

UNIT 2

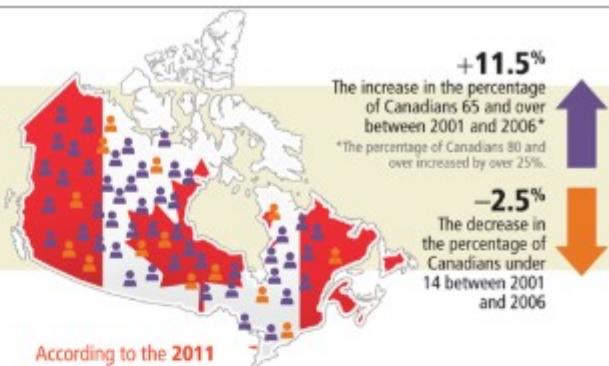
CHALLENGE AND CHANGE IN CANADIAN SOCIETY

Population and Demographics

| Year | ♂ | ♀ |
|-----------|----|----|
| 1920–1922 | 59 | 61 |
| 2000–2002 | 77 | 82 |
| 2006–2008 | 79 | 83 |

In 2006, the average life expectancy in Mozambique was 39; in Japan it was 83.

Sources: Statistics Canada,
United Nations Economic and Social Affairs



According to the 2011 Census, the population was 33 476 688, an increase of 5.9% from 2006.



In This Unit

You will examine the impact of behaviour, and how ideas are constructed within a Canadian context. Current trends in Canadian society will also be examined through different theoretical perspectives.

You will also develop research and inquiry skills to organize and record data in order to conduct social science research. At the end of the unit, you will learn about the ways you can become politically active in your school and community.

APPROVED!

Between 1991 and 2002, the number of Canadians who approved of the country's multicultural policy increased steadily, following a decrease between 1985 and 1991.



110 149

Total number of immigrants from Asia between 1955 and 1968

164 408

Total number of immigrants from Asia in 2010

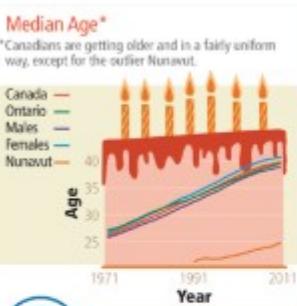
58.6%

Percentage of all immigrants to Canada that came from Asia in 2010 Source: Statistics Canada

Immigration and Multiculturalism

The top 5 languages used in the workplace*: Chinese (includes Mandarin and Cantonese), Punjabi, Spanish, Italian, and Portuguese.

* Not including Canada's official languages. In 2006, 2.8 million Canadians spoke more than one language at work. 20% of Canadians had a mother tongue other than English.



1946

The year Saskatchewan introduced universal health care*

*Universal health care was guaranteed for all Canadians in the 1966 Medicare Act.

\$4089

The amount spent on health care per person in 2009*

*In 1975, that figure was \$1715 in equivalent dollars.

24.1%

From 2007 to 2009, the percentage of adults in Canada who were obese, an increase of 8–10% over the previous 20 years.

In 2006, there were over **4 000 000** people over the age of 65, almost **double** the amount in 1996.

Source: Statistics Canada



Big Questions

Canadian society today is in many ways vastly different from the one that existed even 50 years ago. Various forces have contributed to the shifts in the way we live. However, while these changes are beneficial in many ways, they also come with many challenges.

- How has Canadian society changed in your lifetime? In the lifetime of your parents?
- How have Canadians dealt with these changes and challenges in Canadian society?
- What methods can social scientists use to understand changes in Canadian society and the challenges they pose?
- How can an understanding of social science methods help us find solutions to these challenges?

The Canadian Personal Debt

Income

Income of Canadian Families, by Province in 2009 (top 3)*

* Canadian average: \$59 700. Ontario ranked 1st every year between 1984 to 2004.



The first credit cards were introduced in Canada in 1968.



In 2011, the average consumer's debt load climbed to a record high \$25 960, a record high.

The average Canadian household carried a debt load of 150% of their disposable income.

Food Prices

Food prices rose **4.3%** in Canada in July 2011.

We are spending less on food as a percentage of income: **10.2% in 2009** vs. **18.7% in 1969**.



Sources: Statistics Canada

Research and Inquiry Skills

Recording and Organizing Information and Data

Collecting data for social science research is an important part of a social scientist's job. When collecting data for research, social scientists must follow specific guidelines regarding the format of the research and meet specific ethical requirements. In particular, a researcher must always put the well-being of a study's participants first. As a researcher, it is also important to be forthcoming with the intentions of the research and ensure that it is transparent. In some cases, using deception (making subjects believe the experiment is testing one thing, when it is actually studying another) can be an acceptable form of research; however, the case for doing so would have to be compelling enough to convince an ethics committee of its merits.

Data Collection and Experimental Design

Social science research can take many different forms. In particular, the way data is collected can vary according to how a research study is designed. Experimental design refers to the explicit steps outlined by the researcher in order to test his or her research question(s). There are many ways to research a social phenomenon. The researcher should choose the most appropriate research design and follow specific steps for gathering and recording data to ensure reliability. Each technique used to collect data has the potential to yield a unique perspective on the research topic. For example, researchers using interviews to collect data have information in the interviewee's own words while researchers using surveys usually have discrete categories and can better generalize their findings. Research is reliable if it can be replicated using similar techniques and produce similar results. It is important to follow these steps throughout the research so that the researcher compares data from the same set of circumstances. This enables the researcher to make logical conclusions after all data has been analyzed.

Using Audiovisual Aides

Depending on the nature of the research, some research studies will lend themselves well to video or audio taping of the participants' responses and/or behaviours. Web-based tools like Skype provide the visual connection between the subject and the researcher in real time. Many laptops and tablets have built-in cameras, making them useful and cost-effective tools for use in research and in analysis. These tools allow the researcher to examine both verbal and non-verbal responses. However, this type of research involves the risks that the storage material may be lost, erased, stolen, or even fall into the wrong hands, if appropriate safeguards have not been put into place. In particular, if you wish to videotape research subjects who are under the age of majority, permission to participate by a parent or guardian must be granted. Conducting research without permission or posting research-related images of subjects who are minors can become a legal matter. Precautions must also be taken to delete all files after the information has been used.

Recording Data

When digital recording media are not appropriate or permissible, researchers often use paper-and-pen-based research tools. Having respondents fill out questionnaires and having the researcher take notes during an interview are excellent sources of research data. Researchers conducting an observation study should have data-recording sheets prepared in advance to enable quick and easy data recording. Using check boxes, Likert-type scales (e.g., a numeric scale, such as 1 to 5), specific boxes for notes, or any other feature to make the data recording process more efficient and organized are helpful for both recording and analyzing data.

The following is an example of what part of an observation sheet might look like. The researcher must complete the quick observation sheet and illustrate the type of clothing worn by the participant on the person graphic provided on the sheet. A quick drawing serves as a good reminder of the clothing worn. This is useful later when synthesizing the data.

| | | |
|---|-------------|-------------------|
| Time: _____ | Date: _____ | Researcher: _____ |
| Research question: What impact do social expectations of gender have on the type of clothing worn while attending a baseball game? | | |
| <input type="checkbox"/> Female <input type="checkbox"/> Male | | |
|  Type of clothing worn: Bottoms: <input type="checkbox"/> Jeans <input type="checkbox"/> Khakis <input type="checkbox"/> Stretch pants <input type="checkbox"/> Shorts <input type="checkbox"/> Capris <input type="checkbox"/> Skirt <input type="checkbox"/> Dress Tops: <input type="checkbox"/> Short-sleeved t-shirt <input type="checkbox"/> Long-sleeved t-shirt <input type="checkbox"/> Dress shirt <input type="checkbox"/> Tank top | | |
| Draw in the outfit worn by the person you are observing.  | | |

The idea for this is quick answering of the questions.

Once all of the research data has been collected, the researcher refers to the research question and groups the data to help answer his or her research question. Researchers often reuse the same question, combining or comparing it with other questions in their research to discuss their findings and make conclusions.

Writing Effective Research Questions

In order to organize research data efficiently, you need to follow a plan. When designing your research plan, it's important to ensure that the questions you ask the participants will help answer your research question while also being flexible enough to test alternative ideas. Let's use the question, How does a person's gender impact his or her choice in music? to see how this works. Possible questions could include:

1. Gender: Male _____ Female _____

2. Rank the following type of music genres from your most favourite (1) to your least favourite (7).

Rap _____ Dance/Hip hop _____
Rock _____ Classical _____
Metal _____ Jazz _____
Country and western _____

3. List the number of hours per week you listen to each type of music:

Rap _____ Dance/Hip hop _____
Rock _____ Classical _____
Metal _____ Jazz _____
Country and western _____

Information collected from these questions can be organized in several ways. For example, you can make a straight comparison between gender and each of the categories in question 2 to see if a particular music genre is liked more by one sex. Question 3 can be used to determine the amount of music each gender listens to regardless of their ranking of it in question 2. This answers the question of preference and how much each gender listens to his or her ideal type of music. For example, a young person who rates rock and jazz as his or her favourite genres but listens to them for fewer hours each than to music from other categories gives the researcher insight into that person's access to his or her favourite music. Data collected can be further reorganized; for example, new categories can be created using the information collected. Combining rock, country and western, and metal into a new category of guitar music allows researchers to use the data to see how each gender responds to guitar-based music in general. It may be that one gender tends to like guitar-based genres in general rather than a particular music genre itself. A researcher can create a number of combinations depending on the data; however, these combinations need to be properly defined and explained.

QUESTIONS

1. Explain the importance of using a consistent method to record data. What steps can be taken to ensure that data are recorded in the same way by different people?
 2. Why is it important to be thoughtful about the questions used in research?
-

CHAPTER 3

Views of Canadian Society

Canada is a country with a rich diversity of people and culture. People from all over the world settle here in the hope of attaining a better life for themselves and their families in our society. Immigration is changing the landscape of Canada from influencing cultural practices to modifying signs on the street. Social scientists seek to understand how we function as a society and the factors that influence changes within it.

This chapter begins with an examination of Canadian society and how it has grown and changed over the years. You will examine social theories and learn how they are used to understand money and power, the social construction of ideas, and what motivates our drive for change. Social theory will also be used to explain how social rules are created, maintained, and reinforced through society. Social integration and socialization are important components necessary to maintain and reinforce social cohesiveness. Creating an ideal to strive toward provides a direction for the society and a direction for change to occur. You will also learn about how social scientists record and organize data they collect through experimentation.

CHAPTER EXPECTATIONS

By the end of this chapter, you will:

- identify and describe the major theories relating to change of self, society, and culture
- evaluate the schools of thought relating to social change
- identify conditions for change and impediments to change
- explain the impact of evolving roles of individuals or groups
- identify population trends in Canada and describe concepts related to demographic change
- explain the positive and negative of immigration for Canadian society
- assess the role culture, tradition, and language have on shaping trends
- demonstrate effective data collection skills and record and organize information using various formats

KEY TERMS

anomie
bourgeoisie
capitalism
cultural hegemony
ego
ego defence mechanisms
Eros
fight or flight
hedonistic
id
inequality
organic specialization
petty bourgeoisie
positivism
proletariat
replacement fertility rate
social norm
superego
Thanatos



Interactive: *Ideas About Society*

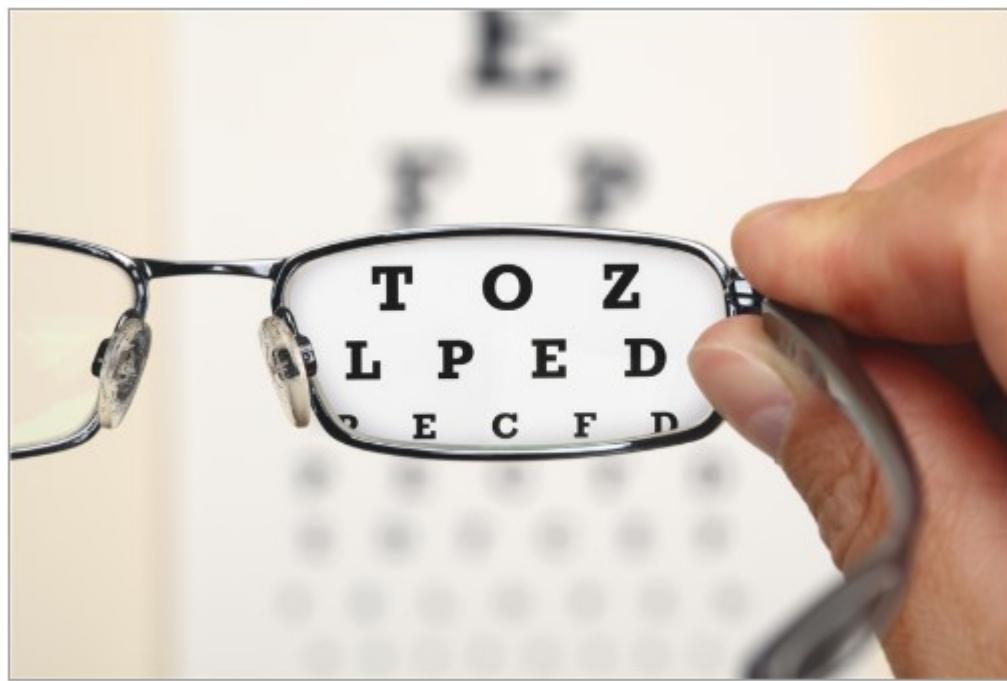


FIGURE 3-1 Social scientists use various lenses to examine how Canadian society has changed over time.

KEY THEORISTS

Howard Becker

Emile Durkheim

Sigmund Freud

Antonio Gramsci

Karl Marx

Max Weber

LANDMARK CASE STUDY

Howard Becker: The Social Expectations of Drug Use

Spotlight On ...

Sexual Harassment in the RCMP

In November 2011, an investigation began into the actions of the Royal Canadian Mounted Police (RCMP) to look into charges of sexism. RCMP officer Catherine Galliford had accused senior RCMP officers of bullying and sexual harassment during her career as an RCMP officer from 2000 to 2007, when she finally took a leave of absence due to post-traumatic stress caused by workplace harassment.

Society often rewards its members for acting in the way it expects. In the RCMP, high expectations are set for the behaviour of all officers on and off the job. Any deviation from socially expected behaviour is considered a violation of the trust placed in the profession. This social expectation is difficult to live up to and deviation causes scandals.

In recent years, several RCMP officers from across Canada were accused of abusing their positions. In many of these cases, a male officer was accused of using his position of power to influence a relationship with a female officer. Canadian law prohibits these actions in the workplace. According to former RCMP member Bonnie Reilly Schmidt, sexual harassment, including mild sexual comments and jokes, has been a part of working in the RCMP since women first joined the force in 1975. In fact, showing that you could tolerate this type of behaviour was seen as demonstrating the toughness required to do the job. In many cases, complaining about sexual harassment had a negative impact on a woman's career. Former RCMP officer Barbara Dixon claimed that "once you file a complaint, you are forever tainted." Following her complaints, she instantly received poor performance reviews and endured constant comments from her direct superior and another team member "with the intention to discredit, demean, and humiliate" her (Gillis & MacQueen, 2011).

To examine the issues of workplace inequality at the RCMP, social scientists are likely to study women and how they exist within society, particularly with respect to social, political, and economic equality. Feminist theories propose that our social value system favours men and excludes women, which leads each sex to struggle for power.

To better understand how sexism exists in the workplace, social scientists conduct an analysis of behaviour characteristics. They may consider questions such as: What are the character traits Canadians value and associate with different professions and the genders of people working in those professions? How does society define what it means to be female and male, and how does this relate to feminist theories? Is there a difference in the interpretation of these beliefs based on a person's age?



FIGURE 3-2 How might social scientists use feminist theories to study the growing concerns of sexism and sexual harassment within the RCMP?

In the case of the RCMP, the sheer number of cases brought forth would lead to a detailed examination of its practices. Social scientists would take a close look at the relationship between male superiors and female subordinates to determine if there has been any abuse of power. In particular, they could evaluate the processes involved in substantiating performance reviews and how promotions are achieved. They could also look at the practices relating to filing a complaint of sexual harassment or sexism and suggest ways to improve this system such that the complainant does not fear the consequences of submitting a grievance. The goal of the social scientists would be to improve the conditions within the RCMP to ensure female officers have the same rights and opportunities as their male counterparts.

SKILLS PRACTICE

How do people characterize males and females? Why are some terms considered to be reflective of female characteristics, while others have a masculine connotation?

Social scientists studying gender argue that there is an imbalance of power among men and women. How do the adjectives that people use to describe them reflect this imbalance? Why are some traits considered to be more favourable? To investigate this, conduct a research study, using the following steps.

1. Conduct a two-question survey with ten participants. Five of the participants should be aged 15 to 18 and the other five should be aged 35 to 45.
2. Give each participant the following instructions: Use a one-word adjective to complete the following statement. You will complete it ten times for a male and ten times for a female, resulting in a total of 20 statements.

"A man is..."

"A woman is..."
3. Collect the data and organize it into two sets of diagrams as shown in [Figure 3-3](#). One diagram should include the answers given by the 15- to 18-year-old respondents and the other should reflect those of the 35- to 45-year-old respondents. If a word appears more than once, put a checkmark beside it for every extra instance where it appears. This will save space and time when synthesizing the findings.
4. Compare the diagrams for the age groups to see the differences between these groups on the same question. What are the differences in the adjectives provided by the respondents?

5. Compare your findings with those of another classmate. What similarities and/or differences do you have with the results of other students in the class?
6. Explain how social stereotypes create a cultural landscape in your community. What other questions and/or research methods could be used to investigate gender stereotypes in your community?

