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Introduction to Sociology

Topic	Content	Notes?	Revised?
What is Sociology?	Nature vs Nurture - Feral children - Biological explanations Culture, norms and values - Sanctions - Social control - Subcultures Socialisation - Primary socialisation - Secondary socialisation - Gender role socialisation Status and role - Ascribed status - Achieved status Individual and society - Structural view - Social action view Consensus or conflict - Functionlalism - Marxism - Feminism Diversity and identity - Postmodernism Inequality - Gender - Social class - Ethnicity - Age		

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Topic	Content	Notes?	Revised?
Class differences in achievement (1) *External Factors*	**Cultural deprivation** - Language (***Hubbs-Tait, Feinstein, Bereiter & Engelmann***) - Speech codes (***Bernstein***) - Parents' education (***Douglas, Bernstein & Young***) - Working class subculture (***Sugarman***) - Compensatory education Evaluation of cultural deprivation - Myth? (***Keddie, Troyna & Williams, Blackstone & Mortimore***) **Material deprivation** - Poverty and underachievement (***DfE, Flaherty)*** - Housing - Diet and health (***Howard, Wilkinson, Blanden & Machin***) - Financial support and the costs of education (***Tanner, Flaherty, Smith & Noble***) - Fear of debt (***Callender & Jackson, Reay***) Evaluation of material deprivation **Cultural capital** *Pierre Bourdieu* - Cultural - Educational & economic (***Leech & Campos***) Evaluation of cultural capital - ***Sullivan***		
Class differences in achievement (2) *Internal factors*	**Labelling** - Interactionism - The ideal pupil (***Becker***) - Primary schools (***Hempel-Jorgenen, Rist***) - Secondary schools (***Dunne & Gazeley***) **Self fulfilling prophecy** - Teachers' expectations (***Rosenthal and Jacobson***) **Streaming** - Impact (***Douglas***) - The A – C economy (***Gillborn & Youdell***) - Educational triage (***Gillborn & Youdell***) **Pupil subcultures** - Differentiation and polarisation (***Lacey***) - Pro-school and anti-school (***Lacey, Hargreaves***) - Abolishing streaming (***Ball***) - Educational Reform Act 1988 - Pupil responses (***Woods, Furlong***)		

	Criticisms of labelling theory and interactionism
	
	Pupils' class identities and the school
	  - Habitus (***Bourdieu***)
	  - Symbolic capital and violence (***Archer***)
	  - Nike identities (***Archer***)
	  - Working class identity and educational success (***Ingram***)
	  - Class identity and self exclusion (***Evans, Bourdieu, Reay***)		

Ethnic differences in achievement
(1) External factors
	Cultural deprivation
	  - Intellectual and linguistic skills (Bereiter & Engelmann, Gillborn & Mirza)
	  - Attitudes and values
	  - Family structure and parental support (***Moynihan, Murray, Scruton, Pryce***)
	  - Fathers, gangs and culture (***Sewell, Arnot***)
	  - Asian families (***Lupton***)
	  - White working class families (***McCulloch, Evans***)
	  - Compensatory education
	Criticisms of cultural deprivation theory (***Driver, Lawrence, Keddie***)
	
	Material deprivation
	  - Poverty (Palmer)
	  - Class or ethnicity? (Modood)
	  - Racism in wider society (Mason, Rex, Wood)		

Ethnic differences in achievement
(2) Internal factors
	Evidence (***Gillborn & Mirza, Strand***)
	  - Labelling and teacher racism
	  - Black pupils and discipline (***Gillborn & Youdell, Bourne, Osler***)
	  - Black pupils and streaming (***Foster***)
	  - Asian pupils (***Wright***)
	
	Pupil identities
	  - Dominant discourse (***Archer***)
	  - Chinese pupils
	
	Pupil responses and subcultures
	  - Rejecting negative labels (***Mac an Ghail, Fuller***)
	  - Failed strategies for avoiding racism (***Mirza***)
	  - Variety of boys' responses (***Sewell***)
	Evaluation of labelling and pupil responses		

Ethnic differences in achievement:	**Institutional racism** ***Troyna and Williams*** - Individual		

