

# AQA A-LEVEL SOCIOLOGY KNOWLEDGE ORGANISERS

- **THEORY AND METHODS**
- **FAMILY AND HOUSEHOLDS**
- **SOCIOLOGY OF EDUCATION**
- **BELIEFS IN SOCIETY**
- **CRIME AND DEVIANCE**



**Social sciences** are a group of subjects which focus on society and how it functions as well as how the individuals within that society function and behave. They include sociology, Psychology and Politics.

**Social Institutions** are the structures in society which influence how society is structured and managed. They include Family, Media, Education and the Government.

**Sociological Imagination** means the ability to see things socially and how they interact and influence each other. To have a sociological imagination, a person must be able to pull away from the situation and think from an alternative point of view.

**Values** are the goals that society tells us we should be aiming for in order to be considered a success.

**Norms** are the unwritten rules of behaviour within a society. The rules which tell the difference between right and wrong as well as rude and polite.

Socialisation means the process of learning the norms and values of society. It happens in 2 stages: Primary socialisation occurs in the family or through the primary care givers. Secondary Socialisation reinforces primary socialisation through social institutions such as education and the media.

## Definition of Sociology.

The systematic study of society and its institutions

## Social Groups

C	Class
A	Age
D	Disability
G	Gender
E	Ethnicity
S	Sexuality



Who is Auguste Comte?

August Comte is the father of modern sociology. He gave the science of sociology its name and applied the methods of the natural science to the study of society.

## Sociological Perspectives

	Outline	Key Thinkers
Functionalism	Structural consensus approach to society. Believe that the institutions of society work together in order to maintain social cohesion and social order. They believe that society is similar to the human body – Organic Analogy.	Durkheim Parsons Merton
Marxism	A structural conflict approach that believes that society is in conflict between the classes. They believe that the Bourgeoisie oppress the Proletariat through various social institutions without their full knowledge.	Marx Engels Althusser Gramsci
Feminism	A set of structural conflict approaches which see society as a conflict between men and women. They look at ways that women are oppressed/disadvantaged by various social institutions and the means by which equality can be achieved.	Oakley Firestone
Interactionism	A micro set of approaches which look at how the individual influences their society through their interactions with others and the social institutions. Interactionism includes Phenomenology, Ethnomethodology, Social Action theory and Symbolic interactionism	Goffman Cooley Weber
Postmodernism	A broad approach which sees society in a more diverse and less structured way. They believe that people have much more choice which means that they shape their reality and culture to their own needs.	Lyotard Baudrillard Foucault Giddens

A consensus theory is one which believes that the institutions of society are working together to maintain social cohesion and stability.

A structural theory is one which looks at how the social institutions influence the running of society and individuals behaviours.

Value Consensus means that a majority of society agree with the goals that society sets to show success.

Anomie means a feeling of normalness where a person doesn't know what it means to be normal within society.

What are Social Facts and who is the key thinker?

### Durkheim

Social facts are things such as institutions, norms and values which exist external to the individual and constrain the individual.

### Durkheim's Ideas of Society

1 Society shapes the Individual  
It is a top down theory where the institutions of society influence the behaviour of the individual.

2 Social solidarity socialisation and anomie. Social solidarity and cohesion is achieved and maintained through socialisation process and learning of norms and values. Without this society can fall into anomie (Normallessness)



What is the Organic Analogy and who used it?

**Talcott Parsons**  
Society acts in a similar way to the human body through the way that social institutions interact in the same way as human organs.

Three similarities between society and biological organisms.

- 1 **System:** Society and humans are systems of interconnected and inter-dependent parts which function for the good of the whole.
- 2 **System needs:** Organisms like the human body have needs that need to be met and so does society. Social institutions have evolved to meet society's needs.
- 3 **Functions:** Just as the organs of the body function for the good of the whole so do social institutions, which have evolved functions which benefit society as a whole.

### Two means of maintaining value consensus and social order

- 1 Formal Social Control – Official groups who enforce societies laws, such as CJS and the Police.
- 2 Informal Social Control – Other social groups such as family and peers who keep us in line through punishment and ostracization.

### The Four Basic needs of society

- G Goal Attainment (Political Function) – Societies set goals and decisions about how power and economic resources are allocated.
- A Adaption (Economic Function) – every society has to provide for the needs of its members in order of the society survive.
- I Integration (Social Harmony) – specialist institutions develop to reduce conflict in society. For example education and media create sense of belonging.
- L Latency: The unstated consequences of actions – there are 2 types of latency: Pattern Maintenance: Maintaining value consensus through socialisation and Tension Management. Opportunities to release tension in a safe way.

### Internal Criticisms of Functionalism



Key Thinker  
Robert K. Merton

Three Main Criticisms of Parson's Assumptions

- 1 **Indispensability** – not all social institutions are functionally indispensable and that there are functional alternatives. For example the family are not the only institution that can perform primary socialisation.
- 2 **Functional Unity** – Not all social institutions are a tightly linked as Parsons suggests. Some institutions are quite far removed from each other. For example the rules of banking and Education.
- 3 **Universal Functionalism** – Not all the institutions of society perform a positive function for society, instead for some people they are dysfunctional, for example domestic abuse makes the family dysfunctional for its members.

A Manifest Function is the intended function of a social institution.

An example of a manifest function is the rain dance performed by the Hopi Indians with the intention of making it rain.

A Latent Function is the unintended function of a social institution.

An example of a latent function is also shown by the Hopi Indians, the ran dance also helps to maintain social solidarity

### External Criticisms of Functionalism

- |                        |  |
|------------------------|--|
| Logical Criticisms     | <ul style="list-style-type: none"> <li>• The theory is teleological – a thing exists because of its function or effect.</li> <li>• Contradictory – how can something be both functional and dysfunctional</li> <li>• Unscientific – impossible to falsify or verify the theory.</li> </ul> |
| Conflict Perspective   | <ul style="list-style-type: none"> <li>• Unable to explain conflict and change in society.</li> <li>• It is a conservative ideology that tries to maintain the status quo.</li> <li>• Legitimises the position of the powerful.</li> </ul>   |
| Action Perspective     | <ul style="list-style-type: none"> <li>• Wrong (1961) – Functionalism is deterministic</li> <li>• Functionalism reifies society – treating it as a distinct 'thing'</li> </ul>   |
| Postmodern Perspective | <ul style="list-style-type: none"> <li>• Unable to explain diversity and instability in society.</li> <li>• Functionalism is outdated due to being a meta-narrative.</li> </ul>  |

A conflict theory is a theory that suggest that society is in conflict between certain groups. In the case of Marxism the conflict is between social classes.

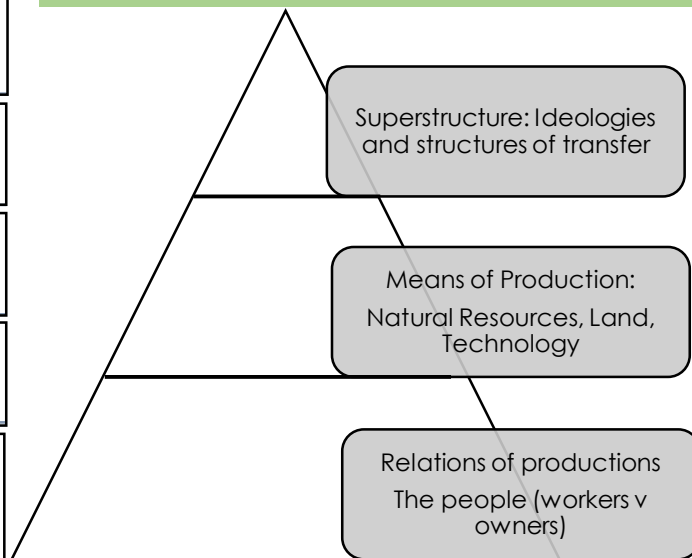
Bourgeoisie means the owners of the means of production and the ruling class.

Proletariat means the workers who are the relations of production and are oppressed by the bourgeoisie.

Alienation means the process whereby the **worker** is made to feel foreign to the products of his/her own **labor**.

False Class Consciousness means the way that the proletariat a led to believe their oppression by the bourgeoisie is normal and that if they work hard they can become the bourgeoisie.

Marxist Structure of a Capitalist society.



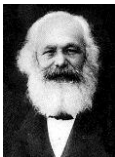
Evaluation of Marxism

Over Simplified	<p>Marx focuses solely on class divisions within society but Weber suggest that inequality can be caused by power and status independently of class structures. Feminists would also argue that there is more inequality between genders then there is between classes.</p> <p>The two class system is also over simplistic – it is currently suggested that there are 7 different classes within British society.</p>
Economic Determinism	<p>Marx's whole system is based on economics, and the view that economic factors are the sole cause of everything in society, from inequality to social change.</p> <p>Weber argues that Marxism completely ignores the role of ideas in social change – e.g. Calvinism's role in the rise of capitalism.</p>
Lack of Revolution	<p>The biggest criticism of Marxism is that the revolution that he said would cause the development to a communist society has yet to occur and Marx was very vague on the conditions that would eventually lead to this revolution.</p> <p>Marx also suggested that revolution would occur in the most advance capitalist societies and yet it has been the most backward countries (Russia and Cuba) that have seen Marxist revolutions.</p>
Out of date	<p>Capitalism has become es exploitative then it was during the industrial revolution. Keynesian Economics has led to more government oversight of businesses and the development of welfare states.</p> <p>A number of social institutions have become autonomous from the bourgeoisie – e.g. the media have become critical of the elite.</p>

The features of Capitalist Society .

The features of Communist Society .

1	The proletariat are legally free and separated from the means of production	1	Collective ownership of the means of production and abolish of production for profit.
2	Competition between capitalists lead to the means of production becoming concentrated.	2	Stateless and Classless society -
3	The proletariat do not receive the value of their goods that their labour produces, but only the cost of subsistence.	3	Reclaiming control over the workers labour and products they create (end alienation)



Five Stages of society according to Marx

1	Primitive communism – Classless society
2	Feudal Society – Landowners V Peasants
3	Capitalist Society – Bourgeoisie V Proletariat
4	Socialism – Government Owners V Workers
5	Communism – Classless Society

## Humanistic Neo-Marxism



Gramsci's concept of hegemony means the dominance in society of the ruling class ideology and the acceptance of and consent to by the rest society.

Voluntarism means that the working class choose to accept the ruling class ideology.

### Ruling Class dominance is maintained by....

- 1 Coercion – the use of the army, police and other government agencies to force other classes to accept ruling class ideology.
- 2 Consent – uses ideas and values to persuade the other classes that ruling class ideology is legitimate.

### Reasons why Ruling Class hegemony is never complete

- 1 Ruling class are the minority – to maintain their rule they must create a power bloc (alliances) with other groups such as the middle class.
- 2 Dual consciousness – Working class can see through the dominant ideology to a certain extent. They are influenced by the bourgeoisie ideas but also by their material conditions.

Organic Intellectuals are class conscious workers who organise themselves into a revolutionary political party who will help to create the counter hegemony

## Structural Neo-Marxism



### State Apparatus

- |   |  |
|---|--|
| 1 | Repressive State Apparatus: Armies of Men: Police, CJS, military. Coercion |
| 2 | Ideological State Apparatus: Media, education, family etc manipulation     |

### 3 Levels of Structural Determinism

- |   |  |
|---|--|
| 1 | Economic Level – All activities which produce something to meet a need. Dominates capitalism.                                    |
| 2 | Political Level – All forms of organisation including the RSA's which coerce workers into the false class consciousness.         |
| 3 | Ideological Level – The ways people see themselves and the world. Including ISA's which socialise and manipulate people into FCC |

Relative Autonomy means partial autonomy from the economic level. This means that the political and ideological levels are more than a reflection of the economic level but there is in fact 2 way causality. Economic level dominates in capitalism but the political and ideological functions a indispensable as well.

### Requirements for socialism to come about

Humanistic Neo-Marxism	Structural Neo-Marxism
Counter Hegemony created by the working class to over thrown the cultural hegemony of the ruling class.	

## Evaluation of Neo-Marxism

Humanistic Neo-Marxism

Under - emphasizing the role of coercive political and economic forces in holding back the formation of a counter-hegemonic bloc – for example workers may be unable to form revolutionary vanguards because of the threat of state-violence.

Structural Neo-Marxism

- Replaces economic determinism is replaced by a more complex system.
- Discourages political activism by suggesting that individuals can do little to change society.
- Ignores examples of working class struggles changing society.
- Thompson – Althusser is elitist and suggests people follow communist party blindly.

Feminism in general means the belief in the social, economic, and political equality of the sexes.

Malestream means viewing social phenomena mainstream and usual, from the point of view of the man, without regard to gender.

Patriarchy means male dominance over women.

### Three Waves of Feminism

**1 Early 1900's**  
Suffragettes striving for women's votes.  
Emmeline Pankhurst

**2 1960's**  
"Private made Political" – Gloria Steinem  
Binging women's issues into the public sphere such as abortion, contraception and domestic violence.

**3 1990's**  
#HeforShe, #Metoo  
Focus on issues such as gender representations in the media and sexual harassment.

### 6 Structures of Patriarchy - Walby

1	<b>The state:</b> govt run by men so policies and laws tend to favour men's interests.
2	<b>Violence:</b> Men are able to use their physicality to intimidate women.
3	<b>Domestic Labour:</b> Women still complete the majority of domestic labour even though there is no reason for this.
4	<b>Paid Work:</b> Women earn less than men and they are overwhelmingly in low paid and part time work.
5	<b>Sexuality:</b> The difference in how men and women's sexuality is perceived. Women are Sluts, men are players.
6	<b>Culture:</b> portrayal of women in culture and the media is often in a sexual way or in a way that reinforces women's lower status.

### General Features of Feminism

1	There are inequalities between men and women based on power and status.
2	Inequalities create conflict between men and women.
3	Gender roles and inequalities are generally socially constructed.
4	The importance of the concept of patriarchy: A system of social structures and practices which men dominate, oppress and exploit women.

Type	Outline	Thinkers	Evaluation
Liberal Feminism	Believes that equality should be brought about through education and policy changes. They try to change the system from within.	Anne Oakley Sue Sharpe	Overly Optimistic about the amount of progress that has been made.  Deals with the effects of patriarchy not the causes.
Radical Feminism	Believe equality can only be achieved through gender separation and political lesbianism. Change is brought about through protest and violence.	Germaine Greer	Gives other forms of feminism a bad reputation.  In this theory gender equality is never full achieved.
Marxist Feminism	Believe that capitalism is the cause of women's oppression and that this oppression helps to reinforce capitalism. This is done in three ways: Women as reserve work force Creation of the next gen of workers. Cushioning Effect – Zaretsky	Michelé Bartlett	Revolution is required for equality and it hasn't happened yet.  Patriarchy exists in non-capitalist societies.  It is men not capitalism that benefit from women's oppression.
Intersectional Feminism	Believes that other feminisms create a false universality of women's oppression, based on the experiences of western, middle class white women. Different groups of women will experience oppression differently and each of these experiences needs to be	Judith Butler	Focuses on the minutia of oppression which lessens the impact and power in feminism as a whole.
Dual systems Feminism	Combines the ideas of the radical and Marxist feminists, and suggests that women are oppressed by two different systems: Capitalism and Patriarchy	Hiedi Hartman  Sylvia Walby	Patriarchy is not at system in the same way as capitalism instead it is a descriptive term for practices such as male violence and control of women's labour.

## 5 Features of Social Action

1	Social structures are a social construction created by individuals. Not a separate entity above them.
2	Voluntarism, free will and choice of people to do things and form their own identities rather than being dictated by social institutions.
3	Micro Approach, focus on individual or small groups rather than large scale trends.
4	Behaviours is driven by beliefs, meanings and feelings people give to the situation they are in, or the way they see things.
5	The use of interpretivist methodology in order to uncover the meanings and definitions individuals give to their behaviour.



Key Thinker

Max Weber

Micro Approach means that the sociologists are looking at the individuals in society and how they shape the world around them

Verstehen means empathy. To fully understand social groups you have to be able to 'walk in their shoes'

### Summary of Social Action Theory

Weber believed that in order to fully understand society you need to use a combination of both structural and action approaches.

#### **Example: The Protestant Work Ethic**

**Structural cause:** Protestant reformation, introduced an new belief system – Calvinism. This changed peoples worldview and therefore their behaviour.

**Subjective Meaning:** work took on a religious meaning, glorifying God through labour and aestheticism. Making them the first modern capitalists.

### 2 levels of sociological explanation

1	<b>Cause:</b> explaining the structural factors that shape peoples behaviour.
2	<b>Meaning:</b> Understanding the subjective meanings that individuals attach to their actions.

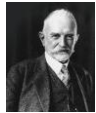
## 4 Types of Action

1	<b>Instrumental Rational Action:</b> Social actors works out the most efficient way to achieve a goal. E.g. the most efficient way to make profit is to pay low wages.
2	<b>Value Rational Action:</b> Action towards a goal that seen as desirable for its own sake. E.G. Believing in God and completing rituals in order to reach salvation.
3	<b>Traditional Action:</b> Routine, customary or habitual actions that are done without thought or choice; more like "we have always don this"
4	<b>Affectual Action:</b> Action that expresses emotion. Weber saw this as important in religious and political movements with charismatic leaders who attract followers based on emotional appeal. E.g. weeping with grief or violence caused by anger.

## Evaluation of Weber

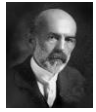
Alfred Schutz	Weber's view of action is to individualistic and doesn't explained shared nature of meanings. For example a student raising their hand in class, THEY mean they have a question or answer, but Weber doesn't explain how the teacher and other students also know what is meant by this gesture.
Application	It is difficult to apply these ideas as meaning can be misinterpreted or reinterpreted by different individuals. E.g. The Trobriand Islanders exchange gifts called 'Kula' with neighbouring islands. This could be seen as either a traditional action as it has been done for generations or it could be seen as an instrumental rational action because it cements
Verstehen	IT is never possible to truly put yourself into the shoes of another person, therefore we cannot really know or understand their motives.

## Key Thinkers



G.H. Mead

Herbert Blumer



Charles Cooley

Erving Goffman



## Symbol Versus Instinct

Instinct means responding to stimulus in an automatic, pre-programmed way.

Symbol means the words, objects, expressions and gestures that an individual attaches meaning to.  
For example: the shaking of a fist can mean many things.

Interpretive Phase means the process between experiencing the stimulus and reacting to it, where the situation is interpreted in order to choose the appropriate response.

## Taking on the role of the other

Thinker: **GH Mead**

**Taking on the role of others means** putting oneself in the place of the other person and seeing ourselves as they see us.

### How do we take on the role of the other?

Through the process of social interaction. Firstly as young children through imitative play where we start to see ourselves as our significant others see us. Then we start to see ourselves as the wider community do – Generalised Other

## Key Principals of Symbolic Interactionism

Thinker: Herbert Blumer

- 1 Our actions are based on the meanings we give to the situations, events and people.
- 2 These meanings are based on the interactions we have experienced and are not fixed but are negotiable and fluid to some extent.
- 3 The meanings we give to situations are the result of interpretive procedures we use such as taking on the role of others.

## Labelling Theory

Definition of the situation	<b>WI Thomas</b> – the definition of something is its label therefore people label situations, events and people which can have real world consequences. For example a teacher labels a student as troublesome and will therefore act differently towards that student.
Looking Glass Self	<b>Cooley</b> – the way that we develop our <i>self-concept</i> . "I am not who I think I am, I am not who you think I am, I am who I think you think I am." Self Fulfilling Prophecy – we become what others see us as.
Career	<b>Becker and Lemert</b> – the process of labelling, from identification, to the label being attached, acceptance or rejection of the label by the labelled, to the creation of a master status. Each stage has its own set of problems and issues.

## Dramaturgical Model

Thinker: <b>Goffman</b>	
Presentation of self	Front Stage Self – The act we put on for other people. The front stage is where we spend most of our lives.  Back Stage – The private place where we can truly be ourselves and prepare to return to the front stage.
Impression Management	The use of language, gestures, body language and props to help us play for the type of person that we want the audience to see. This process requires us to constantly read the audiences responses to us and adjust our performance accordingly.
Roles	There is a gap between who we really are and the roles we play - 'role distance'. Roles are loosely scripted by society so we have the freedom to choose how we play them.

## Evaluation

	1	2	3	4	5
Ethnomethodology argues that although it is correct to focus on interactions, Symbolic Interactionism fails to explain who the actors create the meanings.		Not all action is meaningful, especially Weber's idea of traditional actions which may hold little meaning for the actor.	Fails to explain the origin of labels or the consistent patterns that we see in peoples behaviour.	It is more a loose group of descriptive concepts than an explanatory theory.	Dramaturgical analogy has its limitation as everyone plays both roles of actor and audience and interactions are often improvised and unrehearsed.



## Phenomenology



**Edmund Husserl:** The world only makes sense because we impose meaning and order on it. We construct mental categories to classify and file information that we experience through our senses. Therefore the world as we know it is a product of the individual mind.



**Alfred Schutz:** developed Husserl's ideas and applied it to the social world. He states that the categories and concepts we use to construct our mental categories are not unique to ourselves but we in fact share these with other people which is how we are able to live in community and social groups.

**Typifications means...** The shared categories that help us to organise the experiences and world around us. Typifications help to stabilise and clarify meanings by ensuring that we are all speaking the same language and agree on the meaning of things.

**Life World means...** the stock of shared typifications or what many consider common sense knowledge. It includes common assumptions about the way things are and what certain situations mean.

**Recipe Knowledge means...** the ability to interpret a situation, action or motivation without really thinking about it. For example we know that a red light means stop and this knowledge means that we are able to drive safely.

**Natural Attitude means...** the belief that society is a real objective thing that exists outside of use. However Schutz suggests that this is a false belief as it merely demonstrates how people have the same shared meanings which allow us to cooperate and achieve mutual goals.

### EVALUATION: Berger and Luckman

Agree that it is right to focus on the common sense knowledge they disagree with the idea that reality is an inter-subjective reality but instead that once the shared meanings have been created, society becomes an external reality that reflects back on us. For example Religion starts as a set of ideas but becomes powerful structures of society which can constrain us.

## Ethnomethodology



**Harold Garfinkel** – is interested in how social order is maintained. Unlike interactionists who are interested in the effects of the meanings; he is interested in how people construct the common sense knowledge and the rules and processes we use to produce the meanings in the first place.

**Social order is created from....** The members of society creating and applying common sense knowledge to their everyday lives.

Ethnomethodology studies.... The process of creating the meanings by which we make sense of the world and the rules and methods used to create the meanings.

**Indexicality means..** Nothing has a fixed meaning; everything is dependent on context.

**Reflexivity means** the use of common sense knowledge to interpret everyday situations to construct a sense of meaning and order.

## Breaching Experiments

What are they	What is their purpose?	What did Garfinkel conclude?
Garfinkel got his students to either act as lodgers in their own home (overly polite, avoiding getting personal) or the haggled over the price of groceries at the checkout of a supermarket.	Experiments which aim to disrupt people's sense of order and challenge their reflexivity by undermining assumptions about a situation.	By challenging the taken for granted assumptions he was able to show that the orderliness of everyday situations is not fixed but an accomplishment of those who took part. Social order is "participant produced"

### EVALUATION: Carib

Findings of the breaching experiments were trivial as Ethnomethodologists spend a lot of time uncovering "taken for granted rules" which are of no surprise to anyone. EM denies the existence of wider society suggesting instead that it is a "shared Fiction" but functionalists would argue that norms and values are not fiction but a social fact. Marxists would argue that the "shred common sense knowledge" is in fact the ruling class ideology and the order that it creates serves the interests of capitalism not the individual.



Key Thinker

## Anthony Giddens

### Duality of Structure

Structure and action are two sides of the same coin and neither can exist without the other. It is through our actions that we produce and reproduce structures and it is these structures which allow our actions to take place.

### How does language illustrate the duality of structure

Language is a structure with rules of grammar which determine meanings. We must follow these rules in order to be understood by others. This shows how our actions (communication) are dependent on structure (grammar). However without action structure wouldn't exist. For example grammar would exist if people did not use language. Also shows how actions can change over time with words taking on new meanings (Gay) and new words being developed (To Google)

### Two elements of structure

1 Rules - the norms, customs and laws which govern action.

2 Resources – Economic resources such as raw materials, technology etc and power over others.

### Two ways that action reproduce existing structures.

- 1 The rules contain the stock of knowledge about how we live our lives. For example earning and living and shopping etc involve applying this knowledge. We use resources as we go about everyday activities which reproduces the structures. For example using money to buy shopping
- 2 Through actions by which reinforce the existing structures because we have the need to ensure the status quo

**Ontological Security** means the need to feel that world around us is as it appears to be, orderly and stable. This encourages actions that maintain the structures rather than changing them.

### Two ways that the structure of society, action or agency changes society.

- 1 Reflexive monitoring - we constantly reflect on our own actions and their consequences so that we can adjust our actions as needed.
- 2 Unintended Consequences – we may change the world around us but not always in the way we intended. For example the Calvinists adopted the protestant work ethic to glorify God but also started the development of the modern capitalist state.

### Evaluation

Margaret Archer	Giddens underestimates the power of the structures to resist change. For example Slaves may wish to abolish slavery but lack the power to do so through their own agency. Protestants were persecuted by the catholic church for changing their beliefs.
Craib	Structuration isn't really a theory at all but describes the kind of things that sociologists find when they study society. Giddens fails to explain how his theory applies to large scale structures such as the economy or the state.

4 Characteristics of a Modern Society.

1	Nation State – The key political unit of modern society. A geographical area ruled by a powerful central state.
2	Capitalism – Private ownership of the means of production and the use of wage labourers.
3	Rationality – Science and technology are the dominant way of thinking. The move away from religious explanations.
4	Individualism – greater personal freedom and the break from tradition and ascribed status. Although structural inequalities still remain.

**Globalisation means...** the increased interconnectedness of people across national boundaries.

4 Changes of Globalisation

1	<b>Technological Changes</b> – New technologies have created a time-space compression but also created greater risk such as global warming.
2	<b>Economic Changes</b> – economic activity now takes place on a global scale and includes the electronic economy. Money never sleeps.
3	<b>Political Changes</b> – globalisation has undermined the power of the nation state. We now live in a borderless world – Ohmae. TNC have more power than government.
4	<b>Changes in culture and identity</b> – we live in a global culture created by mass media that has led to the westernisation of the world.

Postmodernism

Postmodernism is characterised by instability and fragmentation within a global village where image and reality are indistinguishable. We are defined by what we consume. It is a completely new era of society and new theory

**Meta Narrative means...** the big picture, a singular truth which explains the world around us.

**Relativist Position** means... All views are true for the people who hold them. No one has a monopoly on the truth.

Baudrillard and Simulacra

Lyotard and language Games

Knowledge is not about truth it is a but a way of seeing the world. This is preferable as it allows marginalised groups to be heard.

Society is no longer based on production of goods but on buying and selling of knowledge which bears no relation to reality. He calls the signs that stand for nothing Simulacra. He also talks about hyper-reality where there is a blurring of reality and image. For example reality TV which is partially scripted so bears no relation to actual reality.

Evaluation

Philo and Miller	Best and Kellner	Enlightenment Project
It ignores power and inequality	Weak theory as it explains how society is but fails to explain how they came about.	Postmodernism is a pessimistic about the entitlements project, suggesting that their view of objective knowledge is impossible and nothing can be done to change or improve society.
Overlooks the role of poverty in restricting opportunities.		
Wrong to assume people cannot differentiate between reality and image.		

Late Modernity

Argue that we are not entering a new era of postmodernism but instead are seeing a continuation of modernity. They recognise that something important is happening but the elements of modernity are still present. They believe that we can use the enlightenment project to improve society.

Giddens: Key Features of Late Modernity

1	<b>Disembedding</b> – we no longer need face to face contact in order to interact. There is a break down of geographical borders thus making interaction more impersonal.
2	<b>Reflexivity</b> – we are continually re-evaluating our ideas and theories, nothing is fixed or permanent and everything is up to challenge.

Ulrich Beck: Risk Society

**Manufactured Risk:** The risks that we face today have been created by human activity rather than by nature.

**Individualisation:** we are no longer governed by tradition in terms of how we act, instead we think for ourselves and reflect on the possible consequences of our actions.

**Risk Consciousness:** we have become much more aware of risks to ourselves than we ever used to be and work to avoid and minimise them.

Evaluation

Rustin	Hirst	Risk & the Poor
Capitalism not technology is the cause of risk in modern society.	Movements such as environmentalism are unable to bring about the change that Beck suggests are the way too fragmented.	Not everyone has the option to minimise the risk that they are faced with, the poor don't always have the means to do this.

**Hypothesis means** a supposition or proposed explanation made on the basis of limited evidence as a starting point for further investigation.

**Correlation means** the relationships between two variables. It could be a positive or negative relationship.

**Ethnographies means** the scientific description of peoples and cultures with their customs, habits, and mutual differences.

**Pilot Study** is a small scale preliminary study conducted in order to evaluate feasibility of the key steps in a future, full-scale project.

**Qualitative data is** virtually any type of information that can be observed and recorded that is not numerical in nature and can be in the form of written or verbal communication.

**Longitudinal Study means** a study that takes place over a long period of time. It can include a number of other research methods.

**Case Study means** a detailed and in-depth study of a single case, involving an event, group, individual, or organization.

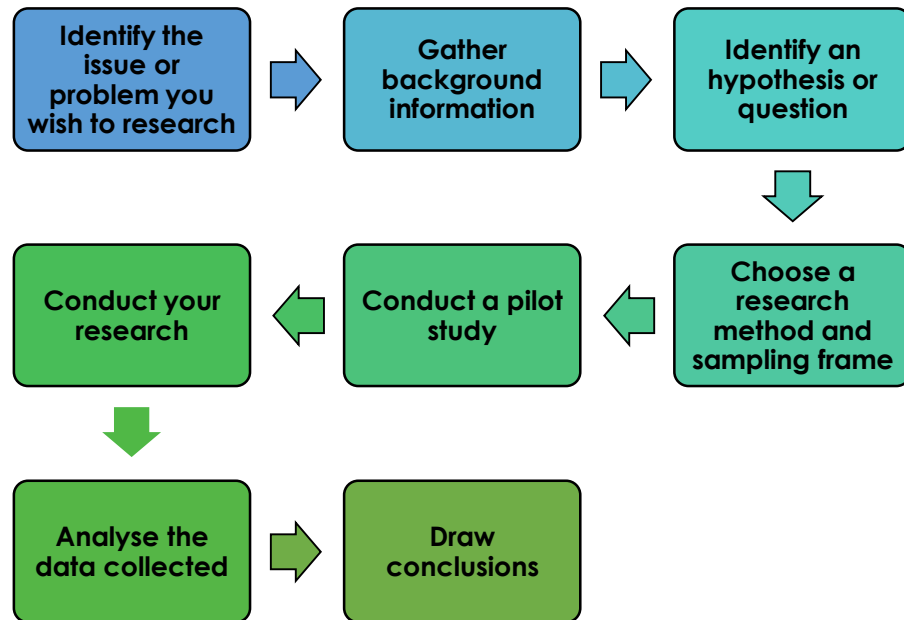
**Quantitative data is** data that can be quantified and verified, and is amenable to statistical manipulation. Generally comes in the form of numbers and figures.

**Reliability** means the extent to which a study can be replicated in the same way. You do not need to get the same results but the process should be the same.

**Validity means** how well a piece of research actually measures what it sets out to, or how well it reflects the reality it claims to represent.

**Triangulation means** using more than one research method to improve the validity of the study.

### The Hypothetico-Deductive Model



### Factors when choosing a topic

1	The personal interests and values of the researchers themselves
2	Theoretical perspective/ political beliefs.
3	Opportunity / Access to research population
4	Funding
5	Society and what is currently "In Vogue"
6	Ethical Considerations

## Practical Factors

### Access to the Participants

The ability to gain access to the group you wish to study will determine which type of method you are able to use. For example if your participants are working class parents they may not have the time to complete interviews but could do a questionnaire.

### Personal Characteristics of the Researcher

The personal characteristics of the researcher will influence their choice of method as different researchers will have different skill sets making some methods easier to use than others. For example a researcher would need good communication skills in order to use an interview and good memory and powers of observation for using an observation.

### Subject Matter

The subject you are studying may lend itself more to one research method than another. For example it may be difficult for a male researcher to interview victims of domestic violence and questionnaires may not be appropriate for participants who have English as a second language.

### Size of the sample

The sample size can influence the choice in methods as if you have access to a large sample an interview would take too long to complete but if you have a very small sample an in depth interview might be required to get enough information.

### Type of data required

Different methods will provide either qualitative or quantitative data, so the type of data required will influence the method used.

### Time Available

Different methods require different amounts of time to complete and this may influence a researcher's choice and they may have a deadline to meet. For example unstructured interviews and observations can take a lot more time to complete than a web-based questionnaire.

### Cost / Funding

Research funding can influence the research method used not just due to the requirements of the funding body but also the amount it could cost as the researcher will need to stay within budget.

### Research Opportunity

There are times when a research opportunity can occur suddenly meaning that the research will not have the time to prepare structured interviews or questionnaires.

## Ethical and Moral Factors

### Informed Consent

All participants have to give **informed consent**. This would mean that the sociologist would have to explain to participants what the research was about, what taking part would involve and how the data will be used.

### Covert Research & Consent

When conducting covert research it may be necessary for the researcher to gain informed consent **after** the data has been collected, they can also gain pre-emptive consent from a similar group.

**Pre-emptive Consent** means speaking to a similar group to your sample to see if they would give consent to the researcher and if so the researcher can assume the sample will as well.

**Deception** means deliberately lying to the participants about the purpose of the research or how the data will be used. This can sometimes be necessary if the nature of the research could lead to researcher effects and invalidate the data.

**Gate keepers** are the people that you need to gain permission from in order to gain access to your participants.

### Confidentiality

Any and all identifying features about the participants should not be released to the public or published in the report on the study.

### Privacy

The researcher should not ask or involve themselves in the private lives of their participants which do not pertain to the research they are conducting.

### Harm

The participants and researcher should not be put in any harm's way during the research, whether physical, psychological or emotional harm.

### Legality

The researcher cannot break the law during their research or take part in illegal activities.

