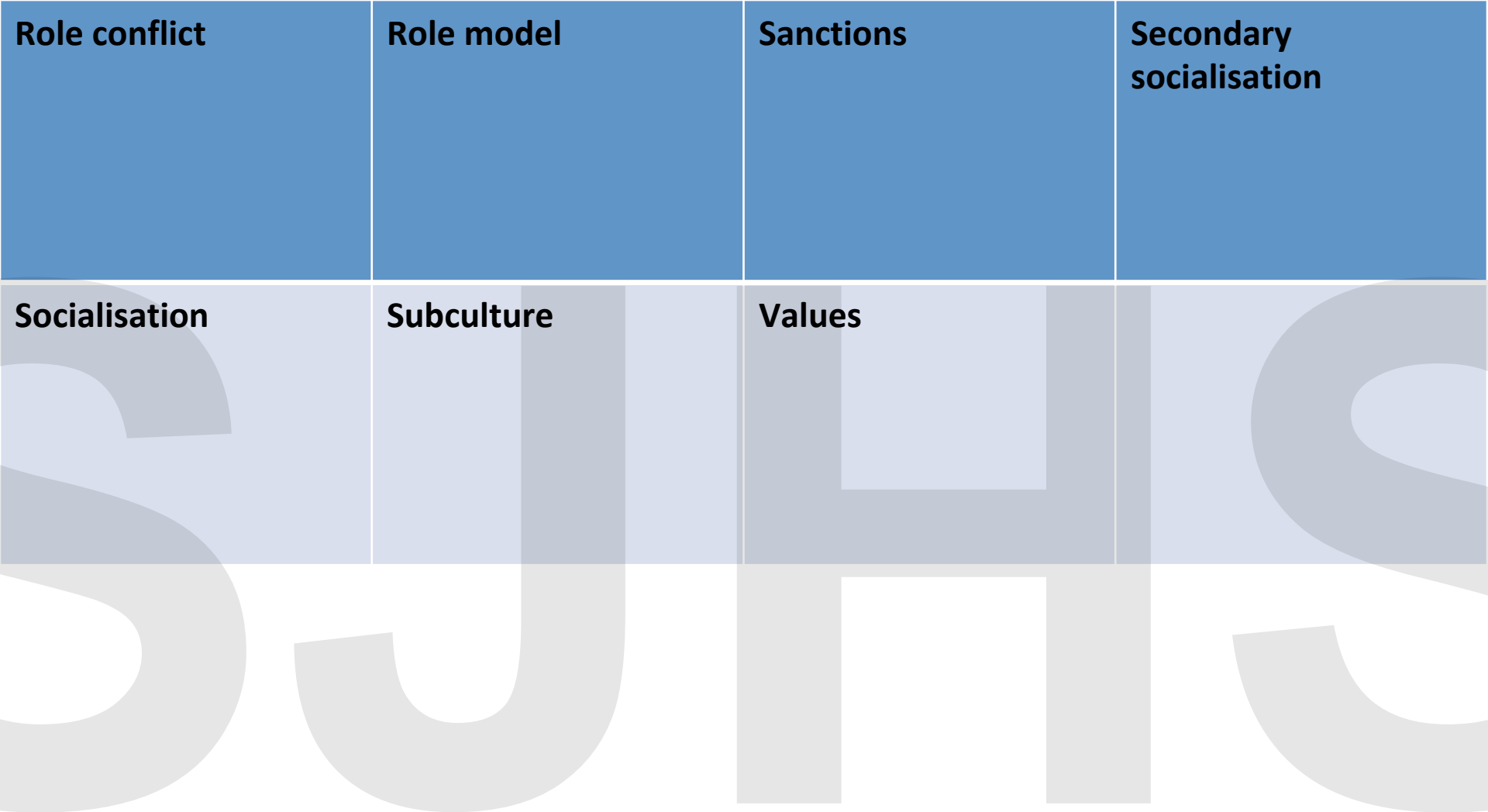


<b>Agencies of social control</b>	<b>Agents of socialisation</b>	<b>Conformity</b>	<b>Culture</b>
<b>Ethnic minority</b>	<b>Ethnicity</b>	<b>Feral child</b>	<b>Gender</b>
<b>Identity</b>	<b>Manipulation</b>	<b>Media</b>	<b>Norms</b>
<b>Nurture</b>	<b>Peer group</b>	<b>Primary socialisation</b>	<b>Role</b>

