A-Level Sociology
Revision notes 2015
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Introduction

This Revision Summary applies to all of the Theory topics...

Basic Concepts in Science and Theory

Can You?

Explain positivism, realism and interpretivism.

Explain the Determinism/Free Will argument.

Explain the Nature/Nurture problem.

Give a brief description of System theory and Action theory.

Give an account of alternatives to the traditional theory/method relationship.

Give an account of the traditional view of scientific procedure and the sequencing of research.

Explain why the traditional account is flawed.

Explain falsification.

Explain Kuhn's concepts of paradigm, normal and revolutionary science.

Give an account of Merton's idea of the scientific ethos, and its faults.

List problems that would face any sociologist wishing to use traditional scientific methods.

Explain how science has itself moved on from certainties to probabilities.

Methods

Can You?

• Reliability.

• Validity.

• Representative.

• Imposition.

Participant Observation

Can You?
List the major advantages of P.O. as a research method.

List the major disadvantages of the method.

Describe the advantages and disadvantages of both overt and covert P.O.

Explain why P.O. is viewed by some sociologists as 'unscientific'.

**Experiments**

*Can You?*

Explain the 'Method of Difference'.

Correctly use the terms: control, dependent/independent variable, Hawthorne effect.

Explain why it is difficult/unethical to experiment on humans.

Explain the logic of the 'field/what if experiment'.

Give examples of experiments in the social sciences.

**Sampling**

*Can You?*

Explain the terms, sampling frame, sample, and representative.

List and explain the various types of sampling.

Describe the sources of error in sampling.

**Values**

*Can You?*

Explain what is meant by value-freedom.

Explain why value freedom is valued.

Explain why value-freedom is impossible to attain but worth attempting.

Give examples of sociologists who support the concept of value-freedom and of those who reject it.

Distinguish between bias, prejudice and point of view.

**Key terms:**
Ontology  

The nature of Reality.

Epistemology  

What is knowledge, objective fact, and subjective opinion.

Positivism  

The method of science.

Empiricism  

Knowledge gained by direct sense experience.

Determinism  

The idea that our behaviour is 'caused' by some external force.

Interpretivism  

The belief that all human actions are purposive and need interpreting, 'facts do not speak for themselves'.

Postmodern  

After the modern period.

Objectivity  

Knowledge uncontaminated by values.

Value Freedom  

The idea that facts should not be contaminated by values.
<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reliability</td>
<td>Could anybody, using the same method, come up with the same results?</td>
</tr>
<tr>
<td>Validity</td>
<td>Does the research measure what it claims to measure?</td>
</tr>
<tr>
<td>Representativeness</td>
<td>Is the situation typical? If so, generalisations are possible.</td>
</tr>
<tr>
<td>Imposition</td>
<td>Any selection of information or interpretation made by a researcher.</td>
</tr>
<tr>
<td>Operationalisation</td>
<td>Defining concepts so that they can be measured.</td>
</tr>
<tr>
<td>Sponsor</td>
<td>A person who helps obtain entry to a group and who furthers data gathering.</td>
</tr>
<tr>
<td>Observer fatigue</td>
<td>Tiredness resulting from pretence, particularly in covert observation.</td>
</tr>
<tr>
<td>Covert research</td>
<td>The subjects of the research are unaware that research is being conducted.</td>
</tr>
</tbody>
</table>
**Overt research**  The subjects know about the research.

**Control**  To control the variables.

**Dependent variable**  The factor being acted upon.

**Independent variable**  The active (change causing) factor.

**Replication**  The possibility of research being repeated with the same result.

**Representative**  The basis for generalisation.

**Population**  A list of all those who could be included in a survey.

**Sample frame**  A list of all those from among which the sample will be selected.

**Sample**  Those actually selected for investigation.
Random sample  A sample technique where everybody in the sample has an equal chance of selection.

Systematic random sample  Any number is chosen at random (n) then every nth person in a sample frame is selected.

Stratified sample  A sample that takes note of and mirrors significant differences in the sample population, for example, gender, age, ethnicity.

Quota sample  As above but without the possibility of non-response, and with the respondents actually chosen by the fieldworker.

Snowball sample  A sample that grows in number via personal relationships.

Non-representative sample  A sample that deliberately does not select a representative group of subjects for research.

Key names:

Berger and Luckmann  'The Social Construction of Reality'. Society creates individuals and individuals create society.
Giddens  Structuration, same idea as above.

Popper  Falsification

Kuhn  'The Structure of Scientific Revolutions' (1962).

Merton  The Scientific ethos.

John Stuart Mill  The method of difference.

Elton Mayo  The Hawthorne effect.