Method	Description	Practical		Ethical		Theoretical	
		+	-	+	-	+	-
<b>Open Questionnaire</b>	A self complete form with questions which allow the respondent to answer in as much detail as they want.	Easy Cheap Lack of researcher effects Quick to analyses and reach conclusions	Low response rate Misunderstand the question Answer may not fit those given (closed) Leading Questions	Informed consent given by completing Anonymous	Questions may be sensitive.	Detailed data (Open) Reliable Large Sample Easy to quantify and analyse (Closed) Detachment and objectivity	Participants may lie Someone other than the intended participant may answer Right answerism Lack of rapport
<b>Closed Questionnaire</b>	A self complete form with questions which give a set of responses that the respondent can choose from.						
<b>Web based Questionnaire</b>	A self complete form which is sent out via the internet or by using a site such as survey monkey..						
<b>Unstructured Interview</b>	A conversation between the researcher and the participant where the questions are based on the responses given.	Allows researcher to build rapport with the participants. (US) Flexibility Allows for clarification of the questions.	Time Cost & Training of Interviewers	(US) Good for sensitive topics	Questions could cause harm if of a sensitive nature.	In depth detailed data (S) Reliable Hard to Quantify	Demand Characteristics (US) Unreliable Small Sample (G) Peer Group Influence
<b>Structured Interview</b>	A conversation between the researcher and the participant where the questions are set in advance.						
<b>Group Interview</b>	Where the interview can be structured or unstructured but involves more than one participant.						
<b>Overt Observation</b>	Where a researcher tells the participants that they are being observed and what they are being observed for.	Flexible [O] Researcher can ask questions Only option with some groups.	Time Cost Researcher effect Requires a certain skill set not all researchers will have. [C] Relies on memory Some groups can be hard to access		[C] lacks informed consent. Privacy can be breached. [P] Going Native	In depth detailed data Allows for Verstehen	Hawthorne Effect Hard to Quantify Small Sample Unreliable
<b>Covert Observation</b>	Where the researcher doesn't tell the participants that they are being observed until after the study is complete.						
<b>Participant Observation</b>	Where the researcher becomes a member of the group they are researching.						
<b>Non-Participation Observation</b>	Where the researcher watches the group from the outside without taking part.						
<b>Experiments - Lab</b>	A study that takes place in a lab where the researcher is able to manipulate and control all the variables.	Variables are controlled.	Time Cost	Harm to participants - Stress	Deception in order to deal with researcher effects	Highly reliable Causation can be determined	Validity - not normal setting Researcher Effects Small Sample
<b>Experiments - Field</b>	<b>Field Experiments</b> take place in real-life settings such as a classroom, the work place or even the high street.						

Method	Description	Practical		Ethical		Theoretical	
		+	-	+	-	+	-
<b>Official Statistics</b>	Numerical data that is produced by government of government agencies.	Cheap Easily accessible	May not ask the questions specific to the research	No ethical considerations in using official statistics.		Large sample Valid Reliable	
<b>Unofficial Statistics</b>	Numerical data that is collected by charities and other organisations.	Cheap Easily accessible	May not ask the questions specific to the research	No ethical considerations in using unofficial statistics.		Large Sample Valid Reliable	Could be biased to the views of the organisation.
<b>Personal Documents</b>	Documents such as personal diaries, letters and other personal correspondence.	Cheap	Can be hard to access		Invasion of privacy Informed Consent Confidentiality	In depth and detailed	Open to interpretation Personal view Unreliable
<b>Public Documents</b>	Government documents that have been released such as OFSTED reports	Some can be easy to access. Cheap	Can take time to gain access under FOI Act	No ethical considerations		In depth data	Unreliable Open to interpretation Biased
<b>Historical Documents</b>	Original documents that contain important historical information about a person, place, or event.	Cheap Time Can be easy to access	May not be specific to the research being conducted		Confidentiality Invasion of Privacy	In depth data	Open to interpretation Unreliable Personal View
<b>Prior Research</b>	Research that has been carried out in the same area or on the same topic.	Cheap Easy to access Time	May not be exactly the same in terms of research aims.	No ethical considerations			
<b>Content Analysis</b>	<b>Formal Content Analysis</b> is a quantitative approach to analysing mass media content and involves developing a system of classification to analyse the key features of media sources	Cheap Easy to access	Time	No ethical considerations		Reliable	Open to interpretation

**A population is** the people who live within a society.

**A research population** is the group of people that you wish to study.

**A sample is** those who are taking part in your study.

**Representative means** the extent to which a sample mirrors a researcher's target population and reflects its characteristics.

**Generalisability means** the extent to which their findings can be applied to the larger population of which their sample was a part.

Random	
<b>Description</b> An example of random sampling would be picking names out of a hat. In random sampling everyone in the population has the same chance of getting chosen.	
+	-
Easy to create and can be created by computer	Can lead to unrepresentative sample

Systematic	
<b>Description</b> Picking every N <sup>th</sup> person from all possible participants. N = the number of people in the research population / the number of people needed for the sample.	
+	-
Relatively easy to create	Can lead to an unrepresentative sample

Stratified	
<b>Description</b> Where the sample reflects the proportions of different groups in the research population. For example if 33% of the RP are female then 33% of the sample should be female.	
+	-
Provides a representative sample	Can be complicated to create the sample.

Quota	
<b>Description</b> In this method researchers will be told to ensure the sample fits with certain quotas, for example they might be told to find 90 participants, with 30 of them being unemployed.	
+	-
Representative Sample	Can be difficult to find enough people to fill the quota.

Snowball	
<b>Description</b> With this method, researchers might find a few participants, and then ask them to find participants themselves and so on.	
+	-
Useful to use when researching hard to access groups.	Sample can be unrepresentative

Opportunity	
<b>Description</b> Uses people from target population available at the time and willing to take part. It is based on <b>convenience</b> .	
+	-
Quick and easy	Can lead to an unrepresentative sample.



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**Representative** means the extent to which a sample mirrors a researcher's target population and reflects its characteristics.

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## Factors impacting Reliability

### Research Method

Some research methods such as structured interviews and questionnaires are more reliable as they can be repeated in the same way multiple times.

### Data type

Quantitative data is more reliable than qualitative as it is quantifiable and not open to interpretation.

### Participants

It is unlikely that a researcher will be able to get participants who match exactly when repeating research, so participants will lower the reliability of a study.

## Factors impacting Validity

### Hawthorne Effect

The idea that participants will consciously or unconsciously change their behaviour when they know they are being watched – only applies to observations.

### Social Desirability

Social desirability refers to the conscious or unconscious changes people make to their answers or behaviours so that they appear more socially acceptable / normal.

### Data Type

Qualitative data is open to interpretation which can lower the validity as one researcher may interpret it differently to another .

### Group Dynamics

Peer group pressure can change a participants behaviour or answers to appear more acceptable to the group or to gain symbolic capital amongst the groups.

### Demand Characteristics

When the participants change their answers or behaviour to what they think they researcher wants to see or hear.

## Factors impacting Representativeness and Generalisability

### Sample Size

The smaller the sample size the less likely it can be generalised to the wider research population and is unlikely to be fully representative of the groups.

### Research Method

Some research methods will mean that the sample will need to be small (interviews and Observations) which can limit both representativeness and generalisability.

## Interpretivism

**Verstehen means** empathic understanding of human behaviour. Walking in someone else's shoes.

**Social Construction means** phenomena that is created by society and not naturally occurring. It will vary from culture to culture.

### Approach to sociological research

To understand the world you need to be empathetic in order to understand the meanings attached to action.

### Natural Science V Sociology

- |                        |                                |
|------------------------|--------------------------------|
| • Causation            | • Meanings and interpretations |
| • Observable phenomena | • Unobservable                 |
| • External Stimuli     | • Conscious beings / Free Will |

### Preferred data type and methods

Qualitative data

- Methods such as:
- Unstructured Interviews
  - Observations
  - Open Questionnaires

### Sociological Perspectives

Social Action theories such as Symbolic Interactionism, Phenomenology, ethnomethodology.

### Sociologists

Weber  
Garfinkle  
Bulmer  
Goffman  
Cooley  
Mead  
Husserl

### Types of Interpretivism

**1 Interactionism:**  
There can be causal explanation in sociology but there is no need for a hypothesis before starting research. By stating an hypothesis at the start of the study Glaser and Strauss argue that researchers run the risk of imposing their own views on the data rather than those of the actors being researched. Instead there should be a grounded theory which means allowing ideas to emerge as the data is collected which can later be used to produce a testable hypothesis.

**2 Phenomenology & Ethnomethodology**  
Rejects the idea that there can be cause explanations for human behaviour and that society is not out there determining our actions. Instead they argue that society is a shared set of meanings and knowledge. They are interested in finding out what these shared meanings are and where they originate from.

## Positivism

**Social facts** are things such as institutions, norms and values which exist external to the individual and constrain the individual.

**Induction** involves accumulating data about the world through careful observation and measurement

**Causality** means the relationships between cause and effect. How one stimuli can lead to a certain action.

### Approach to sociological research

Sociology should approach research in the same way as the natural sciences. It should be objective and logical.

### Objective Quantitative Research

Positivists prefer quantitative data and as far as possible should follow the experimental method of the natural sciences. This will allow them to uncover and measure patterns of behaviour which will lead them to create social facts which govern society. Also by using quantitative data the positivists believe that they are able to uncover cause and effect that determine human behaviour.

Positivists believe that research should be detached from subjective feelings and interpretations it is claimed that a scientist's beliefs and values have no impact on their findings and sociologists should be the same.

### Preferred data type and methods

Quantitative Data

- Methods such as:
- Closed Questions
  - Structured Interviews
  - Experiments

### Sociological Perspectives

Structural Approaches such as Functionalism, Marxism and Feminism

### Sociologists

Durkheim  
Comte

5 Components of a science	
1	<b>Empirical</b> – Count and measure information
2	<b>Testable</b> – scientific knowledge can be tested and retested.
3	<b>Theoretical</b> – seeks causal relationships and doesn't seek to simply describe but to explain.
4	<b>Cumulative</b> – Builds on previous knowledge.
5	<b>Objective</b> – Personal feelings m prejudices etc have not place in science. It should be unbiased.

Falsification
<b>Thinkers:</b> Popper
<b>Position on Sociology as a science.</b> Sociology is not a science but it could be
<b>Explanation</b>  Popper believes that instead of verification, what makes science unique is the idea of Falsification. Falsification is the idea that a statements can in principal be falsified by evidence. So a good theory is one that stands up to any attempts to disprove it. Popper states that sociology at present is not a science because its theories and statements are not able to be put to the test with the possibility of being falsified. For example Marxism states that there will be a revolution to overthrow capitalism but this revolution has not yet occurred due to false class consciousness. This means that Marxism cannot be falsified as if there is a revolution then Marxism is correct and even if there is not a revolution Marxism is still correct. But Popper said the sociology could be a science because it is capable of producing testable hypotheses

Realists
<b>Thinkers:</b> Keat and Urry
<b>Position on Sociology as a science.</b> Sociology could be a science depending on definition of science
<b>Explanation</b>  Realists recognise there are some similarities between Sociology and the natural science depending on the amount of control the researcher has over their variables. They identify 2 types of system within science. <b>Closed systems</b> – researchers are able to control and measure all the relevant variables and therefor can make predictions, similar to chemistry and physics. <b>Open systems</b> – The researcher is not able to control and measure all the variables so cannot make precise predictions due to the complex nature of the subject area, for example meteorology. Keat and Urry argue then that sociology is an open system as there are often complex systems and multiple variables which the researcher cannot control.

Positivists
<b>Thinkers:</b> Durkheim and Comte
<b>Position on Sociology as a science.</b> Sociology is and should be considered a science.
<b>Explanation</b>  Reality exists outside and independently of the mind and there for it can be studied objectively and as a real thing. They believe that there are social facts which make up the rules of society which are separate and independent of individuals. Due to this belief Positivists believe that society can be studied in the same way as the natural world and that patterns can be observed and analysed to create the social facts which rule society. This method is called inductive reasoning, which involves accumulating data about the world through careful observation and measurement. From this data a theory can be formed and verified through further study. Positivists believe that sociology should follow the objective experimental methods that the natural sciences follow so that the research remains value free and patterns and causation can be established.

Paradigms
<b>Thinkers:</b> Kuhn
<b>Position on Sociology as a science.</b> Sociology is not a science but it could be
<b>Explanation</b>  A paradigm is a basic framework of assumptions, principals and methods from which the members of the community work. It is a set of norms which tell a scientists how to think and behave and although in science there are rival schools of thought there is still a single paradigm that all scientists accept uncritically. At present Sociology doesn't have a single paradigm, there are rival schools of thought and no fundamental agreement on what or how to study society. Kuhn refers to this as being pre-paradigmatic. Stating that Sociology could become a science if it is able to develop this single fundamental beliefs system. However postmodernists do not think a single paradigm is desirable in sociology as it is too close of being a meta narrative.

Interpretivists
<b>Thinkers:</b>
<b>Position on Sociology as a science.</b>  Sociology cannot and should not be a science.
<b>Explanation</b>  Sociology and science differ on two major areas.  1) Observable v Unobservable – Sociology is concerned with unobservable internal meanings behind action and not external causes so is unobservable where as the natural sciences deal mostly with the observable cause and effect. 2) Consciousness – The natural sciences studies matter which doesn't have consciousness and therefore behaviour can be explained as a reaction to external stimulus. Where as sociology is dealing with conscious beings who make sense of the world by attaching meaning to action. These meanings are internal and based on experiences so not directly linked to external stimulus.

**Values refer** to beliefs, opinion prejudices that everyone holds and are influenced by our class, gender, ethnicity and experiences.

**Relativism means** that there is no independent way to judge if one view is more true than any other.

**Positivists and Value Freedom**

**Thinkers:** Durkheim, Comte, Marx

**Explanation:**

Believe that the study of society should not be the a matter of subjective values or personal opinions about what is best. Instead it should focus on uncovering the truth about how society works and uncovering the laws governing its proper function. In order to do this sociologists should stay objective and value free so that they could say with scientific certainty what is best for society and they would be able to prescribe how things should be.

Committed Sociology	
<b>Explanation:</b> Sociologists shouldn't just spell out their values in their research but should also take sides and espouse the values and interests of certain groups.	
Gouldner	Becker
Value free sociology is both impossible and undesirable. It is impossible because a sociologists own values or those of their pay masters are inevitably going to be reflecting in their research. Undesirable since without values to guide research sociologists are simply selling their services to the highest bidder.	Becker argues that it is inevitable that sociologists take sides and that they should take the side of the Under dog rather than that of the powerful. Partly because less is known about these groups but also because their stories need to be told in order to redress the balance.
Feminists	
Feminists conduct their research entirely based on their values and political opinions. They argue that sociology should be driven by the desire to make society better and should be used to expose the injustice of patriarchy.	

Value Laden Sociology	
<b>Explanation:</b> Gomm argues that 'a value free Sociology is impossible... the very idea is unsociological'. He argues that Sociologists react to political, economic and social events – and what is seen as a political or social 'issue', a social 'problem' is dependent on the power of different groups to define and shape reality – to define what is worthy of research. Consequently, it is just as important to look at what sociologists do not investigate as what they do – Sociologists are not necessarily immune to ideological hegemony.	
Three areas where sociology cannot be value free.	
1	<b>Choice of Subject or Topic</b> – This can be subject not only to the values of the researcher themselves but also by those in political power.
2	<b>Funding</b> – the source of the funding to complete the research may come with ideological ties to the how the data is interpreted.
3	<b>Methodology</b> – The choice of the method can be influenced by the perspective stance that a research takes.

Weber	
<b>Explanation:</b> Sociology cannot be completely value free but there are elements which can be. He makes a distinction between facts and value judgements. A fact can be proven or disproven by evidence where as value judgements cannot be proven or disproven.	
Areas where Sociology can be Value Free	Areas where sociology cannot be Value Free
<ul style="list-style-type: none"> <li><b>Data collection</b> – Weber argues that the collection of data should be objective and unbiased. The questions asked should not be leading and researchers should not aim to get the respondents to answer in away that reflects their ideas. He states that an hypothesis must stand or fall solely on whether or not it fits the observed facts.</li> </ul>	<ul style="list-style-type: none"> <li><b>Choice of topic</b> – Values play an important role in selecting the area of research as it is a reflection on what they feel is important and worthy of study.</li> <li><b>Interpretation of Data</b> – facts need to have a theoretical framework so that it is possible to see the significance of the data and draw conclusions. This framework will be based around individual values and beliefs.</li> </ul>

**SOCIAL POLICIES** refer to laws made by the government which aim to improve society or deal with a social policy.

**SOCIAL PROBLEMS** refers to social behaviour that causes public friction and misery, and requires a collective response. Examples include Poverty, juvenile delinquency and divorce.

**SOCIOLOGICAL PROBLEMS** according to Worsley are any pattern of relationships that calls for an explanation. In other words any social behaviour or phenomena which requires explanation.

**For example** why poor people are more likely to commit crime.

**Functionalist View**

Functionalists believe that the state acts in the best interests of society and see social policy as being good for all. Social policies help to help society to run more smoothly and efficiently. They promote equal opportunity and social cohesion. Functionalists often favour social policies which are referred to as piecemeal social engineering, meaning they favour a cautious approach tackling one issue at a time. Sociologists should investigate social problems scientifically and provide explanations as well as solutions to social problems.

**New Right View**

The New Right believe that people should be self reliant. Therefore they believe that the state should not interfere too much in the private lives of the citizen. They are particularly against the welfare state which they see as undermining peoples sense of responsibility. They believe that social policy should aim to restore peoples sense of responsibility.

**Marxist View**

Marxists believe that the state represents the interests of the ruling class and therefore social policies will reflect the interests of the ruling class as well. Social policies:

- **Provide ideological legitimation** to mask capitalist exploitation. For example the welfare state provides capitalism with a human face, making it look like the state cares for the sick and poor.
- **Maintain the labour force** for example the NHS keeps workers fit for labour.
- **Means of preventing revolution** by placating the working class and making it seem as if the state is looking after the working class. Policies such as the maximum working hours.

Sociologists should therefore reveal the unpleasant truth about capitalist policies rather than solve the problems. This will all class consciousness to occur and revolution to start.

**Feminist View**

Feminists believe that the state and society is patriarchal and therefore social policies are designed to maintain this patriarchy. For example family policies which benefit married couples and maternity policies are aimed at keeping women at home. Feminist research has had an impact in a number of policy areas including equal opportunities and gender neutrality. However these policies are often seen as reflecting the Liberal Feminist view not radical or Marxist feminist view.

**Postmodernist View**

Postmodernists aren't really interested in social policy however do support policies that diversity and choices. Late modernists believe that social policies need to adapt constantly to globalisation.

## Factors affecting the influence of sociology on social policy.

Electoral Popularity	Ideological and Policy preferences	Cost / Funding	Globalisation	Critical Sociology
Research findings may be unpopular with voters so governments may decide not to follow those recommendations.	If a researchers values or perspectives is in line with the governments then it is more likely to have a chance at influencing policy. For example the New Right had considerable influence in the Conservative government of the 1970's and 1980's.	Governments may not have the budget to implement a sociologists recommendations.  Whoever is funding the research may influence the recommendations and findings that the study publishes.	Social policy isn't just made by a nation in isolation. International organisations such as the IMF and EU may influence social policy within individual nations.	Sociologists such a the Marxists are critical of the state and therefore unlikely to influence policy.

**Human Capital** means the stock of Knowledge, skills, values, habits and creativity that makes someone an economic asset to society.

**Hidden Curriculum** means the informal learning processes that happen in school. It is a side effect of education that teaches students the norms and values of society.

**Particularistic Values** means values and Rules which only apply to that particular Person in a given situation (e.g. Home)

**Universalistic Values** means values and Rules which apply to all members of Society equally.

### The four functions of education

	Identify + Key Thinker	Explain	Evaluation
1	Socialisation and Social Solidarity  Durkheim	The education system meets a functional pre-request of society by passing on the cultural and values of society. This is achieved hidden curriculum and PSHE lessons. This helps to build social solidarity as it teaches students the core values of society.	<ul style="list-style-type: none"> <li>• Ignores aspects of education which are dysfunctional, such as negative conflict.</li> <li>• Myth of meritocracy – private education</li> <li>• Marxists – Hidden Curriculum reinforces social inequality and maintains ruling class ideology.</li> <li>• Feminists – Hidden curriculum maintains and reinforces patriarchy not meritocracy.</li> <li>• Wong – Functionalists see children as passive puppets of socialisation when the process is much more complex and involves teacher – pupil relationships.</li> <li>• There is a weak link between educational achievement and</li> </ul>
2	Bridge between family and society.  Parsons	Parsons believed that schools provide a link between the family and wider society which allows students to move from the ascribed status and particularistic values of the home to the meritocratic and universalistic values of wider society.	
3	Developing Human Capital  Schultz	This suggests that investment in education benefits the wider economy. Education can provide properly trained, qualified and flexible workforce. They argue that education makes sure that the best and most qualified people end up in jobs that require the most skill.	
4	Role Allocation  Davis and Moore	The education systems provides a means to selecting and sifting people into the social hierarchy. In a meritocratic society access to jobs and power, wealth and status are directly linked to educational achievement.	

### New Right View of Education

#### Role of Education

Similar beliefs to the functionalists but believe that the state takes too much of a role and the free market policies (marketisation) would raise standards.

Schools should compete with one another and parents and pupils should be seen as consumers.

Chubb and Moe - Education Vouchers and Parentocracy.

#### Influence of Education Policy

1980's Vocational Education

1988 Education Reform Act:

- Funding formula
- League Tables

New Labour - Academies

Coalition Government

- Free Schools
- Privatisation of Education

**The main role of education is to maintain capitalism and reproduce social inequality.**

Althusser	
Reproduction of social inequality	Legitimation of social inequality
Education deliberate engineers W/C failure in order to create an unqualified factory workforce.	M/C has access to more cultural and economic capital which puts them at an advantage.
Private education prepares children of the elite for positions of power.	Education encourages students to blindly accept capitalist values, through the hidden curriculum.
Hidden Curriculum is shaped to assist M/C achievement and deter W/C achievement.	

Bowles and Gintis	
Correspondence principal	Myth of Meritocracy
School processes mirror the world of work in order to prepare them for manual labour: <ul style="list-style-type: none"> <li>wages not satisfaction</li> <li>Lack of control</li> <li>Obedience</li> <li>Achieved status</li> <li>Discipline and consequences</li> <li>Boredom</li> </ul>	Education claims to be meritocratic but schools discriminate in favour of the middle class, e.g. language.  Hidden Curriculum lowers working class ambitions.

**Evaluation**

Giroux – Neo Marxism	Social Democratic	New Right	Neo-Liberals	Postmodernism
Rejects the view that WC passively accept their position to become compliant workers.  Existence of anti-school subcultures, truancy and exclusion suggest both the hidden curriculum and correspondence principal have failed.  Marxists often fail to acknowledge that gender and ethnicity often combine with class to produce success or failure.	Halsey Floud and Martin suggest that Marxists exaggerate the effect the education has on working class achievement.  They point out that gov't policies such as comprehensivisation have improved the chances of the working class.	Saunders claim that middle class educational success is due to biological differences.	Chubb and Moe argue that the Marxists fail to see how education has failed all social groups not just the working class.  They believe that education has failed to equip all students with the skills needed to be successful in the global market place.	Marxists fail to acknowledge that education actually reproduces diversity rather than inequality.  Morrow and Torres claim the students create their own identities rather than being constrained by traditional structures like class. In postmodern societies students are able to make their own choices about their identity e.g. increasing numbers of trans students.

**Ideological State Apparatus** means a Social institution whose main role is to pass on the dominate ideology of the Ruling class.

**Repressive State Apparatus** means a social institution whose role it is to enforce the dominant ideology by force or threat of force – e.g. police

**Correspondence Principal** means the ways in which the education system Mirrors the world of work. E.g. hierarchy, punctuality and

**Hidden Curriculum** means the informal learning processes that happen in school it is a side effect of education that teaches students the norms and values of society.

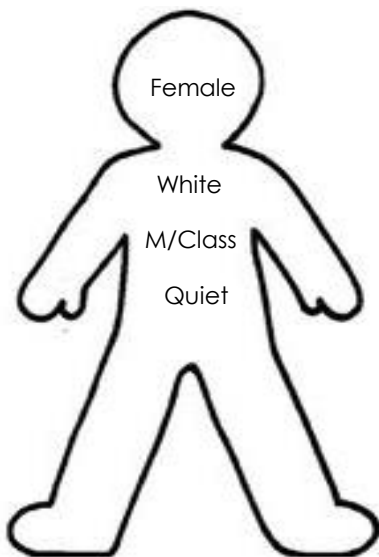
**Setting** means placing students in groups according to ability in individual subjects.

**Streaming** means placing students in groups according to ability across all subjects.

**Ideal Pupil** means the characteristics that a teacher subconsciously looks for in a good pupil.

**Self Fulfilling prophecy** means when a pupil takes on the label that they have been by the school and acts accordingly.

### Characteristics of an ideal pupil



### Bernstein – Language Codes

Restricted Code	Elaborate Code
W/C Limited vocab Short unfinished sentences Grammatically simple Context bound	M/C Wide vocab Grammatically complex Varied and abstract Context free

### Pupil Sub cultures

Anti –school subcultures	Pro – School Subcultures
Lower streams Rejection of school values Truancing Disruption Not doing homework	Committed to school values Gain approval / status through academic success

### Labelling Theory

Outline	Labelling theory suggest that teachers often attach a label to a pupil that has little to do with their actual ability or aptitude. Instead they form an opinion of the student based on how close the students fit the ideal pupil. Becker suggests that teacher/ pupil interactions are based upon these labels and can lead to a self fulfilling prophecy where the students take on the label and act accordingly.
Evaluation	Deterministic Focuses on the negative effects Labelling theory attributes too much importance to 'teacher agency' (the autonomous power of teachers to influence and affect pupils) – structural sociologists might point out that schools themselves encourage teachers to label students Teacher training.
Reactions	Self fulfilling prophecy  Rejection of the label - Margaret Fuller's (1984) research on black girls in a London comprehensive school found that the black girls she researched were labelled as low-achievers, but their response to this negative labelling was to knuckle down and study hard to prove their teachers and the school wrong.

### Labelling – Case Studies

Rosenthal and Jacobson	Ray Rist	Hempel Jorgenson
Pygmalian in the classroom.  Fake IQ test given to students. Random 20% students identified as bright (bloomers), went back after a year and found that those students had made more progress then others.	US Primary school study. Teacher used home background to group/segregate students. Tigers – Neat m/c, fast students. Cardinals – W/C middling ability. Clowns – W/C troublesome.  Labels carried through later years	Ideal pupil varies according the make up of the school.  Aspen – W/C sch. Discipline was a problem. Ideal pupil is quiet, passive and obedient.  Rowan – M/C sch. Few dicispline problems. Ideal pupil is defined by personality & academic ability rather than behaviour.



Middle Class means occupations that are mostly white collar and professional jobs. Highly Educated

Working Class means mostly blue collar and manual jobs. Low educational achievement.

Internal Factors refers to factors inside of the school which influence educational achievement.

Educational Triage means putting students into 3 streams. M/C in the top streams, C/D Boarder line, W/C in lower streams.

A-C Economy means schools are judged based on the number of students who Achieve A – C grades at GCSE.

Factor	Outline		Impact on Achievement	Evaluation
<b>Labelling</b>	<p>Labelling theory suggest that teachers often attach a label to a pupil that has little to do with their actual ability or aptitude. Instead they form an opinion of the student based on how close the students fit the ideal pupil. Becker suggests that teacher/ pupil interactions are based upon these labels and can lead to a self fulfilling prophecy where the students take on the label and act accordingly.</p>		<p>Self fulfilling prophecy</p> <p>Rejection of the label - Margaret Fuller's (1984) research on black girls in a London comprehensive school found that the black girls she researched were labelled as low-achievers, but their response to this negative labelling was to knuckle down and study hard to prove their teachers and the school wrong.</p>	<p>Deterministic</p> <p>Focuses on the negative effects</p> <p>Labelling theory attributes too much importance to 'teacher agency' (the autonomous power of teachers to influence and affect pupils) – structural sociologists might point out that schools themselves encourage teachers to label students</p> <p>Teacher training.</p>
<b>Self Fulfilling Prophecy</b>	<p>When students take on the label that is attributed to them by the teacher or school. This can either be a positive or negative label.</p>		<p>A negative label usually placed on W/C students can lead to students forming an anti-school subculture and underachieve at school.</p> <p>A positive label usually applied to M/C students due to ideal pupil characteristics can lead to a pro-school subculture and help students to achieve at school.</p>	<p>Deterministic</p> <p>Rejection of the label - Margaret Fuller's (1984) research on black girls in a London comprehensive school found that the black girls she researched were labelled as low-achievers, but their response to this negative labelling was to knuckle down and study hard to prove their teachers and the school wrong.</p>
<b>Setting / streaming</b>	<p>Setting is the placement of students into ability classes within individual subjects.</p>	<p>Streaming is the placement of students into ability groups going across all subjects.</p>	<p>W/C students are usually placed in the lower streams/sets which can lead to lower self esteem and therefore under achieve. Being placed in lower streams can also limit student achievement by not allowing them access to opportunities to achieve.</p>	<p>Setting and streaming allow for higher ability students to be stretched and the lower ability students to be supported which can lead to higher achievement.</p>
<b>Pupil sub cultures</b>	<p>Anti –school subcultures</p>	<p>Pro – School Subcultures</p>	<p>W/C are more likely to be part of an anti-school subculture where by status is not achieved through educational achievement but through disruptive behaviour and therefore unlikely to achieve at school.</p>	<p>Not all students become part of a pro or anti school subculture.</p>
	<p>Lower streams Rejection of school values Truanting Disruption Not doing homework</p>	<p>Committed to school values Gain approval / status through academic success</p>		
<b>Pupil's class Identity.</b>	<p>Habitus – learned or taken for granted ways of thinking, being or acting that are shared by a particular social class (Bourdieu)</p> <p>It includes their tastes, outlook on life, expectations and what is normal or realistic for people 'like us'</p>		<p>M/C have power to set the habitus of the school giving M/C students an advantage.</p> <p>W/C habitus is devalued by schools and W/C students felt that they had to change who they are in order to be academically successful.</p> <p>W/C habitus sees HE as undesirable and unrealistic.</p>	<p>Postmodernists argue that class doesn't have as much of an impact on students identity anymore due to the pick and mix culture.</p>

**External Factors means** elements from outside of the school environment which will effect educational achievement.

**Cultural Deprivation means** having inferior norms and values, skills and knowledge that make it difficult to access education.

**Material Deprivation means** not having the resources or spaces available to do well in school – linked to poverty.

**Which factors has the most influence? Why**

## Cultural Deprivation

Language	<p>The way parents communicate with their children essential part of cognitive development and it is suggested by <b>Hubbs-Tait</b> that parents who challenge their children to evaluate their thinking are more likely to have higher cognitive ability. Feinstein suggested that this is more likely to happen in families where the parents are educated and therefore middle class.</p> <p><b>Bernstein</b> identified that the working class and the middle class have different language codes, the working class use a restricted code which involves simple grammar, limited vocab and gestures. Where as the Middle class use an elaborate code which involves complex grammar, fuller sentences and more abstract ideas. This puts MC students at an advantage at school as teachers, textbooks and the education system tend to use the elaborate code</p>
Parents education	<p><b>Douglas</b> argues that parental attitudes to education and their own levels of education often have a big impact on educational achievement. He argued that working class parents place less value on education and therefore are less likely to push their children academically and visit school less often and as a result the children have lower levels of motivation and achievement. Feinstein also states that parents levels of education impact achievement as middle class parents socialise their children differently, in particularly terms of parenting style where middle class parents are more consistent in terms of discipline and educational behaviours.</p>
Working class Subculture	<p><b>Sugarman</b> argues that the working class have a different culture to the middle class which is a barrier to educational achievement. He identified 4 elements of this subculture:</p> <ol style="list-style-type: none"> <li>1. Fatalism</li> <li>2. Collectivism</li> <li>3. Immediate Gratification</li> <li>4. Present time Orientation.</li> </ol> <p>Which leads to under achievement in education. Sugarman also links this to the security of middle class jobs which have room for progression and encourages ambition and long term planning which is then socialised into children who apply it to their education.</p>

## Material Deprivation

Overview	<p>Material deprivation refers to poverty and lack of material necessities which aid educational achievement. Poverty and lack of material necessities is closely linked with social class as it is more likely that the working class are going to have a low household income and inadequate housing which can lead to low educational achievement.</p>
Cost of Education	<p>Although education in the UK is provided free at the point of services there are many hidden costs to education that can leave working class pupils at a disadvantage. <b>Tanner</b> points to the costs of transport, books, computers, uniforms, equipment and field trips can place a heavy burden on working class families. <b>Flaherty</b> also suggests that there is a stigma attached to those on FSM which prevents to some from taking up the entitlements. <b>Smith and Nobel</b> also suggest that working class pupils are at a disadvantage as they cannot afford private tuition or schools. <b>Ridge</b> highlights that working class pupils might need to take on paid work whilst still at school in order to help the household which takes time away from study.</p>
Housing and Health	<p>Housing and health can have both a direct and indirect affect on educational achievement. For example overcrowding can have a direct effect in terms of lack of space for study, disturbed sleep and lack of developmental play. It can also have an indirect effect in terms of child's health and welfare as cold and amp housing cause ill health. <b>Howard</b> notes that children poorer families have poorer diets and nutrition which leads to lack of energy and higher absence rates. <b>Wilkinson</b> also points out that there is a higher rate of hyperactivity and ADHD amongst 10 year old who are from lower income backgrounds which can lead to issues with education.</p>

## Bourdieu and Capital

Types of Capital	<p>Bourdieu states that there are three interlinked types of capital which combine both material and cultural factors to explain why MC students do better than their WC counterparts. His three types of Capital are:</p> <ul style="list-style-type: none"> <li>• Cultural Capital – referring to the knowledge, attitudes, values, language and abilities of the middle class.</li> <li>• Economic Capital – referring to money and household income.</li> <li>• Educational Capital</li> </ul>
Conversion	<p>Bourdieu argued that these three types of capital could be converted from one to another and were inexorably interlinked. For example middle Class have the economic Capital (money) to be able to provide cultural experiences such as holidays abroad and trips to museums which then leads to academic achievement and Educational Capital. Additionally Economic Capital can be used for private schooling and tutors to increase academic attainment.</p>
Alice Sullivan (2001)	<p>Completed a study to assess students cultural capital. She used questionnaires and got 465 pupils across 4 schools to complete them. She found that those students who showed greater cultural capital were children of graduates and more likely to succeed at GCSE, however cultural capital was only part of the reason for differences in educational achievement by social class, access to resources and greater aspirations also have a big impact.</p>

Gender Gap in Achievement		Factor	Outline	Impact on Achievement	Evaluation
Starting school	2013 Teacher assessments showed that girls were out performing boys in literacy, language, maths and PSED	Equal Opportunities	Government policies for education that have aimed to create more opportunities for girls to take part in what have traditionally been male subjects for example GIST & WISE. The national curriculum also levelled the playing field as girls and boys had to study the same subjects.	<b>Boaler</b> suggests that these policies are the key reason for the changes in girls achievement as they removed many of the barriers faced by girls and has made education more meritocratic.	<b>Liberal Feminists</b>  Celebrate the progress that have been made in education and achievement for girls but believe that there is still work to be done. They see the need for continued equal opportunities policies, more positive role models and education against sexist attitudes and stereotypes in order for true equality in education to be achieved.
Key Stage 1 - 3	Girls continue to do better in boys especially in English where the gap continues to widen but the gap begins to narrow in the sciences and maths.	Role models	In the last 20 years there has been an increase in the number of females taking up head teacher and senior teacher roles which acts as role model for girls showing them that they can achieve positions of importance and power.	By having role models to look up to in no traditional positions girls are more likely to work harder to achieve these goals themselves which leads to them achieving more educationally.	
Key Stage 4	The average gap at KS4 stands about 10 points but the gap is increasing.	GCSE and Coursework	Course work was introduced in 1988. <b>Gorard</b> noted that the achievement gap was fairly constant between 1979 and 1989, however once coursework was introduced girls began to out perform boys and the gap widened.	<b>Mitsos</b> and Browne suggest that girls are more successful in coursework because they are more conscientious and better organised than boys which puts them at an advantage.	<b>Radical Feminists</b>  Radical feminists recognise that girls are achieving more but they emphasize that this is in spite of the patriarchal nature of the education system rather than due to major changes in education. The use the following as evidence of patriarchy in education: <ul style="list-style-type: none"> <li>• 1/3 of 16-18 yr old girls said they have experienced unwanted sexual touching in school.</li> <li>• Women are hugely underrepresented in the curriculum, <b>Wiener</b> calls history a Women Free Zone.</li> <li>• There are still many more men in positions of authority in education such as Head Teachers especially in secondary schools.</li> <li>• There is still the genderisation of subjects and career options which limit girls choices and options.</li> </ul>
Key Stage 5	The gap at A Level is much narrower than at GCSE but girls still out perform boys even in the so called 'boys subjects' such as maths and science.	Teacher Attention	<b>Peter and Jane French</b> analysed classroom interactions and noted that teachers interact with girls and boys differently. Boys get more attention in the classroom but it is negative attention. Boys also tend to dominate in whole class discussion where as girls tend to be more democratic.	This negative interaction could explain why teachers respond more positively to girls which could lead to a self fulfilling prophecy allowing girls to achieve and boys to underachieve	
Keys Stage 5	The gap at A Level is much narrower than at GCSE but girls still out perform boys even in the so called 'boys subjects' such as maths and science.	Challenging Stereotypes	The removal of gender stereotypes from textbooks, reading schemes and has removed a barrier to girls aspirations and achievement. In the 1970's and 1980's girls were portrayed as wives and mothers and textbooks would reinforce this image as well as putting girls off science and maths.	<b>Weiner</b> shows that since the 1980's there has been significant change with teachers and textbooks challenging the traditional stereotypes which has led to greater achievement in girls as they are presented with more positive images of what they can achieve.	
Vocational Education	Although boys are more likely to take a vocational qualification than girls, girls are still more likely to receive a distinction.	League Tables / Selection	The introduction of league table have made girls more desirable for schools as they are likely to achieve better grades. <b>Slee</b> points out that boys are more likely to have behavioural issues and four times more likely to be excluded which reflects badly on a school in the competitive nature of education today.	<b>Jackson</b> links this desire for high achieving girls to a self fulfilling prophecy. League tables have created greater opportunities for girls and the fact they are more desired by schools means that girls take on a self fulfilling prophecy and master status of higher achievement.	

