Worksheet 1.1   What is culture? (pages 4–11)

Consolidate (work individually)

1 What is an instinct?

2 How do sociologists usually define culture?

3 What is the difference between biologically based and culturally based behaviour?

4 Give an example of a value and two norms characteristic of your school.

5 Identify two differences between 'high' culture and 'low' culture.

6 How does the idea of 'popular culture' differ from 'low culture'?

7 Identify three characteristics of mass culture.

8 How does the idea of 'mass culture' relate to the Marxist idea of ruling-class ideology?

9 What is 'global culture'?

10 Apart from those given in the textbook, identify some examples of global culture.

Apply (work in small groups)

1 Explain, using examples to illustrate your answer, the difference between instincts, reflexes, biological needs and culture.

2 In what ways might the study of 'feral children' tell us something about the significance of culture on our behaviour?

3 The diversity of human behaviour indicates that cultural learning is hugely influential on human behaviour. Identify some examples of behavioural differences:

   a) between the past and the present in our society

   b) between different societies.

4 Identify a subcultural group in our society and provide examples of values and norms it:

   a) doesn't share with mainstream culture

   b) has in common with mainstream culture.

5 Identify and explain some reasons why sociologists usually try to avoid value-judgments.

Evaluate (work as a class)

1 'Nurture (culture, environment) is more important than nature (genes, biology) in the explanation of human behaviour.' Discuss the arguments and evidence for and against this view.

2 Under a government initiative (2008) schoolchildren will experience 'high culture' by attending 'top quality theatre and dance performances, world class exhibitions, galleries, museums and heritage sites'. The Department for Children, Schools and Families says children will have access to 'at least five hours of high-quality culture per week'. Using this initiative as a starting point, discuss the arguments for and against the idea that 'high culture' is superior to 'low culture'.

Worksheet 1.2   Socialisation (pages 11–18)

Consolidate (work individually)

1 Explain the difference between primary and secondary socialisation.

2 Identify three agents of secondary socialisation.

3 Identify some of the things children learn from their parents in our society.

4 How might the socialisation process vary between different types of family structure?

5 Explain the meaning of the term 'hidden curriculum'.

6 What is peer pressure?

7 How might the media affect our values, attitudes and behaviour?

8 Identify three ways that religion may influence social attitudes and behaviour.

9 Identify four types of socialisation that operate in the workplace.

10 What is meant by the term 'canteen culture'?

Apply (work in small groups)

1 The end of compulsory education at 16 and the decision to study beyond the age of 16 involve elements of both anticipatory and re-socialisation. Identify and explain some of the ways that these types of socialisation have influenced your decision to study at AS level.

2 Identify some of the ways that the hidden curriculum differs from the formal curriculum.

3 Outline some of the ways that the socialisation received in a peer group may conflict with the socialisation children receive in the school.

4 Suggest ways that gender socialisation has influenced your behaviour.

5 Why is socialisation so important in human society?

Evaluate (work as a class)

1 'The family is the most important agency of socialisation in our society.' Discuss this view in relation to other agencies of socialisation.

2 Examine the arguments for and against the view that the mass media is now the most important agency of socialisation in our society.

Worksheet 1.3   Self, identity and difference (pages 18–23)

Consolidate (work individually)

1   Explain the difference between personal and social identity.

2   Why is language important for the construction of identity?

3   Briefly explain Mead's concept of 'the self'.

4   Briefly explain, using an example to illustrate your answer, Cooley's concept of a 'looking glass self'.

5   How does the interactionist model 'alert us to the social character of identity'?

6   Choice is an important feature of identity in postmodern society. What does this mean?

7   How does 'rapid social change' in postmodern society affect identities?

8   Identify some of the features of 'individualisation' in late modern society.

9   What does Giddens mean by the term 'social reflexivity'?

10 Briefly explain the idea of 'identity politics'.

Apply (work in small groups)

1   Suggest some of the ways that your personal identity makes you different from other people in your school class.

2   Identify some of the social groups to which people belong and briefly examine how these groups shape their identity.

3   Examine some of the ways our 'sense of self' is shaped by the attitudes and behaviours of others.

4   How is the 'me' you are today different to the 'me' you were ten years ago?

5   Identify some of the different lifestyles to be found in our society.

Evaluate (work as a class)

1   How do our social identities (such as age, gender, class and ethnicity) shape our sense of 'who we are'?

2   Do you agree or disagree with Hobsbawn's (1996) argument that identities in postmodern society are 'like shirts' that we choose to wear rather than the 'skin' we are born with?