W. Whyte  'Street Corner Society' (1955).

Parker  'View from the Boys' (1974).
<table>
<thead>
<tr>
<th>Author</th>
<th>Reference</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rosenthall and Jacobson (1964)</td>
<td></td>
<td>Pygmalion in the Classroom.</td>
</tr>
<tr>
<td>S. Milgram (1965)</td>
<td></td>
<td>The electric shock experiments.</td>
</tr>
<tr>
<td>Rosenham</td>
<td></td>
<td>Being sane in insane places.</td>
</tr>
<tr>
<td>Garfinkel</td>
<td></td>
<td>'What if' experiments.</td>
</tr>
<tr>
<td>Popper</td>
<td></td>
<td>Objectivity obtained at the collective, not the individual, level.</td>
</tr>
<tr>
<td>Gomm</td>
<td></td>
<td>'Neutrality and Commitment in Sociology' argues that: a value free sociology is impossible.</td>
</tr>
<tr>
<td>Author</td>
<td>Quote</td>
<td></td>
</tr>
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<td>--------------------</td>
<td>----------------------------------------------------------------------</td>
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</tr>
<tr>
<td>Becker</td>
<td>'Whose Side are we On?' Argues that Sociology should side with the disadvantaged.</td>
<td></td>
</tr>
<tr>
<td>Oakley (1974)</td>
<td>Sociology reduces women to a side issue from the start.</td>
<td></td>
</tr>
<tr>
<td>Marsland</td>
<td>'Bias against Business' suggests that many Sociology textbooks ignore the central features of capitalist economies.</td>
<td></td>
</tr>
<tr>
<td>C.W. Mills (1970)</td>
<td>&quot;By their work, all students of man and society assume and imply moral and political decisions&quot;.</td>
<td></td>
</tr>
</tbody>
</table>
Family Ideology

This Revision Summary applies to all of the Family topics...

Ideology

Can You?

Describe the main ideas people have concerning what families 'ought' to be like.

Explain why it is that people have these ideas.

Explain the main sources of support for these ideas.

Describe 'conventional' and 'de-regulated' families.

Diversity

Can You?

Outline the way in which Action Theory and Post-modernism explain diversity.

List and describe the main types of diversity identified.

Explain the causes of diversity.

Explain the argument for continuity.

Functionalism

Can You?

Give a basic outline of the functionalist perspective on 'the' family.

List and demonstrate understanding of the assumptions made by functionalism concerning the family.

Explain why the assumptions are open to criticism.

History

Can You?

Explain the contributions made to research into the history of contemporary western families by:

- Laslett.
- Anderson.
- Harris.
Give an account of the main findings and arguments concerning alleged changes in family structures brought about by the Industrial Revolution.

Give an account of why functionalist accounts appear flawed.

**Conjugal relationships**

*Can You?*

Identify the central issues concerning the nature/nurture debate as it applies to gender roles.

Identify the traditional approach to gender roles as outlined by Parsons, and give an account of the evidence provided by Parsons.

Understand the basis and background to the symmetrical family debate.

Understand the criticisms made of the symmetry argument.

Evaluate the implications of empirical studies of male and female domestic roles.

**Divorce and Violence**

*Can You?*

Identify recent trends in divorce statistics.

Identify and give an account of the possible causes of the increase in divorce.

Explain what divorce statistics cannot tell us about contemporary marriages.

**Key terms:**

- **Patriarchy**
  A system legitimates male domination.

- **Nature (naturalism)**
  Naturally occurring, a part of the natural world.

- **Domestic Ideology**
  The ideology that legitimates female domesticity.
<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Life cycle</td>
<td>Viewing the family in terms of fairly predictable features from formation to dissolution.</td>
</tr>
<tr>
<td>Life course</td>
<td>Looking at relationships formed by an individual in the course of their life.</td>
</tr>
<tr>
<td>Reconstituted family</td>
<td>Families where at least one of the adults has a child from a previous relationship.</td>
</tr>
<tr>
<td>Single parent family</td>
<td>Families headed by only one parent.</td>
</tr>
<tr>
<td>Same sex families</td>
<td>Families headed by adults of the same sex.</td>
</tr>
<tr>
<td>Nuclear family</td>
<td>A family consisting of two generations (parents and children).</td>
</tr>
<tr>
<td>Extended family</td>
<td>A family consisting of either three generations (vertical extended) or two generations plus other kin such as uncles or cousins (horizontal extended).</td>
</tr>
<tr>
<td>Essential/non-essential functions</td>
<td>Those tasks which need to be performed by families and those tasks formerly performed by families but now undertaken by other institutions.</td>
</tr>
</tbody>
</table>
**Isolated nuclear family**
A nuclear family that has no ties of dependence and reciprocation beyond itself other than by choice.

