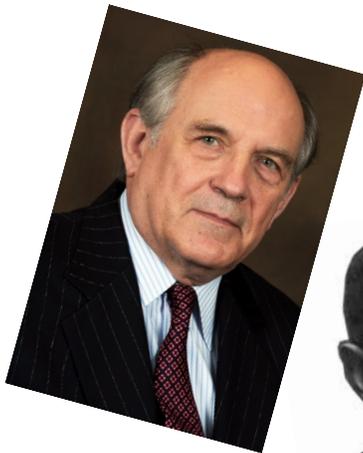




SOCIOLOGISTS WORKBOOK

A collection of sociologists that you need to know for your GCSE.



Family & Households

1. Rhona & Robert Rapoport



2. Willmott and Young



3. Parsons



4. Zaretsky



5. Delphy & Leonard



6. Leonard & Oakley



Rhona & Robert Rapoorts



Activity questions

Diversity is central to understanding the modern family.

They believe that we have moved away from the traditional nuclear family in the UK.

British families have adapted to a pluralistic society (a more multicultural society, with different cultures, religions, ethnicities etc).

They suggest that there are 5 different types of diversity found in the UK today.

Question 1 – What is meant by cultural diversity?

Question 2 - Describe what is meant by the traditional nuclear family.

Challenge task – Research the 5 diversity types proposed by the Rapoorts.

1. _____
2. _____
3. _____
4. _____
5. _____

Willmott & Young



Functionalists (1973)

In their book 'The Symmetrical Family' they identified 4 stages of the family and show that families now have less to do with their extended family.

1. The pre-industrial family
2. The early industrial family
3. The symmetrical nuclear family
4. The asymmetrical family

In stage 3, adults in the family share decisions and appear to be much more equal.

They suggest a variety of reasons for these changes, such as an increase in male wages, having less children and an increase in geographical mobility.

Activity questions

Question 1 – Why might it be important for a modern family to be symmetrical?

Question 2 – What is the key term for when both spouses engage in similar home-jobs?

Challenge task - Have symmetrical families increased or decreased in modern society? Explain your answer.

Parsons

Parsons believed that stable, supportive families are the key to successful socialisation.

Parsons believed that men and women should have clear-cut divisions in labour.

Women should carry out **expressive roles**:

- Providing care and security to children.
- Offering emotional support.

Men should carry out **instrumental roles**:

- Being the breadwinner of the family.

In other words, women would take the role of managing the household and raising children, while men provide financial support by working outside the home.

Parsons believed that this would ensure stability in the family.



Activity questions

Question 1 – What is meant by the term breadwinner?

Question 2 – Which perspective would be against this view?

Challenge task – Name 4 ‘expressive’ jobs in the home.

1. _____
2. _____
3. _____
4. _____

Zaretsky

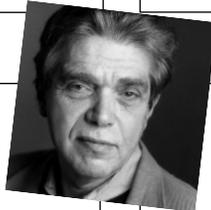
Marxist (1976)

Marxists believe that the nuclear family is a tool of the ruling class, an institution used to teach its members to submit to ruling class authority.

Zaretsky suggests that family is seen as an aid to capitalism as it is based on the domestic labour of housewives who produce the next generation of workers.

Family consumes the products of capitalism, which increases profits for the ruling class.

He also suggests that the family home is expected to be a place for the ‘man’ to relax after a long day at work.



Activity questions

Question 1 – What is meant by capitalism?

Question 2 – What do Marxists say about the role of women in society?

Challenge task – Why would this argument be regarded as outdated today?

Delphy and Leonard



Feminist (1992)

It is men, not capitalism, who benefit the most from exploiting women. Families are mainly patriarchal, where men make the final decisions. Women who work still do the majority of household tasks. This is referred to as **dual-burden**.

Although they admit that some men do housework, it is up to the women to do the majority of housework and childcare.

Women also make the largest contribution to family life, while men contribute the least but gain the most!

Activity questions

Question 1 – What is meant by dual burden?

Question 2 – How is the ‘new man’ described and why would the new man cause a problem for Delphy’s theories?

Challenge task – Duncombe and Marsden describe something called the ‘triple shift’. What is this?

Leonard and Oakley



Feminists (1974)

They identified that strong segregated roles in the family still existed in the 70s. Oakley focused her study on house work and found that women still did the majority of it, even if they worked.

Ann Oakley pointed out in the 1970s that housework is tough, demanding and unrewarding, and men are the ones who gain most from this free labour.

In an interview study (1974), 70% of the women interviewed came out as ‘dissatisfied’ in an overall assessment of feelings expressed about housework, and found it monotonous (boring).

The study also found that ‘autonomy’ (control) was a highly valued part of being a housewife.

Activity questions

Question 1 – Why would housework make these women feel in control? Use your sociological knowledge of the time period to answer this question.

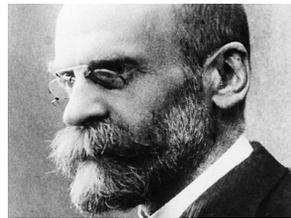
Challenge task – What is the difference between a radical feminist and a liberal feminist?

