

SOS ... FINAL EXAM

Sociology:

- is the systematic and critical study of society. It questions what people take for granted. It looks at social worlds as humanly produced.
- "Sociology is the scientific study of human society and social interactions."
- sociology came up as a result of Europe transformation during the 18th-19th centuries.
- Sociology emerged as a separate discipline in the 19th century.
- Transformations in 18th-19th century Europe drove the development of sociology.

How people focused their attention on society:

- 1- scientific discoveries and technological advances came
- 2- factories drew people from the countryside, causing an explosive growth of cities
- 3- people entertained new ideas about democracy and political rights
- 4- stable communities in which most people had lived for centuries started to decline
 - when sociologists developed theories about society they face → wide range of choices
 - we should be more open; we don't know the full truth.
 -

global perspective: is the study of the larger world and each society's place in it.

+ it helped us to hear the new voices.

- Newer approaches → voices, such as women, disabled people, ethnic minorities

Globalization: is the increasing interconnections of societies. Ex: coca cola, Starbucks.

Key features of globalization:

- 1- shifted the borders of economic transactions
- 2- expanded communications into global networks
- 3- fostered a new, widespread 'global culture'
- 4- developed new forms of international governance
- 5- created a growing awareness of shared common world problems

research tool: *is a systematic technique for conducting research.*

The most commonly used tools of sociological investigation are:

- 1- the experiment → *a research method for investigating cause and effect under highly controlled conditions.*
- 2- Survey → *questionnaire or an interview.*
- 3- Questionnaire → *a series of written questions.*
- 4- Participant observation → *researchers systematically observe people while joining in their routine activities.*

Conducting research methods:

- 1- Qualitative research → non numerical data
- 2- Quantitative research → numerical data
- 3- Secondary analysis → use available data

Industrial societies: began 250 year ago in Europe. “when the world developed”

Postindustrial, informational societies: create and transfer information. Ex: computers.

Culture: design for living. values, beliefs, behavior, practices and material objects that constitute a people’s way of life.

Non material culture: intangible worlds of ideas created by society members.

Material culture: tangible created by society members.

The Major Components of Culture:

- Symbols → anything that carries a particular meaning recognized by people who share culture.
- Language → a system of symbols that allows members of a society to communicate, speak, and write.
- Values → the standards people have about what is good and bad
- Norms → rules and expectations by which a society guides the behavior of its members.
- Material culture.

Culture shock: refers to the disconcerting experiences that accompany rapid cultural change or exposure to a different culture.

High culture: refers to patterns that distinguish a society's elites; for example: the upper class, the well-educated.

Popular culture: includes patterns widespread in a society. For example: the everyday lives and the daily interactions.

Subculture: refers to distinctive cultural patterns adopted by a segment of a population; for example: Hip Hop fans, bikers, heavy metal fans, etc.

Counterculture: means patterns strongly opposes conventional way of life. Hippies, feminists, Green Peace, Animal Right Movements.

- Because we learn the standards of one culture, we evaluate other cultures ethnocentrically.

Ethnocentrism: *the practice of judging another culture by the standards of one's own culture.* "Ethnocentrism generates misunderstanding and sometimes conflict"

- we live in global cultures. Ex: listening to same music and wearing same fashionable clothes.

Ways of cultural change:

- 1- Invention: new inventions like phones and cars caused cultural change
- 2- Discovery: involves recognising and understanding something not fully understood before – from a distant star, to the foods of another culture.
- 3- Diffusion: the spread of cultural traits from one society to another. The technological ability to send information around the globe in seconds. Ex: TV, radio, mobile phones.

Theoretical perspective:

- 1- Functionalism → there are many parts of culture that work together as a system to fulfil society's needs.
- 2- Conflict theory → see culture as inherently unequal, based upon factors like gender, class, race, and age.
- 3- Action theory → the way people orientate themselves to reach each other and how do they do so.

Family: socially recognized group (usually joined by blood, marriage, cohabitation, or adoption) that forms an emotional connection and serves as an economic unit of society.

- Most families are built on kinship, a social bond, based on blood, marriage or adoption that joins individuals into families.

Family unit: is a social group of two or more people, related by blood, marriage or adoption, who usually live together.

Marriage: a legally sanctioned relationship, involving economic cooperation as well as normative sexual activity and child-bearing, that people expect to be lasting.

families of choice: *people with or without legal or blood ties who feel they belong together and wish to define themselves as a family.* It may include individuals such as significant others, domestic partners, friends, and coworkers.

Nuclear family: two parents and two children has, historically, been rare.

- There have been all kinds of combination – shaped by age cycles, class, region, ethnicity and the like – which have made families very varied and complex.