# Introduction to Sociology

<b>Agencies of social control</b> Institutions that help to keep individuals in order, e.g. family and police.	<b>Agents of socialisation</b> Institutions that pass on culture such as family and the education system.	<b>Conformity</b> When people behave as they are expected to by social norms.	<b>Culture</b> A shared and learned way of life of a group of people that includes language and customs.
<b>Ethnic minority</b> Groups within society who have different cultural traditions from the main population, e.g. Asian.	<b>Ethnicity</b> The cultural group a person belongs to.	<b>Feral child</b> A human child who has lived isolated from human contact from a very young age or has been raised by animals.	<b>Gender</b> A role with norms of how to act linked to whether you are male or female – masculinity and femininity. It's not the same as sex.
<b>Identity</b> The sense of who you are in relation to others. Class, Age, Gender, Ethnicity and sexuality may be important parts of a person's identity.	<b>Manipulation</b> The encouragement of behaviours seen as appropriate for a child of one sex and discouragement of behaviours seen as abnormal for that sex.	<b>Media</b> An agent of secondary socialisation, e.g. TV and magazines that send messages to a mass audience.	<b>Norms</b> The expectations surrounding how someone should behave in particular situations.
<b>Nurture</b> Providing emotional support and encouraging their development.	<b>Peer group</b> A group of people who are of similar age and status.	<b>Primary socialisation</b> The first stage of learning that takes place in infancy. The family are the primary agents.	<b>Role</b> The part played by someone in a particular situation.
<b>Introduction to Sociology</b>			



# Introduction to Sociology

Arranged marriage	Beanpole family	Reconstituted family	Breadwinner
Civil partnership	Cohabitation	Conjugal roles	Crisis of masculinity
Divorce rate	Domestic abuse	Double burden	Triple shift
Extended family	Gender roles	Household	Life expectancy