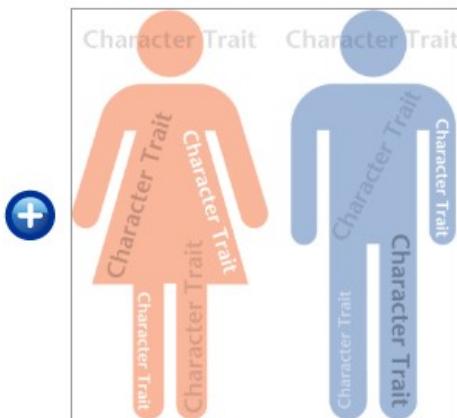


FIGURE 3-3 What character traits are considered both male and female?

DEMOGRAPHICS: A LOOK AT CANADIAN SOCIETY

Canadian culture is a combination of the experiences of all of its citizens. Immigrants bring customs and cultures from around the world when they settle in Canada. These new Canadians add the wealth of their experience, customs, beliefs, and language to the existing Canadian culture. These norms and customs fuse with the current Canadian culture, creating something new and uniquely Canadian. It is difficult to define what is "Canadian" because of the fluid and ever changing mix of Canadians that this term represents.



FIGURE 3-4 What do Canadian families look like today?

How do you define Canadian culture?

Canada at a Glance

In 2011, Canada's estimated population was 34 278 400. Over 28 000 immigrants came to Canada in 2010. During 2010 there were an estimated 250 800 deaths and 382 000 births. More births, fewer deaths, and a slight increase in immigration produced an increase in Canada's population. However, according to Statistics Canada, Canada's population growth during 2010 was 1.1 percent, compared to 1.2 percent in prior years.

More to Know...

You learned about demography and the Canadian census in Chapter 2.

Immigration Patterns in Canada

Immigrants moving to Canada come primarily from the following countries: China, India, the Philippines, Pakistan, the U.S., South Korea, Romania, Iran, the U.K., and Colombia (Metro Immigration International, 2011). In fact, Canada's annual intake of immigrants is about 1 percent of its total population.

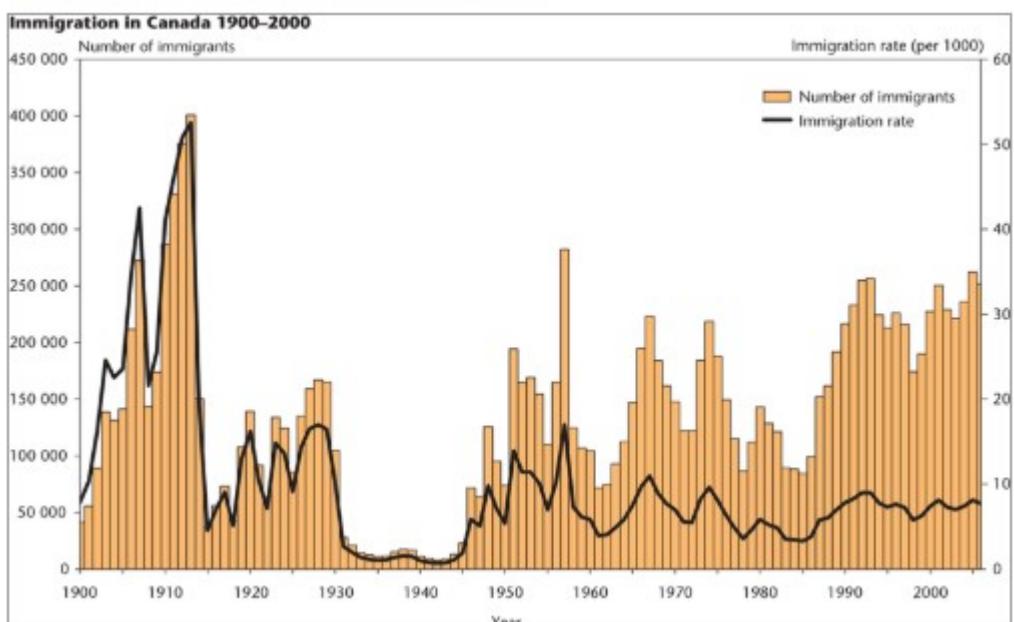


FIGURE 3-5 What caused the significant increases in immigration to Canada?



Video: *Distilled Demographics: Migration*

During the past 30 years, Canada's population growth has mainly occurred in Canada's largest metropolitan areas. Between 1971 and 2001, the population living in metropolitan areas increased 45 percent compared to the rural area growth of 13 percent (Malenfant, Millan, Charron, and Bélanger, 2007). This trend continues on today with a larger proportion of people settling in the larger cities.

Figure 3-7 shows the rate of immigration by province. Three-quarters of these immigrants move to the major city centres in these provinces, such as Toronto, Vancouver, and Montreal (Metro Immigration International, 2011).

Cities Where New Canadian Immigrants Settled as a Percent of the Total Number of Immigrants Entering in 2006

| | |
|------------------------|-------|
| Toronto | 40.4% |
| Montreal | 13.7% |
| Vancouver | 14.9% |
| Calgary | 5.2% |
| Ottawa-Gatineau | 3.2% |
| Edmonton | 2.9% |
| Winnipeg | 2.2% |
| Hamilton | 1.2% |
| London | 1.9% |
| Rural and other cities | 14.4% |

Source: Statistics Canada, 2008.

FIGURE 3-6 Why do new immigrants tend to move to the major city centres in Canada?

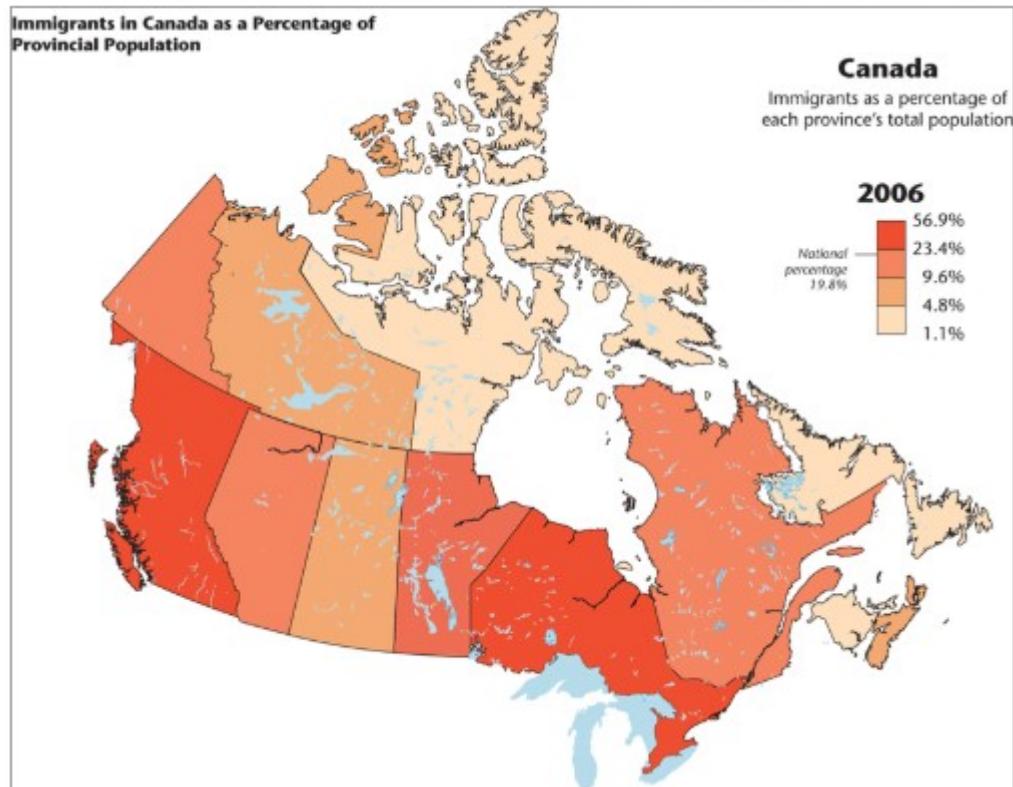


FIGURE 3-7 What are some factors that may influence immigration patterns in Canada?

Immigration in major Canadian cities is so high that one in six school-aged children living in Toronto and Vancouver has immigrated to Canada within the last ten years. This large number of new Canadians introduces a diverse cultural mix into the existing culture. For example, Toronto has one of the largest Italian populations outside of Italy. New immigrants tend to congregate in Toronto because of its great ethnic diversity.

The Future of Canada's Population

Life expectancy has improved for Canadians. Affordable medications, universal healthcare, and social programs that support families have had a positive impact on the lifespan of Canadians. Between 1926 and 2005, the average life expectancy increased by 20 years for males and 22.7 years for females (Statistics Canada, 2008). In 2006, 17 percent of Canada's population was under 15 years of age, 69 percent was between the ages of 15 and 64 years, and 13 percent of the population was over 65 years (Statistics Canada, 2008). Following these trends, by the middle of the twenty-first century the proportion of elderly could double that of children. In 2006, there were just over five people aged 15 to 64 years for each person aged 65 and older. If projections hold true, in 2056 that number will be reduced to 2.2 people (Statistics Canada, 2008). Contributing to this shift in demographics, Canadians are having fewer children, which contributes to the **replacement fertility rate**. Over the last fifty years, the fertility rate has dropped significantly throughout Canada. In 1959, 3.93 children were born to each woman. In 2007, there was 1.7 children born to every woman (Statistics Canada, 2010). This will have a significant impact on the money contributed for pensions and the social welfare programs for many Canadians. Canadians may need to work longer or start saving earlier to prepare for retirement.

► replacement fertility rate: the average number of children that the women of one generation would need to have to result in a generation of the same size

?

Why is it important for social scientists to examine the replacement fertility rate?

Language

Although French and English remain the most prevalent languages spoken in Canada, other languages are gaining prominence. Aside from English and French, the most prominent languages spoken at home in Toronto are, from most common to least common, Chinese (Mandarin and Cantonese), Punjabi, Arabic, Spanish, Tagalog (Pilipino), Russian, Persian (Farsi), Tamil, Urdu, and Korean (Metro Immigration International, 2011).

A large influx of immigrants to Canada changes the physical landscape Canadians experience. Visual examples of a changing culture include street signs and sign boards. In some places in British Columbia, street signs are written in Chinese as well as in English to accommodate the large number of Chinese-speaking people living there and in Vancouver, bilingual signs written in Punjabi serve the needs of its Sikh community. These changes may seem small but they are indicative of how language and culture are being integrated and/or assimilated into Canadian culture.



FIGURE 3-8 A multilingual street sign in Vancouver: are street signs a reflection of the diversity of Canadian culture?

Given the evolving nature of language and culture, efforts are being made to preserve existing languages and cultures of Canada's First Peoples. The Assembly of First Nations (AFN) and Heritage Canada are working together to maintain language immersion for various First Nations groups. There are also laws in place that protect Aboriginal peoples' languages such as Section 35 of the Constitution Act of 1982 protects Aboriginal rights and the right of enforcement of existing treaties.

CHANGE IN ACTION

First Nations Language Activist Dustin Rivers

Language is an important part of transmitting culture. Dustin Rivers is a 21-year-old activist and member of the Squamish Nation in British Columbia. His language, like his people, is being overshadowed by newly emerging popular culture. New technologies and terms used to describe these technologies are not being created in the Squamish language. This limits the language because new items cannot be discussed. It becomes more convenient to use a language that includes the new vocabulary or even use the new technologies rather than switch between two languages. Rivers is worried that within ten years his language, Skwxwú7mesh snichim, will disappear. Recent reports indicated that as few as ten people are speaking this language, making it very likely that it could disappear in the near future. Rivers firmly believes that identity, rights, and culture are all closely tied to the language. "If we don't speak our language, then we are not Squamish anymore" (Hui, 2010). This is a strong statement to make, but it highlights the importance of culture and language to this activist.

To preserve his language, Rivers organized a conference to network with other activists who are working to preserve their languages, too. Bringing together like-minded people with a common goal is an efficient way to share ideas and promote activities. A common goal for the people who attended Rivers' conference is learning to "pull the language out" of First Nations speakers who are over the age of 65. Proven modern techniques of teaching a new language were shared and the knowledge of other activists was passed on to the next generation of activists.

A successful language teaching and learning technique presented at the conference was the "Where Are Your Keys" (WAYK) technique. This language learning system included American Sign Language, conversation, and real objects to teach the language, which can be applied successfully to teaching a variety of endangered languages. It is important that the format for rescuing a language remains constant to maximize the impact of learning on the population. The appeal of this technique is that next-generation activists are encouraged to carry forward the language traditions as well as contributing to the existing knowledge base through the incorporation of new signs into the existing language.



FIGURE 3-9 The First Peoples' Heritage, Language, and Culture Council has designated BC's First Nations languages as "...heading toward imminent extinction" (Hui, 2010). What happens when there are no more people to pass on traditional languages?

A year later, there are three ongoing language-learning classes, with approximately 24 people per class. Dustin notes that when people leave the class, they feel "a sense of excitement, wonder, and encouragement that...well...they are actually learning to speak a language."

QUESTIONS

1. What social media tools could be used to preserve this language? Describe how they could be used to archive and detail the language.
2. Research cultural groups that might benefit from language-preserving techniques. Explain why the language is dying and how these techniques could be helpful.



Video: *A Brief Introduction to Where Are Your Keys?*

REFLECT AND RESPOND

1. What impact does immigration have on Canadian demographics?
2. What are some examples of multicultural adaptations that you have experienced in Canada?

MONEY AND POWER

Whether it's your parents who didn't let you go out for a late-night movie or your teacher who gave you homework over the holidays, all of us have experienced times in our lives when we felt that the actions of others were unfair to us. This same type of conflict between what people feel they deserve and what they receive can be seen in the distribution of wealth and power in a society. Conflict occurs due to differences of opinion or, as you will learn, because of social inequalities. In the mid-1800s, the social theorist Karl Marx began examining the inequalities between the classes as a way of understanding who we are and the facets of our social situation. Marx wrote extensively on social class and how it was shaped by conflict. He concluded that to understand ourselves we need to understand where we fit in society.

The Bourgeoisie and the Proletariat

According to Marx, society is split into two major social groups: the property-owning **bourgeoisie** and the working-class **proletariat**. There is also the middle class, the **petty bourgeoisie**, who are made up of the small shop owners and small-scale producers. Where a person fits in these groups defines his or her social status, and therefore his or her opportunities within the society.

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bourgeoisie: members of the property-owning class; people who own the means of production



proletariat: the poorest class of people; the lower working-class wage-earners who sell their skills for money



petty bourgeoisie: the lower middle class including tradespeople, shop owners, and craftspeople

The bourgeoisie derives its power from controlling and owning the means of production. That is, they own and/or run the large-scale operations and corporations that produce the goods that people within the society consume. The working class includes the people who work for the ruling class and consume the products of the big companies. Marx believed that the bourgeoisie exploited the working class and oppressed them through the mechanism of **capitalism**.



capitalism: an economic system where the means of production is privately owned and profit is earned in competitive conditions

Marx argued that social institutions like governments or legal systems are tools used by the ruling class to keep the subject class under control while members of the bourgeoisie further their personal agendas. This creates conflict between "haves" and "have-nots."

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Is Marx's theory still applicable in today's society? What determines how much we earn or the value of our skills?

Marx's Labour Theory of Value and Alienation

Marx sought to understand how poverty, unemployment, and other economic crises were created. When a country's economy is troubled, so are its inhabitants. Worries about job security, saving for the future, and providing the basic necessities for one's family become popular topics of discussion and shape how we view our environment. From Twitter to the dinner table at home, conversations relate to the state of the economy and its impact on a personal level.

More to Know...

You were introduced to Karl Marx and the conflict theory in the Prologue. You will learn about Marx and social inequality in Chapter 5.

Canadians define themselves, in part, through the jobs they perform. Marx argued that the value of a commodity is related to the cost of production necessary to produce or obtain it. The more manufacturing involved in producing an item, the greater the labour costs to produce it (which increases its cost to produce). Specialized labour is refined to promote maximum output from workers. Pricing the final product rests with the bourgeoisie who decide to limit or allow access to purchase the products produced through price. If something is too expensive, then the population will not be able to afford the item. Only people with money have the privilege of using the item.



Video:*Marx's Theory of Value*

Average Hourly Wages for Sales, Service, and Health Care Jobs in Toronto

| Job | Low Wage | Average Wage | High Wage |
|------------------------------------|----------|--------------|-----------|
| Hotel front desk clerk | \$10 | \$12 | \$15 |
| Hairstylist and barber | \$10 | \$11 | \$15 |
| Cleaner (light duty) | \$10 | \$13 | \$17 |
| Retail salesperson and sales clerk | \$10 | \$12 | \$19 |
| Dietitian/nutritionist | \$18 | \$31 | \$40 |
| Registered nurse | \$25 | \$35 | \$41 |
| Physiotherapist | \$30 | \$35 | \$40 |
| Dental assistant | \$14 | \$18 | \$23 |

FIGURE 3-10 How is Karl Marx's theory reflected in present-day pay scales? How does this affect you?

Under Marx's theory, the bourgeoisie do not want to yield control over the means of production so they endeavour to control the proletariat through alienating them from their work. Alienation in this context refers to separating the worker from the final product of his or her work. As workers become alienated from the product, they may take less pride in the final creation and may not see themselves reflected in the economic system. Only when the parts are assembled does the product have value.



How does the Marxist interpretation of alienation relate to Melvin Seeman's studies that you learned about in Chapter 2?

