an all-encompassing environment in which humans are immersed at birth, shaping our behaviour throughout our entire lives. This unit’s outcomes introduce students to key concepts and themes that sociologists have developed as part of this perspective.

The unit begins by introducing students to culture’s key components—symbols, language, values, and norms. These are the “building blocks” around which a culture is created. All cultures have identifiable elements that distinguish them from one another. It is important for students to understand that the most important elements are not immediately visible. Rather, they involve the cultural values and norms that are shared by members of the culture and are not easily identified or understood without careful scientific observation and analysis.

Another significant theme of interest to sociologists is the process of cultural change. Modern cultures are dynamic organisms; it is therefore important for students to understand the factors that encourage cultural change as well as the challenges that change poses for its members. In modern times, popular culture has also attracted the attention of sociologists. This unit’s content examines popular culture’s influence on students’ daily lives, particularly the ways in which it encourages cultural change, creates cultural uniformity, and leads to cultural imperialism as dominant cultures spread to other parts of our world.

Another important characteristic examined in this unit is the variation in cultures located around the globe. It is important for students to understand the factors that create broad differences in cultural values, norms, and behaviours, as well as the problems caused by these differences. The sociological concepts of ethnocentrism, culture shock, and cultural relativism provide students with an understanding of the sociological analysis of these problems.

Diversity also exists within complex modern cultures such as Canada, where a variety of factors make it difficult to achieve complete cultural uniformity. This unit provides students with an introduction to groups within a culture (subcultures) whose values, beliefs and behaviours are distinctly different from mainstream Canadian culture. While subcultures can serve as catalysts for social change, they also reflect tensions within the larger culture and illustrate the difficulties of achieving cultural uniformity in a complex society.

Unit Outcomes

Students will be expected to

2.1 demonstrate an understanding of the concept of culture

- Describe various elements of culture (e.g., symbols, language, norms, and values).
- Investigate various theoretical perspectives and viewpoints that attempt to explain culture (e.g., structural functionalism, conflict, symbolic interactionism, feminism and post-modern) as well as cultural materialism and sociobiology.
- Apply these theoretical perspectives to given cultural scenarios.
- Evaluate influences that shape their cultural identity.

2.2 analyze factors related to cultural variation

- Examine factors that contribute to cultural variation.
- Investigate the role of ethnocentrism, cultural relativism, and dominant culture in cultural variation.
- Compare pluralism to multiculturalism in a Canadian context.
- Investigate the existence of subcultures and countercultures in Canadian society.

2.3 analyze factors related to cultural uniformity

- Examine factors that contribute to cultural uniformity.
- Investigate the role of popular culture in fostering cultural uniformity.
- Formulate a hypothesis regarding the beneficial and/or detrimental effects of cultural assimilation.
- Compare the attributes of cultural uniformity with those of cultural variation.
- Examine the concepts of “dominant culture” and “multiculturalism” within the context of Canadian Society.

2.4 investigate the process of cultural change

- **Analyze factors that contribute to the process of cultural change.**
- **Describe the role of cultural lag and cultural diffusion in the process of cultural change.**
- **Assess society’s response to the process of cultural change.**
- **Evaluate the beneficial and detrimental effects of cultural change.**

Unit Processes and Skills Emphases

Communication

- Read sociological text critically, identifying key concepts and ideas related to the concept of culture.
- Discuss concepts, ideas, and theories related to culture in small-group and/or class settings.

Inquiry

- Analyze readings for key concepts, ideas, and perspectives related to culture.
- Apply relevant concepts to Canadian and other select cultures.
- Analyze in-depth one aspect of popular culture.

Participation

- Engage in a variety of learning experiences that include both independent study and collaboration.
- Function in a variety of groupings, using collaborative and co-operative skills and strategies.

2.1 Students will be expected to demonstrate an understanding of the concept of culture.

- Describe various elements of culture (e.g., symbols, language, norms and values).
- Investigate various theoretical perspectives and viewpoints that attempt to explain culture (e.g., structural functionalism, conflict, symbolic interactionism, feminism and post-modern) as well as cultural materialism and sociobiology.*
- Apply these theoretical perspectives to given cultural scenarios.
- Evaluate influences that shape their cultural identity.

*Not all perspectives viewpoints are discussed in *Sociology in Our Times*. Cultural materialism can be discussed within the context of cultural variation—i.e., the role of the environment (specifically, available physical resources) in shaping culture. The “sociobiology” approach is examined in the chapter on socialization and may be discussed as part of the introduction to that unit. Teachers can decide where/whether it is most appropriate to include these perspectives within the context of their individual classes.

Suggestions for Assessment

Students may, for example, individually or in groups

- analyze specific components of culture through an examination of a specific case study as described in an assigned reading or video presentation

For example, the video “Japanese Baseball” (see Video Resources) examines the sport of baseball in two different cultural contexts—Japan and the United States. What values does each culture associate with baseball? How does baseball provide us with an insight into the major differences between these cultures? This example demonstrates how cultures can attach different meanings to the same activity (i.e., a symbolic interactionist analysis). It is also an excellent example of popular recreational activities reflecting a culture’s values.

A second example is the analysis of sleeping patterns presented in the reading “Sleepless in Modern Society” (see Print Resources). While sleep is a basic biological activity, like all human activities, it is shaped by culture. Ask students to describe the differences in sleeping patterns between North American and !Kung cultures. What different cultural values are reflected in these different patterns? Which patterns appear to be most beneficial (i.e., “functional”)? What can North Americans learn about their culture’s sleeping patterns from the study of cultures like the !Kung?

Students can apply similar questions to the analysis of social norms (“Rehab for Johns” in Print Resources provides an example of norms and sanctions); symbols (“Decoding Body Talk” in Print Resources discusses body language and gestures as means of communication in various cultures); and language (“The Next Battle over Language Law” in Print Resources discusses the issue of preservation of the Innu Language in Nunavut). In each case, students can analyze the

cultural component presented in the reading, explain how their analysis provides examples of functionalist, conflict, symbolic interactionist, or post-modern perspectives, and describe how their analysis develops a deeper understanding of the ways in which culture shapes daily behaviour.

- research a specific component of Canadian culture (language, symbols, values, social norms) and report their findings to the class or their teacher

Sociology in Our Times provides basic examples upon which students can expand. One possible approach involves students investigating aspects of Canadian culture most associated with their particular community, province, or region. For example, students can identify cultural components most evident in their community, province, or region.

- Are there unique Nova Scotian or Maritime symbols?
- Do we have unique expressions or vocabularies that represent aspects of our culture?
- Are there distinct Nova Scotian or Maritime cultural values?
- What values do we share with other Canadians?
- Are there unique cultural norms in our communities, province, or region?

Students living in or near distinct cultural communities (i.e., Acadian, Scottish, Irish, Mi'kmaq, etc.) can investigate cultural elements that distinguish these communities from surrounding ones.

- Are there different cultural or linguistic groups in or near their community?
- What unique characteristics distinguish these groups or communities from others?
- What common characteristics do these communities share with other Canadians?
- How have these unique community, provincial, and regional characteristics shaped students' sense of identity and daily lives?

Students can also apply one or more of the theoretical perspectives to the information presented in their description. How can aspects of the component they have described in their community, province, or region represent a functionalist, conflict, symbolic interactionist, or post-modern analysis of culture? Students should be able to apply at least one theoretical perspective to their analysis.

Suggestions for Learning and Teaching

Teachers may have students

- define the key concepts that provide a basis for sociological analysis of culture

Culture, material and non-material culture, cultural universals, the components of culture (symbols, language, values, norms), cultural change, cultural diversity, ethnocentrism, culture shock, cultural relativism, popular culture, and cultural imperialism are the basic concepts used in sociologists' analysis of culture.

- the concept of culture and the distinction between material and non-material culture provide an important basis for students’ understanding of themes and concepts discussed later in this unit

Teachers can begin by asking students to identify the important role played by culture in our daily lives as outlined in the introductory section of *Sociology of Our Times*. Students can then complete the Material and Non-Material Culture Activity (Appendix A) as an introduction to the concepts of material and non-material culture. This activity encourages students to make connections between objects that are commonly used in our daily lives and values and beliefs on which our culture is built. A second exercise, Chatter Activity (Appendix A), helps students to understand the connection between culture and our daily interactions with others. In each case, students begin to understand that complex cultural values, beliefs, and attitudes lay beneath the objects we use and behaviours we practice in our daily lives. Sociology’s goal is to bring this aspect of culture to the surface—to make the “invisible” aspects of culture “visible”—in order to fully understand the ways in which it shapes our daily behaviour.

- identify the elements of culture that form the basis of Canadian and other cultures

As four distinct elements are discussed in *Sociology in Our Times*, one approach involves dividing the class into four groups, assigning a specific cultural element to each. (The text section on Language can be divided among two or three separate groups, as it applies to several aspects of Canadian society—gender, race/ethnicity, and linguistic diversity.) Ask students to use the information provided in *Sociology in Our Times* to describe each cultural element, identify appropriate examples, and explain how the theoretical perspectives discussed in the introductory chapter (functionalist, conflict, symbolic interactionist, and feminist) can be applied to the sociological analysis of each component as outlined in the chapter. Students can use the following or a similar chart to assist with their analysis.

Components of Culture

Cultural Component	Definition	Examples from Canadian Culture	Theoretical Perspective(s) Evident in Analysis
Symbols			
Language			
Values			
Norms			

Each group can complete its analysis and share its results with the rest of the class.

- examine the theoretical perspectives on culture presented in *Sociology in Our Times*

With the teacher’s assistance, students can identify the key ideas presented by each perspective—functionalist, conflict, symbolic interactionist, and post-modern—in its analysis of culture.

- How do these themes and ideas reflect each theoretical perspective?
- How does each provide us with a unique viewpoint on culture?
- Which perspective do students find most beneficial in understanding culture?
- Do certain perspectives help us to understand certain aspects of culture better than others?

Teachers can use the following or a similar organizer to assist students in their understanding of the theoretical perspectives of culture.

Understanding of Theoretical Perspectives

Theoretical Perspective	Basic Ideas/Analysis of Culture
Functionalist	
Symbolic Interactionist	
Conflict	
Post-modern	

As the class proceeds through the various outcomes presented in this unit, students can revisit this chart and identify which theoretical perspective is reflected in each aspect of culture. Which perspective provides the best analysis of each aspect? Does any one perspective offer the “best” insight into culture, or is culture best understood when viewed from a variety of perspectives?

Notes

Print Resources

- *Sociology in Our Times*, Chapter 3.
- “Sleepless in Modern Society.” *Maclean’s*, April 17, 2000. (Culture and Sleep)
- “Rehab for Johns.” *Maclean’s*, December 16, 2002. (Social norms)
- “The Next Battle over Language Law.” *Maclean’s*, September 25, 2006. (Language)
- “Decoding Body Talk.” *Equinox*, April 1995, No. 80, pp. 66–69. (Symbols)
- “101 words in 101 years.” (Language) BBC World News.
- Horace Miner. *Body Ritual among the Nacirema*. Available online.
- “Delicious Damper Dogs and Hurt Pie for Dessert.” *Canadian Geographic*, January/February 1998. An article on unusual Newfoundland food, vocabulary and cultural expressions.

Video Resources

Note: Discovery Education Streaming is a subscription service that may not be available in all school districts. There are several videos listed throughout this document that are available through this service.

- *Souvenir of Canada* (NFB). Seventy-minute VHS videocassette available from Learning Resources and Technology Services (LRTS) in which Canadian author Douglas Coupland examines the meaning of “Canadian.” The film’s content illustrates the components of culture.

- *In Other Words* (National Film Board). 27-minute DVD available from LRT explores the use of language specifically in reference to sexual orientation (gay, lesbian, and transgendered), illustrating the ways in which language reflects and shapes culture.
- *Japanese Baseball*. On-line video related to cultural values. Real Player required.
- *Culture: What Is It?* On-line video available at Discovery Education Streaming.
- *How to Study Cultures: How Beliefs and Values Define a Culture*. On-line video available at Discovery Education Streaming.
- *How to Study Cultures: How Geography Defines a Culture*. On-line video available at Discovery Education Streaming.

2.2 Students will be expected to analyze factors related to cultural variation.

- Examine factors that contribute to cultural variation.
- Investigate the role of ethnocentrism, cultural relativism, and dominant culture in cultural variation.
- Compare pluralism to multiculturalism in a Canadian context.
- Investigate the existence of subcultures and countercultures in Canadian society.

Suggestions for Assessment

Students may, for example, individually or in groups

- investigate a small-scale tribal culture, identify its significant elements (values, language, norms, symbols) and report their findings to the class or their teacher

Some possible choices are such small-scale cultures as the Bondo (India), Trobriand Islands, Maasai (Kenya), !Kung San (Bostwana), Penan (Borneo), Yanomami (Brazil), Aborigines (Australia), or Saami (Finland). Websites and resources on many of these tribal cultures can be located using an Internet search engine. (See Appendix A for a sample research project). Students can identify unique material and non-material aspects of the culture and explore the factors that explain its uniqueness. They can also examine the challenges raised by recent changes and speculate on the culture's future.

- identify and describe examples of ethnocentrism and culture shock as presented in an assigned reading, guest speaker's address, or video presentation

For example, students can read and analyze selected readings listed from the Print Resources section, identifying examples of ethnocentrism and culture shock. The cited excerpt from Ishmael Beah's *A Long Way Gone* provides an excellent example of culture shock. A guest speaker with experience working in or visiting foreign cultures can share observations and experiences that provide students with practical examples of ethnocentrism, culture shock, and cultural relativism.

- research one of several recent subcultures that exist or have recently emerged in western societies (Mennonites, beatniks, hippies, punk, Straight Edge, Emo are possible choices) or other cultures (India's Jains)

Ask students to identify the cultural elements (values, norms, symbols, patterns of behaviour) that make these subcultures unique within the context of the larger culture. What factors may explain the emergence of these subcultures? What purposes do subcultures serve in modern societies such as Canada? What important lessons can we learn about the larger culture and society through the study of these subcultures? Students can present the results of their investigation directly to their teacher in the form of an assignment or to the entire class in the form of a presentation.

- compare and contrast tribal and modern cultures in order to understand the variation in cultural elements around the world

The reading “Tribal Wisdom” provides an excellent basis for identifying the significant differences between modern and tribal cultures, particularly aspects of non-material culture that have been lost in the transition to modern, post-industrial societies. This reading can be examined separately or in conjunction with the investigation into tribal cultures described above.

Suggestions for Learning and Teaching

Teachers may have students

- listen to a presentation from a guest speaker who has worked in or visited a foreign culture

Individuals who have travelled and/or worked in foreign cultures are excellent sources of information on cultural variation. There may be former students from your school who have travelled and/or worked abroad, particularly as part of development projects or youth programs (for example, GAP). Many of these individuals have pictures and cultural objects that they can share with students, along with stories of their experiences living and working in cultures around the world. These presentations can provide students with a broader understanding of cultural variation as well as personal examples of ethnocentrism and culture shock. They also illustrate the importance of understanding other cultures from an objective viewpoint (cultural relativism).

- examine readings describing unique cultural practices around the world and describe the relationship between the components of culture (symbols, language, values, and social norms) and human behaviour

The Print Resources section includes recent news articles that provide examples of cultural variation for each of the elements discussed in Outcome 2.1—values, symbols, language, and norms. Ask students to read a particular article, identify the cultural component it describes, and describe its role in the culture. How does it shape people’s behaviour? How does this cultural component make the culture different from our Canadian cultural experiences? How do these unique cultural components help us understand cultural differences in other human societies?

- analyze examples of subcultures in Canada, identifying the cultural components that distinguish them from mainstream Canadian culture

For example, *Sociology in Our Times* describes the lifestyle of Hutterites and “Skinheads” as examples of subcultures. Teachers can ask students to identify the behaviours, values, and beliefs that distinguish each of these groups from other Canadians as well as from one another.

- Why would sociologists place “Skinheads” in a different category of subculture from the Hutterites?
- How does Canadian society respond to each of these subcultures?

- Why do we respond differently to “Skinheads” (particularly groups associated with racist ideas)?
- How is our response to these groups a reflection of the mainstream culture’s norms and values?

Students can use the following or a similar chart to analyze each subculture:

Subcultures				
Subculture	Distinguishing Values/Beliefs	Distinguishing Behaviours	Other Distinguishing Characteristics (appearance, etc.)	Canadian Society’s Response to Subculture
Hutterites				
Skinheads				

Notes

Print Resources

- *Sociology in Our Times*, Chapter 3.
- Charles and Cherry Lindholm. “Sex and Death in the Trobriand Islands.” *Science Digest*, February 1982. (Not available on EBSCO. Please check your local library.)
- Christoph Von Furer-Haimendorf. “The Bondo Hold onto Tradition.” *Geographical Magazine*, May 1983, pp. 245–249. (Not available on EBSCO. Please check your local library.)
- “Japan Snaps up ‘Lucky’ Kit Kats.” (Symbols) BBC World News.
- “Saudi Women Challenge Driving Ban.” BBC World News. (Values and Norms)
- “Indecency Guide for Tourists to Asia.” BBC World News. (Values and Norms)
- “Pakistan Votes to Amend Rape Laws.” BBC World News. (Values and Norms)
- “Swazi Widows Seek End to Mourning.” BBC World News. (Values and Norms)
- “Tingo, Nakkele and Other Wonders.” BBC World News. (Language)
- “Origins of the Swastika.” BBC World News. (Symbols)
- Ishmael Beah. *A Long Way Gone: Memoirs of a Boy Soldier*. Vancouver: Douglas & MacIntyre, 2007. Beah’s description of his first visit to New York City is an excellent example of “culture shock.”
- “Straight, but with an Edge.” *Maclean’s*, May 17, 1999. (Straight Edge subculture)
- David Maybury-Lewis and Jason W. Clay. “Tribal Wisdom.” *Utne Reader*, July 1992.

Video Resources

- *Us and Them: Canadian Identity and Race Relations* (Tabata Productions). Forty-four-minute VHS videocassette available from Learning Resources and Technology Services (LRTS) examines attitudes about immigration, multiculturalism, and native peoples among Canadian youth and illustrates the issue of cultural uniformity and diversity.
- *Domino* (National Film Board). Forty-four-minute VHS videocassette available from LRTS) examines the definition of “race” and its impact on members of visible racial minorities, illustrating the issue of cultural diversity.
- *Culture: Similarities and Differences*. On-line video available at Discovery Education Streaming.

Websites

- Blending Tradition and Progress in the Desert. Royal Embassy of Saudi Arabia. (Bedouin culture)

2.3 Students will be expected to analyze factors related to cultural uniformity.

- Examine factors that contribute to cultural uniformity.
- Investigate the role of popular culture in fostering cultural uniformity.
- Formulate a hypothesis regarding the beneficial and/or detrimental effects of cultural assimilation.
- Compare the attributes of cultural uniformity with those of cultural variation.
- Examine the concepts of “dominant culture” and “multiculturalism” within the context of Canadian society.

Suggestions for Assessment

Students may, for example, individually or in groups

- research a specific ethnic or racial group that has immigrated to Canada and examine the challenges its members faced in maintaining traditional cultural practices while integrating into Canadian society

Students may research their own cultural or ethnic background through interviews with parents, grandparents, or members of their community who are recent immigrants (or children of recent immigrants) in an effort to identify and understand the pressures placed upon them to conform to the expectations of the larger Canadian culture.

- students may examine Quebec’s recent (and at times controversial) language law “Bill 101” within the context of cultural uniformity in the province of Quebec and/or cultural plurality within the larger Canadian society
 - How does language play a crucial role in ensuring cultural uniformity?
 - Why is language a particularly sensitive issue within the confines of Quebec society?
 - Does a government have the right to pass laws such as Bill 101 in order to protect the “dominant” language in a country or specific region?
 - How does this debate illustrate tensions between cultural uniformity and plurality in a modern society?
 - How does this discussion indicate the important role of language in building and maintaining a culture?
- investigate the story of an immigrant group’s arrival in Canada and the resulting tensions caused by pressures to “conform” to the mainstream culture

Some possible groups include Chinese immigration (late nineteenth—early twentieth century), the Vietnamese “boat people” (1970s) or European immigrant groups (Ukrainian, Dutch, Irish, Scottish, etc.).

- investigate the role of Pier 21 as a significant place in the history of immigration to twentieth century Canada

Students can research the experiences of immigrants who landed at Pier 21 and made Canada their “new home.”

- What challenges did they face in building a new life in Canada?
- What pressures did the first generation immigrants face in adjusting to Canadian society?
- How did their children make these adjustments?
- How do these experiences illustrate tensions between cultural uniformity and diversity?

Students can present their findings individually to their teacher in the form of a report or to the class as a presentation.

- the recent efforts to revive or maintain native languages may provide an appropriate topic for student investigation

For example, initiatives are taking place in Northern Canada in an effort to preserve the Innuḱtitut language. Similar initiatives have occurred in relation to Mi'kmaq in Nova Scotia's native communities, and Gaelic in Scottish communities. Students can investigate one or more of these cases in order to understand the important connection between language and culture. These cases also raise the issue of cultural variation as opposed to uniformity. Should distinct communities be encouraged to preserve their unique languages and cultures? What are the benefits for the members of these communities? What challenges does this pose to the larger Canadian culture?

- investigate the role of media and multinational corporations in creating and marketing popular culture to citizens in twenty-first century societies

For example, Brym's analysis of “hip-hop” provides an excellent example of the power of modern media and corporations to define—or redefine—the meaning of various elements of popular culture.

- What was the origin and initial purpose of “hip hop”?
- What factors led to its potential demise? How was “hip hop” reshaped and “sold” to an entirely different social class in North American society?
- What does this story suggest about the role—and power—of corporations in defining “popular culture”?
- What is their motivation in constantly redefining it?
- How do these changes affect the lives of young people today?

Students may be able to “brainstorm” in small groups or as a class and identify similar examples of popular culture “redefining” the meaning of cultural elements once associated with small groups within a culture (music, clothing, recreational activities, etc.) for commercial gain.

- research, individually or in groups, various or specific aspects of twentieth century popular culture. Students can examine specific aspects of popular culture in present-day Canada. Alternatively, students can be assigned a specific decade of the twentieth century to research. Various aspects of popular culture can be examined—popular music; fads and fashions; art and architecture; books and literature; theatre, radio, film, and television (where applicable); technology; sports and recreation, etc. See Appendix A for an example of a popular culture assignment suitable for an entire class.