(2) Internal factors	- Institutional
	Critical Race theory (**Carmichael & Hamilton**)
	   - Locked-in inequality (**Roithmayr, Gillborn**)
	Marketisation and segregation (**Gillborn, Moore & Davenport**)
	The ethnocentric curriculum (**Coard**)
	   - Languages, literature and music (**Troyna & Williams, David**)
	   - History (**Ball**)
	Assessment (**Gillborn**)
	Access to opportunities
	   - Gifted and talented
	   - Exam tiers (**Tikly, Strand**)
	The 'new IQism' (**Gillborn & Youdell**)
	Criticisms of Gillborn
	
	Black boys' underachievement (**Sewell**)
	Model minorities: Indian and Chinese achievement
	
	Ethnicity, class and gender (**Evans, Connelly**)		

Gender differences in education (1) External factors	**The gender gap in achievement** The impact of feminism - Media and images (McRobbie) Changes in the family Changes in women's employment Girls' changing ambitions (**Sharpe, O'Connor, Beck-Gernsheim, Fuller**) Class, gender and ambition (**Reay, Biggart**)		

Gender differences in achievement (2) Internal factors	Equal opportunities policies (**Boaler**)
	Positive role models in school
	GCSE and Coursework (**Gorard, Mitsos & Browne**)
	Teacher attention (**French, Swann**)
	Challenging stereotypes in the curriculum (**Weiner**)
	Selection and league tables (J**ackson, Slee**)
	Girl's achievement
	   - Liberal feminism
	   - Radical feminism		

Gender and attainment	**Identity, class and girl's achievement** - Symbolic capital (Archer) - Hyper-heterosexual feminine identities - Boyfriends - Being 'loud' - Working-class girls' dilemma - Successful working class girls (***Evans, Skeggs, Archer***) **Boys and achievement** - Boys and literacy - Globalisation and the decline of traditional mens' jobs (***Mitsos & Browne***) - Feminisation of education (***Sewell***) - Shortage of male primary school teachers (***Francis, Read, Hasse, Jones***) - Laddish subcultures (***Epstein, Francis***) - The moral panic about boys (***Ringrose, Osler***) Gender, class and ethnicity (***McVeigh, Connolly***) **Gender and subject choice** Explanations of gender differences in subject choice - Gender role socialisation (***Norman, Byrne, Murphy & Elwood***) - Gender domains (***Browne & Ross, Murphy***) - Gendered subject images (***Kelly, Colley***) - Single sex schooling (***Leonard***) - Gender identity and peer pressure (***Paechter, Dewar***) - Gendered career opportunities - Gender, vocational choice and class (***Fuller***) **Pupil's sexual and gender identities** - Hegemonic masculinity (***Connell***) - Double standards (***Lees***) - Verbal abuse (***Lees, Paechter, Parker***) - The male gaze (***Mac an Ghail***) - Male peer groups (***Epstein & Willis, Mac an Ghail***) - Female peer groups: policing identity (***Archer, Ringrose, Currie, Reay, Francis***) - Teachers and discipline (***Haywood, Mac an Ghail, Askew & Ross***)		

The functionalist perspective on education	**Durkheim** - Social solidarity - Specialist skills **Parsons** - Meritocracy - Particularistic values - Universalistic values **Davis and Moore** - Role allocation - Human capital Evaluation of the functionalist perspective		
Neo-liberalism and the New Right perspective on education	**Neo-liberalism** **The New Right** - Privatisation - Consumer choice (***Chubb & Moe***) - Two roles for the state Evaluation of the New Right perspective (***Gerwitz & Ball***)		
The Marxist Perspective on education	**Karl Marx** - Capitalism - Working class exploitation **Louis Althusser** - Repressive state apparatus - Ideological state apparatuses - Reproduces and legitimates inequality **Bowles & Gintis** - Schooling in capitalist America - The Correspondence principle - The hidden curriculum - The myth of meritocracy **Paul Willis** - Learning to labour - The lad's counter culture Evaluation of Marxist approaches		

Educational policy and inequality	**Before 1988**
	Selection: the tripartite system
	  - 1944 Education Act
	The comprehensive school system
	Theories of the role of the comprehensive system
	  - Marxism
	  - Functionalism
	