Take, for instance, car manufacturing in places like Woodstock, Cambridge, Alliston, or Oshawa, Ontario. In the past, one mechanic would build an entire car from start to finish. The skill of the mechanic had to be great because he or she needed to understand the entire workings of the vehicle. He or she could command a higher wage because of the great skills he or she possessed. The invention of automation and the assembly line during the Industrial Revolution put the power back into the hands of the bourgeoisie. Workers were trained to assemble one piece of the car as it rolled along the assembly line. Workers became alienated from the final product, the car, because they only focus on a specific task, such as spot welding a door. This erosion of proletariat power increases when tasks become so specific that machines can take over the jobs of humans, thus completely alienating workers from the entire production process. Where hundreds of skilled workers were needed in the past, now only a few are kept to maintain the machines. Profits increase because the high costs of paying a worker to create a complete vehicle are reduced by paying smaller wages to many workers with specific skills, who are unable to manufacture an entire product on their own. Finally, the machines that replace the production staff will work tirelessly, requiring only a few workers to run and/or maintain them. Replacing human workers with machines helps companies to save money and produce more generous profits because machines don't need breaks, they only require maintenance. Profit is maximized, the necessity for skilled labour is reduced, and the gap between the bourgeoisie and proletariat increases.



FIGURE 3-11 Workers at an auto assembly plant in Michigan in 2012. What impact does increased specialization have on the value of a worker's labour?

Open for Debate

Auto workers in Mexico earn \$4.00/hour compared to U.S. workers who earn \$55.00/hour plus benefits. Should car companies be allowed to shift their production to more affordable markets to meet the demand for lower costs from consumers?

However, in some cases, automating repetitive tasks can be beneficial to the worker. Automating these types of mundane jobs, where little thinking is required, allows people to use their skills more productively and reduces the number of repetitive strain injuries in the workplace. If a machine is capable of doing the same job that a person does, the value of that particular job decreases and thus the skill set of that person is less valued. This affects the way that person is compensated as well as his or her self-image.

In Focus

David Suzuki

David Suzuki is a long-standing rights activist in Canada. The David Suzuki Foundation works with government, businesses, and individuals to develop science-based education to help inform people in policy-influencing positions as well as the general population about the long-term impact of sustainable environmental practices. His goal is to create a sustainable society and maintain a high quality of life. Working with educators, politicians, scientists, and educators, Suzuki promotes change from within our current system, guided by strong moral values. This is different from Marx's solutions, which were more radical and looked to overthrow the existing bureaucracy in a revolutionary-style conflict. Marx looked to restart the system from point zero, whereas Suzuki seeks to work within the existing limitations of the current system. Suzuki looks to promote leaders with sustainable ideas to positions where they can effect change, creating a better society for future generations.



FIGURE 3-12 When looking at change, the long-term impact must always be considered. Why are long-term consequences often traded for short-term gains?

QUESTIONS

1. How can groups (or individuals) that inform policy remain unbiased in the information and data they present?
2. What are some ways to influence the people who make public policy and laws?

Examining social structures enables us to demonstrate how work is organized and outlines the depth of skill necessary for a person to be successful. Simply put, the more highly skilled a person is, the higher the income, the greater the importance in the community, and thus the more social status that person has within the greater society. With title and position come social benefits and the social belief that the person is more valuable compared to the general population. Marx believed that a person's entire fate was determined by his or her social class position.

It seems that past trends in alienation are still visible and continue to have an impact on Canadian society. If a machine is capable of doing the same job that a person does, the value of that particular job decreases and thus the skill set of that person is less valued. This affects the way that person is compensated as well as his or her self-image.



FIGURE 3-13 Can this self-checkout machine possess the same knowledge as a human sales associate? What knowledge or skills are lost when a human is replaced by a machine?

- ?
- Why might Canadian youth find automation problematic when looking for a part-time job? Explain the impact of not completing formalized training or education for Canadian youth.

Antonio Gramsci and Change

Antonio Gramsci (1891–1937) was a Marxist theorist who sought to challenge the ruling class. Gramsci believed that the capitalist state controlled society. He explained that the state was divided into two parts: the “political society” rules through force while the “civil society” rules through consent. In the public sphere, groups like unions gained concessions from the bourgeoisie state. “Ideas were shaped in this sphere where bourgeoisie ‘hegemony’ was reproduced in cultural life through media, universities, and religious institutions to manufacture legitimacy” (Heywood, 1994).

SKILLS FOCUS

Interview an adult you know. Practise taking point-form notes while interviewing. What has work allowed the adult to do that he or she would not have been able to do before? Does his or her work define who he or she is as a person or is it just a means to an end?

Gramsci also supported the idea of a quiet revolution. This is different from Marx’s notion of overthrowing the bourgeoisie. Gramsci believed that early education is the key to changing the future. Instilling children with these ideas, values, and morals ensures that the next generation has the revolutionary principles and a drive for change. To reach the masses, media needs to be harnessed to spread the ideas for change. Technical and social media accelerate the speed at which this information can spread across a population (Heywood, 1994).

- ?
- Is Gramsci’s idea of a quiet revolution an effective way to cause change in society?

VOICES

Every action of ours is passed on to others according to its value, of good or evil, it passes from father to son, from one generation to the next, in a perpetual movement.

—Antonio Gramsci

Gramsci on Cultural Hegemony

How do people come into power in a particular society? Do they possess exceptional skills? Are they physically larger? Mentally stronger? Or is it something completely different? Can people simply be powerful because they say they are and we choose to believe them? Gramsci believed that a culturally diverse society can be dominated by one ruling class. This is accomplished by securing the consent of certain ideas by persuading other groups to accept the dominant group’s values, which become the **social norm**. Universally, the ideology is considered the status quo and a benefit to society, while truthfully it only benefits the ruling class (Stillo, 2011). **Cultural hegemony** is not exclusively created and maintained by the ruling class. The working class can create this power structure. The working-class interest groups also have the ability to secure power by having the masses accept the interest group’s ideas and values.

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► **social norm:** a behaviour or cue within a society that is considered normal or common; used by social groups to determine what is normal and abnormal

► **cultural hegemony:** Antonio Gramsci’s theory that society is dominated by one ruling class and the ruling class’s ideas and beliefs are considered the cultural norm

The idea of consumption is a strong example of cultural hegemony. People are taught to want the newest products. Reinforcement through television, Internet, radio, and newsprint advertising promotes the idea that we need the newest products. Promises of an easier life, more attention, youth, and other desirable results bombard our society. Members of the ruling class want consumption to increase to earn more money.

Take, for example, a cream that claims to hide aging. The product's owner, a member of the ruling class, promotes the idea that, culturally, staying young is important and associated with beauty and that showing signs of aging is to be avoided. An ad for the anti-aging cream might suggest that using this product will keep you attractive for a longer period of time. The process of seeking youthful looks is normalized through its endorsement using recognized figures in society such as actresses, sports figures, etc. The celebrity endorsements proclaim that using the product will make social interaction easier because you will resemble the expected cultural norm. Celebrities are used for their social credibility to not only promote a product's use but also to subconsciously ingrain the idea that using the product will make you desirable to others in the same way as the celebrity. The ad might also imply that not using the product and having skin that appears aged could lead others to interpret that you are someone who does not take care of your appearance, which may be seen as a character flaw. Therefore, to keep up with the demands of consumption placed on us by our society, more income is necessary, and thus society becomes a slave to its own ideals.



FIGURE 3-14 We are taught that youthful looks are the standard to meet. Who decided this?

REFLECT AND RESPOND

- How has capitalism benefitted Canadian society? What are some of the negative aspects of a capitalist society? How has capitalism benefitted you? What system is an alternative to capitalism?
- Explain how Marx's explanation of the classes fits into Canadian society.
- Explain what will happen when there is not enough money to purchase goods as the polarization between the have and have-not classes grows.
- Think of an example of an institution, person, or group that is not influenced by money. Explain your example.

POINT/COUNTERPOINT

Should Advertising be Allowed in High Schools?

Advertising is used to entice people to consume. Messages permeating all aspects of our lives endorse the newest products and the benefits these products will provide. Businesses are always seeking new markets and advertising opportunities. At the same time, funding issues have left schools looking for ways to raise money for programs and equipment. There is now talk of putting advertising in schools to help raise money. Is this a case of a need being met? Issues surrounding advertising standards and student well-being make it a complex question. Should advertising be allowed in high schools? Consider the points presented by each side.

| Yes | No |
|---|--|
| <ul style="list-style-type: none"> The money earned from advertising can help pay for texts and technology to be replaced to keep up with current information and industry standards for training equipment. Revenue earned through advertising can be used to expand or create programs that benefit the students and the community (e.g., healthy breakfast programs). Exposure to advertising is high in everyday life; why should school be any different? | <ul style="list-style-type: none"> School is mandatory; therefore, students do not have the choice to ignore the advertisements because they are surrounded by them all day. With so much exposure, advertising messages will become normalized and students will become accustomed to seeing advertisements, which may not be healthy. Students are encouraged to be consumers of products from a young age; there are plenty of opportunities for this type of encouragement outside of school. |

- | | |
|---|--|
| <ul style="list-style-type: none"> Advertising can be informative and provide useful information for students and provide information about products that benefit students, such as calculators and art supplies. Just like in other contexts, students can make a conscious choice whether they engage in the advertisement or not. Advertising revenues can eliminate the user fees that students pay for extras to participate in extracurricular activities. Less money will be used by school boards to fund school activities, allowing the money to be allocated to other areas. | <ul style="list-style-type: none"> Schools with the best advertising contracts, and perhaps the most buying power, will have benefits other schools do not, leading to the potential creation of a tiered education system. Images will bombard students all day without a break. If these messages are negative, they can impact a person's well-being and sense of self. There is a danger that educational content could be influenced in order to keep advertisers happy or to try to attract new sources of revenue. Private sector funding could lead to less support by the government, creating a necessity for more private funding for "public" education. |
|---|--|

QUESTIONS

- Do the benefits of advertising in high school outweigh the cons? Explain.
- If advertising was adopted in high schools, what protocols would need to be implemented to safeguard students and their education?

INTERNAL DRIVES

Sociologist Emile Durkheim and psychologist Sigmund Freud are two social scientists who looked at the internal motivation that drives behaviour. Freud examined the different states of consciousness and our natural state to seek pleasure. While Freud believed that the unconscious rules our actions, Durkheim examined conscious choices and social ties as motivators for action and believed that each person contributes to the working of a greater society by performing a specialized task.

More to Know...

You were introduced to Emile Durkheim in the Prologue and learned about his theory on suicide in Chapter 2.

Emile Durkheim—Anomie

In the late 1800s, Emile Durkheim looked at the values and expectations created by society as a means of understanding how members of the society know the difference between right and wrong. Every society has rules and expectations about how people ought to behave toward one another. When people do not know what is expected of them because norms and behaviours are unclear, they may experience a state of **anomie** (Greek, 2011).

 **anomie:** normlessness; a lack of feeling or a breakdown of social norms

Organic Specialization and Anomie

Increased complexity within a society requires more specialized jobs. Our society today functions like an organic structure. **Organic specialization** occurs when workers perform specific tasks for the benefit of the entire system. Think of the heart in the human body: it provides the means to move blood and oxygen to all necessary organs. It works on its own and lets the other body parts perform their specialized functions. A heart alone, however, is not sufficient to survive. Only when all parts are working do you have a properly functioning body. However, in the workplace, specialization of this nature tends to weaken the bonds between workers. Modern offices often have rows of cubicles where workers are performing the tasks necessary for the company but everyone is doing a different job. Workers can interact but most of their time is spent working on their own. How do workers learn about the proper way to interact within the company or socially with their co-workers? Social bonds between workers become more impersonal because people are no longer linked to one another by similar work conditions.

 **organic specialization:** a set of specialized entities working together to create a larger functioning organism

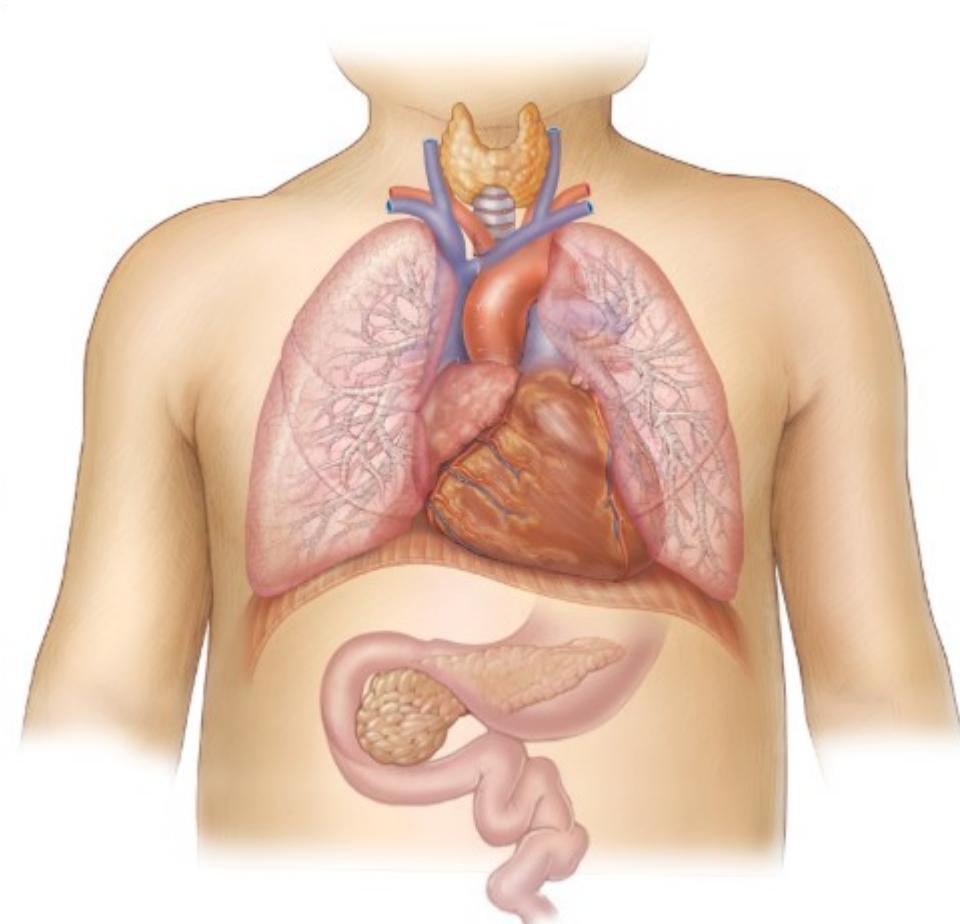


FIGURE 3-15 The human body consists of multiple organs working together. What happens to the other organs when one organ does not perform its function?

Social norms break down because social rules are not being transmitted through social interaction. Without others to guide them, people feel alone and have difficulty adjusting to social life (Greek, 2011). Dissatisfaction, conflict, and deviance can result if people begin following their own rules instead of those mandated by society. Economic disruption can bring about an even higher state of anomie when a person does not have work as a source of comfort. Unemployment becomes another facet of a person's life that creates pressure on the other parts because that part is not providing and doing its job within the organism. Eventually the system breaks down because the roles that individual fills are not complete.

What are the links between Marx and Durkheim?

Freud and the Role on Instincts in Human Development

Two people can be in the same situation yet see it completely differently. This is because an individual's understanding of his or her personal environment is based on his or her past experiences. To understand society, we must first consider what motivates us as individuals and what drives our actions. For psychoanalyst Sigmund Freud, identifying our unconscious drives and understanding the relationship between our carnal motivations and conscious thought helped explain how we interpret our surroundings and how we act and react to social situations.

More to Know...

You learned about Freud in the Prologue.

Instinct plays a key role in the motivation of human behaviour. Human motivation, according to Freud, is dominated by two basic instincts: **Eros** and the death drive (later termed **Thanatos**). These two instincts represent the two primary outlets for biological energy. Eros represents creativity, growth, and life. Thanatos seeks to lead organic life back into the inanimate state through death. Both of these drives are empowered by libido energy, which involves sexual impulses.

- ▶ **Eros:** the creative life force or sexual drive which increases the body's tension
- ▶ **Thanatos:** the destructive force; the death drive

Freud addressed human development in terms of Eros. He believed that libidinal energy is expressed through sexual feelings in parts of the body. He believed that this psychosexual energy is transferred from one erogenous zone to another as a child develops. Freud attempted to show a link between motivation and a developmental milestone a child was experiencing. The five stages of psychosexual development are: oral, anal, phallic, latency, and genital. Freud argued that fulfilling the needs of each of these stages would create a healthy personality in adulthood. Failing to do so would lead to fixation at a stage and would have negative consequences (e.g., smoking as a result of being stuck in the oral stage).

While Freud's psychosexual stages of development have been widely criticized for their lack of evidence and their sexist nature, they did contribute to the idea that personality begins to develop at a very young age and is motivated by internal drives.

Interpreting Our Environment Through Our Conscious and Unconscious

As shown in Figure 3-16, psychoanalyst Sigmund Freud conceived of the human mind, made up of the conscious and unconscious, as akin to an iceberg. The conscious mind makes up the smaller, visible part of the iceberg, while the unconscious part of our minds is the larger, hidden part of the iceberg. Freud theorized that human consciousness is divided into three different parts: the id, the ego, and the superego.

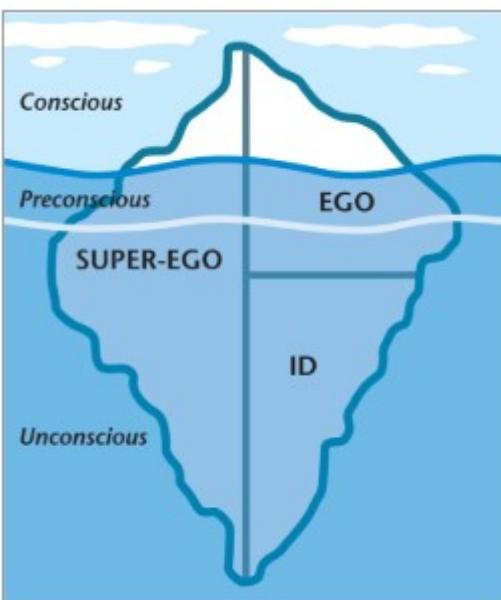


FIGURE 3-16 According to Freud, much of what goes in our minds happens beneath the surface. Do you think that hedonistic drives originate deep in the unconscious or are they much closer to the “surface”?