Suggestions for Learning and Teaching

Teachers may have students

- analyze the recent debate in Quebec over the integration of immigrants into Quebec society as an example of the tensions between cultural uniformity and cultural variation

The “reasonable accommodation” debate also provides a unique opportunity to discuss cultural uniformity within the larger context of Canadian society, as it involves another cultural group—francophone Quebec—that is itself a cultural and linguistic minority within Canadian society. This topic raises significant questions about the existence of a “uniform” Canadian culture. Does such a cultural entity exist? Is cultural uniformity desirable within the multicultural context of Canadian society? Is cultural plurality (or multiculturalism) possible in a modern society? What are its benefits and drawbacks? Students can apply functionalist and/or conflict theoretical perspectives to the analysis of this issue.

- compare and contrast Canada’s heterogeneous society with a homogeneous society

Racial and ethnic uniformity makes the task of cultural uniformity considerably easier. How do more homogeneous societies like Sweden and Japan deal with such challenges? For example, recent Moslem immigration to relatively homogeneous societies such as Sweden has created tensions similar to those being experienced in Quebec.

- assess the role of modern technologies (i.e., television, film, Internet, and other mass media) in creating cultural uniformity in a society

Have students participate in a “brainstorming” activity in which they identify and describe the elements of “popular culture” most evident in their lives today.

- What are the most common aspects of “popular culture” readily visible in the confines of the school or classroom?
- Where do students come into contact with these elements of “popular culture”? Specifically, what mass media are most responsible for their “distribution”?
- What influence do these aspects of popular culture have on students’ attitudes, beliefs, and behaviours?

- Does popular culture unite all members of Canadian society, or does it serve to divide people according to age, gender, racial/ethnic background, or geographic region?

This brainstorming activity can serve as a good introduction to a more in-depth analysis of popular culture.

- investigate mass media as a means of creating and spreading elements of popular culture in Canadian society

Mass media is an agent of dominant culture in modern societies, establishing the basis for a common cultural identity. Students can explore one or more such media—television and the Internet in particular—as examples of cultural uniformity. How does modern mass media establish common beliefs, behaviours, and attitudes that foster a common identity? Aspects of the Internet also lend themselves to exploration of cultural plurality, as the medium contains diverse content and allows individuals who are physically separate to create “on-line communities” in which they can develop and share common interests and nurture a common identity through cyberspace.

Notes

Print Resources

- *Sociology in Our Times*, Chapter 3.
- “Global Culture.” *National Geographic*, August 1999. (Popular Culture)
- Robert J. Brym. “Hip-Hop from Dissent to Commodity: A Note on Consumer Culture.” *Society In Question*. Thomson Nelson Canada, 2004. Available online.
- Robert J. Brym. “Love at First Byte: Internet Dating in Canada.” *Society in Question*. Thomson Nelson Canada, 2004. Available online.
- “Not Particularly Accommodating.” *Maclean’s*, September 24, 2007.
- “Canada: A Nation of Bigots?” *Maclean’s*, October 22, 2007.
- “The Next Battle over Language Law.” *Maclean’s*, September 25, 2006. (Innu language)

Video Resources

- *Canada: A Diverse Culture* (Magic Lantern Communications). Twenty-five-minute VHS available from Learning Resources and Technology Services (LRTS) explores the multicultural aspects of Canadian society, illustrating the challenges posed by diversity within a society.
- *Us and Them: Canadian Identity and Race Relations* (Tabata Productions). Forty-four-minute VHS videocassette available from LRTS examines attitudes about immigration, multiculturalism, and native peoples among Canadian youth and illustrates the issue of cultural uniformity and diversity.
- *Domino* (National Film Board). Forty-four-minute VHS videocassette available from Learning Resources and Technology Services (LRTS) examines the definition of “race” and its impact on members of visible racial minorities, a topic relevant to the theme of cultural uniformity.

- *How to Study Cultures: How Social Organizations Define a Culture*. On-line video available at Discovery Education Streaming.

Websites

- Bill 101—Language Laws in Quebec. CBC News.
- Quebec’s French Language Watchdog Investigates Irish Pub. CBC News.
- Pier 21: Canada’s Immigration Museum.
- Love and War: Canadian War Brides. CBC Archives.
- Boat People: A Refugee Crisis. CBC Archives.
- Chinese Immigration to Canada: A Tale of Perseverance. CBC Archives.
- American Cultural History: The Twentieth Century. Kingwood College Library.

2.4 Students will be expected to investigate the process of cultural change.

- **Analyze factors that contribute to the process of cultural change.**
- **Describe the role of cultural lag and cultural diffusion in the process of cultural change.**
- **Assess society’s response to the process of cultural change.**
- **Evaluate the beneficial and detrimental effects of cultural change.**

Suggestions for Assessment

Students may, for example, individually or in groups

- describe the positive and negative impacts of selected examples of cultural change on Canadians and/or specific small-scale, tribal peoples

For example, Farley Mowat’s description of the Ihalmiut of Canada’s north provides an example of the changes that occur when small-scale tribal cultures encounter larger cultures. Other similar examples can be found in the stories of tribal cultures that have recently come into contact with the outside world. Each of these cases can be analyzed in terms of the benefits and harmful effects of cultural interaction and change. Students can also identify relevant examples of cultural lag and/or cultural diffusion in their analysis. Students can present the results of their investigations directly to their teacher or to the class in the form of a presentation or oral summary.

Suggestions for Learning and Teaching

Teachers may have students

- analyze the impact of cultural change by examining one or more case studies

Saudi Arabia, for example, provides an example that illustrates how changes in technology (modernization due to oil exploration and development) and social organization (emergence of a wealthy middle class) have produced tensions in Saudi society.

Students can re-examine their analysis of tribal cultures in outcome 2.2 as part of this activity.

- apply the concepts of cultural lag and cultural diffusion to selected examples of cultural change

Society’s initial response to the introduction of new technologies provides excellent examples of cultural lag. The initial resistance to adopting the automobile is one such example. Similar opposition occurred in relation to more recent technologies, such as automation and computer-related technologies in the workplace. Cultural diffusion explores the process by which material and non-material cultural elements spread from culture to culture. Ralph Linton’s famous reading *One Hundred Percent American* provides an amusing analysis of American culture by indicating how many of the components of daily life are actually “borrowed” from other cultures.

Students can conduct a similar analysis of other aspects of daily culture in order to determine their origin.

Notes

Print Resources

- *Sociology in Our Times*, Chapter 3 (Culture) and Chapter 10 (Race and Ethnicity).
- “The Veiled Kingdom.” *Maclean’s*, June 25, 2001. (Social change in Saudi Arabia)
- Pierre Berton. “Wheels: The Car as a Cultural Driving Force.” *Canadian Geographic*, December 1989–January 1990, p. 44. (Not available on EBSCO. Please check your local library.)
- Robert J. Brym. “Love at First Byte: Internet Dating in Canada.” *Society in Question*. Thomson Nelson Canada, 2004. Available online.
- Excerpts from Farley Mowat’s *People of the Deer*. Available online.
- Excerpts from Farley Mowat’s *The Desperate People*. (Not available on EBSCO. Please check your local library.)
- Clark, Taylor. “Plight of the Little Emperors.” *Psychology Today*, July/August 2008. Available online. (Effects of China’s “one child” policy.)
- “DotCom Vs. NotCom.” *Time*, January 31, 2000. The pros and cons of computer-related technology (cultural lag).

Video Resources

- “Ironbound” (*Land and Sea*). Twenty-three-minute DVD available from Learning Resources and Technology Services (LRTS) examines the disappearance of traditional oral story-telling on a small island off the coast of Nova Scotia.
- If the Weather Permits (National Film Board). Twenty-eight-minute DVD available from LRTS examines the impact of change on Inuit culture, particularly the growing gap between elders and youth in Inuit society.
- Place of the Boss: Utshimassits (National Film Board). Forty-eight-minute VHS videocassette available from LRTS explores the story of a traditional Inuit group that abandons its traditional way of life for a permanent settlement, an excellent example of the challenges that change poses for small-scale cultures.

Websites

- Vanishing Cultures. *National Geographic*.

Unit 3—Socialization: The Shaping of Human Behaviour

Unit Overview

Sociology’s perspective on human behaviour and society is based on the assumption that human behaviour and development are shaped primarily by our interaction with other humans. Sociologists use the concept of socialization to describe this process. While biology provides us with our human potential, sociologists argue that our most important human skills and characteristics are developed through formal and informal social interaction with others.

Every human society creates structures through which the process of socialization is achieved. Human socialization begins with family and continues through other formal and informal social structures such as school, peers, and mass media. Each “agent of socialization” contributes to the development of the knowledge, values, beliefs, and behaviours essential to life in the society into which we are born. Without the skills and knowledge provided by these agents, our human potential would remain undeveloped, as the study of cases of human isolation suggests.

Socialization also shapes the development of self and personality. Several major theories of human development—Freud’s psychoanalysis and Erikson’s psychosocial development, for example—acknowledge an important connection between the development of self and the society into which we are born. Symbolic interactionists such as Cooley and Mead argue that our perception of self is shaped primarily through our interactions with others. Thus, without social interaction, none of the characteristics—internal or external—that we define as “human” would develop.

Various theories provide a framework for sociologists to examine the process of human learning. Jean Piaget’s theory of cognitive development describes the process by which children develop the ability to think and learn about the world around them through specific stages of development. Lawrence Kohlberg and Carol Gilligan provide a framework for understanding the development of moral reasoning in men and women. Both theories draw important connections between individual and society as part of the learning process.

All of these theoretical models provide key insights into the socialization process. Throughout childhood and adolescence, the human potential provided by nature is gradually shaped into a functioning member of society with a clear sense of self, an understanding of the social world around him/her, the ability to think abstractly and make moral choices. These unique skills and abilities clearly distinguish us from the many other species of living things with whom we share this world and are the essence of what makes us “human.”

Unit outcomes

Students will be expected to

3.1 explain the process of socialization

- Define socialization.
- Identify various agents of socialization (e.g., media, family, peers, education, religion, work) and describe their role in the socialization process.
- Relate the impact of agents of socialization to their behaviour and own socialization.

3.2 investigate the relationship between socialization and the development of individual personality

- Examine the roles of nature and nurture in the socialization process.
- Analyze major theories of personality development (e.g., Freud’s Psychosexual Theory, Erikson’s Psychosocial Development, Cooley and Mead’s Symbolic Interactionist theories).
- Identify connections between society and the development of self-image and personality.
- Assess how personality development and socialization influence each other.

3.3 investigate the relationship between socialization and the process of human learning

- Examine various theories of human learning (e.g., Piaget’s Cognitive Development Theory, Erikson’s Psychological Development, Kohlberg’s Moral Development Theory, and Gilligan’s Theory on Gender and Moral Development).
- Evaluate various theories of human learning (e.g., Piaget’s Cognitive Development Theory, Erikson’s Psychological Development, Kohlberg’s Moral Development Theory, and Gilligan’s Theory on Gender and Moral Development).
- Formulate a hypothesis as to which theory(ies) of human learning best characterize their learning.
- Assess how human learning and socialization influence each other.

3.4 investigate a social issue that serves as a good example of socialization and related concepts

- **Examine the relationship between the process of socialization and the issue.**
- **Assess the relationship between personality development and the issue.**
- **Analyze the relationship between human learning and the issue.**
- **Formulate and support a hypothesis related to the issue.**

Unit Processes and Skills Emphases

Communication

- Read sociological text critically, identifying key concepts and ideas related to the process of socialization.
- Discuss concepts, ideas, and theories related to socialization with classmates in small-group and/or class settings.

Inquiry

- Analyze readings for key concepts, ideas, and perspectives related to socialization.
- Apply relevant concepts and theories to students' personal life experience.
- Analyze in-depth one aspect of the socialization process.
- Draw conclusions about the impact of socialization of students' development based on research and supported by evidence.

Participation

- Engage in a variety of learning experiences that include both independent study and collaboration.
- Function in a variety of groupings, using collaborative and co-operative skills and strategies.

3.1 Students will be expected to explain the process of socialization.

- Define socialization.
- Identify various agents of socialization (e.g., media, family, peers, education, religion, work) and describe their role in the socialization process.
- Relate the impact of agents of socialization to their behaviour and own socialization.

Suggestions for Assessment

Students may, for example, individually or in groups

- analyze recent examples of research into the influence of nature and nurture on human development as part of the discussion of the biological and sociological perspectives on human development

Recent studies of identical twins, particularly cases involving separation after birth, have revealed interesting results in relation to genetic influences on personality. Several of the readings listed in the Notes section provide information on this research. Students can further research the results of these twin studies, summarize the researchers' conclusions, and present their findings to the class or their teacher. In conducting their analysis, students can focus on the following or similar questions:

- What areas of human development appear to be most influenced by biology? What aspects are most influenced by nurture?
 - What role does environment play in human development?
 - Do the identical twin studies support one of the two perspectives on human development—biology or sociology—more than the other?
- investigate an example of severe childhood isolation and report their findings to the class or their teacher

Some possible examples include "Genie," a famous case of isolation discovered in California in 1970; Victor of Aveyron, a famous late eighteenth-century case of the "wild child" discovered in France; Anna and Isabelle, two cases of severe isolation studied by American sociologist Kingsley Davis; or Oxana Malaya, a recent Ukrainian case. Students can research one of these cases and present their findings to the class or their teacher. In conducting their research, students can consider the following or similar questions:

- What were the physical circumstances in which the child was raised?
- What influences were present in the child's environment?
- What influences were absent?
- What human skills/abilities did the child exhibit?
- What human skills/abilities are missing?

- What conclusion can we make about the influence of environment and interaction on human development based on this case study?

Students can also compare and contrast their findings in the isolate case studies with the analysis of identical twin studies. Do the findings of these different studies support one another, or do they offer different but valuable insights into the role of biology and social interaction in explaining human development?

- research the debate over the use of corporal punishment in childrearing and present their findings to the class or their teacher

Students can consider the following questions in conducting their research:

- How have attitudes toward the use of corporal punishment in family and school settings changed in recent years?
- Why has this change occurred?
- What research has been conducted into the influence of corporal punishment on human development?
- What conclusions can we make about the effect(s) of corporal punishment on children based on this research?
- Is corporal punishment a necessary part of socialization in certain social contexts, or should it be completely banned?

This case study can provide the basis for a debate in which students research and present arguments in favour of and against the abolition of all forms of corporal punishment.

- research a specific agent of socialization through an analysis of assigned readings and present their findings to the class or their teacher

Suggested readings are available in the Notes section for family, peer group, school, and mass media. Teachers may also wish to locate readings that examine the modern-day influence of religion as an agent of socialization. Students can investigate the role of their assigned agent in the socialization of children and adolescents.

- What influence does the agent have over the development of social skills, identity, and personality?
- What positive and negative effects are linked to each agent, according to recent research?
- What suggestions can students make for “improving” the socialization process, based on their research?
- research the role of socialization in their personal background and experience

Students can investigate the socialization process in their own lives in an individual-based assignment. This activity can include an analysis of aspects of socialization unique to their family and/or community (for example, ethnic or cultural festivities or traditions passed on from previous

generations) as well as the broader Canadian society. Are there unique socialization experiences in different regions of Canada (i.e., the Maritimes) or in different environments (i.e., rural, urban)? Have recent developments in mass media reduced or eliminated many of these differences? Students can present their findings individually to their teacher as a report or to the class in the form of a presentation.

Suggestions for Learning and Teaching

The teacher may have students

- Define the key sociological concepts that form the basis of socialization

The concepts of socialization and agent of socialization are central to this unit. Students must understand the difference between the everyday meaning of the term **socialization** and its use by sociologists. Students can locate the definitions of these terms in *Sociology in Our Times* and explain how sociologists use the term **socialization** in a way that differs significantly from its everyday meaning (i.e., “socializing” or “social”). The same analysis can be applied to the use of the term **agent**. What does it mean in a sociological context? Are “agents” always “human” in form? Are they readily identifiable? This introductory discussion prepares students for in-depth examination of these concepts.

- examine the influence of nature and nurture in shaping human development

Sociology in Our Times presents a brief outline of the positions adopted by sociobiology and sociology in this debate. As students are familiar with the biological perspective and have been introduced to the sociological perspective in the first unit, students can compare and contrast the two.

- What are the key assumptions upon which each approach is based?
- How do these assumptions lead to different approaches to the study of humans?
- How does each approach lead to different explanations of human development?
- Are these differences incompatible, or does each provide us with a different but valuable perspective on the same topic?

Students can organize their analysis using the following or a similar model.

Nature vs. Nurture

Perspective	Basic Assumptions	Approach to Study of Human Behaviour	Explanation of Human Behaviour
Sociobiology			
Sociology			

- analyze various cases of children raised in isolation and compare their development to children raised in interaction with other humans

Sociology in Our Times provides descriptions of several famous cases of childhood isolation. Teachers can present one such case to the class and have the students analyze it within the framework of the biology–sociology debate. Students can identify examples of each influence using the following or a similar organizer:

Examples

Case	Examples of Biological Influence	Examples of Social Influence

As a class or in small groups, students can discuss the following questions:

- What conclusions can we make about the role of biology in human development? Is biology’s influence affected by environment?
 - What critical role does social interaction play in human development?
 - How does this influence support the sociological perspective on human development as discussed in previous units?
 - Can humans fully develop with only one influence—biological or social?
 - What does this suggest about the relationship between these two critical factors in shaping human development?
 - This class discussion can provide students with the basis for in-depth analysis of a specific case of human isolation or neglect.
- identify the agents of socialization involved in their own socialization, and describe the role played by each in their personal development

Sociology in Our Times provides an overview of four key agents of socialization in modern society—family, school, peers, and mass media. Students can analyze a specific agent of socialization, individually or in small groups. Students can describe and analyze the role that each agent plays in the socialization process from the viewpoint of the theoretical perspectives discussed in the introductory unit (functionalist, conflict, symbolic interactionist). What does each agent contribute to human socialization? How do the theoretical perspectives expand our understanding of the agent’s role in this process? The following or a similar organizer can be used to help students organize their ideas.

Key Agents of Socialization

Agent of Socialization	Functionalist Perspective	Symbolic Interactionist Perspective	Conflict Perspective
Family			
School			
Peer Group			
Mass Media			

Students can share the results of their analysis with their classmates, allowing the class to complete an overall analysis of all four agents outlined in *Sociology in Our Times*. Students can also discuss their opinions as to which theoretical perspective(s) offer(s) the best insight into the role of each agent in the socialization process.

Notes

Print Resources

- *Sociology in Our Times*. Chapter 4.
- “Prize Specimens.” *Maclean’s*, August 30, 2004. Identical twins and the “nature-nurture” debate.
- “A Perfect Tomorrow.” *Equinox*, January 1999, No. 102. A discussion of recent research into identical twins, particularly the role of biology in the formation of personality.
- “Why Dads Matter.” *Maclean’s*, June 18, 2001. Fathers’ impact on human development.
- “The Incredible Shrinking Dad.” *Maclean’s*, September 25, 2006. Fathers’ impact on human development.
- “How Young Is Too Young?” *Maclean’s*, September 11, 2006. Pre-school programs and early childhood development.
- “Safe ... and Sorry.” *Maclean’s*, September 4, 2006. Schools, parenting, and overprotecting children.
- “Free Range Children.” *Maclean’s*, April 14, 2008. Parenting and overprotecting children.
- “Stressed Out!” *Maclean’s*, November 22, 2004. Parenting in the twenty-first century.
- “The Parent Trap.” *Newsweek*, September 7, 1998. Judith Harris’ controversial book *The Nurture Assumption*.
- “Dopes with a Rope.” *Maclean’s*, November 6, 2006. Disappearance of childhood games.
- “Is Big Bird Bad for Baby?” *Maclean’s*, February 26, 2007. Television’s impact on children, particularly infants and toddlers.
- “The Power of Birth Order.” *Time*, October 29, 2007. The influence of birth order on children’s development.
- “The Kids Are Alright.” *Maclean’s*, April 9, 2001. A summary of Reginald Bibby’s research into today’s adolescent generation.
- “How to Fix Boys.” *Maclean’s*, January 21, 2008. A discussion of the differences between boys’ and girls’ responses to our present school system.

Video Resources

- *Shredded* (NFB). Twenty-two-minute DVD available from LRTS examines images of males presented in the media and the risks that some adolescents take in an effort to achieve the “ideal” physique.
- *No Logo: Brands, Globalization, Resistance* (Media Education Foundation). Forty-two-minute VHS videocassette available from LRTS, based upon Naomi Klein’s book by the same title, examines the impact of advertising and “branding” on modern society.
- *The Weight of the World* (National Film Board). Fifty-one-minute DVD available from LRT examines the issue of obesity in North America, with particular connections to the culture and society in which we live.
- *Junk Science: What You Know That May Not Be So* (ABC News). Forty-three-minute VHS videocassette available from Learning Resources and Technology Services (LRTS). An examination of the way in which media shapes viewers’ beliefs and attitudes.
- *The Ad and the Id: Sex, Death and Subliminal Advertising* (International Tele-Film). Twenty-eight-minute VHS videocassette available from LRTS examining the use of subliminal messages in advertising.
- *Images of Women* (National Film Board). Fifty-four-minute VHS videocassette available from LRTS examines the images of women presented in the media and their impact on attitudes and behaviour, an excellent example of the media’s influence as an agent of socialization.
- *Still Killing Us Softly* (Kinetic Films). Thirty-one-minute VHS available from LRTS examines the images of women in advertising, particularly the impact on women’s self-image and perceived role in society.
- *Secret of the Wild Child*. PBS Nova video documentary on Genie, a modern day isolate.
- *The Selling Game*. CBC News DocZone. A documentary exploring the impact of advertising in modern society.
- *The Ad and the Ego*. Parallax Pictures Inc., 1997. Documentary on advertising and consumerism in North American society.

Websites

- Media Awareness Network. Canadian on-line resource on media and advertising.
- *Secret of the Wild Child*. PBS.

3.2 Students will be expected to investigate the relationship between socialization and the development of individual personality.

- Examine the roles of nature and nurture in the socialization process.
- Analyze major theories of personality development (e.g., Freud’s Psychosexual Theory, Erikson’s Psychosocial Development, Cooley and Mead’s Symbolic Interactionist Theories).
- Identify connections between society and the development of self-image and personality.
- Assess how personality development and socialization influence each other.

Suggestions for Assessment

Students may, for example, individually or in groups

- research in-depth one of the theories of socialization presented in this outcome (Cooley, Mead, Freud, or Erikson) and present their findings to the class or their teacher

Presentations can take the form of a formal submission or an in-class overview using presentation software. Students should identify and explain key concepts as well as the models/stages presented in each theory to explain the development of self. Where appropriate, students can develop a diagram using concept software, illustrating the relationship between the parts of the theory. In addition, students can identify the connections between the formation of self-image and personality and social interaction. Students can also evaluate the relevance of the ideas and explanations to their individual life experiences. Another option involves having students relate the theory being studied to one or more of the cases of social isolation discussed earlier in this unit.

