

Theory Take 5

Application of theory is important. Learn these 5 facts and apply them to your 8-15 mark questions.

Ann Oakley

Ann Oakley (born 1944) is a FEMINIST – she says children are socialised into gender roles from an early age.



Through CANALISATION where they are given gender specific toys, eg. Girls given dolls to promote caring, boys given tools.



Through MANIPULATION where different behaviour is accepted, eg. Boys don't cry, girls should take care of their appearance.



She says that children learn their gender roles by watching their parents, eg. Seeing mum do the chores, dad doing DIY.



Women have a DUAL BURDEN = paid work + most of the chores. Add emotional support = TRIPLE SHIFT.



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Willmott & Young

Willmott and Young are FUNCTIONALISTS. In the 1970s they looked at how conjugal roles had changed over time (ie. Who does what at home).



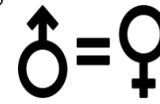
Stage 1 – the family worked as one unit, often in farming. No distinction between work and home.



Stage 2 – men working in industry, women staying at home (family 'torn' apart).



Stage 3 – SYMMETRICAL FAMILY (especially in middle classes) – roles were more equal, and more leisure time was spent together.



Stage 4 – asymmetrical family – upper classes centre their lives around work, so women stop working to look after the children.



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The Rapaports

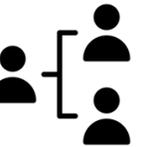
In the 1980s Rhonda and Robert Rapaport said UK families were becoming more diverse.



Their both worked part-time in order to share responsibilities and have a good work-life balance.



They identified 5 types of diversity: organisational, life course, class, cohort and cultural/ethnic.



They said divorce, remarriage and cohabitation all increased family diversity.



However ROBERT CHESTER disagreed and said most people still want to be part of a NUCLEAR FAMILY.



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Talcott Parsons

Talcott Parsons was a FUNCTIONALIST (1902-1979).



He focused on the importance of the NUCLEAR FAMILY – said it was the best for society (ideally mum should stay at home!).



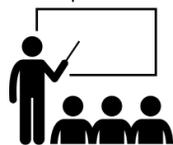
He said the family provided 2 functions – primary socialisation and stabilisation of adults (WARM BATH THEORY).



WARM BATH THEORY – the idea that the husband would get home to a calm house and all his stresses would disappear.



He also talked about the importance of schools in helping secondary socialisation (reinforcing norms).



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G.P. Murdock

George Peter Murdock was a FUNCTIONALIST (1897-1985). He said the NUCLEAR FAMILY provided 4 vital functions...



Sex – within marriage, which stabilises couples – therefore they are less likely to stray.



Reproduction – having more children ensures we have new members of society!



Economic – providing resources and financial security (less likely to need state support).



Education – socialising children into society's norms and values.



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Eli Zaretsky

Eli Zaretsky (born 1950s) is a MARXIST – he thinks CAPITALISM is unfair for the workers.



He claims there is a CULT OF PRIVATE LIFE – people bury themselves in family life and forget about social inequality.



He says adverts persuade families that their happiness will increase by buying goods.



He says if workers have families to support, they are less likely to complain about their work in case they are sacked.



He says children are brought up to 'do as they are told' by their parents – turns them into obedient workers.



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Delphy & Leonard

FEMINISTS Delphy and Leonard (born 1940s) said the family is patriarchal and maintains power over women.



They say women contribute most to family life – domestic work and emotional support.



They say women also support men in their leisure or work activities eg. Doing the books if a man is self-employed).



They argue that women help men unwind through 'trouble-free sex).



They say that men contribute very little to their wives' well-being.



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Sylvia Walby

Sylvia Walby (born 1953) is a FEMINIST who has done lots of research into gender-based violence.



She argues that violence against women is a form of control.



She says that the extent of domestic abuse against women is hugely underestimated.



She argues that violence against women is a consequence and a cause of women's inequality.



She says we live in a culture that undermines and devalues women.



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Sue Sharpe

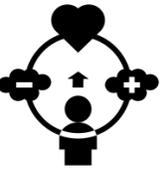
Sue Sharpe is a FEMINIST who conducted research on girls expectations and ambitions.



She conducted a study into expectations of school girls in the 1970s and then again in the 1990s.



She found that girls attitudes around marriage, work and education had changed hugely.



Her 1990 study found the girls to be much more ambitious, more confident and assertive and wanted gender equality.



She also found that in the 1990s girls were more wary of marriage after seeing more divorce.



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Emile Durkheim (1)

Emile Durkheim (1858-1917) was a FUNCTIONALIST – he looked at the importance of education.



He claimed that 'school is a society in miniature' - preparing us for life in wider society.



He said it promotes SOCIAL COHESION – a sense of unity with others and strong bonds between members of society.



He claimed that education makes children into good members of society and passes on appropriate norms and values.



Learning the formal curriculum gives children a sense of belonging to something bigger than themselves.



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Paul Willis

Paul Willis (born 1945) is a MARXIST. He did research into anti-school subcultures.



In 1977 he conducted his 'LADS' study observing and interviewing 12 working class rebellious boys about their attitude to school.