Education

Bowles and Gintis



Durkheim



Parsons



Becky Francis



Hargreaves

Hello I am

what you
label me

Willis



Ball



Bowles and Gintis

Marxists (1976)

Schools are designed to mirror the work place, which produces a hard-working and disciplined work force. This benefits the wealthy and reinforces inequality.

The most famous aspect of Bowles and Gintis' work is their "**correspondence theory**," in which they argue that schools serve a particular function in our society—getting future workers ready for their jobs.

The hierarchies between teachers and students *correspond* to boss-worker relationships and indeed prepare students to play those roles.

Students produce work for external rewards (grades) in much the same way that workers work only for a paycheck.



Activity questions

Question 1 – What do teacher-student relationships reflect in society?

Question 2 – Who wouldn't agree with the Marxist view of education?

Challenge task – Name 5 parts of the hidden curriculum that may reflect outside work.

1. _____
2. _____
3. _____
4. _____

Durkheim

Functionalists (1903)

Education helps to create social solidarity (shared values of the community). It teaches people specialist skills to give them a specific role in society.

Durkheim, writing over 100 years ago, said that one of the main functions of education is to bind members of society together – this creates social unity and solidarity. Therefore like the family, education is seen as **functional prerequisite** (needed for society to survive) because it passes on the culture of a society particularly its core values.



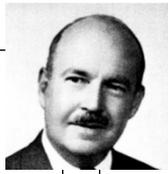
Activity questions

Question 1 – What do functionalists say society is similar to?

Question 2 – Why is it important to bind members of society together?

Challenge task – Research and write down 5 more functional prerequisites of society.

1. _____
2. _____
3. _____
4. _____
5. _____



Parsons

Functionalists (1961)

Education acts as a bridge between work and home. Schools are meritocratic and everybody has the opportunity to do well.

Writing in the 1950s and 1960s, Parson developed Durkheim’s ideas. He said education is a key component of the social body, just like the heart is integral to the functioning of the human body, education is fundamental to the health of the social body.

It does this by:

1. Passing on society’s culture (hidden curriculum)
2. Socialisation
3. Allowing meritocracy
4. Instilling values.

Activity questions

Question 1 – What is meant by meritocracy?

Question 2 – Why would Marxists say that meritocracy is not feasible?

Challenge task – What other sections could be a part of the ‘body’ of society?



Becky Francis

Feminist (2000)

The success of girls is due to them constructing feminine identities (quiet, orderly, mature), which helps them to succeed in school. Also, girls expect to face gender discrimination in employment, which motivates them to work harder to achieve in their exams.

In addition, she argues that many females fail to achieve their full individual potential or choose to study ‘feminine’ subjects which are less valued than ‘masculine’ subjects.

However, Becky Francis (2006) still maintains that despite the focus on male under-performance, a high proportion of working-class girls still fail.

Activity questions

Question 1 – Which subjects do girls usually do better in?

Question 2 – Name two ‘feminine’ subjects Becky Francis may be talking about.

Challenge task – What could schools do to increase the number of female students in mainly male subjects?

Hargreaves

David Hargreaves related the emergence of subcultures to labelling and streaming. He stated that by labelling certain pupils as “trouble makers” and sending them to secondary modern schools, it was a way of calling them failures.

These students were faced with the problem of being unable to achieve high status within the school, so they would form/join their own subcultures to regain a feeling of worth and status.

In order to gain status, students would:

1. Disrupt lessons
2. Not do homework
3. Challenge the teachers’ authority
4. Aggravate the class.

What you
label me

Activity questions

Question 1 – Describe what is meant by an anti-school subculture.

Question 2 -

Challenge task – What could teachers do to stop anti-school subcultures? List 5.

1. _____
2. _____
3. _____
4. _____
5. _____

Willis

Marxists (1975)

Willis suggested that there were two types of students:

1. Lads (rejected education)
2. ‘ear’ oles (embraced education)

In ‘Learning to Labour’, Willis argues that the ‘lads’ reject education because they see through the system and realise they can’t all be socially mobile.

The ‘lads’ were working class boys who showed a negative attitude to academic work and also showed strong racist and sexist attitudes.

These lads believed that there was no such thing as equal opportunity for them, as no matter how hard they tried, they would be less successful than middle class students.

**Activity questions**

Question 1 – What type of school subculture would the ‘ear’oles’ fall under?

Question 2 – Where may the sexist/racist attitudes come from in these boys?

Challenge task – What barriers are there, stopping working class boys in succeeding academically?

Ball



Interactionists (1981)

In his work based on 'Beachside Comprehensive' he found that teachers had higher expectations of students in the top sets/streams and pushed them academically much more than those students in the lower sets/streams. As such these students, in the lower sets, achieved much less at school.

Ball argues that the way schools put pupils into sets creates negative labels. Pupils in lower sets accept that they are low ability and underachieve. Teachers have low expectations.

Activity questions

Question 1 – What key term could be linked to Ball's work?

Question 2 – Describe the difference between sets and streams.

Challenge task – Why could teacher expectations at school lead to problems in adult life?