- research one of several common personality disorders

Possible choices include (but are not limited to) schizophrenia, bipolar disorder, dissociative identity disorder (multiple personality), or neurotic disorders (obsessive-compulsive disorder, anxiety or phobias, for example). Students can analyze the root cause(s) of each disorder, identifying the role of nature (genetics) and nurture (social relationships and life experience) in the development of each disorder. Students can also explore the relationship between socialization and the development of personality disorders, as well as the impact of daily life experience (for example, high levels of stress) on the occurrence of the disorder’s symptoms (schizophrenia). Students can present the results of their research directly to their instructor or to the entire class as a presentation

Suggestions for Learning and Teaching

The teacher may have students

- identify key concepts used by sociologists in their examination of self-image and personality

Students can explore the relationship between these concepts and the process of socialization. That is, to what extent is the development of self-image dependent on social interaction? Some key concepts presented in this unit are self-concept, self-identity, social constructionism, and social self. Students can reflect and respond to such questions as: What basic assumptions do sociologists make about the development of self-image? How do these assumptions distinguish sociologists from psychologists? What role does social interaction play in the development of self-image? A re-examination of cases of human isolation may help illustrate the harmful effects and limitations on the development of self-image as a result of limited human contact. A solid understanding of these concepts will assist students in understanding the theories of socialization discussed in detail later in this outcome.

- outline the basic assumptions of the symbolic interactionist and psychoanalytic explanation of the development of self-image and personality

Teachers can ask students to identify the basic assumptions upon which the two approaches are based and to compare/contrast these beliefs. How does each approach to the study of human development appear from very different viewpoints? Do these approaches contradict or complement one another? Students can use the following or a similar model to assist in their analysis.

Self-Image and Personality Assumptions

Approach	Basic Assumptions	Similarities	Differences
Symbolic Interactionist			
Psychoanalysis			

- develop a model outlining the key stages in the process of the development of self as explained by symbolic interactionists (Cooley and Mead)

Students can respond to the following questions as part of their analysis: What are the key concepts and stages in the formation of self-image outlined by Cooley and Mead? Why are both Cooley and Mead considered to be “symbolic interactionists” in their approach? Students can develop a diagram or model outlining the key concepts, ideas, and/or stages of each theory of socialization. Students can identify the contribution of biology and society to the formation of self as suggested by each theory. Students can also relate each theory to their own personal experience or observations. Which theory is more relevant to their life experience? The following or a similar model can be used in the analysis of each theory.

Theory Analysis

Basic Concept(s)	Stages of Process	Examples from Life Experiences
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Students can also explore other symbolic interactionist approaches outlined in *Sociology in Our Times*. In each case, students can identify the main ideas and explain how they reflect the symbolic interactionist approach to the development of self-image and personality.

- identify the social influences on the formation of identity and personality as outlined in the social psychological theories of Freud and Erikson

While conventionally regarded as psychologists, both Freud and Erikson describe key social influences in the development of self. Freud’s concept of “superego” and Erikson’s concept of “psychosocial stages” each incorporate important social influences into the development of self-image and personality. Students can identify the basic assumption of Freud’s psychoanalytic approach and explain how it differs from the sociological perspective. How does Freud’s theory reflect the society in which he lived? What are the key components of self according to Freud? How do these components interact with one another? How does Freud’s theory reflect the influence of both biology and society on our development? Students can use the following or a similar model in the analysis of Freud’s theory of psychoanalysis.

Freud’s Theory

Basic Assumptions	Parts of Self	Relationship between Parts
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A similar approach can be used to analyze Erikson’s *Eight Ages of Man*. Students can identify the basic assumptions of Erikson’s theory and compare it with Freud’s analysis. How are Erikson’s ideas similar to Freud? What are the key differences? What role does social interaction play in the development of self, according to Erikson? The following or a similar model can be used to assist students in their analysis.

Erikson’s Theory

Basic Assumptions	Stages of Development	Description of Each Stage
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Students can also compare and contrast the ideas and theories presented by Freud and Erikson with the symbolic interactionist approach. Are there similarities between the theories of Cooley, Mead, Freud, and Erikson? What are the key differences? Are elements of one theory evident in the others?

Notes

Print Resources

- *Sociology in Our Times*, Chapter 4.
- “The Doctor is Totally In.” *Maclean’s*, May 8, 2006. Modern science and Freud’s psychoanalysis.

Video Resources

- *Great Books: Freud’s Interpretation of Dreams*. On-line video available at Discovery Education Streaming.

Websites

- *People and Discoveries—Sigmund Freud*. PBS. A brief biography of Freud’s life and ideas.

3.3 Students will be expected to investigate the relationship between socialization and the process of human learning.

- Examine various theories of human learning (e.g., Piaget’s Cognitive Development Theory, Erikson’s Psychological Development, Kohlberg’s Moral Development Theory, and Gilligan’s Theory on Gender and Moral Development).
- Evaluate various theories of human learning (e.g., Piaget’s Cognitive Development Theory, Erikson’s Psychological Development, Kohlberg’s Moral Development Theory, and Gilligan’s Theory on Gender and Moral Development).
- Formulate a hypothesis as to which theory(ies) of human learning best characterize their learning.
- Assess how human learning and socialization influence each other.

Suggestions for Assessment

Students may, for example, individually or in groups

- research in-depth one of the theories of socialization discussed in this outcome (Piaget, Kohlberg, or Gilligan) and present their findings to the class or their teacher

Working in small groups, students can identify the basic idea(s), key concepts, and stages of development outlined in each theory, develop an appropriate visual model to display the theory’s main ideas, and present their findings to the class using presentation software. Teachers may also choose to have students submit their findings in the form of a research project.

Assess the differences in moral thinking in men and women as described by Gilligan. Students may investigate a specific moral issue from the masculine and feminine perspectives identified by Gilligan. Possible areas of investigation may include capital punishment, abortion, surrogate motherhood, genetic engineering, or other similar issues that may illustrate differences in moral reasoning on the part of men and women.

Suggestions for Learning and Teaching

The teacher may have students

- identify the main characteristics of the cognitive approach to human development

Teachers can lead the class in a preliminary discussion of the main assumptions of cognitive theorists like Piaget. Students can reflect on and respond to the following questions: How does this approach differ from the approaches previously discussed in this unit (i.e., symbolic interactionist, psychoanalytic)? How is it connected to the examination of the influence of biology and environment on human development? How does it provide us with insight into another vital area of human development? Discussion of these questions will provide students with a basis for an in-depth examination of the theories discussed in this outcome.

- outline the main ideas of Jean Piaget’s theory of cognitive development

Students can describe the key stages identified by Piaget in describing the development of cognitive skills in childhood. Students may use the following or a similar model to identify the stages and describe the characteristics of each:

Piaget’s Key Stages of Cognitive Development

Stage	Age	Characteristics
Sensorimotor		
Preoperational		
Concrete Operational		
Formal Operational		

Several of Piaget’s key concepts (e.g., object permanence, egocentrism) should be included in this analysis. Students can also summarize Piaget’s research into children’s moral development as part of their analysis. This aspect of Piaget’s theory provides a basis for examining the work of Kohlberg and Gilligan later in this outcome.

- outline the key stages of moral development identified by Lawrence Kohlberg

Teachers can begin by introducing students to the “Heinz dilemma,” the story used by Kohlberg as part of his research. Students can create a model or use a table similar to the one below to identify and describe the three stages of moral development outlined in Kohlberg’s theory

Kohlberg’s Theory

Stages of Moral Development	Age	Characteristics
Preconventional		
Conventional		
Postconventional		

- analyze Carol Gilligan’s critique of Kohlberg’s theory of moral development

Teachers can have students identify Gilligan’s criticisms of Kohlberg’s initial research. What different perspective did Gilligan bring to research into moral development? Students can then describe the key differences in moral reasoning between men and women as well as the three stages of moral development in women outlined in Gilligan’s research. A discussion of sample moral issues in class may provide students with examples that illustrate the differences in moral reasoning between male and female students. Students can use the following or a similar chart to organize their analysis of Gilligan’s ideas

Gilligan’s Analysis of Moral Development

Criticisms of Kohlberg’s Research	Gender Differences in Moral Reasoning	Moral Reasoning Stage 1	Moral Reasoning Stage 2	Moral Reasoning Stage 3

Notes

Print Resources

- *Sociology in Our Times*, Chapter 4.
- “Whose Life Would You Save?” *Discover*, April 2004. An exploration of moral development.

Video Resources

- *Davidson Video—Classification*. On-line video reviewing Piaget’s concept of classification. Available at YouTube.
- *Piagetian Conservation Tasks*. On-line video reviewing Piaget’s concept of conservation. Available at YouTube.

Websites

- Chapter Seven: Kohlberg’s Stages of Moral Development. Pacific Lutheran Theological Seminary. A summary of Piaget’s preliminary research and Kohlberg’s theory of moral development.
- Heinz Dilemma. Wikipedia. Kohlberg’s famous moral dilemma.
- Search the Web for Jean Piaget’s theory of cognitive development.

3.4 Students will be expected to investigate a social issue that serves as a good example of socialization and related concepts.

- Examine the relationship between the process of socialization and the issue.
- Assess the relationship between personality development and the issue.
- Analyze the relationship between human learning and the issue.
- Formulate and support a hypothesis related to the issue.

Suggestions for Assessment

Students may, for example, individually or in groups

- research the process of gender role socialization in our society

Students can explore the contribution of each agent of socialization (family, school, peers and mass media) to this process. Teachers may assign groups of students to explore each agent of socialization, assessing its influence on an individual's self image and social development. How does each agent shape our image of ourselves as masculine or feminine? What qualities and characteristics are associated with each gender? What hidden messages do males and females receive about the personality traits they are expected to exhibit and/or the social roles they are expected to play? Students can assess the way(s) that each agent of socialization contributes positively and/or negatively to our overall personal and social development.

- investigate the relationship between cultural/social influences and the development of body image

A related topic particularly relevant to females is the examination of eating disorders (anorexia and bulimia). Body image, like other aspects of our self-image, is strongly influenced by the society in which we live as well as our relationships with others. Teachers can have students investigate cultural definitions of beauty and physical attraction, with particular focus on the impact of mass media. Sociologists have also explored the connection between cultural definitions of beauty and eating disorders among adolescent and young adult females. This topic lends itself to an examination of the biological, psychological and social factors that shape human behaviour.

- research the concept of resocialization as it applies to the experience of military training

Military "boot camp" is an excellent example of the process by which an individual is resocialized into an entirely different social role than the one for which he/she has been prepared by society. In fact, many of the important lessons of socialization (such as respect for all forms of human life) must be "unlearned" in order to prepare the recruit for the task of combat against enemy armies. This process provides an excellent example of the way in which human thinking and behaviour can be "reshaped" to produce completely different patterns of thinking and acting.

- research the concept of resocialization as it applies to the experience of individuals who join religious cults

Like the armed forces, small religious groups have used resocialization techniques to reshape the thinking and behaviour of new recruits. Isolation from outside influence, inducement of feelings of guilt, intellectual attacks on the individual's traditional belief system, the provision of emotional support, and indoctrination of new belief systems are part of the process of "stripping away" elements of a person's "former self" and replacing them with a new set of beliefs and behaviours. Students can explore specific examples in which the thinking and behaviour of individuals have been reshaped by such experiences (e.g., Jonestown).

- investigate the experiences of the elderly as an example of resocialization

The process of aging and advances in health care have combined to create a large category of people who no longer work on a daily basis. "Retirement" requires an individual to be "resocialized" into new social roles that pose new challenges as well as opportunities in a culture that often defines one's personal and social worth on the basis of one's occupation. Students can use readings, interviews and other research methods to explore the experiences of elderly and retired individuals in their communities. A chapter in *Sociology in Our Times* focusses specifically on the topic of aging and provides excellent background for an in-depth examination of this topic.

- What are the common experiences of retired and elderly individuals?
- What impact does retirement have on self-image and social identity?
- Are there differences based on gender?
- What challenges does the growing number of elderly citizens pose for Canadian society?
- How can we best respond to these challenges as a society?

- explore the issues surrounding gender and sexual identity raised by hermaphrodites and transsexuals

Students can explore this topic as part of the broader process of socialization. Society's "traditional" gender roles are being challenged by individuals whose gender identity does not fit the traditional social categories. This area of study is an excellent example of the influence of biology and society on human development.

- What other kinds of "sexual identity" do individuals express?
- How do these identities develop?
- What is the relationship between biology and the formation of gender identity? How do social influences (interpersonal relationships, media, social attitudes, etc.) influence the development of sexual identity?
- Are "non-traditional" sexual identities a product of nature, nurture, or a combination of both influences?
- How does society's pressure to conform to a predefined gender role create problems for individuals who do not fit or feel comfortable with these defined roles?
- What are the pros and cons of surgery for individuals born with ambiguous anatomy?
- Do our culture's traditional gender definitions of "masculine" or "feminine" require redefinition in order to accommodate all of society's members?

Students can explore these questions individually or in small groups as part of a research project and present their findings to the class or their teacher.

Suggestions for Learning and Teaching

The teacher may have students

- define and apply concepts associated with socialization to the life experiences of individuals at various stages of the life cycle

Students can, for example, examine the concepts of anticipatory socialization, workplace socialization, and social devaluation as discussed in *Sociology in Our Times* and apply them to their own lives as well as the experiences of others at later stages in the life cycle.

- compare and contrast the socialization experiences of individuals at various stages in the life cycle—infancy and childhood, adolescence, and adulthood

Students can identify the key socialization experiences common to each stage and describe the role of socialization in an individual's development.

- define and apply concepts relevant to the analysis of sex and gender in Canadian society

Teachers can have students explain the difference between sex and gender, as well as define key concepts as outlined in *Sociology in Our Times*. These concepts provide students with the background knowledge necessary for an in-depth examination of gender roles in Canadian society as a case study in socialization. Several readings in the Notes section provide students with content to which they can apply these concepts, (e.g., the current debate over society's definitions of gender, particularly as they apply to human sexuality). Teachers can have students review the content of these readings, identify concepts that apply, and discuss the issues raised by the readings in small groups or as a class. Alternatively, teachers can assign a specific reading to different groups of students and have each group share its analysis with the class through a presentation or jigsaw activity.

Notes

Print Resources

- *Sociology in Our Times*, Chapters 4, 11, and 12.
- "Why Be Just One Sex?" *Maclean's*, September 12, 2005. Gender identity and transgendered.
- "When He Becomes She." *Maclean's*, July 20, 1998. Gender identity.
- "What's a Girl to Do?" *Maclean's*, September 3, 2001. Twenty-first century definitions of feminism.
- "Gender Paradoxes." *Maclean's*, May 26, 2003. Gender identity.
- "Boy vs. Girl." *Maclean's*, May 26, 2003. The meaning of gender.

- “I Declare a Chore War.” *Maclean’s*, May 29, 2006. The battle over housework between men and women.
- “How to Fix Boys.” *Maclean’s*, January 21, 2008. A discussion of the differences between boys’ and girls’ responses to our present school system.
- “Bonding and Brutality.” *Maclean’s*, January 30, 1995. Military hazing rituals.
- “No Greater Love.” *Maclean’s*, October 31, 2005. Military hazing rituals.

Video Resources

- “Anybody’s Son Will Do.” *War*. Available from LRTS. Dyer, Gwynne (2004).
- *Shredded* (NFB). Twenty-two-minute DVD available from Learning Resources and Technology Services (LRTS) examines images of males presented in the media and the risks that some adolescents take in an effort to achieve the “ideal” physique.
- *In Other Words* (National Film Board). Twenty-seven-minute DVD available from LRTS explores the use of language specifically in reference to sexual orientation (gay, lesbian, and transgendered), illustrating social attitudes toward gender.
- *Images of Women* (National Film Board). Fifty-four-minute VHS videocassette available from LRTS examines the images of women presented in the media and their impact on attitudes and behaviour.
- *Still Killing Us Softly: Advertising’s Image of Women* (Kinetic Films). Thirty-one-minute VHS videocassette available from LRTS examines the images of women in advertising. It provides a basis for the discussion of gender roles and gender socialization.
- *Dying to Be Thin*. PBS documentary on eating disorders.
- *How Resocialization Works*. On-line video providing an overview of military resocialization. Real Player required.
- *Gay Marriage: A Contested Institution*. On-line video discussing the changing definitions of marriage as it applies to “same sex” marriage. Real Player required.

Websites

- Bem androgyny test. Los Angeles Valley College. A self-administered test that identifies “masculine” and “feminine” personality traits.

Unit 4—Social Organization: Living Together as Humans

Unit Overview

The concepts and theories presented in the previous unit focussed primarily on a process that is central to sociology—the transmission of culture to society’s members. While culture and socialization are central themes in sociology, they represent only one aspect of its study. Sociologists also focus on the structure, organization and operation of human societies, with particular emphasis on how interaction within these structures shapes human behaviour.

Our examination of social organization begins with its smallest unit—the group. Sociologists have developed several concepts and frameworks that provide a deeper understanding of the role that groups play in meeting basic social and physical needs as well as shaping human behaviour. Cooley’s distinction between primary and secondary groups provides a basis for analyzing their role in the lives of individuals. Other sociologists have examined the influence of groups on the behaviour of individual members. All of these studies provide us with a deeper understanding of the significant role of groups in our daily lives.

The social group also provides the basic unit upon which modern society is built. Sociologists apply two key ideas—status and role—to the behaviour of humans in groups. In turn, these concepts form the basis of social organization. Sociologists use the term **stratification** to describe the structures of modern societies. Stratification systems, like human cultures, come in a variety of forms that have evolved over time. This unit examines the two primary types of stratification systems, caste and class, providing students with several examples for analysis.

Sociologists are particularly interested in the primary effect of stratification systems on society—the emergence of inequalities that can create prejudice and discrimination in human societies. It is important that students develop an understanding of the relationship between these contemporary social problems and the stratification systems by which modern societies are organized.

Finally, social institutions also make a significant contribution to social organization. All human societies have developed specific institutions that perform important social tasks. The three most important institutions—family, religion, and education—provide examples that illustrate the key role that institutions play in the organization and operation of modern societies as well as the daily lives of their members.

Unit Outcomes

Students will be expected to

4.1 describe the role of groups in the organization of human societies

- Identify different types of groups.
- Describe ways in which groups shape human behaviour.
- Investigate the role of groups in the evolution of human societies.

4.2 examine the role of social stratification in the organization of human societies, in relation to gender, race, and socio-economic status

- Define social stratification and its related concepts (i.e., status and role).
- Apply appropriate theories to the concept of social stratification.
- Formulate a hypothesis regarding positive and negative implications of social stratification in a society.
- Investigate examples of the relationship between stratification, power, and inequality.

4.3 examine the role of social institutions in the organization of human societies

- Describe the characteristics of a social institution.
- Apply appropriate theories to the concept of social institutions.
- Analyze examples of social institutions, including the family.
- Evaluate the contribution of social institutions to social organization.

4.4 investigate a social issue that serves as a good example of social organization and related concepts

- **Assess the influence of groups on the issue.**
- **Examine aspects of social stratification relevant to the issue.**
- **Investigate the role(s) of relevant social institutions to the issue.**
- **Formulate and support a hypothesis related to the issue.**

Unit Processes and Skills Emphases

Communication

- Read sociological text critically, identifying key concepts and ideas related to social organization.
- Discuss concepts, ideas, and theories related to social organization with classmates in small group and/or class settings.

Inquiry

- Analyze readings for key concepts, ideas, and perspectives related to social organization.
- Apply relevant concepts and theories to students' personal life experience.
- Analyze in-depth one aspect of social organization.
- Draw conclusions about the impact of social organization on students' development based on research and supported by evidence.

Participation

- Engage in a variety of learning experiences that include both independent study and collaboration.
- Function in a variety of groupings, using collaborative and co-operative skills and strategies.

4.1 Students will be expected to describe the role of groups in the organization of human societies.

- Identify different types of groups.
- Describe ways in which groups shape human behaviour.
- Investigate the role of groups in the evolution of human societies.

Suggestions for Assessment

Students may, for example, individually or in groups

- investigate the influence of social groups in shaping human behaviour

One recent example involves the use of hazing rituals by the military and athletic teams as a means of building bonds between group members. Students can identify the “pros” and “cons” of such practices in terms of group control and operation as well as the welfare of individuals. This case study provides practical examples of groups pressuring individuals to conform to group expectations, as well as illustrating the “cost” of conformity. Students can present their findings to their teacher in the form of a conventional research assignment, engage in small- or whole-group discussion and analysis of these cases, or research the topic and present their findings to the class.

- analyze examples of sociological research on social groups

For example, Elliott Liebow’s classic work *Tally’s Corner* is a famous study of African American men in 1960s America. Liebow used participant observation techniques to analyze the social interactions of a small group of men who interacted on a daily basis. American sociologist William F. Whyte conducted another similar study in the sociological classic *Street Corner Society*. Whyte examined the behaviour of young men in the Italian immigrant community of Boston during the 1930s. Both studies explore human interaction on a small scale. They provide excellent examples of the influence of small social groups on behaviour, the techniques used by sociologists to study small-group interaction, and symbolic interactionist approaches to the study of social groups. Students can read a summary provided by their teacher or research either case study, and then describe the role of social groups in individuals’ lives, identify examples of group influence on individual behaviour, and assess the overall importance of social groups as presented in each case study.

- research religious cults as a case study on the influence of groups on human behaviour

Students may research one of several past examples of religious cults using a variety of techniques to control the behaviour of their members (e.g., Jim Jones and the People’s Temple; Heaven’s Gate; David Koresh and the Branch Davidians). Students can analyze the ways in which members are recruited into a cult, the methods by which members are indoctrinated, as well as the ways in which a cult exerts control over members’ behaviour. Students may examine the

following related issues as part of their study: Are certain individuals more “vulnerable” to recruitment? Are there specific circumstances that lead individuals to join cults? What social factors influence the popularity of religious cults at various times in recent history? These case studies also provide important insights into the influence of religion on behaviour. Students can present their findings to their teacher in the form of a traditional research paper or to the class in the form of a presentation.

- investigate the concept of Groupthink developed by Irving Janis and explain how this concept applies to the process by which groups make decisions

Janis’s model originated from his analysis of the decision-making process surrounding the Bay of Pigs invasion of Cuba (1961) and the Cuban Missile Crisis (1962). Students can research its application to recent examples—the Challenger space shuttle disaster is one choice as outlined in *Sociology in Our Times*. Students can also apply the concept of Groupthink to the way in which groups make decisions within other bureaucratic structures—the modern corporate world or even a school’s Student Council can provide areas for investigation. Students can analyze the operation of a specific group, identify and describe ways in which its decisions reflect the concept of Groupthink, and present their findings to the class or their teacher.