**'Fit'**
The idea that there is some sort of special fit between nuclear families and an industrialized society.

**Geographic mobility**
Movement by people from one physical location to another.

**Social mobility**
Movement by people from one level of the class hierarchy to another.

**Achieved status**
A status that is 'earned' by the person occupying it.

**Ascribed status**
A status that is 'given' for example, daughter.

**Instrumental role**
Concerned with the material needs of the family - associated with the male role.

**Affective role**
Concerned with the emotional and social needs of family members - associated with the female role.
**Segregated roles**

The man and woman have separate and distinct family roles and social lives.

**Joint roles**

The man and woman share the tasks required by family life.

**Symmetrical**

Each side mirrors the other; applied to male and female roles in some families.

**Dual career family**

A family where both the male and female have careers.

**Legal Aid and Advice Act (1949)**

**Divorce Reform Act (1969)**

Irretrievable breakdown.

**Domestic Violence and Matrimonial Proceedings Act (1976)**

Applied in the County Courts and permitted courts to issue non-molestation and exclusion injunctions.

**Domestic Proceedings and Magistrates Act (1978)**

Extends above powers to magistrates courts. However provisions only apply to married women.
Housing Act (1977) Made it the responsibility of local authorities to re-house certain categories of people—mainly families—providing they had not intentionally made themselves homeless. Act explicitly stated that women who had left a violent man should not be seen as having intentionally made themselves homeless and should be re-housed.

Stigma Spoiled identity.

**Key names:**


R. Chester The rise of the neo-conventional family (1985).


Parsons The essential functions of the family.

Bales Experimental work with Parsons on instrumental and Affective roles.
<table>
<thead>
<tr>
<th>Author</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Zelditch</td>
<td>Cross-cultural data used by Parsons.</td>
</tr>
<tr>
<td>Kessler and Mackenna (1978)</td>
<td>Family types ignored by Parson's idealized family.</td>
</tr>
<tr>
<td>Bowlby (1965)</td>
<td>Theory of maternal deprivation.</td>
</tr>
<tr>
<td>Rutter (1972)</td>
<td>Chief caretaker need not be mother, need not be female.</td>
</tr>
<tr>
<td>Laslett</td>
<td>Statistical work on family size since the 16th century.</td>
</tr>
<tr>
<td>Anderson</td>
<td>Study of Preston based on 1851 census figures.</td>
</tr>
<tr>
<td>Harris</td>
<td>The idea that inheritance systems could be implicated in early development of industrialisation.</td>
</tr>
<tr>
<td>Willmott and Young</td>
<td>Extended families in East London in the 1950's.</td>
</tr>
</tbody>
</table>
Bott 'The Family and Social Networks' (1957). Coined terms segregated and joint.

Willmott and Young 'The Symmetrical Family' (1973).

Rosser and Harris (1965) Growth of more companionate marriage.

Goldthorpe and Lockwood 'The Affluent Worker' (1967).

Rapoport et al 'Dual Career Families Re-examined' (1976).


M. Maynard 'Contemporary Housework and The Houseworker Role' (1985).

Edgell 'Middle Class Couples' (1980).


Fletcher (1966) Increase in divorce a consequence of higher expectations of marriage.

Wilson (1966) Increased in divorce because of Secularisation.

Gibson (1994) Financial state of marriage is a good predictor of divorce.

Dobash and Dobash (1980) 'Violence Against Wives'.


Abbott and Wallace 'Note the main trigger for violence is the male perception that a partner is failing in
(1990) | her duties.

**Faulk (1974)** | Argued men convicted of abuse were mentally ill.

**Schlegel (1972)** | Looked at 45 societies and showed that 75% of them permitted husbands to be aggressive towards their wives.
Origins of State Education

This Revision Summary applies to all the Education topics...

History

Can You?

Explain how State education in Britain originated in the desire of one class to control another.

Outline the main practices involved in such control.

Structural Theories of Schooling

Can You?

Give an outline of the Functionalist and Marxist approaches to the role Education.

Offer criticisms of these approaches.

Explain the concept 'the hidden curriculum'.

Outline Bowles and Gintis explanation of the correspondence principle.

Social Inequalities and Schooling: Class

Can You?

Identify, describe and give examples of, the various attempts to explain class differences in educational attainment.

In particular, can you explain the main findings and supposed causes of educational failure.

Social Inequalities and Schooling: Ethnicity

Can You?

Give an account of the varying explanations of ethnic differences in educational attainment.

Demonstrate an understanding of the development of differing policy approaches towards ethnic minority pupils.

Social Inequalities and Schooling: Gender

Current Issues

Can You?