The id seeks immediate pleasure by reducing stress to the person. Consequences and long-term planning are never considered by the id. Allowing the id to become too strong always results in **hedonistic** behaviour; that is, behaviour that is self-gratifying and completely self-centred.

- ▶ **id:** the unconscious part of the human psyche that meets the instinctual, impulsive, and primitive needs of the mind

- ▶ **hedonistic:** behaviour that focuses on meeting a person's immediate need for happiness without focusing on future consequences

The **superego** is concerned with what is socially responsible and acts as the mind's conscience, including a person anticipating how other people will interpret their actions and being mindful of what other people think of them. A person with a superego that is too strong could be considered prudish or too sensitive about doing the right thing according to everyone else.

- ▶ **superego:** the part of the psyche that seeks perfection and controls our sense of guilt and right and wrong; its demands are often opposite to the id

The ego acts as the mediator between the id and superego. If the ego allows either the id or the superego to become too strong, coping mechanisms must be employed to bring about balance. Utilizing these **ego defence mechanisms** has a significant impact on an individual's personality and interpretation of social situations. Defence mechanisms can distort, transform, or otherwise falsify reality and can appear unconsciously as a result of the ego's inability to cope with social stresses and anxiety.

- ▶ **ego:** the conscious part of the human psyche that controls a person's most immediate behaviours and thoughts; it is the most in touch with reality and acts as the mediator between the id and superego

- ▶ **ego defence mechanism:** tools used to protect the psyche from psychological and emotional trauma

In Canadian society today, job security, peer relationships, finances, and personal safety contribute to significant stress among youth. Interpreting what we see and how we act is influenced by our unconscious drives and ego defence mechanisms, which help to keep the mind in a relative state of equilibrium and help us to cope with life in general. Having an unbalanced psyche can lead to psychosis or extreme outward behaviours. For example, a person could begin acting like a child when faced with a fear that has been repressed from an earlier time in his or her life. However, if the fear is not dealt with, the ego can become overwhelmed and become unable to cope with the new stress, causing all of the repressed emotions to return. Understanding social behaviour enables us to more clearly comprehend the reactions of teens and adults to environmental stresses.

💡 How might the id, ego, and superego lead to change? How might they impede change?



| Defence Mechanism | Description | Example |
|---------------------------|---|---|
| Regression | Returning back to an earlier life stage and showing childlike behaviours. | A person with an oral fixation may smoke more when he or she becomes more stressed at work. |
| Displacement | Redirecting emotions to a substitute target. | A teacher gets into trouble at work and then goes home and yells at his or her children to relieve their angst. |
| Solidification | Redirecting “forbidden” urges into socially acceptable actions. | A person may feel entitled to receive preferential treatment because he or she looks attractive. |
| Denial | Claiming untrue believing what is true to be actually false. | A student writing a low grade on his or her research paper automatically assumes the teacher will give him or her a higher grade. |
| Projection | Attributing uncomfortable feelings to others. | A person who has a split-personality may believe that the other has lots of energy and is more successful than he or she is. |
| Rationalization | Creating false but credible justifications for particular behaviours. | A person who deeply despises music may rationalize that the artist has lots of energy and is more successful than he or she is. |
| Reaction Formation | Converting aversive thoughts into their opposites. | A person with low self-esteem also makes fun of others. |
| Sublimation | Hiding uncomfortable thoughts into the unconscious. | A person suffered as a child in no longer part of the person's personal history or memory. |

FIGURE 3-17 Freud's ego defence mechanisms. Think about the stresses many of today's Canadian teenagers experience. Which of Freud's ego defence mechanisms do you see young people using to cope?

The Unconscious and Drives—Instinct

In the not-too-distant past, humans were hunter-gatherers, relying on a set of instincts for survival. Over time, those instinctual habits were retrained and replaced with other instincts appropriate for the current environment. We like to think that humans are more evolved than other animals because we possess the ability to have higher-order thought processes. The ability to rationalize a situation and construct hypothetical outcomes for a given scenario is what separates us from other species on the planet. We are able to think before we act, but we still have instincts. Babies, for example, have the ability to seek food from birth. They instinctively know how to find food with their rooting instinct. Somewhere between birth and early adolescent development, humans learn to control our primitive urges. But what happens to the survival instincts like fight or flight?

▶ **fight or flight:** the instinctual reaction of the body in response to a stressor; blood flow and adrenaline increase, preparing the body and mind for instant action

Consider the behaviour of a person who becomes instantly angry and lashes out uncontrollably at the first sign of trouble. What impact do higher-order thought processes play in that situation? What role does instinct play? When the mind believes that its body may die, what will it do to protect itself? Does it revert back to a more primal state, using its survival instincts to save itself?

Although we possess the ability to rationalize, human beings continue to exhibit traces of primal instinct. Stress seems to trigger these instincts. Neuroscientist Paul Maclean's Triune brain theory states that the human brain developed in three layers, which occurred in response to an evolutionary survival need. First developed was the reptilian system. This part of the brain was responsible for instinctual behaviours like aggression, dominance, territoriality, and ritual displays. The paleomammalian brain consists of the septum, amygdala, hypothalamus, hippocampal complex, and cingulate cortex. This part of the brain controls the production of hormones and chemicals in the body necessary for survival and development. Finally, the neomammalian complex consists of the cerebral neocortex, a structure found uniquely in mammals. This part of the brain allows for creative thinking, language, abstraction, and perception.



FIGURE 3-18 “I can't hear you!” Why do we pretend that if we cannot hear something, it does not exist?

Higher-order thought processes may intervene and allow common sense, not primal instinct, to take over the brain and body if the anger trigger promotes a primal episode to occur. In the example of uncontrollable anger described above, it is not socially acceptable behaviour in our society, yet this type of behaviour continues to manifest itself in the population. Not everyone in society reacts the same way when faced with the same stressors. Reactions to primal instincts vary as much as the individuality of the person. Each person has a varying threshold stress tolerance.

REFLECT AND RESPOND

1. How would Freud explain why a woman who was physically abused lashed out at her attacker with an uncharacteristic ferocity?
2. How is organic specialization necessary for an efficient society? Explain.
3. How do Durkheim and Freud's theories apply to change in society?

THE SOCIAL CONSTRUCTION OF IDEAS

Social organization is necessary when a society becomes complex. Rules are taught, learned, and reinforced within daily interactions in the society. Where do expectations of rules and actions manifest themselves and then change according to the will of a society? When looking at change, society must have some type of entity that can affect change without shocking the entire system. Accompanying these changes is the idea that power within a society should be evenly and fairly distributed. Competing interests will vie for control or increased control in the decision-making process so it is important to have the process of distributing power and responsibility tightly scrutinized.

Jobs—Identification and Priorities

Continuing with the idea that social research can help us better understand our behaviour, we look at another prominent sociologist named Max Weber. Identity can be defined through the work we perform. Around 1904, Weber noted a great change in the organization of society with respect to work. People worked to develop trade and enterprises while increasing personal wealth and investment. Paid work evolved to become a means of distinguishing the worker as a successful individual. Wealth accumulation also became an important part of the new capitalistic society as the masses strove to produce more and accumulate wealth. This new work ethic was viewed as one of the precursors of modern-day capitalism. Life was organized around the idea of producing, consuming, and increasing personal wealth.

More to Know...

You will learn more about Weber and his theory on prestige in Chapter 5.

A modern example of this idea is reflected in the cyclical nature of workplace advancement (see [Figure 3-19](#)). A worker with a family must ensure that his or her children are looked after during work hours. If work demands extra time, paid or unpaid, the worker must extend these hours, which may be inconvenient. Work can also extend beyond the walls of the workplace to the home or even the social life of a worker. Earning more money can lead to elevated spending on lifestyle. The worker may feel that she or he has earned certain luxuries and will indulge in them when there is work-free time. To pay for this lifestyle, a worker must earn more, and so the cycle continues. The family gains the benefit of the increased income but suffers due to the reduction in time spent together.

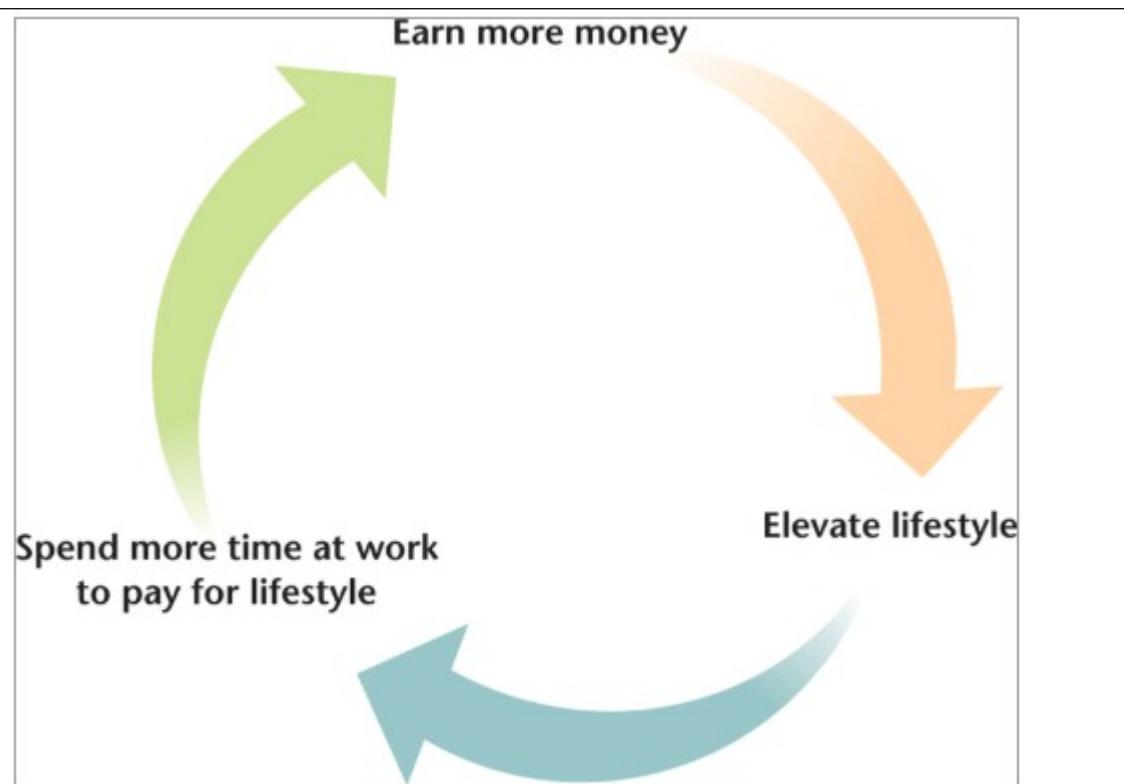


FIGURE 3-19 How can the cycle of earning and spending what is earned be broken?

?

How does your schoolwork or part-time job schedule influence how you organize daily activities? Is your identity affected by the amount of pride you place in your work?

Ideal Types

According to Weber, human organization followed the idea that a formalized process must be obeyed for a society to function well. Weber wrote extensively about ideal types. His ideal types represented a means of comparing social structures to better understand them and their context. In other words, people create an ideal of how institutions like businesses should be run, how we should behave at grocery stores or funerals, or how we should address people who are in positions of authority, for example. We then evaluate our own behaviour and that of others based on the preconceived ideals for each situation or aspect of society. We thus create a “normal” or “acceptable” code of conduct for our society, and we are considered “normal” if we adhere to it. Those who do not are deemed socially unacceptable. We are able to gauge our progress and our place in society by comparing ourselves socially to other societies or past social situations. There can be intergenerational differences in what is considered important. While one generation may consider the accumulation of material goods to be important, a different generation may have an environmental focus. Which ideology becomes dominant can be influenced by how the ideals are promoted to society and who promotes them.

?

How might you explain a situation where a person does not follow social expectations?

Bureaucracy

At the root of a bureaucracy are the following: impersonality, hierarchy, written rules of conduct, specialized division of labour, promotion based on achievement, and efficiency. As a Canadian, what impact do bureaucratic structures such as schools have on who we are or how we interact in a social situation? During Weber’s time, in the 1900s, the bureaucracies were described as goal-oriented organizations that were designed to achieve their objectives with efficiency and order. Weber viewed the bureaucracy as an ideal type, as a form of authority that would guard against arbitrary and unjust use of power. In the real world, however, we can see how this ideal type is often overshadowed by examples of bureaucrats who misuse their position of authority.

Rationalization

In order for Weber's idealism to achieve a sustainable outcome—in other words, to keep society in an organized and civil state—decisions must be guided by applying practical knowledge to achieve a desired end. These social systems provide authority and give power to make changes. Because people become comfortable with social norms and rules for acceptable comportment, changing what people deem as acceptable behaviour to suit a changing society is often met with some resistance. To effect social change, an individual must work within the constraints of society.

Social structures such as schools, laws (the legal system), and the political process are designed to promote change without shocking the system. Change may not occur quickly but there is less chance for chaos when the change is gradual and within the accepted limits of social rules. Following a moral compass where the good of the people is the goal helps to guide decisions made during this process. The interpretation of knowing what is best for the people and what a person is willing to sacrifice to make changes is a different story.

Landmark Case Study

Howard Becker: The Social Expectations of Drug Use

Drug use has been around for centuries. The drug type and amount changes but the behaviours associated with how a drug is used do not. There are social expectations for the effects of a particular drug that are learned through interactions with others. In 1953, sociologist Howard Becker (1928–) conducted research to understand why people used marijuana. His research aimed to follow changes in attitude shown by people in the progression of the use of marijuana for pleasure.

Method

Becker conducted a series of 50 interviews of people who used marijuana to determine how they learned to interpret the effects of consuming cannabis. People were taken from a variety of different economic and social backgrounds. The one factor all research participants had in common was that they smoked marijuana and were willing to tell their stories. His theory was to question the idea that people are predisposed to being addicts and that addictive behaviour is learned through a series of events and motivated through a course of experiences.

Results and Conclusions

During his trials he found that novices did not get high the first time they smoked marijuana; several attempts were necessary to induce this state. If a person does not receive the desired effects from the drug, why would the person continue to use it? He concluded that new users are ashamed to admit ignorance, pretending to know how to use the drug but learning through observation and imitation of others. When proper technique was learned, the concept of the drug became an object in the user's mind that could be linked to desired results. Without this concept, use of the drug would be pointless because it would not provide the desired euphoric outcome.

Becker concluded that a person will be able to use marijuana for pleasure only when:

1. it is used properly to produce the desired effects;
2. the person learns to recognize the effects and connects them to drug use; and
3. the person learns to enjoy the sensation he or she perceives.

Becker suggested that the reaction to taking marijuana was related to a sequence of social experiences during which a person acquires meaning and understanding of the behaviours involved in its use.

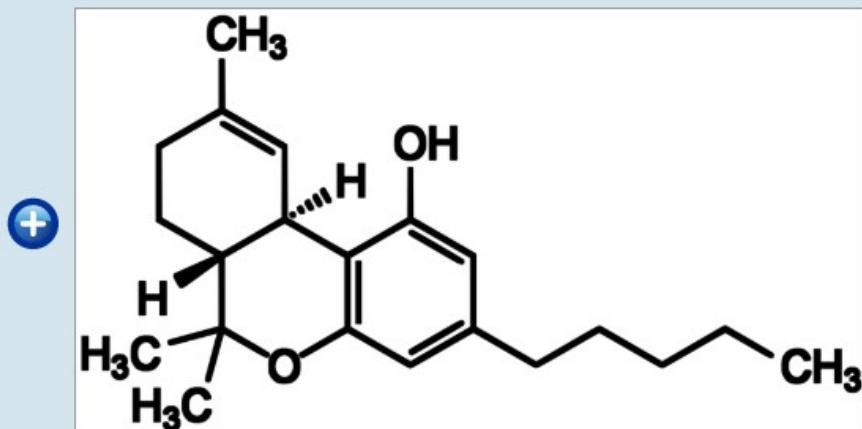


FIGURE 3-20 This is the chemical compound for THC. How can a chemical affect behaviour if we possess higher-order thought processes?

FIGURE 3-20 This is the chemical compound for THC. How can a chemical affect behaviour if we possess higher-order thought processes?

Applications

Becker concluded that drug users need to understand and be able to make sense of their feelings and link them to the social construct of drug use. To generalize these results, a person needs to understand what something is and be able to link it to something else that is known to them before being able to understand and enjoy it. Behaviour can be explained in terms of motivations, understanding, learning, and personal disposition. These findings make sense today in terms of learning in general.

For example, if you substitute marijuana for another topic like falling in love, you can have the same results. How would a person understand what he or she is feeling for the first time? Learning from others what it means to be in love and the feelings that are associated with being in love allows a person to start to invoke his or her own feelings with meaning. When the feelings are understood, the person is then able to enjoy the sensations associated with being in love.

QUESTIONS

1. Explain what panicking feels like. How do you describe in concrete terms what the feeling of panic is and how we learn what it is? Create a series of ten questions and poll your classmates to see if their understanding of being panicked is the same as your understanding. How does this relate to Becker's findings?
2. Explain the process of learning a behaviour using a linear timeline. At points between the steps, include factors that could promote or inhibit getting to the next step in learning the behaviour.
3. There is more than one correct way to research a social phenomenon. How could the design of this experiment be changed to obtain the same results? Explain what changes you would make to the data collection method that would allow you to get the same results.