# Family

# Family

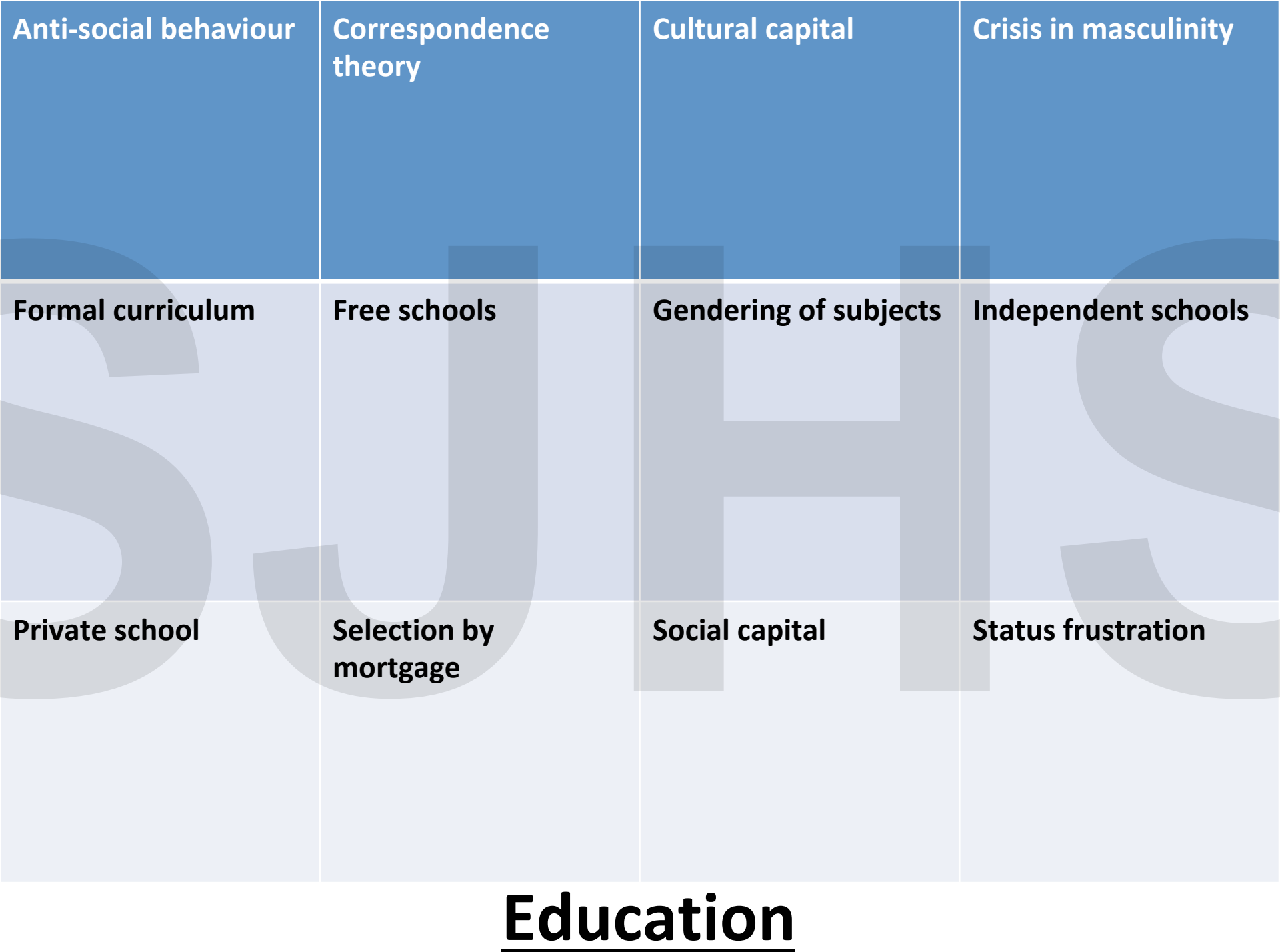
<b>Arranged marriage</b> A marriage in which the bride and groom are chosen for each other by their families.	<b>Beanpole family</b> A type of vertically extended family with up to four generations living together or nearby.	<b>Reconstituted family</b> A family made up of one or both partners with children from a previous relationship living with them.	<b>Breadwinner</b> The person who earns money to support the family.
<b>Civil partnership</b> A legal relationship for same-sex couples.	<b>Cohabitation</b> A domestic arrangement in which a couple are living together in a relationship but are unmarried.	<b>Conjugal roles</b> The roles of men and women in a marriage or other partnership.	<b>Crisis of masculinity</b> Male insecurity regarding their identity believed to be caused by the dwindling of traditional male jobs.
<b>Divorce rate</b> The number of divorces per 1,000 marriages.	<b>Domestic abuse</b> Controlling or threatening behaviour between family members.	<b>Double burden</b> Women go out to work and still take on the main responsibility for the housekeeping.	<b>Triple shift</b> Women go out to work, do most of the housework and provide emotion work.
<b>Extended family</b> A family that consists of relatives beyond the nuclear family.	<b>Gender roles</b> The expected ways of behaving based on whether someone is male or female.	<b>Household</b> The house and its occupants.	<b>Life expectancy</b> The average amount of time an individual is expected to live.