Describe the main principles of market driven education.
Outline how these principles have been introduced into State education.

**Key terms:**

<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cultural deprivation</td>
<td>The belief that the culture of some groups within a population is debased.</td>
</tr>
<tr>
<td>Differentiated curriculum</td>
<td>A curriculum that provides different types and level of course for different groups of learners.</td>
</tr>
<tr>
<td>Moral education</td>
<td>Education designed to promote certain beliefs and behaviours as superior and others as inferior.</td>
</tr>
<tr>
<td>Individualistic competition</td>
<td>Individuals are encouraged to compete against each other for academic status.</td>
</tr>
<tr>
<td>Consensus Theory</td>
<td>A theory that proposes that societies are held together by agreement over basic values and beliefs.</td>
</tr>
<tr>
<td>Conflict Theory</td>
<td>A theory that proposes that societies are best characterized by conflict between different groups within a society.</td>
</tr>
<tr>
<td>Correspondence Theory</td>
<td>The idea that the social relations of the school are mirrored in the social relations of the workplace.</td>
</tr>
<tr>
<td><strong>Cultural capital</strong></td>
<td>A store of the sort of culture that enables educational and social advancement.</td>
</tr>
<tr>
<td>----------------------</td>
<td>--------------------------------------------------------------------------------</td>
</tr>
<tr>
<td><strong>Habitus</strong></td>
<td>A term that describes the cultural capital of the middle classes.</td>
</tr>
<tr>
<td><strong>Selective tradition</strong></td>
<td>The idea that what counts as worthwhile knowledge is but a selection from the knowledge available.</td>
</tr>
<tr>
<td><strong>Meritocracy</strong></td>
<td>I.Q. + effort.</td>
</tr>
<tr>
<td><strong>Political arithmetic</strong></td>
<td>A reference to the quantitative research tradition in studies of education and social mobility.</td>
</tr>
<tr>
<td><strong>Nature/nurture debate</strong></td>
<td>Explanations based in heredity or environment.</td>
</tr>
<tr>
<td><strong>I.Q.</strong></td>
<td>Intelligence quotient (a measure of intelligence).</td>
</tr>
<tr>
<td><strong>Sub-culture</strong></td>
<td>The culture of a distinct group within a societal culture.</td>
</tr>
<tr>
<td><strong>Tripartite system</strong></td>
<td>The division of secondary education into 3 types under the 1944 Education Act.</td>
</tr>
<tr>
<td>-----------------------</td>
<td>--------------------------------------------------------------------------------</td>
</tr>
<tr>
<td><strong>Comprehensive</strong></td>
<td>An inclusive educational system. All pupils are taught within the same institution.</td>
</tr>
<tr>
<td><strong>Butler Act</strong></td>
<td>The 1944 Education Act.</td>
</tr>
<tr>
<td><strong>11+</strong></td>
<td>The examination used to determine what type of secondary education a pupil should receive.</td>
</tr>
<tr>
<td><strong>Self-fulfilling prophecy</strong></td>
<td>A belief that becomes true because it is believed to be true.</td>
</tr>
<tr>
<td><strong>Material deprivation</strong></td>
<td>Deprivation caused by a lack of financial resources.</td>
</tr>
<tr>
<td><strong>Restricted and elaborate codes</strong></td>
<td>Bernstein's description of two distinct speech codes.</td>
</tr>
<tr>
<td><strong>Resistance</strong></td>
<td>A group refusal to accept dominant definitions of reality.</td>
</tr>
<tr>
<td>Term</td>
<td>Description</td>
</tr>
<tr>
<td>--------------------------</td>
<td>-----------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Racialised</td>
<td>Stereotypical views of an ethnic group’s characteristics that serve to identify them.</td>
</tr>
<tr>
<td>Assimilation</td>
<td>The idea that immigrants could become like the host population.</td>
</tr>
<tr>
<td>Multi-culturalism</td>
<td>Acceptance and celebration of cultural difference.</td>
</tr>
<tr>
<td>Antiracist</td>
<td>Direct confrontation of racist belief/practice.</td>
</tr>
<tr>
<td>Colour racism</td>
<td>Viewing ethnic diversity only in terms of black and white.</td>
</tr>
<tr>
<td>Newsom Report (1963)</td>
<td>Marriage still seen as the vocation of girls.</td>
</tr>
<tr>
<td>Sexual division of labour</td>
<td>Traditionally the division of tasks into masculine and feminine.</td>
</tr>
<tr>
<td>GIST</td>
<td>A government initiative; girls into science and technology.</td>
</tr>
</tbody>
</table>
Kentucky fried education Bland homogenized education, the same everywhere.