Factor	Outline	Impact on Achievement	Evaluation	Which factor has the biggest impact?
Feminism	<p>The 'Feminist Movement' has improved the rights of women as well as raising expectations &amp; self-esteem/ motivation of women. Women are no longer strictly bound to the 'Mother/ Housewife Role'.</p>	<p><b>Sue Sharpe</b> Interviewed girls about their career aspirations &amp; concluded that, due to increased employment opportunities, females have become extremely ambitious &amp; aim for 'high professions' such as Doctors &amp; Solicitors.</p> <p>More role model who 'have it all'</p>	<p>Glass Ceiling and Pay Gap still exists</p> <p>Traditional gender roles in regards to motherhood</p> <p><b>Diane Reay</b> – Class Gender and Ambition</p>	
Changes in the Family	<p>Primary Socialisation: Perhaps traditional 'Female' socialisation is more suited to education than typical 'Male' socialisation – Bedroom Culture.</p> <p>More lone parents families headed by women and dual earning families raises girls aspirations.</p>	<p>Bedroom culture – quiet, reading, submissive attitudes which are favoured in schools → ideal pupil</p>	<p>Myth of Meritocracy</p>	
Changes in Women's employment	<p><b>Mitsos &amp; Browne</b> (1998) highlight how the growing Service Sector/ Economy has created more 'feminised' career opportunities for women e.g. in Health Care, Hospitality, Teaching, Clerical, Childcare professions.</p> <p>Equal pay act etc open up more opportunities for girls in</p>	<p>The changes have encouraged girls to see their future as more than housewives and mothers but having greater career opportunities and financial independence.</p> <p>Aspirations to get these job push girls to do well in education in order to achieve these career goals.</p>		
Changing Girl's Ambitions	<p>Decline of traditional gender roles – Stay at home Dads, dual earning families.</p> <p>Individualisation – Beck and Beck <b>Genshiem</b>: Independence is highly regarded in modern society in order to gain recognition and status.</p>	<p>In order to achieve the desired goals of independence and self sufficiency girls now recognise the need for good education. Educational success becomes a central tenant to girls identity.</p>		

**Impact of social class on girls achievement.**

Although in general girls are achieving more than boys in education this is not always the case. Only 40.6% of girls from poorer family's (eligible for FSM) achieved A\*-C grades compared to 67.5% of those who are not on FSM.

**Working Class Girls Dilemma**

**Archer** believes that many working class girls are faced with a dilemma of either gaining symbolic capital from their friends or gaining educational capital by rejecting their working class identity and accepting and conforming to middle class habitus.

**Archer** believed that these two identities are in conflict with each other and although girls may view themselves as "good underneath" despite negative views of them by teachers, they underachieve due to the acceptance of symbolic capital over educational capital.

**Successful Working Class Girls**

**Evans** points out the although W/C girls are more likely to underachieve there are those who do achieve academically and go on to higher education. In her study of 21 6<sup>th</sup> form girls in South London she found that the girls wanted to go to university to increase their earning potential but it wasn't for themselves but to help their families.

**Skeggs** points out that caring is a crucial part of working class girls identity and although living at home during university can be an economic decision it is also a positive caring decision with girls wishing to stay close to family in order to continue to help out.

**Female Identities**

	Outline	Impact on Achievement
<b>Symbolic Capital</b>	<b>Archer</b> uses the term symbolic capital to refer to the status, recognition and sense of worth that girls receive from others. Archer found that W/C girls gained symbolic capital from their peers which put them in conflict with the school ethos.	The conflict that is caused by the gaining of symbolic capital from peers leads to W/C girls failing to achieve education and economic capital and repeating the cycle.
<b>Hyper-Heterosexual feminine identity</b>	<b>Archer</b> suggests that one way that girls gain symbolic capital from their peers is through the construction of a Hyper-Heterosexual Feminine Identity which combined black urban American styles with unisex sports wear and sexy clothes and make up.	This Hyper-Heterosexual Feminine identities can bring girls into more conflict with the School due to teachers seeing the preoccupation with appearance as a distraction from learning, but also the breaking of school appearance rules with jewellery and make up. This also led to what <b>Archer</b> called "othering" and labelling these girls as incapable of educational success. <b>Bourdieu</b> referred to this as symbolic Violence – the harm done by denying someone symbolic capital by determining their culture as worthless.
<b>Boyfriends</b>	A second way that girls gain symbolic capital is by having a boyfriend was another way that girls gain symbolic capital from their peers.	<b>Archer's</b> study found that having a boyfriend often lowered a girls aspirations and got in the way of their education. Archer Found that when the girls in her study got a boyfriend they often lost interest in attending university or studying what was considered masculine subjects such as science and maths. Instead their aspirations changed to settling down, having a family and having local feminine jobs such as child care.
<b>Being loud</b>	A final way that some working class girls gained symbolic capital was by adopting loud, assertive, outspoken and independent personas and they would challenge teachers authority and the school ethos.	This behaviour is often interpreted as aggressive rather than assertive and can lead to girls being removed from lesson and possibly from school which leads to lower attainment.

Factor	Internal or External	Outline	Impact on Achievement
Literacy	Internal	DfCSF (2007) argue that the 'Gender gap' is the result of poor literacy amongst males. Reading is seen as a feminine activity as it is generally mothers who read with their children. Bedroom culture – Girls are socialised to talk and discuss which increases their vocab.	Lower vocabulary limits achievement through language code and the ability of students to express ideas coherently.
Crisis of Masculinity	External	Due to globalisation (1980's) there has been a decline in heavy industries, such as iron and steel, engineering etc. Mitsos and Browne- decline in male employment opportunities has led to 'identity crises'	Results in belief that they will not get a 'proper job'= low self esteem and motivation to get grades. Decline is mainly in manual working class jobs, which didn't need qualifications. Unlikely that disappearance of such jobs would impact on boys motivation to obtain qualifications
Feminisation of Education	Internal	Schools do not nurture masculine traits, such as competitiveness and leadership and instead celebrate qualities such as attentiveness in class, methodical working Sewell thinks coursework should be replaced with exams and emphasis in outdoor education within the curriculum.	Boys become 'bored' with school
Lack of Male Primary teachers	Internal	Teaching is a feminine profession, and schools lack many 'real' men role models. This is especially critical at primary schools where women dominate.	This could help explain why learning is seen as 'girly' by many boys and not worth their time.
Laddish Sub Cultures	Internal	Boys gain symbolic capital amongst peers by joining anti-school subcultures. More disruptive – boys tend to get excluded more and seek status from exclusion. Doing well in school or asking for help leads to bullying and belief that they are weak.	Exclusion from school leads to underachievement.
Over Estimation of Ability	External	<b>Barber (1996)</b> boys see themselves as more capable than they really are. This belief runs through to their GCSE exams where they fail to do as well as they imagined but blame everyone but themselves. This overconfidence to come from living in a patriarchal society where men assume they will always succeed over women	Over confidence leads to lack of preparation for examinations and class work. Accepting responsibility is showing weakness.

Policies to improve Boys Achievement	
Raising Boys Achievement Project	RBA was a four-year project (2000-2004) which focused on issues associated with the apparent differential academic achievement of boys and girls at key stage 2 and key stage 4 in schools in England.
National Literacy Strategy	Daily "literacy hour" <ul style="list-style-type: none"> <li>• Fifteen minutes sitting together working from a shared large print book.</li> <li>• A further 15 minutes focusing on certain words with the class.</li> <li>• Twenty minutes devoted to reading or writing on their own or in small groups.</li> <li>• The final 10 minutes should be spent in a group going over all the main points.</li> <li>• The strategies have only ever been recommended, not compulsory</li> </ul>
Reading champions	Uses male role models celebrating their own reading interests.
Playing for Success	<b>Playing for Success</b> was an initiative which aimed to raise literacy, numeracy and ICT standards amongst demotivated KS2 and KS3 pupils by holding out-of-school-hours study support centres at football clubs and other sports grounds.
Dad's and Son's	Dads and Sons is primarily aimed at fathers of boys aged 11-14. Fundamentally, its aim is to increase dads' involvement in their sons' education The aims of the campaign are: <ul style="list-style-type: none"> <li>• To help dads play a greater role in their sons' education</li> <li>• To generate media interest in the issues around fathers helping with their sons' educations</li> </ul>
Recruitment of Male teachers	Recruitment events at universities across the country, which have been targeted particularly at male students in STEM subjects.

### Traditional subject Choices

Boys	Neutral	Girls
Maths	English	Humanities
Physics	Social	Languages
Technology	Sciences	
	Business	

### Trends in subject choice at GCSE

There is very little choice given in the national curriculum and at GCSE however trends can be seen in options with boys taking more practical and vocational based subjects such as Business and Technology where as girls opt more for the humanities and arts based subjects.

### Trends in subject choice at A Level

The difference in subject choice are much more apparent at A Level with wider choice available. Boys still tend to take more technical subjects such as computing, physics and maths and girls taking subjects such as sociology, English and Languages.

### Trends in subject choice: Vocational Education

Gender segregation is very noticeable within vocational education, with girls opting for careers which are more caring and traditionally female such as Child Care, Health and Beauty and Social Care. Where as boys tend to go for more technical courses such as mechanics, engineering and construction.

### Explanations for trends in Subject Choice

	Outline	Evaluation
<b>Gender Role Socialisation (EXTERNAL)</b>	<p><b>Norman</b> – notes from an early age girls and boys are dressed differently and encouraged to take part in different activities which inform their ideas of what it means to be a boy and a girl. This initially starts with families but is reinforced in schools.</p> <p><b>Murphy and Elwood</b> point out that this socialisation leads to different reading styles with boys choosing hobby books and girls preferring fiction which can explain why boys tend to go for technical subjects and girls more arts based ones.</p> <p><b>Browne &amp; Ross</b> Children create gender domains around what they see as male and female roles based on early experience of what they see adults doing.</p>	<p>There is a move towards more gender neutral socialisation in early years and teachers have been trained to be more gender neutral.</p>
<b>Gendered Subject Images (INTERNAL)</b>	<p>The gender image of a subject affects who chooses that subject at either GCSE or A-Level. <b>Kelly</b> argues that science is seen as a boys subject for a number of reasons including that there are more male teachers, textbooks often use illustrative which focus on boys interests such as sport and in lessons boys dominate by monopolising the equipment and acting as if this is their domain.</p> <p><b>Anne Colley</b> backs this up by looking at computer science where she finds that the teaching style which is more formal and abstract puts girls off as well as the male gender domain of working with machines.</p>	<p>Gendered subject image seems to have less of an impact in single sex schools. <b>Leonard</b> found that compared to pupils in mixed gender schools girls are more likely to choose science and maths subjects and boys are more likely to choose English and Languages showing that the genderisation of subjects in a social construction.</p>
<b>Gender Identities within School (INTERNAL)</b>	<p>Subject choice can often be closely linked with peer group pressure. Pupils can often face extreme pressure to conform to gender stereotypes within school in order to be accepted by their peer group.</p> <p><b>Paechter</b> found that sport is often seen as part of the male domain so girls will often opt out because being sporty is contrary to gender stereotypes.</p> <p><b>Dewar</b> also found that when girls did opt for subjects that were considered part of the male domain they would be subject to name calling and bullying. Within sports girls would be called lesbian or butch if they should interest.</p>	<p>This is not the case in single sex schools and in particular with girls as without boys being present girls may feel less pressure to conform to traditional female stereotypes.</p>

**Ethnicity** means a social group that shares a common and distinctive culture, religion, language, or the like. This is different to race which is related to biology.

## Trends in Ethnicity and Achievement

DfES (2007):

- Only 24% of White male pupils who were on free school-meals gained 5 A\*-C Grades.
- White & Asian pupils on average achieve higher than Black pupils
- Amongst Asians, Indians do better than Pakistanis & Bangladeshis
- Hastings (2006): White pupils make less progress between the ages of 11-16 years-old compared to Black or Asian pupils. If current trends continue then White pupils will become the lowest performing ethnic group in the UK.
- Within every ethnic group, M/C pupils do better than W/C pupils.
- Among all groups other than Gypsy/Roma children, girls out perform boys.

## Cultural Deprivation

<b>Language</b>	<p>These arguments suggest that many ethnic minority groups (particularly Black, low-income groups), lack adequate stimulation &amp; linguistic development through their socialisation.</p> <p>Bowker (1968): 'The Education of Coloured Immigrants' A lack of standard English creates a huge barrier to UK education.</p> <p><b>Bollard and Driver – language problems cease to be a problem by the age of 16.</b></p> <p><b>The Swann Report (1985) found that language differences had little impact on achievement.</b></p>
<b>Family Structures &amp; Support</b>	<p>Many sociologists argue that 'dysfunctional' family types are to blame for the underachievement of certain ethnic groups.</p> <ul style="list-style-type: none"> <li>• Murray 1984: African Caribbean Lone-Parenthood to blame. Lack of male role-models means that mothers struggle to socialise children adequately.</li> <li>• Scrunton 1986 - Low achievement is the result of ethnic minorities failing to embrace &amp; conform to British culture.</li> <li>• Pryce 1979 - Asian culture in the UK is much more cohesive than Black culture &amp; as such they are able to ignore racism more effectively and as such are not effected by it as much e.g. low self-esteem leading to educational failure.</li> <li>• Hall (1992) calls this a 'Culture of Resistance' - The impact of Slavery means that much of the Black culture has lost it's language, religion, ancestry etc. The Black culture are therefore much less likely to integrate &amp; assimilate with White M/C UK.</li> <li>• Driver &amp; Ballard (1981): Argue that Asian families have a much more 'Pro-School' attitude than Black families. Also because Asian families are rarely lone parents families they offer a bigger support network for children.</li> <li>• Lupton (2004) suggests that the 'Adult Authoritarian' Asian family matches that of the school.</li> </ul> <p><b>Keddie (1971) says that to blame culture is to blame the victims of educational failure.</b></p>
<b>Attitudes and Values</b>	<p>These arguments suggest that different ethnic groups are socialised into (or 'inherit') different attitudes &amp; values.</p> <p>Arnot (2004) suggests that the Media have created a negative anti-school role model for Black pupils in particular which he describes as 'the Ultra-Tough Ghetto Superstar ' reinforced through rap lyrics &amp; MTV videos.</p> <p><b>Driver (1977) highlights how ethnicity can be an advantage in education e.g. African Caribbean Girls actually do very well in school.</b></p>

## Material Deprivation

<b>Overview</b>	<p>According to Flaherty (2004):</p> <ul style="list-style-type: none"> <li>• Pakistanis &amp; Bangladeshis are 3X more likely than Whites to be in the poorest 1/5 of the population.</li> <li>• Africans, Pakistanis &amp; Bangladeshis are 3X more likely to be unemployed than Whites.</li> <li>• 15% of minority groups live in overcrowded homes (2% for Whites).</li> <li>• Pakistanis are 2X as likely to be in semi/ un-skilled jobs compared to Whites.</li> </ul> <p>According to the Swann Report (1985), Social Class differences account for a high proportion of differences in achievement between ethnic groups.</p> <p><b>This argument is paradoxical. We cannot tell if these groups underachieve within education because they are working class, or if they end up being working class because other factors lead them to fail within education.</b></p>
<b>Racism in wider Society</b>	
<b>Overview</b>	<p>Mason (1995) argues that 'Discrimination is a continuing &amp; persistent feature of the experience of Britain's citizens of minority ethnic origin'.</p> <p>Rex (1986) - Racism leads to social exclusion and accordingly poverty. This is shown in housing, employment &amp; education. Racism also leads to discrimination both inside &amp; outside the classroom.</p> <p>Noon (1993) - Sent identical letters to 100 top UK companies but alternated between the names 'Evans' &amp; 'Patel'..... the replies to the 'White' candidate were more helpful and informative.</p> <p><b>Tronya and Carrington (1990) – argue that the descriptions of some cultures are little more than racist stereotypes.</b></p> <p><b>Cultural research can be used against certain groups – Sivanandan argues that afro-caribbean culture is used by some right wing groups to justify the view that they are a problem for society.</b></p>



## Labelling

<b>Overview</b>	Interactionist/ Labelling theory look how teachers label pupils from different ethnic groups differently. Particular focus is on how Black & Asian pupils are labelled negatively
<b>Racialised Expectations</b>	<b>Gilbourn &amp; Youdell:</b> Teachers were quick to discipline Black pupils than others for similar behaviour. As such teachers misinterpret behaviour & see Black pupils as anti-authority. This creates conflict between teachers & pupils which reinforce stereotypes & leads to further problems.
<b>Discipline</b>	<b>Osler:</b> Black students are more likely to be both officially and unofficially excluded. They are also more likely to be in a PRU excluding them from mainstream education. <b>Bourne:</b> schools see black boys as a threat which leads to negative labelling and eventual exclusion.
<b>Setting and Streaming</b>	<b>Foster:</b> Teachers stereotypes of black students could result in them being put in lower sets and there for a self fulfilling prophecy of under achievement.
<b>Asian Pupils</b>	<b>Wright</b> study of a multi-ethnic primary school saw that Asian students also suffer labelling. She found that teachers held ethnocentric views. Which affected who they related to Asian pupils including leaving them out of discussions or using childish language when speaking to them leading to marginalisation.

## Pupil Identities

<b>Overview</b>	<b>Archer:</b> Teachers often define pupils by stereotypical ethnic identities which often lack the favoured ideal pupil characteristics. This leads to negative labelling.		
	<b>Archer</b> argues that the teachers dominant way of looking at things shapes and defines the pupils ethnic identity. When students challenge these stereotypes they are treated more harshly.		
<b>Types of Identity</b>	<b>Ideal pupil identity</b>	<b>Pathologized pupil identify</b>	<b>Demonised pupil identity</b>
	White	Deserving poor	Black or white
	Middle class	Feminised identity	Working class
	Masculine identity	Asexual / repressed sexuality	Hyper sexualised
	Normal sexuality	Plodding conformist	Unintelligent
	Achieving in the right way through natural ability and talent.	Slogger who succeeds through hard work rather than natural ability.	Peer – led Culturally deprived Underachiever

## Pupil responses and subcultures

<b>Rejection of Labels</b>	<b>Fuller</b> studied a group of black girls in year 11 in a London Comprehensive who were in lower streams yet were achieving highly. These girls did not conform to all the values of school (e.g. respect for teachers) but did value educational success enough to push themselves. <b>Mac an Ghaill</b> discovered similar findings in his study of Black & Asian A-Level pupils. Each of these studies show how labelling does not always follow the same negative pattern.
<b>Failed Coping Strategies.</b>	<b>Mirza</b> highlights how some pupils are not able to develop coping strategies when faced with teacher racism & labelling. <b>Mizra</b> identified 3 types of teacher Racism: <ul style="list-style-type: none"> <li>The Colour Blind</li> <li>The Liberal Chauvinists</li> <li>Overt Racists</li> </ul> <p>Black girls would avoid these teachers by being selective about who they asked for help, getting on with their own work in lessons without taking part, avoiding certain options to avoid the teachers. This puts them at a disadvantage by restricting their opportunities therefore causing under-achievement.</p>
<b>Boys Responses to racist stereotypes.</b>	<b>Sewell:</b> <b>The Rebels</b> – The most influential group but still a minority. These rejected the values of the school & opposed the school by joining a peer group. These reinforced the negative stereotypes of 'Black Machismo' . <b>The conformists</b> - The majority of Black pupils accepted the values of the school & were eager to succeed. <b>The Retreatists</b> - A small minority who isolated & disconnected with peer group subcultures & the school. These kept a low profile. <b>The Innovators</b> - Second largest group who were pro-education but anti-school. They distanced themselves from 'Conformists' enough to keep credibility with the 'Rebels' whilst valuing education success.

## Institutional Racism

Critical Racism Theory	Marketisation & Segregation	Ethnocentric Curriculum	Assessment	Access to opportunities	New 'IQ' ism
Sees racism as a feature of society. <b>Roithmayer</b> – institutional racism is a locked in inequality so large and historical that it is no longer a conscious thought. <b>Gilbourn</b> sees racism so ingrained in education that is now inevitable.	<b>Gilbourn</b> – marketisation allows from more covert selection to take place which can lead to segregation.  Commission for Racial Equality 1993 noted that covert selection procedures led to EM students more likely to be in unpopular schools.	A curriculum which reflects the culture of one ethnic group, usually the dominant culture. This is a prime example of institutional racism. <b>Tronya</b> and Bell – lack of teaching of Asian languages <b>Ball</b> – Little Englandism; NC ignores black and Asian history	Gilbourn - System is rigged to validate the dominate culture superiority.  <b>Sanders &amp; Horn</b> - Changing from a written tests to teacher assessment led to black students underachieving.	In G&T programs whites are twice as likely to be identified as G&T over EM's  EM's are less likely to be entered for higher tier exams despite policies and initiatives to raise EM achievements. This is due to teacher labelling and SFP	Teachers and Policy makers make false assumptions about the nature of pupils ability or potential. Potential is seen as fixed and can be measured through old style IQ tests or psychometric tests, however Gilbourn suggests that these test only test what is currently known or learnt not what could be. These tests are skewed to dominant culture.

**What are the three aims of education policy in the UK?**

**Economic Efficiency** – develop the skills of the young to improve the labour force. This involves making the education system meet the needs of industry and employers.

**Raising educational standards** – UK education needs to compete in a global education market and is ranked against other countries – e.g. PISA

**Creating equality of educational opportunity** - ensuring that all students get the best educational opportunities.

**What are the 4 aspects of educational equality identified by Gillborn and Youdell**

**Explain**

**Equality of Access**

Every child should have the same opportunities to access educational provision of similar quality regardless of socio-economic background.

**Equality of circumstance**

Children should all start school with a similar socio-economic background so that they are all truly equal.

**Equality of Participation**

All students have the chance to participate on an equal footing in the processes that make up school life.

**Equality of outcome**

All students have the same chances of achievement in education regardless of socio-economic background.

**Policies which increased equality in education**

Policy	How it increased equality	Evaluation
1988 Education Reform Act – National curriculum	All schools had to teach the same core curriculum	Not suitable for all – suits 'academic' pupil more.
1965 – Comprehensivisation Act	Got rid of the 11+ exam and made it so all students would get 'Parity of Esteem' & 'Equality' within education	Comprehensives are large schools so lack individual attention.
Schools Admissions Code	Forbids discrimination in admitting pupil on grounds of socio-economic backgrounds or ability.	Covert selection still takes place by both schools and parents. Postcode lottery
Policies that improve inequality in circumstances	Pupil Premium – additional funding for those students from a poor socio-economic background. Compensatory education	Kerr and West – too many other factors outside of school that impact achievement.

**Selection and Admissions Policies**

**3 types of selection**

Selection by ability – entrance tests

Selection by aptitude – Talents

Selection by Faith

**Arguments against selection**

Late developers don't benefit.

Mixed ability fosters social cohesion.

Reduced risk of labelling and therefore SFP

HA can act as a inspiration to other students.

**Arguments in favour of selection**

Allows 'high-flyers' to benefit.

Specialised and focused teaching can take place.

**Open Enrolment Polices & Parental Choice**

OEP mean that parents can apply to any state school, in any area and if the school is under subscribed they must take the child. However over-subscribed schools fill up quickly so many parents don't get their 1<sup>st</sup> choice.

**Over Subscription Policies**

Priority to

- Children in care,
- Pupil premium,
- Siblings (at discretion of LA)
- Catchment area – closest first,
- Faith

**Covert Selection**

**Tough and Brooks:**

Backdoor social selection to cherry pick students. Discouraging parents of poorer students from applying in the first place through high uniform prices, making literature hard to understand, not advertising in poorer areas. Faith schools require a letter from spiritual leader to gain insight to the potential students family and commitment to both the faith and the school ethos.

**Marketisation** means the process of where by services like education are pushed towards operating like a business based on supply and demand. Students are considered consumers rather than pupils.

**Privatisation *in* Education** means changing the internal processes of a school to be more like a business, for example treating Parents and students as consumers, target setting, performance related pay and league tables.

**Privatisation of Education** means opening up aspects of education to Private businesses such as staff training, school finances, school Management (academy chains) and Exams

**Parentocracy** means when a child's Educational achievement has more to do with parental wealth and wishes than student ability. Parents are able to have more choice over where to send their children.

### Three features of marketisation

Independence – allowing schools to run themselves how they see fit.

Competition – Making schools compete with each other for students.

Choice – Giving customers (parents and students) more choice in where they go to school.

### Three elements of quality control

Ofsted Inspections

Publication of performance Tables such as examination results.

National curriculum – baseline for what is taught.

### Evaluation of Privatisation of Education

Positives	Negatives
More efficient	Takes money from the education system.
More choice for parents	Business go out of business – leave schs stranded.
Profit making might induce companies to support failing schools	Less equality

### Policies which promote Marketisation and Raising standards

	Marketisation Policies	Raising Standards Policies
Conservative Govt 1979 – 1997	League Tables Local Management Schools Funding Formula Open Enrolment	Ofsted National Curriculum National Testing
Labour Govt 1997 – 2010	Business sponsored Academies Specialist schools	Maximum class sizes for 5 -7 yr old Building Schools for the future program Education Action zones Business sponsored Academies
Coalition Govt 2010 - 2015	New Style Academies Free Schools	Pupil Premium English Baccalaureate Reform of the National Curriculum Reform of the Exams system Tougher performance targets for schools

### Evaluation of Marketisation policies and raising standards

Myth of Parentocracy	Parents do not have equal freedom to choose the schools which their child attends due to covert selection process, postcode lotteries in catchment areas, Middle class parents have much more freedom in choice due to their cultural capital, higher education and income.
Educational Triage	Teachers tend to allocate more resources to the students who are on the C/D boarder line in order to achieve the 5 A* - C needed for the league tables thus ignoring those who are unlikely to achieve this.
Dumbing Down	Due to the funding formula, schools need to retain and attract students in order to receive funding. Schools will therefore lead to the dumbing down of teaching and standards in order to retain students who might leave if they are pushed too hard or if the courses are too difficult.
Reduced quality control	Ofsted is not as independent as it appears with government and politicians interfering with the process by changing the standards and goal posts.

**Private schools** are fee paying school which do not have to follow Government policies or be inspected by Ofsted.

**Public Schools** are fee paying schools which require an entrance exam such as The CEE. They have a long history and include schools such as Eton and Cheltenham Ladies College.

**Independent schools** are fee paying and also rely on charitable donations and gifts they tend to have charitable status and do not have to follow government policy.

**International Schools** are schools which promote international education and have students from multiple nationalities. Many follow the international Baccalaureate Curriculum. They are non-selective.

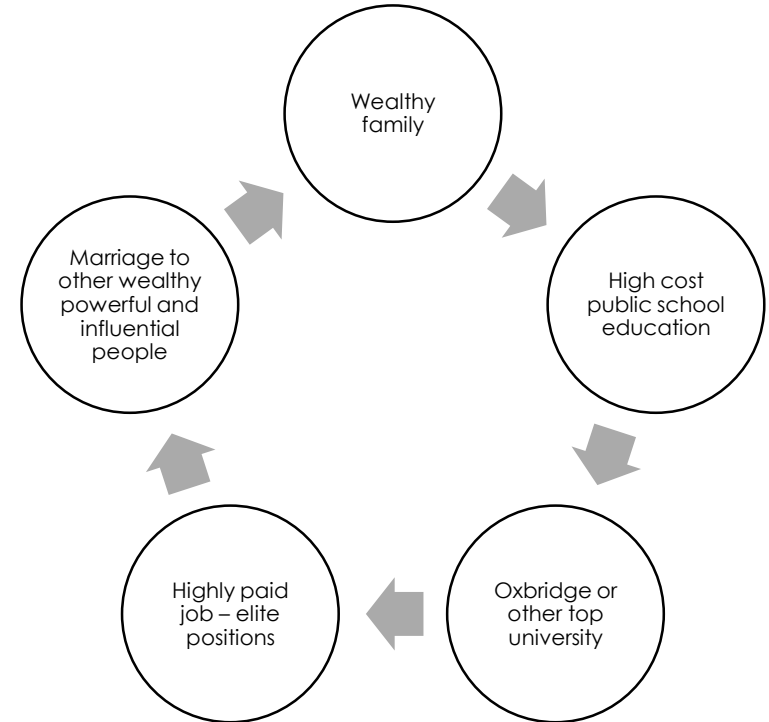
### Why do parents choose to education their children outside of the state system?

- Smaller class sizes (teacher/pupil ratio)
- Better facilities
- Better chances to get into a top university eg Oxbridge
- High academic standards due to entrance exams.
- Higher teachers salaries which attract better qualified and more experienced teachers.

### What are the arguments against non-state education?

- Increases social inequality
- Maintains the 'old boys' network.
- Maintains capitalism (Marxists) due to giving tax breaks to parents as schools are seen as charitable trusts.
- No evidence to suggest that quality of teaching is better in private schools.

### What is the old Boys network cycle?



**Functionalist view of the family** is that the family is one of the corner stones of society. It performs essential functions which support social stability and social cohesion.

**Universal nuclear family** is a family that consists of 2 generations, parents and children and Murdock believes that this family type exists all over the world and is the best family type.

**Social institutions** are the structures in society which influence behaviour such as the family, education, media and religion.

## Functions of the Family: Murdock

<b>Sexual</b>	Ensures that adult sexual relationships are controlled and socially acceptable. This meant stable monogamous heterosexual relationships.
<b>Reproduction</b>	The biological reproduction of the next generation – without which society cannot continue.
<b>Socialisation</b>	Socialisation of the young – teaching basic norms and values so that the next generation are fully integrated into society and maintain the social
<b>Economic</b>	Meeting its members economic needs – producing food and shelter for example.

## Functions of the Family: Parsons

<b>Socialisation</b>	Agrees with Murdock that the family is essential in the primary socialisation process and ensuring the that each generation are
<b>Stabilisation of adult personalities</b>	The stabilisation of adult personalities refers to the emotional security which is achieved within a marital relationship between two adults. According to Parsons working life in Industrial society is stressful and the family is a place where the working man can return and be 'de-stressed' by his wife, which reduces conflict in society. This is also known as the 'warm bath theory' Stabilization is achieved the through the biologically determined roles- Expressive and instrumental.

## Evaluation

1	<b>Down plays the role of conflict</b> in the family. In particular the oppression of women and domestic violence. The family is not always the safe and warm place suggested by Parsons.
2	<b>Out of Date</b> – Women now go out to work and the biological roles as set out by Parsons no longer apply as clearly.
3	<b>Deterministic</b> – Assumes that the members of society automatically take on the norms and values.
4	<b>Ignores family diversity</b> – Assumes that all families are best when nuclear however many family structures are apparent in todays society and still fulfil the same functions.

## Parsons: Internal Criticisms

<b>Best Fit Theory</b>	Nuclear family is not universal, the structure of the family changes as the needs of the society changes. Pre industrial families were extended families with multiple generations living together, where as post industrial families needed to be geographically mobile and therefore became isolated nuclear families.
<b>Structural Differentiation</b>	Some functions of the family as identified by Murdock have moved to other institutions for example the economic function has be taken on by the welfare state and the NHS.

## Marxist view of the family is...

Marxists believe that the family is a tool of capitalism and its main function is to maintain capitalism and reinforce social inequalities.

**Economic Base means** The base comprises the forces and relations of production into which people enter to produce the necessities and amenities of life.

**Superstructure means** its culture, institution, political power structures, roles, rituals, and state.

**Cushioning effect** is similar to Parson's Warm Bath Theory, in that it suggests the family provides a Haven from the harsh oppression and exploitation of the capitalist world.

**Ideological state apparatus means** the social institutions such as education, the churches, family, media, trade unions, and law, which were formally outside state control but which served to transmit the values of the state.

## Functions of the family: Marxism

### Inheritance of Wealth

**Key Thinker: Fredrick Engels**

The isolated nuclear family means that men are able to confirm when a child is theirs and can ensure that wealth stays within the family through private inheritance. This helps to maintain capitalism by keep wealth within the private family rather than being distributed amongst the community.

### Cushioning Effect

**Key Thinker: Zaretsky**

The cushioning effect is similar to Parson's Warm Bath theory in that the family acts as a comfort from the stresses and strains of society. However Zaretsky believes that the family allows a man to feel in control and powerful which they don't feel in the workplace due to bourgeoisie oppression. This also maintains capitalism as it prevents the proletariat from recognising their oppression and starting a revolution.

### Unit of Consumption

**Key Thinker: Zaretsky**

Families play a vital role in the generation of profits for the bourgeoisie. Firstly the workers are paid less than the amount charged for the products they create. The family is then targeted by advertisers to buy the products they have created by urging families to 'keep up with the Jones' and targeting children ho use "Pester Power" to ensure that they have latest things to prevent bullying.

### Socialisation

**Key Thinker: Althusser**

Marxists agree with Functionalists that the family is a key part of the socialisation process. However Marxists believe that the family socialises the next generation into the ruling class ideology and the unequal social hierarchy. This maintains capitalism by ensuring the next generation accepts the ruling ideology as normal.