Worksheet 1.4   Age and identity (pages 23–26)

Consolidate (work individually)

1   How is age linked to identity?

2   Explain the concept of a 'rite of passage' and identity one such rite in our society.

3   Identify two ways in which young people are often seen in our society.

4   What is an 'ageing population'?

5   What is 'biological ageing'?

6   Why do sociologists challenge the notion that age determines behaviour?

7   What is the 'cult of youth'?

8   Identity one 'ageist stereotype' in our society.

9   In what ways are many elderly people in our society refusing to conform to stereotypes?

10 How does social class contribute to the idea of 'two nations' of elderly people?

Apply (work in small groups)

1   What stereotypical features are linked to age identities in our society?

2   Identify some examples of the way people try to resist 'age-related expectations' in our society.

3   Identify some of the ways that 'young people now follow lifestyles based on their individual tastes'.

4   Examine some of the ways that our society expects people to 'wear the mask of age'.

5   Identify some of the 'positive signs of ageing' in our society.

Evaluate (work as a class)

1   'Age is not something you are, but something you feel.' Discuss the argument that age identities in our society are not fixed and unchanging.

2   Is the UK an 'ageist society'?

Worksheet 1.5   Disability and identity (pages 26–28)

Consolidate (work individually)

1 Identify some different sources of disability.

2 Explain the observation that the general public in our society 'defines disability narrowly'.

3 What does 'understanding disability as structural oppression' mean?

4 What was a main objective of the Disability Discrimination Act (1995)?

5 How is the disability rights movement trying to build a more positive identity for disabled people?

6 Explain what is meant by a 'spoiled identity'.

7 What is the difference between 'virtual' and 'actual' social identity?

8 What does Goffman mean by the term 'stigma management'?

9 How do 'discredited individuals' carry out 'tension management'?

10 How do people try to manage 'discreditable imperfections'?

Apply (work in small groups)

1 How does 'impairment' differ from 'disability'?

2 Identify some of the ways 'disability' is socially constructed in our society.

3 Suggest some ways that our society could make life easier for the physically impaired.

4 Suggest ways it might be possible to build a more positive identity for disabled people in our society.

5 What 'discrediting labels' are often applied to the disabled in our society?

Evaluate (work as a class)

1 Discuss the idea that we live in a 'disabling society'.

2 'Disability is a medical, not a social, problem.' What arguments can you put forward to support and/or challenge this view?

Worksheet 1.6 Ethnic identities (pages 28–33)

Consolidate (work individually)

1 Define the term 'ethnic group'.

2 Name three ethnic groups in the UK.

3 Identify two aspects of African-Caribbean subculture in the UK.

4 The term 'Asian' covers a number of differences within this ethnic group. Give two examples of these differences.

5 Identify two similarities in the cultural practices of the UK's Asian population.

6 In what way can White culture sometimes be said to be 'invisible'?

7 Explain the term 'multicultural society'.

8 Explain, using an example, the term 'hybrid identity'.

9 How, according to Ballard (1994) do young Asians manage 'cultural navigation'?

10 Mirza et al. (2007) found that the majority of Muslims are well integrated into British society. Briefly explain what is meant by 'well integrated'.

Apply (work in small groups)

1 'We are all members of ethnic groups.' Discuss this view.

2 How do Asian identities differ from both White and African-Caribbean identities?

3 Identify some examples of hybrid ethnic identities in our society.

4 Suggest some of the ways that White people in our society celebrate their culture, traditions and heritage.

5 Outline some of the arguments for and against the view that ethnic minorities should resist being assimilated into mainstream British culture.

Evaluate (work as a class)

1 'The diversity of contemporary British culture is something to be celebrated rather than condemned.' To what extent do you agree or disagree with this statement?

2 Is White culture invisible? Discuss the issues and arguments surrounding this idea.

Worksheet 1.7   National and global identities (pages 34–39)

Consolidate (work individually)

1   What is a 'nation state'?

2   Why does Mann (1986) argue that nation states first started to develop in the 18th/19th centuries?

3   According to Table 3 (page 34), what is the most and least important basis of nationality.

4   What did Phillips (2005) mean by the phrase 'sleepwalking into segregation'?

5   Identify two examples of 'everyday nationalism' in our society.

6   Explain the difference between 'inclusive' and 'exclusive' nationalism.

7   What effect might globalisation have on national identities?

8   Identify some examples of 'cultural uniformity'.

9   Explain the term 'glocalisation'.

10 How can people sometimes resist global influences?

Apply (work in small groups)

1   Why is the government concerned with 'community cohesion'?

2   Imagine you were asked to define the meaning of 'Britishness'. What national characteristics of this group would you identify?