Lone parent family	Monogamy	New man	Nuclear family
Patriarchy	Polygamy	Sandwich generation	Segregated roles
Secularisation	Boomerang children Grown up children who return to live with their parents as they cant afford to rent/buy a house	Social construction	Stigma
Symmetrical family	Unit of consumption		

# Family

Academy	Agency of social control	Comprehensive system	Cultural deprivation
Hidden curriculum	Home education	Independent sector	Labelling
Marketisation	Material deprivation	Meritocracy	Self-fulfilling prophecy
Specialist schools	Streaming	Tri-partite system	Vocational education
11+ exam	Counter-school subculture	Nature	Nurture

Education





<b>Absolute poverty</b>	<b>Achieved status</b>	<b>Ageism</b>	<b>Ascribed status</b>
<b>Bourgeoisie</b>	<b>Capitalism</b>	<b>Charismatic authority</b>	<b>Communism</b>
<b>Culture of poverty</b>	<b>Deprivation</b>	<b>Disability</b>	<b>Discrimination</b>
<b>Equality</b>	<b>Ethnicity pay gap</b>	<b>Exploitation</b>	<b>Gender pay gap</b>

# **Social stratification**

Glass ceiling	Globalisation	Income	Inequality
Institutional racism	LGBT	Life-chances	Meritocracy
Power	Prejudice	Privilege	Proletariat
Racism	Rational-legal authority	Relative poverty	Social class

# Social stratification

<b>Social class</b>	<b>Sexism</b>	<b>Scapegoat</b>	<b>Social exclusion</b>
<b>Social inclusion</b>	<b>Social mobility</b>	<b>Status</b>	<b>Strain theory</b>
<b>Stratification</b>	<b>Traditional authority</b>	<b>Underclass</b>	<b>Wealth</b>
<b>Welfare state</b>			

# **Social stratification**

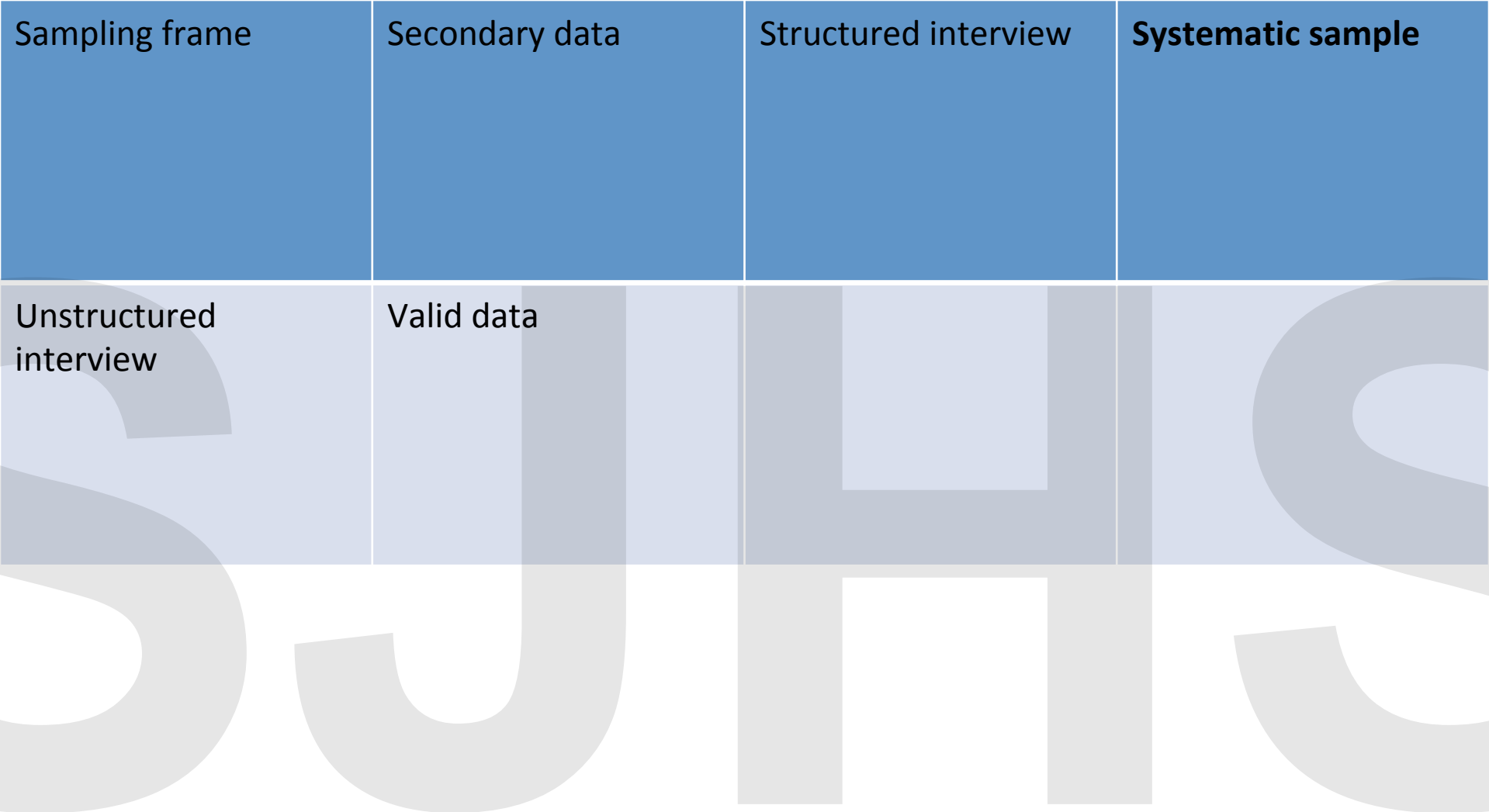
Anomie	Anti-social behaviour	Chivalry theory	Corporate crime
Delinquency	Deviance amplification	Deviant career	Differential enforcement of the law
Forma social control	Fraud	Hate crime	Dark figure of crime
Informal social control	Judiciary	Labelling	Master status