- research the role of social groups in the establishment and operation of the earliest forms of human society—hunter-gatherer societies

Students can revisit a tribal society studied in the Culture unit or be provided with a list of choices for this activity. The !Kung San of the Kalahari (Botswana) provide one possible choice. Students can examine the structure and operation of hunter-gatherer societies, identifying the role played by groups in meeting human needs at the earliest stages of human social development. Students can present their findings individually to their teacher as an assignment or to the entire class in the form of a presentation.

Suggestions for Learning and Teaching

The teacher may have students

- identify examples of groups, aggregates, and categories within their school, larger community, and Canadian society

The distinction between the everyday and sociological meaning of the word **group** is basic to the study of this unit. Ask students to define each of the above concepts. As a class, in small groups, or individually, students can list examples of each in their daily lives or Canadian society in general. This list can provide the basis for a later examination of the role and influence of groups in students’ daily lives. Students can use the following or a similar table to organize their responses.

Examples of Groups

Groups	Aggregates	Categories

- apply Cooley’s distinction between primary or secondary groups to the groups listed in the previous activity

Teachers can ask students to define Cooley’s concepts of primary and secondary group. Have students list the characteristics of each and select examples of primary and secondary groups from the list generated in the previous activity. Students can use the following or a similar table to organize their response.

Group Characteristics

Type of Group	Characteristics	Examples
Primary		
Secondary		

- explain how the concepts of in-group, out-group and reference group apply to Canadian society and/or students’ daily lives

Teachers can ask students to define each concept and identify examples of in-groups, out-groups and reference groups in Canadian society as part of a class or small-group discussion. As in-groups are usually relative to each person’s situation, students can identify examples from their personal perspective (i.e., peer groups). Examples of out-groups on a broader level may include ex-convicts, homeless, or recent immigrants to Canada. Students can apply the concepts of in-group and out-group to peer relationships within their school or community. Students can also apply the concept of reference groups to their personal experiences. Mass media provides an abundance of examples of reference groups with which adolescents identify (e.g., musical genres, media personalities, sports teams). Many examples can be found in their musical tastes, clothing styles, entertainment, or recreational activities. Students use the following or a similar table to organize their response.

Defining Groups

Concept	Definition	Examples
In-Group		
Out-Group		
Reference Group		

- analyze the first stage of Lenski’s evolutionary approach to social stratification and identify the important relationship between social groups and the early roots of human society

While Lenski’s evolutionary model (discussed in detail later in this unit) provides a broad explanation of social organization, teachers can introduce it at this point in the unit as a way for students to make a connection between small social groups and the gradual development of modern society. Teachers can ask students to identify the main characteristics of hunter-gatherer societies as outlined by Lenski and to explain how these societies provide an example of social organization on a small-group level. Students can identify the important functions performed by the group at this early stage of social organization. Students can also compare and contrast the role of groups in their lives with their role in hunter-gatherer societies in order to emphasize that, while groups do perform similar functions for us today, many of our basic needs are no longer met immediately by the small social groups to which we belong.

- identify the factors that affect a group’s influence over the behaviour of individual members as outlined in *Sociology in Our Times*

Teachers can ask students to identify variables that affect a group’s power to shape its members’ behaviour. The Asch, Milgram and Pryor experiments and Irving Janis’s concept of Groupthink all provide examples of social groups affecting behaviour. Students can also analyze Zimbardo’s famous “prison experiment” as an example of conformity to social roles. Teachers can ask students to analyze each experiment/example, identifying the factors that determine the group’s ability to exercise control over the behaviour of their individual members (e.g., group size, factors increasing or decreasing the pressure to conform as identified in the Asch, Milgram and Pryor experiments outlined in *Sociology in Our Times* on pages 169–174).*

***Note:** Conformity is a key concept that is also explored in the last unit of the course in conjunction with the concept of deviance. Teachers can examine conformity in both units, focussing on conformity in small groups in this unit while examining larger social pressures to conform (i.e., obeying social norms) in the final unit of the course.

Notes

Print Resources

- *Sociology in Our Times*, Chapters 5 and 6.
- “Bonding and Brutality.” *Maclean’s*, January 30, 1995. Hazing rituals and group bonding.
- “No Greater Love.” *Maclean’s*, October 31, 2005. Hazing rituals and group bonding.
- “How R tngz, dude?” *Maclean’s*, December 26, 2005. Text messaging as “group bonding” among adolescents. Available at EBSCO.
- Philip Zimbardo. “Pathology of Imprisonment.” Available in R. J. Brim. *Society in Question*. Zimbardo’s “mock prison” experiment illustrates the dramatic influence of social roles over human behaviour.

Video Resources

- *It’s a Girl’s World: A Documentary about Social Bullying* (National Film Board). Seventy-six-minute VHS available from Learning Resources and Technology Services (LRTS) examines the issue of social bullying among girls as well as the topic of adolescent peer relationships. It provides an example of interaction within a social group for analysis.
- *Groupthink at Work: The Challenger Disaster*. IntroSoc On-line Video Theater. Five-minute video on the “Challenger” disaster. Real Player required.

Websites

- What is Groupthink? Psychologists for Social Responsibility. Web page and Powerpoint presentation on Groupthink.
- “The Stanford Prison Experiment.” On-line slide show of Zimbardo’s famous experiment.

4.2 Students will be expected to examine the role of social stratification in the organization of human societies, in relation to gender, race, and socio-economic status.

- Define social stratification and its related concepts (i.e., status and role).
- Apply appropriate theories to the concept of social stratification.
- Formulate a hypothesis regarding positive and negative implications of social stratification in a society.
- Investigate examples of the relationship between stratification, power, and inequality.

Suggestions for Assessment

Students may, for example, individually or in groups

- analyze specific social groups to which students belong and apply the concepts of status and role to each

Students can describe how individuals within any social group “play” different roles. They can also analyze how these roles differ in importance or influence (i.e., status) within the group. Students can analyze a specific social group (i.e., their peers), social groups within their school or community (i.e., racial, religious or ethnic groups, family), or groups within Canadian society in general (the various examples of subcultures examined in the Culture unit can be revisited as part of this outcome). Students can apply the concepts discussed in *Sociology in Our Times* to the social group(s) they choose to analyze and present their findings to their teacher as an assignment or to the class as a presentation.

- analyze a specific example of a caste system, past or present

Students can research India’s caste system, South Africa’s Apartheid system, or the segregation system of the Southern United States before the civil rights movement as examples of the caste systems of stratification. Students can describe the structure and operation of each system, apply the concepts related to status and role, and describe how the system under study displays the characteristics of caste as discussed in *Sociology in Our Times*. Students can also explain how both the functionalist and conflict perspectives on social stratification can be applied to the caste system. How does stratification help a society meet its members’ basic needs, establish social order and stability, or perform vital social tasks? In other ways, how does a stratification system create and perpetuate social inequalities that lead to prejudice, discrimination, and/or racism? Students can present their findings individually to their teacher or to the class in the form of a presentation.

- investigate social class structures in other societies

Britain, for example, provides an interesting example of a class system with similarities as well as significant differences in comparison to Canada. British society is unusual in that it underwent a

transition from a traditional structure based almost entirely on birth (i.e., royalty, nobility and “commoner”) to a system based on the production of wealth (lower, middle, and upper class) without a violent political or social revolution. Students can research British class society, comparing and contrasting it with Canada in terms of the number and size of social classes, similarities and differences in the composition and role of each social class in the operation of the society. Students can also explain how the functionalist and conflict models can be applied to the operation of British society.

- assess the overall relationship between a society’s stratification system and inequalities in power, influence, economic wealth, and lifestyle

As a class, in small groups or individually, students can examine specific cases of social inequality as it affects specific groups of people in Canadian society. Possible examples include Aboriginal Canadians, racial and ethnic minorities (Chinese labourers brought to Canada to construct the transcontinental railroad, or modern-day immigrants whose employment opportunities are frequently limited), women, children, and the homeless. Teachers can ask students to identify examples of social inequalities that affect (or have affected) the group being studied and to connect these experiences to the Canadian stratification system.

Suggestions for Learning and Teaching

The teacher may have students

- identify and define key concepts used by sociologists in analyzing the organization of human societies

Teachers can ask students to define the central concepts status and role, along with related concepts (for example, achieved and ascribed status, master status, and status symbols; role expectation, role conflict, role strain, and role exit). As a class or in small groups, students can identify specific examples of each concept in their daily lives, surrounding community, and/or Canadian society. Students can use the following or a similar table as an organizer.

Sociology Concepts

Term	Definition	Example(s)
Status		
Ascribed Status		
Achieved Status		
Master Status		
Status Symbol		
Role		
Role Expectation		
Role Conflict		
Role Strain		
Role Exit		

- identify and describe the kinds of stratification systems by which human societies are (or have been) organized

Teachers can begin by having students define the concept of stratification and can then introduce the two main types of stratification systems—caste and class. Students can compare and contrast the two systems, identifying the main characteristics of each and providing examples of societies based on each model. Students can use the following or a similar model to assist them in their analysis:

Stratification

Type of Stratification System	Characteristics	Examples
Caste		
Class		

- outline the theoretical explanations of social stratification presented in *Sociology in Our Times*

Sociologists apply both functionalist and conflict perspectives in their analysis of social stratification. Teachers can have students read the description of each analysis provided in *Sociology in Our Times*, identify the assumptions on which each analysis is based, and summarize the analysis presented by each perspective. Students can respond to the following questions as part of their analysis: How does each approach explain why societies are stratified? How do these explanations differ? Students can be asked to decide which approach they think provides a “better” explanation and to justify their choice. Students can use the following or a similar model to assist them in their analysis:

Explaining Stratification

Theoretical Approach	Basic Assumptions	Analysis of Stratification
Functionalist		
Conflict		

- identify and describe social inequalities created by stratification as outlined in *Sociology in Our Times* and/or assigned readings

Stratification systems by their very nature create inequality. Teachers can ask students to identify examples of inequalities in Canadian society and describe their effects. Specific attention should be given to areas of daily life as outlined in *Sociology in Our Times* —physical and mental health, nutrition, education, and economic resources (wealth/poverty). With the teacher’s guidance,

students can make connections between these inequalities and social stratification. Poverty provides a specific area for student investigation as part of this outcome.

Notes

Print Resources

- *Sociology in Our Times*, Chapters 5 and 8.
- Philip Zimbardo. "Pathology of Imprisonment." Available in R. J. Brim. *Society in Question*. Zimbardo's "mock prison" experiment can be analyzed from the perspective of status and role.
- "The Riots Are Just a Symptom." *Maclean's*, November 21, 2005. Connections between social class, racial/ethnic background, and economic opportunity in French society.
- "Down and Out." *Maclean's*, March 23, 1998. Six case studies of homelessness in Canada.
- "Child Poverty." *Maclean's*, September 17, 2001.

Video Resources

- *Aruba* (NFB). Eleven-minute VHS or DVD available from Learning Resources and Technology Services (LRTS) examines the struggles of inner-city youth in dealing with poverty, drug abuse, domestic violence, marginalization, and stereotyping.
- *El Contrato* (National Film Board). Fifty-one-minute DVD available from LRTS examines the lives of migrant Mexican workers who come to Canada each year to work as farm labourers in Ontario. The theme of exploitation makes it suitable for use in relation to the topics of social stratification, social class, and inequality.
- *No Turning Back: The Royal Commission on Aboriginal Peoples* (National Film Board). Forty-eight-minute VHS videocassette available from LRTS examines the Royal Commission appointed to investigate the state of Canada's native peoples in the 1990s and provides an example of inequality within Canadian society.
- *Urban Elder* (National Film Board). Twenty-seven-minute VHS videocassette available from LRTS explores the challenges faced by native people in making the transition to life in Canada's cities.
- *Domino* (National Film Board). Forty-four-minute VHS videocassette available from LRTS examines the definition of race and its impact on racial minorities.
- *War between the Classes* (Magic Lantern Communications). Thirty-two-minute VHS videocassette available from LRTS explores the impact of racism and inequality on individuals involved in an experiment.
- *Mark Kelley Spends a Week in Another Life*. CBC News in Depth, The National: Seven. A documentary on homelessness on the streets of Montreal, available on-line.

4.3 Students will be expected to examine the role of social institutions in the organization of human societies.

- Describe the characteristics of a social institution.
- Apply appropriate theories to the concept of social institutions.
- Analyze examples of social institutions, including the family.
- Evaluate the contribution of social institutions to social organization.

Suggestions for Assessment

Students may, for example, individually or in groups

- research a social institution of their choice or as assigned by their teacher

This activity focusses on assessing the role and impact of the social institution on our daily lives. Students can describe its role in Canadian society, assess its impact on the lives of Canadians, and apply functionalist and conflict perspectives as outlined in *Sociology in Our Times*. Students can respond to the following questions as part of their study:

- What important needs are met by this social institution?
- What are its manifest and latent functions?
- Have recent changes occurred to its structure and/or operation?
- How have these changes affected the institution?
- How have Canadians responded to these changes?
- What are the institution’s future prospects?
- Does the institution create or perpetuate inequalities in Canadian society? If so, how?
- Can these inequalities be eliminated or reduced?

The family, education and religion provide the best choices for this activity as each is discussed in detail in a separate chapter of *Sociology in Our Times*.

Suggestions for Learning and Teaching

The teacher may have students

- define the concept of social institution and distinguish it from the sociological concept of group

While some social institutions take the form of social groups (i.e., family), it is important for students to understand the distinction between the two concepts in order to assess the role and impact of social institutions on modern society. Teachers can ask students to define the concept and participate in a class or small-group activity in which they identify and describe the purpose of the main social institutions found in Canadian society. Students should be able to identify at least five traditional institutions (family, religion, education, government, economy) in addition to others more recently identified by sociologists (health care and mass media, for example).

- identify and describe the main functions performed by social institutions in human society as outlined in *Sociology in Our Times*

The study of social institutions lends itself to the application of a functionalist model of analysis, as each institution can be directly connected to a specific social need. Teachers can ask students to apply the concept of manifest and latent functions discussed in the introductory unit of the course to each social institution identified in the previous activity. Manifest functions are more easily defined than latent ones. With the teacher’s guidance, students should be able to identify examples of each. *Sociology in Our Times* contains a detailed chapter on each of the five main social institutions. Students can use the introductory material at the beginning of each chapter as a reference in completing the following or a similar chart:

Social Institution			
Institution	Definition	Manifest Function	Latent Function
Family			
Religion			
Education			
Government			
Economy			

- summarize the conflict approach to the study of social institutions

Teachers can ask students to identify the key differences that distinguish conflict analysis from a functionalist approach to the study of social institutions. While a functionalist analysis is easier to apply to social institutions, conflict theorists have identified ways in which social institutions directly or indirectly contribute to the development and/or continuation of social inequalities. As social institutions are particularly resistant to change, they also provide a means by which inequalities can be maintained. Teachers can also ask students to identify ways in which social institutions may create and/or maintain inequalities in Canadian society. Students can apply the themes of social class, gender, racial, or ethnic background to the operation of social institutions in order to identify examples of inequalities related to each.

Notes

Print Resources

- *Sociology in Our Times*, Chapters 5, 15, 16, and 17.
- “Gay Man Seeks Perfect Woman.” *Maclean’s*, May 21, 2007. Surrogate motherhood and adoption.
- “What Makes a Marriage?” *Maclean’s*, March 29, 2004. Changing definition of marriage and family in Canada.
- “Returning to Religion.” *Maclean’s*, April 1, 2002. The influence of religion in Canadian society.

- “I Declare a Chore War.” *Maclean’s*, May 29, 2006. Changing definitions of roles within the modern family.

Video Resources

- *The Corporation: The Pathological Pursuit of Profit and Power*. (Big Picture Corp.). One hundred and forty-five-minute DVD available from Learning Resources and Technology Services (LRTS) examines the role of the corporation in today’s society.
- *Gay Marriage: A Contested Institution*. IntroSoc On-line Video Theater. Real Player required.

4.4 Students will be expected to investigate a social issue that serves as a good example of social organization and related concepts.

- **Assess the influence of groups on the issue.**
- **Examine aspects of social stratification relevant to the issue.**
- **Investigate the role(s) of relevant social institutions to the issue.**
- **Formulate and support a hypothesis related to the issue.**

Suggestions for Assessment

Students may, for example, individually or in groups

- research, in depth, a topic related to Canadian social organization and analyze the topic from the various perspectives presented in this unit

Possible choices include the study of poverty in Canada (child poverty in particular); homelessness; racial/ethnic prejudice and discrimination against visible minorities in Canada; and gender inequality in Canadian society. Teachers can ask students to respond to the following questions as part of their analysis:

- How does the topic illustrate the role of social groups in Canadian society?
 - How does the topic reflect the concepts of status and role as part of social organization?
 - How does the topic reflect inequalities created by social stratification?
 - How does the topic reflect the important role played by social institutions in meeting individuals' basic needs, establishing and promoting social order and stability, and/or in perpetuating social inequalities?
- analyze critically (critique) a modern social institution, particularly one that has undergone significant change in recent years

Possible topic choices include new “forms” of family (blended, single parent, same sex); the “same sex” marriage debate; privatization of education and/or health care; secular society and the decline of institutionalized religion; gender bias in schools; equal treatment of racial and ethnic minorities; immigration; the integration of students with disabilities into schools; the spiraling cost of post-secondary education. Students can define the issue associated with the topic under study, describe the social factors that have created the issue, and assess its impact on individuals and Canadian society in general. Students should be encouraged to employ a functionalist and/or conflict perspective in their analysis where applicable.

Suggestions for Learning and Teaching

The teacher may have students

- investigate an issue of their choice from a prepared list of topics addressing contemporary problems related to social organization

Some possible topics are outlined in previous outcomes (particularly 4.3) and can be used as a “summative” activity at the end of the unit. Other choices include poverty in Canada (specifically child poverty), racial/ethnic prejudice, discrimination and inequalities (e.g., recent immigrants, Aboriginal peoples, visible minorities), gender inequality and discrimination in Canadian society, changing definitions/roles of social institutions in Canadian society (e.g., family and marriage, decline of organized religion, privatization of education), social class inequalities (e.g., homelessness in Canadian society).

Notes

Print Resources

- *Sociology in Our Times*, Chapters 5, 6, 8, 15, 16, and 17.
- “Down and Out.” *Maclean’s*, March 23, 1998. Six case studies of homelessness.
- “Child Poverty.” *Maclean’s*, September 17, 2001.
- “I Declare a Chore War.” *Maclean’s*, May 29, 2006. Gender inequality.
- “Gay Man Seeks Perfect Woman.” *Maclean’s*, May 21, 2007. Surrogate motherhood and adoption.
- “What Makes a Marriage?” *Maclean’s*, March 29, 2004. Changing definitions of marriage and family in Canada.
- “Returning to religion.” *Maclean’s*, April 1, 2002. The influence of religion in Canadian society.

Unit 5—Social Control: Deviant and Conformist Behaviour

Unit Overview

This unit examines one of the greatest challenges facing modern societies—establishing and maintaining control over their members’ behaviour. To do so, modern societies employ a variety of processes and institutions that pressure individuals to conform to society’s expectations. In earlier units, students examined several topics related to this process: norms and sanctions, socialization, social groups, and social institutions. This unit explores what happens when these influences fail to produce conformity to society’s expectations.

While the first outcome re-examines the ways in which society attempts to achieve conformity, the unit’s main theme is perhaps the most fascinating concept in sociology—deviance. The degree to which individuals resist or reject established social norms, values and expectations is an indication of society’s success (or failure) in imposing its “collective will” on its individual members.

Sociologists use the concept of deviance to describe the behaviour of individuals who refuse to abide by society’s norms. But exactly what is deviance?

- How do modern societies define it?
- How do definitions of deviance change over time?
- What social factors contribute to its occurrence?
- What theories have sociologists developed to explain it?
- What are its effects on modern society?
- Are these effects always negative?

These questions form the basis of this unit’s content.

It is important for students to realize that not all forms of deviance are illegal. It is possible for individuals to violate social norms on a daily basis yet never be charged or convicted of a criminal offense. Nevertheless, crime is a form of deviance that deserves special attention. Sociologists adopt a unique approach to crime, focussing in particular on factors that contribute to its occurrence in an effort to reduce its harmful impact on society. Sociological analysis of street crimes and criminals is particularly relevant in achieving this goal.

Sociologists are also interested in assessing society’s response (past and present) to crime and criminals.

- How have formal structures such as the police and justice system responded to the problem of crime in the past?
- How effective have these responses been?
- What recent alternatives have been adopted in an effort to improve our response to crime?
- Do these new approaches hold more promise than the traditional responses?

These are questions that sociologists explore in an effort to improve our response to the challenges that deviance poses for modern society.

Note: The topic of conformity was first introduced in Unit 4 (Social Organization). Teachers may choose to examine this issue in detail in either or both units, depending on personal preferences and the approach that is most appropriate for their students. Some of the content related to conformity presented in relation to Outcome 4.1 (for example, the Asch, Milgram, Pryor experiments) can be included exclusively as part of this unit, or revisited from the perspective of this unit's theme of social control.

Unit Outcomes

Students will be expected to

5.1 analyze ways in which societies exercise social control to achieve conformity

- Apply appropriate theories to the concept of conformity.
- Distinguish between formal and informal methods of social control.
- Assess the effectiveness of various methods of social control.
- Investigate the evolution and effectiveness of the modern corrections system.

5.2 investigate deviance as a form of social behaviour

- Define the concept of deviance.
- Compare how diverse cultures define, and respond to, deviance.
- Apply appropriate theories to the concept of deviance.
- Evaluate the positive and negative implications of deviant behaviour in a society.

5.3 investigate the issue of crime as an example of deviant behaviour

- Distinguish between legal and sociological approaches to the study of crime.
- Outline the sociological framework for the classification of crime.
- Describe the social factors that contribute to the occurrence of crime.
- Apply the sociological analysis of crime to current examples of criminal behaviour in Canadian society.

5.4 investigate the issue of youth crime and violence as an example of both deviance and conformity

- **Assess the impact of social controls on youth crime and violence.**
- **Describe ways in which youth crime and violence provide examples of conformity and/or deviance.**
- **Evaluate the implications of youth crime and violence for society.**
- **Formulate and support a hypothesis related to youth crime and violence.**

Unit Processes and Skills Emphases

Communication

- Read sociological text critically, identifying key concepts and ideas related to conformity and deviance.
- Discuss concepts, ideas and theories related to conformity and deviance with classmates in small group and/or class settings.

Inquiry

- Analyze readings for key concepts, ideas, and perspectives related to conformity and deviance.
- Apply relevant concepts and theories to the study of conformity and deviance in Canadian society.
- Analyze in-depth one aspect of deviance.
- Draw conclusions about the impact of conformity and deviance on students' development.