## Other Functions of the family

Creating the next generation of workers.

Reserve labour force – Women.

## Evaluation

-

**Ignores family diversity –**

Marxists only discuss the role of the nuclear family, by passing all other family types.

-

**Deterministic –**

Overemphasises the role of the family in maintaining capitalism and ignores other inequalities such as the role of the family in maintaining patriarchy.

-

**Negative View –**

Ignores the positive effects that the family can have for its members.

+

Discusses the idea that the nuclear family is a social construction and not necessarily good for society.

+

Explains the existence of the "dark side of the family"

## General Feminist view of the family is...

Feminists are critical of the family as a social institutions. They believe that the family is a tool of female oppression and in particular the nuclear family serves the needs of men rather than women. This is through issues such as unequal division of domestic labour and domestic violence.

They believe that gender inequality is a social construction and not a natural phenomena.

**Triple Shift** refers to the three roles that women are expected to perform for the family:

1. Emotional Support
2. Domestic Labour
3. Paid work

**Duel Burden** Refers to the two traditional roles that women are expected to play in the family:

1. Emotional Support
2. Domestic Labour

**Patriarchy** refers to the way that men dominate women in most areas of society.

**Malesteam Sociology** refers to the way that sociologists will apply research data collected about men to the lives of women despite their different experiences.

Liberal Feminism	Radical Feminism	Marxist Feminism	Intersectional Feminism
<p>Families are slowly becoming more equal through changes in law and social attitudes. They do not believe that full equality has been achieved but the process is well underway.</p> <p>For example they show how parents are now socialising their children in more gender neutral ways, with similar aspirations for both sons and daughters and chores not being determined by gender.</p>	<p>Radical feminists believe that men are the enemy and marriage and family are the key institutions which allow patriarchy to exist.</p> <p>For radical feminists in order for equality to be achieved patriarchy needs to be overturned. They argue that the family needs to be abolished and a system of separatism needs to be instituted for this to happen.</p> <p>They also argue for <i>Political Lesbianism</i> because heterosexual relationships are inevitably oppressive.</p> <p>Greer – Matrilocal households – all female households with shared parental responsibility.</p>	<p>Marxist feminists see the family as a tool of capitalism and that it is capitalism not men who oppress women.</p> <p>They see the family as oppressing women whilst support capitalism in three ways:</p> <ol style="list-style-type: none"> <li>1. Women reproduce the workforce and socialise them into social hierarchy.</li> <li>2. Women absorb the anger of men who are frustrated by their alienation and exploitation. <i>Ansley – Women are takers of shit.</i></li> <li>3. Women are a reserve army of cheap labour that can be activated when they are needed and let go when no longer needed – e.g. WWII.</li> </ol>	<p>States that other feminist beliefs focus on the experience of women in a nuclear family however not all families are nuclear. Just as not all women will have the same experience of family life.</p> <p>For example a Black women may find her family provide a refuge from societal racism rather than it being a place of oppression or negativity.</p>
<p>Overstates the amount of progress that has been made. Women still have the triple shift.</p> <p>Marxist and Radical feminists also argue that liberal feminists fail to challenge the underlying causes of women's oppression and changing the law is not enough to bring about equality, there needs to be a fundamental change in social structures.</p>	<p>Sommerville argues that radical feminists fail to see the improvements that have been made to women's experiences of the family. With better access to divorce and control over their fertility women are not longer trapped by family. She also argues that separatism is unobtainable due to heterosexual attraction.</p>	<p>Women are no longer a reserve labour force as they have equal rights at work and are as likely as men to be the main breadwinner in the family.</p>	<p>Neglects the fact that many women do share the same experiences of family regardless of ethnicity or social class. For example they all face a risk of domestic violence and low pay.</p>

## Sociology of Personal Life

### Key Thinker: Carol Smart & Petra Nordqvist

#### Definition of the family:

Developed alongside the interactionist approaches to the family. The personal life perspective takes the definition of the family beyond the ties of blood and marriage.

For example a person may not feel close to their sibling so would not help in a crisis but may do this for a friend.

Without knowing the meaning behind the relationship we are unable to know how someone would behave.

#### Other significant relationships

- **Friendships** – feelings of closeness "like a sister/brother"
- **Fictive Kin** – Close friends who are treated as relatives.
- **Chosen Families (LGBTQ)** – Supportive networks of friends, ex-partners & Others
- **Relationships With Dead Relatives** – Live on in peoples memories and shape their identities and actions.
- **Relationships With Pets** – Tripper "Children often see pets as part of the family"

#### Personal Life Perspective on the family:

By focusing on the meanings behind the relationships PLP suggests that we choose the families that we want and need, but these are based on past experiences rather than an open choice. Smart & Nordqvist looked into donor conceived children to explain the importance of the social relationship over the genetic relationship. Mothers noted that their definition of being a mother was more linked to the time taken to raise their child than the cell that started the process.

#### Evaluation

Can be accused of taking too broad a view. By including a wide range of family types and personal relationships it is possible to overlook what is special about relationships which are based on blood and marriage ties.

This approach helps us to understand how people themselves construct and define "family" relationships

## Postmodernist view of the family

### Giddens & Beck view of the family

AKA Individualisation Thesis

Traditional social structures have lost a lot of the influence they had over peoples actions and decisions. In the past peoples were defined by ascribed roles based on class, gender and religion, which prevented them from choosing their own life course or family type. However we have been freed or disembedded from these traditional roles and structures which means we are able to choose the family that meets our needs and wants at that point in our lives.

Giddens argues that this transformation has been caused advancements such as the availability of contraception and female independence. Which has also changed the basis of couples relationships – Pure Relationships.

### Stacey's view of the family

Greater freedom and choice has benefitted women enabling them to free themselves from patriarchal oppression and shape their family arrangements around what works for them and their needs.

Stacey used life history interviews in silicon valley to show that it is women who have led the change in family structures, roles and responsibilities rather than men.

Stacey noted a new type of family which she called the Divorce-Extended family whose key members may include Ex-In Lax, Ex Partner and their new partner. These members although no longer connected by blood or marriage will still help each other financially and domestically.

#### Evaluation

**Personal Life Perspective** – Exaggerates how much choice people have about family. They argue that although traditional social structures have weakened they do still exist and will influence peoples choices. They also argue that people are not completely disembedded as social context such as personal experiences and the media will impact decision and choices that people make.

**Vanessa May:** "Beck and Giddens view of the individual is simply an idealised version of white middle class man."

**Carol Smart:** Connectedness Thesis – People are social beings who live in a web of connectedness, networks of relationships and personal histories which strongly influence and shape our range of options and choices.



**SOCIAL POLICIES** refer to laws made by the government which aim to improve society or deal with a social policy.

### Views on Social Policies



**Ronald Fletcher** – Health education and housing policies have led to the welfare state which supports the family in completing its functions.



New Right are strong believers that the conventional heterosexual nuclear family which is self sufficient. Therefore believe that social policies have been a negative influence on society promoting family diversity and the disintegration of society.



Feminists see policies as assuming what a 'normal family' is patriarchal nuclear family with a male breadwinner and a female homemaker. And therefore social policies ensure the maintenance of this family type. E.G. Childcare policies and Caring for the elderly.



Marxists see family policy as a way for the ruling class to maintain their capitalist control of society and ensure that the family continues to support capitalism.

## Types of social Policy

1	Providing Material Support for the family. Such as cash benefits through tax credits and child benefits.
2	Helping parents to balance working life and family life. Policies such as maternity pay, early years childcare and child protection laws.

## Timeline of social policies and the family

### 1980 – 1990's – Conservative Policies

Aim	The New Right had a lot of influence during this time so the main aim of policies were to strengthen the traditional Nuclear family, emphasizing the self help and reliance. Reduced welfare payments
Examples	<ul style="list-style-type: none"> <li>Established Child Support Agency 1993</li> <li>Made illegitimate children have the same rights as those born to wedded parents.</li> <li>Children's Act 1989</li> <li>Married Men's Tax Allowance</li> <li>Section 28</li> <li>Back to Basic</li> </ul>

### 1997 – 2010 – New Labour Policies

Aim	Silva & Smart – Favoured Dual earning families but also emphasizes the heterosexual nuclear family and for parents to take responsibility for their children. Some support for alternative family types.
Examples	<ul style="list-style-type: none"> <li>Parenting Orders</li> <li>Longer Maternity Leave</li> <li>Working families tax credit</li> <li>The New Deal</li> <li>Civil Partnerships</li> <li>Unmarried Couples adoption</li> <li>Sexuality Discrimination Laws</li> </ul>

## 2010 Onwards – Coalition Policies

Aim	Inconsistent policies on the family due to conflict between two camps of MP's Hayton: <ul style="list-style-type: none"> <li>Modernists who accept diversity</li> <li>Traditionalists who favour a New Right view.</li> </ul>
Examples	<ul style="list-style-type: none"> <li>Removed Couples penalty.</li> <li>Shared Parental Leave</li> <li>Equal Marriage Act</li> </ul>

## Other important Policies

	Outline	Impact on family
<b>Beverage Report 1942</b>	Introduced the Welfare state including housing benefit and the NHS.	This led to the removal of some of the functions of the family to the welfare state.
<b>Divorce Reform Act 1969</b>	Made Divorce easier to obtain. Allowed Women to file for divorce from her husband without having to prove, adultery, abuse or abandonment.	Increase in family diversity, especially single parent families and reconstituted families. Increased women's independence.
<b>Legalisation of Contraceptive Pill 1967</b>	Made it legal for women who were unmarried to obtain the contraceptive pill	Women had control over their bodies and how many children they had, this led to a decline in the birth rate.

**Family Diversity** refers to the differences between families, in terms of the organisations, structure and roles within the family.

**What do each of these theorist believe is the dominate family type in today's society and why?**



Murdock

Murdock doesn't believe in family diversity and that the nuclear family is natural and universal.



Peter Wilmott

Wilmott believes that family diversity has been exaggerated but family structure has changed to a dispersed extended family.



Julia Brannon

Brannon believes that family structures have changed and the new family type is the beanpole family.



Michael Anderson

Anderson argues that family diversity has always been present, not just in structure but in terms of power, roles and relationships.

## The Rappaports 5 types of family diversity

Type	Explanation	
<b>C</b> Cultural Diversity	There are cultural differences in both family structures and organization. Asian families tend to be extended and Afro-Caribbean tend to be matrifocal in nature.	
<b>L</b> Life Course Analysis	<b>Hareven 1978</b> – Family structures and organisation change as we go through our lives matching the time of life we are at and our needs at that time.	
<b>O</b> Organisational Diversity	This refers to how the family is structured in terms of its members and power structures. For example who has the most power. For example lone parent, empty-nest or nuclear.	
<b>G</b> Generational Diversity	This refers to the shared historical experiences that a group has which will shape their family structure and organisation. For example the introduction of the contraceptive pill or WWII.	
<b>S</b> Social Class Diversity	Inequalities in lifestyle possibilities have increased since the 1980s. Wealth and income have an obvious impact in terms of the type of housing, room size/number, financial problems and holidays, for example.	

## Causes of Family Diversity

Cause	Explanation
<b>Changes in Law</b>	Laws such as the Divorce Reform Act, legalisation of contraception and civil partnership act have increased family diversity.
<b>Changes in Social Attitudes</b>	Society has moved forward and family structures such as lone parent, same sex and stay at home fathers are much more acceptable now.
<b>Changing Role of Women</b>	The rise in feminism and growing equality has given women more freedom and independence from men which has changed the structure and roles within the family- leading to more symmetrical families.
<b>Secularisation</b>	The decline in the power of the church has lessened its influence on the family. Changes in church teachings have also had an impact, e.g. use of contraception and same sex relationships.
<b>Globalisation / Immigration</b>	As technology has advanced we have seen the rise of the dispersed extended family – a family which is close emotionally but not geographically. Immigration has also seen new types of family arise in the UK
<b>Material Factors</b>	Greater affluence, greater geographical and social mobility. The greater economic independence of women increased lifespan.

## Theories of Family Diversity

	Functionalism: Parsons	New Right: Murray	Postmodernism	Feminism: Stacey	Chester: Neo Conventional Family.
<b>View of Diversity</b>	Functional fit theory – It is not diversity but the changing of structures to meet the needs of society.	Diversity is the cause of society breakdown.	Diversity is increasing and a result of growing choice and globalisation in the modern world.	Growing diversity is a positive move for women.	Statistics are misleading regarding the extent of family diversity.
<b>Explanation</b>	Functional fit theory where the family structure is constantly changing and adapting to meet the needs of society at the present time.	Only one correct family type – the <b>patriarchal, nuclear family</b> with a clear-cut division of labour between the husband and wife (instrumental and expressive).	Society has become for individualised due to development of medicine, technology and female equality.  Relationships are now based on confluent love or 'pure relationships'	Family diversity has allowed women not break away from traditional roles and create family arrangements which meet their needs.	The neo-conventional family is becoming more common, which is a nuclear family but with far more equality and symmetry in the division of labour.

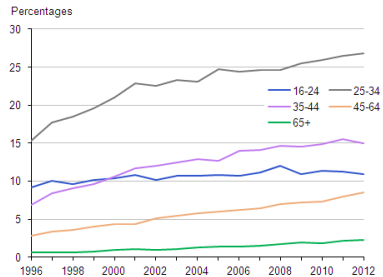
**Cohabitation** refers to two people living together in the same residence whilst also being part of an intimate romantic relationship.

**Marriage** refers to the legally or formally recognized union of two people as partners in a personal relationship

**Divorce** refers to the legal dissolution of a marriage by a court or other competent body.

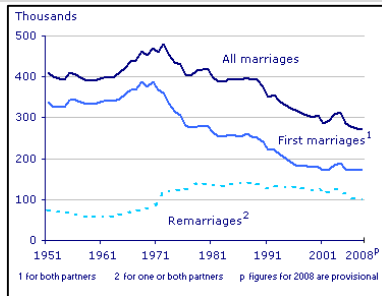
**LAT (Living Apart Together)** couples are couples who are in a committed intimate relationship or marriage but live at separate addresses.

## Trends in Cohabitation



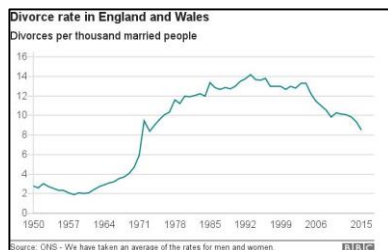
Cohabiting couples are rising particularly in the 25-34 age range.

## Trends in Marriage



Marriage is generally in decline although there are blips during baby boom eras. Number of remarriages is rising. Age of first marriage is also rising.

## Trends in Divorce



The divorce rate in recent years has been in decline overall but there has been an increase in divorce in the over 60's

Causes of the trends in cohabitation, marriage and divorce.

	Impact on the trend
Changing role of women	As women have become more independent and gained more equal rights they no longer need to have the financial security of marriage so are putting off till later preferring to cohabit first to check compatibility. Women also no longer feel trapped in a marriage that is not working.
Secularisation	The reduction in religious influence in society has led to divorce and cohabitation becoming more acceptable. Additionally people no longer feel the need to have a religious ceremony for their wedding.
Social Changes	Changing expectations of marriage have meant that people are more likely to leave a marriage which doesn't fit their expectations. They are also more likely to cohabit in order to "try before you buy" with a partner.
Legal Changes	The Divorce reform act has made divorce much easier for both partners in the marriage to dissolve it. Same Sex marriage in 2015 are now included in the statistics which could explain the slight rise.
Economic Reasons	Women are more economically independent so do not need to marry for security. Rising house prices mean that people will cohabit in order to buy a house before marriage. Weddings are expensive: £30k average in 2018.
Postmodern Reasons	The Pure Relationship: Giddens. The quest for the perfect relationships could put people off marriage. People stay in relationships that fulfil them and when they don't they move on.
Changes in the family	The roles within the family are becoming more equal as people have a higher expectation of what marriage should be and when that expectation is not met then people separate.

Impact of the trends

## Negative Impacts:

### Wilson and Stuchbury 2010

- Cohabitation is less stable than marriage

### Murphy

- Children of cohabiting parents are disadvantaged

### New Right

- Divorce is eroding the very fabric of society.

### Feminists

- Divorce Laws have helped women to gain freedom, independence and social equality.

## Positive Impacts:

### Feminists

- Cohabitation has led to more negotiation and equality in roles.

### Beaujouan and Ni Bhrolchain

- Cohabitation is the new normal
- Cohabitation as a pre-marriage test.
- Cohabitation causes decrease in divorce by 5<sup>th</sup> anniversary.

### Jon Bernardes (1997)

- Divorce is less damaging on children than a negative marriage.

**Total fertility rate means** The number of children who would be born per woman (or per 1,000 women) if she/they were to pass through the childbearing years bearing children according to a current schedule of age-specific **fertility rates**.

**General fertility rate means** the **total** number of live births per 1,000 women of reproductive age (ages 15 to 49 years) in a population per year.

**Birth rate means** the number of live births per thousand of population per year.

**Average family size is defined** in terms of the number of children in the **household**.

**Average household size is defined by** the number of people residing in a single residence.

## Trends and Changes (Stats)

	1900	2012
<b>TFR</b>	<b>4.3</b>	<b>1.83</b>
<b>GFR</b>	<b>115:1000</b>	<b>64:1000</b>
<b>Birth Rate</b>	<b>28:1000</b>	<b>12:1000</b>
<b>Family Size</b>	<b>6</b>	<b>1.7</b>
<b>Household Size</b>	<b>4.6</b>	<b>2.4</b>

## Reasons for the trends

<b>Contraception</b>	Since the advent of safer, legal and effective methods of contraception become available it has allowed women and couples to control the number of children they have and when they decide to have them.
<b>Education</b>	Since the introduction of compulsory education children have gone from being an economic asset to an economic burden. Where as in the 1900's children would be working from a young age, children today are in compulsory education until they are 18 and parents today can be supporting their children well in to their 20's.

<b>Role of women</b>	Many women now want to have a career of their own rather than care for a large family, compared to before when women's role was to do so. Also by putting her career first a woman will leave having children till later in life, the average age of first child is currently 30 years old, meaning they have less time to have more children.
<b>Infant mortality Rate</b>	Fewer people die in their childhood than ever before, this means that fewer families are compensating by having more children in the hope that 1 or 2 will survive infancy. In 1900 22.5% of live births would die before their 5 <sup>th</sup> birthday where as in 2015 it was 0.5%
<b>Geographic Mobility</b>	The modern labour force needs to be very mobile. This is an incentive for smaller families because it makes it easier to just pack up and move elsewhere
<b>Changing Values</b>	Parenthood is a lifelong, stressful commitment, many couples are now deciding that they do not want children, whereas before this would have been a bad thing, it is now accepted in society.
<b>Economic Factors</b>	The cost of raising a child is rising every year with the current estimate at around £235,000 from birth to 18 and rising to £271,000 if going to 21 and including university education. This can influence couples who choose to only have 1 child as they cannot afford to have a second.

## Impact of changing fertility rates

<b>Reduction in labour force</b>	With less people being born gaps are starting to show in the labour force, meaning that there are not the people to fill the gaps left by those retiring.
<b>Dependency Ratio</b>	The dependency ratio is an age-population ratio of those typically not in the labour force and those typically in the labour force. With fewer children being born the ratio becomes unbalanced due to aging populations.
<b>Immigration</b>	Immigration becomes more important with declining birth rates as this will fill gaps in the labour market.
<b>Growth of Bean pole family</b>	Julia Brannon – the growth of the Beanpole family into one of the more dominate family types as generations are living longer but have fewer members in each generation.
<b>Voluntary Childlessness</b>	Family Policy Studies Centre found that in 2000 1 in 5 women aged 40 had chosen not to have children compared to 1 in 10 in 1980. Hakim suggest that this has a direct link to the availability of contraception. Gillespie also suggest the push/pull idea where women feel the pull factor as greater freedom and better relationships where as the push factor of seeing parenthood as conflicting with careers and leisure activities.
<b>Decrease in Full time mothers</b>	Less and less women are choosing to be a full time stay at home mothers (meaning not working till the child has left home) as there are many childcare options available including nurseries, grandparents and breakfast and after-school clubs. These are more affordable with only one child to pay for.

**Domestic Division of Labour** means the chores that are completed around the house such as cleaning, laundry, cooking, DIY and gardening.

**Decision Making in the family** refers to the ways that families determine how decisions are made in the family. This can include financial decisions as well as day to day decisions and life changing ones.

## Traditional Views of Domestic Division of labour



**Instrumental Role** – The rational male role that is the breadwinner of the family and the disciplinarian of the family.



**Expressive Role** – the emotional and caring role that is usual carried out by the female in the family. It includes child care and most of the domestic labour.

## March of Progress View: Wilmott and Young

Families are becoming more equal and democratic. There is a move away from the separate conjugal roles of Talcott Parsons and move towards more joint conjugal roles. With women going out to work, men need to take more of an active role in the family and couples are more likely to spend their leisure time together.

## Decision Making in the family: Money

Thinkers	Explanation
<b>McIntosh &amp; Barrett</b>	Men gain more from women's unpaid domestic labour and in allowance situations men do not give adequate financial recompense and it often comes with strings attached. Men often make the majority of the big decisions.
<b>Kempson</b>	Women in low income families will often go without in favour of making sure ends meet as they see money as family money. Men do not think this way.
<b>Pahl and Volger</b>	Allowance System – Men give wives a certain amount of money each week/month for family expenses, all excess belongs to them. Pooling – All money goes into a central pot and take joint responsibility for expenditure however men tend to earn more than women.

## Decision Making in the family

Thinkers	Explanation
<b>Edgell (1980)</b>	Very important decision are taken by men, important decisions taken jointly, day to day decisions taken by women. Backed up by <b>Hardill</b> in 1997
<b>Laurie and Gurshunny (2000)</b>	70% of couples said they had equal say in family decisions by 1995 but women who had high earning positions were more likely to say they have equal say.
<b>Feminists</b>	Decision making isn't linked to money but cultural expectations of a patriarchal society and gender role socialisation.

## Why are Roles Changing?

Factor	Explanation
<b>Economically Active Women /Mothers</b>	With women going out to work more, men need to h around the house more in order for chores to get done.
<b>Decline in the extended family</b>	With fewer family members around to help with things like child care the couple need to be more equal.
<b>Weakening Gender Identities</b>	With the rise of gender neutrality in terms of roles and jobs there is less pressure to conform to traditional roles.
<b>Technology and living standards</b>	New technology such as washing machines and dishwashers as well as smart homes means that some of the jobs that used to be done no longer need to be.
<b>Commercialisation of domestic labour.</b>	As the family has become dual earning, there has been a growth in the domestic labour industry as more families pay for certain tasks to be completed or hire in Au pairs and nannies.

## To what extent has the level of change in domestic division of labour been exaggerated?

	Explanation	Evidence
No	Wilmott and Young – Rise of the Symmetrical Family.	Acceptance of the interchangeability of roles. 7 out of 10 women of working age now have jobs. Half of mothers with children aged under five are in work. 36% of couples say that the man is the main carer
Yes	Dual burden and Triple Shift	<b>Brayfield (1992), Ferri &amp; Smith (1996), Man-yeo Kan (2001), Hochschild (1990)</b> All found even in dual career families women had major responsibility for domestic tasks. <b>McKee &amp; Bell (1986)</b> – Unemployed men resist pleas from partners to do more housework. <b>British Social Attitudes Survey (1992)</b> – certain household tasks have become more equal than others.
	Views on Housework	<b>Rapoport and Rapoport (1970)</b> - career women were still viewed as "wives and mothers". <b>Ann Oakley</b> Jointly, this does not mean equally', Men participating in domestic tasks are doing so to "help their wives". <b>David Morley (1992)</b> - 'women see the home as a place of work, men a place of leisure'. <b>Craig (2007)</b> – Women do 1/3 more housework than men due to the partnership penalty and marriage penalty.
	Same Sex couples	<b>Dunne (1999)</b> – Gay and lesbian couples are more equal and symmetrical than heterosexual ones. But if unequal earning then there was unequal division of domestic labour.

**Domestic abuse** is any incident or series of incidents of physical, psychological or sexual abuse by a current or previous partner.

**The Triple Shift** refers to the feminist idea that women have to take on not only paid work outside the home but also the majority of the domestic labour and emotional support of the family.

### The Statistics

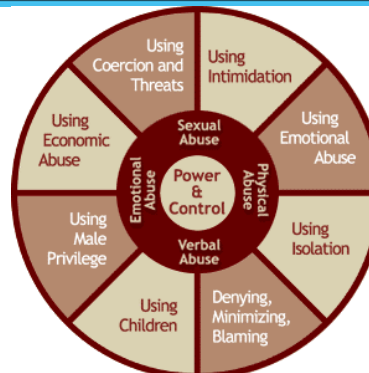
- **1 incident** of domestic violence is reported to the police every **minute**
- On average, **2 women a week** are killed by a current or former male partner.
- In 2015 **8.8% of men** (equivalent to 1.4 million men) and **20.1% of women** (3.3 million women) said they have experienced non sexual abuse since the age of 16.
- For every **3** victims of Domestic violence **2** will be women and 1 will be male.
- Nearly **1 in 4** women have been assaulted by a partner at some time in their life, and **1 in 8** repeatedly so
- **Yearshire** found that on average a woman suffers 35 assaults before making a report.

### Impact of family life on career and job prospects:

- Fear that a women might become pregnant can limit promotion prospects.
- Women are seen as unreliable workers as they are more likely to take time off if a child is unwell.
- Women are seen as less committed to their careers after they have children compared to men, due to their roles at home.

### Impact of Triple shift on women:

- **Green (1996)** – Women tend to see their free/Leisure time as time when they are away from both paid work and family commitments. Where as men consider any time away from paid work as free time.
- **Bernard (1982)** found that men were more satisfied with their marriage than their wives, who expressed feelings of emotional loneliness.
- **Oakley (1974)** found that women felt similar feelings of boredom and depression as those felt by line workers in factories.



### Issues with Statistics on Domestic Violence

- **Cheal** found that state agencies (like police) are reluctant to get involved in the family because they assume that the family is private, good and individuals are free to leave if they wish.
- Victims don't report the abuse to the police
  - Fear of reprisal
  - Don't think they will be believed
  - Believe they are to blame.
- Some abuse is difficult to prove:
  - Emotional or psychological abuse
- **Dar:** Can be difficult to separate out incidents as it can be continuous or so often the victim can't accurately recall.

### Theoretical perspectives on the causes of Domestic Violence

	Explanation	Evaluation
Radical Feminist	<b>Dobash and Dobash</b> – Domestic violence is evidence of patriarchy and caused by challenges to male authority. In recent years this can be linked to a crisis of masculinity where men are unsure of their place in society and strike out.	<b>Elliot</b> – not all men are violent.  Men can be victims too.  Some groups of women are more likely than others to be a victim.
New Right	<b>Murray</b> - Domestic violence only occurs in <i>Dysfunctional Families</i> . These families include those with teen parents, cohabitation and divorce over a stable marriage. There are higher rates of DV in lower classes due to a low moral standard.	DV is not limited to working class.  Too much focus on violence compares to other forms of abuse.
Postmodernist	<b>Giddens</b> - Domestic Violence is caused by the emotional intensity and family life. The nature of family life makes domestic violence quite common as family life is characterized by emotional intensity and personal intimacy. Increasing isolation of nuclear family increases intensity and escalations to violence – lack of people to vent to.	Not all families are abusive.  We choose our family structures so can have people to vent to who are not extended family.
Marxist Feminist	<b>Wilkinson &amp; Pickett</b> - Domestic violence is the result of stress on family members caused by social inequality. Having less resources than others can lead to stress and violence out of frustration. Lack of time and money can reduce the social circle and people for support.  <b>Ansley</b> – Women are takers of shit, men are frustrated by the oppression they feel at work and take this out on their wives.	Doesn't explain male victims  DV is not limited to working class.  Not all men are violent to their partners.

**A Social Construction means** that a social phenomena is not naturally occurring but instead is created by society and varies from culture to culture.

**Biological Determination means** that something including social phenomena is regulated by biology

**A Child is** a difficult term to define, legally it is someone below the age of majority, biologically it is someone before they hit puberty. Different cultures will also have different ideas on what a child is.

**Childhood is** the period of time that a person is considered to be a child.

No ← **Is childhood a social construction?** → Yes

<b>Separateness: Pilcher</b>	
Socially separated	Childhood is a clear and distinct life stage, reflected in: <b>Laws, Dress, Products and services, Age of innocence, Activity</b>
Physical Immaturity	Children have not yet reach physical maturity. They have not yet reached puberty or sexual maturity, however full development doesn't end until mid 20's
Psychological Immaturity	Psychological development continues into the mid 20's.
<b>Dominate Framework: James and Prout</b>	
Children	<b>Simple and Amoral</b> See the world in black and white, only really concerned with themselves and don't look at the impact on others.
Adults	<b>Complex and Moral</b> Adults are able to see the world in shades of grey looking at multiple view points and have developed a moral compass for decision making.

Sensible Analytical Approach	
Definition	Different stages of development are more likely to be a social construction than others.
Explanation / Evidence	<p><b>Infancy/Toddlers</b> – Not a social construction due to the complete dependency of the infants on others for survival. This is universal not cultural.</p> <p><b>5 – 12 age group</b> – Could be considered a social construction as at this stage we start to see differences appear both intra culturally and inter culturally.</p> <p><b>13+ age group</b> – This stage is more than likely a social construction because the differences both culturally and historically are much more apparent.</p>

Cultural Relativity	
Explanation	<b>BENEDICT</b> - Childhood varies from culture to culture and within cultures itself.
Evidence	<p>Intra Cultural Differences- In particular class differences.</p> <p>Inter Cultural Differences – Responsibilities and freedoms</p> <ul style="list-style-type: none"> <li>• Firth Tikopia Tribe</li> <li>• Punch – Bolivia</li> <li>• Milinowski – Trobriand Island</li> </ul>
Historical Relativity	
Explanation	<b>ARIES</b> – Childhood has changed over time and what we now consider to be childhood is a modern construction.
Evidence	<p>Pre industrial Era – Studied using paintings, found that children were considered mini adults with little variation in games, toys, clothing and culture. Children would work as soon as they were able.</p> <p>Industrial Era - The start of the modern concept of childhood, but children still worked in the factories, were treated the same as adults in the CJS. We start to see the development of child protection laws at this time.</p> <p>Modern era – Childhood is protected time of innocence and dependency which can last until late teens or early 20's. Children have a distinct separate culture to adults including toys game s and clothing.</p>

## March of Progress View

Overview

The 'march of progress' view argues that, over the past few centuries, the position of children in western societies **has been steadily improving and today is better than it has ever been.**

## Conflict View

Overview

Children still experience conflict in society. Different children will have different experiences of childhood so some will be better for others,

## Adult and Child conflict and inequality

Child liberationist view

Child Liberationists believe that childhood has become oppressive with adults using the excuse of protection to limit children's activities and create a culture of dependency. **Firestone** and **Holt** see what March of progress see as care and protect as just new forms of oppression and control. They see the need to free children from adult control.

## Evidence

Legal

- Work Restrictions
- Compulsory Education
- Safeguarding in schools
- Juvenile V Adult legal systems

Rights of the Child

United Nations Rights of the child which states every child has basic fundamental rights. These include the right to:  
**Life, survival and development, Protection** from **violence, abuse or neglect,** An **education** that enables children to **fulfil their potential,** Be **raised by,** or have a **relationship with, their parents**  
**Express their opinions** and be **listened to.**  
It also asks states to ensure under 18's are not forcibly recruited in to the armed forces, prohibition of child prostitution, pornography and slavery and allows children whose rights have been violated to complain directly to the UN

Protections and Welfare services

UK has a minister for Children and Families Social Services purpose is to protect children and support families.

Child Centeredness

Quality over Quantity.  
Families have less children to ensure they can give the children they have the best possible start in life. Decisions are made with the best interests of the child in mind, from what to eat, to where to holiday and if to move house.

## Intra-child conflict and inequality

Gender

**Mayer Hillman (1993),**

Boys and girls will have different experiences of childhood due to gender role socialisation. Boys are generally given more freedom at an earlier age than girls who are often socialised into the **bedroom culture** of more sedate and quiet activities such as reading and talking with friends.

Ethnicity

**Julia Brannen (1994)**

Ethnic groups will have different expectations on their children and at what age they would take on responsibilities. Brannen found that in Asian families for example parents were much stricter had held tighter on their daughters where as Bhatti (1999) found that the idea of **Izzat** (family honour) can have an impact on children's experiences.

Class

**Woodroffe**

Poor mothers are more likely to give birth to children of lower birth weight which can be linked to both delayed physical and mental development. Children from poor families are more likely to die in infancy or suffer long standing illness, be shorter in height and fall behind in school. They are also more likely to be on a child protection list for neglect.

## Ways children are controlled by adults

Resources

Industrial societies have limited children's access to earning money so remain dependent on adults. This is achieved through:

- Compulsory education and labour laws.
- Child Benefit is given to the parent not the child
- Pocket Money.

Space

Children's movements particularly in western societies is highly regulated. For example children have specific areas where they are allowed to play and where they are not allowed to go, shops may restrict the number of school children or ban them entirely, Higher CCTV coverage in children's areas.

Time

Children have rather strict daily routines, especially during term time, but even in the holidays parents will control when children eat, sleep, watch TV etc. Parents also try to control how quickly children grow up by limiting responsibility or behaviour.

Bodies

Adults exercise great control over children's bodies including how they sit, walk, dress and are touched etc however they also control how children may touch their own bodies e.g. not picking their noses, or plying with their genitals.



**Toxic Childhood** means that rapid technological change and cultural changes have damaged children's health, emotional and psychological development.

**Child Centeredness** means that children become the centre of decision making in the family. Decisions are made with the best interests of the child in mind/ Children maybe consulted on family decisions and parents invest much more time and money in their children.

**Information hierarchy means** a division between those who can access information and those that can't. Prior to the invention of the internet this was much more pronounced.

## Disappearing Childhood Thesis

**Thinker: Neil Postman**

**Overview**  
Childhood as we know it is disappearing at a rapid rate due to the collapse of the information hierarchy.

- Evidence**
- Growth of technology gives children much more access to information and ways to participate in the adults world.
  - Children given the same rights as adults.
  - The blurring of adult and child culture with adults taking up elements of children's culture and children participating in adult culture.
  - Criminality of children – the committing of "adult" crimes such as murder and rape.

**Evaluation**  
Opie – childhood is not disappearing but changing. There is still evidence of a separate children's' culture of unsupervised games, rhymes and songs.  
  
Postman's theory is reductionist as it places the cause of the disappearance of childhood on the rise of television.

## Toxic Childhood Thesis

**Thinker: Sue Palmer**

**How**  
Childhood has become damaging to the physical, psychological and emotional health of young people. This is evidenced by the:

- **Increase in ADHD,**
- **Increase in substance abuse and self-harm**
- **Increase in mental health problems**

A UNICEF survey in 2013 ranked the UK **16<sup>th</sup> out of 29** for children's well being.

**Why**  
According to Palmer the trend to 'toxic childhood' is the result of:

- Unhealthy food
- A lack of play in natural surroundings
- Poor sleep patterns
- Little time to interact within the family
- Decline in emotional security

"Every year children become more distractible, impulsive and self-obsessed. They are less able to learn, to enjoy life and to thrive socially." – Sue Palmer

**Evaluation**  
Ethnocentric – Only looks at western ideas of childhood and cannot be applied to many developing nations.  
  