Eliminating Smoking from Public Places

Creating a smoke-free society has been a process of gradual change. At one time cigarettes were promoted by celebrities and even cartoon characters. Advertisements for cigarettes could be seen in every type of media. Cigarette ads of the past were targeted at markets that included teens, men, and women. For example, the Marlborough Man was designed to appeal to men with his macho and masculine image. Joe Camel was removed in 1997 as the spokesperson for Phillip Morris because they were accused of creating this character to appeal to children to create the next generation of cigarette consumers.

Over the years, advertising bans, the imposition of laws banning the sale of cigarettes to minors, and the inclusion of fear-based messages on cigarette packaging have slowly removed cigarettes from the forefront of society. Where at one time cigarettes were displayed on open shelves in stores, now they are hidden from plain view. Store owners must check identification to sell the product or face a hefty fine. The Smoke-Free Ontario Act of 1994 makes it a federal offence to supply tobacco products to a person under 19 years of age (Ontario Tobacco Research Unit, 2007), with the hope that if young people don't begin smoking, eventually smoking as a whole will be eliminated from society.



FIGURE 3-21 Who does this ad target sales toward?

💡 How does Becker's study apply to efforts to eliminate smoking?

Feminism

When looking at change, it is important to consider equality. Feminism is a social perspective devoted to equality and equal rights between the sexes. This seems like an obvious goal but certain social conditions create a difference in power between men and women. **Gender inequality** is embedded in the daily practices of various social institutions such as the family, religion, and the workplace.

▶ **inequality:** the condition of being unequal, of not possessing the same rights and privileges as another person or group

Looking back to Canadian society in the 1700s, a power imbalance between men and women existed, but they shared a mutual respect for their different roles. Native men hunted for meat and might be away from the village for many days. Women and children remained near the village and tended to crops and daily life. In actuality, men only provided about 20 percent of their total diet's protein from their hunting ventures (Wiss, 2011). Women made the important village decisions and grew the remainder of the necessary calories for their family's diet. Each role provided for the village's survival but no role was prioritized over the other.

With the rise of technology and the increase in specialized roles in large production factories in the nineteenth and twentieth centuries, families moved from the country to cities. A single family wage was earned by the man while the woman stayed at home and raised the children. Bringing home a wage was given a higher status compared to that of raising a family, and the power disparity between men and women was created. Housework and raising children, or "women's work," was viewed as less important. More rights and privileges were granted to men because they were running the social systems outside the home. The Industrial Revolution intensified the inequalities between the status of men and women based on the roles each fulfilled. Inequality was not only between the sexes but also between the different classes emerging from the Industrial Revolution. Differences in wages among men also created a hierarchy within the wage earners. Men earning more money were seen as having a higher status and possessing more social power.

Examining the history of our society, feminist theories can be used to understand power in social interactions. Feminism strives to bring the issues of inequality among the sexes to light so that they may be addressed in hopes of establishing the balance that should exist in all civil societies.

?

How have the male and female roles in your own family evolved over time?

Power and Proportionate Representation

Women were given the right to vote in the 1920 election; however, in 1917 the *Wartime Elections Act* gave women related to military personnel, or who themselves served in the military, the right to vote. The Act was repealed following World War I. (Parliament of Canada, 2011). In 1921, one woman was elected to sit in the House of Commons, Miss Agnes Campbell. Only one woman has held the position of Prime Minister of Canada, Kim Campbell on June 25, 1993. Before that, Ellen Louis Fairclough had served as acting prime minister in 1958 for two days. Considering more than half of the population is female, there is a disproportionate representation of the male sex in the group that makes the rules and sets policies for the country. Women have fought hard to gain their rights and make society equal for both sexes. From the feminist perspective, the power discrepancy between the sexes affects the cultural landscape and all social interaction. Power discrepancies can still be seen in today's society.



Roberta Bondar: the first Canadian woman in space.



Arlene Dickinson: *Dragon's Den* venture capitalist.

FIGURE 3-22 Two accomplished Canadian women in their respective fields. Without their names and descriptions, did you know who they were and what these famous Canadians had accomplished?

One example of the difference in power is reflected in the federal judges appointed to the bench in Canada. If Canada is to have proportionate representation, then the number of female judges elected should mirror the percentage of the population that are women. Looking at the number of elected female judges, it is not even close to being representative of Canada's population makeup (see [Figure 3-24](#)). This should be questioned because these judges impact laws and government policy at the highest level in Canada. Is the process flawed for selecting judges? Are there not enough women interested in the position? Are there sufficient women qualified for this position? These questions and more need to be addressed before this trend will change.

IN THE FIELD

Social Work

A women's studies degree from a university can be applied to careers in different professions. Employers find this degree useful in research and policy, education, media, communications, business, law, health and social sciences, and human resources fields. Some careers require post-graduate credentials like a master's degree as well as an undergraduate degree. Professions such as social work, family law, family practice medicine, and director/coordinator of a woman's organization or human rights organization benefit greatly from professionals who hold a women's studies degree.

Social work lends itself well to this area of study. Professionals who have a background in women's studies understand the history of inequality in our society and are able to utilize this knowledge to help women who are directly affected by the imbalance of power in their world. This includes working with women who have experienced domestic violence, single and teenage mothers, and women oppressed by cultural beliefs who immigrate to Canada and giving these women a voice within the social work community. By working with a social worker, these women gain access to information about job training, health, services, day care opportunities, drug and alcohol cessation programs, reduced-price or low-income housing, and food programs.

Social workers are also involved in creating social policy. They sit on committees and boards that decide plans and actions to meet the needs of the community. School boards employ social workers to work with impoverished families to help them acquire the resources they need. Social workers provide links between different social agencies to meet the needs of students. They can also be called upon to investigate allegations of abuse and present their findings in court. Social workers with a background in women's studies are indeed the voice of women who have not yet had an opportunity for equality in their lives, and as such they bring more equal opportunity to these women.



FIGURE 3-23 Social work requires strong communication skills. What other skills would benefit a person occupying this position?

QUESTIONS

1. Research the course requirements to enter a women's studies program or a social work program. Where are these programs offered and what compulsory courses are required to complete these degrees?
2. In some countries, women do not have equal rights. What kinds of rights are available to women who come to Canada that may not exist in other countries?

?

How many women currently serve in elected parliamentary positions? How does this ratio compare to the current male/female demographic of Ontario? Of Canada? How can a more representative ratio be achieved?

Women on the Bench

Proportionally, female judges are underrepresented in Canada.
Number of federal judges appointed*, as of Nov. 1, 2011

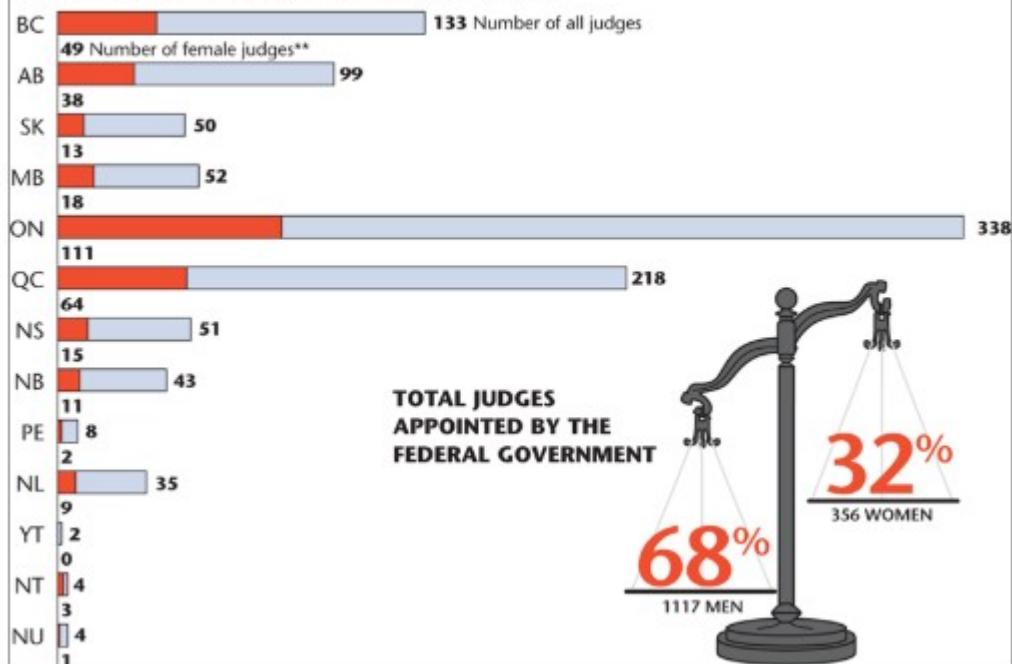


FIGURE 3-24 Why were only 8 women appointed to the federal judiciary in 2011, compared to 41 men?

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Legislating Equality

Affirmative action programs seek to redress past discriminations through legislation to ensure equal opportunity. Canada's Charter of Rights and Freedoms states that affirmative action-type legislation does "not preclude any law, program or activity that has as its object the amelioration of conditions of disadvantaged individuals or groups including those that are disadvantaged because of race, national or ethnic origin, colour, religion, sex, age or mental or physical disability" (Canadian Heritage, 2011). Laws intended to protect disadvantaged individuals and groups in power relationships and to address historical injustices have a role in changing society.

Open for Debate

You are hiring new firefighters. None of the female applicants can meet the lifting requirements. Should affirmative action be applied to this situation? Should there be different requirements for men and women in terms of lifting and endurance to make the field more equal?

Positivism—A Means to an End

Although many social science theories and schools of thought were developed some time ago, they can still help us understand current social behaviours. One such school of thought is **positivism**, which focuses on knowledge accumulation through the senses rather than through intuition. It focuses on reality and on formalized processes to make sense of behaviour. Logic and clearly defined processes are used to categorize and explain human behaviour. Positivist theory uses the scientific method and scientific rigour to obtain quantifiable results that will hold up against scrutiny. Showing evidence that, with a margin of error of 5 percent, behaviour X is a result of factor Y, provides results that our logical society can understand and accept. Some social scientists believe that including statistics and scientific methodology legitimizes the results, making the findings of the study more credible and less likely to be questioned.



positivism: the use of the scientific approach to research and understand social behaviour



FIGURE 3-25 Does following the scientific method always provide a cause-and-effect answer?

For example, when researching participation in post-secondary education, positivist research would examine a child's family dynamic to determine his or her chance of attending a post-secondary institution. Statistics Canada (2005) found that each additional year of parental education increases a child's probability of attending university by 5 percentage points. Approximately 40 percent of this effect is indirect; the rest is directly affected by parental education. Quantifying and accounting for factors that influence university attendance provides results people may trust because of the mathematical and scientific methods applied to the social research.

SKILLS FOCUS

Navigate to Statistics Canada's Web site. Search the latest version of the General Social Survey (GSS). There will be reports written in the daily summarizing parts of this survey. Present one of the findings for the latest GSS to the class to show what the latest empirical findings are about Canadians.

REFLECT AND RESPOND

1. How would you go about creating fair and equal treatment of men and women in the workplace?
2. What can be done to make the students in your school interested in the political process? Explain your ideas.

HOW-TO:

Observe Subjects for Research

Observation is an important method for collecting data in the social sciences. Through observation, a social scientist can examine patterns to gain insight into the behaviour of the population he or she is studying.

Observing the behaviour of students in the cafeteria is a good way to practise this skill. At lunchtime, map out the cafeteria population by colour-coding the areas according to where students from each grade sit. Grade 9 students may be red, grade 10 students can be green, etc. What does this information tell you about the lunchtime socialization habits of students in your school? Your next step is to consider why the seating patterns occur this way and what social influences have an impact on cafeteria seating choices.

Take the observed findings and use a social theory to interpret the seating patterns. Each theory will interpret the findings in a unique way; different features of the behaviour will vary in importance and/or value. Working in groups, you will use a theory from the chapter to view the findings from the cafeteria observation. Each group will use a different theory and will make inferences based on the theory and the observations noted.

Steps

1. Divide your class into four groups and have each group choose a theory from the chapter.
2. As a class, create a common hypothesis for all students to use in the experiment. (The hypothesis must seek to interpret why students sit in the places they do in the cafeteria.)
3. Create a map of your cafeteria including the tables and other features like doors, windows, vending machines, etc., for all students to use for collecting data.
4. All observations should take place at the same time to ensure that all the data collected matches. Student seating patterns will be mapped according to the grade of the student. If there are multiple grades sitting at the same table, show this by having multiple colours on the table.
5. Using your theory's perspective, make inferences about the hypothesis of why students sit in the patterns they choose in the cafeteria.

Interpreting Your Results

Research results can be interpreted through any theory lens. Choose a theory from the text that can be used to explain the observed behaviour. For example, using feminist theories, observations could be interpreted in the following way:

- Observation: Students cluster together in groups according to gender.
- Conclusion: Students choose to sit in clusters because of common interests or to foster existing friendships and/or social ties among the group members.

A power structure is created whereby people who sit in the area gain the benefit of being part of this group by sharing experiences and planning future activities. Students who are not part of this group must find a way to be invited by an existing group member. Students who extend the invitations have more social power than students being invited.

How this relates to feminist theories:

- Feminist theories look at patterns of inequality, which include gender and power struggles between people where some are denied equal access to a position of influence.

Taking It One Step Further

This experiment format can be used to find information about many different social patterns of students. In terms of socialization, grade 9 is a transition year for students. This may mean moving to a new school and becoming part of new social groups. Throughout this transition, students follow many socially developed norms and unwritten rules in terms of socialization. These rules can vary by group and school site but the transition is common for all new students.

What is the social status of grade 12 students in your school? Is it the norm for grade 12 students to socialize with grade 9s? As an extension, have a grade 12 student sit in the grade 9 seating area. Observe the reaction of the grade 9s whose spot the older student has occupied. What were some of the things said? Is there a difference when a grade 12 girl sits in a spot usually occupied by grade 9 boys? How does the observable behaviour of the boys change when what was considered the norm is changed by having someone else sit there?

CHAPTER 3 REVIEW

KNOWLEDGE AND UNDERSTANDING/THINKING

1. In your own words, describe what is meant by "cultural hegemony." Explain how the social understanding of what is considered normal is manipulated by the ruling class (including beliefs, explanations, perceptions, and values).
2. Explain the differences between each of the social classes, according to Marx. How would one of the other perspectives listed in the textbook critique Marx's classifications?
3. Explain the similarities between positivism and scientific research. Describe how positivism influences social science research findings.
4. Ego defence mechanisms seek to create a balance between the id and the superego. Describe the defence mechanism(s) that might be employed in each of the following scenarios:
 - a. Parents lose a young child to cancer.
 - b. After a bad day at work, a father yells at his son for having a messy room.
 - c. A doctor spends 30 minutes trying to revive a brain-dead accident victim.

THINKING/COMMUNICATION

5. A person in your community is experiencing a state of anomie. Explain how you would reintegrate this person and make him or her part of the community again. Use the existing social institutions in your area (or online sources) to assist with the change.
6. How could you combine the feminist perspective and Marxism to explain the participation of women in the Canadian economy? Write an explanation using tenets from both perspectives to explain your idea.
7. Tiger Woods earned a total of \$95 million between the 2009 and 2010 golf seasons. Tennis champion Maria Sharapova, the current top-earning female athlete, earned \$25 million, which included earnings from her tournament winnings and endorsements during the 2010 season. What does the difference in their earnings tell you about the gender inequalities that exist in merchandise endorsement contracts of professional athletes?
8. What are some of the skills we have lost because of automation? Create a list of ten lost skills and describe the impact of losing five of these skills.
9. What are your beliefs about the mind being able to revert back to a primal state in order to protect itself? Detail any exceptions and explain how a normal person can "snap."
10. Provide an example of at least one other job that has been replaced by the use of machines. Suggest another job that you think may be replaced by machines in the near future.

COMMUNICATION/APPLICATION

11. In one page, describe some examples that show how alienation impacts how we act and interact with one another as Canadians. Also, consider how we interact on a larger scope, such as with others throughout the world.
12. Take a print advertisement and analyze its impact on its readers. Determine what message it is sending and how its message could be interpreted by the different social science perspectives outlined in this chapter.
13. What are the institutions in your area that promote change? List these groups and explain what each one promotes. Create a quick-reference guide of these groups for someone looking to make a change in their lives.
14. Following the positivist approach to research, create a research outline (a set of scientific instructions to follow to collect data) for each of the following topics. Compare your approach to those of another student and note the many different, but equally correct ways to research a social phenomenon.
 - How do young people choose what they are going to wear to school in the morning?
 - How do young people choose where to sit in the classroom?
 - How do young people choose whom to date?

15. Is Freud's theory still relevant today? Is this a realistic way of understanding our social situation? Write a one-page explanation of your thoughts.
16. When talking about inequality, language plays an important part in the continuation of the current power discrepancy between men and women. Write down all the traits you would associate with a person who is successful or a strong leader. Write all the traits you associate with being a good follower or supporter. When you have finished your lists, put an M (male) or F (female) beside each trait you consider a masculine trait or a feminine trait, respectively. Explain in a paragraph how you would go about changing this set of assumptions/beliefs.
17. Find a news story about a Canadian from your local newspaper and conduct a research project to understand the behaviour exhibited in that situation. Examine the actions of the Canadian and how those actions compare to what you would expect in that particular situation. Explain the similarities and/or differences between the behaviour you expected and what occurred.