He said he lads attached no value to academic work and saw school as irrelevant.



He said it was because their future work in factories didn't need qualifications.



He said instead they saw school as the place to have a 'laff' with their mates.



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Stephen Ball

Stephen Ball (born 1950) is an INTERACTIONIST – 1981 study into the effects of setting in schools (beachside Comprehensive).



He said teachers had higher expectations of the top sets or streams and so they were 'pushed' or 'warmed-up'.



He said the lower bands were taught with lower expectations, in effect they were 'cooled down' during lessons.



He said top sets achieved better grades and went to university; those in the lower sets or got fewer or 'lesser' qualifications.



This backed up Keddie's 1971 study which said bottom sets received less knowledge and less homework and were allowed to talk more.



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David Hargreaves

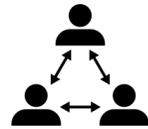
David Hargreaves is an INTERACTIONIST – in the 1960s/70s he did research into the effects of labelling.



He said that teachers made fairly quick, speculative judgements of their students and their abilities.



He said these judgements were based on appearance, conformity, ability, enthusiasm and relationships with others.



Howard Becker backed this up by stating that teachers have an idea in their heads of an 'ideal student'.



This can lead to a self-fulfilling prophecy – when prediction becomes the truth – eg. Kids do badly as you told them they would.



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Pierre Bourdieu

Pierre Bourdieu (1930-2002) was a MARXIST. He looked at the effects of social class in school.



He said that attainment is affected by cultural capital (eg. Language skills, knowledge of art/literature).



He argued that the cultural capital of middle and upper classes is seen as superior – so these children fit in better.



He said this means middle/upper class kids achieve; working class kids fail.



He also said schools reproduce the class system – the middle/upper classes go on to get the best jobs!



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Francis & Reay

Becky Francis and Diane Reay are sociologists who specialise in research into educational inequalities.



Reay's 1998 study of mothers' involvement in schooling – middle class mums better understood school system so could help their children to succeed....



...she said they were more articulate and insistent and therefore more successful at getting what they wanted.



Francis said working class parents do have high hopes for their children and want them to do well....



....but might not know how to help them achieve this – they may lack social skills and don't understand the 'rules of the game'.

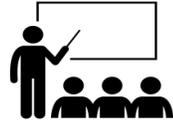


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Bowles & Gintis

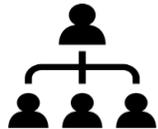
Bowles and Gintis are MARXISTS. 1980s - CORRESPONDENCE THEORY - schools are organised to achieve what the middle classes want.



Stage 1 - Schools help to produce a subservient workforce of uncritical, passive and docile workers.



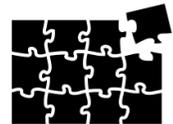
Stage 2 - Schools encourage an acceptance of hierarchy and authority - so stops people questioning bosses in later life.



Stage 3 - Schools motivate by external rewards, eg. Exams, rather than the joy of learning - transfers to wages in later life.



Stage 4 - Schools fragment subjects for groups of students - workforces are fragmented so they are easier to control.



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James Patrick

James Patrick (born 1943) is a teacher/sociologist who conducted research into Glasgow gangs in the 1960s.



He used participant observation to discover the gang members' attitudes towards weapons, violence and drugs.



He had to pretend to be a gang member to conduct his research - this meant he sometimes had to break the law to fit in.



His research was dangerous as he could have been found out at any time.



He got access to the gang through a gatekeeper (a gang leader called Tim).



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Dobash & Dobash

Rebecca and Russell Dobash (born 1940s) are professors who conducted a study into domestic violence in 1980.



Their study took place in a women's refuge among women who had sought shelter there after escaping domestic violence.



They used unstructured interviews (more like a conversation) so the women felt comfortable and would open up more.



They also interviewed people who had worked with victims, such as police, charities and social services.



This method of research is very time-consuming!



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Davis & Moore

Kingsley Davis (1908-1997) and Wilbert Moore (1914-1987) were FUNCTIONALISTS - they looked at ROLE ALLOCATION.



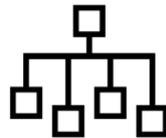
They said that unequal rewards means that people will get a job that matches their ability and the effort they are prepared to make...



...And some occupations are so important that society needs to know that the most skilled and committed will get them



They said the education system sifts and sorts people into their appropriate roles.



They said inequality is essential as it motivates people to work hard to get to the top (MERITOCRACY).



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Max Weber (1)

Max Weber (1864-1920) looked at groupings that affect peoples' identities.



Weber argued that power can take a variety of forms - economic, social and political....



Class/wealth (economic) - property such as buildings, lands, farms, houses, factories and as well as other assets.



Status/Prestige (social) - the respect with which a person or status position is regarded by others.



Party/power (political) - the ability of people or groups to achieve their goals despite opposition from others.



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Max Weber (2)

Max Weber (1864-1920) argued there were three main ways that people gain AUTHORITY....



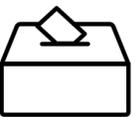
Traditional - this is based on long-established customs, eg. British royal family - born into authority.