Parental choice Parents can decide to which school they send their children.


National Curriculum Established core curriculum subjects, laid out curriculum guidelines, introduced standard attainment tests at key stages.

Opt out Schools were allowed to opt out of Local Education authority control and become grant maintained via central government funding.

City Technology Colleges Established by the 1988 Education Act to act as centres of excellence for vocational teaching.

Catchment area The geographical area around a school from where it draws the majority of its students.

Parentocracy A situation where parents choose schools.
<table>
<thead>
<tr>
<th><strong>Credentialism</strong></th>
<th>The pursuit of educational certificates.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>League tables</strong></td>
<td>The rank ordering of schools by exam results.</td>
</tr>
</tbody>
</table>

**Key names:**

<table>
<thead>
<tr>
<th><strong>Parsons</strong></th>
<th>The idea that schools perform particular functions for society. Primarily socialization and selection.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Durkheim</strong></td>
<td>The division of labour (specialization).</td>
</tr>
<tr>
<td><strong>Bowles and Gintis</strong></td>
<td>'Schooling in Capitalist America' (1976).</td>
</tr>
<tr>
<td><strong>Davis and Moore</strong></td>
<td>'Some principles of Stratification (1948).</td>
</tr>
<tr>
<td><strong>Althusser</strong></td>
<td>Ideological State Apparatus.</td>
</tr>
</tbody>
</table>
R. Williams

The selective tradition.

Bourdieu

Cultural Capital, Habitus.

Binet

The creator of the I.Q. test.

Eysenck and Jensen

1960's proposed idea of ethnic differences in I.Q.

Murray and Herrnstein

1990's idea that intelligence is genetic.

Douglas

'The Home and the School' (1964).

Bernstein

Language codes; elaborate and restricted.

Lynch and O'Neil

Poverty causes poor school performance.

Aggleton

Middle class resistance to schooling. 'Rebels without a Cause?' (1987).


Ball  'Beachside Comprehensive' (1981).

P. Willis  'Learning to Labour' (1976).


Eggleston (1986)  Black students placed in streams below their ability.

Mac an Ghaill (1988)  Resistance by black students to educational institutions, but not to education itself.
Sewell (1997)  
Students positive about educations but rejected the schooling process.

Fuller (1983)  
Females able to cope with schooling but found it racist.

Foster (1996)  
Defends teachers argues they are not racist, but discriminate against bad behaviour.

Cole (1992)  
Racist stereotyping in textbooks.

Flew (1986)  
Inequality of educational outcome is a result of differences in culture.

Scrutiny (1986)  
Minorities should confine their cultural forms to their leisure time if it impedes their schooling.

Bernstein and Murray  
'The Bell Curve' (1994).

Pearce (1986)  
Multiculturalism 'undermines' the British way of life.
Hill gate group

Right wing group interested in influencing the content of the school curriculum.

Gilroy (1990) and Manhood (1989)

Colour racism.

Scrutiny (1989)

Suggests sexual division of labour has a biological basis.

Shaw (1977)

Prospect of marriage works against career planning.

Sharpe (1976)

Girl's ambitions are depressed.

Connell (1986)

The impact of feminism has raised girls' career ambitions.

Riddell (1992)

Girls link school subject choice to local labour market but also accept the prospect of domestic responsibilities.

Bisseret (1979)

Importance of historical forces acting on girls.
<table>
<thead>
<tr>
<th>Reference</th>
<th>Statement/Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arnot (1991)</td>
<td>Girls and boys tend to choose subjects that are traditionally associated with their sex.</td>
</tr>
<tr>
<td>Barber (1994)</td>
<td>Boys have developed less positive attitudes to education.</td>
</tr>
<tr>
<td>Hargreaves (1989)</td>
<td>Kentucky Fried Education.</td>
</tr>
<tr>
<td>David (1993)</td>
<td>Coined the term 'parentocracy'.</td>
</tr>
</tbody>
</table>
The Role of Religion

This Revision Summary applies to all of the Religion topics...

The Role of Religion

Can You?

Explain the possible relationships between religion and society in terms of cause and effect.

Explain the argument that religion inhibits change.

Explain the argument that religion fosters change.

Give a balanced account of the two arguments above.

Secularisation

Can You?

Give an account of, and evaluate, the debate as to whether Secularisation is, or is not, occurring in contemporary western societies.

Explain the terminological difficulties involved in the Secularisation debate. In particular, the terms Religion and Secularisation.

Following from the above. Explain the difficulties of operationalisation of research and thus of measurement of Secularisation.

Key terms:

Collective conscience

The collective sentiments or ideas that give the social group or society its unity and uniqueness.