Participation

- Engage in a variety of learning experiences that include both independent study and collaboration.
- Function in a variety of groupings, using collaborative and co-operative skills and strategies.

5.1 Students will be expected to analyze ways in which societies exercise social control to achieve conformity.

- Apply appropriate theories to the concept of conformity.
- Distinguish between formal and informal methods of social control.
- Assess the effectiveness of various methods of social control.
- Investigate the evolution and effectiveness of the modern corrections system.

Suggestions for Assessment

Students may, for example, individually or in groups:

- research the origins and development of the corrections (prison) system, tracing its roots from European society’s traditional emphasis on corporal and capital punishment to the emergence of the concept of rehabilitation in the late nineteenth century, a relatively new phenomenon

Students can trace the development of the Canadian corrections system, identifying ways in which developments in Britain and the United States have affected the Canadian response to crime and criminals. Students can present their findings to the teacher in the form of a time line highlighting key events and periods in the development of the modern corrections system, or share their time line with classmates in the form of a presentation to the class.

- investigate community-based components of the criminal justice system

Students can, for example, interview a member of the local police force and identify the various approaches used by the police to enforce formal norms, with particular emphasis on options other than punishment. Students can consider the following questions as part of this analysis:

- How do police encourage community members to abide by established norms? Are any particular groups or areas identified as requiring special programs or approaches?
- How effective are traditional methods of law enforcement in comparison to more recent approaches (i.e., restorative justice, community corrections)?

As an alternative approach, teachers can invite a member of the local police force (perhaps a “community liaison officer”) to make a presentation to the class, addressing the above questions and providing students with an opportunity to discuss questions and issues raised in their study of the role of police in the criminal justice system.

- investigate the experiences of inmates in the criminal justice system as examples of formal methods of social control

For example, students can research the life story and experience of Canadian Roger Caron, whose 1978 book *Go-Boy!* chronicles his life story as a criminal. Caron’s autobiography outlines his experiences as a child and his introduction to the world of crime. First incarcerated at the age

of sixteen, Caron spent time in Canada’s notorious Kingston Penitentiary and several other Canadian prisons. His life story provides students with a case study that can be analyzed in relation to the root causes of criminal behaviour as well as the effectiveness of the criminal justice system in “correcting” an individual’s behaviour.

Suggestions for Learning and Teaching

The teacher may have students

- identify the various ways in which they are pressured to conform to society’s expectations

Teachers can ask students to brainstorm examples of daily situations in which they are pressured to follow social norms. Students can list the individuals, groups, and institutions that participate in this process, classify their examples into formal and informal categories, and assess the effectiveness of each in shaping their behaviour. Students can respond to the following questions as they analyze their results:

- What distinguishes formal methods from informal ones?
- How do these approaches to shaping behaviour differ?
- Which approach is more effective?
- Are there specific situations in which one approach is more effective than the other?

Students can use the following or a similar chart to record and evaluate their examples.

Pressures to Conform

Situation	Method(s)	Formal or Informal	Effectiveness

- describe the relationship between social norms and conformity

The topic of social norms (discussed in detail in Unit 2) can be revisited here, particularly the important distinction between informal (folkways and mores) and formal (law) norms as well as informal and formal sanctions. Students can investigate and evaluate examples of pressure to conform to social norms using both informal and formal methods. The reading “Dating at West Point” (see Print Resources) presents a case study that illustrates these differences, providing students with the opportunity to examine and evaluate the use of formal and informal norms and sanctions in a real-life situation. Teachers can ask students to identify examples of formal and informal norms and sanctions in the reading’s content and compare the effectiveness of each in shaping behaviour—which approach appears to be more effective? Why? Are there examples of informal norms and sanctions in the reading that encourage “non-conformist” (i.e., deviant) behaviour? Students can use the following or a similar table in conducting their analysis:

Behavioural Analysis

Formal Norms	Formal Sanctions	Effectiveness
Informal Norms	Informal Sanctions	Effectiveness

- describe the relationship between social groups and conformity as explored in various sociological experiments

Students can re-examine the Asch, Milgram, and Pryor experiments discussed in Unit 4 as examples of social groups exerting “informal” methods of social control. In some instances (for example, the Pryor experiment), social groups may encourage deviant behaviour. Students can respond to the following questions:

- How do social groups use informal norms and sanctions to encourage conformity? Are these methods more effective than formal norms that may apply in each situation?
- The case studies of hazing (discussed in Unit 4) can also be examined as examples of group pressure to conform. What happens when group conformity conflicts with social definitions of deviance?
- How do social groups sometimes pressure individuals to choose between formal social norms and informal group norms?

Students can use the following or a similar table in conducting their analysis:

Conformity Analysis

Experiment/Example	Method(s) Used to Influence Behaviour	Outcome	Effectiveness
Asch			
Milgram			
Pryor			

- analyze formal methods of enforcing conformity used by the criminal justice system

Sociology in Our Times examines the criminal justice system’s traditional approach to enforcing formal norms as well as recent alternatives. Students can use this information to investigate the three major components of the criminal justice system—police, courts, and prisons—describing the function(s) performed by each. Teachers can ask students to evaluate the effectiveness of each component in achieving the goal of conformity. Students can also evaluate the justice system’s traditional reliance on punishment as a means of enforcing social norms.

- What purposes does punishment serve?
- Is punishment an effective means of achieving conformity to social norms?

- What other alternative approaches have been suggested?
- Are these methods more effective than our traditional reliance on punishment?

Students can use the following or a similar model to assess the functions, methods, and effectiveness of the criminal justice system’s various components in responding to crime:

Criminal Justice System

Component	Purpose	Method(s)	Effectiveness
Police			
Courts			
Prisons			
Community			

Notes

Print Resources

- *Sociology in Our Times*, Chapters 6 and 7.
- “Dating at West Point.” *Time*, November 19, 1979. Available online.
- “Bonding and Brutality.” *Maclean’s*, January 30, 1995. Hazing rituals and group bonding. Available online at EBSCO.
- “No Greater Love.” *Maclean’s*, October 31, 2005. Hazing rituals and group bonding. Available online at EBSCO.
- “Not a Country Club.” *Maclean’s*, April 9, 2001. A discussion of prison conditions and reform of the Canadian system. Available online at EBSCO.
- “Growing Old Inside.” *Maclean’s*, April 9, 2001. A discussion of conditions in Canadian prisons, with particular focus on an aging group of inmates. Available online at EBSCO.
- “Interview” with Sue Urahn. *Maclean’s*, March 19, 2007. A discussion of the conditions, effectiveness and need for reform in the American prison system. Available online at EBSCO.

Video Resources

- *Circles* (National Film Board). Fifty-eight-minute DVD available from Learning Resources and Technology Services (LRTS) examines alternative sentencing, particularly the use of “healing circles” in native communities as an alternative to traditional responses to criminal and deviant behaviour.

Websites

- To Serve and Protect. Statistics Canada. A brief overview of law enforcement in Canada, containing relevant tables and statistics. Available online.

- Corrections in Canada: An Interactive Timeline. Correctional Service of Canada. An outline of the origins and development of the Canadian corrections system (text description and images). Available online.
- *Go-Boy!* Paradox Pictures. A summary of the life of Canadian criminal Roger Caron based on the book by the same title. Available online.

5.2 Students will be expected to investigate deviance as a form of social behaviour.

- Define the concept of deviance.
- Compare how diverse cultures define, and respond to, deviance.
- Apply appropriate theories to the concept of deviance.
- Evaluate the positive and negative implications of deviant behaviour in a society.

Suggestions for Assessment

Students may, for example, individually or in groups

- research examples of society’s different responses to deviance and deviant individuals

Students can identify examples of behaviours that are considered deviant in one culture but widely accepted or tolerated in another. Possible areas for study involve the use of drugs (natural or artificial), alcohol consumption, attitudes toward physical appearance, sexual behaviour and sexual orientation. Such examples illustrate the challenges sociologists face in clearly defining deviance in any social context.

- apply the various theories of deviance to specific readings and examples of deviance in Canadian and other societies

Several famous cases lend themselves to such analysis – Rosenhan’s investigation of definitions of sanity and insanity in a mental institution and Chambliss’ classic study of the “Saints” and “Roughnecks” provide excellent examples of labelling theory. Contemporary readings on youth crime and prostitution provide examples of strain, opportunity, control, and differential association theories as outlined in *Sociology in Our Times* (see “A wolf in \$45 clothing” and “Working Both Sides of the Sexual Scale” in Print Resources). Students can work individually or in small groups, analyzing the content of these readings and identifying the theory(ies) of deviance that best apply to their content. Teachers can assign students a particular article to analyze and ask them to select the theory(ies) that best apply to its content. An alternative approach involves assigning students a theory, providing them with a copy of all readings, and having students identify the reading(s) to which their assigned theory applies. Students can also be asked to assess the strengths (and weaknesses) of each theory in terms of its effectiveness in explaining the occurrence of deviance. Groups can share the results of their analysis with the class in the form of a presentation.

Suggestions for Learning and Teaching

The teacher may have students

- define the sociological concept of deviance

Teachers can have students analyze the material presented in *Sociology in Our Times* to define deviance and identify its characteristics. To develop an understanding of the relevance of the concept of deviance in their lives, students can complete a “self-test” in which they explore aspects of their behaviour that may be defined as “deviant.” (An example of a self-administered test is listed in the Print Resources section). Teachers can expand upon this test or use it as the basis for developing their own set of questions. While details can remain confidential, students can discuss (in a small group or class setting) the process by which the concept of deviance can be applied to an individual’s behaviour. This exercise provides students with a valuable background for an in-depth exploration of the theories of deviance examined later in this outcome.

- analyze recent social issues as examples of the process by which communities and societies define deviance

It is important for students to understand the challenges posed by the task of defining deviance in a modern society, particularly one in which there is considerable freedom of thought and expression as well as cultural plurality. At any given time, a variety of behaviours are openly being debated and redefined. An online video on sexual harassment (see Video Resources) provides a useful case study of the process by which a society “redefines” a behaviour as deviant. Other recent examples include changing attitudes on sexual orientation, same-sex marriage, and smoking. An earlier discussion on physical punishment (spanking) in Chapter 4 of *Sociology in Our Times* provides another topic that can be used as an example. Students can examine each of these topics in small groups, identifying the arguments on both sides of the issue (in favour of and against defining the behaviour as deviant) and share the results of their analysis with their classmates.

- analyze the explanations of deviance developed by the various theoretical frameworks (functionalist, conflict, symbolic interactionist, feminist, and post-modern)

Sociology in Our Times outlines various theories developed by sociologists in an effort to explain the occurrence of deviance. Students can begin by identifying the basic assumptions on which each approach is based and then outline the main ideas and concepts associated with each theory. *Sociology in Our Times* provides one example to which each theory can be applied. Students can use the following or a similar table to organize their analysis of each theory.

Theory Analysis

Theory		Perspective	
Sociologist(s)	Basic Assumptions	Key Concepts and Explanation of Deviance	Example(s)

Teachers can divide the class into groups, each responsible for analyzing a theory or perspective. Students can then share their analysis with classmates in the form of a presentation. It is also important for students to consider the relevance of each theory in explaining deviance from their personal perspective. Which theory(ies) makes the most sense to them? Which offer(s) the most valuable insights into its causes and possible solutions?

- evaluate the positive and negative impact of deviance on Canadian society

As a class, teachers can have students brainstorm the positive and negative effects of deviance. While the negative influences are perhaps easiest to identify (i.e., threats to personal safety and property), there are several positive effects, as discussed on the website “Deviance and Social Control.” Students can use the website’s content as a basis for analyzing and critiquing the results of their brainstormed list of positive and negative effects.

Notes

Print Resources

- *Sociology in Our Times*, Chapter 7.
- “A Student Self-Report Questionnaire.” C. Bain et. al. *Canadian Society: A Changing Tapestry*. Don Mills: Oxford University Press, 1994, p. 163. A self-administered deviance questionnaire.
- *Smoking Is Stubbed Out in Bhutan and Bhutan Forbids All Tobacco Sales*. BBC World News website. The government of Bhutan plans to ban all tobacco products. Available online.
- “A Way Out.” *Maclean’s*, June 25, 2001. Programs to assist prostitutes in building new lives and leaving the streets behind. Available online at EBSCO.
- “Working Both Sides of the Social Scale.” *Maclean’s*. Street prostitution in Canada, focussing on two individual stories. An example of Merton’s “Strain Theory” of deviance. Available online at EBSCO.
- David Rosenhan. *On Being Sane in Insane Places*. An example of labeling theory. Available online from Scottsdale Community College.
- William Chambliss. *The Saints and the Roughnecks*. An example of labelling theory. Available online.
- “A Wolf in \$45 Sneakers.” *Time*, October 12, 1981. Case study of a young African American boy in New York City. An example of opportunity and differential association theories. Available online.

- “Sugar and Spice No More.” *Maclean’s*, July 21, 2003. A unique Toronto program helps young females who turn to violence. An example of control (social bonding) or feminist approaches to understanding deviance. Available online at EBSCO.
- “Let the penalty fit the crime.” BBC World News. A discussion of recent corporate crimes, a “conflict” perspective on deviance. Available online.

Video Resources

- *Sexual Harassment*. On-line video discussing changing attitudes toward sexual harassment. Real Player required.

Websites

- “Deviance and Social Control.” A general discussion of the concept of deviance, including its effects (positive and negative) on society.

5.3 Students will be expected to investigate the issue of crime as an example of deviant behaviour.

- Distinguish between legal and sociological approaches to the study of crime.
- Outline the sociological framework for the classification of crime.
- Describe the social factors that contribute to the occurrence of crime.
- Apply the sociological analysis of crime to current examples of criminal behaviour in Canadian society.

Suggestions for Assessment

Students may, for example, individually or in groups

- analyze an assigned reading that presents an example of crime in Canadian society

Teachers can ask students to explain how the reading’s content reflects a sociological approach to the classification of crime. Students can respond to the following questions:

- What source(s) of data and analysis are presented in the reading?
- How is the data organized and analyzed?
- What sociological classification of crime does the reading describe?
- What correlate(s) of crime are evident in its analysis?
- How do these correlates explain the pattern(s) of criminal behaviour described in the reading?

Students can analyze the *Maclean’s* analysis of crime in Canadian cities as an example of sociological research into the occurrence of crime in urban areas. Teachers can ask students to outline the conclusions that can be made about crime in Canada based on the reading’s statistics. Other readings in the Print Resources section describe examples of criminal behaviour in Canada that can be analyzed using the sociological classifications and correlates of crime.

Suggestions for Learning and Teaching

The teacher may have students

- compare the legal and sociological approaches to classifying crime

Students can complete the following or a similar diagram or chart in which they outline the different approaches to crime as described in *Sociology in Our Times*.

- describe the correlates of crime as outlined in *Sociology in Our Times*

Teachers can ask students to identify each of the correlates of crime as outlined in *Sociology in Our Times*. Students can describe each correlate, provide an example of how each applies to crime in Canada, and explain the effect of each correlate on its occurrence. Teachers may assign each correlate to a specific group of students. Each group can conduct an analysis and present its findings to the class. Students can use the following or a similar chart to summarize their analysis:

Correlates of Crime

Correlate	Example	Sociological Explanations

Notes

Print Resources

- *Sociology in Our Times*, Chapter 7, pages 211–224.
- “The Most Dangerous Cities in Canada.” *Maclean’s*, March 24, 2008. A statistical study of crime in Canadian cities, identifying the ten most “crime-ridden” and the ten “safest” cities. Available online at EBSCO.
- “Taking Back the Neighborhood.” *Maclean’s*, March 24, 2008. A description of efforts to reduce crime in the city of Winnipeg, one of Canada’s most crime-ridden cities. Available online at EBSCO.
- “Murder He Mapped.” *Canadian Geographic*, September/October 1996. An examination of the relationship between geography and the occurrence of crime (“geographic profiling”). Available online at EBSCO.
- “Inside the Sex Trade.” *Maclean’s*, December 3, 2001. A discussion of trafficking in foreign prostitutes in Canada. Available online at EBSCO.
- “A Way Out.” *Maclean’s*, June 25, 2001. A description of treatment programs for Canadian women involved in street prostitution. Available online at EBSCO.
- “Less Crime, More Fear.” *Maclean’s*, August 18, 2008. A discussion of the difference between public perceptions of crime and actual statistics. Available online at EBSCO.

Websites

- Crime in Canada. Statistics Canada.

5.4 Students will be expected to investigate the issue of youth crime and violence as an example of both deviance and conformity.

- **Assess the impact of social controls on youth crime and violence.**
- **Describe ways in which youth crime and violence provide examples of conformity and/or deviance.**
- **Evaluate the implications of youth crime and violence for society.**
- **Formulate and support a hypothesis related to youth crime and violence.**

Suggestions for Assessment

Students may, for example, individually or in groups

- analyze a specific case of youth crime and/or violence

Teachers can ask students to identify the correlates of crime that apply to each case study and identify any other social factors that contribute to its occurrence. Particular attention has been given to the occurrence of violence in Canadian and American schools. A series of readings in the Print Resources section address this topic, providing students with examples and analysis of social factors that contribute to the occurrence of school violence. Students can analyze the content of one or more readings, identifying the sociological classifications and correlates of crime that apply as well as social factors that contribute to its occurrence. Teachers can divide students into several groups, assign an article to each, and have students share the results in a presentation to the class or “jigsaw” activity. (Search online for details regarding jigsaw as a co-operative learning strategy.) Some readings provide the opportunity for students to compare youth crime and violence in Canada with other countries, particularly the United States. Students can make conclusions on the similarities and differences in youth crime and violence in various societies.

- evaluate the effectiveness of recent approaches to youth crime and violence

Teachers can provide students with specific readings and/or videos on recent programs designed to address the problem of youth crime and violence. For example, particular attention has been paid to the increase in violence among young girls in Canadian society. Students can analyze each approach, assess its effectiveness, and present their findings individually to their teacher in the form of a report or to the class in the form of a presentation.

Suggestions for Learning and Teaching

The teacher may have students

- outline the criminal justice system’s current response to youth crime and criminals

Students can trace the development of the government’s response to youth crime from the introduction of the Juvenile Delinquents Act (1908) through the Young Offenders Act (1984) to recent changes introduced in the Youth Criminal Justice Act (2003). Teachers can ask students to identify the assumptions on which each law was based:

- What does each law suggest are the “causes” of youth crime?
- What solutions does each law attempt to implement?
- On what assumptions or beliefs are these solutions based?
- How effective was each law in dealing with the problem of youth crime?
- What important changes were introduced in recent years, particularly in the Young Offenders Act?
- Will these changes lead to reductions in youth crime?

Students can summarize their findings in the form of a time line, or use the following or a similar table to summarize their analysis:

Youth Crime and Criminals

Law	Assumptions or Beliefs about Youth Crime	Changes in Approach from Previous Laws	Solutions to Reduce Youth Crime	Effectiveness of Solutions
Juvenile Delinquents Act (1908)				
Young Offenders Act (1984)				
Youth Criminal Justice Act (2003)				

Notes

Print Resources

- “Youth Crime in Canada, 2006.” Statistics Canada. Available online.
- “Sugar and Spice No More.” *Maclean’s*, July 21, 2003. A unique Toronto program helps young females who turn to violence. Available online at EBSCO.
- “Institutional Correction.” *Maclean’s*, June 9, 2003. A discussion of Canadian laws in relation to young offenders, this reading reviews recent changes to the Young Offenders Act. Available online at EBSCO.

- “Bad Girls.” *Maclean’s*, December 8, 1997. An examination of the brutal beating and death of Reena Virk in British Columbia, this reading explores the root causes of violence among adolescent girls in particular. Available at EBSCO.
- “When Children Kill.” *Maclean’s*, April 6, 1998. This reading discusses social factors that contribute to the occurrence of violent behaviour in children, particularly shootings at American schools. Available online at EBSCO.
- “Toward the Root of the Evil.” *Time*, April 6, 1998. This reading explores the root causes of violence among adolescents, boys in particular, identifying social and psychological factors that may contribute to its occurrence. Available online at EBSCO.
- “Why Children Turn Violent.” *Newsweek*, April 6, 1998. This reading identifies warning signs indicating potentially violent behaviour in children as well as factors that contribute to its occurrence. Available online at EBSCO.
- “Rare Species of Teenager.” *Maclean’s*, January 15, 2007. A discussion of underage drinking in Canada. Available online at EBSCO.
- “The Thrill that Kills.” *Maclean’s*, September 17, 2001. A description of street racing in Canada. Available online at EBSCO.

Video Resources

- “Lost in the Struggle.” CBC *Fifth Estate*. Documentary on three young men growing up in the Jane and Finch neighbourhood of Toronto.
- “Scared Straight.” Controversial treatment program developed in the United States for young offenders. Video segments available at YouTube. (Note: Some segments contain coarse language.)

Websites

- “Youth Crime.” Statistics Canada. This website includes text and graphs displaying recent statistics on various aspects of youth crime.
- “Youth Justice in Canada: History and Debates.” Maple Leaf Web. This website provides an overview of changes in Canadian law in relation to youth crime.
- “Youth Criminal Justice Act.” Department of Justice Canada. An overview of the 2003 Canadian law on youth criminal justice.
- “Youth Criminal Justice Act: Summary and Background.” Department of Justice Canada. A description of the changes introduced by the Youth Criminal Justice Act, including a brief statistical analysis of youth crime in Canada.
- “Myths about Youth Crime in Canada: Fact Sheet.” Center for Research on Youth at Risk. St. Thomas University. A summary of myths and facts about youth crime and young offenders in Canada, discussion of risk factors associated with youth crime and recent approaches such as “restorative justice.”