This is not a new phenomena but we now have better understanding of mental health and wellbeing so it appears to be more toxic.  
  
More information availability has made the dangers more well known which has led to more paranoid parenting.

## Universal Childhood

**Overview**  
**West:**  
Western notion of childhood is spreading around the world.

- Evidence**
- Campaigns for universal education
  - Charities focused on helping street children and preventing child labour.
  - Globalised TV and media

## New Sociology of Childhood

Current studies of childhood have been outside looking in and rarely include children in their data collect.  
**Mayall:** Children as socialisation projects

**BUT**

**Smart** - Need to include the children in the study of childhood.  
**Mayall** – focus on the present tense of childhood from a child's perspective.

Children are active agents playing a major part in creating their own childhoods By Using unstructured interviews to allow children to express their views. This approach is favoured by child liberationists.

	Definition	Trend	Reasons for the trend	Impact of the trends
<b>Birth Rate</b>	The number of live births per year per 1000 of the population	<b>General Decline</b>	<ul style="list-style-type: none"> <li>• Availability of Contraception</li> <li>• Changing roles of women</li> <li>• Decreasing in infant mortality Rate</li> <li>• Growth of Child Centeredness</li> <li>• Economic Factors</li> </ul>	<ul style="list-style-type: none"> <li>• Smaller families</li> <li>• Unequal dependency ratio</li> <li>• Few schools needed</li> </ul>
<b>Total fertility Rate</b>	The average number of children a women will have during her childbearing years (15 – 45)	<b>Decline</b>	<ul style="list-style-type: none"> <li>• Availability of Contraception</li> <li>• Women leaving pregnancy to later in life</li> <li>• Changing attitudes to child bearing.</li> </ul>	<ul style="list-style-type: none"> <li>• Few Health and Maternity services needed.</li> <li>• Vanishing Children – Lonelier childhood due to less friends.</li> </ul>
<b>Death Rate</b>	The number of deaths per 1000 of the population per year.	<b>Decline</b>	<ul style="list-style-type: none"> <li>• Improved Nutrition</li> <li>• Medical Care</li> <li>• Public health Measures</li> <li>• Decline in dangerous occupations</li> <li>• Life style changes</li> </ul>	<ul style="list-style-type: none"> <li>• Children become more precious</li> <li>• Aging Population</li> </ul>
<b>Infant mortality Rate</b>	The number of deaths of children before their first birthday per 1000 live births per year.	<b>Decline</b>	<ul style="list-style-type: none"> <li>• Improved housing and sanitation</li> <li>• Better nutrition</li> <li>• Improved pre and post natal understanding</li> <li>• Improved health of the mother</li> <li>• Improved knowledge of Hygiene.</li> </ul>	<ul style="list-style-type: none"> <li>• Bigger strain on public services such as health care and housing.</li> <li>• Increasing in single person households</li> </ul>
<b>Life expectancy</b>	The average number of years a person can expect to live within a specific culture and gender.	<b>Increasing</b>	<ul style="list-style-type: none"> <li>• Decreased infant mortality</li> <li>• Less dangerous working conditions</li> <li>• Better health care and nutrition</li> <li>• Social Care facilities</li> </ul>	<ul style="list-style-type: none"> <li>• Policy implications such as social housing and Pensions</li> </ul>
<b>Aging population</b>	The extent to which a population is living longer but are not matched by the number of new births.	<b>Increasing</b>	<ul style="list-style-type: none"> <li>• Increased life expectancy</li> <li>• Declining infant mortality</li> <li>• Declining fertility</li> </ul>	
<b>Migration</b>	the movement of peoples from one place to another, it can be in the same county or to another country.	<b>Increasing</b>	<ul style="list-style-type: none"> <li>• Push Factors                             <ul style="list-style-type: none"> <li>• War, Poverty, Lack of job opportunities or oppressive government.</li> </ul> </li> <li>• Pull Factors                             <ul style="list-style-type: none"> <li>• Welfare state, Education systems, Standard of living, Weather, job Opportunities.</li> </ul> </li> <li>• Legislation and Boarder Controls</li> <li>• Globalisation</li> </ul>	<ul style="list-style-type: none"> <li>• Cultural Diversity</li> <li>• Dual Heritage and hybrid Identities</li> </ul>

**The dependency ratio is** an age-population ratio of those typically not in the labour force (Children and Elderly) and those typically in the labour force.

**Ageism means** prejudice or discrimination on the grounds of a person's age.

**Structural dependency means** the process by which some people in society receive an unequal share in the results of social production

**Net Migration means** the difference in the number of people leaving a country compared to the number of people coming in

**Immigration means** moving into a country that is not your country of origin.

**Emigration means** leaving your country origin to go to another country.

**Globalisation means** the growing interconnectedness of cultures and societies around the world, due to technological advances.

**Religiosity** refers to the extent to which someone sees themselves as religious.

**Fundamentalism** appeal to tradition - they seek return to the basics or fundamentals of their faith.

**Secularisation** means the decrease in power that religion has in society.

**Ideology** means a set of ideas, values and beliefs that provide a means of interpreting the world.

## Types of Religion

<b>Theistic Beliefs</b>	A belief in a higher power that could be a single God (monotheistic) or many gods (polytheistic). This supernatural being is the source of the beliefs around which the religion revolves.
<b>New Age Movements</b>	Spiritual rather than religious belief system, focused on self development and fulfilment rather than a devotion to a higher power. Often based on Eastern Religions like Buddhism. An example would be Reiki or Yoga.
<b>Animism</b>	A belief in spirits and ghosts that can positively or negatively impact the human or natural world. Animistic religions tend to be more prevalent in pre-industrial and non-industrial societies, for example paganism and ancient religions such as the Aztecs.
<b>Totemism</b>	A form of animism in which a community creates a symbol that represents them as a group. The symbol gains sacred significance and is believed to protect the people it represents. For example Australian Aboriginals.

## 5 features of religion

1	Belief in sacred beings
2	Sacred and profane objects; places and times.
3	Ritual acts based on sacred and profane objects, places and times.
4	Moral code With supernatural origins.
5	Prayer and other forms of communication with supernatural being.

## Definitions of Religion

### Substantive Definition

**Outline:** Aim to identify the core characteristics Shared by major religions. They are exclusive in nature because belief systems can only be classed as a religion if they have these particular features. For example one characteristic is the belief in a god.

**Evaluation:** Ethnocentric as it focuses on western religions. Doesn't have room for belief systems which perform similar functions as religion but do not have a supernatural god.

### Functional Definitions

**Outline:** Looks at what a religion does for the society in which it exists. It may bring comfort to its believers or reinforce societal values and inequalities.

**Evaluation:** Too inclusive as any belief system could be considered a religion it performs similar functions. For example supporting a football team may perform these functions but doesn't make it a religion.

### Constructionist Definition

**Outline:** Mainly interested in how definitions of religion are constructed, challenged and fought over. Interpretivist believe therefore that the definition of religion depends on who has the power. Aldridge for example shows how the followers of scientology see it as a religion despite many others disagreeing.

**Evaluation:** Impossible to generalise about the nature of religion as people may have widely differing views of what counts as religion.

## Belief Systems

### Religion as closed belief system

Religion is often seen as a closed system of belief because they often suggest that they know the TRUTH about the world and do not tolerate those that criticise that truth. They can be very conservative in their beliefs and not wish to change.

### Science as a closed belief system

Kuhn – Science is a closed belief system as it runs of paradigms which shape the way that the discipline is defined and understood as well as how research is carried out. As this is accepted by the majority it is very hard to change.

### Polanyi – Self Sustaining Beliefs

In order to protect themselves from challenge closed systems such as religion have 3 main tendencies:

- 1 **Denial of legitimacy** – complete rejection of the claims of rivals to convince followers that they alone hold the truth.
- 2 **Subsidiary Explanations** – Get out clauses to explain away criticisms or to deflect the argument.
- 3 **Circularity** – Each idea within the system is explained in terms of another idea within the system.

### Religion as an open belief system

Religion can be seen as an open system of belief when it is open to change. **Herberg** suggests that some religions are open to change and have diluted their beliefs systems in order to maintain relevance in modern society. He refers to this process as internal secularisation and uses the acceptance of female Bishops into the Church of England as an example.

### Science as an open belief system

Popper believes that science is an open system because it is open to challenge and it is built upon the idea of falsification. If a theory is proven wrong it is replaced and the knowledge within the discipline grows.

### Case Study: Azande & Witchcraft

#### Evans –Pritchard

Studied the Azande tribe and shows how their belief system reflects the characteristics of a closed system. Their belief in witch craft causing misfortune and the proof coming from a 'Benge' potion given to chickens seems irrational to outsiders but is indoctrinated into the tribe and no one questions it.

## Ideology

A **belief** system is the set of stories and realities about the world that a person believes to be true. It includes religious **beliefs**, morals and what one defines as right or wrong. **Ideologies** refer to the political, social and economic ideas that help to define a particular group of people.

### Marxism

Thinker: Gramsci, Marx, Althusser

All ideologies including science and religion are a tool of the ruling class to maintain power and reproduce inequality. They justify the principals of capitalism and prevent the proletariat revolution. Marxists argue that major scientific discoveries are motivated by generating mass profits and only fuels capitalism further.

### Feminism

Thinker: Oakley

Believe that ideologies such as science and religion have promoted the patriarchy for generations. For example by blocking women from positions of power or tainting them as weak or impure. Oakley argues that a good example of science acting as an ideology is Bowlby's study of maternal deprivation She suggests that his idea that children's development is damaged by working mothers has been used to justify gender inequality in the work place and reinforced the patriarchal idea of women staying at home and men as the breadwinner.

### Postmodernism / Pluralism

There are multiple ideologies within society and they reflect the values and world views of the different social groups within that society. There is no dominate ideology but a sharing of power amongst them.

***This is a contradiction as the pluralism itself is declaring dominance. It also ignores the unequal distribution of power within society.***

### Mannheim

Mannheim claims that all world views are ideologies and are the product of the theologians and intellectuals that cannot relate to the everyday, so their idea reflect their own personal interests.

He identified two types of world view:

- 1) **Ideological Thought** – Justifies tradition and the maintenance of society thus resisting change. This is because those who control the ideology are benefiting from the status quo.
- 2) **Utopian thought** – Attempts to promote social change because the current state of the world doesn't benefit those who construct utopian beliefs systems.

He argues that we need to detach ourselves from these world views and create an objective world view that all can relate to. These ideas would be created by a "free Floating intelligensia"

Core Principals of Science	
1	Science is the pursuit of facts
2	It is objective
3	Studies the impact of cause and effect based on reliable data.

**Paradigms** shape the how the discipline is defined and understood by those who work within it and sets out how research should be conducted.

**Falsification** means that for something to be scientific it must be possible that it could be proven false. If a theory stands up to falsification (tested repeated but is not proven wrong) it is a good theory.

Merton: CUDOS norms	
C	<b>Communism</b> – scientific knowledge should be shared with the community and not kept secret or private.
U	<b>Universalism</b> – all scientists are regarded as equal so it should be there work that is challenged not them personally.
D	<b>Disinterestedness</b> – scientists should be committed to truth and publish their findings honestly. There should be no fraud or subjective bias.
OS	<b>Organised Scepticism</b> – All knowledge within science should be challenged and scrutiny should be encouraged.

## Sociology of Scientific Knowledge

<b>Interpretivism</b>	<p>Interpretivist argue that all knowledge is socially constructed because, rather than being an objective truth, it is the result of the resources available to the social group creating it. In the case of science the facts they create are the result of shared paradigms and theories and when new instruments are invented it allows for new observations and the creation of new facts.</p> <p><b>Woolgar – Little Green Men</b> Woolgar argues that scientists are engaged in the same process of making sense of the world as the rest of us . When confronted with evidence they need to determine what it means. For example the discovery of Pulsars by Cambridge Astronomy Lab was initially annotated as LG1M1 and LGM2 meaning Little Green Men, but as this would be unacceptable to the scientific community they determined it must be an unknown type of star.</p>
<b>Marxism</b>	<p>Conflict theories such as Marxism and feminism see scientific knowledge as being far from the truth. They see it as serving the interests of particular groups in society (Ruling class – Marxism and Men – Feminism). Therefore any advances in supposedly pure science are in fact driven by capitalism. For example the development of the theory of ballistics was driven by the need for new weaponry which could be manufactured and sold.</p>
<b>Feminism</b>	
<b>Postmodernism</b>	<p>Science is one of a number of metanarratives which try to provide a big picture view of what it "true". <b>Lyotard</b> argues that science falsely claims to find the truth about how the world works as a means of progress to a better society where as in reality science is more of a discourse or way of thinking that is used to dominate people. He believes that science has become a <b>technoscience</b>, simply serving capitalist interests by producing commodities for profit.</p>

## Aldridge: Transitions from Religious to Scientific Explanations.

<b>Theological Stage</b>	The stage in which phenomena are explained as arising from the actions of spirits, gods and other supernatural beings. For example the changing of the seasons explained by Persephone's time in Tartarus or on Earth.
<b>Metaphysical Stage</b>	The stage in which the supernatural element is diminished and phenomena is explained as arising from the action of the natural, though abstract entities such as Nature. For example the changing seasons is natures cycle of life.
<b>Scientific Stage</b>	In this stage the previous stages are replaced by rational explanations which are based on evidence derived from observation and experimentation, logic and rational thought. Weber refers to this as the disenchantment with the world – the loss of the magical and mystical elements of the world.

## Impact of Science on Religion

It can be argued that the growth of science has led to a decline in Religion, however this is not necessarily the case. Millions of people still identify themselves with one of the major religions in the world such as Christianity, Judaism, Islam, and Buddhism. All manner of religious and supernatural beliefs and superstitions still continue to have a huge impact on human behaviour. For example the mass suicide at the People's Temple in 1978 and the Heaven's Gate Cult who believed that they would be taken to Heaven on a spaceship that was hidden behind the Hale Bop Comet in 1997.

Many people still hold abstract and unseen forces responsible for life events such as luck, magic, ghosts, Tarot, ESP and horoscopes.

Religion is a vital institution for maintaining social cohesion and solidarity.

## Durkheim

**The Sacred & The Profane**  
One of the main purposes of religion is to differentiate between the **sacred** (things that are special because they are the product of a higher power or supernatural being) and the **profane** (things that are ordinary, average and have no special meaning or purpose).

**Totemism**  
The essence of a religion can be found by studying its simplest form in the simplest type of society (clan). He studied the **Arunta Aboriginal tribe**. The tribe consists of bands of kin who come together periodically to worship a sacred totem. The totem is the clan's emblem in the form of an animal or plant to represent the clan's origins and identity. These rituals reinforce the clan's sense of belonging and solidarity.

**Collective Consciousness**  
Sacred symbols represent the society's collective conscience. A collective conscience is the shared norms, values, beliefs, and knowledge that make social living possible. Durkheim believed that regular religious rituals reinforce the collective conscience and maintain social integration, reminding people that they share a common moral outlook to which they owe loyalty. Religion also helps the individual to feel a part of something bigger than themselves.

**Cognitive Functions**  
Durkheim believed that religion was the origin of concepts and categories that we need for reasoning, understanding the world, and communication. He argues that people need concepts such as time, space, cause, substance, and number to make sense of the world and that we need to share these concepts with others in order to communicate effectively. Therefore, for Durkheim, religion is the origin of human thought, reason, and science.

## Parsons

### Values and Meanings

Religion helps people to cope with unforeseen situations and uncontrollable outcomes. He identifies two essential functions that religion performs in modern society:

- 1) It creates and legitimates society's central values by sacralising them, which serves to promote a value consensus.
- 2) It is a primary source of meaning by trying to answer the ultimate questions about the human condition, such as why people suffer and the good die young. Which enables people to make sense of these events and helps society maintain stability.

## Bellah

### Civil Religion

Civil religion is the belief system that attaches sacred qualities to society itself. For example, "the American way of life". Bellah argues that civil religion integrates society in a way that all the different churches and religions in America cannot. American Civil Religion involves loyalty to the nation state and a belief in God. This is expressed through various symbols and rituals such as the pledge of allegiance, the national anthem, phrases such as "one nation under God".

## Malinowski

### Psychological Functions

Religion helps people to cope with emotional stress, which could undermine social solidarity. Malinowski suggests two types of situations where religion would perform this role:

- 1) Where the outcome is important but is uncontrollable and uncertain. For example, in the Trobriand tribe, lagoon fishing is not seen as dangerous or uncertain, so requires no ritual, however, ocean fishing is both dangerous and uncertain, so "canoe magic" rituals are performed before setting out.
- 2) At times of life crisis – major life events such as birth, death, marriage, and puberty can be a cause of major disruption, and religion serves to minimize that disruption, through the use of rituals. For example, funerals reinforce solidarity amongst the survivors and give comfort to the bereaved.

## Evaluation

- Ignores the negative aspects of religion, such as hate crimes, oppression of certain social groups, and fundamentalism.
- **Hamilton and Dysfunction:**
  - Ignores the ways in which religion can be a source of social division, for example, in Northern Ireland between the Protestants and the Catholics.

The main function of religion is to help maintain the ruling classes power.

Engles argues that socialism and Christianity have similar features. For example they are both ideologies that target the poor and offer a better life. The key difference is that Christianity offers salvation in an after life where as socialism offers it in this life.

## Religion as an ideology

<b>Legitimizes inequality</b>	Suggests that the suffering of the poor is inevitable and god given. Religion misleads the poor into believing that by suffering in this world they will be rewarded in the next life. For example in Christianity it is taught that it is easier for a camel to pass through the eye of a needle than a rich man to get to enter the kingdom of heaven which creates a false consciousness.
<b>Legitimizes power of the ruling class</b>	Religious teachings encourage the proletariat to believe that the way society is organised is God's will. For example the hymn, All Things Bright and Beautiful, contains the verse: <i>The rich man in his castle, the poor man at his gate God made them, high or lowly, and ordered their estate.</i>
<b>'Spiritual Gin' Lenin</b>	Religion is doled out to the masses by the rich and powerful in order to keep them confused and in their place. Lenin believed that the ruling class use religion cynically to manipulate the masses and prevent them from overthrowing the ruling class by keeping them in a mystical fog to obscure reality.

## Religion as a product of alienation

**Alienation means** the lack of power, control and fulfilment experienced by workers in capitalist societies which the means of producing goods are privately owned and controlled

<b>Suffering as a test of faith</b>	Religion makes a virtue out of suffering – making it appear as if the poor are more 'Godly' than the rich. One of the best illustrations of this is the line in the bible: 'It is easier for a camel to pass through the eye of a needle than for a rich man to enter the Kingdom of heaven.'
<b>Existential Security</b>	Religion can offer hope of supernatural intervention to solve problems on earth: this makes it pointless for humans to try to do anything significant to help improve their current conditions.
<b>Promises of an after life</b>	The promise of an afterlife gives people something to look forwards to. It is easier to put up with misery now if you believe you have a life of 'eternal bliss' to look forward to after death.

## Religion as the opium of the masses

By '**Opium of the masses**', Marx meant that religion dulls the pain or the oppression they face by offers a temporary high through promises of a better afterlife in order to distract them from their exploitation, in a similar way to the drug opium.

### 3 ways that religion is like opium

1	Dulls the pain of exploitation rather than dealing with the cause of the exploitation just like opium dulls the pain of an injury rather than healing the injury itself.
2	Religion give a distorted world view, it can offer no solutions to earthly misery but can offer the promise of an afterlife. Just as Opium can create hallucinations and distort the takers perspectives.
3	The temporary high that the followers feeling whilst taking part in the rituals mimics the temporary high achieved by taking opium.

## Evaluation

Ignores the positive functions of religion as set out by the Functionalists. Neo Marxists see certain forms of religion as assisting not hindering the development of class consciousness.

Althusser rejects the idea of alienation as being unscientific and more of a romantic notion of people having a true self. This would make it an inadequate concept to base a theory of religion on.

Abercrombie, Hill and Turner – Religion doesn't necessarily function as an ideology to control the population. In pre-industrial society Christianity was a major element of the ruling class ideology but had very little impact on the peasantry.

## Religion is a source of social change

### Dual Nature of Religion

Bloch	Religion has both a positive and negative influence on society. In many ways it can act as a conservative force on society and help to maintain social inequality and the status quo but it can also act as a force of social change as it can offer the " <b>Principal of Hope</b> " to its followers. This principal of hope can in extreme circumstances lead to revolution.
Gramsci	Agreed that the church does play its part in maintaining cultural hegemony that benefits the ruling class if could also produce its own set of ideas that could inspire social change. This most often occurs when members of the clergy and lower members of the church hierarchy believe they can make a difference in their community, rather than persisting with official messages from the church. This <b>individual autonomy</b> could in some cases override the ruling class ideology that is promoted by the religion as a whole.

### Evaluation

- See religion as being socially significant in modern society despite the evidence of secularisation.
- Pope John Paul II rejected the Liberation theory and told priests to focus on their religious responsibilities.

## Neo-Marxism agree with Marxism that religion can exploit the poor

Neo-Marxism criticises Marxism for failing to see how religion can be a cause of social change and develop class consciousness.

### Religion as a force for social change

Maduro	In societies where protests were against the law (usually dictatorships) the church could act as a safe outlet for frustration for the proletariat. Additionally religious leaders could act as the charismatic leaders that inspire their congregations to achieve and seek social change. Religious leaders would also be seen as untouchable in these dictatorships because they are seen as sacred by their followers, so if they came to any harm that could be the catalyst to begin the revolution.
Liberation Theology	A radical movement that grew up in South America as a response to the poverty and the ill-treatment of ordinary people. It was a response to the failure of the Vatican to help its followers with the poverty and exploitation that they faced. The priests encouraged people to enforce change upon society even to use violence if necessary in order to over throw the dictators who were oppressing them. The movement was successful in Nicaragua however the priests involved were excommunicated by the Catholic church for their role in the Sandinista Revolution.

### Case Study: Father Camillo Torres

**Camilo Torres Restrepo** (3 February 1929 in Bogotá, Colombia – 15 February 1966 in Santander) was a Colombian socialist, Roman Catholic priest, a predecessor of liberation theology and a member of the National Liberation Army (ELN) guerrilla organisation. During his life, he tried to reconcile revolutionary Marxism and Catholicism. He helped to organise student political protests



The main function of religion is maintain patriarchy and oppress women.

Stark and Bainbridge

Women are more likely to join sects and cults because...

They offer compensators for three forms of deprivation:

- **Organismic Deprivation** – women are more likely to suffer ill health so will look to sects and cults for healing.
- **Ethical Deprivation** – Women tend to be more morally conservative and thus more likely to see the world in moral decline and share the views held by sects and cults.
- **Social Deprivation** – Sects and cults tend to attract the poorer groups in society and women are more likely to be in poverty than men.

	Outline & Thinker	Examples	Evaluation
Maintain Patriarchy	<p><b>Mary Daly</b></p> <p>Religions maintain the patriarchy by portraying male domination over women. Also as it was men who determined what was included in the bible they re able to control the narrative. Daly concludes that there cannot be equality in religion until there is acceptance the God could be a women.</p>	<ul style="list-style-type: none"> <li>• Portraying God as a man</li> <li>• Restricting access for women to top levels of the church.</li> <li>• Depicting women in religious texts as bad influences or impure – e.g. Eve causing the fall from grace, Delilah taking Samson's strength, Mat Magdalene as a prostitute.</li> </ul>	<p><b>Woodhead</b> – Women use religion as a way to gain greater freedom and respect. She explains how the Hijab which is seen in west as a form of oppression can also be a form of liberation as it allows them to enter the public sphere without fear of being considered immodest.</p>
Second Class Believers	<p><b>Simone De Beauvoir</b></p> <p>Religion tricks women into believing that they are equal to men in the eyes of god and will be rewarded for their suffering in the afterlife. She also believes that girls are socialised into worshipping a male god and there fore are encouraged to unconsciously see men as superior</p>	<p><b>Jean Holm</b></p> <p>Segregated places of worship, women are often on the periphery of the place of worship where as men hold the central more sacred places.</p> <p>Women are not allowed to read from sacred texts or touch them if they are menstruating (Islam)</p>	<p>In liberal protestant movements such as the Quakers and the Unitarians, there is a commitment to gender equality. For example 1/3 of Unitarian ministers are female, in the Church of England over 1/5 of the priests are female,</p>
Stained Class Ceiling	<p><b>Karen Armstrong</b></p> <p>Women are often blocked from the top positions in mainstream churches. She studied the Church of England and found what she termed the "stained Glass Ceiling" meaning that women are blocked from progressing to the top of the hierarchy.</p>	<p>The vote to allow female Bishops in the Church of England was strongly opposed by traditionalists who were very vocal in their opposition.</p>	<p><b>El Saadawi</b></p> <p>Suggests that it is not the religions that are patriarchal but the cultures that they appear in. She uses the Islamic religion and Arab culture to show this. In Arab culture men hold all the powerful positions which mean that they are able to interpret the Qur'an to support their views.</p>

**Reflexivity means** we are continually re-evaluating our ideas and theories, nothing is fixed or permanent and everything is up to challenge.

**Disembedding means** we no longer need face to face contact in order to interact. There is a break down of geographical borders thus making interaction more impersonal.

**Cultural Amnesia** means the loss of the religion that was handed down by generations before, instead parents are letting their children choose their own belief systems.

**Pluralist society** is a diverse one, where the people in it believe all kinds of different things and tolerate each other's beliefs even when they don't match their own.

## Key Concepts

### Lyotard - Monopoly of truth

Religion provides a meta narrative which tries to hold a monopoly on the truth. However such claims are no longer acceptable in the postmodern world because there is no such thing as an absolute truth.

### Lyon – Spiritual Shoppers

Lyon has commented on the emergence of a spiritual marketplace which has developed as a result of religious leaders turning to the media to publicise their beliefs. In order to survive. Peoples identities have become fluid in the postmodern world so religions have to work harder to entice new members and keep the ones they have. This is because people will try out different religions in order to find one which matches their own personal belief systems.

### Growth of New Age Movements

Postmodernists believe that traditional religions have been replaced by new age movements with a focus on spirituality and self improvement rather than devotion to a god.

### Lyon - Disembedding

Lyon describes how religion has become **disembedded** in postmodern society: it is no longer embedded in religious organisations or in a particular country or culture and beliefs are not embedded in their original contexts. This allows people to pick and mix lots of bits of lots of belief systems: take what they like and reject what they don't.

### Hervieu-Leger: Inability to Change

Religions inability to change has led to its demise in society because there are so many alternative views to compete with its teachings it has led to more scrutiny of the beliefs the mainstream religions.

### Pick and Mix Culture

The pick and mix culture outlines how postmodernity has enabled the individual to become a spiritual shopper. As a result, the individual will actively select and choose a religion based on its suitability in answering existential question

## Evaluation

- Bruce – Postmodernists have overexaggerated the extent to the decline in traditional religions. NAM's are short lived and cannot compare with established world religions.
- Disembedding has been overexaggerated. For example for many Muslims the Mosque is still a big part of their belief system.

**Conservative Force** means one which maintains or seeks to restore traditional values, beliefs and customs and maintain the status quo.

**Ideological state apparatus** means is a social structure or system which passes on social norms and values.

**Agent of Socialisation** means the people in society which teach the norms and values to the next generation, such as parents, teachers and religious leaders.

**Theodicy** means an explanation for the contradiction in the existence of God being benevolent and the existence of evil and suffering in the world.

## Evidence that Religion is a conservative force.

### Functionalist Perspective

**Durkheim** – Religion is an important institution in maintaining social cohesion and stability. It takes on the role of agent of socialisation as well as a form of informal social control which helps to maintain the status quo. It does this by providing a cultural basis for the norms and values and legitimises them.

**Malinowski** – Religion provides explanations for the big questions in life, it fulfils a need for emotional security and relieves social stress which can lead to bitterness, disillusionment and a breakdown in social solidarity.

### Interpretivist Perspective – universe of meaning

**Berger** – Religion provides a universe of meaning. This is a set of beliefs and meanings that helps people to make sense of the world and enables them to give life meaning focus and order. The universe of meaning provided by religion gives individuals a sense of meaning in a chaotic world. Berger suggests that religion provides a sacred canopy stretching over society, providing a shield from the uncertainties life which helps them to make sense of it. It is the existence of idea of a sacred canopy and theodicy that can be evidence of religion maintaining social solidarity and therefore a conservative force.

### Marxists Perspective

Marxism sees religion as an ideological status apparatus that helps to maintain and legitimise ruling class power and ideology. **Marx** suggested that this is achieved by using religion as an "opium of the masses" which clouds them from oppression and exploitation of capitalist society. This is achieved by promising eventual escape for the hardships in the afterlife and suggesting that hardship in this life is God's test. The Hindu religion also shows how religion can be used to legitimises social inequality through the caste system.

### Feminist Perspective

Feminists believe that religion is a conservative force because it helps to maintain patriarchy. Religious beliefs justify, reinforce and reproduce inequality based on male domination and control of women. This is achieved by showing women in a submissive way in religious text, marginalising and restricting women in religious organisations and hierarchy and religious laws and customs which give women fewer rights than men including things such as divorce and property rights.

### Religion as a Compensator

**Stark and Bainbridge's** theory of religion is similar to that of Berger as they examine the meaning and function of religion. They see religion as meeting the needs of the individual when their sense of social order is disrupted. They argue that religion helps to make sense of the disorder and chaos and acts a compensator (a belief that if the individuals act in a certain way, they will eventually be rewarded). Stark and Bainbridge therefore argue that by acting as a compensator it is contributing to the maintenance of stability in social life.

**Social Action Theories** are interpretivist approaches which look at the meanings behind an action.

**Ascetism** means severe self-discipline and avoiding of all forms of indulgence, typically for religious reasons.

The **Protestant work ethic**, the Calvinist **work ethic** or the Puritan **work ethic** is a **work ethic** concept in theology, sociology, economics and history that emphasizes that hard **work**, discipline and frugality are a result of a person's subscription to the values espoused by the **Protestant** faith, particularly Calvinism.

## Calvinist Beliefs

<b>Predestination</b>	Calvin preached that God had already decided who would enter the Kingdom of Heaven before you are born and that his decision is final and unchangeable. Those who are chosen are known as the 'Elect'
<b>Divine Transcendence</b>	No individual would have the power to rival God and be able to predict his wishes. The only source of information is the bible itself even the priests in the Calvinist faith could not predict God's Will.
<b>Vocation or Calling</b>	Calvinists believe that the only way to glorify God was to devote themselves to their work. Although this would influence God's decision or their experience in the afterlife, their devotion to hard work would honour him.

## Calvinism led to Capitalism because....

Calvinists become anxious about being part of the elect so to overcome this anxiety they devote themselves to their work, often acquiring vast amounts of wealth in the process. Calvinists take this wealth as a sign of God's favour, which COULD mean they are part of the elect. Calvinists do not believe in squandering or spending their wealth instead they reinvest it into their businesses helping them to grow.

Weber believes that Calvinist beliefs led to the emergence of the spirit of capitalism in which the pursuit of profit was seen as a spiritual goal.

## Evaluation

**Kautsky** disagrees with Weber's analysis of the role Calvinism played in the development of capitalism. In Kautsky's opinion modern capitalism already existed prior to the development of Calvinism. Therefore the only purpose of Calvinism was to justify the reasons why the ruling class controlled the means of production and thus continue the myth of divine inequality.

**McGuire (2001) & Robinson (2001)**  
**Factors which determine if religion is a conservative force or a force for social change.**

<b>1</b>	<b>The Nature and extent of Religious Belief:</b> If most people in a society hold religious beliefs and these beliefs have a strong moral code which conflicts with some features of the existing society, then religion is likely to lead to criticism of society and attempt to change it.
<b>2</b>	<b>The significance of religion in society:</b> If religion is a central part of the culture and everyday life of a society then religion is more likely to be used as a justification for social change.
<b>3</b>	<b>The extent of the social involvement of religion:</b> In societies where religious leaders are close to those in power such as politicians and heads of state the more likely they are to influence social change.
<b>4</b>	<b>The degree of central authority in religious organisations:</b> In societies where religious organisations have strong central authority, religion is in a much better position either to promote change or prevent it.

## Bruce: Religion as an ideological resource

### Taking the moral high ground

Pointing out hypocrisy and having moral indignation about the behaviour of those in power.

### Channelling Dissent

Religion provides channels to express political dissent in a safe and protected way.

### Acting as honest broker

Churches can provide a context for negotiating change because they often have the respect of both sides and are seen as being above mere politics. They can also hold positions which allow for this negotiation to take place.

### Mobilising Public Opinion

Churches can act as a network to spread support for the campaign.

## Case Studies

### American Civil Rights Movement

The American Civil Rights movement is one of the most successful examples of religion as social protest. Its aim was to end social segregation and gain equal rights for the black community in America. It was led by Rev Martin Luther King who used Christian values to unite people and find common ground. This allowed the movement to gain legitimacy and followers from across the country.

**Bruce** believes that this movement was successful because it was peaceful, gained public support and negotiated with the opposition and shamed those in power using their own religion.

### Liberation Theology

In South America in the 1960's and 1970's Catholic priests developed the liberation theology as a response to the failure of the Vatican to deal with the poverty and oppression they were faced with. The priests encouraged their followers to force change upon their society and even use violence when necessary in order to overthrow the dictators who were the cause of the poverty and oppression.

This movement was successful in overthrowing Somoza in Nicaragua in the Sandinista Revolution.

### The New Christian Right

The main aim of the New Christian Right is to resist the changes that have occurred in the American Society over recent generations such as the liberalisation of homosexuality, divorce, abortion and Sex education in school. They wish to return to a system which more closely reflects the values of the Bible.

**Bruce** believes that the New Christian Right has been unsuccessful in promoting social change so far because they have a overly negative tone to their message which polarises people rather than unites them and because they do not cooperate with others who have similar values instead alienate themselves from them.

### Millenarian Movements

Millenarian Movements believe that existing society is evil and sinful and otherwise corrupt and that a supernatural or extra-worldly force will completely destroy existing society and create a new and perfect world order. Examples of these movements include the Branch Davidians and Heavens Gate Cult.

These movements have been unsuccessful in changing society because they are world rejecting and fail to unite people to their message. They are often seen as abnormal and outside normal society.