Sacred/profane

The distinction between people (profane) and society (sacred). The idea that when people worship the sacred they worship society.

Salvation Panic

Not knowing if you are among the 'saved'.
Universe of meaning

Religion provides the true and objective way of seeing the world.

Cosmology

In an effort to explain mysterious or awesome things and give them meaning, humans place them in a category that Berger calls a cosmology.

Theodicy

The justice of god. In western societies, the theodicy has to reconcile apparently contradictory beliefs, the belief in a benevolent and omnipotent god with the existence of a world full of evil and suffering.

Rationality

The rejection of all claims to knowledge other than the scientific.

The Institutional approach

Focuses on the church, church attendance, etc.

The Societal approach

The role and impact of religion on society and the individual.

Disengagement

The detaching of religion from wider society - its loss of wealth, prestige and power.
Religious pluralism  The co-existence of many faiths and varieties of faith in one society.

Transformation  The argument that religious belief has become transformed into Secular guides for action.

Generalisation  Religious values have become generalised because social values are grounded in Christian principles.

De-sacralisation  The idea that the sacred has little or no place in contemporary western society.

Key names:

Durkheim  The Elementary Forms of the Religious Life (1924).


Marx  Religion as 'opium' a conservative force.

Lenin  Religion as 'spiritual gin'.

<table>
<thead>
<tr>
<th>Author</th>
<th>Title</th>
<th>Summary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Huxley (1965)</td>
<td></td>
<td>Religion and science incompatible.</td>
</tr>
<tr>
<td>Berger and Luckmann</td>
<td>The Social Construction of Reality. Claim that a Sociology of knowledge is impossible without a sociology of religion, and vice versa.</td>
<td></td>
</tr>
<tr>
<td>Wilson (1977)</td>
<td>'How Religious are We?' Points out how, except for the occasional ancient ceremony, such as a coronation, the church has ceased to preside over national life.</td>
<td></td>
</tr>
<tr>
<td>Lyon (1985)</td>
<td></td>
<td>The incompatibility of rational or 'scientific'.</td>
</tr>
<tr>
<td>Shiner (1967)</td>
<td></td>
<td>Six different versions of secularization used by sociologists in empirical work.</td>
</tr>
</tbody>
</table>


Berger, Berger and Kellner 'The Homeless Mind'. The idea of the Secularisation of consciousness - the interpretation of the world without reference to religion.

Bruce (1995) Decline in attendance. According to Bruce the high point for British Churches was between 1860 and 1910.

Bradley, Religious Revival (1987) Argues that religious programmes are watched or listened to by nearly 60% of the population.

Stark and Bainbridge Secularisation is a self-limiting process because it always generates religious revival.

Hersberg (1955) 'Protestant. Catholic, Jew'. Claims that the church in the USA has become obsessed with secular concerns.
Bellah (1976) 'New Religious Consciousness and the Crisis in Modernity'. Religion is now an activity indulged in at the individual level.
# Poverty

This Revision Summary applies to all of the Poverty, Wealth and Welfare topics...

## Definitions/Causes

**Can You?**

Outline and explain competing definitions of poverty.

Explain who are 'the poor'.

Explain conflicting approaches that explain why the poor are poor.

Be able to illustrate all of the above by reference to both historical and contemporary research.

## Welfare

**Can You?**

Describe and outline the main features of competing philosophies of welfare state and social policy.

### Key terms:

- **Absolute poverty**  
  Having only what is required for physical health.

- **Relative poverty**  
  Measured in terms of judgments by members of a particular society of what is considered a reasonable and acceptable standard of living.

- **Consumption property**  
  Property that we have for personal use-clothes, cars, family homes.

- **Productive property**  
  Makes money, it is capital and includes factories, farms, stocks and shares.
**Income**

The flow of money. Based on market reward for skills. The ownership of intellectual capital or skills.

**Wealth**

The store of capital. Obtained via inheritance or accumulation via high salaries.

**Social Democracy**

A society with the strong supporting the weak through state intervention via taxation.

**New Right**

The belief that the state should not be used to bring about any social objectives.

**Welfare pluralism**

The provision of welfare from various sources, not just the state.

**Lumpenproletariat**

Marx and Engels in the Communist Manifesto 1848, referred to the Lumpenproletariat as ‘the dangerous class’.

**1988 Social Security Act**

Withdraw benefit from most people under 18, reintroduced idea that poverty was the result of idleness.

**Key names:**

Booth, Life and Labour in East London.


Mack and Lansley (1985) 'Breadline Britain'. Public perception poverty line.

Westergaard and Ressler (1975) Argue that class inequalities generated by the capitalist system are the fundamental reason for the persistence of poverty.