Crime and deviance

<b>Moral panic</b>	<b>Recorded crime</b>	<b>Reported crime</b>	<b>Self-report study</b>
<b>Self-fulfilling prophecy</b>	<b>Selective law enforcement</b>	<b>Status frustration</b>	<b>Stereotype</b>
<b>Street crime</b>	<b>Typical offender</b>	<b>Unreported crime</b>	<b>Victim surveys</b>
<b>White-collar crime</b>			

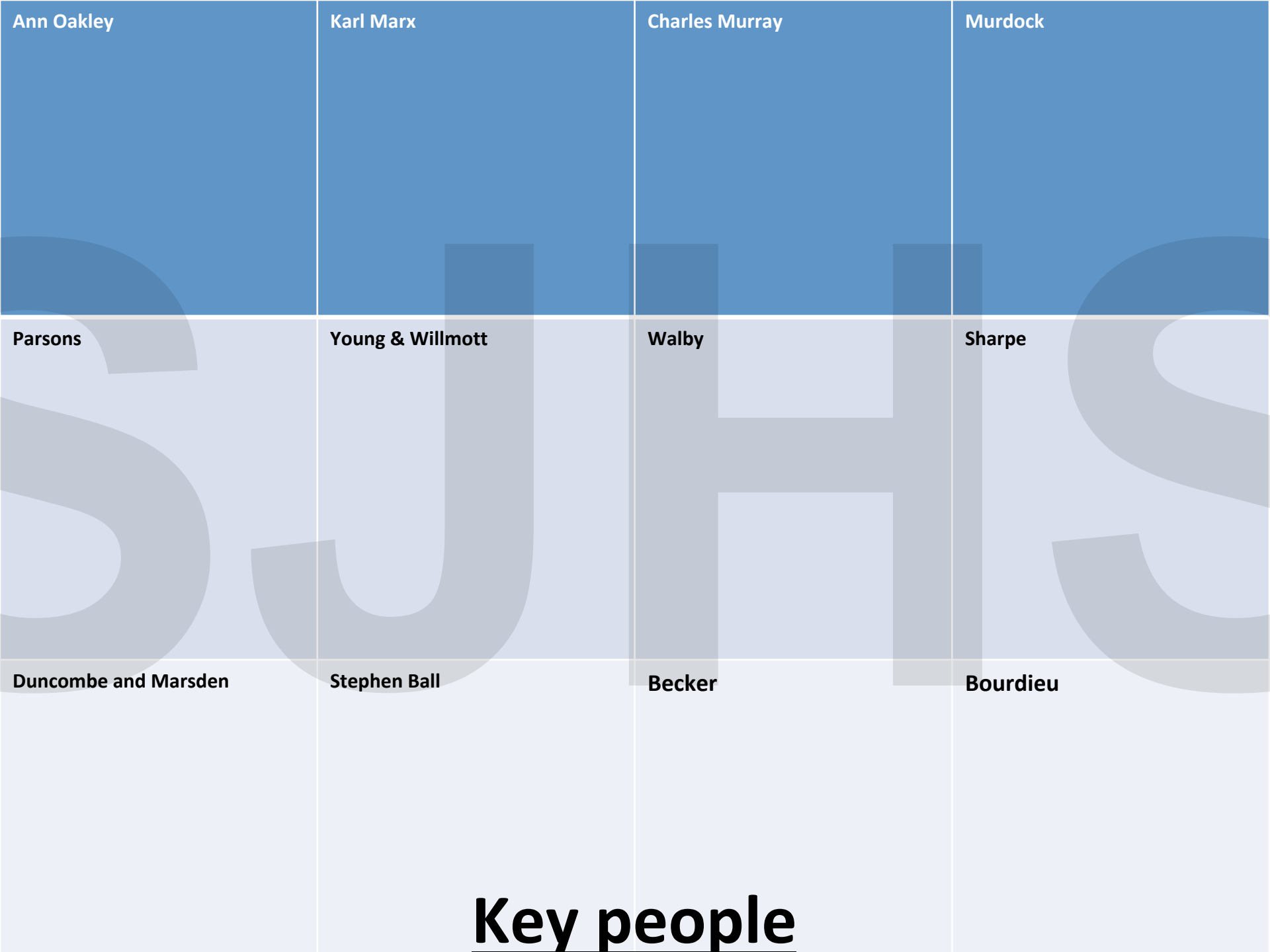
# **Crime and deviance**

Closed questions	Opportunity sample Involving anyone who is available and willing to take part.	Covert observation	Ethics
Gatekeeper	Hypothesis	Open questions	Overt observation
Participant observation	Pilot study	Primary data	Qualitative data
Quantitative data	Reliable data	Representative sample	Respondent
Research methods			



Sampling frame	Secondary data	Structured interview	<b>Systematic sample</b>
Unstructured interview	Valid data		

## Research methods



**Key people**



<p><b>Ann Oakley</b>  She is critical of Y&amp;W saying they exaggerated the extent of men's involvement in the home. Instead women face a double burden.  She says unstructured interviews are the best way to collect data.</p>	<p><b>Karl Marx</b>  Britain &amp; USA are examples where inequality is present. The hierarchal layering of a society into distinct groups with different levels of wealth, status &amp; power. One day the working class will realise their exploitation.</p>	<p><b>Charles Murray</b>  New right thinker who is critical of lone-parent families because boys are brought up without a male role model. They are more likely to turn to crime. He is critical of divorce because it threatens the nuclear family. He came up with the concept of the underclass.</p>	<p><b>Murdock</b>  The nuclear family is vital because it provides 4 essential functions (PEER).</p>