	Church	Denomination	Sect	Cult	New Religious Movement	New Age Movement
<b>Size</b>	Large	Medium	Small	Small	Small	Small
<b>Characteristics</b>	They are <b>Bureaucratic &amp; Closely linked to the State</b> They are <b>Conservative</b> They <b>Integrate</b> with the Social & Economic Structure of Society They are <b>Universalist</b> with <b>Open Membership</b> They tend to be <b>Intolerant &amp; Hegemonic</b> They make up the <b>Ecclesia of a Country</b>	They are <b>Bureaucratic</b> but do have some <b>Division in Authority &amp; more Democratic.</b> They are generally <b>Conservative.</b> They <b>Integrate</b> with the Social & Economic Structure of Society. They are <b>Universalist</b> with <b>Open Membership.</b> They are <b>Tolerant</b> of other Denominations.	They are <b>Not Bureaucratic &amp; Hierarchical</b> but are more <b>Egalitarian.</b> They are <b>Radical in Nature:</b> They are <b>Withdrawal:</b> They have <b>Closed/ Controlled Membership:</b> They are <b>Intolerant</b> of others:	They have a <b>Loose Structure:</b> They emphasise <b>Opportunity &amp; Success</b> They expect followers to continue living <b>Normal Lives:</b> They have <b>Open-Membership</b> & are <b>Tolerant</b> of other Religions: <b>May not</b> be religious in nature. See their members as customers / consumers	They tend to be <b>religious in nature</b> Membership is usually young adults. <b>Temporary membership</b> – high turnover Led by a <b>Charismatic</b> leader Monopoly of truth and isolationist Short lived and Transient	Emphasis on the self Everything is connected <b>The self is the final authority</b> Global cafeteria Therapy
	World Accommodating	World Accommodating	World Reject	N/A	N/A	World Affirming
<b>Types</b>	Abrahamic Faiths  Monotheism Polytheism	N/A	Conversionist Manipulationist Revolutionist Thaumaturgical Introversionist Reformist	Audience Cults Client Cults Cultic Movements	World Rejecting World Accommodating World Affirming	Astrology Clarovoyance Mysicisms Feng Shui Alternative medicine
<b>Examples</b>	Church of England Roman Catholics Islam Judasim	Methodists Sunni Muslims Orthodox Judaism Theravada Buddhism	Peoples temple Hare Krishna The Moonies Jehovah Whitnesses	Transcendental Meditation  Scientology	Heavens Gate Neo – Pentecostal Movement Scientologist Branch Davidians	Wicca Tai Chi UFO Crystals

## Practical and Pragmatic reasons

Thinkers: Heelas, Wallis and Barker

Barker: Religious organisations as 'Escapes' from the pressures of work & family life and can offer an alternative family structure.

Wallis: NRMs can teach techniques that inspire people to achieve emotionally & materially by unlocking spiritual power within.

Heelas: NRM appeal to more affluent and highly education who feel that something is missing from their lives. They seek these groups to fill that gap and have the money to pay for the services.

## Secularisation

Thinker: Giddens and Bruce

Giddens: Traditional religions have watered down their beliefs to fit in a more secular world. People look to NRMs to receive comfort and community in NRM's which the big religions no longer offer.

Bruce: loss of faith in traditional religious leaders who are seen as out of touch. NRM's provide a refuge for those seeking spiritual and firm beliefs in a secular society.

## Postmodernism

Thinker: Lyotard and Bauman

Lyotard: there is a loss of faith in metanarratives and what Berger referred to a 'universes of meaning' which have created gaps which people look to NRM's to fill.

Bauman: With so many conflicting ideologies & beliefs, people experience a 'Crisis of Meaning' & as such form & join NRMs to retain some control & normality.

Identity Formation: traditional forms of identity have become fragmented so people turn to NRM's to help form their identity.

## Globalisation and Media

Thinker: Baudrillard

Globalisation and mass media have opened up access to new ideas and belief systems from around the world. This is what Baudrillard refers to as a media saturated society. He believes that this has allowed NRM's to grow as the media gives the group more of a public profile and visibility in order to attract members.

## Marginalisation

Thinker: Weber, Stark & Bainbridge

**Weber** argued that groups like world rejecting NRMs are most likely to emerge among marginal. The NRMs appeal by providing a '**theodicy of disprivilege**'

**Stark and Bainbridge** - World rejecting NRMs provide access to a close knit group of members in a similar position offering a sense of security, clear values and a reward in heaven.

## Protest

Thinker: Glock and Stark

**Glock and Stark** argue that NRMs emerge as a form of religious or social protest; hence many may appeal to those whose values are at loggerheads with those of the society around them, or of other religious groups.

## Anomie and Social Change

Thinker: Wilson

**Wilson** stated that periods of sudden or rapid social change can create '**anomie**' as it undermines or disrupts traditional norms and values and universes of meaning. NRMs provide solutions to such periods of uncertainty as they provide new and clearly defined belief systems or a sense of certainty in an uncertain world. The rise of NRMs then can be seen as a response to the uncertainties generated by the rapid social change that has occurred since the 1960s.

## Relative Deprivation

Thinker: Stark and Bainbridge

**Stark and Bainbridge** argued that the ideas and support derived from NRM membership may help to overcome those suffering a subjective feeling of being deprived or lacking something in comparison to those in the social group with which the individuals identify and compare themselves.

## Status Frustration

Thinker: Wallis and Barker

**Wallis** argues that marginality may cause status frustration, Wallis believes NRMs appeal to the young as membership can provide some support for an identity and status independent of school or family and so overcome the sense of status frustration.

**Barker** believes that young people lack the financial and time commitments of mortgage/rent and work/family which give them the time and freedom to get involved if they choose.

### Why are Sects Short Lived?

Problems maintaining commitment	<p><b>Barker</b> – people are unable to cope with the strict discipline and rules imposed on members. The heavy and often extreme commitment required is difficult to maintain so people leave.</p> <p><b>Niebur</b> - the enthusiastic fervour is hard to maintain after the first generation. This leads to wither the death of the sect or it will adapt and become less of a protest movement and more tolerate of mainstream society. What Becker referred to this process as “a sect cooling down” and becoming more like a denomination.</p>
Loss of the leader	<p>Leaders of sects tend to be very charismatic which is what attracted people to the sect in the first place. Without that leader the group may collapse without a central figure to hold on to. Loss of a leader may be due to death or imprisonment.</p> <p><b>Evaluation:</b> Not all groups disband after the loss of their leader. Some become more fanatical especially when the leader is imprisoned. FLDS has continued since the arrest for Warren Jeffs. Charles Manson's “Family” continued to support and follow his lead after his arrest and their own.</p>
Changing circumstances	<p>The social circumstance and personal reasons that originally led to someone to join a cult may change or disappear over a period of time making membership to the cult redundant. Second generation members may not have felt the initial reason for joining the sect so are more likely to leave.</p> <p>Baker suggests that as younger people get older their reasons for joining the sect wane and they wish for a more normal life. This then leads to either the sect disbanding or changing to become more of a denomination.</p>
Religious Diversity / Postmodernism	<p>Postmodernists believe that the modern world is characterised by a fragmentation of belief and that the wide variety of religious and spiritual systems to choose from. This allows people to experiment without making a long term commitment e.g. spiritual shopping.</p> <p>The greater tolerance of beliefs also means that sects have a short shelf life due to changing fashions and consumer tastes.</p>

### Are all sects necessarily short lived?

No: Aldridge		
Why	Case study 1: Jehovah's Witness	Case Study 2: Amish
<p>Many sects have existed for a long time and retain their features as a sect.</p> <p>Not all sects have a charismatic leader.</p> <p>Many sects are successful in socialising the next generation into the sects beliefs and practices as well as converting more followers.</p> <p>Sects have strict behaviour codes and expel anyone who does not conform allowing them to maintain these standards over time.</p>	<p>Developed in the 1880's and is still going strong today.</p> <p>Started by Charles Taze Russell, but has had a number of different leaders since then.</p>	<p>Developed from a break within the Swiss Anabaptist in 1693.</p> <p>Those that followed Jakob Ammann became the Amish.</p> <p>Members who do not conform to community expectations and who cannot be convinced to repent are excommunicated. In addition to excommunication, members may be shunned, a practice that limits social contacts to shame the wayward member into returning to the church.</p>

#### Conversionist Sects

**Wilson** – Conversionist sects are most likely to turn into a denomination.

These sects are less hostile to the wider world and believe that the best way to save the world is to convert people and spread their message.

If successful and win a lot of support the group could develop into a denomination whilst maintaining the characteristics from when it was a smaller sect.

Example – Salvation Army.

#### Introversionist & Advent Sects

**Wilson** – there are two groups which will not survive denominational form:

Introvertist groups are able to continue as they believe that salvation is only achievable through isolation and not trying to covert people. This is why they do not survive in denominational forms.

Advent/Revolutionary Sects – These groups hold doomsday views and believe that only a selected group will be saved. They are unlikely to become denominations as they do not compromise on their views, values or exclusivity of membership.



## In what ways is religion patriarchal?

1	<b>Religious Scriptures</b> – in most religious scriptures women are subordinate or invisible to men. De Beauvoir 1953 – scriptures suggest “man is master by divine right.”
2	<b>Being Barred from the Priesthood</b> – Women are excluded from the priesthood in all major religions including Catholicism, Judaism, Islam, Hinduism, and Sikhism
3	<b>Stained Glass Ceiling</b> – Women face the same obstacles to career progression in the church as the face in other organisations.
4	<b>Patriarchal Religious Doctrines</b> – In most religions the ideology emphasizes subordination of women and their role as wives and mothers. E.G. Virgin Mary.
5	<b>Veiling of Women</b> – Aldridge believes that this practice within Islam is a way of keeping women invisible and anonymous.
6	<b>The Portrayal of Women as sexual predators and corruptors</b> – Sex for reproduction only, and women are out to seduce men to divert them from their religious duties. Periods are seen as something dirty. E.g. Jezebel and Eve
7	<b>Women have fewer rights than men</b> – in some Islamic sects men can have multiple wives but a woman cannot have multiple husbands. Catholicism bans contraception, abortion and divorce.

## Evaluation of Religion being Patriarchal

<b>Ancient Polythetic Religion</b>
Female goddesses were worshiped equally with male Gods in Ancient Greece, Rome and Egypt.
<b>Changes in monotheistic Religions</b>
Female Bishops from 2015 Quakers, Unitarians and Baha'is are more gender equal – Aldridge.
<b>Religion as a resistance to Patriarchy</b>
Ahmed (1992), Watson (1994) & Woodhead suggest veils are freeing women of male gaze and sexual harassment.
<b>Gender and Religiosity – The facts</b>
<ul style="list-style-type: none"> <li>• Women are more religious than men – Brierley 2005</li> <li>• Women more likely to identify as religious – BSAS 2012</li> <li>• In all major religions except Sikhism women are more likely to practice religion – Ferguson &amp; Hussey 2010.</li> <li>• Women have a greater interest and stronger commitment to their religion – Miller &amp; Hoffman 1995</li> </ul>

## Reasons for gender and religiosity

1	<b>Gender Role Socialisation</b> – Walter & Davie suggested women feel closer to God due to their involvement in the creation of life. Miller and Hoffman – Suggest women are more religious because they are socialised into traits such as empathy and submissiveness.
2	<b>Greater Life Expectancy</b> – Women in general live longer than men and this means they are more likely to be widowed and living on their own as they get older. This can lead to greater religiosity as religion can be a source of support and comfort and means of building a support network.
3	<b>Social Deprivation &amp; Marginality</b> – Women are more likely than men to face social deprivation and marginality and may experience more disillusionment and alienation from wider society. These circumstances means that women may look to the religion for support and solace in particular groups which offer theodicies explaining their feelings and as well as solutions and support.
4	<b>Status Frustration</b> – Status frustration can be experienced by women who lack personal fulfilment or status as a result of being confined to the home or in lower middle class jobs. Religious participation may help to overcome or compensate for this.
5	<b>New Religious Movements</b> – Women are more likely to be mems of NRM's for three reasons: <ul style="list-style-type: none"> <li>• <b>Organismic Deprivation</b> – women are more likely to suffer ill health so will look to sects and cults for healing.</li> <li>• <b>Ethical Deprivation</b> – Women tend to be more morally conservative and thus more likely to see the world in moral decline and share the views held by sects and cults.</li> <li>• <b>Social Deprivation</b> – Sects and cults tend to attract the poorer groups in society and women are more likely to be in poverty than men.</li> </ul>

## Evaluation

<b>Linda Woodhead (2004)</b>
Changes in the role of women have changed the way they engage with religion. She identifies types of women with regards to religious participation:
<b>Home Centred</b> – women who stay at home rather than work. These women are more likely to engage in traditional religions as they subscribe to conservative values and they may also require the support that the churches offer because they lack status.
<b>Work Centred</b> – Women who work in demanding jobs are more likely to be secular because they do not have time for religious activities and cannot relate to the way women are portrayed by those religions.
<b>Jugglers</b> – Women who balance work and family life still seek some sort of spiritual experience or guidance. These women are more likely to be involved in NAM which are more individualistic and require less commitment.
<b>Aune et al (2004)</b>
Women's participation has been in decline due to three main reasons:
<b>Feminism</b> – Feminist movement has led to women questioning the role of women in society as well as in religious organisations.
<b>Changing Role of women</b> – With women taking on paid work it is taking the place of religion as focus for women as well as limiting the time they have for religious activities.
<b>Changing family relationships</b> – Contemporary society has growing diversity in family structures and role including changes in living arrangements which are often disapproved of by traditional churches.

**Religiosity** refers to the extent to which someone sees themselves as religious.

**Ethnicity means** a category of people who identify with each other based on similarities such as common ancestry, language, history, society, culture or nation.

**Ethnic minority means** a group of people who are not part of the ethnic majority of a country or nation.

**Ethnic identity means** when a person asserts their primary identity in terms of their ethnic group or culture to which they belong.

## Minority ethnic group religions

### African Caribbean

The main religion among Afro-Caribbean groups is Christianity and Afro-Caribbean's made up 17% of those attending church on the average Sunday in 2007. Their Christianity had developed mainly in the Pentecostal and charismatic tradition and found that British churches were boring and quite different to what they were used to so established their own churches.

### Asian Groups

The main religions of Asians tend to be non Christian, and include Islam, Sikhism and Hinduism. This has meant that this ethnic minority has had to establish its own temples, Mosques and places of worship in contemporary Britain.

Growing up in contemporary Britain has also led to difficulty for these religions to maintain traditional values such as the Hindu Caste System with young people as they have grown up in a society of equal opportunities.

## Ethnicity and Religiosity – The facts

Ethnic Minorities tend to be more religious than the ethnic majority in the UK and religious affiliation forms a big part of their ethnic identity.

**Brierley 2013** – Black people are twice as likely to attend church as white people. Muslims, Hindus and Black Christians are more likely to see religion as important and attend weekly at their place of worship.

**Modood** – there is less religiosity amongst second generation ethnic groups,

## Reasons for Ethnic minority Religiosity

### Cultural Defence

**Bruce** – Religion can offer support and a sense of cultural identity in uncertain or hostile environments.

**Bird** – Religion can be a basis for community solidarity, a means of preserving ones culture, language and a way of coping with a oppression in a racist society.

### Cultural Transition

**Herberg** – Religion can be a means of easing the transition into a new culture by providing support and a sense of community in the new environment.

**Pryce** – Pentecostalism is a highly adaptive religion which provided migrants with values that were appropriate to their new world in a format that they could understand.

### Social Deprivation and Marginality

A sense of dissatisfaction with a lack of status in society may account for higher religiosity amongst ethnic minorities as many ethnic minority groups are amongst the poorest in the UK. Some older Asian women may turn to religion as a source of support as they are marginalised from the mainstream due to a poor grasp of English. Religion may also provide a source of identity and status that is lacking from the mainstream.

### Social Identity

Religion can help to provide many markers of identity for ethnic minorities such as dress, food and customs as well as ritual and festivals they celebrate. This can help members to resist the denial of their status and the devaluing of their culture through Racism. Jacobson – British Born Pakistanis in the East End of London identified as Muslim rather than Asian or Pakistani first as this provided them with stability, security and certainty when they face a lot of uncertainty in other aspects of their lives.

## Trends in Age and Religion Brierley (2015)

- The only group to show a recent rise in church attendance is the Over 65 age group.
- Since 1980 the number of under 15's attending church regularly has halved.
- By 2025 it is projected that only 2.5% of regular church goers will be between 15 and 19 years old.
- Half of UK churches have none under the age of 20 in their congregation.

## Why are the elderly more Religious? Voas and Crockett - 2003

The Aging Effect

As people come closer to the end of their lives, their interest in spirituality and what comes next increases. This can lead to greater religiosity as people look for answers about the after life and forgiveness for past sins. This may also explain why more elderly women attend church than men as they live longer.

Generational Effect

The current elderly generation may be more religious due to their upbringing which was less secure than that experienced by today's youth due to war and massive social change.

**Norris and Inglehart** call this an existential security theory.

## Why are the young less Religious?

### Socialisation

Thinkers: Arweck and Beckford

It is increasingly unlikely that parents will pass on their religious beliefs to their children. **Voas** suggests that this could be due to the growth of inter-faith marriages. Sunday schools which were once quite prevalent are now quite rare meaning that churches are unable to recruit from them. This links with **Hervieu-Legers** idea of cultural amnesia.

### Ritualism and Tradition

Thinker: Brierley

87% of 10 – 14 year olds in 2015 felt that church was boring and that they couldn't relate to the rituals and traditional teachings so they avoided attending.

### Individualisation

Thinker: Collins-Mayo

Religion has become more of a personal choice in postmodern society. Therefore the young do not feel pressured or obligated to affiliate themselves with a particular church or religion and choose to spend their weekends and free time on leisure activities and hobbies.

## Trends in Social Class and Religion

Overview

Traditional Marxists suggest that religiosity and religious participation is more prominent in the most deprived of society. For these people religion provides a means of coping with the deprivation and oppression. Where as the ruling class use religion as a means of justifying their authority and ideology. However there is not much in the way of reliable data on social class and religiosity due to the complex nature of social class.

Churches and Denominations

The upper and middle classes (especially women) tend to be over represented in churches. In 2015 a YouGov survey found that over 60% of those that regularly attended church considered themselves middle class and only 38% considered themselves working class.

**Farthing** – found that church attendance tends to be more of a middle class activity, with the upper classes were more fringe or occasional church goers and the manual working class were the least likely to be regular attendees.

Sects, Cults and New Age

Sects appear to gain the majority of their support from amongst the most deprived and marginalised groups in society.

Cults tend to attract their membership from a cross section of society including deprived and marginalised groups. However **Bruce** and **Heelas** suggest that New Age Cults and World Affirming NRM's have more appeal to the more affluent in society due to the consumer nature of the group.

**Heelas** suggests that New Age Movements are more attractive to Middle Class movements who can afford it.

Wilson (1966)  
Secularisation is the process whereby religious thinking, practice and institutions lose social significance'.

### Religious Thought

The influence that religion has on a persons beliefs and values. For example belief in a supernatural being or life after death.

### Religious Practice

The things people do in order to show their religious commitment such as attendance to religious worship.

### Religious Institutions

The extent to which religious institutions have retained their influence on the day to day running of society.

Religiosity refers to the extent to which someone sees themselves as religious.

## Problems with Measuring Secularisation

Definitions	As was seen earlier there is very little consensus on what is meant by the term religion and being religious (Inclusivist v exclusivist)
Validity	Due to the problems with defining the terms it is difficult to determine the validity of any research that is conducted. Historical documents are sparse, making it difficult to find trends. Results are open to interpretation – high participation doesn't mean high belief. Martin (1969) – Victorian society required church attendance for respectability.
Reliability	Historical documents regarding religiosity may not meet contemporary standards of reliability. There are too many variables in terms of the wording of the questions, if the questions are available etc. Social Desirability is a huge factor in the study of religion. Census – what is your religion (68% have a religion) / BHA are you religious (29% said yes)
Representativeness	Can results that are obtained on religion be generalised to the rest of the population.

## Views of Secularisation – Woodhead and Heelas (2000)

### Disappearance Thesis

Modernity has brought on the death of religion. Religion as a whole has lost significance for both the individual and society and this decline will continue until religion disappears.

### Differentiation Thesis

Religion is in social decline but not individual decline. Religion no longer plays an important role in the day to day running of society but individual belief is still strong.

## Causes of Secularisation

<b>Old fashioned</b>	The rituals and traditions of the main religions are seen as out of touch with the modern world
<b>Loss of status</b>	Religious leaders have lost status in society particularly in the wake of sex abuse scandals.
<b>Loss of functions</b>	Many of the functions that were traditionally carried out by the church such as welfare, health care and education have been taken over by the welfare state.
<b>Challenges from Sects, Cults etc</b>	Links to TR's being old fashioned in that people are looking for teachings that fit more with the modern thinking.
<b>Changing leisure patterns</b>	Fragmented and consumer based lifestyles have meant that Sunday's are no longer a day of rest/religion.
<b>Growth of science</b>	Comte and Weber saw rationalisation of the modern world by sciences displacing the religious understandings of the world.
<b>Decline of metanarratives</b>	People are abandoning what were once taken for granted beliefs and facts and are shopping around for belief systems that match their own values.
<b>Religious Pluralism</b>	Due to globalisation countries like the UK have become multi-faith meaning that no one religion commands the respect of the whole nation.

## Arguments For Secularisation

## Arguments Against Secularisation

A Decline in Religious Thinking & Belief	<ul style="list-style-type: none"> <li>• Weber - <b>Desacralisation of Consciousness</b>: loss of the ability to experience a sense of sacredness or the mystery of life. Caused by the growth of scientific knowledge and application of technology. (Bruce 2002)</li> <li>• Bruce 2008 - <b>Marginalisation of religion</b>: religious belief is now, in the most part, the last resort once science and technology have failed e.g. Cancer.</li> <li>• <b>Decline in Morality</b>: Traditional 'church based' views of things such as divorce, abortion, cohabitation, sex outside of marriage &amp; homosexuality impact little on people's behaviour.</li> <li>• Lyotard (1984) &amp; Bauman (2000): <b>Decline in Metanarratives &amp; the Fragmentation of Belief</b>. Postmodernists like Lyotard &amp; Bauman argue that Metanarratives like religion have lost their influence as people are more likely to control their own identities in a 'Liquid', 'Pick-n-Mix' world. People now have more choice to create 'do-it-yourself' identities and enter the 'Spiritual Supermarket' when it comes to their beliefs.</li> <li>• <b>Decline in Religious Knowledge</b>: 2001 Census: Highlights evidence to suggest that many people who claim they are religious really know little about their religion: 72% of showed they knew little about the life of Jesus or the meaning of events such as Easter &amp; Christmas.</li> <li>• Plausibility Structure – Berger: Religious diversity creates a crisis of credibility. With so many views available religious beliefs become relative rather than absolute.</li> </ul>
A Decline in Religious Practice	<ul style="list-style-type: none"> <li>• <b>Declining Membership</b> - In the UK, decline can be seen in all major Christian denominations (<i>Christian Research: UK Christian Handbook Religious Trends 2003/2004</i>)</li> <li>• <b>Declining Attendance</b> - In 2007, 2% of the population attended religious ceremonies on Sundays compared with 40% in 1851. There is also declining attendance at Christmas &amp; Easter – two of the major Christian events.</li> <li>• <b>Decline in Marriage &amp; Baptism</b> - Fewer than 1/2 of all marriages in the UK involve a religious ceremony. Less than a 1/4 of babies are now baptised, compared with 2/3 in 1950.</li> <li>• <b>Decline in Sunday Schools</b> - 100 years ago, half of children attended Sunday Schools. If current trends continue however, Sunday Schools will become extinct 2016.</li> <li>• <b>Small Membership in NAMs &amp; NRMs</b> - Despite the growing numbers of NAMs &amp; NRMs, membership is still very small. Also the growth of new NRMs/ NAMs is insignificant to the number of religious movements that are collapsing.</li> <li>• <b>Decline in the Clergy</b> - Bruce (2001) points out that less people are opting for carers within the clergy: 1900: 45 000 British Clerics 2000: 34 000</li> </ul>
Decline of Power & Influence of Religious Institutions	<ul style="list-style-type: none"> <li>• <b>Many Church buildings are dilapidated</b> and being left to crumble today even though in medieval times even the poor donated to the upkeep of grand, ornate churches.</li> <li>• The church has lost many of its powers to other institutions - <b>'Structural Differentiation'</b></li> <li>• Religious institutions command declining respect for major festivals such as Christmas &amp; Easter which are fast-becoming money-making 'empty' festivals</li> <li>• The church has little influence <b>over social policies</b> e.g. Civil Partnerships are legal now despite opposition from some religions.</li> <li>• People look toward <b>new knowledge systems</b> and ways of viewing the world – particularly with the advent of the Internet within the Globalised World</li> <li>• The <b>Ecumenical Movement</b> might be interpreted as a sign of weakness within religious organisations.</li> <li>• <b>Secularisation from within</b> - Herberg suggests that religions are going against their traditions and regulations themselves and as such are showing weakness. He points out the ordination of women as evidence of this &amp; also the downplaying of 'miracles' and the literal interpretations of scripture, the acceptance of homosexuality as evidence of this</li> <li>• <b>Jesus in Disneyland</b> - Lyon argues that religion is going through a process of 'Disneyfication' in that it is becoming trivialised and taken less seriously. He suggests that, in the post-modern 'market' world, people are want to customise their identities and are free to do so as religion is fast-becoming just another commodity on the market shelf.</li> </ul>

Religious Thinking & Belief is <u>Not</u> in Decline	<p><b>Resacrilisation</b>- Heelas argues that the world is going through a 'Spiritual Revolution'. People are getting more involved in New Age 'Holistic Milieu' –Mind-Body Spirituality.</p> <p>People are rediscovering religion in personalised forms 'pick n mixing' their religious and spiritual self and tailoring their religious identities as there is more choice in modern society.</p> <p><b>Traditional Religious Beliefs Remain Strong</b> - Evangelicalists believe that the Bible is the literal word of God &amp; should be followed strictly.</p> <p>Followers believe in sin, possessions, the second coming of Christ, faith healing &amp; miracles. Evangelical Christianity cannot be accused of being 'watered-down' and is an example of strong, traditional beliefs being present in the world.</p> <p>Strong, traditional beliefs are also present with Hinduism, Sikhism &amp; Islam.</p> <p><b>Religion still forms the basis for many societies</b> - Religion is so ingrained with many societies that it actually acts as the foundation for those societies &amp; therefore will always be important.</p> <p>Even events that occur within the world that seem completely unrelated to religion often really are.</p>
Religious Practice is <u>Not</u> in Decline	<p><b>Davie (2002): 'Believing Without Belonging &amp; the Privatisation of Religious Practice'</b> - Believing in God does not necessarily mean attending a religious institution or service. People can express their beliefs and worship at home in a 'Privatised' manner – helped by TV, Radio &amp; the Internet. Also church attendance may have been higher in the past because there was a social pressure to attend if you wanted respectability. That social pressure is no longer there.</p> <p><b>Ethnocentricity</b> - Although membership to some faiths are declining it is important to note that some groups such as the Mormons &amp; Jehovah's Witnesses and religions such as Islam, Sikhism &amp; Hinduism are actually increasing in membership. Some researchers might be accused of ethnocentricity by focusing only on traditional western 'Christian' religions. It is also worth noting that many people still attend religious institutions for events such as marriage, baptisms and funerals.</p> <p><b>Vicarious Religion</b> - Davie (1995) also suggests that the actions of the minority can speak for the majority. This occurs particularly in times of 'Interruption to Normality' e.g. disasters</p>
Religious Institutions are <u>Not</u> in Decline	<p><b>Warner (1993): 'Religious Economy Theory'</b>.</p> <p>Although some see the sheer number of sects, cults and denominations (Religious Pluralism) out there as religion losing its meaning, Warner argues that market competition actually makes these institutions stronger and more powerful.</p>

## Secularisation in the UK

### Evidence of Secularisation in the UK

Long Term	<b>Crockett</b> – 1851 40% of adults regularly attended church Wilson – 1960s only 10-15% of adults attended church regularly. Church Weddings, baptisms and Sunday school attendance has also declined. Great diversity in belief including non-Christian belief,
Religious Practice	The trend in attendance to Church services has continued to decline. CoE in 1960 had 1.6 million regular attendees in 2013 that had dropped to 0.8 million. However smaller denominations are see less of a decline. Bogus Baptism – To attend a faith school.
Religious Affiliation	British Social attitudes survey showed that between 1983 and 2014 the number of adults with no religious affiliation rose from 1/3 to about half. There was slight increase in Catholics due to migration from eastern Europe and Christian denominations have stayed static since 1983.
Religious Influence	<b>Bruce</b> – points out that in the Middle Ages the Church was central to society, with enormous wealth and power. Church leaders exercised real power over secular matters such as education, law making, social welfare and politics. However, in modern society religious institutions have become more marginalised as they have lost this power. Many people today can live their lives completely untouched by religious institutions.

### Arguments against secularisation in the UK

Believing without belonging	<b>Davie</b> – Religious belief has become privatised but this doesn't mean that there has been a decline in person religious belief. Davie suggests that the nature of religious activity has changed and people are believing without having to belong to a congregation. She refers to this a <i>Vicarious Religion</i> .
Online Religion	<b>Hellend</b> – Developed the idea that people could be religious without having to attend a place of worship. The growth of the internet has changed the way that people can interact with the religious community and religious belief has become disembedded. <b>Hellend</b> suggest two ways that the internet has changed religious practices – 1) <b>Religion Online</b> – When religious movement use the internet to communicate their message to followers 2) <b>Online Religion</b> – Where like minded people interact in forums and discuss their beliefs in an unstructured format.

## Secularisation in the USA

### Evidence of Secularisation in the USA

Wilson 1962	Wilson found that 42% of Americans attended church on Sundays, however he argued that church going in America was more of an expression of the American Way rather than religious belief. Wilson argued that America had become a secular society not because people had abandoned churches but because religion had become superficial.
Declining Church Attendance	<b>Hadaway 1993</b> – Found that Wilson's figure of 40% didn't add up as if 40% of the population went to church on Sunday all the churches would be full and that was not the case. His study found that the level of attendance to church was 83% higher than the head counts they conducted suggesting there is an exaggeration in church attendance when asked.
Secularisation from Within	<b>Bruce</b> – suggested that American religion has adapted to modern society by moving from tradition belief and glorification of god to a more psychological or therapeutic belief system. This has allowed religion to remain popular in a more secular society. Religion has moved from seeking salvation to self improvement.
Religious Diversity	<b>Bruce</b> has identified a trend towards practical relativism among American Christians which involves the acceptance of differing views. This is shown in <b>Lynd and Lynd's</b> study from 1929 which found that 94% of young Christians agreed with the statements that Christianity is the one true religion and all people should convert to it, compared to only 41% in 1977.

### Religious Market Theory: Stark and Bainbridge

Eurocentric Secularisation	Stark and Bainbridge argue that secularisation theorist try to fool people into believing that there was a 'Golden Age of Religion' in the past and this has since declined. Instead they believe that religious belief flows through cycles in which temporary periods of secularisation are followed by periods of religious revival which occur due to the creation of new religions and NAM's
Religious Market Theory	According of Stark and Bainbridge there are two assumptions about human nature and the way people engage with religion. 1) People are naturally religious – there will always be a demand for some form of religion. 2) All humans want big rewards for the smallest cost – Humans make rational decisions about what benefits them the most. They believe that by believing in religion has a small cost with barely any risk and promises great reward.
Supply Led Religion	Unlike Europe which is dominated by single religion, America is more diverse and supply led, meaning that there are vast range of religious organisations to choose from. The groups then have to compete for survival and ensure they provide the best religious experience. <b>Jesus in Disneyland</b> – Lyon's study showed how denominations were holding service in theme parks to attract new followers who were seen as consumers. According to Lyon Spiritual shoppers are looking for experiences that attract them and which brought a sense of magic back to the experience.

## FUNDAMENTALISM

Fundamentalists appeal to tradition - they seek return to the basics or fundamentals of their faith.

### Types of Fundamentalism

Western Fundamentalism	<p>Fundamentalism develops as a reaction to changes within society, especially the trend towards diversity and secular choices.</p> <p>Bruce uses the example of the New Christian Right in the USA which has developed as a response to family diversity, sexual permissiveness, gender equality, secular education and the privatisation of religion.</p> <p>They aim to restore religion to a public role where they can shape laws and morals.</p>
Third World Fundamentalism	<p>Fundamentalism as a reaction to change being thrust upon a society from outside. It is often triggered by Westernisation imposed by foreign capital or local elites supported by the West.</p> <p>Here fundamentalism is a reaction to the states attempts to privatise religion.</p> <p>Bruce uses the Islamic Revolution in Iran as an example of this.</p>
Secular Fundamentalism	<p>Davie</p> <p>First Phase (18c – 1960's) Enlightenment philosophy held optimistic secular belief in progress based on science and reason.</p> <p>Second Phase (1970's +) Enlightenment has come under attack due to growing pessimism and uncertainty caused by globalisation and environmental issues. This has led to a rise in nationalism and anti-religious sentiment.</p>

### Characteristics of Fundamentalism

Literalism	A literal interpretation of religious text. They contain the answers to all life's important questions and gives directions on how to live your life.
Them and Us Mentality	Separateness from the rest of the world, they are right, everyone else is wrong. Davie – seek to establish control in chaos.
Aggressive Action	They like to draw attention to their perceived threat to their beliefs through aggressive action as directed by elders or clergy.
Modern Technology	Although the groups are against modern society they tend to use modern technology to achieve their aims. Inc televangelists, social media
Patriarchy	Hawley – groups tend to want to control women's sexuality as well as their social and economic roles.
Prophecy	Particularly with Christian groups due to belief in "end of days" and second coming of Christ.
Conspiracy	Many Christian and Islamic groups hold anti-semitic views believing the Jews are conspiring to secure world domination.

### Causes of Fundamentalism

Giddens	<b>Globalisation</b> which undermines traditional social norms concerning the nuclear family, sexuality, abortion etc. <b>cosmopolitanism</b> refers to a way of thinking that embraces modernity, is open to alternative views and modifies beliefs based on new ideas.
Bruce	<b>Monotheism and Fundamentalism</b> – fundamentalism is a unique feature of monotheic religions due to the fact that they have a single text from which God's will is given. Whereas polytheic religions such as Hinduism are lack a single authority and are sometimes considered more a collection of religions.
Bauman	<b>Postmodernity</b> – Too much choice can cause uncertainty and heightened awareness of risk. In this situation some will embrace the freedom whilst others are attracted to fundamentalism.
Castells	Responses to fundamentalism: <b>Resistance Identity</b> – a defensive reaction of those that feel threatened and retreat to fundamentalism. <b>Project Identity</b> – response of the forward thinking who engage with social movements such as environmentalism and feminism.

Evaluation
<p>Beckford:</p> <ul style="list-style-type: none"> <li>Ignore hybrid movements</li> <li>Fixate on fundamentalism and ignore the impact of globalisation on religions such as Catholicism.</li> <li>Giddens ignores differences between fundamentalist groups.</li> <li>Giddens doesn't consider a return to tradition as a reflexive rather than defensive action.</li> </ul> <p>Haynes</p> <ul style="list-style-type: none"> <li>Islamic fundamentalism isn't always a reaction against globalisation but a reaction to local elites failing to deliver on promises to improve the standard of living.</li> </ul>

### Clash of Civilisations – Huntington 1996

7 Civilisations	Explanation of fundamentalism	Evaluation
Western Islamic Japanese Slavic Orthodox Hindu Confucian Latin American	<p>Nation states are less significant as a source of identity creating a gap that religion has filled. Globalisation has also increased contact between civilisations which can cause conflict leading to a them v us mentality.</p> <p>Religious differences are hard to resolve than political ones due to them being deeply rooted in history and culture.</p> <p>Huntington believes that the rise in Islamic fundamentalism is a reaction to western civilisation.</p>	<p><b>Jackson (2006)</b> – Orientalism: western ideology stereotyping eastern people and religions as untrustworthy in order to justify human rights abuses.</p> <p><b>Casanova (2005)</b> – Huntington ignores divisions within civilisations (e.g. sunni and Shi'a islam)</p> <p><b>Horrie and Chippendale 2007</b> – Clash of civilisation is misleading neo-conservative ideology.</p>

**Globalisation means** the growing interconnectedness between people and nation states. Includes technological, economic and cultural interconnectedness.