Contexts for Learning and Teaching

Principles of Learning

The public school program is based on principles of learning that teachers and administrators should use as the basis of the experiences they plan for their students. These principles include the following:

1. Learning is a process of actively constructing knowledge.

Therefore, teachers and administrators have a responsibility to

- create environments and plan experiences that foster inquiry, questioning, predicting, exploring, collecting, educational play, and communicating
- engage learners in experiences that encourage their personal construction of knowledge, for example, hands-on, minds-on science and math; drama; creative movement; artistic representation; writing and talking to learn
- provide learners with experiences that actively involve them and are personally meaningful

2. Students construct knowledge and make it meaningful in terms of their prior knowledge and experiences.

Therefore, teachers and administrators have a responsibility to

- find out what students already know and can do
- create learning environments and plan experiences that build on learners' prior knowledge
- ensure that learners are able to see themselves reflected in the learning materials used in the school
- recognize, value, and use the great diversity of experiences and information students bring to school
- provide learning opportunities that respect and support students' racial, cultural, and social identity
- ensure that students are invited or challenged to build on prior knowledge, integrating new understandings with existing understandings

3. Learning is enhanced when it takes place in a social and collaborative environment.

Therefore, teachers and administrators have a responsibility to

- ensure that talk, group work, and collaborative ventures are central to class activities
- see that learners have frequent opportunities to learn from and with others

- structure opportunities for learners to engage in diverse social interactions with peers and adults
- help students to see themselves as members of a community of learners

4. Students need to continue to view learning as an integrated whole.

Therefore, teachers and administrators have a responsibility to

- plan opportunities to help students make connections across the curriculum and with the world outside and structure activities that require students to reflect on those connections
- invite students to apply strategies from across the curriculum to solve problems in real situations

5. Learners must see themselves as capable and successful.

Therefore, teachers and administrators have a responsibility to

- provide activities, resources, and challenges that are developmentally appropriate to the learner
- communicate high expectations for achievement to all students
- encourage risk-taking in learning
- ensure that all students experience genuine success on a regular basis
- value experimentation and treat approximation as signs of growth
- provide frequent opportunities for students to reflect on and describe what they know and can do
- provide learning experiences and resources that reflect the diversity of the local and global community
- provide learning opportunities that develop self-esteem

6. Learners have different ways of knowing and representing knowledge.

Therefore, teachers and administrators have a responsibility to

- recognize each learner's preferred ways of constructing meaning and provide opportunities for exploring alternative ways
- plan a wide variety of open-ended experiences and assessment strategies
- recognize, acknowledge, and build on students' diverse ways of knowing and representing their knowledge
- structure frequent opportunities for students to use various art forms—music, drama, visual arts, dance, movement, crafts—as a means of exploring, formulating, and expressing ideas

7. Reflection is an integral part of learning.

Therefore, teachers and administrators have a responsibility to

- challenge their beliefs and practices based on continuous reflection
- reflect on their own learning processes and experiences
- encourage students to reflect on their learning processes and experiences
- encourage students to acknowledge and articulate their learnings

- help students use their reflections to understand themselves as learners, make connections with other learnings, and proceed with learning

A Variety of Learning Styles and Needs

Learners have many ways of learning, knowing, understanding, and creating meaning. Research into links between learning styles and preferences and the physiology and function of the brain has provided educators with a number of helpful concepts of and models for learning. Howard Gardner, for example, identifies eight broad frames of mind or intelligences. In *Frames of Mind* (1983), Gardner believes that each learner has a unique combination of strengths and weaknesses in these eight areas, but that the intelligences can be more fully developed through diverse learning experiences. Other researchers and education psychologists use different models to describe and organize learning preferences.

Students' ability to learn is also influenced by individual preferences and needs within a range of environmental factors, including light, temperature, sound levels, nutrition, proximity to others, opportunities to move around, and time of day.

How students receive and process information and the ways they interact with peers and their environment, in specific contexts, are both indicators and shapers of their preferred learning styles. Most learners have a preferred learning style, depending on the situation and the type and form of information the student is dealing with, just as most teachers have a preferred teaching style, depending on the context. By reflecting on their own styles and preferences as learners and as teachers in various contexts, teachers can

- build on their own teaching-style strengths
- develop awareness of and expertise in a number of learning and teaching styles and preferences
- identify differences in student learning styles and preferences
- organize learning experiences to accommodate the range of ways in which students learn, especially for whom the range of ways of learning is limited

Learning experiences and resources that engage students' multiple ways of understanding allow them to become aware of and reflect on their learning processes and preferences. To enhance their opportunities for success, students need

- a variety of learning experiences to accommodate their diverse learning styles and preferences
- opportunities to reflect on their preferences and the preferences of others to understand how they learn best and that others may learn differently
- opportunities to explore, apply, and experiment with learning styles other than those they prefer, in learning contexts that encourage risk taking
- opportunities to return to preferred learning styles at critical stages in their learning

- opportunities to reflect on other factors that affect their learning, for example, environmental, emotional, sociological, cultural, and physical factors
- a time line appropriate for their individual learning needs within which to complete their work

The Senior High School Learning Environment

Creating Community

To establish the supportive environment that characterizes a community of learners, teachers need to demonstrate a valuing of all learners, illustrating how diversity enhances the learning experiences of all students. For example, by emphasizing courtesy in the classroom through greeting students by name, thanking them for answers, and inviting, rather than demanding participation. Students could also be encouraged to share interests, experiences, and expertise with one another.

Students must know one another in order to take learning risks, make good decisions about their learning, and build peer partnerships for tutoring, sharing, co-operative learning, and other collaborative learning experiences. Through mini-lessons, workshops, and small-group dynamic activities during initial classes, knowledge is shared about individual learning styles, interpersonal skills, and team building.

The teacher should act as a facilitator, attending to both active and passive students during group activities, modeling ways of drawing everyone into the activity as well as ways of respecting and valuing each person's contribution, and identifying learners' strengths and needs for future conferences on an individual basis.

Having established community within the classroom, the teacher and students together can make decisions about learning activities. Whether students are working as a whole class, in small groups, in triads, in pairs, or individually, teachers can

- encourage comments from all students during whole class discussion, demonstrating confidence in and respect for their ideas
- guide students to direct questions evenly to members of the group
- encourage students to discover and work from the prior knowledge in their own social, racial, or cultural experiences
- encourage questions, probing but never assuming prior knowledge
- select partners or encourage students to select different partners for specific purposes
- help students establish a comfort zone in small groups where they will be willing to contribute to the learning experience
- observe students during group work, identifying strengths and needs, and conference with individuals to help them develop new roles and strategies
- include options for students to work alone for specific and clearly defined purposes

Engaging All Students

A supportive environment is important for all learners and is especially important in encouraging disengaged or underachieving learners.

Sociology provides opportunities to engage students who lack confidence in themselves as learners, who have a potential that has not yet been realized, or whose learning has been interrupted, for example refugees. These students may need substantial support in gaining essential knowledge and skills and in interacting with others.

Students need to engage fully in learning experiences that

- are perceived as authentic and worthwhile
- build on their prior knowledge
- allow them to construct meaning in their own way, at their own pace
- link learning to understanding and affirming their own experiences
- encourage them to experience ownership and control of their learning
- feature frequent feedback and encouragement
- include opportunities for teachers and others to provide individuals with clarification and elaboration
- are not threatening or intimidating
- focus on successes rather than failures
- are organized into clear, structured segments

Acting as facilitators to encourage students to take more responsibility for their own learning, teachers can provide opportunities for students to decide how intensively to focus on particular areas. Within the Sociology 12 curriculum outcomes framework, teachers can work with individual students to identify learning outcomes that reflect the student's interests and career plans.

It is important that teachers design learning experiences that provide a balance between challenge and success, and between support and autonomy.

All students benefit from a variety of grouping arrangements that allow optimum opportunities for meaningful teacher-student and student-student interaction. An effective instructional design provides a balance of the following grouping strategies:

- large-group or whole-class learning
- teacher-directed small-group learning
- small-group-directed learning
- co-operative learning groups
- one-to-one teacher-student learning
- independent learning
- partnered learning

- peer or cross-age tutoring
- mentoring

Health and Safety

Activities in shop, laboratory, or workplace settings should include an element of safety education. Teachers should plan learning experiences with a specific safety focus, and also embed safe practices in classroom procedures and routines in order that students may acquire

- a strong orientation toward both personal and group safety
- an awareness of potential safety hazards at school and in the workplace
- a knowledge of safety procedures and safe work habits
- a knowledge of emergency procedures
- the ability to design and maintain safe work areas

Learning beyond the Classroom

Sociology 12 offers many opportunities for students to extend learning beyond the classroom. Alternative settings provide students with opportunities to connect their learning to tangible, practical purposes; their future education and career plans; and the world beyond the high school setting. Teachers may choose to organize learning experiences that include workplace settings for some or all students. Learning experiences may include

- practices and procedures to encourage students to use technology properly and with care
- activities with mentors
- classroom visits from workplace experts
- field trips to local business, industry, and community sites
- a focus on career exploration through job shadowing
- work placements that extend and reinforce learning
- entrepreneurship-related projects
- community and service learning projects
- use of Internet listserv, newsgroup, bulletin board, and on-line conversations

It is important that administrators and teachers work to establish mutually beneficial relationships with businesses, organization, and industries in the community. Class or group field trips are an effective way to initiate the contact. In organizing field trips teachers should

- visit the facility beforehand to identify potential safety issues, establish a relationship with personnel and clarify the purposes of the trip
- establish class practices and procedures that promote positive and ongoing community relationships
- work with students to articulate clear expectations for learning during the field trip experience
- schedule field trips to complement preceding and subsequent classroom learning experiences
- ensure that the field trip complies with their Board's guidelines and policies

Meeting the Needs of All Students

Learners require inclusive classrooms, where a wide variety of learning experiences ensure that all students have equitable opportunities to reach their potential.

In designing learning experiences, teachers must accommodate the learning needs of individuals, and consider the abilities, experiences, interests, and values that they bring to the classroom.

In recognizing and valuing the diversity of students, teachers should consider ways to

- create a climate and design learning experiences to affirm the dignity and worth of all learners in the classroom community
- give consideration to the social and economic situations of all learners
- model the use of inclusive language, attitudes, and actions supportive of all learners
- acknowledge racial and cultural uniqueness
- adapt classroom organization, teaching strategies, assessment practices, time, and learning resources to address learners' needs and build on their strengths
- provide opportunities for learners to work in a variety of contexts, including mixed-ability groupings
- identify and utilize strategies and resources that respond to the range of students' learning styles and preferences
- build on students' individual levels of knowledge, skills, and attitudes
- design learning and assessment tasks that draw on learners' strengths
- use students' strengths and abilities to motivate and support their learning
- provide opportunities for students to make choices that will broaden their access to a range of learning experiences
- acknowledge the accomplishment of learning tasks, especially those that learners believed were too challenging for them

In a supportive learning environment, all students receive equitable access to resources, including the teacher's time and attention, technology, learning assistance, a range of roles in group activities, and choices of learning experiences when options are available. All students are disadvantaged when oral, written, and visual language creates, reflects, and reinforces stereotyping.

Teachers promote social, cultural, racial, and gender equity when they provide opportunities for students to critically examine the texts, contexts, and environments associated with sociology in the classroom, in the community, and in the media.

Teachers should look for opportunities to

- promote critical thinking
- recognize knowledge as socially constructed
- model gender-fair language and respectful listening in all their interactions with students

- articulate high expectations for all students
- provide equal opportunity for input and response from all students
- encourage all students to assume leadership roles
- ensure that all students have a broad range of choice in learning and assessment tasks
- encourage students to avoid making decisions about roles and language choices based on stereotyping
- include the experiences and perceptions of all students in all aspects of their learning
- recognize the contributions of men and women of all social, cultural, linguistic, and racial backgrounds to all disciplines throughout history

Social and cultural diversity in student populations expands and enriches the learning experiences of all students. Students can learn much from the backgrounds, experiences, and perspectives of their classmates. In a community of learners, participants explore the diversity of their own and others' customs, histories, values, beliefs, languages, and ways of seeing and making sense of the world.

When learning experiences are structured to allow for a range of perspectives, students from varied social and cultural backgrounds realize that their ways of seeing and knowing are not the only ones possible. They can come to examine more carefully the complexity of ideas and issues arising from the differences in their perspectives and understand how cultural and social diversity enrich their lives and their culture.

The curriculum outcomes designed for Sociology 12 provide a framework for a range of learning experiences for all students.

Teachers must adapt learning contexts, including environment, strategies for learning, and strategies for assessment, to provide support and challenge for all students, using curriculum outcomes to plan learning experiences appropriate to students' individual learning needs. When these changes are not sufficient for a student to meet designated outcomes, an individual program plan is required. For more detailed information, see *Special Education Policy, Policy 2.6*.

A range of learning experiences, teaching and learning strategies, resources, and environments provide expanded opportunities for all learners to experience success as they work toward the achievement of designated outcomes. Many of the learning experiences suggested in this guide provide access for a wide range of learners, simultaneously emphasizing both group support and individual activity. Similarly, the suggestions for a variety of assessment practices provide multiple ways for students to demonstrate their achievements.

In order to provide a range of learning experiences to challenge all students, teachers may adapt learning contexts to stimulate and extend learning. Teachers should consider ways that students can extend their knowledge base, thinking processes, learning strategies, self-awareness, and insights. Some learners can benefit from opportunities to negotiate their own challenges, design their own learning experiences, set their own schedules, and work individually or with learning partners.

Some students' learning needs may be met by opportunities for them to focus on learning contexts that emphasize experimentation, inquiry, and critical and personal perspectives; in these contexts, teachers should work with students to identify and obtain access to appropriate resources.

The Role of Technologies

Vision for the Integration of Information Technologies

The Nova Scotia Department of Education has articulated five components to the learning outcomes framework for the integration of IT within curriculum programs:

BASIC OPERATIONS AND CONCEPTS

- concepts and skills associated with the safe, efficient operation of a range of information technologies

PRODUCTIVITY TOOLS AND SOFTWARE

- the efficient selection and use of IT to perform tasks such as
 - the exploration of ideas
 - data collection
 - data manipulation, including the discovery of patterns and relationships
 - problem solving
 - the representation of learning

COMMUNICATIONS TECHNOLOGY

- the use of specific, interactive technologies, which support collaboration and sharing through communication

RESEARCH, PROBLEM SOLVING, AND DECISION MAKING

- the organization, reasoning, and evaluation by which students rationalize their use of IT

SOCIAL, ETHICAL, AND HUMAN ISSUES

- that understanding associated with the use of IT, which encourages in students a commitment to pursue personal and social good, particularly to build and improve their learning environments and to foster stronger relationships with their peers and others who support their learning

Integrating Information and Communication Technologies within the Sociology 12 Classroom

As information technologies shift the ways in which society accesses, communicates, and transfers information and ideas, they inevitably change the ways in which students learn.

Students must be prepared to deal with an information and communications environment characterized by continuous, rapid change, an exponential growth of information, and expanding opportunities to interact and interconnect with others in a global context.

Because technologies are constantly and rapidly evolving, it is important that teachers make careful decisions about applications, always in relation to the extent to which technology applications help students to achieve the curriculum outcomes.

Technology can support learning for the following specific purposes.

INQUIRY

Theory Building: Students can develop ideas, plan projects, track the results of growth in their understanding, develop dynamic, detailed outlines, and develop models to test their understanding, using software and hardware for modelling, simulation, representation, integration, and planning.

Data Access: Students can search for and access documents, multimedia events, simulations, and conversations through hypertext/hypermedia software; digital, CD-ROM, Internet libraries, and databases.

Data Collection: Students can create, obtain, and organize information in a range of forms, using sensing, scanning, image and sound recording and editing technology, databases, spreadsheets, survey software, and Internet search software.

Data Analysis: Students can organize, transform, analyse, and synthesize information and ideas using spreadsheets, simulation, statistical analysis or graphing software, and image processing technology.

COMMUNICATION

Media Communication: Students can create, edit, and publish, present, or post documents, presentations, multi-media events, Web pages, simulations, models, and interactive learning programs, using word processing, publishing, presentation, Web page development, and hypertext software.

Interaction/collaboration: Students can share information, ideas, interests, concerns, and questions with others through e-mail; Internet audio, video, and print conferences; information servers; Internet news groups and listservs; and student-created hypertext environments.

Teaching and Learning: Students can acquire, refine, and communicate ideas, information, and skills using tutoring systems and software, instructional simulations, drill and practice software, and telementoring systems.

CONSTRUCTION

Students can explore ideas and create simulations, models, and products using sensor and control systems, robotics, computer-aided design, artificial intelligence, mathematical and scientific modelling, and graphing and charting software.

EXPRESSION

Students can shape the creative expression of their ideas, feelings, insights, and understandings using graphic software, music making, composing, editing and synthesizing technology; interactive video and hyper media, animation software; multimedia composing technology; sound and light control systems and software; and video and audio recording and editing technology.

The Role of Technology in Sociology 12

This curriculum guide makes extensive use of Internet-based resources, providing teachers and students with access to contemporary and relevant information on a variety of sociology-related topics and concepts. Extensive use is also made of the EBSCO online periodicals database as a source of information for both teacher and student use.

Teachers are encouraged to use technology in presenting sociology-related media to students. For example, this curriculum guide integrates the use of a variety of web-based video resources to enhance instruction. Students are also encouraged to use presentation and multimedia software in constructing representations of their knowledge and communicating research results to their teacher and/or classmates.

Assessing and Evaluating Student Learning

Assessment is the systematic process of gathering information on student learning.

Evaluation is the process of analyzing, reflecting upon, and summarizing assessment information, and making judgements or decisions based upon the information gathered.

The Principles of Assessment and Evaluation articulated in the document *Public School Programs* should be used as the basis of assessment and evaluation, policies, procedures, and practices.

Assessment “of” Learning

Assessment of learning is what teachers associate with summative assessment, that is, tending to be mark-driven, used to accumulate numerical data for the purpose of assigning grades. Tests, exams, and assignments given for the purpose of attaining marks fall in this group.

Assessment “for” Learning

Assessment for learning, on the other hand, works to provide students with ongoing checks of how they are doing, what kind of progress they are making, what they need to learn next in order to be successful. Student self-assessment is an important factor in assessment for learning. Anecdotal feedback, rubrics, scales, and checklists are all important ways for teachers and students to learn more about how they are doing and what they are having difficulty with.

Effective Assessment and Evaluation Practices

Effective assessment improves the quality of learning and teaching. It can help students to become more reflective and to have control of their own learning, and it can help teachers to monitor and focus their instructional programs.

Assessment and evaluation of student learning should accommodate the complexity of learning and reflect the complexity of the curriculum. Evaluation should be based on the full range of learning outcomes towards which students have been working during the reporting period, be proportionate to the learning experiences related to each outcome, and focus on patterns of achievement as well as specific achievement.

In reflecting on the effectiveness of their assessment program, teachers should consider the extent to which their practices

- are fair in terms of the student's background or circumstances
- are integrated with learning
- provide opportunities for authentic learning
- focus on what students can do rather than on what they cannot do
- provide students with relevant, supportive feedback that helps them to shape their learning
- describe students' progress toward learning outcomes
- help them to make decisions about revising, supporting, or extending learning experiences
- support learning risk taking
- provide specific information about the processes and strategies students are using
- provide students with diverse and multiple opportunities to demonstrate their achievement
- accommodate multiple responses and a range of tasks and resources
- provide evidence of achievement in which students can take pride
- acknowledge attitudes and values as significant learning outcomes
- encourage students to reflect on their learning and to articulate personal learning plans
- help them to make decisions about teaching strategies, learning experiences and environments, student grouping, and resources
- include students in developing, interpreting, and reporting on assessment

Involving Students in the Assessment Process

When students are aware of the outcomes they are responsible for and the criteria by which their work will be assessed or evaluated, they can make informed decisions about the most effective ways to demonstrate they know, are able to do, and value.

It is important that students participate actively in the assessment and evaluation of their learning, developing their own criteria and learning to judge a range of qualities in their work. Students should have access to models in the form of scoring criteria, rubrics, and work samples.

As lifelong learners, students assess their own progress, rather than relying on external measures, for example marks, to tell them how well they are doing. Students who are empowered to assess their own progress are more likely to perceive their learning as its own reward. Rather than asking What does the teacher want? students need to ask questions such as What have I learned? What can I do now that I couldn't do before? What do I need to learn next?

Effective assessment practices provide opportunities for students to

- reflect on their progress toward achievement of learning outcomes
- assess and evaluate their learning
- set goals for future learning

Diverse Learning Styles and Needs

Teachers should develop assessment practices that affirm and accommodate students' cultural and linguistic diversity. Teachers should consider patterns of social interaction, diverse learning styles, and the multiple ways oral, written, and visual language are used in different cultures for a range of purposes. Student performance takes place not only in a learning context, but in a social and cultural context as well.

Assessment practices must be fair, equitable, and without bias, providing a range of opportunities for students to demonstrate their learning. Teachers should be flexible in evaluating the learning success of students and seek diverse ways for students to demonstrate their personal best. In inclusive classrooms, students with special needs have opportunities to demonstrate their learning in their own way, using media that accommodates their needs, and at their own pace.

Using a Variety of Assessment Strategies

When teachers make decisions about what learning to assess and evaluate, how to assess and evaluate, and how to communicate the results, they send clear messages to students and others about what learning they value; for example, teachers can communicate that they value risk taking or lateral thinking by including these elements in determining marks.

Assessment involves the use of a variety of methods to gather information about a wide range of student learning and to develop a valid and reliable snapshot of what students know and are able to do that is clear, comprehensive, and balanced. The assessment process provides information about each student's progress toward achievement of learning outcomes that teachers can use to assign marks, to initiate conversations with students, or to make decisions in planning subsequent learning experiences.

Teachers align evaluation and assessment practices with student-centred learning practices when they

- design assessment and evaluation tasks that help students make judgements about their own learning and performance
- provide assessment and evaluation tasks that allow for a variety of learning styles and preferences
- individualize assessment and evaluation tasks to accommodate specific learning needs
- work with students to describe and clarify what will be assessed and evaluated and how it will be assessed and evaluated
- provide students with regular and specific feedback on their learning

Assessment activities, tasks, and strategies include, for example,

- anecdotal records
- artifacts
- audiotapes
- checklists
- conferences
- certifications
- demonstrations
- dramatizations
- exhibitions
- rating scales
- interviews (structured or informal)
- inventories
- investigations
- learning logs or journals
- media products
- observations (structured or informal)
- peer assessments
- performance tasks
- presentations
- portfolios
- reports
- presentations
- projects
- questioning
- questionnaires
- quizzes, tests, examinations
- reviews of performance
- sorting scales (rubrics)
- self-assessments
- surveys
- videotapes
- work samples
- written assignments

Portfolios

A major feature of assessment and evaluation in sociology is the use of portfolios. A portfolio is a purposeful selection of a student's work that tells the story of the student's efforts, progress, and achievement. The portfolio documents sociology-related activities.

Portfolios engage students in the assessment process and allow them to participate in the evaluation of their learning. Portfolios are most effective when they provide opportunities for students to reflect on and make decisions about their learning. The students and teacher should collaborate to make decisions about the contents of the portfolio and to develop the criteria for evaluating the portfolio.

Portfolios should include

- the guidelines for selection
- the criteria for judging merit
- evidence of student reflection

Portfolio assessment is especially helpful for the student who needs significant support. Teachers should place notes and work samples from informal assessment in the portfolio and use the portfolio to collaborate with the student in identifying strengths and needs, selecting learning experiences, and selecting work that best reflects the student's progress toward achievement of learning outcomes.

It is important that students share their portfolios with other students so that all students may see exemplars that represent a range of strategies for expression and levels of complexity in ideas and understanding.