	Marketisation
	  - 1988 Education Reform Act
	  - Parentocracy (*David*)
	  - The reproduction of inequality (*Ball & Whitty*)
	  - League tables and cream-skimming (*Bartlett*)
	  - The funding formula
	  - Parental choice (*Gerwitz*)
	  - The myth of parentocracy (*Ball*)
	  - New Labour and inequality
	
	Coalition government policies from 2010
	  - Academies
	  - Free schools
	  - Fragmented centralisation (*Ball*)
	  - Coalition policies and inequality
	
	Privatisation of education
	  - Blurring the public/private boundary (*Pollack*)
	  - Privatisation and the globalisation of education policy
	  - The cola-isation of schools (*Molnar, Beder*)
	  - Education as a commodity (*Hall*)
	
	Policies on gender and ethnicity		

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Research methods

Topic	Content	Notes?	Revised?
Choosing a research method	Primary data Secondary data Quantitative data Qualitative data **Practical issues** - Time and money - Funding requirements - Personal skills and characteristics - Subject matter - Research opportunity (***James Patrick***) **Ethical issues** - Informed consent - Confidentiality & privacy - Harm to participants - Vulnerable groups - Covert research **Theoretical issues** - Validity - Reliability - Representativeness - Methodological perspectives (positivism/interpretivism)		
The process of research	**Formulating an aim or hypothesis** Operationalising concepts Pilot study **Samples and sampling** - Sampling frame Sampling techniques - Random sampling - Quasi-random/systematic sampling - Stratified random sampling - Quota sampling - Non representative sampling - Snowball sampling - Opportunity sampling		
Education: The research context	**Research characteristics** 1. Researching pupils (***Hill)*** - Power and status - Ability and understanding - Vulnerability - Laws and guidelines 2. Researching teachers - Power and status - Impression management (***Goffman***)		

	3. Researching classrooms - Gate keepers - Peer groups 4. Researching schools - Schools' data - The law - Gatekeepers - School organisation 5. Researching parents - Access The researchers own experience of education		
Experiments	**Laboratory experiments** - Experimental group - Control group - Reliability - Practical problems - Ethical problems (**Milgram**) - The Hawthorne Effect (**Mayo**) - Free will **Field experiments (Rosenhan)** **The Comparative Method** - **Durkheim's** study of Suicide		
Using experiments to investigate education	**Laboratory experiments and teacher expectations (*Harvey & Slatin, Charkin et al, Mason*)** - Ethical problems - Narrow focus - Practical problems - Artificiality **Field experiments and teacher expectations (*Rosenthal & Jacobson*)** - Ethical problems - Reliability - Validity - Broader focus		
Questionnaires	**Closed-ended** **Open-ended** **Advantages** **1.** Practical (**Dewson**) 2. Reliability 3. Hypothesis testing **4.** Detachment and objectivity **5.** Representativeness **6.** Ethical issues **Disadvantages** 1. Practical problems		

	2. Low response rate (*Hite*) 3. Inflexibility 4. Questionnaires as snapshots 5. Detachment (*Cicourel*) 6. Lying, forgetting and 'right answerism' 7. Imposing the researcher's meanings (*Shipman, Schofield*)		
Using questionnaires to investigate education	**Subject and university choice** **Bullying and experience of schooling** **Achievement and school factors** **Parental attitudes** Operationalisation of concepts Samples and sampling frames Access and response rates Practical issues (Rutter) Anonymity and detachment		

Interviews	**Types of interview**
	  1. Structured/formal
	  - Practical issues
	  - Response rate (*Young and Willmott*)
	  - Reliability
	  - Validity
	  - Inflexibility
	  - Feminist criticisms (*Graham*)
	
	  2. Unstructured/informal
	Advantages of unstructured interviews
	  - Rapport and sensitivity (*Labov, Dobash & Dobash*)
	  - The interviewee's view (Taylor-Gooby)
	  - Checking understanding
	  - Flexibility
	  - Exploring ufamilar topics
	Disadvantages of unstructured interviews
	  - Practical problems
	  - Representativeness
	  - Reliability
	  - Quantification
	  - Validity
	