**Cultural Defence means** the ways in which religion serves to unite a community against an external threat.

The **Protestant work ethic**, the Calvinist **work ethic** or the Puritan **work ethic** is a **work ethic** concept in theology, sociology, economics and history that emphasizes that hard **work**, discipline and frugality are a result of a person's subscription to the values espoused by the **Protestant** faith, particularly Calvinism.

## Cultural Defence Case Studies

### Poland 1945 - 1989

From 1945 to 1989 Poland was under communist rule imposed from outside by the Soviet Union. During this time the Catholic church was suppressed but for many Poles it continued to embody Polish National Identity. The church served as a popular rallying point against the communist regime and the Polish Communist Party. In fact the Church lent active support to Solidarity and did much to bring about the fall of the communist regime in the 1980's.

### Iran

Western Powers and Big Oil companies have long held influence in Iran including the overthrowing of democratic government in the 1950's in order to establish a pro-west regime headed by the Shah of Iran. During the 1960's and 1970's his successor embarked on a policy of modernisation and westernisation. This included banning veil and replacing the Muslim calendar. Change was rapidly imposed from above which caused great suffering which led to Islam becoming the focus for resistance under the leadership of the Ayatollah Khomeini. The revolution of 1979 brought about the creation of the Islamic Republic in which clerics held state power and were able to impose Islamic Sharia Law.

## Religion and Economic Development

### Hinduism and India – Nanda (2008)

Overview	Globalisation has led to rapid economic growth in India, it has also led to a rising prosperity and a new middle class developing. Nanda examines the role that Hinduism played in this growth and the development of ultra Hinduism in the growing middle class.
Tele-gurus	Nanda claims that the surge in popularity of Hinduism is due to the role of Tele-Gurus which has changed the way that Hindu's value prosperity and wealth. Generally Hinduism denounces wealth as a sin, however contemporary Guru's view wealth in a progressive way suggesting it is a sign of divine favour. This encourages young people to pursue the opportunities available to them without the guilt imposed by traditional Hinduism. This has led to an economic growth similar to that of Calvinism.
Ultra-Nationalism	Nanda suggests that Hindus believe that it is their Hindu values that have led to the economic growth and prosperity. As a result Hinduism is creating a sense of ultra nationalism by generating a worship of the Indian culture rather than a focus on the Gods. Parallels could be drawn between this and Bellah's Civil religion.

### Pentecostalism in South America

Berger	The rapid spread of Pentecostalism across South America has had a similar impact to Calvinism in Europe. Berger suggests that Pentecostalism has become a strong rival to Catholicism as it encourages its followers to better themselves by working their way out of poverty rather than waiting for salvation in the after life. This in turn stimulates the economy by inspiring followers to adopt a dedicated work ethic.
Lehmann	After analysing the spread of Pentecostalism in China and South Korea Lehmann agrees with Berger's assessment. Lehmann argues that whilst all Pentecostal denominations preach similar messages, they tend to adapt their message to the local needs and traditions in order to appeal to new followers. In doing so Pentecostalism develops a local identity which in turn boosts its popularity.



## Crime means...

A action or behaviour that goes against the legislation of a particular country or state.

## Deviance means...

Actions which go against the norms and values of a society. These may not be against the law but are frowned upon by most in society.

## Social Construction means...

A social phenomena which is not naturally occurring but created by the society in which it is found.

## Ways Crime and Deviance is socially constructed:

### Historically

**Definition:**  
Criminal action and deviant behaviour changes over time. What was once acceptable may become illegal/deviant and what was once deviant/illegal may become acceptable.

**Examples:**

- Homosexuality – Deviant and illegal → Acceptable
- Taking Cocaine – Legal medicine → illegal narcotic

### Contextually

**Definition:**  
Behaviours that are acceptable in certain situations would not be in others.

**Examples:**

- Bikini on the beach V bikini in centre of town
- Drinking alcohol at 8am

### Culturally

**Definition:**  
What is considered acceptable or rude varies depending on the culture you are in.

**Examples:**

- Eating with your left hand in Arab nations is considered rude.

### Age

**Definition:**  
Some behaviours are acceptable from certain age groups and some activities are illegal for some age groups.

**Examples:**

- Age restrictions on certain products
- 8- year old clubbing on a Friday night.

## Why do people commit crime? (non sociological)

### Psychological Explanations

Maternal Deprivation	BOWLBY - People who are deprived of a mothers love as a young infant are more likely to become juvenile delinquents which leads to a criminal career.	<ul style="list-style-type: none"> <li>• Out of date – mothers are not the only primary caregivers.</li> <li>• Not all delinquents come from a broken home.</li> </ul>
Personality Traits	FREUD – Id, Ego and Super-Ego. Personality is a balance for three unconscious areas and when these are out of balance in favour of the Id, criminal behaviour occurs as the individual is controlled by basic desires.	<ul style="list-style-type: none"> <li>• Lack of empirical evidence of these processes.</li> <li>• Suggests that Criminals lack control so doesn't explain white collar crime.</li> </ul>
Mental Abnormality	This idea suggests that there is some sort of brain damage or mental illness suffered by criminals, which makes them commit crimes.	<ul style="list-style-type: none"> <li>• Criminals become the victims.</li> <li>• Hard to prove in some cases.</li> </ul>

### Biological Explanations

Lombroso	Went into Italian prisons and measured the facial features of criminals. He suggested that criminals were a less evolved human and this was shown in certain features such as large foreheads, big ears, small eyes.	Only looked at criminals who had been caught. These features could be apparent in non-criminals as well.
Genetics	The Warrior Gene (MAOA) is present in all humans but in some the gene gets mutated which has been linked to more aggressive behaviour, risk taking and impulsiveness which can all be linked to criminal behaviour.	<p>We don't know enough about how this gene works yet to conclusively link to criminal behaviour.</p> <p>Excuse for criminal behaviour.</p>

## Positive functions of Crime

### Boundary Maintenance & Social Cohesion

Thinker: Durkheim

**Explanation:**  
Crime always society to reinforce what is acceptable behaviour in society as the public nature of the punishments shows people what will happen for breaking the rules. Very serious crimes can also led to society coming together to condemn the perpetrators.

### Warning Sign

Thinker: Clinard / Cohen

**Explanation:**  
An increase in a certain type of crime or deviant behaviour can be an indication that something in society is not functioning as it should be and a change needs to occur.

### Evaluation:

- Marxism – Ignores the role that the powerful have in shaping what is criminal and deviant as well as the role of social inequality..
- Durkheim ignores the impact that crime has on the individual victims instead focuses on the impact on society.
- Doesn't quantify how much crime is beneficial to society.
- Crime doesn't always lead to solidarity but can cause isolation of both victim and criminal.

### Adaption and Change

Thinker: Durkheim

**Explanation:**  
Some social deviance is necessary to allow society to move forward and progress. Without some deviant and criminal behaviour society will become stagnant and die.

### Safety Valve

Thinker: Davis / Polsky

**Explanation:**  
Some minor crimes and acts of deviancy can actually prevent larger more serious crimes. For example Polsky suggests that accessing pornography can prevent more serious sexual crimes.

## Sub-Cultural Theories

### Thinker and overview

**Status Frustration – Cohen**  
Young people get frustrated by their inability to achieve social goals which lead to status so turn to crime to achieve status.

**Illegitimate Opportunity Structures – Cloward and Ohlin**  
Criminal subcultures which socialise young people into criminal activity.  
Conflict Subcultures where there is little social cohesion.  
Retreatist Subcultures those who fail to gain access to the other two subcultures.

**Focal Concerns – Miller**  
W/C have a different set of values or focal concerns to the rest of society which include hyper masculinity which can lead to criminal behaviour appearing normal.

### Evaluation

Willis – W/C boys do not share the same ideas of status as M/C boys.  
Ignores female delinquency  
Only discusses youth crime.

Assumes the official statistics on crime are accurate.  
Over exaggeration of the criminal opportunities available to the young.

Not all W/C are criminals  
Matza – Sub culture membership is often short lived.

## Strain Theory

Thinker: Robert K. Merton

**Overview:**  
Based around the idea of the American Dream in the 1950's, Merton believed that crime is a response to the strain placed on people to achieve the goals and values of society.

### Evaluation:

- Over exaggerates the importance of monetary success.
- Underestimates the amount of crime committed by those who have achieved societal goals.
- Doesn't explain why groups choose the response they do.
- Fails to explain non-utilitarian crime

### Types of Strain

**Type 1: Conformity**  
Accepting the goals set out and agreed by society as well the means to achieve them

**Type 2: Innovation**  
Accepting the goals set out and agreed by society but choosing alternative means to achieve them.

**Type 3: Ritualism**  
Following the means to achieve the goals of society but believing that you will never actually achieve them.

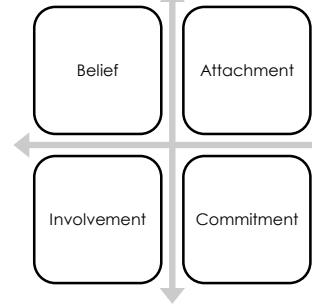
**Type 4: Rebellion**  
Rejecting the goals of society and creating your own as well as the means of achieving them.

**Type 5: Retreatism**  
Reject the goals of society and the means of achieving them but do not replace them with their own goals or means.

## Control Theory

Thinker: Hirschi

**Overview:**  
Asks not why people commit crime but why they don't commit crime. This idea suggests strong bonds with society stops people from committing crime.



### Evaluation

Assumes all people are naturally bad and it is society that keeps people good. Doesn't explain why the bonds are weak or strong, or how they become so. You can have strong bonds but still be deviant – sexuality

Capitalism is criminogenic because by its very nature it leads to crime as it causes exploitation of the working class. Capitalism leads to an ever increasing gap between the rich and poor and it is not surprising that the poor might turn to crime in order to afford the necessities. The frustration of exploitation can also lead to violence.

**Gordon (1976)** - Crime is a rational reaction to capitalist foci: Greed, Profit, Competition and materialism. Which is why it is found in all social classes despite what official statistics suggest.

Selective law enforcement means that the criminal justice system applies the law to different social groups in different ways. Where as the working class and ethnic minorities are criminalised; the powerful and rich appear to get let off or ignored.

**Reiman (2001):** The ruling class are more likely to commit crime but less likely to have the offence treated as a criminal one.  
**Example:** Social security fraud is committed by the poor and almost always leads to prosecution but tax evasion doesn't

Selective law making means that the laws themselves are socially constructed to benefit the rich and powerful.  
**Box** argues that the rich often engage in activities which result in death, injury, fraud and theft but the activities are protected under the law. – Health and Safety laws.

**Chambliss** The law is shaped to protect property and profits of the rich and powerful. He also argues that the rich and powerful are part of a crime syndicate.  
**Snider** – Governments are reluctant to pass laws which will regulate the activities of businesses or threaten profitability as this will effect donations.

The ideological functions of crime are to give a reason for the social control by the ruling class in order to prevent revolution from occurring. Criminals are often portrayed as 'disturbed' by the media rather than reveal the role that capitalism has in making people criminals.

**Pearce** – laws are occasionally passed which on the surface look like they are to benefit the working class but the reality is that they still benefit the ruling class through loop holes and lack of prosecution.  
2007 corporate homicide law – in first 8 years only 1 successful prosecution.

## Evaluation

Identify	Explain
Ignores other causes of crime	Marxism focuses on class inequalities and ignores other inequalities that can lead to crime such as gender and ethnicity. Also completely ignore other causes of crime outside of inequality.
Passive Working Class / Romanticises Criminals	Suggests that the working class cannot help but commit crime due to the economic circumstance. Also suggests that criminals are not to blame but the society in which they live has caused their behaviour.
Crime in communist states	If crime was a symptom of capitalism then communist states would be crime free. This was not the case in Soviet Russia and Cuba.
Ignores the victims of the crime.	Most of the victims of crime are the poor and working class, if Marxist views were accurate then the ruling class would be victims.
Law makers in modern democracies are elected.	Modern democracies and law makers are elected by the electorate and include a range of interests. Also most criminal laws are not controversial and there is a consensus regarding the greater good.

Fully Social Theory means a comprehensive understanding of crime and deviance for the betterment of society

**In what three ways does Neo-Marxism agree with traditional Marxism?**

1	Capitalism is based on exploitation and class conflict and understanding this is key to understanding crime.
2	The state creates and enforces laws for the benefit of the ruling class.
3	Capitalism should be replaced with a classless society where crime would be greatly reduced.

### Elements of a fully social theory of crime

### As applied to Hall (1978) Policing the crisis

1	The wider origins of the deviant act.
2	The immediate origins of the deviant act
3	The act itself.
4	The immediate origins of the social reaction
5	The wider origins of social reaction.
6	The effect of labelling.



1	The 1970's was a time of social crisis.
2	Inner city riots, conflict in NI, strikes.
3	Mugging – police suggest more likely to be carried out by African Caribbean men.
4	Media outrage at muggings Racism in the MET police
5	The need to find a scapegoat & ease with which African Caribbean men could be blamed.
6	Sense of injustice amongst EM, loss of confidence in the criminal justice system by EM

**In what 4 ways can crime be considered Voluntarist ?**

1	Criminals make a conscious choice to commit crime (meaningful action).	3	Criminals are not passive puppets of capitalism.
2	Political motives behind crime. Readdressing inequalities in wealth.	4	Free will.

### Evaluation

1	Rock 1988: Gives an overly romantic view of criminals, Robin Hoods who are fighting an unjust system. Left Realism points out the a majority of crime is against he working class by the working class.
2	Hirst 1975: Regards Neo-Marxism as having strayed too far from traditional Marxism to be considered linked.
3	Feminist criticism: Gender blind theory – applies the same explanations to both men and women despite it being made clear that men and women generally have different motivations to criminal activity.
4	Not all crime are politically motivated, for example domestic violence and rape are not political motivated or a reaction to capitalist inequalities. Right realists argue that crime is opportunistic rather than a reaction to perceived injustice.
5	Theory is overly idealistic and difficult to apply to real life. Hall was the closest but this still isn't a perfect fit and contains a lot of conjecture.

Social Construction means social phenomena that is created by a society and is not naturally occurring result of evolution.

## Relativity of Crime and Deviance (Becker)

Identify	Example
Contextual	Nudity
Historical Period	Homosexuality, Opium
Cultural	Drinking alcohol in Saudi Arabia and UK
Generational	Ideas of normal vary between age groups.

## Who are moral entrepreneurs?

The people who decide what is morally acceptable within society.

Examples:

- Ruling class
- Governments
- Law Makers

## Labelling Process

Thinker: Lemert

Primary Deviance

A person commits an act that they know is deviant/criminal but no one else knows so no label is attached.

Secondary Deviance

The deviant act is witnessed and a label is attached to the person committing the act

Cicourel believes that labelling is what leads to selective law enforcement and negotiation of justice. When a group is labelled as deviant or criminal then the police are likely to focus on that group and therefore reinforce the stereotype.

He referred to this a typifications – common sense theories and stereotypes of what is a “typical criminal”

## Who are Agencies of Social Control?

Examples:

- Formal
  - Police
  - CJS
  - Courts
- Informal
  - Peers
  - Society

## Consequences of Labelling

	Explain
Self Fulfilling prophecy	Once a person is labelled a deviant they take on the label and begin to act in the way that they have been labelled.
Deviancy Amplification	An attempt to control deviance leads to greater amounts of that deviance. Two main examples of this are Stan Cohen's Mods and Rockers and Jock young's study of cannabis smokers in Notting Hill.
Master Status	This is where the individual is identified by a particular aspect of themselves such as being a criminal and this impacts how they are treated within society. With criminals this can lead to a deviant or criminal career as their label prevents them from accessing legitimate means of achieving social goals.

## Evaluation

Strengths	Limitations
<ul style="list-style-type: none"> <li>• Emphasises the social construction of crime and deviance</li> <li>• Identifies and reveals the role of the powerful in crime and deviance.</li> <li>• Shows how deviant careers can be established.</li> </ul>	<ul style="list-style-type: none"> <li>• Deviant becomes the victim and therefore not to blame for behaviour.</li> <li>• Deterministic</li> <li>• Doesn't explain why people commit the original deviance.</li> <li>• Doesn't explain where the stereotypes come from.</li> </ul>

Realist approaches are different from other theories of crime because they not only look at the causes of crime but also give practical solutions as to how to deal with it.

## Left Realist View of Crime

Background		The left realist view of crime developed during the 1980's and 1990's. They follow the Marxist view that society is unequal and this is what causes crime and deviance. However unlike the Marxists they believe that gradual change is necessary rather than a violent overthrow of capitalism.
Causes of crime	Relative Deprivation	Lea and Young suggest that deprivation is at the root of criminality, not poverty. In the 1930's poverty was high but crime rates were low. Instead they argue that as living standards have risen so has peoples feeling of being deprived compared to others. This can lead to resentment and people turning to crime to achieve what they feel they are entitled to.
	Marginalisation	Marginalised groups are those people that do not feel they are part of society, and lack the goals and organisations to represent their interests. This leads to a sense of frustration and resentment amongst those groups and this can lead to criminal behaviour which they believe will improve their situation.
	Sub Cultures	Links to the work of Cloward and Ohlin and AK Cohen especially their ideas of blocked opportunities and a groups inability to achieve goals through legitimate means. For left realists a subculture is a collective response to the problem of relative deprivation. For left realists criminal subcultures still subscribe to the goals and values of society such as materialism and consumerism – e.g. Ghettos in America hooked on Gucci, BMW and Nike.
View on Tackling crime		Left realists believe that in order to tackle crime you first need to tackle the social problems which lead to crime, in particular the causes of inequality and deprivation. Policies and strategies should focus on creating better relationships between the public and police, and create a multi-agency approach,
Evaluation		<b>Milovanovic</b> – accepts the governments definition of crime being the street crime committed by the poor. <b>Interactionists</b> – Doesn't explain the motives due to reliance on quantitative data. Assumes a value consensus. Relative deprivation cannot explain all crime as not all those that experience it go on to commit crime Focus on high crime inner city areas gives an unrepresentative view of crime and makes it appear a greater problem than it is.

## Right Realist View of Crime

Background		Right realist views correspond closely with the neo-conservative governments of the 1970's and early 1980's. They see street crime as a real and growing problem that destroys communities and undermines social cohesion. Right realists are less concerned with the causes of crime and more concerned with practical and realistic solutions to crime. Despite this they do offer some explanations for the causes of crime.
Causes of crime	Biological Differences	<b>Wilson and Herrnstein 1985</b> – put forward a biosocial theory of crime. They believe that crime is caused by a combination of biological and social factors. They believe that some people are more predisposed to crime through personality traits such as aggressiveness, extroversion and risk taking along with low impulse control. This mixed with poor socialisation or lack of role models leads to criminal behaviour.
	Socialisation & the underclass	<b>Charles Murray</b> – believes that crime rates are increasing due to the growing underclass of people who are dependent upon the welfare state. He believes that this underclass fails to adequately socialise their children. Murray suggest that the 'glorious revolution' of the 1960's led to the increase of lone parent families which are inadequate agents of socialisation and teach children to not take responsibility for themselves.
	Rational Choice	<b>Ron Clarke 1980</b> – Assumes that individuals have free will and the power of reason, therefore criminals have made a choice to commit a crime. Clarke argues that if the perceived cost of committing the crime is outweighed by the benefit, people will be more likely to offend. Right realists believe that the current costs of crime are too low which is why the crime rate has increased.
View of Tackling crime		Right Realists do not believe that it is beneficial to tackle the causes of crime as they are difficult to change, instead we should be looking at making criminal behaviour less attractive to people. This includes target hardening and Wilson and Kelling's Zero Tolerance theory. Target hardening focuses on making it harder for crimes to be committed in the first place where as zero tolerance means all criminal behaviour must be dealt with immediately.
Evaluation		Ignores wider structural causes of crime. Overstates rationality of the criminals – this doesn't explain violent or impulsive crimes. Contradictory between rationality and bio-social causes of crime. Ignores corporate and white collar crime.

## Trends in Crime

	Trend
1930 – 1950	<b>Gradual Rise In Crime</b> – end of the war, returning soldiers feeling frustrated. Rise in standard of living. Leading to relative deprivation.
1950 – 1980	<b>Steeper Rise In Crime</b> – Time of economic growth and social anomie with changes in the role of women and wider society.
1980 – Mid 1990	<b>Rapid increase</b> – Time of economic recession which led to higher relative deprivation and unemployment.
Mid 1990 - 2016	<b>Gradual annual decline</b> – Could be due to changes in the reporting, New types of crime which are not included. E.g. Cyber crime

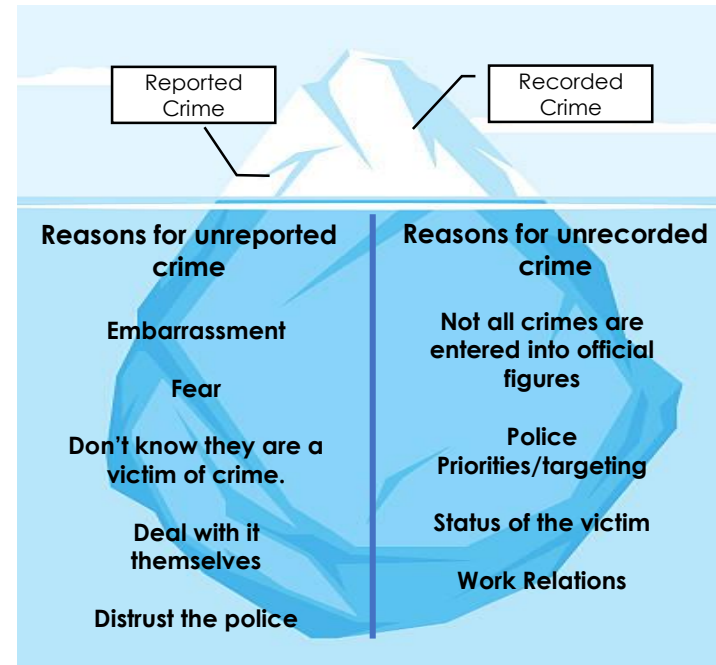
**Official Statistics** are those which are collected by government agencies and usually published by the Office of National Statistics (ONS)

The **Official Crime Rate** is the statistics that are compiled using police, court and prison records.

The **British Crime Survey** are the statistics which were compiled through victim surveys and self report survey's. 50,000 people over the age of 16 are asked annually if they have been a victim or crime.

## Sources of Crime Statistics

	Outline	Evaluation
<b>Police Recorded Crime</b>	These are the statistics compiled based on the reports filed by the police. These are crimes which are investigated by the police. They may not end in a conviction or court case.	Not all crimes that are reported to the police are recorded by the police.
<b>Victim Surveys</b>	Part of the British Crime Survey, 50,000 people are asked if they were a victim of crime in the past 12 months.	People don't always know they are victims of crime. May record crimes as something different to the police. Relies on memory.
<b>Court Records</b>	Compiled using the court records of which cases are taken to prosecution. They include information about the defendants, victims and types of crime as well as the results of case (Guilty or Not Guilty)	Only records crimes that are taken to court. Crimes can be reported and not taken to court for various reasons such as lack of evidence or a pre-trial deal.
<b>Prison records</b>	Looks at the composition of the prison system including: Ethnic makeup, gender, age and class. Also looks at length of sentence and recidivism rates.	Not all crimes are punished with a custodial sentence. Middle class criminals are more likely to get a fine or suspended sentence. This can lead to court records being biased towards the working class.
<b>Self Report Survey</b>	Self report surveys ask people if they have committed a crime in the last 12 months. These are conducted along side victim surveys annually. Around 50,000 people over 16 are asked.	People may not know if they have committed a crime as some crimes are not seen as real crime (e.g. Speeding), also relies on memory and truthfulness.



## Perspectives Views of Crime Statistics.

<b>Functionalism / New Right / Right Realism</b>	Functionalists accept official statistics at face value as they see them as reliable and valid sources of data.
<b>Interactionism / Labelling Theory</b>	See statistics as a social construction and only useful for identifying stereotypes and assumptions.
<b>Marxism / Neo-Marxism</b>	Statistics show a biased view of crime as they are constructed by the ruling class. They also ignore white collar and corporate crime which therefore suggest criminals are working class.
<b>Feminism</b>	Statistics under-represent the extent of female crime and crimes against women such as domestic violence and rape.
<b>Left Realism</b>	Statistics are broadly correct but they under represent white collar and corporate crime and exaggerate working class crime particularly those by ethnic minorities.

## Trends in Gender and Crime

Types of crime by women	Property offences except burglary, shoplifting, fraud especially benefits, prostitution.
Types of crime by men	Violent crime, assault, sexual offences, white collar crime and corporate crime.
Prison statistics	By the age of 40 9% of women have a conviction against 32% of Men.

## Debates on gender crime statistics

### Chivalry Thesis

#### Thinker: Pollack

**Explanation:** it is not that women commit less crime than men it is that they are less likely to be charged or convicted of the crime due to the CJS being made up mostly of men who are brought up to be chivalrous towards them.

**Evaluation:** There are now more women in the CJS which disregards the chivalry thesis. Women may get treated more leniently as their crimes tend to be less serious. Women face double deviancy in the CJS especially when their crimes go against traditional gender norms.

## Reasons why women commit less crime than men

	Outline & Thinker	Evaluation
Less detectable Offences	In general women tend to commit less detectable crimes than men such as shoplifting and petty theft. Even when men shoplift they tend to select bigger more detectable items than women.	
Sex Role Theory	<b>Parsons:</b> Females commit less crime than men due to the socialisation that they receive as children and their access to adult role models. Boys have less access to adult role models in the home so are more likely to turn to all male gangs for masculine identity.	<b>Walklate:</b> makes a biological assumption about the roles of men and women. It assumes that women are the more nurturing due to childbearing and therefore find their role models in their mothers.
Control Theory	<b>Heidensohn</b> – women commit less crime than men due to the amount of patriarchal control women are subjected to. This control is in the home, workplace and public arenas which mean that women have less opportunities to commit crime.	Patriarchal control can push people into crime rather than preventing it.  Equal opportunities could be reducing patriarchal control.
Class and Gender Deals	<b>Carlen</b> – Class Deal – material rewards for being in paid work which enable women to purchase consumer goods Gender Deal – conforming to traditional roles of wife and mother and gains emotional rewards and male support. Not all women are able to access these rewards so they may turn to crime in order	Sample in the original study making it hard to generalise to all women.  Suggests that women are influenced by external factors which under plays the role of free will
Socialisation	Women are socialised into being the “Guardians of domestic morality” and there for risk more social exclusion than men if they are to commit crime. There for women face a double jeopardy of being condemned twice once for committing the crime and once for behaving in a unfeminine way.	

## Reasons for increased female crime

	Outline & Thinker	Evaluation
Liberation Thesis	<b>Freda Adler</b> – as women have become more liberated from patriarchal control there will be a increase in the levels of female crime as well as an increase in the seriousness of those crimes. Th due to greater self confidence and assertiveness in women as well as greater opportunities.	Crime rates in women started growing in the 1950's before the liberation movement. A majority of female criminals are W/C so less likely to be influenced by liberation movement. <b>Chesney-Lind</b> - women branching into male crimes is linked to female crimes.
Feminisation of Poverty	Women are more likely to be living under the poverty line which can force them into criminal activity in order to make ends meet.	Not all women who live below the poverty line turn to crime to support their family.  Doesn't explain non-utilitarian crime.

## Reasons for Male Crime rates

	Outline & Thinker	Evaluation
Masculinity Theory	<b>Messerschmidt</b> – men commit crime in order to show their masculinity and prove that they are men. He clarifies between Hegemonic and Subordinate masculinity	Could be considered a description of offenders rather than an explanation. Not all men commit crime to accomplish masculinity. Too far reaching.
Labelling Theory	Mere often stereotyped as being more violent than women which can lead to a self fulfilling prophecy on how they should behave. Additionally men are labelled as providers for the family and may turn to crime in order to do this.	Not all men a criminal.  Rise of the symmetrical family and women in the world of work means that men are no longer seen as the sole providers for family.
Opportunity	Men have more opportunity to commit crime both blue collar and white collar crime. Men are more likely to be in situations that can lead to violent action and have access to commit white collar crime.	It doesn't explain why men commit the crimes they do and not all men commit crime,



## Trends in Ethnicity and Crime

Prison Statistics	Black people make up 3% of the population but 13.1% of the prison population. Asian people make up 6.5% of the population but 7.7% of prison population.
Police Statistics	Ethnic minorities are 3 times more likely to be stopped and searched by the police.
Court Statistics	Ethnic minorities are more likely to be given a custodial sentence than those of the ethnic majority.

## Demographic explanations of ethnicity and crime statistics

<b>Thinker: Morris</b>
<p><b>Explanation:</b></p> <p>BAME groups contain a disproportionate number of young people compared to the white ethnic majority, explain why there is higher ethnic minority criminality as young people are more likely to commit crimes.</p>
<p><b>Evaluation</b></p> <p>Statistical Illusion – It is impossible to determine if it is the age of the offenders that causes the higher rates or their ethnicity.</p>

## Reasons for ethnic minority criminality

	Outline & Thinker	Evaluation
Police Targeting	<b>Phillips and Browning 2007</b> - EM are "over-policed and under protected" <b>Gilroy 1982</b> - "Myth of Black Criminality" – Stereotyping Police focus on ethnic minorities and therefore they are more likely to be stopped and searched or arrested compared to the white majority.	Targeting could be caused by moral panics such as the Black Muggers in the 1970's and therefore based on actual criminality. Can cause a chicken and egg scenario where the targeting leads to higher ethnic minority criminality which leads to more targeting.
Locality Theory	<b>Waddington et al 2004</b> - Certain areas are more densely populated with ethnic minorities which explains higher stop and search statistics. Additionally et minorities tend to live in the zones of transition where crime rates are much higher due to the lack of social cohesion.	This maybe the case for first generation immigrants but many ethnic minorities have moved out of the zone of transition after 1 or 2 generations and tend to assimilate into the majority culture.
Institutional Racism	<b>Holdaway 1983 – Canteen Culture</b> – Police Officers in themselves are not racists but when together they can reinforce stereotypes which are then acted on duty. <b>McPherson Report – 1999</b> – result of the Stephan Lawrence murder which highlighted racists policies within the police force.	Since the publication of the McPherson Report the police force has been actively changing policies to deal with institutional racism, and recruiting more officers from ethnic minorities. However the crime rate amongst ethnic minorities has not decreased.
Social and Cultural Theory	<b>Hirschi</b> – Young people regardless of their ethnicity commit crime due to lack of social controls of attachment, commitment, involvement and belief, in their lives. Asian families have stricter controls over young people which could explain the lower rates of criminality amongst Asian communities.	This is not limited to ethnic minorities and is more of an explanation for age differences in criminality than ethnic minority.
Subcultures	Left Realism (Lea and Young) – suggest that ethnic minorities suffer from marginalisation and relative deprivation. This can lead to ethnic minorities forming sub cultures which help to alleviate feelings of marginalisation but these can take deviant forms and lead to higher rates of criminality.	Not all ethnic minorities join a sub cultures and not all sub cultures are criminal in nature.
Political Protest	<b>Gilroy</b> – Ethnic Minorities, particularly Black men, often feel alienated by everyday experiences of racism and what they perceive as a racist police force, and as such crime becomes a form of protest, Street Crime are seen as forms of resistance against white oppression. For example the crimes of the Black Panthers.	This doesn't account for the fact that most crime is commit within ethnic minority groups, therefore the majority of victims of black crime are black themselves which undermines Gilroy's theory.
Triple Quandary	<b>Sewell</b> – identifies three risk factors which could be responsible for the relatively high levels of crime amongst black boys: 1) Lack of a father figure – Large numbers of single mother families amongst black families mean that boys look to their community for role models such as gang leaders. 2) Negative experiences of white culture – Black boys are disaffected by their experiences of school, policing and employer racism. 3) Media – Media influence of hip-hop and rap stars believe that status can be achieved in two ways: 1) Acquisition of status symbol designer clothing and jewellery. 2) Construction of hyper masculinity based on violence and sexual conquest.	The rise of positive black role models such as Barak Obama.  There is no causality established between single parenthood and criminality.  Black crime tends to victimise black people.

## Trends in Social Class and Crime

Prison Statistics	Prison populations are made up more from the working class than from the middle class or the upper classes.	
Types of Crime	Working Class	Middle Class
	Street crimes such as theft, assault and shoplifting.	More white collar crime, corporate crime and cyber crime.

**White Collar Crime Means** when a person uses their job or company to commit crime for personal gain. For example embezzlement, fraud and insider trading.

**Corporate Crime Means** crimes committed by a company in order to increase profits and company standing. These include crimes such as health and safety violations and paying below minimum wage.

**Street Crime also referred to as blue collar crime**, includes crimes such as theft, assault vandalism and shoplifting.

## Explanations for trends in social class and crime

### Selective Law Enforcement

The police force and criminal justice system treat the working class and the middle class differently. Middle class are to get a slap on the wrist as they are seen as having made a mistake where the working class are more likely to be arrested for the same crime. Also many corporate crimes are not investigated or prosecuted by the criminal justice system.

### Selective Law Creation

Those who create the law are often of the middle and upper classes, this means that they are able to manipulate the law into benefiting their own needs and will know ways to manipulate the law for their benefit.

### Labelling and Stereotypes

The working class are often labelled as being more criminogenic and therefore the criminal justice system sees them as making conscious choices to commit crime where as middle class are seen as making a mistake or unintentionally committing a crime.

## Explanations for White Collar and Corporate Crime

### Outline

Strain Theory	<b>Reiner</b> – Explains working class crime by using Merton Strain theory, but also explains middle class crime and white collar crime by suggesting that there is no limit to success financial or material so even those who appear successful can feel strain.
Control Theory	<b>Murray</b> – the underclass is responsible for the majority of street crime. <b>Hirschi</b> suggests that the underclass are more likely to lack impulse control and bonds to the community which prevent them from committing crime.
Criminogenic Capitalism	<b>Gordon</b> – capitalism not only encourages the working class to be criminal by creating a culture of envy and hostility. They commit utilitarian crime to survive in a capitalists system and commit non-utilitarian crime to vent frustration at being oppressed. Middle class crime can be explained as capitalism encourages those who are rich to enrich themselves further.
Labelling Theory	<b>Becker</b> – the working class are unfairly tattered by the CJS, they are less likely to be able to negotiate the system to their advantage. The police tend to patrol working class areas more which results in the working class crime statistics being higher than middle class.
Rational Choice / Opportunity	The middle class have more opportunities to commit white collar crime and corporate crime. They hold the positions within the company which gives them the access required to commit this type of crime.
Edgework / Masculinity	<b>Messerschmidt</b> – middle class men who engage in white collar crime may do so to show off their masculinity.  <b>Katz</b> also suggests that engaging in white collar crime can also link to the idea of edgework and the feeling of excitement and adrenaline the acts may give.

### Evaluation

Doesn't explain why only some people commit crime and not all people or companies use crime to resolve problems. Additionally it is difficult to gain accurate statistics on corporates and white collar crime as these are always reported to the police and often resolved in house or through ombudsman.