CHAPTER 4

Growing Trends in Canadian Society

Canadian society is shaped by various factors and trends. Over the years, we have seen changes to the way we see ourselves in our work and professional lives and have been influenced by the ways we believe others see us. Work provides more than monetary remuneration, it also influences daily behaviour. A person's job significantly impacts how he or she structures daily activities as well as provides a means of self-identification. Social political change has seen major shifts since the 1970s for young Canadian voters in terms of participation and the belief that change can be made through voting. The growth in the type and number of media outlets has increased the number of images we are exposed to. These images not only influence the way we define beauty, they can also influence our lifestyle choices. In a similar fashion, violent television and movie images have become more prevalent in recent years; consequently, images of death and destruction have become normalized. Media exposure to social messages influences the way Canadians think and behave because of the constant reinforcement of social ideas and ideals. In this chapter, you will examine economics, health, politics, and the media: four significant factors that shape the lives of Canadians. All of these factors combine and contribute to a changing Canadian landscape.

CHAPTER EXPECTATIONS

By the end of this chapter, you will:

- demonstrate an understanding of the major social science forces that influence social change and shape trends
- identify and describe the major theories relating to change of self, society, and culture
- identify conditions for change and impediments to change
- identify population trends in Canada
- evaluate the impact of changing social mores on the well-being of Canadians
- formulate effective questions and demonstrate data collection skills

KEY TERMS

desensitize
Employment Standards Act
lens
looking-glass self
normalization

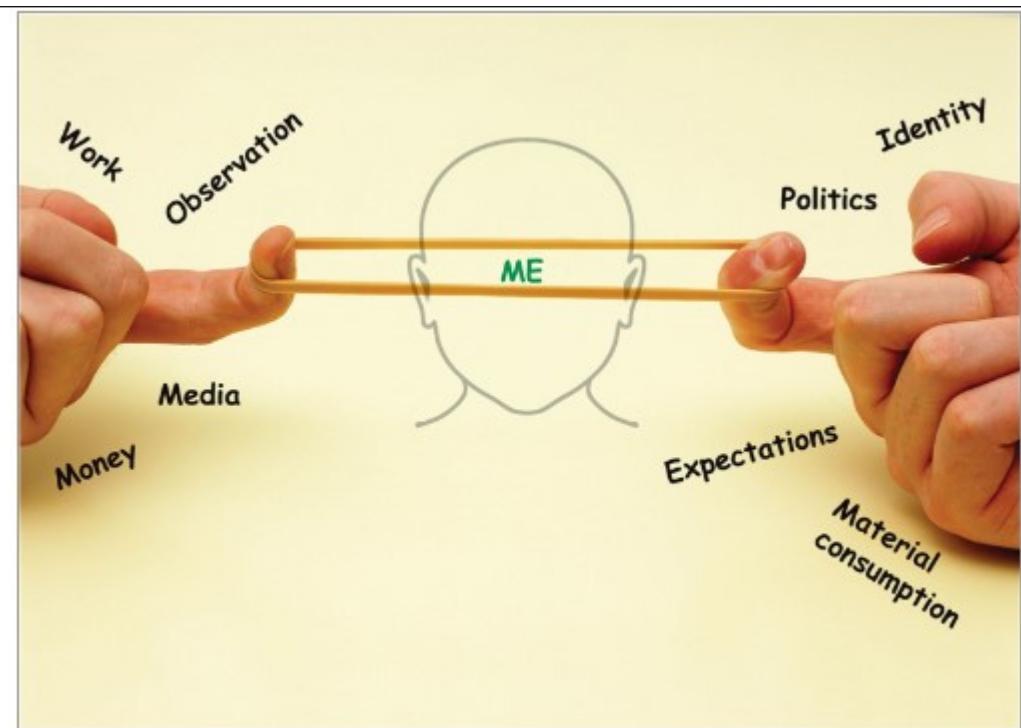


FIGURE 4-1 Canadians are influenced by many internal and external factors. Which of these factors influence you?

KEY THEORISTS

Solomon Asch

Albert Bandura

Charles Cooley

Erik Erikson

George Gerbner

Marshall McLuhan

George Herbert Mead

LANDMARK CASE STUDY

Solomon Asch: Conformity and the Stigma of Being Different

Spotlight On ...

Technology in School

With the integration of social networking and the increase in the use and types of technology permitted in schools, students are benefitting from seemingly infinite access to information. Many school boards have embraced the newest technologies; they not only endorse student use of tablets, iPods, and the Internet, but have also begun funding the purchase of this technology. Teachers are using technology to modernize their pedagogy to engage and meet the needs of the twenty-first-century learner. While new technology has great potential to revolutionize learning, there are some disadvantages to inviting technology into the classroom. In-class use of technology can be distracting. Student attention may be divided between what is happening in the classroom and what is happening online.

Using Technology Wisely

Many schools have begun to employ “use of technology” agreements, in which parents and students sign an agreement stating that they understand that the use of technology at school, including the ability to access the Internet, is strictly for the enhancement of student learning and that any abuse of this permission will result in a student’s loss of technology-based privileges. Yet, even with parents, teachers, and students on board, teachers report that some students use the technology they bring to class for activities other than learning.

Some students overuse the technology and continue their socialization during class. Social networking is so addicting that some people may send and receive hundreds of text messages a day. While it may seem like reading and responding to a text may only take a few seconds, the brain must go through the process of thinking, processing, and responding to the message, and then shift focus back to the task at hand, i.e., school work. By the time you’ve gotten back on task, a minute or more has passed. This social activity therefore can consume a lot of time and become the major focus of a person’s day. If you send and receive numerous texts per day, the net effect of this distraction is significant when the time is added up.

Issues Relating to Technology Usage in the Classroom

In addition to providing a distraction for students, there are other challenges to using technology in the classroom. At first, educators were primarily concerned with students using their smartphones and laptops to cheat on tests and assignments. Through instant messaging and social media such as Facebook and Twitter, broadcasting exam contents and answers is just a few clicks away and allows for cheating to be taken to a more powerful level than just peeking over at a classmate’s paper. Technology makes it easier to cheat and harder to get caught.



FIGURE 4-2 What are the benefits of using technology in school?

Technology has also raised questions of privacy. Some schools monitor what students are doing online and may have access to personal email and browsing history. In a 2010 civil case, a Philadelphia school district was accused of violating the privacy of students when it was discovered that school administrators were remotely activating the webcams of the school-issued laptops and taking pictures of students at home, often in their bedrooms, as well monitoring their activities online.

As you learned in Chapter 2, cyberbullying is also a growing concern. Does having access to technology within a school make the problem worse? A 2009 Statistics Canada survey determined that about 10 percent of adults had at least one child in their home who had experienced cyberbullying. As shown in Figure 4-3, when parents were asked about the source of their children’s cyberbullying, the majority cited their child’s classmates as the most likely source (Statistics Canada, 2009).

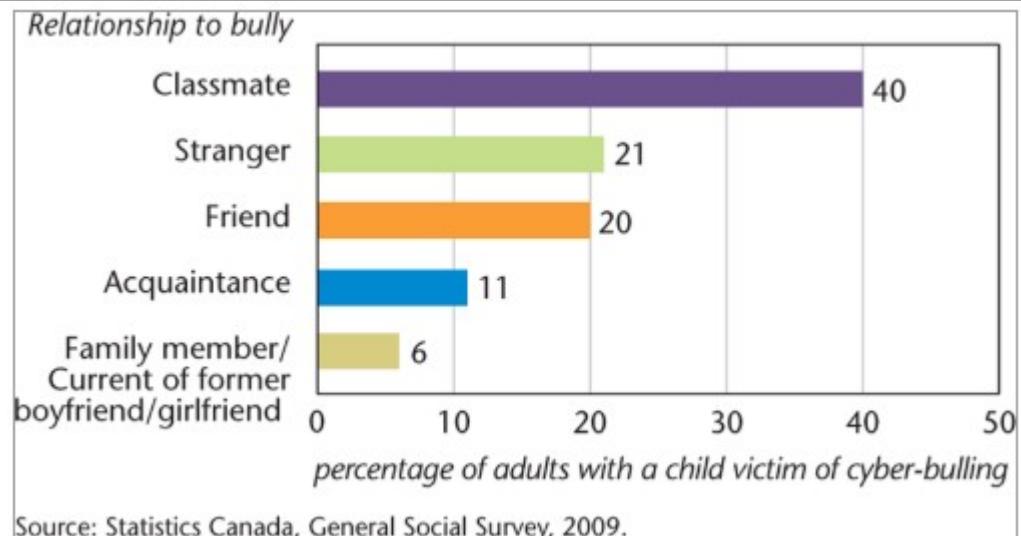


FIGURE 4-3 Why are young people more likely to experience cyberbullying by classmates than by strangers?

SKILLS PRACTICE

The notion that sending a text message takes but a few seconds has been refuted by research showing that a minute or more can pass by the time a message is read and sent and the person is refocused on the task at hand. Using technology at school can cause students to become distracted during class time as they struggle to focus on in-class assignments. Similarly, using technology while completing school work at home or at the library can also be distracting. For this reason, some people argue that technology should not be permitted in schools. To determine how much time students are actually spending on non-school-related tasks while completing school work in class or outside of school, conduct research with your peers using the following steps.

1. Create an online survey to find out how much time students spend off task as a result of using technology while completing school work.
2. Compose questions centred on how much time students spend on social networking sites at school during instructional/study time and during at-home study time, how many texts they secretly send and receive, and how much time they spend socially or for leisure on the Internet during the time teachers believe they are on the Internet for study purposes.
3. Compose survey questions about cyberbullying as well. Find out how many students feel they have been victims of this form of harassment and how many people have taken part in inappropriate communication? Assure students that their answers are completely anonymous and are strictly for research purposes.
4. Create a bar graph to present the results of your survey. Analyze the data and answer the following open-ended response question: How does the time on-task compare to the time off-task using technology? What impact might this have on learning?

THE ECONOMY

Understanding the economy of a society helps social scientists learn more about human behaviour, how and why we work, how we spend money, and how changes in the economy affect us.

Change Over Time

Before the late eighteenth century, child labour among children aged 7 and older was very common, especially among poor families. This changed with the introduction of Ontario legislation that required compulsory school attendance for children from 8 to 14 years old. By 1911, about 40 percent of all children aged 5 to 9 and 50 percent of children 10 to 19 years old in Canada were in school.

Employment Trends

Why do Canadians need to work? Over time, working and having a job has become a way to define social status among Canadians. In its most simplistic form, work is necessary to survive. It's also an integral part of a person's identity. Social scientists are interested in studying employment trends to understand how a society changes over time.

Working Teens around the World

What is your current working situation? Are you expected to work and contribute to the family? In 2000, Canadian teenagers worked an average of 32 minutes each school day at a paid job (Marshall, 2007). Compared to teens in other developed countries, this number is relatively high (see [Figure 4-4](#)). This does not take into account time spent on weekends performing paid work. Overall, 34 percent of boys and 40 percent of girls aged 15 to 18 reported having a job in 2006 (Marshall, 2007). The importance of securing paid employment plays a significant role in defining who students are as individuals as well as the role they might have in the family unit.

In 2007, Statistics Canada released a study called *The Busy Lives of Teens* (Marshall, 2007). Trends in employment and work hours were tracked from 1986 to 2006 to see how students were spending their time and if this changed over time. The study showed that more girls were employed but worked fewer hours than boys consistently over time.

Most students work in low-paying service, clerical, or sales jobs. The highest proportion of working teenagers comes from middle-income families compared to lower- and higher-income families. Studies show that working more than 15 to 20 hours per week has a negative impact on academic success and increases the probability of dropping out of school (Naylor, 1999). It also significantly impacts a teenager's sleep patterns. Teenagers reported having later bedtimes, shorter sleeps, and more frequent episodes of falling asleep in school, as well as missing school because of sleeping in (Carskadon, 1999).

| Country | Average Number of Minutes Worked at a Paid Job Each Day (Youth Aged 15–19) |
|----------------|--|
| United States | 41 |
| Netherlands | 40 |
| Canada | 32 |
| Australia | 23 |
| United Kingdom | 22 |
| Norway | 17 |
| Belgium | 13 |
| France | 9 |
| Germany | 8 |
| Finland | 8 |

FIGURE 4-4 Why might teens in Canada and the United States spend more time on paid work than those in European countries?

The Employment Standards Act of 2000, sets out the rights and responsibilities of employers and employees of Ontario workplaces. According to this act, workers cannot work more than 5 hours in a row without a 30-minute eating break. Employers cannot assign more than 8 hours of work in a day and a work week cannot exceed 44 hours (Government of Canada, 2010).

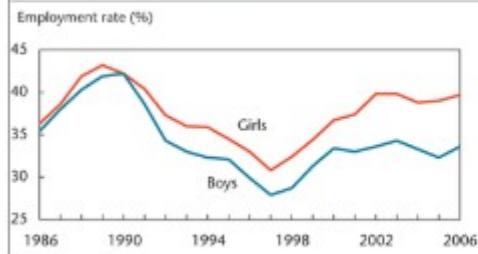


Employment Standards Act: the act seeks to create fairness in the workplace for all Ontarians

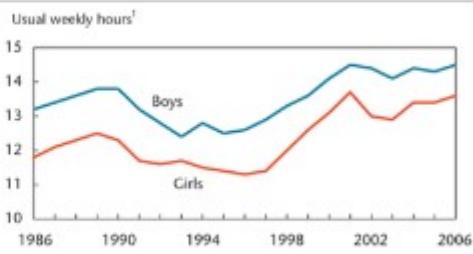


Interactive: Factors That Influence Social Change

Since the 1990s, school-attending teen girls have been more likely to be employed than boys...



...But boys with jobs work on average one hour more per week than girls



1 For those employed.

Source: Statistics Canada, Labour Force Survey

FIGURE 4-5 How has the employment rate for teenagers changed over time?

Challenges Facing Young Workers

The primary challenge facing young workers is getting into the workforce. The unemployment rate for those aged 15–24 was 14.7 percent in February 2012, nearly double the unemployment rate for all Canadians (Fong, 2012). This age group has accounted for half of the job losses during the recession, even though they only make 16.5 percent of the workforce (Fong, 2012). Young people are always the hardest hit during a recession. Similar trends can be seen when looking at the recessions in the 1980s and 1990s, when young people bore 77 percent of the job losses.

Not only are young people competing for jobs against their peers, they are also facing competition with those who lost their jobs during the recession, who have significantly more work experience. Contributing to this job crunch is delayed retirement, with baby boomers working longer or returning to the workforce, reducing the number of available jobs. This has an impact on future earning power. A one-percent rise in unemployment can lead to a six or seven percent decrease in salary, making life-time earning substantially lower (Fong, 2012).



FIGURE 4-6 This teenager maintains a part-time job while also attending school full time. What are the potential problems of balancing work and school?

In response, some young adults have chosen to return to school to keep their skill set current or obtain new skills that will broaden their opportunities and prepare them for when the job market opens up. A higher level of education is correlated to higher salaries over an individual's lifetime. While young people today may have a tough time starting out, obtaining a post-secondary education may help them to recover more quickly.

?

Why are young workers more likely to experience unemployment during a recession?

Unemployment

In February 2012, 7.4 percent of Canadians were unemployed (Statistics Canada, 2012). Joblessness impacts both the parents and children in a family. Future planning becomes difficult when the family unit is under stress. A shift in family income can cause depression, decreased school performance in children, and a lower standard of health care if a parent loses health insurance through his or her work (West, 2010). For middle-income families, the new experience of poverty can be shocking. Families that are already poor face further hardship, making it even more difficult to break the cycle of poverty. According to Professor Ariel Kalil of the University of Chicago's Harris School of Public Policy Studies, people associate job loss with something that happens to lower-income families and not your average middle-class neighbour. To many people, job loss and instability are problems only poor families have to face, which creates a negative stigma of both lower-class families and job loss. However, job loss is also associated with middle- and higher-income families because of the number of wage earners out of work in these groups (West, 2010). With a strong social stigma associated with poor families how would middle- or higher-income families react to the label of being poor? How motivated would these families be to change their situation and avoid the social stigma?



FIGURE 4-7 Why might it be difficult for young adults to enter the job market?

Migration

Young people are more likely than any other cohort to migrate for work. The rate of interprovincial migration is five to ten times higher for people aged 20–30 than for those aged 40–50. Unemployment is a primary motivator: migration increases ten percent for every one percent rise in the unemployment rate (Statistics Canada, 2008). More than 100 000 people left Ontario between 2003 and 2010, for jobs in Alberta, Saskatchewan, and British Columbia.

SKILLS FOCUS

Interview teenagers in your community to determine how much time is spent in an average week doing school work, housework (chores), and working at a job. Conclude the interview with a question that asks them to consider the impact these forms of work have on their lives. What are some common themes?

Immigrants to Canada have also been encouraged to settle the Western provinces, rather than in cities such as Toronto and Montreal. Saskatchewan has actively recruited immigrants in recent years and has promised to forgive up to \$20 000 in student loans for those who attend school in Saskatchewan and remain to work.

Why are young people more likely to move for work?

Work and Identity

Employment plays a crucial role in understanding who a person is because people often define themselves through their occupation. Understanding the motivations for choosing an occupation tells a lot about someone's personality.

George Herbert Mead's "I" and "Me"

George Herbert Mead (1863–1931) theorized about how we view and present ourselves in social situations. To Mead, the mind is defined through a set of mental processes. People observe gestures from others and react according to what they observe. Mead differentiates between the "social self" and the "true self" (see Figure 4-8). The "me" is an accumulated understanding of what we observe. "Me" can only be understood when a person reflects upon his or her situation. This includes what we learn through social interaction (Aboulafia, 2009). For instance, a person plays hockey and his or her position is on defense. The person can reflect on his or her position as defense, but to do so must be able to consider it in relation to the whole game, including the context of the other players and the rules of the game.