Charismatic - based on the power of personalities, often gaining high levels of popular support with loyal followers.



Rational/legal - based on a system which has clear/logical rules for choosing the most qualified and capable leader, eg. elections.



Authority is having the power or the right to give orders to make decisions.



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Charles Murray

Charles Murray (born 1943) is part of the **NEW RIGHT** – he dislikes modern society - wants return to the 'golden age' with traditional values.



He believes that the **WELFARE STATE** (benefits system) has made it too easy to end marriages and become lone-parent families.



He argues that boys who grow up without a father figure at home are more likely to fail at school and get involved in crime.



He says there is a **CULTURE OF POVERTY** where people have no incentive to work.



He also says that the poor have their own way of life, where criminal behaviour is seen as normal.



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Emile Durkheim (2)

Emile Durkheim (1858-1917) was a **FUNCTIONALIST** – he said that some crime was important for society to function.



He argued that crime is inevitable and necessary for society to work properly as it reminds us what is right and wrong.



He said when someone is punished for the crime this helps society as we see justice being done...



... and the act of punishment (through the legal system) warns other potential criminals what will happen if they break the rules.



He said that when a terrible crime happens it reminds us how wrong it is and makes society stronger – **COLLECTIVE SENTIMENT**.



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Robert Merton

Robert Merton (1910-2003) was a **CRIMINOLOGIST** who looked the concept of the American Dream and its link to crime.



He said that American society is built around the idea of being successful – everyone aspires to a great lifestyle, nice house/car, etc.



However the pressure to succeed can make people turn to crime – **STRAIN THEORY**.



He argued there are 5 responses to strain: conformity, ritualism (humble goals), retreatism, innovation (cheating) and rebelling.



However some criticise his theory as it only accounts for economic crime, and not all working class people turn to crime!



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Albert Cohen

Albert Cohen (1918-2014) was a **CRIMINOLOGIST** – he criticised Merton's Strain Theory.



He disagreed with Strain Theory as it only explained economic crime, not crimes like violence or vandalism.



He said that crime is often linked to groups – those who form delinquent subcultures – rejecting society's norms and values.



He says that working class boys often turn to crime to get respect, status and material rewards.



He argued that this was due to **STATUS FRUSTRATION** – the anger/dissatisfaction of their low position in society.

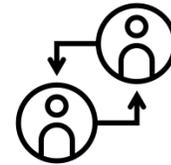


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Howard Becker

Howard Becker (born 1928) is an **INTERACTIONIST**, interested in how everyday interactions can lead to crime.



He looked at the effects of labelling and how this can lead to crime – once labelled a criminal it is hard to shake this off.



He argued that being labelled as a deviant leads to more deviance, and when officially classed as a deviant it is then hard to get a job!



He said this leads to developing a criminal **MASTER STATUS** – the first thing that people see when they meet someone (labelling).



He said this is a self-fulfilling prophecy – when prediction becomes the truth – eg. People commit crime as they have been labelled a criminal.



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Stanley Cohen

Stanley Cohen (1942-2013) was a **CRIMINOLOGIST** – he was interested in emotions – particularly over-reactions.



He argued that the way the media reports crimes often leads to moral panics and mass hysteria.



He says the media overreacts/sensationalises aspects of behaviour, eg. Terrorism – creates a climate of fear.



This can lead to others copying this deviant behaviour, eg. 2016 killer clown craze.



He coined the phrase '**FOLK DEVILS**' (outsider groups that are seen as deviant and **SCAPEGOATED** for society's problems).



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Pat Carlen

Pat Carlen (born 1939) is a **CRIMINOLOGIST** who is interested in the link between crime, gender and poverty.



She said they are 'crimes of the powerless' - women would try to conform to 2 deals, but if these failed they may turn to crime...



Class deal - women who work will get a decent standard of living (but some can't achieve this).



Gender deal - women who conform to the mother role will gain the material/emotional rewards (but many have suffered abuse).



Links to Hirschi's work on social control - women are controlled by their connections; what they have to lose; their involvement in society.



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Frances Heidensohn

Frances Heidensohn (born 1942) is a **FEMINIST CRIMINOLOGIST** - she wrote 'Women and Crime' in 1985.



She argues that women are controlled (by parents and then by husbands) so have less opportunity to commit crime.



She says if women act outside social norms they may be gossiped about - this is a form of social control.



She also argues women have more domestic and childcare duties, so less time to commit crime.



This links to Angela McRobbie's **BEDROOM CULTURE** theory - girls stay in and chat whereas boys go outside, so more likely to get in trouble.



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Otto Pollak

Otto Pollak (1908-1998) was a **CRIMINOLOGIST** - his 1950 book 'Criminality of Women' suggests they commit as much crime as men!



He claimed that women were treated more gently by the police and courts, and the level of female crime was underestimated.



He called this **CHIVALRY THESIS** - where men are socialised to protect women - so may be unwilling to arrest them.



He argued that employers, police, judges, etc, often felt sorry for women who had broken the laws or rules.



He also argued that women were particularly good at hiding their crimes, eg. poisoning or child abuse/neglect.