Outlines and other evidence of planning, allow students to examine their progress and demonstrate achievement to teachers, parents, and others.

Students should be encouraged to develop a portfolio that demonstrates their achievements in a context beyond a particular course, including letters, certificates, and photographs, for example, as well as written documents. A portfolio can be very helpful when students need to demonstrate their achievements to potential employers or admission offices of post-secondary institutions.

Tests and Examinations

Traditional tests and examinations are not, by themselves, adequate to assess student learning. The format of tests and examinations can be revised and adapted to reflect key aspects of the curriculum. Some teachers, for example, have designed tests and examinations based on collaborative or small-group learning, projects, or portfolio learning. Creating opportunities for students to collaborate on a test or examination is an effective practice in the interactive classroom, to assess learning of a higher order than recall of information, for example, learning that requires synthesis, analysis, or evaluation.

In learning activities that involve solving a sociological problem, for example, students might work collaboratively to clarify and define the task, and then work either collaboratively or individually to develop a solution. Students might be given a range of questions, issues, or problems, and work collaboratively to clarify their understanding of the assignments and plan responses in preparation for the examination for which only one of the questions, issues, or problems will be assigned.

The initial list of questions, issues, or problems can be developed by the teacher, negotiated by the teacher with students, or developed by students and screened by the teacher.

Process-based tests and examinations allow students to demonstrate knowledge and skills and apply strategies at multiple stages in learning processes, for example, in identifying problems, challenges, and opportunities; gathering, evaluating, and synthesizing information; generating options; and developing and evaluating solutions.

Traditional tests and examinations may present a number of problems in scheduling and resource allocation. Process-based tests and examinations may be undertaken in steps during several class periods over a number of days. Students have opportunities to revise, reflect on, and extend their knowledge and understanding. Teachers have opportunities to develop comprehensive assessments, to monitor and evaluate learning at multiple points in a process, and to use time flexibly.

Certification

In some courses, students will need to prepare to demonstrate their learning through entrance tests and examinations, or to obtain or upgrade a certification. Replicating this type of assessment in the

classroom can help students prepare for the conditions and assessment formats they may encounter in workplace and post-secondary situations.

To make this kind of assessment an effective learning experience, teachers should define a specific context and purpose, for example, the operation of a device, the identification of materials labels, or the demonstration of a technique or procedure.

Appendices

Appendix A: Sample Activity Sheets

Domestic Violence

Recent statistics suggest that 10 percent of women living in a domestic relationship are victims of abuse. Domestic violence can be defined as mental, psychological, emotional, and/or physical acts of cruelty or abuse by a person living in a marital or marital-like relationship with another person. Different social scientists seek to identify the root cause(s) of domestic violence by asking different questions. The nature of their social science discipline is reflected in the kind of questions that each asks. Use your newly acquired knowledge of sociology to identify the group of questions that sociologists are most likely to ask. Which questions reflect a “psychological” approach to explaining this behaviour? What are the differences between these two approaches to explaining the same problem? How do these questions help us understand the different perspectives that these disciplines adopt in analysing human interaction?

- A. Are there personality traits that are common to abusers or their victims? What inner needs or drives motivate a person to abuse one’s partner? Are there emotional issues or problems that are commonly found in abusive relationships? What kind(s) of therapy or counselling is most likely to be successful in treating this problem?

- B. What social factors contribute to the occurrence of domestic violence? Is there a relationship between this violence and the social roles played by men and women in our society? Does a person’s childhood experience contribute to the development of patterns of abuse in later adult relationships? How has society responded to this problem? Has this response been effective in reducing this problem? Do rates of abuse vary according to a family’s economic, educational, religious, or occupational background?

Early Thinkers and Differing Views on the Status Quo

Sociologist	Accomplishments and Contributions to Sociology	Key Concepts and Ideas
Auguste Comte Harriet Martineau Herbert Spencer Emile Durkheim Karl Marx Max Weber Georg Simmel The “Chicago School”		

Contemporary Theoretical Perspectives in Sociology

Theoretical Perspective	Basic Beliefs and Key Concepts	Key Figures	Analysis of Suicide
Functionalism Conflict Symbolic Interactionism Feminist Post-modern			

The Quantitative Research Model



Durkheim's "Suicide" (1897)

1. Is Durkheim's study of suicide descriptive or explanatory?
2. Did Durkheim use a deductive or an inductive approach?
3. Identify Durkheim's independent variables.
4. Identify Durkheim's dependent variable(s).
5. According to Durkheim, suicide rates in Europe were affected by four different variables, each responsible for a unique kind of suicide. Identify each variable and describe the kind of suicide associated with it.

Suicide Rates

Variable	Kind of suicide

6. Durkheim's observations of the relationship between these variables and the occurrence of suicide led him to present a hypothesis in an effort to explain the occurrence of suicide. Describe Durkheim's hypothesis.

Capital Punishment Hypothesis Data Collection Sheet

Question

If Canada reinstated the death penalty for first-degree murder, would the murder (homicide) rate decline?

Age groups:

- 1. 12–18
- 2. 19–40
- 3. 40–60
- 4. 60 +

Results

Age group	Gender	Response (Yes/No)

Sociology 12 Research Project

Objective

To assume the role of a sociologist in conducting a research project on a specific social issue in your school/community.

Procedure

1. Choose a topic.

The following list contains some suggested topic areas for research:

Body language	Personal space (Proxemics)
Attitudes toward homosexuality	Body image and eating disorders
Music videos and gender roles	Attitudes toward death and dying
Learning differences in boys and girls	Adolescent binge drinking
Risk taking behaviour in adolescents	Attitudes toward euthanasia
Influences on adolescent decision making	Conformity amongst adolescents
Social definitions of sexual attraction	Aging in Canadian society
Women and leadership	Social groups in public schools
Fast food and obesity in Canadian society	Dress codes in schools
Children and violence	Generational attitudes toward abortion
Moral reasoning in children	Attitudes toward same-sex marriage
Domestic violence	Adoption
Language development	Peer Pressure
Gender differences in personal space	

If you are interested in a topic not listed above, please speak to me. If it is relevant to course content, it is an acceptable area for research.

2. Form a group.

You are permitted to work in a group of not more than three students. If you wish, you may work alone, but a partner(s) is advisable, as there is considerable work to be done. Your group is to complete each of the following tasks, in order:

- Select a topic and conduct some preliminary research.
- Develop a research question based on your preliminary research.
- Present a detailed description of your research plan.
- Gather and analyse the data.
- Organize and present your findings to the class.

3. Develop a research question.

Your task is to develop a research question that can be evaluated within the confines of our school or community, through questionnaire, interview and/or participant observation techniques (see Chapter 2 of *Sociology in Our Times* for a description of each), as well as conventional research methods.

Here are some sample research questions that could be used as the basis for this project:

- Is there a relationship between friendship patterns and adolescent lifestyle choices, such as cigarette smoking?
- Do friends influence an adolescent's choice of clothing/music/recreational activities?
- Is there a relationship between personality and musical tastes?
- Do body language and gestures serve as a hidden means of communication—that is, do we say one thing with our words and another with our bodies?
- Are today's adolescents still guilty of gender role stereotyping when it comes to career choices, personality characteristics, hobbies and interests, clothing, etc.?
- Are attitudes toward homosexuality changing (for example, legal recognition of same-sex marriages)?
- Is there a need for a "third gender" in our culture?
- What factors apply the most pressure on adolescents to conform?
- Do strong, negative attitudes or stereotypes about teen pregnancy exist in our culture? How have attitudes toward teen pregnancy and single parents changed in recent years?
- Are attitudes toward the elderly changing? As our population ages, what role will the elderly play in Canadian society?
- What are adolescents' attitudes toward the use of alcohol and drugs? How do these attitudes compare with adults' attitudes?
- What are our current social attitudes and stereotypes concerning mental illness? Are these attitudes as strong in adolescents as in adults? How can society best respond to the needs of its mentally ill members?
- What are our social attitudes toward death? How are these attitudes reflected in the culture? How does our culture deal with death? Is this similar or different to the way in which death is handled in other cultures?
- How do babies/infants learn—a study (through observation and interviews) of learning in babies and infants (Jean Piaget's stages of learning might be applied).
- Do humans use body language as a means of communication?
- What is "personal space"? How does it affect human behaviour?

These are sample suggestions only. You may examine any aspect of human behaviour that you are interested in studying. If you are not sure that the topic is appropriate, please discuss your interest with me.

4. Determine project contents.

It is expected that your research project will begin with a careful examination of literature (books, articles, etc.) available on your topic—printed material (articles, books, etc.) that provides background on your research question. Your project must also include a selection of the following elements, one for each person in your group (i.e., a pair of students must include two elements, a trio must include three):

- a) A detailed case study—An in-depth examination of the life of a person whose experience is relevant to your research question.
- b) Survey research—A questionnaire conducted on a carefully selected sample of subjects, investigating your research question (a relationship between two variables).
- c) Participant observation—Direct observation of a behaviour or situation, through accurate anecdotal records (notes, video, audio, etc.).
- d) An interview with a person knowledgeable on the topic—A carefully prepared set of questions, designed to obtain information relevant to your research question.
- e) A visit to a local agency or institution that deals with the topic—Obtaining printed material (pamphlets, articles, etc.) relevant to your research question.

5. Submit a research project plan.

After you have chosen a topic and formed a group, the next step is to develop a research question and a detailed research plan. Your plan should indicate the elements that will be included in your group's project, and the work assigned to each member. You are also expected to provide details of how your group will conduct its research, analyse its data and present the results to the class.

6. Gather data.

Once you have completed your research/presentation plan, your group can begin to gather the data to be used in answering your research question. While individual members may gather data independently, all information gathered is to be shared with the other members of your group. We will designate a specific day in November when all in-school surveys will be conducted.

7. Analyse data.

You are expected to analyse the data gathered on your research question as a group. Discuss the relevance of the data and reach a group consensus on the answer to your question. You are expected to clearly describe the evidence on which you base your decision.

8. Present findings.

Once your group has completed its research and analyzed the data, the results are to be organized and delivered in a presentation of 15 to 20 minutes in length. Your presentation should involve a comprehensive summary of the entire research process:

- a) Description of research question
- b) Description of your research process
- c) Analysis of data collected
- d) Assessment of the answer to your research question

Your presentation must also adhere to the following guidelines:

- a) All group members are involved in the oral presentation of material.
- b) The presentation is well-organized (i.e., it has been carefully planned in advance).
- c) The presentation uses at least one visual resource (a computer-assisted presentation is recommended).
- d) The presentation allows for questions from other students.
- e) The presentation must be a minimum of 15 minutes and should not exceed 20 minutes in length.

Suggested Stages

a) **Preliminary proposal:** This submission must include the following items:

- The topic you plan to study
- A preliminary research question
- The names of your group members

b) **Research plan:** This submission contains a detailed description of your research instruments (questionnaire, interview, etc.).

- A refined research question
- A list of three books and/or articles used as sources of information in planning your research project
- A detailed description of the elements to be included in your project—case study, interview, questionnaire, and/or participant observation (see details below)
- The roles/responsibilities assigned to each group member
- A description of how the research will be presented to the class (Freelance Graphics presentation, Bristol board, etc.)

Please note that your research plan must include detailed information on the elements you will use to carry out your research. For example,

- A description of a case study (the person/situation to be studied and the relevance of the person's experience to your topic)
 - A draft copy of a proposed questionnaire (questions and an indication of your sample must be included—to whom will the survey be administered?)
 - A description of where/when participant observation will take place, and how data will be gathered and interpreted (i.e., written, video, audio, etc.)
 - The name and position of a person to be interviewed, relevance to research question, and a preliminary list of questions to be asked
 - The name of a local agency or institution you plan to visit, the kind of information you hope to obtain there.
- c) **Data Collection:** A common date will be arranged for conducting in-school surveys. If you plan to conduct an interview or visit a local community agency, you will have to carry out these activities prior to this date.
- d) **Class Presentation:** Presentations will be scheduled prior to the end of the semester. Students will draw numbers to determine the order of presentation.

Summary

The bulk of your research project involves a class presentation, which will be evaluated in the following manner:

- a) Content of presentation—10 points
- An evaluation of the quantity and quality of the information presented.
 - A clearly stated evaluation of the research data.
 - A summary of the research project (see details below).
- b) Organization—5 points
- The research project is presented in a logical sequence.
 - All members participate equitably in the presentation.
- c) Presentation—5 points
- Use of appropriate visual aids to display project results.
 - Presenter(s) can be easily heard by classmates (appropriate pace, volume).

You are required to submit a summary of the research project, one to two pages in length. Its purpose is to provide an overview of the entire research project from beginning to end, and it must include the following elements:

- a) A description of the research question.
- b) An outline of the procedure followed in carrying out the research.
- c) A description of the sample used (number of students surveyed, people interviewed or observed, location, etc.).
- d) A summary of the results of the experiment—What did you learn about the research question you have investigated?

Please note that the last item is the most important part of the summary, and should constitute at least 50 percent of its content. The summary will be marked out of five (5) points (half of the value of your content mark). The other five (5) points of the content mark will be an evaluation of the oral content presented in class.

Material and Non-material Culture Activity

1. Divide the class into small groups of four or five students.
2. Have each student empty the contents of his or her pockets, pencil cases, bookbags or other personal possessions onto the desk in front of him or her.
3. Ask each student to select one item of particular importance in their daily lives. Ask the students to describe its function/role—what purpose does the object serve?
4. Once students have identified four or five different objects of importance in their daily lives, ask students to brainstorm the significance of these items. Why do we consider them to be “important”? What cultural beliefs or attitudes do they represent? How do these objects represent “hidden” aspects of the culture that are not immediately visible to us?

This activity will bring to the surface several of the cultural values that can be discussed in this unit—materialism, an emphasis on a “comfortable lifestyle,” an emphasis on physical appearance, personal technologies (cellular phones, MP3 players), individual rights and freedoms are some of the cultural beliefs and attitudes that can be associated with the objects that students usually bring with them to school. Students begin to understand that cultural attitudes, beliefs, and values lay beneath each of the objects and behaviours that are part of our daily lives. This is an important basis for understanding the importance of analyzing the role and influence of culture in our daily lives. It is also an important perspective to adopt when examining cultures different than our own, as it reflects the sociologists’ belief in the importance of understanding other cultures as opposed to judging them.

“Popular Culture” Assignment

Each group in our class will be assigned one of the decades of the twentieth century. You are expected to complete two tasks:

- a) As a group, you are expected to create a general description of your decade’s “popular culture,” in which you identify the major trends, events, ideas, fads, and fashions of your decade.
- b) As an individual, each member of your group must research in-depth one (1) aspect of your decade’s “popular culture” and create a description to be included as part of your group’s presentation.

For a general introduction to the popular culture of your decade, visit the website “American Cultural History: The Twentieth Century” available at the following URL:

kclibrary.nhmccd.edu/decades.html

View the material posted for your decade and make notes identifying the major trends, fads, fashions, ideas, etc., that are part of the decade’s popular culture. As a group, identify three or four specific items (one for each member of your group) that represent different aspects of your decade’s popular culture. Select aspects from as many different categories as you can (i.e., do not select four examples of music or fads/fashions in your presentation), preferably items for which the website provides a link. This information can provide the basis for your description. You are responsible for locating several other sources of information in books or on the Internet to expand your understanding of the “popular culture” topic you have chosen.

As a group, compose the general description of your decade’s “popular culture,” and have each individual member add his/her component to the end of your group’s presentation. Each group will present its decade to the class, in chronological order.

Evaluation

Your presentation will be evaluated on the basis of the following guidelines:

Group Evaluation—five (5) points

- a) Content: Extent to which your group describes the popular culture of your decade
- b) Presentation: Technical construction of the “group” portion of your presentation (appropriate images and text) and effective delivery in class
- c) Organization: Efficient completion of assigned group tasks during class time

Individual Evaluation—five (5) points

- a) Content: Extent to which you describe the aspect of “popular culture” you selected
- b) Presentation: Technical construction of your individual component (appropriate image and text) and effective delivery in class
- c) Organization: Effective structure of your individual presentation

Culture Assignment

The purpose of this assignment is to provide you with an opportunity to explore the field of anthropology. Your group has been assigned one of three tribal cultures—the Masai (also spelled Maasai) of Kenya, the !Kung San (Bushmen) of the Kalahari, the Penan of the Borneo rainforest, the Saami of Scandinavia, the Aborigines of Australia, or the Yanomamo of Brazil. Having read several anthropological works, your task is to compose a well-organized anthropological essay (one to two pages) on the culture assigned to your group, responding to several areas of inquiry.

Begin your essay with an introductory paragraph, in which you describe the location of your culture, a general description, and other pertinent information about the culture's present situation (population, economic resources, lifestyle, etc.).

Respond to each of the following four questions/areas of discussion in your essay:

1. Anthropologists have observed that cultures around the world are very unique. Provide specific examples to illustrate the uniqueness of the culture you have been assigned, and explain why you think the culture developed these unique traits. That is, which factor(s) affecting cultural variation discussed in class have shaped this culture?
2. Anthropologists discover, through personal experience in any culture, things are not always as they first seem to be (i.e., visible and invisible culture). As you first read about this culture, something undoubtedly will strike you as bizarre or odd, but upon further reflection it will make sense within the context of the culture. Describe at least one such instance that applies to the culture you have been assigned.
3. Anthropologists also believe that cultures are dynamic, living organisms. That is, they are constantly adapting and evolving, in response to internal and external influences. Describe how aspects of the culture you have chosen are undergoing (or have undergone) change, and indicate the reason(s) why this change has occurred.
4. Anthropologists are concerned with the future of small-scale, tribal cultures around the world. What are the future prospects of the culture you have chosen in the new century? Will it continue to survive and prosper? Or has it already started to decline? Provide evidence to support your assessment.

Socialization Class Activity

Teachers can assign one group of students to research each of the following topics and present their findings to the class

a) Margaret Mead: Culture and Gender

Examine Margaret Mead's famous study of gender in New Guinea (*Sex and Temperament in Three Primitive Societies*). Summarize her findings and explain their significance in describing the influence of culture on the development of gender roles.

b) Parents and Gender Socialization

Use the section in *Sociology in Our Times* and resources provided by your teacher to research the role of parents in gender socialization. Present your findings to the class in a well-organized presentation.

c) Peers and Gender Socialization

Use the section in *Sociology in Our Times* and resources provided by your teacher to research the role of peers in gender socialization. Present your findings to the class in a well-organized presentation.

d) Teachers/Schools and Gender Socialization

Use the section in *Sociology in Our Times* and resources provided by your teacher to research the role of teachers and schools in gender socialization. Present your findings to the class in a well-organized presentation.

e) Sports & Gender Socialization

Use the section in *Sociology in Our Times* and resources provided by your teacher to research the role of sports in gender socialization. Present your findings to the class in a well-organized presentation.

f) Mass Media and Gender Socialization

Use the section in *Sociology in Our Times* and resources provided by your teacher to research the role of mass media in gender socialization. Present your findings to the class in a well-organized presentation.

g) Socialization through the Life Course

Use the section in *Sociology in Our Times* and resources provided by your teacher to research the process of socialization at various stages in the life cycle. Present your findings to the class in a well-organized presentation.

h) Resocialization (Voluntary/Involuntary)

Use the section in *Sociology in Our Times* and resources provided by your teacher to research the concept of resocialization. Present your findings to the class in a well-organized presentation.

The Ad and the Ego

“A democratic civilization will save itself only if it makes the language of the image into a stimulus for critical reflection—not an invitation for hypnosis.” ~ Umberto Eco

“Advertising is the most powerful socialization force in the culture.” (from the soundtrack)

1. As you watch the film, carefully observe the way in which images and sound bites are used to present information. Why did the producers of this film select this approach?
2. According to the film, what role does advertising play in our modern culture? Why are most citizens unaware of this role?
3. Outline the evolution of advertising at each of the following time periods:
 - a) mid- to late-nineteenth century
 - b) 1920s
 - c) 1950s

Indicate the common assumptions about advertising in each time period, and describe how these assumptions changed from one period to another.

4. How did the concept of human nature change significantly in the years following World War I? Describe how this change had a significant impact on the advertisement industry.
5. Describe the relationship that modern advertising attempts to create with the human search for meaning. Explain how this relationship is false and misleading.
6. According to the producers of the film, modern advertising has created a “consumer culture.” What will be the long-range effect of this culture on the human race? Can this outcome be avoided? Explain your answer.

Theories of Socialization Presentation Activity

Teachers can assign the following theories of socialization to specific groups of students.

- a) Sigmund Freud and psychoanalysis
- b) George Mead and role-taking
- c) Erik Erikson and the Eight Ages of Man
- d) Lawrence Kohlberg—Stages of moral development in children
- e) Carol Gilligan—Gender differences in moral development

Students can create a group presentation that complies with the following (or similar) requirements:

- a) All group members must participate in the oral presentation.
- b) Work within the group should be divided as evenly as possible.
- c) The presentation must summarize the main idea(s) of the theory, explain all relevant concepts and their application to human behaviour.
- d) The presentation must include appropriate visuals in the form of a chart, table, or diagram.

The following outline provides students with an overview of the content for each theory:

1. Sigmund Freud—The Theory of Psychoanalysis

Id, Ego, and Superego (description and relationship)
 Pleasure and Reality Principles
 Psychoanalysis and Psychotherapy
 Repression and Anxiety
 Oedipal and Electra Complexes
 Freudian Slips

2. George H. Mead—Role Taking

Role-Taking
 Three Stages of Development
 Significant and Generalized Others
 I-Self and Me-Self

3. Erik Erikson—Eight Ages of Man

Main Idea of Theory—Psycho-social Stages
 Stages 1 to 8—central issue / conflict of each stage
 Key Concepts—Identity crisis, mid-life crisis
 Relationship to Mead and Freud

4. Lawrence Kohlberg – Moral Development in Children

Main Idea of Theory

Heinz Dilemma

Three Stages of Moral Development

5. Carol Gillian – Gender Differences in Moral Development

Critique of Kohlberg's Theory

Gender Differences in Moral Thinking

Three Stages of Moral Development in Women

Theoretical Explanations of Social Institutions

Functionalists are particularly interested in the way in which social institutions help humans meet five “functional requisites” essential to our survival.

[Empty rectangular box for student response]

Conflict theorists present a different explanation of social institutions.