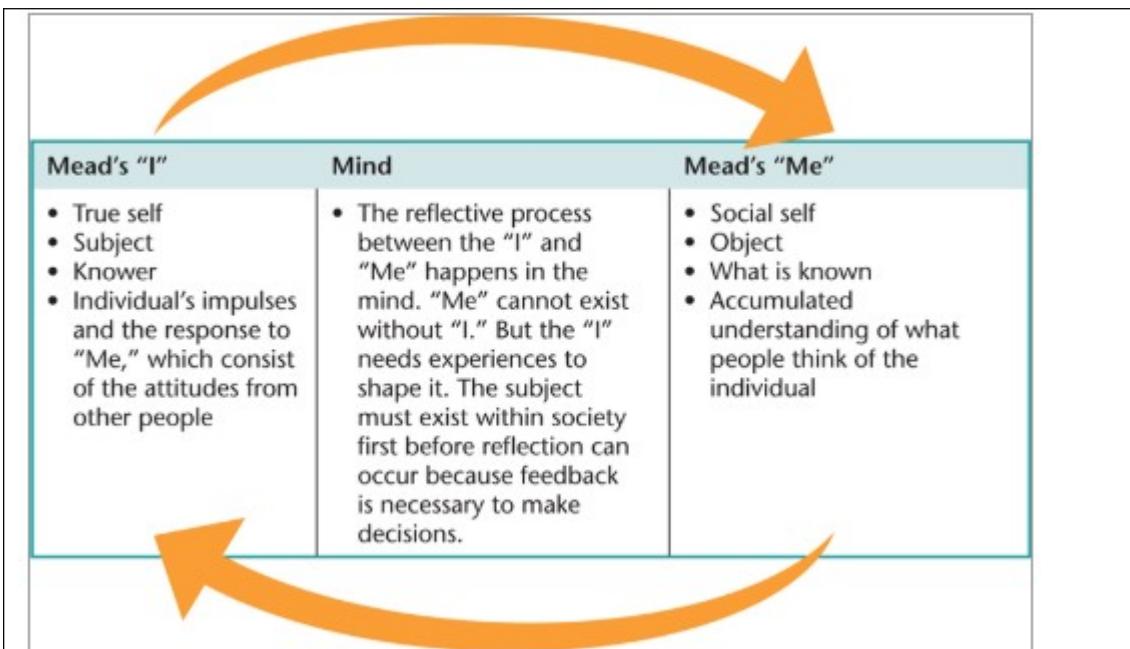


FIGURE 4-8 How do our experiences change us? How is this reflected in the true self and social self?

The "I" is a person's actions or reactions, which can be either in reaction to a situation or self-initiated. Every response the "I" makes is novel. People are aware of themselves and of their social situation, but exactly how they react never becomes part of experience (and therefore completely understood) until after the action has taken place (Aboulafia, 2009). Mead's "I" becomes a source of spontaneity and creativity. How the "I" will react is only known on reflection. When the "I" becomes known it becomes part of "me."

Through employment, a person understands himself or herself in the context of the workplace. The person's actions, after they happen, become part of who they are. To understand the employee, the context of the work environment must also be understood. Therefore, to understand someone, it is essential to understand his or her environment because it is continuously influencing the person's identity.



In what situation might someone learn what is socially acceptable, and then change his or her behaviour to match these criteria?

Charles Cooley and the Looking-Glass Self

In 1902, sociologist Charles Cooley (1864–1929) proposed a theory to explain how identity and personality were created through social interaction—he called it the **looking-glass self**. The three main components of the looking-glass self are as follows: first, we envision how we appear to other people; second, we envision the judgement of that appearance; and, finally, our sense of self develops through this interaction. Social interaction is central to this theory. Behaviour is learned when other people provide feedback; we take our social cues from the reaction of others and then create the person that we are. In Cooley's words, "I am not what I think I am and I am not what you think I am; I am what I think that you think I am."



looking-glass self: a person's self-image, which forms by imagining what others think of his or her behaviour and appearance

VOICES

Unless a capacity for thinking is accompanied by a capacity for action, a superior mind exists in torture.

—Charles Cooley

Returning to the idea that employment helps define a person, Cooley's theory can be applied to this social phenomenon. A person without work looks to see the social reactions of people in his or her environment to help modify his or her behaviour. Consider the example of a man losing his job and deciding to be a stay-at-home dad. When meeting people, the man explains that he does not work and tends to the children and the house during the day. The reactions he gets from others help him gauge how to act and what other people expect, and he modifies his behaviour to meet social expectations. The man may seek to find a steady income to meet the social expectation that he should work. Meanwhile, the "I" may enjoy staying at home and caring for the children and the home, but he does not express this because he does not want the social consequences associated with being different. Changing behaviour may not happen after one encounter, like the one described above, but the information is internalized and changes eventually occur.



FIGURE 4-9 How is personal identity reinforced through work?

Credit and Debt

Rising debt levels are a troubling trend for Canadians. The ratio of debt to income of Canadian households has risen 150 percent in the last decade (Crawford and Faruqui, 2012). For every dollar of after tax income, the average Canadian family owes 1.51 (Statistics Canada 2011). This follows a 30-year pattern of rising debt, which comes from a variety of sources, including mortgage debt, line of credit, credit cards, student loans and car loans. Borrowing money does have its advantages. It allows people to live more comfortably and can act as a buffer following a temporary loss of income.

However, debt can also make households vulnerable and creates risks in the financial system as a whole. This can be seen in the United States in 2008, when the mortgage system collapsed triggering a recession (Crawford and Faruqui, 2012). Financial stability depends on the ability of individuals to make their debt payments.

Debt levels usually peak between the ages of 31 and 35 and reduce with age (as mortgage debt is paid off). While older Canadians are more likely to have debt from mortgages or lines of credit, younger Canadians are more likely to be in debt from student loans and credit cards. Six out of ten Canadians between the ages of 18 and 29 report having debt, with credit card debt being the most common (Embrett, 2009). In 2009, the average debt for Canadian university graduates was \$26 680. There are implications for starting out with so much debt. Entry-level wages may not be enough to support living expenses and debt repayment. Lingering debt may mean major life decisions may be delayed, such as getting married, having children, or owning a home.

How do rising debt levels contribute to demographic trends?

HOW-TO:

Create a Survey

How people spend money can reveal a great deal about their behaviour and personality. A budget tracks spending and reveals patterns (as well as being a good way to manage your money). Create a survey of the spending habits of ten students and interpret your findings.

Steps

1. Create a research question that examines how teenagers spend their money and how it relates to social status.
2. Ask ten classmates to record all of their spending for three weeks in a daily journal. Have them update the journal regularly to keep the entries accurate.
3. Collect the journals from your classmates. Using the information from the journals, create the following category headings for the expenses: food, clothing, personal care, technology/communication, sports, social activities, and other.
4. Sort expenses into their appropriate categories and add up the total amount spent for each category. Each category will have a final dollar value attached to it that represents spending.
5. Use the data to calculate the mean, median, and mode for each of the categories, and then graph the mean for each category.

Interpreting Your Results

Examine your data for patterns. Do all subjects spend a similar percentage of their incomes on each category in the budget? Do male subjects spend their money differently than female subjects?

Here is an example of what can be found and how to interpret the findings:

- **Finding:** Teenagers spend half of their earned income on their cell phone bill.
- **Interpretation:** Communication is so important that half of a teenager's spending is invested in keeping in touch. Knowing what is happening with friends and being able to access information posted on social networking sites gives students' opportunities to participate in social activities.

Taking It One Step Further

Answer the following questions to further understand the motivation to work.

- According to spending habits, which category seems to be the most important?
- What are your motivations for working? For example, paying off existing bills, saving for school? Explain these motivations.
- What do your calculations of mean and median tell you about your subjects? What social science theory can be used to explain the behaviours? Apply the theory to the results and explain the findings.

REFLECT AND RESPOND

1. According to Mead, only upon reflection can we understand ourselves in social situations. Reflect upon the last time you interacted at a large family function—were you acting the way you would normally choose to act or the way you thought others “expected” you to act? Upon reflection, what did you internalize about the interaction you had that might reinforce or even change your future behaviour?
2. What is your current work situation? Describe what a good balance between a teenager’s work and social life should look like.
3. What are the similarities and differences between Cooley’s and Mead’s understanding of the self?

SKILLS FOCUS

Create a ten-question survey online to learn how teenagers behave in various social situations. Include at least three questions that use a Likert-type scale. Collect 20 responses and graph your findings. What trends do you see?

SOCIAL SCIENCE AND POPULAR CULTURE

Being Money Smart

Canadian financial writer and television personality Gail Vaz-Oxlade has hosted three television shows, in between writing 13 books and numerous articles on personal finance. She is an expert on dealing with cultural expectations and debt-related issues. Canadians on her show *Til Debt Do Us Part* are facing financial difficulties and, with Vaz-Oxlade’s help, they learn how to live within their means.

Living in the present—only worrying about immediate spending—does not prepare Canadians for any unexpected financial difficulties or future financial demands. Vaz-Oxlade works with families to get their spending habits, social expectations, and future planning in line with their income. She deals with the fallout of overspending and helps others relearn behaviour patterns to make living on their actual income a sustainable practice.

Some Canadians structure their lives around spending. Spending, or consuming, becomes a form of socialization, recreation, and even therapy. Many families have shifted from a single income where one person works to becoming dual-income households to meet the need to consume. Material goods are becoming increasingly important in North American society. Having new “stuff” is important enough for family members to devote their free time to earning a wage to pay for things they want, but may not even need. Living beyond what the family makes is possible and accessible through the introduction of credit and allows for “wants” to be met. Canadian families can spend money they have not yet earned and live in the present moment, enjoying the benefit of money they will earn in the future. Eventually, borrowing on future earnings can only extend so far before the family cannot afford to pay for their indulgences.

Breaking the cycle of using credit to purchase items instead of saving to purchase them requires both a change in behaviour and a shift in thinking. These strategies require more planning and spending discipline. Owing money is a source of stress that permeates other parts of life and family relationships, as demonstrated on the show. Reducing the stress from overdue bills or large bills that have gone to collection reduces stress in family life, and helps improve social interactions and relationships. Solving financial problems allows Canadian families to focus on other important social issues. Vaz-Oxlade finds that marriages are often strained if there are money problems. She observes that people often find conversations about debt and finances uncomfortable because they must look at the reality of their financial situation. Without the stress of talking about finances, couples can focus on other areas of their relationship.



FIGURE 4-10 How can retail therapy impact your social well-being?

QUESTIONS

1. Create a balanced budget for a family of four living in your area (two working adults and two teenaged children). Try using a budgeting Web site, with sample budgets to get of an idea of the categories needed for the month.
2. Using the scenario above, explain the impact a loss of one of the adult's incomes would have on the family budget. What could be cut or reduced to make up a budgetary shortfall?

THE MEDIA

Popular media has the ability to entertain, create, influence, motivate, and clarify. Visual tools have infiltrated almost every part of teen life. Media messages and images are available in print, audiovisual, and digital formats. We receive a constant stream of information from the media. We're aware of some messages, but not others. People may internalize this information, which then becomes part of their reality. It is within this reality that people attempt to gain an understanding of how to interpret the world in which they live.

Media Consumption

We are increasingly surrounded by various forms of media. This constant flow of information will have an impact on how people act, the choices they make, and what they think of themselves. According to Statistics Canada, Canadians view an average of 22 hours of television each week (Statistics Canada, 2006). Teenagers typically average 13 hours of television show viewing each week, not including time spent playing video games. In other parts of the world, the trend of high consumption of audiovisual media continues. In Britain, children aged 5 to 16 spend, on average, 1 hour and 50 minutes online and 2 hours and 40 minutes in front of a television every day (Childwise, 2011). Similarly, American teenagers consume over 53 hours a week of audiovisual media, which includes watching television, playing video games, and surfing the Internet (Rideout, Gentile, and Manganelli, 2011). Some of this screen time includes time spent in school working on computers for both educational and social purposes. The time teenagers spend consuming media is equal to a workweek of many adults.

Major Media Comparison

| | TIME SPENT WEEKLY PER CAPITA HOURS | TOTAL CANADA | QUEBEC (French) |
|--|---------------------------------------|-----------------|--------------------|
| Television  | Adults 18+ | 25.2 | 25.8 |
| | Adults 18-34 | 19.1 | 19.8 |
| | Adults 25-54 | 22.6 | 23.1 |
| | Adults 55+ | 32.5 | 32.7 |
| Radio  | Adults 18+ | 18.3 | 18.8 |
| | Adults 18-34 | 14.5 | 15.0 |
| | Adults 25-54 | 18.0 | 19.8 |
| | Adults 55+ | 20.5 | 20.0 |
| Internet  | Adults 18+ | 18.0 | 14.0 |
| | Adults 18-34 | 26.4 | 21.7 |
| | Adults 25-54 | 19.8 | 15.3 |
| | Adults 55+ | 10.4 | 8.2 |
| Newspaper  | Adults 18+ | 0.4 | 2.3 |
| | Adults 18-34 | 0.7 | 0.8 |
| | Adults 25-54 | 1.2 | 1.3 |
| | Adults 55+ | 4.2 | 4.4 |
| Local news  | Adults 18+ | 0.4 | 0.4 |
| | Adults 18-34 | 0.2 | 0.2 |
| | Adults 25-54 | 0.3 | 0.3 |
| | Adults 55+ | 0.6 | 0.6 |

Source: BBM Analytics RTS Fall 2011

FIGURE 4-11 How might this table change in 10 years' time?

Canada has some of the most committed Internet users in the world. On average, Canadians spend 19 hours per week on the Internet and spending 16 hours per week watching television shows (Wardle, 2009). Some of this screen consumption time happens simultaneously, where people are surfing the Internet while watching television. Consumption rates vary depending on the use of the technology and access to digital networks. Access to wireless networks is often offered for free by hotels, restaurants, and schools, allowing for increased access to the Internet, which increases the time spent online by Canadians.

Teenagers have the ability to perform higher-order thought processes to filter these messages, but what happens when the message becomes so common that they seem normal? A young person organizes his or her understanding of the world and creates a schema through which he or she understands and interprets life. This includes the young person's perception of changes that can be made internally or externally.

Media and Culture

In 1994, George Gerbner (1919–2005) researched the impact television has on a society, although not in the traditional sense. He saw television as more than a means of reinforcing behaviour. In his view, television was a means of transmitting culture across the country.

Since its rise to popularity in the 1950s, the way television is used and consumed has grown and changed. Today, television is not only a source of mass communication but also a means of tying together families and communities. Traditionally, history was passed on through oral stories, then through written communication by parents, neighbours, schools, and the church. Now, television has taken over the task of passing on our history and the stories we value, filtered through the lenses of corporations looking to sell an idea or an image. It is possible that parts of our history, especially those relating to non-dominant social groups, will be omitted and lost because they may not make "good" television.

 **lens:** a way of viewing something using a specific perspective and/or viewpoint

Change Over Time

The Omushkigo Oral History Project brings First Nations traditions of oral history to the twenty-first century. First Nations elders are recording audio and video versions of their stories, to be passed down from one generation to the next. These recordings not only preserve the details of these vital stories, but also the language the story is told in, providing a spoken record of the language in its true form.

Standards set out by the Canadian Radio-television Communications Commission (CRTC) necessitate that programs of Canadian origin must represent at least 60 percent of a Canadian broadcaster's yearly programming and at least 50 percent of primetime programming, 6:00pm to midnight. Yet much of the programming that people choose to watch is simulcasted from American television networks, making these shows household names on both sides of the border, while Canadian comedies and dramas, with few exceptions, tend to remain unknown outside of Canada. Similarly, while the National Film Board of Canada produces and distributes Canadian films nationally and internationally, these films tend to be lower budget and have less exposure through marketing, which leads to box office dominance by American-made movies. Because of this, our uniquely Canadian culture does not get as much exposure as the mainstream American culture. Many of our cultural stories are therefore influenced by the values set forth by Americans.

In Focus The Most Influential Canadian—A Media Campaign

Who are the most influential Canadians as seen by Canadians? In 2004, the Canadian Broadcasting Corporation (CBC) launched a contest for Canadians to choose who they believed to be the most influential Canadian of all time. Through the integration of popular media and technological devices, combined with its ability to reach across the country, the CBC was able to poll a wide range of Canadians. Using these tools, the opinions of thousands of Canadians were collected and analyzed to show what they valued and who they deemed to be the most influential Canadian.

Counting from 1 to 10, Canadians voted that the most influential people in our history were: 1) Tommy Douglas; 2) Terry Fox; 3) Pierre Elliott Trudeau; 4) Sir Frederick Banting; 5) David Suzuki; 6) Lester B. Pearson; 7) Don Cherry; 8) Sir John A. Macdonald; 9) Alexander Graham Bell; and 10) Wayne Gretzky.

The people on this list made great accomplishments in their respective fields. When looking for leaders to follow, Canadians chose figures based on dimensions they found important to themselves and to Canada. Examining this list, we see that there are scientists, inventors, prime ministers, and two sports-related figures. None of the top ten figures were businesspeople or military leaders. General Roméo Dallaire, who led the U.N. peacekeepers during the 1993–94 Rwanda mission, was the only military person post–World War II, and he was ranked number 16. What does this tell you about what Canadians value?

What Do Canadians Value?

Tommy Douglas, the man chosen by Canadians young and old as the "greatest Canadian," is best known for introducing universal health care to Canada in 1961. That a person who cared for everyone and wanted to reduce sickness and hunger for all Canadians was chosen shows us that universal health care is still our number one priority and is something that needs to be protected and celebrated. Douglas did not win any wars or accumulate large sums of wealth to gain his fame or his place among Canada's most influential Canadians.