3   Make a list of what you think are the three most important 'stories' that define your nation. Compare your list with the other lists produced in the class.

4   Identify examples of 'cultural hybridity' (the mixing of different cultures to produce a new and different cultural form) in our society.

5   Suggest some of the ways that globalisation has had an impact on our lives.

Evaluate (work as a class)

1   'There is no such thing as "Britishness"; rather, there are many different way to "be British".' What are the arguments for and against this view?

2   Using the lists of 'stories that define our nation' you produced earlier, how easy or difficult is it to define the concept of 'nationality'?

Worksheet 1.8   Gender identities (pages 39–45)

Consolidate (work individually)

1 Explain the difference between 'sex' and 'gender'.

2 What different 'sexual scripts' are men and women given?

3 How is gender socially constructed?

4 Suggest three agents of gender socialisation.

5 Identify three ways that parents are significant agents of gender socialisation.

6 Identify the main attributes of 'lads' and 'ladettes'.

7 Define the term 'hegemonic masculinity'.

8 How does Renold (2001) explain the effect of hegemonic masculinity on boys?

9 Explain the term 'crisis of masculinity'.

10 Why are gender differences becoming increasingly blurred?

Apply (work in small groups)

1 What does the following rhyme, written in the early 19th century, tell us about gender stereotypes and changing concepts of gender?
What are little boys made of?
'Snips and snails, and puppy dogs tails
That's what little boys are made of!'
What are little girls made of?
'Sugar and spice and all things nice
That's what little girls are made of!'

2 Identify some different forms of the following in our society:

   a) Masculinity

   b) Femininity

3 Outline some of the ways male and female identities have changed in our society.

4 According to Wilkinson (1997) what are the differences between the values of the young and those of their parents?

5 Are male and female values converging? Explore this argument with reference to both your own views and those of your classmates.

Evaluate (work as a class)

1 Is gender biologically determined or socially constructed?

2 Mac an Ghaill (1994) argues there is a 'crisis in masculinity'. Examine the arguments for and against this view.

Worksheet 1.9   Class identities (pages 45–54)

Consolidate (work individually)

1   What does Table 6 (page 45) tell us about the distribution of wealth in the UK?

2   What differences, according to Bourdieu (1984), are there between class cultures in our society?

3   Identify three types of upper-class identity.

4   Give three upper-class values.

5   Identify three middle-class lifestyles.

6   Give three main middle-class values.

7   Outline the characteristics of the 'new' working class.

8   Identify three values of the underclass.

9   What does 'blaming the victim' mean in the context of the underclass?

10 Explain the idea that 'class is a contested matter'.

Apply (work in small groups)

1a) Use Table 7 (page 45) to identify your social class (on the basis of the occupation of the main breadwinner in your family).

 b) Suggest how your class position might affect you.

2   What are the advantages and disadvantages of using occupation as a measure of social class?

3   How do the values of the upper class differ from the values of other social classes?

4   How does the 'new' working class differ from the 'traditional' working class?

5   Is the UK still a society based on notions of 'us' and 'them'? Explain the reasons for your answer.

Evaluate (work as a class)

1   How might the government help the underclass?

2   Is the UK becoming a classless society?

Worksheet 1.10   Leisure, consumption and identity (pages 54–60)

Consolidate (work individually)

1   Define the concept of leisure.

2   Summarise the historical changes in leisure in our society.

3   Identify three differences in gender patterns of leisure in our society.

4   What links between work and leisure were identified by Parker (1976)?

5   How does the pluralist model of leisure identities differ from the class domination and mass society models?

6   How does a 'virtual world' differ from a 'real world'?

7   What is a 'virtual identity'?

8   Why do Curtice and Norris (2007) suggest it is unlikely that the internet changes social lives dramatically?

9   What does the term 'consumer society' mean?

10 Summarise the three models of consumer culture identified by Featherstone (1991).

Apply (work in small groups)

1   Why might men and women have different concepts of leisure?

2   Parker (1976) identifies three relationships between work and leisure. Basing your response on the idea that school/college work is your main type of work, which (if any) of his relationships best fit your situation (and if so, why)?

3   Suggest some ways that people in our society seek choice, novelty and diversity in their leisure pursuits and activities.

4   Identify some examples of conspicuous consumption in our present-day society.

5   Which of Featherstone's three models – radical, sociological or postmodern – best describes consumer culture in our society? Give reasons for your choice.

Evaluate (work as a class)

1   Which of the following models – class domination, mass society, pluralist or postmodern – best describes leisure in our society?

2   Discuss the various ways that leisure activities and lifestyle choices are used to denote status and social position in society.