	  3. Semi-structured
	  4. Group interviews
	  5. Focus groups
	
	Interview as a social interaction
	  1. Interview bias (*Oakley*)
	  2. Artificiality
	  3. Status and power inequalities (*Rich, Griffin*)		

	4. Cultural differences (*Mead*) 5. The social desirability effect 6. Ethical issues **Improving the validity of interviews (*Kinsey, Becker, Nazroo*)**		
Using interviews to investigate education	**Pupil subcultures** **Pupils' experience of health and sex education** **Class, ethnicity and language** **Gender identity and the male gaze** **Class and parental choice of schools** 1. Practical issues (*Watts*) 2. Reliability and validity (*Bentley*) 3. Access and response rate (*Powney & Watts, Fields*) 4. Interviewer as 'teacher in disguise' (*Bell*) Improving the validity of interviews with pupils (*Hogan, Labov*) Group interviews with pupils (*Greene & Hogan*)		
Participant observation	**Participant observation** - Getting in, staying in, getting out (*Polsky, Patrick, Fairhurst, Thornton, Griffin, Punch, Downes & Rock, Whyte*) **Overt observation** - Hawthorne effect - Refusing permission **Covert observation** 1. Practical issues (*Humphreys, Patrick, Festinger, Ditton*) 2. Ethical issues **Advantages of participant observation** 1. Validity 2. Insight - Verstehen (*Weber*) 3. Flexibility 4. Practical advantages (*Yablonsky, Cicourel*) **Disadvantages of participant observation** 1. Practical disadvantages 2. Ethical problems 3. Representatives (*Downes & Rock*) 4. Reliability 5. Bias and lack of objectivity 6. Validity 7. Lack of a concept structure		

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Using observations to investigate education	**Gender and classroom behaviour** **Teacher expectations and labelling** **Speech codes in the classroom** **Pupil subcultures** **Teacher and pupil racism** **The hidden curriculum** Structured observation 　1. Practical issues 　2. Reliability 　3. Validity Unstructured observation 　1. Practical issues (***Eggleston, Fuller, Wright, Hammersley***) 　2. Ethical issues (***Delamont***) 　3. Validity 　4. The hawthorne effect (***King, Ball***) 　5. Representativeness (***Wallis***) 　6. Reliability		
Secondary sources	**Official statistics** 　1. Practical issues 　- Advantages 　- Disadvantages 　2. Representativeness 　3. Reliability 　4. Validity (the dark figure) 　5. Facts, constructs or ideology? 　- Positivism (***Durkheim***) 　- Interpretivism (***Atkinson***) 　- Marxism (***Irvine***) **Documents** 　- Public documents 　- Personal documents (***Thomas & Znaniecki***) 　- Historical documents (***Laslett, Anderson, Aries***) Assessing documents 　1. Authenticity 　2. Credibility (***Stein***) 　3. Representativeness 　4. Meaning Content analysis (***Gill, Lobban***)		

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Using secondary sources to investigate education	**Ethnicity, class, gender and educational achievement**
	School attendance, truancy and inclusion
	League tables, marketization and school performance
	Gender and subject choice
	Education, work and training
	Racist incidents in schools
	Special educational needs
	
	Official statistics
	    1. Practical issues
	    2. Representativeness
	    3. Reliability
	    4. Validity
	
	Documents
	    1. Practical issues (Gillborn, Gewirtz, Hey)
	    2. Ethical issues
	    3. Representativeness
	    4. Reliability
	    5. validity		

Families and households

Topic	Content	Notes	Revised?

Couples	**The domestic division of labour**
	  - Instrumental and expressive roles (**Parsons**)
	  - Joint and segregated roles (**Bott**)
	  - The symmetrical family (**Young and Willmott**)
	The feminist view of housework (**Oakley, Boulton**)
	Impact of paid work
	The March of Progress view (**Young & Willmott, Gershuny, Sullivan**)
	Childcare (**Boulton, Ferri & Smith**)
	Emotion work and the triple shift (**Hochschild, Dunscombe & Marsden**)
	Resources and decision making
	  - Money management (**Pahl & Vogler**)
	  - Decision making (**Hardill, Edgell**)
	  - A personal life perspective (**Smart**)
	Domestic violence (**Dobash & Dobash**)
	  - Radical feminist explanations (**Millett, Firestone**)
	  - Materialistic explanations (**Pickett**)		