The Acheson Report
<table>
<thead>
<tr>
<th>Author</th>
<th>Citation/Quote</th>
</tr>
</thead>
<tbody>
<tr>
<td>Field (1989)</td>
<td>Has argued that Britain has an underclass of poor people whose structural location is markedly different from others on low income.</td>
</tr>
<tr>
<td>Rutter and Madge (1976)</td>
<td>Over half of all forms of disadvantage arise anew each generation.</td>
</tr>
<tr>
<td>Bradshaw and Holmes (1989)</td>
<td>“The poor are just the same people as the rest of our population, with the same culture and aspirations but with simply too little money to be able to share in the activities and possessions of everyday life with the rest of the population.”</td>
</tr>
</tbody>
</table>
Introduction to Deviance

This Revision Summary applies to all the Deviance topics...

Introduction

*Can You?*

Give a basic definition of deviance and provide evidence of both positive and negative forms of deviance.

Explain the basic insights into the nature of deviance provided by Durkheim.

Explain how Merton accounted for deviant behaviour.

Explain how sociological accounts of deviance differ from those of other disciplines.

Ecological Theory

*Can You?*

Explain the biological analogy.

Explain Social disorganisation.

Understand ecological theory as a precursor of sub-cultural theory.

Sub-Cultural Theory

*Can You?*

Explain the concepts Cultural Transmission and Differential Association.

Explain the research of Albert Cohen, Cloward and Ohlin and Miller.

Explain Marxist Sub-Cultural Theory.

Explain Matza’s concepts of subterranean values and drift.

Labelling Theory

*Can You?*

Explain how Labelling Theory differs from the traditional accounts of deviance.

Illustrate/give examples of the main concepts used by labelling theorists.

Explain why suicide is such an important topic in Sociology.

Outline the main features of Durkheim’s theory of suicide and the principle supporting and critical studies.
Outline the main findings of the interpretive and 'micro-social' studies of suicide focusing on aspects of the suicidal act.

**Corporate Crime**

*Can You?*

Explain what corporate crime is.

Explain what white collar crime is.

Give examples of corporate crime.

**Key terms:**

**Deviance**

Behaviour that does not follow the norms or expectations of a particular group.

**Norms**

A guide to action. Norms instruct us how to behave in specific situations.

**Moral community**

The concept of a community united morally.

**Society of Saints**

Durkheim's imaginary society in which nobody is conventionally deviant.

**Sanction**

Rewards or punishments (consequences) used to encourage or discourage different forms of behaviour.

**Functional Rebel**

Durkheim's term for a person considered deviant in their own time, but later considered to have advanced our behaviour and understanding by their actions, for example, Socrates.
<table>
<thead>
<tr>
<th>Term</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Skewed Deviant</td>
<td>Durkheim's term for a deviant produced by an unfair and unequal society.</td>
</tr>
<tr>
<td>Anomie</td>
<td>A state of normlessness (not knowing what the norms are).</td>
</tr>
<tr>
<td>Biological analogy</td>
<td>Influenced by the Evolutionary Theory - the idea of a struggle for space and the best habitat.</td>
</tr>
<tr>
<td>Moral regions</td>
<td>The idea that behaviours are, or are not tolerated in different parts of a city.</td>
</tr>
<tr>
<td>Zone of Transition</td>
<td>A once prosperous central area of cities, now fallen into decay, multiple occupation and high rates of crime.</td>
</tr>
<tr>
<td>Social disorganisation</td>
<td>A decrease in the influence of the existing social rules of behaviour upon individual members of the group.</td>
</tr>
<tr>
<td>Cultural transmission</td>
<td>The transmission of norms from one generation to the next.</td>
</tr>
<tr>
<td>Differential association</td>
<td>Deviance results from 'an excess of definitions favourable to violation of law over</td>
</tr>
<tr>
<td>Term</td>
<td>Definition</td>
</tr>
<tr>
<td>------------------------------------------</td>
<td>---------------------------------------------------------------------------</td>
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<tr>
<td>Status frustration</td>
<td>The denial of legitimate opportunities to obtain status.</td>
</tr>
<tr>
<td>Illegitimate opportunity structure</td>
<td>The opportunities a person had to commit deviant acts.</td>
</tr>
<tr>
<td>Hegemony</td>
<td>The imposition of ruling class ideas on the rest of society.</td>
</tr>
<tr>
<td>Subterranean values</td>
<td>Desires usually controlled by socialisation and fear of retribution.</td>
</tr>
<tr>
<td>Stigma</td>
<td>A spoiled identity.</td>
</tr>
<tr>
<td>Fantasy crime wave</td>
<td>The generation of a false impression as to the extent of a criminal activity.</td>
</tr>
<tr>
<td>Moral panic</td>
<td>The emergence of a perceived threat to social order from what is seen as undesirable behaviour.</td>
</tr>
<tr>
<td>Term</td>
<td>Description</td>
</tr>
<tr>
<td>---------------------</td>
<td>------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Folk devil</td>
<td>A person who is seen to represent, in their person, a societal threat.</td>
</tr>
<tr>
<td>Moral entrepreneur</td>
<td>One who is prepared to defend or attack any particular moral position in which they have an interest.</td>
</tr>
</tbody>
</table>

**Key names:**

- **Durkheim**
  - Analysis of the nature and positive functions of deviance.