<p><b>Parsons</b>  Children should be brought up in a nuclear family.  Schools take over the process of socialisation from the family.  Schools are meritocratic.</p>	<p><b>Young &amp; Willmott</b>  Claim conjugal roles have become symmetrical. So women and men share the responsibilities of domestic work and childcare.  Families maintain strong ties with their extended family. The increase in telephone and car ownership now helps people keep in touch with their relatives even if they live some distance away.</p>	<p><b>Walby</b>  Domestic violence is rooted in a culture where women are regarded as inferior.</p>	<p><b>Sharpe</b>  Priorities of working class girls have changed since the 1970s from 'love, marriage, family, career' to 'a job and career'.</p>
<p><b>Duncombe and Marsden</b>  They extend the double burden and added emotion work. This means the management of feelings. They found this is overwhelmingly done by women.</p>	<p><b>Stephen Ball</b>  Conducted a study of Beachside Comprehensive where students were placed in different sets. He said top band students were well behaved while students in the lower bands were poorly behaved. This is a direct consequence of labelling. He also argues that 'choice' via marketisation only gives well-off parents the chance to gain social advantages for their children.</p>	<p><b>Becker</b>  Becker developed the idea of a deviant career. For example, a person caught stealing could be labelled by others, they could lose their job and are rejected. Time in prison could lead to them meeting other criminals and being influenced by them into committing more crime.</p>	<p><b>Bourdieu</b>  Marxist sociologists who argues that cultural capital is needed for children to succeed at school and that working-class cultural capital is not valued in the education system. Cultural capital = knowledge of art/literature, and language skills.</p>