Three phases of the family:

- 1- Open lineage: involved no close relations and lack of privacy, but extensive kin. (cousins and relatives)
- 2- Restricted patriarchy: increased loyalties to state and church and less to kin and community.
- 3- Closed domesticated: families have more privacy, bonds between children and parents and 'affective individualism'.

Three key elements shaping family structure:

- 1- Degree of men dominance (patriarchy).

In the 20th century, patriarchy weakened especially in Western countries due to:

- + Growth of schooling and education for girls.
- + women start working (after the 1st world war).
- + people start to accept open relations without marriage.

2- The need for marriage in sexual regulation.

Western countries have become more open and less controlled by traditions and this led to new forms of family relations.

3- Fertility and birth control.

The drop in birth rate in many countries (mainly in the West).

Theories and ideas:

- 1- The classic approach – the functions of the family (Functionalism) → **Macrosociology**
- 2- Inequality and the family (conflict theory) → **Macrosociology**
- 3- Action theory → **Microsociology**

What are the functions (tasks) of families?

- 1- Socialization: the family teaches young children the ways of thinking and behaving that follow social and cultural norms, values, beliefs, and attitudes. Parents teach their children manners and civility.
- 2- Regulation of sexual activity: the family regulates sexual relations between individuals. The family offers a socially legal sexual outlet for adults.
- 3- Social placement: Social identity based on race, ethnicity, religion and social class is ascribed at birth through the family.
- 4- Material and emotional security: physical protection, emotional support and financial assistance. Most families do provide all these things.

Practices of family life:

1. Practicing care → caring for partners, caring for children and caring for parents.
2. Doing violence → many homes has been family violence, *emotional, physical or sexual abuse of one family member by another.*

Men violence against women, why can't they leave?

- 1- Most wives are also committed to their marriages and believe they can help abusive husbands to change.
- 2- Some blame themselves.
- 3- Raised in violent families, have learned to view assault as part of everyday family life.

- About 90 per cent of child abusers are men
- Most abusers share one trait: they were abused themselves as children.
- Researchers have discovered that violent behavior in close relationships is learned.

Why divorce has increased?

- 1- Divorce become legally easier to accomplish.
- 2- Demographic changes.
- 3- Increasing of individualization.
- 4- Decline of romantic love.
- 5- Divorce is more socially acceptable.

The factors that put marriages at risk:

1. Age: young spouses who have few financial resources
2. Class: lowest social class are most at risk
3. Gender: women who have successful careers are more prone to divorce
4. Prior marriage: men and women who divorce once are more likely to divorce again
5. Couples who have known their partners for short periods of time before marriage, those who marry in response to an unexpected pregnancy
6. people who are not religious divorce more readily than other couples

Remarriage: creates blended families, composed of children and some combination of biological parents and step-parents.

Lone-parent families: over 90 per cent of which are headed by a single mother, may result from divorce, separation, death or the choice of an unmarried woman to have a child.

Cohabitation: when a man and woman live together in a sexual relationship without being married.

- Cohabiting couples may choose to live together in an effort to spend more time together or to save money on living costs.

Singlehood: living alone is becoming more common in Europe.

Social group: refers to two or more people who identify and interact with one another.

1-primary group: is a small social group whose members share personal and enduring relationships. Ex: family.

- primary group is a small social group whose members share personal and enduring relationships.
- Members of primary groups generally provide one another with economic and other forms of assistance as well.
- Members of a primary group view each other as unique and irreplaceable.
- In primary groups, members define each other according to *who* they are – that is, in terms of kinship or unique, personal qualities.

2- secondary group: large and impersonal social group whose members pursue a specific interest or activity. Ex: coworkers, team work.

- Secondary groups have precisely the opposite characteristics of primary groups.
- *Secondary relationships* usually involve weak emotional ties and little personal knowledge of one another
- Secondary groups vary in duration, but they are frequently short term
- Secondary groups lack strong loyalties and emotions because members look to one another only to achieve limited ends.
- Members of secondary groups, by contrast, look to one another for *what* they are or what they can do for each other.

3- formal organization: large, secondary groups that are organized to achieve their goals efficiently.

- Formal organizations operate to accomplish complex jobs rather than to meet personal needs.
- Such organizations develop lives and cultures of their own, so that as members come and go, the statuses they fill and the roles they perform remain unchanged over the years.

Three types organizations distinguished by why people participate:

1. utilitarian organizations منظمات ربحية → ex: companies, Alyamamh university.

“Everyone who works for income”

2. normative organizations (خيرية) منظمات غير ربحية → ex: NGO's

“People who join to pursue goals they consider morally worthwhile”

3. coercive organizations (بالغصب) منظمات قسرية → ex: prisons, psychiatric hospitals

“people are forced to join as a form of punishment or treatment”