**Media Representations of Crime**

**Media Distortion of Crime**

**Perspectives on Media influence on crime**

Fictional Media		
Criminals	Victims	Police
<b>Super Villain</b> (Moriarty)  <b>Stupid</b>  <b>Psychopaths</b> (Dexter)  <b>Rational / Planner</b> (Danny Ocean)	<b>Female Victims = Helpless</b>  <b>Male Victims = Vigilante</b>  <b>Ethnic Majority</b>	<b>Super Intelligent</b> (Sherlock)  <b>Bumbling idiots</b> (Clouseau)  <b>Always get the bad guy</b>

Factual Media		
Criminals	Victims	Police
<b>Under Class</b>  <b>Ethnic Minorities</b>  <b>Young Men</b>	<b>Missing white woman syndrome</b>  <b>Selective Reporting</b>	<b>Corrupt</b>  <b>Brutality</b>  <b>Racists</b>  <b>Incompetent</b>

News values
<ul style="list-style-type: none"> <li><input type="checkbox"/> The Immediacy of the story</li> <li><input type="checkbox"/> Dramatisation – action and excitement</li> <li><input type="checkbox"/> Personalisation - human interest</li> <li><input type="checkbox"/> Higher Status of the focus of the story.</li> <li><input type="checkbox"/> Simplification – Black and white, no shades of grey</li> <li><input type="checkbox"/> Novelty/unexpectedness</li> <li><input type="checkbox"/> Risk – victim centred stories about vulnerability and fear.</li> <li><input type="checkbox"/> Violence – Visual and spectacular acts.</li> </ul>

<i>Kidd-Hewitt &amp; Osbourne</i>
They see media reporting of crime as increasingly driven by the need for a spectacle. ( <b>Key value of dramatization</b> ) Spectacles are engaging because audiences become both repelled by the activities but fascinated at the same time.

<i>Postman</i>
Media coverage of crime is increasingly a mixture of entertainment and sensationalism leading to what Postman refers to as "Infotainment"

<i>Surette (1998)</i>
Law of opposites – The media shows the direct opposite of official statistic. For example the media focuses on murders and violent crime when most crimes in the UK are property based crimes. The media also shows victims to be more likely to be female when statistics show that young men aged 19 – 24 are more likely to be a victim of crime.

Outline	
Functionalism / Pluralism	In reporting crime the media helps to keep social solidarity. Crimes reported tend to reflect the things people are most concerned about and most want to see reported, thus they create demand which is met by the media. Different forms of media report different crimes in different ways, they are not all dominated by a single ideology or small group of owners pushing the same agenda.
Marxism	The reporting of crime reflects the ideology of the ruling class, meaning: The crimes of the ruling class or those at the higher end of society are under-reported. The media's emphasis on sexual and violent crime means less importance is attached to some very large and serious <b>white-collar crimes</b> and <b>corporate</b> crimes, which rarely get reported. Crimes of the working class are over-reported. The reporting of crime is used as a way of maintaining control over powerless groups.
Feminism	Crime reporting reinforces the stereotyping and oppression of women. Women are portrayed as victims Under reporting of violence against women, especially domestic violence. They are highly critical of reporting of sex crimes against women as a way to provide entertainment.
Interpretivists	The media is a social construction as is crime. Interpretivists look at the labels attached to people who are determined to be deviant and see the media as a moral entrepreneur which determines who are deviant and who are not.
Postmodernism	<b>Baudriallard</b> – Media creates reality – people have no understanding of crime only the representations of crime they experience through the mass media.

### Media as a cause of Crime

**The Hypodermic Syringe Model** suggests that media audiences are passive recipients of the messages from the media and that these messages without critical thought. It argues that these messages are acted upon mindlessly by audiences.

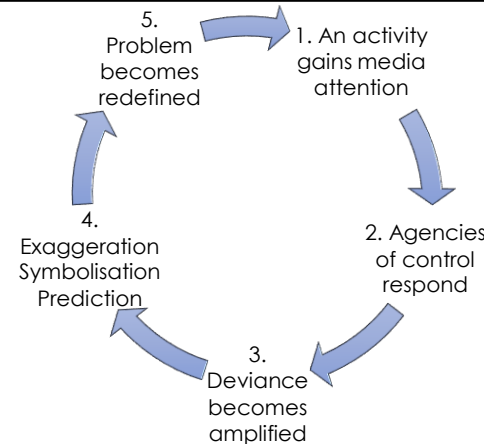
#### Outline

Imitation	The idea that people will act out the crimes and the violence that they view via the media, for example the College student who acted out scenes from GTA.
School of Crime	Watching crime shows and the news can help criminals to hone their skills and learn how to be less detectable in their crime. It can also show them how to commit a crime.
Arousal	The increased adrenaline and endorphins leads to people engaging in risky and criminal behaviour, for example the increase in traffic crimes on opening weekends of the Fast and Furious films.
Desensitisation	Watching violence in the media can lead to the lowering of peoples level for shock value meaning that they no longer are horrified by it and can be more likely to commit the act themselves.
Deprivation	Links to the Left Realism and Strain Theory. The idea that the media provides unobtainable ideas of lifestyles of the rich and famous which can lead to people commit crime to achieve these lifestyles – e.g. Made in Chelsea
Glamorisation	TV shows such as Sopranos and Marco's provide a glamorised view of the criminal lifestyle which can lead to people wanting to emulate it and be involved.

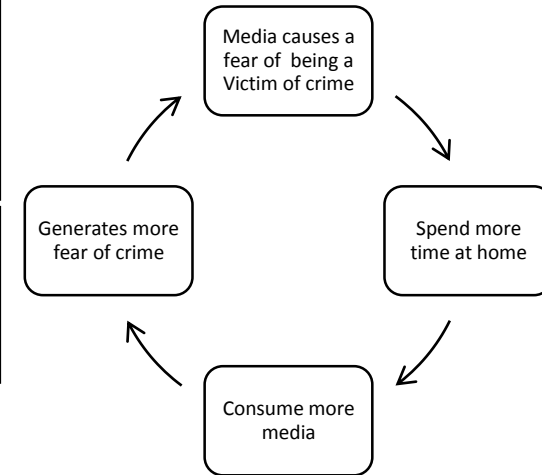
### Media as a cause of the fear of Crime

**Missing White woman Syndrome** means that the type of victim that is likely to make the news cycle or the media is a white middle class woman as she will fit the stereotype of what they want a victim to be.

**A Moral Panic** is an instance of public anxiety or alarm in response to a problem regarded as threatening the moral standards of society.



#### Fear of Crime Cycle



#### Examples of modern Moral Panics

- Black Muggings - 1970's
- HIV & Aids – 1980
- Satantic Child Abuse – 1980's
- Video Nasties – 1990's
- Guns – 2000's
- Islamic Terrorism – 2000's
- Knife Crime - Current

#### Criticisms of Moral Panic Theory (McRobbie and Thornton)

Frequency	Context	Reflexivity	Difficulty	Rebound
The frequency of moral panics has increased: they are no longer noteworthy.	In the past moral panics would scapegoat a group and create 'folk devils'. Today there are many viewpoints and values in society.	Because the concept of moral panic is well-known, some groups actually try to create one for their own benefit.	Because there is less certainty about what is unambiguously 'bad' today, moral panics are harder to start.	People are wary about starting moral panics as there is the possibility of it rebounding on them, e.g. John Major's 'family values' campaign.

**Globalisation** is an ongoing process that involves interconnected changes in the economic, cultural, social, and political spheres of society. As a process, it involves the ever-increasing integration of these aspects between nations, regions, communities, and even seemingly isolated places.

**Held** states that the globalisation of crime is the growing interconnectedness of crime across national borders, sometimes referred to as the transnational organised crime.

**Castells** argues that there is now a global criminal economy of over £1 Trillion per annum.

## Evaluation

### Strengths

### Weaknesses

Valuable – focuses on the newest, most dramatic and serious of crimes.

Has led to more connectedness between law enforcement agencies around the world.

Difficult to investigate due to the secretive and global nature.

Dependency on secondary sources and reliable statistics are not available. Primary research can be dangerous

Easily exaggerated in terms of impact.

## Globalisation and New Types of Crime

Drugs Trade	The global drugs trade is now worth over \$300 billion per year. Drugs are often cultivated in third world countries such as Colombia, Peru and Afghanistan which have large impoverished populations so drugs is an attractive trade as it requires little investment but commands high prices especially in the western world.
Human Trafficking	Can include the trafficking of women and children as well as illegal immigrants and human body parts. It is estimated that over 2000 organs per year are trafficked from condemned or executed criminals. Women and children are often trafficked for sex trade or slavery, it is estimated the over half a million people are trafficked to western European annually
Financial Crimes	Such as money laundering have become much easier with the relaxing of international banking laws meaning that people are able to move money between offshore accounts much easier or to haven countries where national laws do not allow law enforcement access to accounts.
Cyber Crime	Cyber crime has developed out of the growth in technology and take a number of forms including cyber fraud, cyber theft, cyber terrorism and cyber violence. It is a transnational crime as the hacker can be in one country whilst hacking a system in a another country.
Transnational Organised Crime	There has been a growth in organised crime networks based on economic links. Glenny calls these "McMafia" which developed from the deregulation of global markets and the fall of the soviet union. Additionally the old school mafias such as the Italian mafia and the triads began to disperse around the world, especially in place like the USA.
Terrorism	Technological and communication advancements have made international terrorism easier, as groups are able to communicate with members all over the world and cultivate in-state members through online radicalisation.

## Impact of Globalisation on Crime

Individualism	<b>Bauman</b> – Growing individualism and consumer culture means that individuals are left to weigh the costs and benefit of their decisions and choose the best course to bring them the highest rewards. This can lead to people taking part in criminal activity in order to achieve the consumer lifestyle which is otherwise unobtainable.
Opportunities	Growing globalisation, technological advancements and communications has led to newer types of crime as well as new ways in which to carry out crime. In particular places like the Dark Web which allow criminals to communicate and conduct crimes whilst undetected. Additionally crimes can be committed in one nation whilst the criminal is in a different country.
Disorganised Capitalism	<b>Lash and Urry</b> – increased deregulation and fewer state controls over business and finance. Corporations now act transnationally moving money, manufacturing, waste disposal and staff around the world to increase profits and lower regulation. <b>Taylor</b> - This has led to greater job insecurity, less social cohesion and fewer job opportunities in the west which can increase crime rates.
Risk Society	<b>Beck</b> – Growing instability in the globalised world has led to people being more risk conscious. The causes of the risks are often global in nature which can make it hard to pinpoint who is responsible and the media can play on this fear. These fears can lead to hate crimes and racially motivated crimes.
Problems with Policing	Due to crimes becoming transnational in requires cooperation between many different law enforcement agencies to bring the criminals to justice. Additionally what maybe illegal in one country is not in another and if the criminal is one country and the victim in another it can be difficult to determine jurisdiction.
More Inequality	<b>Taylor</b> – globalisation creates new patterns of inequality. The winners from the process are the rich financial investors and transnational corporations, where are the losers are the workers . The disadvantaged in both the developing and developed world are faced with greater insecurity and greater relative deprivation which then feeds criminal behaviour.

**Transgressive means** looking at the wider definitions of crime such as the harm that the crimes cause not just the breaking of state laws.

**Anthropocentric means** harm to the environment from the perspective of humanity. Pollution is a problem because it damages human water supply or causes diseases that are expensive to overcome; climate change is a problem because of its impact on people and the economic cost of dealing with it.

**Ecocentric means** harm to any aspect of the environment as harm to all of it. Therefore, crimes like animal cruelty or the destruction of habitats are green crimes, regardless of whether or not there is any specific human cost.

**Globalisation links to Green Crime because** environmental crimes are global crimes and a crime in one geographical location can have knock on effects across the planet.

**Green crime is hard to police because** an act can be done in one geographical location and not be considered a crime but have an affect on another geographical area where the act is a crime. Additionally it can be difficult identify who is to blame for the crime.

## Definitions of Green Crime

### Traditional Criminology

**Situ and Emmons (2000)** define Green crime as "an unauthorised act or omission that violates the law of a state or nation" in a similar way to other crime traditional criminology looks at patterns and causes of law breaking. This definition of green crime would not consider Global Warming or acid rain as a crime as they do not break any laws.

### Transgressive Criminology

Transgressive criminology looks more at the harm that certain acts cause in order to determine criminality. **White (2008)** argues that green crime is any action that harms the physical environment and or human/non-human animals within it even if not law has been broken.

### Global and Manufactured Risk

**Beck (1992)** – argues that in todays society we can now provide resources for all in the developing world and yet the massive increase in technology creates new manufactured risks which cause harm to the environment and have consequences for humans. For example the green house gasses caused by manufacturing has led to global warming which is global in nature rather than local.

## Types of Green Crime

### Key Thinker

**Nigel South (2014)**

### Type 1: Primary Green Crime

Explanation	Crime that are the direct result of destruction and degradation of the earths resources.
Examples	Air Pollution, Deforestation, Species decline, Animal abuse, water pollution.

### Type 2: Secondary Green Crime

Explanation	Crimes that result out of the flouting of rules aimed at preventing or regulating environmental disasters.
Examples	State violence against environmental groups, hazardous waste and organised crime, Environmental discrimination

## Victims of Green Crime

### Key Thinker: Wolf

Those in the developing world, poor and ethnic minorities are much more likely to be victims of environmental crime due to inability to move from the areas where toxic dumping takes place for example.

## Perpetrators of Green Crime

### Key Thinker: Wolf

Individuals	Individuals have a cumulative effect on the environment, their acts may not have immediate impact but soon add up to large impacts. E.g. littering or fly tipping.
Businesses	Environmental crime is a typical form of corporate crime, large corporations are responsible for the majority of the water, air and land pollution due to waste dumping and health and safety breaches.
Governments	Santana (2002) points out that the military are the biggest institutional polluter through unexploded bombs and lasting effects of toxic chemicals.
Organised Crime	O/C has a longstanding relationship with green crime often in collusion with governments and industry through contracts for waste disposal for example.

## Evaluation

- It is very difficult to study green crime as there is not an agreed definition.
- It is also difficult to assess the impact of green crime as it can be a long term impact.
- Much of the research is based on case studies.
- Green crime can be accompanied by greater value judgements due to a lack of agreed definitions.

**Green and Ward (2005)** define *state crime* as 'illegal or deviant activities perpetrated by, or with the complicity of, state agencies'.

## Definitions of State Crime

Domestic Law	Zemiology
<p><b>Chambliss:</b></p> <p>Acts defined by law as criminal and committed by state officials in pursuit of the jobs as representatives of the state.</p> <p>Example – MP's Expenses</p>	<p><b>Michalowski (1985)</b> State crime includes illegal acts but also legally permissible acts whose consequences are similar to those of illegal acts in the harm that they cause.</p> <p><b>Hillyard (2004)</b> Replace the study of crime with Zemiology regardless of if the act is against the law.</p>
International Law	Human Rights
<p><b>Rothe and Mullins (2008)</b></p> <p>State crime is an action by or on behalf of a state that violates international law and/or a states own domestic law.</p>	<p><b>Schwendinger 1975</b> State crime should be defend as a violation of people's basic human rights by the state and their agents.</p>

## Types of State Crime

### Key Thinker: Eugene McLaughlin

Political Crimes	<p><b>Censorship or Corruption</b> According to the Corruption Index put together by Transparency International there seems to be a correlation between corruption, war and conflict and poverty – Somalia, North Korea, Sudan, Afghanistan and Iraq come out bottom of the Corruption Index, while the usual suspects – the Scandinavian countries plus Canada come out as the least corrupt.</p>
Crimes by security, military and police	<p><b>Genocide, Torture, Imprisonment Without Trial And Disappearance Of Dissidents.</b></p> <ul style="list-style-type: none"> <li>Genocide – Rawanda 1994 (Hutu's against Tutsi) Cambodia 1970's (Khmer Rouge), Bosnia Herzegovina 1990's (Bosnian Serbs against Bosnia Muslims)</li> <li>IWT – Guantanamo Bay</li> <li>DoD – China, Russia, Saudi Arabia</li> </ul> <p>Rummel calculated that from 1900 – 1987 over 169 million people had been murdered by governments excluding death during war.</p>
Economic Crimes	<p><b>Official violations of health and safety laws.</b></p> <ul style="list-style-type: none"> <li>Chernobyl Disaster</li> </ul> <p><b>Economic Policies which cause harm to the population</b></p> <ul style="list-style-type: none"> <li>Austerity</li> </ul>
Social and Cultural Crimes	<p><b>Institutional Racism</b></p> <p>Police force targeting certain groups in society, Ethnocentric Curriculum ignore certain groups history.</p> <p><b>Destruction of native cultures and heritage</b></p> <p>ISIS destruction of Churches and shrines in Mosul USA Destruction of Native Indian sites and lands</p>

## Seriousness of State Crime

Scale	State as a source of Law
<p>States are large and powerful entities, they can cause large and powerful, often widespread.</p> <p>For instance, in Cambodia between 1975 and 1978 the Khmer Rouge government killed up to 1/5 of the entire population.</p>	<p>States have the power to <b>conceal their crimes</b> and make them <b>harder to detect</b>, and change the law to benefit their deviance. The concept of National Sovereignty means that it is difficult for international bodies to intervene</p>
Culture of Denial	Neutralisation Theory
<p><b>Cohen</b></p> <ul style="list-style-type: none"> <li><b>STAGE 1</b> – 'It didn't happen'.</li> <li><b>STAGE 2</b> – 'If it did happen, "it" is something else'.</li> <li><b>STAGE 3</b> – 'Even if it is what you say it is, it's justified.</li> </ul>	<p>Sykes and Matza 1957 Justification of the act through:</p> <ul style="list-style-type: none"> <li>✓ Denial of the victim</li> <li>✓ Denial of injury</li> <li>✓ Denial of responsibility</li> <li>✓ Condemning the condemners</li> <li>✓ Appeal to higher loyalty</li> </ul>

## Explaining State Crime

Integrated Theory	<p><b>Green and Ward:</b> This theory suggests state crime arises from similar circumstances to those of other crimes, like street crime. Integrating three factors and how these factors interact generate state crimes: Motivation, Opportunity and lack of controls.</p>
Modernity	<p><b>Bauman</b> (1989) suggests it is certain features of modern society that made the state crimes possible:</p> <ol style="list-style-type: none"> <li>A division of labour: Each person is responsible for one task so no one is full responsible.</li> <li>Bureaucratization: Normalisation of the act by making it repetitive and routine.</li> <li>Dehumanisation of victim.</li> <li>Instrumental rationality : Rational and efficient methods to achieve a goal regardless of the goal itself.</li> <li>Science and technology: Scientific and technological knowledge to justify the means and the motive.</li> </ol>
Social Conditions	<p>Unlike citizen crime, state crimes tend to be crimes of obedience rather than deviance. <b>Kelman and Hamilton</b> identify three features that produce crimes of obedience:</p> <ol style="list-style-type: none"> <li><b>Authorisation:</b> Acts are approved of by those in power. Normal moral principals are replaced by duty to obey.</li> <li><b>Routinisation:</b> Turn the act into a routine behaviour so it can be performed in a detached manner.</li> <li><b>Dehumanisation:</b> The victims are portrayed as sub human so normal morality doesn't apply.</li> </ol>

**Left realist view of crime is** that crime is caused by social factors such as marginalisation, relative deprivation and sub cultures.  
Relative Deprivation is where people feel deprived compared others in society. This can lead them to become marginalised within society and form sub cultures which have deviant or criminal goals.

**Right realist view of crime is** more individualistic. They feel that crime is a rational choice and that criminals are able to commit crime because the benefit outweighs the cost of being caught and there are too many opportunities to commit crime.  
Murray also argues that the rise in single parent families and teen parents has led to a lack of socialisation into appropriate values which leads to youth delinquency

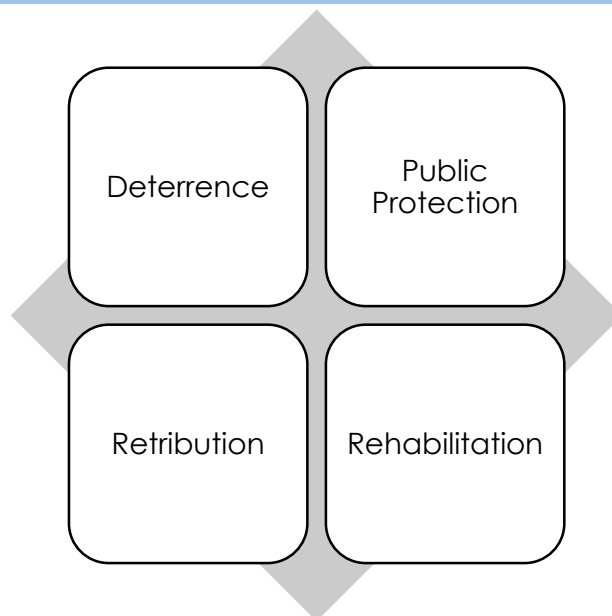
	Situational Crime Prevention	Environmental Crime Prevention	Social and community Crime Prevention
Summary	Pre-emptive approach that aims to make it harder to commit crime in the first place by designing out crime	By improving the local area and dealing with low level criminal activity such as vandalism, graffiti and loitering.	Left realist approach which suggests that be dealing with the social inequalities that lead to crime then it will reduce the crime rate. They believe that it is social inequality that is the biggest cause of crime.
Strategies	Target hardening through bars and bolts on Windows, alarm systems, park benches that prevent homeless sleepers.  More CCTV, more police on the streets  Hostile architecture.	Zero tolerance policing - sweat the small stuff and deal with small petty crimes which will prevent the movement into more serious crimes.	Youth groups and community centre which will help to create a sense of community. Parenting groups to help with socialisation. Increasing community police officers and the bobby on the beat to improve community relations with the police which will help crimes to be solved.
Studies	<ul style="list-style-type: none"> <li>•Pease (2002) "Bars, Bolts and Barriers"</li> <li>•Hostile Architecture</li> <li>•<i>Marcus Felson 1998</i>: NYC Port Authority Bus Terminal</li> <li>•Cornish and Clarke (2003) - Notices</li> </ul>	Wilson and Kelling - Broken window policy	Community action programs: Prey pre school program  Intervention programs: Troubled families program.
Evaluation	Displacement theory – doesn't reduce crime but moves it to a different area.  Doesn't deal with corporate or white collar crime.  Unfairly targets the working class who can't afford the target gardening systems.	Deals with the symptom not the cause .  Targets working class people and street crime rather than ,corporate or white collar crime.  Displacement theory.	Assumes a value consensus within a community and ignores issues such as relative derivation and institutional racism which can limit the effectiveness of community and social policies.  Doesn't deal with corporate or white collar crime.



## Key Agencies of the Criminal Justice System

1	The police
2	Crown Prosecution Service
3	The Court System
4	National Offender Management Service
5	Youth justice Board.

## Role of CJS in Preventing Crime



## Perspectives Views of the Criminal Justice System

<b>Functionalism</b>	Functionalists see the criminal justice system as a vital institution within the society. It works with other social institutions to ensure social solidarity and cohesion by maintaining the law and order.
<b>Marxism</b>	Marxists see the Criminal justice system as part of the repressive state apparatus and used by the ruling class to maintain their power through oppression whilst appearing to be legitimate.
<b>Feminism</b>	Feminists see the criminal justice system as a tool of the patriarchy to maintain their power. This is done through the fact that most members of the CJS are men and women face double victimisation and double deviancy at their hands.

## Government Departments responsible for Criminal Justice System

<b>Home Office</b>	<ul style="list-style-type: none"> <li>Oversees the police.</li> <li>The Home Office protects the public from terror, crime and anti-social behaviour.</li> <li>It helps build the security, justice and respect that enable people to prosper in a free and tolerant society.</li> <li>The department is responsible for crime and crime reduction, policing, security and counter-terrorism.</li> </ul>
<b>Attorney General</b>	<ul style="list-style-type: none"> <li>Oversees the CPS, the Serious Fraud Office the Revenue and Customs Prosecutions Office.</li> <li>They are responsible for ensuring the rule of law is upheld.</li> <li>The AG also take action to appeal unduly lenient sentences and bringing proceedings under the Contempt of Court Act.</li> </ul>
<b>Department of Justice</b>	<ul style="list-style-type: none"> <li>Oversees the magistrates' courts, the Crown Court, the Appeals Courts, the Legal Services Commission and the NOMS</li> <li>The Ministry of Justice manages the justice process from end to end.</li> <li>The ministry is responsible for criminal law and sentencing policy, for legal aid, reducing re-offending and for prisons and probation.</li> </ul>

## Roles in the Criminal Justice System

<b>Police</b>	The role of the police would be to enforce the law by prosecuting and catching criminals.
<b>Courts</b>	The role of the courts would be to determine guilt and impose an appropriate sentence.

## Purpose of Punishment (Newburn)

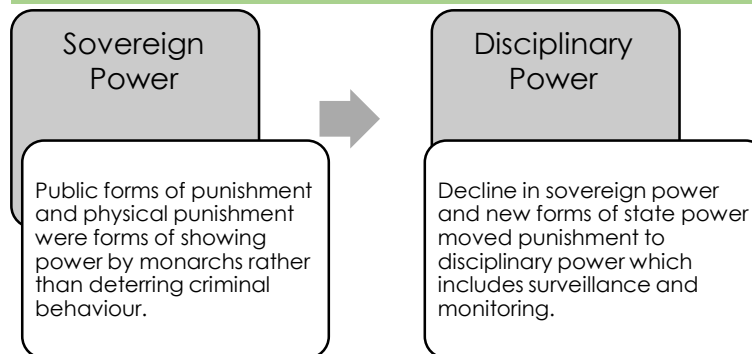
1	<b>Rehabilitation</b> – Discourage reoffending <b>Deterrence</b> – To prevent other people from offending in the future.
2	<b>Restorative Justice</b> – To force criminals to make amends to the victims they have harmed.
3	<b>Protection of society</b> – Incapacitation takes the offenders out of society so they are unable to harm others.
4	<b>Boundary Maintenance</b> – To reinforce the social norms and values and remind people of what is acceptable.
5	<b>Retribution</b> – Because the criminals deserve to be punished for their crimes – Just Deserts.

## Perspectives on Punishment

Functionalism	Society can only exist if there is a shared system of values that tie a society together morally. Laws are a representation of this collective conscious. Durkheim suggest that retribution gives people an outlet for anger and reaffirms collective consciousness.
Marxism	Laws are a reflection of ruling class ideology and punishment is part of the repressive state apparatus (Althusser) which keeps people in line and in their place.
Weberianism	Only the state has the power to punish offenders, not the church or landowners as in the past. Legal Rational Authority meaning punishment is based on impersonal rules and regulations set out by a vast bureaucracy and set of checks and balances.

## Changing Forms of Punishment

### Foucault (postmodernism)



### Garland

Garland argues that in the 1950s the state practised '**penal welfarism**' – in which the criminal justice system did not just try to catch and punish offenders, but also tried to rehabilitate them, so that they could be reintegrated into society

Garland argues that we have now moved into a new era in which a '**punitive state**' enforces a 'culture of control' – there are three main ways in which the state now seeks to control crime and punish offenders:

- Actuarialism
- 'mass incarceration' and 'transcarceration'.
- Politicians increasingly use the issue of crime control, and 'being tough on crime' as a means to win elections

### Rusche and Kirchheimer

A Marxist approach which sees punishment as a form of social control and class domination. **Punishment changes as economic need changes.** They see the change in punishment from the physical punishments, to transportation and now with cheap prison labour. This reflects the changing economic needs of the dominant class. Brutality rose when population was plentiful and declined as labour forces declined.

## Prisons

The purpose of prison is to be the ultimate deterrent, both controlling crime and punishing offenders

### Are prisons effective as a form of punishment?

Yes	No
Keeps society safe from dangerous criminals.	School of crime
Resocialisation into social norms and values	Leads to Labelling which can cause reoffending.
Education to prevent recidivism.	High recidivism rates show it is not effective.
Bad experiences in prison will stop reoffending.	

**Synopticon Surveillance means** everyone watches everyone else  
**Thompson** – politicians fear media surveillance which may uncover damaging information on them. Widespread camera ownership allows citizens to control the controllers – filming police wrongdoing.

**Liquid Surveillance is** all the ways that we are monitored from number plate recognition, store cards to CCTV means that we are constantly monitored and aware of that monitoring. Also refers to your digital footprint that can be used to infringe your civil liberties as well as protect you.

**Panopticon means** a prison design where the prisoner has their own cell which is visible to the guards from a central position, however the guards are not visible to the prisoners. This means that the prisoners behave as they never know if they are being watched or not.

**Self Surveillance means** people monitoring themselves and their behaviour due to the fear of being judged by others. This is particularly prominent in new mothers who fear being judged as a bad mother.

## Surveillance Societies

**Thinker:** Lyon

**Explanation:** Modern society and technology has reached the point where our lives are quite transparent and there is a lack of privacy. Our every move, is monitored but it has become so routine that we no longer notice it or consider it consciously.

## Disciplinary Societies

**Thinker:** Foucault

**Explanation:** societies which do not use physical punishment to control its people but control the mind through surveillance. This has also led to a **Carceral Culture (prison like)** where the disciplinary power has moved to other areas of society beyond the CJS such as teacher, social workers and psychiatrists who monitor the population.

## Synopticon Surveillance

**Thinker:** Matheison

**Explanation:** Everyone is watching everyone else through the power of the media and social media. This can be through camera p dashcams and social media. This leads to greater self surveillance. This items have also allowed for society to exercise some control over the controllers such as filming police wrong doing.

## Actuarial Justice

**Thinker:** Feely and Simon

**Explanation:** New technology of power, not interested in rehabilitation but in preventing offending through the use of similar algorithms to insurance actuaries. Airports use this to determine who to stop and search based on risk factors and profiling. It identifies and classify groups based on perceived levels of dangerousness.

## Post Panoptical society

**Thinker:** Bauman and Lyon

**Explanation:** It is not just the thought of being watched but the knowledge that we are actually being monitored which controls our behaviour. Liquid surveillance means that we are constantly being monitored from where we drive to what we buy

## Kilburn Experiment

**Thinker:** Newburn and Heyman

**Explanation:** CCTV is as much a protection as an erosion of civil liberties. Given access to Kilburn custody suites for 18 months. Saw that CCTV could be used by defence lawyers as much as prosecution. Can also be used to protect law enforcement against claims of brutality.

## Is surveillance a good or bad form of social control?

Yes	No
<p><b>Helps reduce the fear of crime.</b>                      People feel less of a fear of being a victim of crime when they are aware of CCTV and other surveillance systems, as they believe that there is a greater chance of the perpetrator being caught so they are less likely to commit crime.</p> <p><b>Helps to fight against terrorism.</b>                      Using data mining and social media monitoring links are able to be made between disparate terrorist groups</p> <p><b>Provides evidence</b>                      Both for the prosecution and the defence.</p>	<p><b>Oppressive form of social control.</b>                      A few watching the many allows for the ruling class to shape the behaviour of the working class.</p> <p><b>Limited evidence that it changes behaviour.</b>                      Norris found that although CCTV reduced crime in car parks it did little to reduce other sorts of crime. Loveday and Gill – Burglars, shoplifters and fraudsters were not put off by CCTV.</p> <p><b>Erosion of civil liberties.</b>                      Every action we take is monitored there is no such thing as privacy and our actions can be used against us at any time.</p>

## Changes in the study of victimology

### Victims as Consumers of CJS

In recent years Victims are seen as consumers of the CJS and the CJS is judged by its ability to meet the needs of the victims through the use of victim surveys, victim support services. Since 2013 victims of ASB & low level crime could have their say on out of court punishment by selecting from a list. Growing recognition that the CJS need victims to come forward and have confidence in the CJS in order to be able to punish criminals

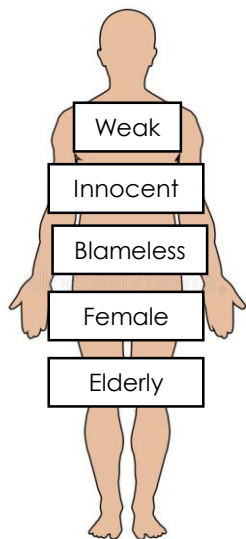
### 2002 National Crime Recording Standard

Adopted by all police forces in the England and Wales and gave priority to the victims recollection of the crime rather than the police interpretation of the evidence.

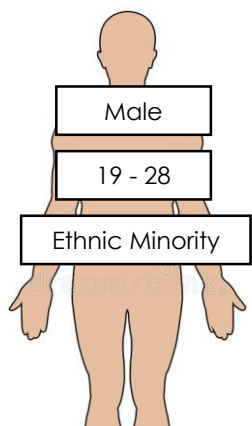
A victim is defined as those who have suffered harm including mental, physical or emotional suffering, economic loss and impairment of their basic rights through acts or omissions that violate the law of the state – **The United Nations**.

**Inverse Victimization Law** means those that have the least power, most deprived and have the least material possessions are the most likely to be victims of crime, and are also the most likely to be the ones committing the crimes.

## Traditional View of Crime Victims



## Statistical View of Crime Victims



There are variances when looking at different types of crime

## Patterns of Victimization

Class	Working class and underclass people are more likely to be a victim of crime although middle class are more likely to fear being a victim of crime.
	This is partly due to the areas in which lower working class live.
Age	Infants are most likely to be victims of murder.
	Teens are most likely to be victims of theft, violent crime and sexual crimes.
	The elderly are the most likely to be victims of abuse.
Gender	Men are more likely to be victims of violent crime and theft. 70% of homicide victims are male.
	Women are more likely to be victims of sexual crimes, domestic violence and trafficking.
Ethnicity	Ethnic Minorities are more at risk of being victims of crime. Especially those of mixed ethnicity
	The Home Office estimates 106,000 hate crimes per year = 300 per day

## Impact of Victimization

Hoyle 2012	Hoyle identifies 12 reactions to being a victim of crime. Victims may feel some or all of these emotions which can have a negative effect on their lives. Reactions include, Sleeplessness, fear of revictimization PTSD, Shock, Anxiety, Poor health.
Walklate 2004	Walklate talks about double victimisation which can occur during the trial. This is because the defence team will be looking at ways of discrediting the victim or ways to blame the victim for their own victimisation.
Fear of Crime	Many people who are victims of crime become much more fearful of being a victim again in the future. This can impact their behaviour and their lifestyle.

## Explanations of Victimization

Positivist Victimology	<p><b>Tierney</b> Victim Proneness – identifies characteristics which make someone more likely to be a victim of crime.</p> <p>Victim Precipitation – how victims have been actively involved in the crime or brought the crime upon themselves.</p> <p><b>Hans Von Hentig</b> Developed a typology of victims based on the degree to which victims contributed to causing the criminal act.</p> <p>13 characteristics of victims included the young, female, old, immigrants, depressed, wanton, tormentor, blocked, exempted, or fighting.</p>	Evaluation
	Critical Victimology	<ul style="list-style-type: none"> <li>•Mawby and Walklate</li> <li>•Social structures as a cause of victimization.</li> <li>•Labelling - Denial or attachment of labels.</li> <li>•Tombs and Whyte</li> <li>•Hierarchy of victimization.- Safety Crimes passed off as clumsy workers.</li> </ul>