# Key people

Hargreaves	Reay	Sewell	Cohen
Carlen	Patrick	Becky Francis	Durkheim
<div>Key people</div>			
Davis and Moore	Bowles and Gintis		

<p><b>Hargreaves</b></p> <p>Teachers make quick judgements of their pupils and their abilities. He noticed after a while, the judgements became a reality because often working class pupils (boys) reject the goals of the school and form anti-school subcultures. Teachers are more likely to label middle class pupils as clever and working-class as less able.</p>	<p><b>Reay</b></p> <p>Argues that much of the curriculum is not relevant to lower-class children and consequently they disengage from school.</p>	<p><b>Sewell</b></p> <p>Found argues that peer group pressure is very influential among dissatisfied African-Caribbean boys. He found that those who are brought up in lone-parent families lack a positive male role model and are more likely to reject people from authority such as teachers. This could explain their poor attainment.</p>	<p><b>Cohen</b></p> <p>Sees crime and delinquency as a group activity.</p> <p>The media sensationalise and exaggerate deviant behaviour, e.g. mods and rockers, 1964. they became known as folk devils and were blamed for society's problems.</p>
<p><b>Carlen</b></p> <p>Linked increasing female crime to poverty. She triangulated and used observation and unstructured interviews of 39 women. If women fit in with traditional stereotypes of being good housewives they're likely to be treated more leniently by the law.</p> <p><b><u>Key people</u></b></p>	<p><b>Patrick</b></p> <p>James Patrick – was a teacher in Scotland in the 1960s. Patrick posed as a friend of Tim, a gang leader. Tim acted as a gatekeeper for Patrick and allowed him to spend time with the gang. He was coached on how to dress/talk appropriately. Patrick had an honest and sometimes frightening experience. This is because he discovered their attitudes towards weapons, violence and drugs. He discovered the answers to questions he would never have been able to in a questionnaire but his study raises many ethical issues about research.</p>	<p><b>Becky Francis</b></p> <p>Argued that many working-class parents do have high aspirations for their children, but do not understand the ‘rules of the game’, that is they do not have the insider knowledge to enable them to make sense of the school system.</p> <p>She also argues that boys dominate the classroom and attract more attention e.g. they tend to be noisier. They dominate the playing areas, occupying most of the space with football. Therefore, argues schools are still patriarchal.</p>	<p><b>Durkheim</b></p> <p>Education benefits society because it makes children into good members of society by passing on the appropriate norms and values.</p> <p>Some crime and deviance will always happen and is needed for a healthy society as it strengthens society's values and reminds us of right and wrong and can help society to change.</p> <p>He came up with the concept of anomie – when norms no longer guide behaviour, e.g. London riots, 2011.</p>
<p><b>Davis and Moore</b></p> <p>Stratification does an important job for society in matching the right people to the right jobs. (Functionalists)</p>	<p><b>Bowles and Gintis</b></p> <p>There is a close parallel between school and work. E.g. both have hierarchies with head teachers &amp; bosses at the top and workers &amp; students at the bottom obeying the orders. (Marxists)</p>		