Childhood	**Childhood as a social construct**
	  - The modern western notion of childhood (**Pilcher**)
	  - Cross cultural differences in childhood (**Benedict, Punch, Malinowski**)		

	- The globalisation of childhood - Historical differences in childhood (***Aries***) - The modern cult of childhood Reasons for the changing position of children **The future of childhood** - The disappearance of childhood (***Postman***) - Childhood in postmodernity (***Jenks***) - Has the position of childhood improved? (***Palmer***) **The conflict view** - Marxists and functionalists - Inequalities among and between children and adults - Age patriarchy (***Gittins***)		
The functionalist perspective of the family	**Functions of the family** - 4 functions (***George Murdock***) - Functional fit theory (***Parsons***) Evaluation of the functionalist perspective (***Laslett, Young & Willmott***)		
The Marxist perspective of the family	**Capitalism** - Inheritance of property (***Engels***) - Ideological functions (***Zaretsky***) - A unit of consumption Evaluation of the Marxist perspective		
The Feminist perspective of the family	**Liberal feminism** **Marxist feminism (*Fran Ainsley*)** **Radical feminism (*Germaine Greer*)** **Difference feminism**		
The personal life perspective on families	**The sociology of personal life** - Interactionism - Beyond blood or marriage (***Tipper***) - Donor-conceived children (***Nordqvist & Smart***) Evaluation of the personal life perspective		

Demography	**Births**
	- Fertility rate
	- Reasons for the decline in the birth rate
	   o Changes in the position of women (***Harper***)
	   o Decline in infant mortality
	   o Children as an economic liability
	   o Child centredness
	Deaths
	- Reasons for the decline in death rate
	   o Improved nutrition (***McKeown***)
	   o Medical improvements
	   o Smoking and diet
	   o Public health measures
	Life expectancy		

	The ageing population
	- Effects of the ageing population
	    o Public services
	    o The dependency ratio
	    o Ageism and inequality (***Pilcher***)
	    o Social policy implications (***Hirsch***)
	Migration
	- Impact on the UK population
	- Migrant identities (***Eade***)
	- Transnational identities (***Eriksen***)
	Globalisation
	- Acceleraton
	- Differentiation
	- Super-diversity (***Vertovec***)
	- Feminisation of migration (***Ehrenreich & Hochschild***)		

Changing family patterns	**Divorce**
	- Changing patterns of divorce
	- Explanations of the increase in divorce
	    o Changes in the law
	    o Declining stigma and changing attitudes
	    o Secularisation
	    o Rising expectations of marriage (Fletcher)
	    o Financial independent of women
	    o Feminist explanations (***Hochschild***)
	    o Modernity and indivudualisation (***Beck & Giddens***)
	Partnerships
	- Marriage
	- Reasons for changing patterns of marriage
	- Cohabitation
	- Reasons for the increase in cohabitation
	- Same sex relationships (***Stonewall***)
	- Chosen families (***Weeks***)
	- One person households
	- Living apart together (***Duncan & Phillips***)
	Parents and children
	- Childbearing
	- Lone parent families
	- Welfare state (***Murray***)
	- Step families
	Ethnic differences
	- Black families (***Mirza***)
	- Asian families
	The Extended Family
	- The beanpole family
	- Obligations to relatives		

Family diversity	**Modernism and the nuclear family**		

	- Functionalism (**Parsons**) - The New Right (**Murray**) - The neo-conventional family **(Chester)** - The five types of family diversity (**The Rapoports**) **Postmodernism and family diversity** - Postmodern families (**Stacey**) - The individualisation thesis (**Beck & Giddens**) - Life course analysis (**Hareven**) - Choice and equality (**Giddens**) - Pure relationships (**Giddens**) - The negotiated family **(Beck)** - The connectedness thesis		
Families and social policy	**Comparisons** - China's one-child policy - Communist Romania - Nazi families - Democratic societies **Perspectives on families and policies** - Functionalism (**Fletcher**) - Policing the family (**Donzelot**) - The New Right – new labour and the coalition (**Almond, Murray**) - Feminism (**Leonard**) - Gender regimes (**Drew**)		