[Empty rectangular box for student response]

Theoretical Explanations of Social Institutions

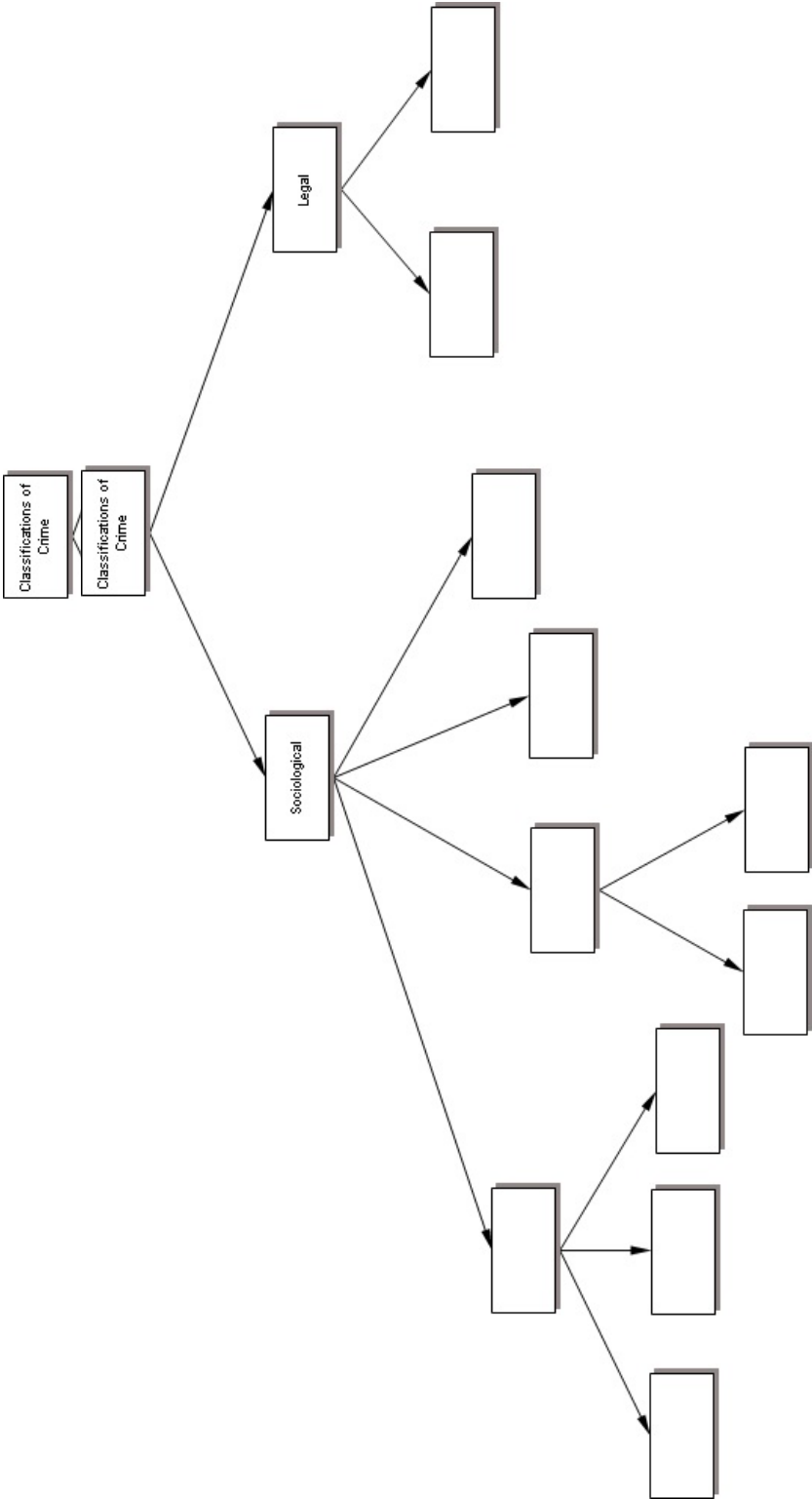
Functionalists are particularly interested in the way in which social institutions help humans meet five “functional requisites” essential to our survival.

- A) *Replacing members*: Reproduction is fundamental to a society’s existence. All societies, therefore, have developed some form of family, an institution that regulates sexual behaviour and maintains orderly reproduction.
- B) *Socializing new members*: Social institutions teach new members the knowledge required to become full-fledged members of society. Family, education, and religion are the primary institution that fulfil this role.
- C) *Producing and distributing goods and services*: All human groups must obtain and distribute basic resources (food, clothing, and shelter; essential cultural knowledge). The economy emerges as the social institution that fulfils this role.
- D) *Preserving order*: Internal and external threats to the social order must be resolved. The military, police, and courts (all parts of government) exist to meet this need.
- E) *Providing a sense of purpose*: Social institutions ensure social co-operation and cohesiveness amongst society’s members, encouraging them to pursue common goals. Religion and family play a critical role in this process.

Conflict theorists present a different explanation of social institutions.

Social institutions do not always operate to the benefit of all members. Rather, they serve the needs and interests of the dominant elite within the society, helping them maintain their position of power, wealth, and privilege and preventing less-privileged groups from improving their situations.

Classifications of Crime



Appendix B: Resources

Website URLs

Websites are listed in the same order in which they are introduced in the Notes section of each unit outline.

Note: Discovery Education Streaming is a subscription service that may not be available in all school districts. There are several videos listed throughout this document that are available through this service.

Unit 1 – Sociology: A Social Science

Martin O'Malley and Owen Wood, "'Cruel and Unusual': The Law and Latimer." CBC News Archives.
www.cbc.ca/news/background/latimer/

Sue Rodriguez and the "Right to Die" Debate. CBC Archives.
archives.cbc.ca/IDD-1-74-1135/people/sue_rodriguez/

"Giving Death a Hand." CBC Television *Fifth Estate* documentary.
www.cbc.ca/fifth/givedeathahand/index.html

Suicide among Aboriginal People: Royal Commission Report, February 23, 1995.
parl.gc.ca/information/library/PRBpubs/mr131-e.htm#THE%20CONTRIBUTING%20FACTORS
(txt)

WHO: Suicide rates. World Health Organization. Suicide rates by individual country.
who.int/mental_health/prevention/suicide/suiciderates/en/

"Japan's Internet 'suicide clubs'." BBC News.
news.bbc.co.uk/2/hi/programmes/newsnight/4071805.stm

SocioSite: Famous Sociologists
sociosite.net/topics/sociologists.php

Dead Sociologists Society
media.pfeiffer.edu/lridener/DSS/DEADSOC.HTML

The Stanford Prison Experiment
prisonexp.org/

The Emile Durkheim Archive: Suicide
durkheim.itgo.com/suicide.html

M. Gansberg. "Thirty-Eight Who Saw Murder Didn't Call the Police." *New York Times*, March 27, 1964. www2.selu.edu/Academics/Faculty/scraig/gansberg.html

A Model of Bystander Intervention. University of Wisconsin LaCrosse.
www.uwlax.edu/faculty/cebin/Is/PSY%20Research%20Lesson%20Model%20of%20Bystander%20Intervention.htm

Facts about Deterrence and the Death Penalty. Death Penalty Information Center.
deathpenaltyinfo.org/article.php?scid=12&did=167

Unit 2—Culture: A Shared Human Experience

101 words in 101 years. (Language) BBC World News.
news.bbc.co.uk/2/hi/uk_news/magazine/3755482.stm

Japanese Baseball
www.camden.rutgers.edu/~wood/Video/vt-baseball.htm

Culture: What Is It? Discovery Education Streaming.
streaming.discoveryeducation.com

How to Study Cultures: How Beliefs and Values Define a Culture. Discovery Education Streaming.
streaming.discoveryeducation.com

How to Study Cultures: How Geography Defines a Culture. Discovery Education Streaming.
streaming.discoveryeducation.com

Horace Miner. *Body Ritual among the Nacirema*. (This reading can also be found by searching the Internet.)
www.msu.edu/~jdowell/miner.html

Japan Snaps up 'Lucky' Kit Kats. (Symbols) BBC World News.
news.bbc.co.uk/2/hi/asia-pacific/4230471.stm

Saudi Women Challenge Driving Ban. BBC World News.
news.bbc.co.uk/2/hi/middle_east/7000499.stm

Indecency Guide for Tourists to Asia. BBC World News.
news.bbc.co.uk/2/hi/south_asia/4474528.stm

Pakistan Votes to Amend Rape Laws. BBC World News.

news.bbc.co.uk/2/hi/south_asia/6148590.stm

Swazi Widows Seek End to Mourning. BBC World News.

news.bbc.co.uk/2/hi/africa/7026781.stm

Tingo, Nakkele and Other Wonders. BBC World News.

news.bbc.co.uk/2/hi/uk_news/magazine/4248494.stm

Origins of the Swastika. BBC World News.

news.bbc.co.uk/2/hi/uk_news/magazine/4183467.stm

Culture: Similarities and Differences. Discovery Education Streaming.

streaming.discoveryeducation.com

Blending Tradition and Progress in the Desert. Royal Embassy of Saudi Arabia.

saudiembassy.net/Publications/MagWinter96/blending.html

Robert J. Brym. "Hip-Hop from Dissent to Commodity: A Note on Consumer Culture." *Society in Question*. Thomson/Nelson Canada, 2004.

societyinquestion4e.nelson.com/articles.html

Robert J. Brym. "Love at First Byte: Internet Dating in Canada." *Society in Question*.

Thomson/Nelson Canada, 2004.

societyinquestion4e.nelson.com/articles.html

How to Study Cultures: How Social Organizations Define a Culture. Discovery Education Streaming.

<http://streaming.discoveryeducation.com>

Bill 101—Language laws in Quebec. CBC News Indepth.

www.cbc.ca/news/background/bill101/

Quebec's French Language Watchdog Investigates Irish Pub. CBC News.

www.cbc.ca/canada/montreal/story/2008/02/16/quebec-signs.html

Pier 21: Canada's Immigration Museum.

pier21.ca/

Love and War: Canadian War Brides. CBC Archives.

archives.cbc.ca/IDD-1-71-1542/conflict_war/war_brides/

Boat People: A Refugee Crisis. CBC Archives.

archives.cbc.ca/IDD-1-69-524/life_society/boat_people/

Chinese Immigration to Canada: A Tale of Perseverance. CBC Archives.
archives.cbc.ca/IDD-1-69-1433/life_society/chinese_immigration/

American Cultural History: The Twentieth Century. Kingwood College Library.
kclibrary.nhmccd.edu/decades.html

Excerpts from Farley Mowat's *People of the Deer*.
ecobooks.com/books/peopdeer.htm

Vanishing Cultures. *National Geographic*.
<http://magma.nationalgeographic.com/2000/culture/lost/resources.html>

Taylor Clark. "Plight of the Little Emperors." *Psychology Today*, July/August 2008.
psychologytoday.com/articles/pto-20080623-000004.html

Unit 3—Socialization: The Shaping of Human Behaviour

"The Selling Game." CBC News.
www.cbc.ca/doczone/sellinggame/video.html

Media Awareness Network.
media-awareness.ca

Web support and purchase of *Secret of the Wild Child*. Web support and purchase of video.
www.pbs.org/wgbh/nova/teachers/programs/2112_wildchil.html

Great Books: Freud's Interpretation of Dreams. Discovery Education Streaming.
streaming.discoveryeducation.com

People and Discoveries—Sigmund Freud. PBS.
www.pbs.org/wgbh/aso/databank/entries/bhfreu.html

Davidson Video – Classification. YouTube.
www.youtube.com/watch?v=SdINjttovC8

Piagetian Conservation Tasks. YouTube.
www.youtube.com/watch?v=MpREJlrgv8

Chapter Seven: Kohlberg's Stages of Moral Development. Pacific Lutheran Theological Seminary.
faculty.plts.edu/gpence/html/kohlberg.htm

Heinz dilemma. Wikipedia.
en.wikipedia.org/wiki/Heinz_dilemma

Dying to Be Thin. PBS.org.

www.pbs.org/wgbh/nova/thin/program.html

How Resocialization Works. Rutgers University/Camden.

www.camden.rutgers.edu/~wood/Video/vt-resocialization.htm

Gay Marriage: A Contested Institution. Rutgers **University/Camden.**

www.camden.rutgers.edu/~wood/Video/vt-gaymarriage.htm

"Bem androgyny test". Los Angeles Valley College.

lavc.edu/myweb/raskofsa/HS_Assignments/HS_A1b_Bem_Androgyny_Test.pdf

Unit 4—Social Organization: Living Together as Humans

Groupthink at Work: The Challenger Disaster. IntroSoc On-line Video Theater. Real Player required.

www.camden.rutgers.edu/~wood/Video/vt-challenger.htm

What is Groupthink? Psychologists for Social Responsibility.

psysr.org/about/pubs_resources/groupthink%20overview.htm

"The Stanford Prison Experiment."

prisonexp.org/

Mark Kelley Spends a Week in Another Life. CBC News in Depth. The National: Seven.

<http://www.cbc.ca/news/media/seven.html>

Gay Marriage: A Contested Institution. IntroSoc On-line Video Theater. Real Player required.

www.camden.rutgers.edu/~wood/Video/vt-gaymarriage.htm

Unit 5—Social Control: Deviant and Conformist Behaviour

"Dating at West Point." *Time*, November 19, 1979.

www.time.com/time/magazine/article/0,9171,948781,00.html

To serve and Protect. Statistics Canada.

www43.statcan.ca/04/04b/04b_001_e.htm

Corrections in Canada: An Interactive Timeline. Correctional Service of Canada.

www.csc-scc.gc.ca/hist/index-eng.shtml

"Go-Boy!" Paradox Pictures.

paradoxpictures.ca/goboy.html

Smoking Is Stubbed out in Bhutan. BBC World News.

news.bbc.co.uk/2/hi/south_asia/4287331.stm

Bhutan Forbids All Tobacco Sales. BBC World News.

news.bbc.co.uk/2/hi/south_asia/4012639.stm

David Rosenhan. *On Being Sane in Insane Places*.

www.scottsdalecc.edu/ricker/pests/online_articles/Rosenhan1975.pdf

William Chambliss. "The Roughnecks and the Saints," *Society*, November/December 1973

phobos.ramapo.edu/~jweiss/laws131/unit1/saints.htm

In Brooklyn: A Wolf in \$45 Sneakers. *Time* magazine.

www.time.com/time/magazine/article/0,9171,924890,00.html

"Let the Penalty Fit the Crime." BBC World News.

news.bbc.co.uk/2/hi/business/4115676.stm

Sexual Harassment. IntroSoc Online Video Theater.

www.camden.rutgers.edu/~wood/Video/vt-harassment.htm

"Deviance and Social Control." Virginia Commonwealth University.

www.people.vcu.edu/~jmahoney/deviance.htm

"Crime in Canada." Statistics Canada.

www43.statcan.ca/04/04b/04b_002_e.htm

"Youth Crime in Canada, 2006." Statistics Canada.

dsp-psd.pwgsc.gc.ca/collection_2008/statcan/85-002-X/85-002-XIE2008003.pdf

"Lost in the Struggle." CBC Fifth Estate.

<http://www.cbc.ca/fifth/lostinthestruggle/>

"*Scared Straight*." YouTube. (Note: Some segments contain course language.)

www.youtube.com

"Youth crime." Statistics Canada.

www43.statcan.ca/04/04b/04b_002b_e.htm

"Youth Justice in Canada: History and Debates." Maple Leaf Web.

www.mapleleafweb.com/features/youth-justice-canada-history-debates

"Youth Criminal Justice Act." Department of Justice Canada.
canada.justice.gc.ca/eng/news-nouv/nr-cp/2001/doc_25948.html

"Youth Criminal Justice Act: Summary and Background." Department of Justice Canada.
canada.justice.gc.ca/eng/pi/yj-jj/ycja-lsjpa/back-hist.html

Myths about Youth Crime in Canada: Fact Sheet. "Center for Research on Youth at Risk." St. Thomas University.
www.stthomasu.ca/research/youth/myths.htm

Journal Articles

The following journal articles referred to in this document can be found on EBSCO. They are listed here alphabetically.

- "A Time to Die." *Maclean's*, September 5, 2005
- "A Perfect Tomorrow." *Equinox*, January 1999, No. 102
- "A Way Out." *Maclean's*, June 25, 2001
- "Bad Girls." *Maclean's*, December 8, 1997
- Berton, Pierre. "Wheels: The Car as a Cultural Driving Force." *Canadian Geographic*, December 1989 – January 1990, p. 44
- "Bonding and Brutality." *Maclean's*, January 30, 1995
- "Boy vs. Girl." *Maclean's*, May 26, 2003
- "Canada: A Nation of Bigots?" *Maclean's*, October 22, 2007
- "Child Poverty." *Maclean's*, September 17, 2001
- "Decoding Body Talk." *Equinox*, April 1995, No. 80, pp. 66–69
- "Delicious Damper Dogs and Hurt Pie for Dessert." *Canadian Geographic*, January/February 1998
- "Dopes with a Rope." *Maclean's*, November 6, 2006
- "DotCom vs. NotCom." *Time*, January 31, 2000
- "Down and Out." *Maclean's*, March 23, 1998
- "Free Range Children." *Maclean's*, April 14, 2008
- "Gay Man Seeks Perfect Woman." *Maclean's*, May 21, 2007
- "Gender Paradoxes." *Maclean's*, May 26, 2003
- "Global Culture." *National Geographic*, August 1999.
- "Growing Old Inside." *Maclean's*, April 9, 2001
- "How To Fix Boys." *Maclean's*, January 21, 2008
- "How R tngz, Dude?" *Maclean's*, December 26, 2005
- "How Young Is Too Young?" *Maclean's*, September 11, 2006
- "I Declare a Chore War." *Maclean's*, May 29, 2006
- "Inside the Sex Trade." *Maclean's*, December 3, 2001
- "Institutional correction." *Maclean's*, June 9, 2003
- "Interview" with Sue Urahn." *Maclean's*, March 19, 2007
- "Is Big Bird Bad for Baby?" *Maclean's*, February 26, 2007

- "Less Crime, More Fear." *Maclean's*, August 18, 2008
- "Murder He Mapped." *Canadian Geographic*, Sept./Oct. 1996
- "No Greater Love." *Maclean's*, October 31, 2005
- "Not a Country Club." *Maclean's*, April 9, 2001
- "Not Particularly Accommodating." *Maclean's*, September 24, 2007
- "People Not Welcome." *Maclean's*, May 21, 2007
- "Prize Specimens." *Maclean's*, August 30, 2004
- "Rare Species of Teenager." *Maclean's*, January 15, 2007
- "Rehab for Johns." *Maclean's*, December 16, 2002.
- "Returning to Religion." *Maclean's*, April 1, 2002
- "Safe ... and Sorry." *Maclean's*, September 4, 2006
- "Sleepless in Modern Society." *Maclean's*, April 17, 2000
- "Straight, but with an Edge." *Maclean's*, May 17, 1999
- "Stressed Out!" *Maclean's*, November 22, 2004
- "Sugar and Spice No More." *Maclean's*, July 21, 2003
- "Taking Back the Neighborhood." *Maclean's*, March 24, 2008
- "The Doctor is Totally In." *Maclean's*, May 8, 2006
- "The Incredible Shrinking Dad." *Maclean's*, September 25, 2006
- "The Kids Are Alright." *Maclean's*, April 9, 2001
- "The Most Dangerous Cities in Canada." *Maclean's*, March 24, 2008
- "The Next Battle over Language Law." *Maclean's*, September 25, 2006
- "The Parent Trap." *Newsweek*, September 7, 1998
- "The Power of Birth Order." *Time*, October 29, 2007
- "The Riots Are Just a Symptom." *Maclean's*, November 21, 2005
- "The Thrill That Kills." *Maclean's*, September 17, 2001
- "The Veiled Kingdom." *Maclean's*, June 25, 2001.
- "Toward the Root of the Evil." *Time*, April 6, 1998
- "Tribal Wisdom." *Utne Reader*, July 1992
- Von Furer-Haimendorf, Christoph. "The Bondo hold onto tradition." *Geographical Magazine*, May 1983, pp. 245–249
- "What Makes a Marriage?" *Maclean's*, March 29, 2004.
- "What's a Girl To Do?" *Maclean's*, September 3, 2001.
- "When Children Kill." *Maclean's*, April 6, 1998
- "When He Becomes She." *Maclean's*, July 20, 1998.
- "Whose Life Would You Save?" *Discover*, April 2004
- "Why Be Just One Sex?" *Maclean's*, September 12, 2005.
- "Why Children Turn Violent." *Newsweek*, April 6, 1998
- "Why Dads Matter." *Maclean's*, June 18, 2001.
- "Working Both Sides of the Social Scale." *Maclean's*.

Videos

The following videos are available from Learning Resources and Technology Services. The stock number is listed in parentheses at the end of each title.

“Anybody’s Son Will Do.” Episode from Gwynne Dyer’s series *War*. (National Film Board) (22888)

Aruba (National Film Board) (V2674)

Canada: A Diverse Culture (Magic Lantern Communications) (23466)

Circles (National Film Board) (V2587)

Domino (National Film Board) (22879)

El Contrato (National Film Board) (V2588)

If the Weather Permits (National Film Board) (V2632)

Images of Women (National Film Board) (22461)

In Other Words (National Film Board) (V2627)

Ironbound (Land and Sea) (V2643)

It’s a Girls World: A Documentary about Social Bullying (National Film Board) (V2657)

Junk Science: What You Know That May Not Be So (ABC News) (22558)

No Logo: Brands, Globalization, Resistance (Media Education Foundation) (23547)

No Turning Back: The Royal Commission on Aboriginal Peoples (National Film Board) (22574)

Place of the Boss: Utshimassits (National Film Board) (22575)

Shredded (NFB) (V2659)

Souvenir of Canada (NFB) (V2675)

Still Killing Us Softly: Advertising’s Image of Women (Kinetic Films) (22618)

The Ad and the Id: Sex, Death and Subliminal Advertising (International Tele-Film) (21478)

The Corporation: The Pathological Pursuit of Profit and Power (Big Picture Corp.) (V2656)

The Weight of the World (National Film Board) (V2629)

Urban Elder (National Film Board) (22568)

Us and Them: Canadian Identity and Race Relations (Tabata Productions) (23559)

War between the Classes (Magic Lantern Communications) (22854)

Additional Video

The Ad and the Ego. Parallax Pictures Inc., 1997.

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Beah, Ishmael. *A Long Way Gone: Memoirs of a Boy Soldier*. Vancouver: Douglas & MacIntyre, 2007.

Brym, R. J. *Society in Question*. Thomson/Nelson Canada, 2004.

Charon, Joel M. *Ten Questions: A Sociological Perspective*, 6th Edition. Thomson/Wadsworth, 2007.

Dyer, Gwynne. *War: The New Edition*. Random House Canada, 2004.

Kendall, D, Murray, J. L., and Linden, Rick. *Sociology in Our Times*, 3rd Canadian Edition. Thomson/Nelson Canada, 2004. (ALR# 23830, 23832)

Lindholm, Charles and Cherry. "Sex and Death in the Trobriand Islands." *Science Digest* 30, February 1982. 82ff