- **Merton**
  - A typology of responses to cultural goals and institutional means.

- **Robert Park**
  - Urban studies carried out at University of Chicago 1914-1940.

- **Ernest Burgess**
  - The idea that cities could be divided into zones that had distinct characteristics.

- **Sutherland**
  - Concept of differential association.

- **Clifford Shaw**
  - 'The Jackroller'. An example of cultural transmission.

- **Albert Cohen**
  - 'Delinquent Boys'. The Culture of the Gang.
Cloward and Ohlin Illegitimate opportunity Structure.

Miller Lower Class Culture as a Generating Milieu of Gang Delinquency.

Taylor, Walton and Young The New Criminology.

David Matza Delinquency as ordinary behaviour.

Aggleton 'Rebels Without a Cause?' (1987). A study of Middle Class deviant behaviour.

S.Cohen Creator of 'moral panic' author of Folk Devils and Moral Panics.

Becker 'Outsiders'. Most prominent of the labelling theorists.

Pearce (1976) 'Crimes of the Powerful'.

49
Chambliss (1978)  'On the take: From petty crooks to Presidents'.

Political Power

Power

*Can You?*

Describe and explain the problems involved in describing and measuring power.

Describe and evaluate the main approaches to describing the distribution of power in Britain.

Voting

*Can You?*

Give an account of the 'Traditional' approach to voting behaviour, and the social, cultural and political situation that prevailed at the time this account was the dominant explanation of voting behaviour.

Give an account of studies into, and explanations for, deviant voters.

Explain why new explanations became necessary, with reference to the social, cultural and political changes occurring in Britain.

Explain what these new explanations are and identify the main concepts now used to explain patterns of voting behaviour.

**Key terms:**

- **Power**: The ability to command obedience.

- **Authority**: Power becomes authority when it is recognised as legitimate.

- **Pluralism**: A theory that argues power is dispersed throughout a society.

- **Elitism**: A theory that argues that power is concentrated in a limited number of groups.
<table>
<thead>
<tr>
<th>Term</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Non-decision making</td>
<td>The power to prevent decisions being made.</td>
</tr>
<tr>
<td>Zero sum</td>
<td>The belief that amounts of power remain constant.</td>
</tr>
<tr>
<td>Variable sum</td>
<td>The belief that the amount of power held by a system can increase or decrease.</td>
</tr>
<tr>
<td>Class de-alignment</td>
<td>A major weakening of the association between people's occupational class positions and their political alignments.</td>
</tr>
<tr>
<td>Partisan de-alignment</td>
<td>A significant reduction in the fit between people's choice of party and their views on political issues.</td>
</tr>
<tr>
<td>Electoral volatility</td>
<td>People changing party from one election to another.</td>
</tr>
<tr>
<td>Sectoral cleavage</td>
<td>Political divide based on public/private sectors.</td>
</tr>
<tr>
<td>Dealigning</td>
<td>When the links between a particular party and its 'normal' supporters becomes weaker.</td>
</tr>
</tbody>
</table>
Re-aligning elections

A change in the identifications that voters have with a particular party.

**Key names:**

Weber

Defined authority.

C. Mills

'The Power Elite' (1956).

Bachrach and Baratz (1962)

Non-decision making.

S. Lukes


R. Dahl

'Who Governs?' (1951) and 'Dilemmas of Pluralist Democracy' (1982).

Poulantzas

'The Capitalist State' (1976).

Milliband

Budge (1983) The 'fragmented elite'.

Lindblom Capital is the dominant group in all advanced liberal democracies.

Finer Trade unions are the dominant veto group.

Brittan (1983) Pressure group politics has overloaded government.

Butler and Stokes (1963) 'Political Change in Britain', challenged the idea of an informed electorate.

Pulzer (1967) "Class is the basis of British party politics; all else is embellishment and detail."


Himmelweit (1985)  
The consumer model of voting.

Harrap  

‘Social Class in Modern Britain’ the continuing importance of class.

British Election Study (Evans and Norris (eds) 1999)
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