On the other hand, Canada's Unknown Soldier ranked twenty-first on the list. While Canadians respect the idea of protecting their country and fighting for freedom, it is not what Canadians hold central to their identity. This ranking can be interpreted as indicating that we respect and value our military as a means to promote safety and security, but it does not currently define who Canadians are.



FIGURE 4-12 Tommy Douglas speaks about his vision of universal health care. Do you think Canadians today would still name him the most influential citizen?

Canadian politicians accounted for 18 percent of the vote for positions in the top 100 most influential Canadians. Singers were ranked second, taking 15 percent of the vote for these positions. If this poll were run today, would the list look different? Who do Canadians currently value as being most influential? Does this differ by age group?

QUESTIONS

1. In the classroom, conduct a survey similar to the 2004 CBC enquiry. Survey two friends of similar age to you and two adult family members (parents and grandparents) about who their top 15 most influential Canadians are and have them give a brief explanation of their rankings. Collect results and make a class chart showing all the data together to determine who is currently the most influential Canadian. How do your findings compare to the 2004 survey? Explain the similarities and differences and why these changes may have occurred. Is there a difference in selections between the different generations surveyed?
2. Compile a list of 15 influential Americans. Did you find it easier or harder than making the Canadian list in the previous question? Explain.
3. In 1993, Kim Campbell became the first woman to serve as prime minister. Where do you think she would place on a list of influential Canadians? Write your explanation using the feminist perspective.

The Influence of Media Figures

As you learned in Chapter 3, Antonio Gramsci believed that society is dominated by a ruling class, which sets the standards and norms for others to follow. These standards and norms are transmitted through many forms, of which the media is a large part. Much attention is paid to media figures. Movie stars, stage performers, athletes, and other television show icons dominate the airwaves and send us messages about how to act, what to buy, what we should want, and what changes we need to make in ourselves. For example, an influential media figure such as Oprah Winfrey was such a strong media presence that when she announced a favourite item, like a book, it often became a best-seller because of her endorsement. She possessed the ability to motivate and make social change on a grand scale. Many companies have seen the impact of this type of influence and have turned to celebrity endorsements of their products to promote them to the masses. This has ranged from pop singers touting the benefits of acne medication to actors selling perfume.

More to Know

Look back to Chapter 3 to learn more about Antonio Gramsci's theory of cultural hegemony.

What if the negative actions presented by an influential media figure were internalized the same way by teenagers? Celebrities are well known for their gregarious behaviour and their need for attention. From frequently changing romantic partners to excessive drug and alcohol use, to making compromising videos of themselves, some celebrities promote the idea that dangerous behaviour is normal and expected.



Have you ever been influenced by a celebrity or media figure?



FIGURE 4-13 What impact did Oprah Winfrey have on her viewers?

Albert Bandura and Learning through Observation

Albert Bandura (1925–) is a well-known psychologist who researched learned behaviour. He believed that people learn through observing other people's behaviour and then modelling it. This learned behaviour then serves as a template for how to behave in similar situations in the future.

In his 1961 experiment, a child and an adult were put in a room filled with interesting toys. The adult would play with the toys for a minute and then start to be aggressive toward an inflatable Bobo doll. The adult kicked, hit, and punched the doll, and even hit it with a hammer (see Figure 4-15). The child subject was taken into another room filled with interesting toys but was not permitted to play with them, which was intended to increase the child's frustration. The child was then taken into another room with aggressive and non-aggressive toys and allowed to play with a few toys, including a Bobo doll. Bandura observed that children exposed to the aggressive model were more likely to imitate the aggressive actions toward the Bobo doll than those who did not witness aggressive adult behaviour beforehand. Girls were less likely to be prone to physical violence but equally likely to engage in verbally aggressive actions.

In Focus Celebrity Marriage and Divorce

For most people, weddings represent the lifelong commitment of marriage and are paid for by the bride and groom and/or their families. In the case of socialite/reality TV star Kim Kardashian, a wedding with a way to boost television ratings and earn some extra money.

On August 20, 2011, *Keeping Up with the Kardashians* star Kim Kardashian married basketball star Kris Humphries. On October 31, 2011—just 72 days later—Kardashian filed for divorce from Humphries. What is now a running joke for short marriages was actually quite a lavish affair that netted quite a bit of income for the stars.

From the moment they were engaged, the media was involved in a big way. The couple was paid \$300 000 to announce their wedding exclusively in *People* magazine. Other endorsements included \$15 million for a wedding special on *E!*, \$2.5 million to provide exclusive wedding photos to *People* magazine, and a \$20 000 Vera Wang wedding dress, among other perks. The media coverage was also intended to boost ratings for Kardashian's show, and therefore put more money in her pocket.

The hype leading up to the wedding was boosted by social media, as people took to Facebook and Twitter to discuss the details. When word of the divorce hit the news, it didn't take long for it to make its way through the social media circuit. Some people were shocked that they would call it quits so quickly, while others were not surprised because they believed that the whole wedding was a publicity stunt intended to promote the Kardashian's family brand and television show.



FIGURE 4-14 Was Kim Kardashian's wedding a publicity stunt or a real marriage gone wrong?
QUESTIONS

1. How was Kim Kardashian's public wedding influenced by the need to meet the demands of the media and the public?
2. Why do celebrities get free perks for their weddings while ordinary citizens have to pay out-of-pocket for their own weddings? What does this tell you about our society?





FIGURE 4-15 Why do children imitate the actions of adults?

This last finding can be seen in bullying situations. Bullying from males is more likely to take a physical form, whereas females tend to bully in social and verbal forms. Are the observed behaviours learned in childhood a window into future behaviours? This experiment clearly showed that children modelled aggressive behaviour. Children modelling aggressive behaviour then apply these behaviours to new situations to test how well they work. Bullying can occur as a result of children trying the aggressive learned behaviours in new situations. To increase safety and make changes in the school environment, bullying behaviour of any type must be addressed and changed with long-term solutions to make schools safer places for students. One possible solution is for children to have positive behaviours to model, with the goal of breaking the cycle of bullying and reducing stress and anxiety in children.

Landmark Case Study

Solomon Asch: Conformity and the Stigma of Being Different

To a psychologist, conformity is the tendency for a person to follow the unwritten rules of a group to avoid the discomfort of being different. People learn from social cues and then act according to what they have learned. In the 1950s, Solomon Asch (1907–1996) wanted to test the degree to which people would follow or rebel against social norms, so he devised a series of experiments to test how people react to social pressure and whether they can be easily influenced to conform to a group's opinions.

The Experiment

The experiment involves five to seven subjects who arrive for a vision test. However, only one is the actual subject of the study; all others are part of the experiment. The test subject is told that the experiment will test visual judgement. A card is placed before the group and each person is asked to determine which of the three lines presented is the same length as the standard line (see Figure 4-16).

The task is repeated several times, with each respondent stating his or her answer. After several correct answers, the planted subjects unanimously choose the wrong line. It is clear to the subject that the others are wrong but each one has given the same answer. The subject is near to last to answer for each card and knows how the others have responded. Does the respondent follow the majority opinion or does he or she trust his or her own perception?

The Results

The results showed that, when in groups, participants committed errors about 70 percent of the time by following the group's answers even when they knew it was the incorrect answer. When answering the same set of questions alone, participants' observations were wrong less than 1 percent of the time. Eighteen sets of cards were presented during each experiment. During one experiment, 37 of 50 subjects (75 percent) conformed to answer with the group at least once and 14 conformed on more than six of the staged trials. It only took a group size of four people who agreed about a wrong answer to make a subject conform. Asch theorized that subjects were willing to conform because they did not want to seem "peculiar" or be ridiculed. A few respondents actually believed the incorrect answer, even though it was obviously incorrect. Asch found that people conformed both because they wanted to be liked by the group and because they thought the groups were better informed than they were.

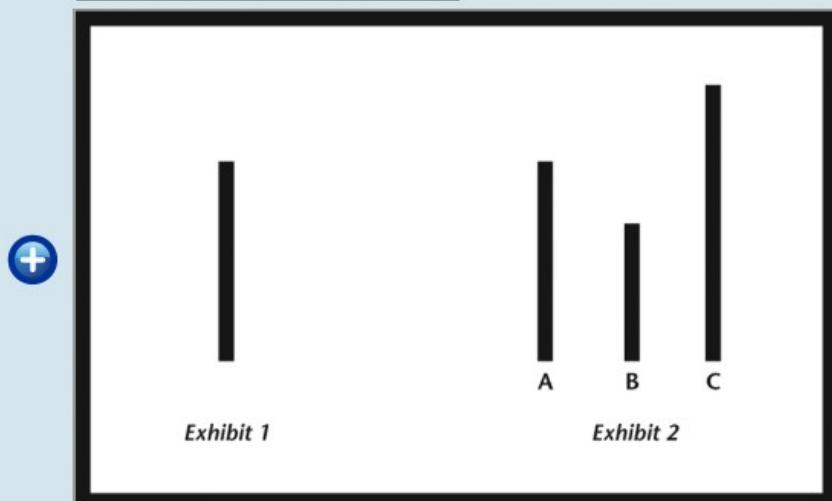


FIGURE 4-16 Which lines are the same length? Can your choice be influenced?

Applying the Results

The power and influence of unwritten rules is extremely strong, as demonstrated by Asch's experiments. An interesting dimension of these rules is that they are transmitted across cultures, social groups, and education levels without being formally taught to the population. What is the mechanism through which people learn the unwritten rules, and why are these lessons remembered and internalized? Understanding how these rules become part of our social fabric would be a powerful teaching tool.

The results of this study can either help or hinder social change. If people are willing to commit to change because that is what seems to be the socially responsible thing to do, then peer pressure to conform is good. Conversely, if the opposite scenario occurs, then change will be slow and difficult to make.

QUESTIONS

1. Why are these findings significant? What does this tell you about human behaviour? Why should these findings be alarming?
2. Asch deceived participants about the nature of the study. Do you think this was ethical? How else could he have tested for conformity without using deception?
3. Can you apply this study to the media? To what extent can the media influence our behaviour?



[Video: Conformity Experiments](#)

?

How could the Bobo doll experiment be modified to test the idea that children learn from other children's behaviour? How could you apply the results of Bandura's experiment to the study of cyberbullying?

Violence in Media

Children spend more time watching television than they do in class. The average American child will view more than 200 000 acts of violence, including more than 16 000 murders, before age 18. The average television program displays over 81 violent acts per hour, and children's programming can show up to 20 violent acts per hour (American Academy of Child Adolescent Psychiatry, 2010). Canadian statistics are very similar, since much of what we view on television is content from American sources. With more learning taking place in front of the television than at school, is it likely that a significant part of our personalities is reflected in the shows we watch?

Canadian communication theorist Marshall McLuhan (1911–1980) is well known for his study of the influence of media on greater society. In 1964, McLuhan coined the phrase "The medium is the message." Essentially, he suggested that the message presented by a medium is only part of what is communicated; the medium itself influences how the message is perceived. For example, the messages from a newscast are not just the news stories themselves, but the change in public attitudes toward crime, or the creation of a climate of fear (Federman, 2003). In the case of watching violent television or film, this can be reflected in the change in public acceptance of viewing violent acts or the normalization of violent behaviour, which influences parents who decide what is appropriate for their children to watch. McLuhan's phrase focuses on looking beyond the obvious to see the changes or effects that are enabled, enhanced, extended, or accelerated by the very medium providing the message.

SKILLS FOCUS

Watch the evening news for three consecutive nights. Use a data recording sheet to track the number of stories which depict violence. Explain how McLuhan's assertion that "the medium is the message" relates to the data you've collected.

Desensitization to Violence

With increasing amounts of sex and violence on television, in movies, and in video games, it is not surprising that people are becoming increasingly desensitized to graphic images of sex and violence presented by popular media. This shows that what people watch has an impact on their personality and sense of self. (Media Awareness Network, 2011). Moreover, as viewers demand more realism, television shows and other media continue to evolve to meet those viewer demands.



desensitize: the process of becoming familiar with a stimulus, which reduces a person's reaction to it

Seeing people throw punches, or worse, and settle their own problems with violence is increasingly more common on popular television shows as the limit for what is acceptable is pushed with each new season of programming. *Batman* of the 1960s, violence was not shown; instead, large, onscreen captions stating "Pow!" and "Bam!" indicated that someone was being hit. The reason the main characters committed the violence was to thwart evil and make the world safe for regular citizens. Fast forward to television dramas of today and we can follow a bullet from a gun as it travels through a body cavity, tearing apart vital organs and causing death. Because this violence has become more commonplace, teenagers today show greater desensitization to violent acts as a result of the normalization of violence through popular media.



normalization: the process by which a social phenomenon becomes accepted as being "normal" or common and part of the mainstream beliefs

IN FOCUS The Evolution of a Villain

Although *Batman* went off the air many years ago, it has re-emerged as a series of movies, beginning with 1989's *Batman* starring Michael Keaton as the title character and Jack Nicholson as the villain, The Joker. Over the years, Batman's personality has evolved with his outward appearance. His character started out being a mild-mannered, average-looking person in the 1960s and evolved into a hyper-masculine character with an edgy attitude, as played by Christian Bale in 2005's *Batman Begins*. The transformation has been gradual but steadily becoming more violent with each reinvention of the Batman character. The character of The Joker has also grown increasingly violent, particularly in the iteration played by the late Heath Ledger, in 2008's *The Dark Knight*.



FIGURE 4-17 The character of The Joker has become darker and more violent over time. This character's evolution demonstrates the increasing amount of violence depicted in popular media.

QUESTIONS

1. Is the evolution of the characters of Batman and The Joker an example of meeting audience demands for more violent characters or is this an example of popular media influencing audience desires? Explain your choice.

Each year television pushes what is considered "extreme" to a new level to maintain ratings and audience attention. What is considered "normal" by viewers changes with each shift in viewing content. Years ago, television sitcoms depicted the ideal home life and were seen as an example of the way families should act. Shows like *The Cosby Show* and *Full House* promoted family values in a wholesome atmosphere and conveyed a life lesson message in each episode. Adult problems were kept hidden, and viewers experienced a certain innocence and blissful ignorance of the hardships of being an adult.



FIGURE 4-18 At one time, this used to tell viewers that a violent act had taken place. Why do you think this changed?

Since that time, television show topics and content have included more graphic description and detail, reflecting today's households. Intimate situations between adults and graphic details of deaths are two examples of topics that are presented more explicitly today.

Committing Violent Acts in Video Games

Video games like *Call of Duty* and *Grand Theft Auto* not only show a graphic portrayal of violence, but also allow players to commit the violent acts themselves through the actions of their virtual characters. In these games and others like them, players are rewarded when their character commits violent acts and shows blatant disregard for the law. Many of the characters in these games possess a strong will to complete their goals at any cost and are of the attitude that there is nothing wrong with inflicting pain or death on other characters in the game. Often, operating beyond the rules and acting self-serving provide the best results in the game. As noted by the findings in Albert Bandura's Bobo doll experiment, viewing violent behaviour can lead to modelling this behaviour. What happens when you actually participate in this violent behaviour, albeit virtually, for hours each day? It has the potential to not only create the foundation for desensitization to violence but also to influence the behaviours of the people playing these games.

REFLECT AND RESPOND

1. Explain the effects of increased amounts of screen time on young people. Provide examples.
2. Explain how popular media is a reflection of our social values. How does cultural hegemony impact this relationship?

POLITICS

Canada is a democracy which allows all Canadian citizens aged 18 and older the right to vote in municipal, provincial, and federal elections. However, many people, including young Canadians, are not taking advantage of this right. Understanding the factors that influence political participation can help generate new ways to engage young people in the political process.

Political Participation Among Young People

Statistics Canada General Social Science Survey (2008) showed the following results on voter turnout:

| Age | Percentage of Citizens Who Voted in Last Federal Election (2006) | Number of Voters | Percentage of Citizens Who Voted in Last Provincial Election | Number of Voters |
|-------|--|------------------|--|------------------|
| 18–24 | 44.2% | 1 342 000 | 42.6% | 1 294 000 |
| 25–54 | 70.6% | 10 326 000 | 69.7% | 10 195 000 |
| 55+ | 87.3% | 7 140 000 | 87.7% | 7 173 000 |

FIGURE 4-19 Why does voter turnout increase with age? Why is this important?

Voter participation in Canada has been on the decline. Legally, citizens can take three hours off to vote, so even if they are working, Canadians can still vote, yet participation in federal elections has declined from 75 percent in 1988 to 67 percent in 1997 and down to 59 percent in 2008. In 2011, voter turnout rate was 61.4 percent; up from the previous election but still far from Canada's highest turnout in 1958 when 79.4 percent of Canadians voted (CBC, 2011). In 2008, 55.9 percent of 18- to 24-year-old Canadians voted in the federal election (Statistics Canada, 2009). In comparison, voters over the age of 65 showed strong support for the voting process. This has a significant impact on voting results because there are more than twice as many seniors over the age of 55 than young people aged 18 to 24 who are eligible to vote in a given election. Focusing campaigning efforts on this older age group has the potential to yield more votes for a particular candidate and/or party during an election because there are more of them and many of them take to the polls on election day.

Politicians still make the rules, yet, according to voter turnout, this is much less important to young Canadians (Statistics Canada, 2009). One possible explanation is that young Canadians are boycotting elections because they do not feel they have a voice in the political process. Ironically, voting is an effective way to keep government and politicians accountable for their promises and obligations.



FIGURE 4-20 What can be done to encourage young people to vote?

Various strategies have been used to encourage young people to vote. Politicians are posting their thoughts and ideas on YouTube and Twitter to raise awareness of their platform among younger, technology-savvy voters.

The Canadian government is trying to find a way to engage young voters. Elections Canada's National Youth Survey report (2011) researched the motivational and accessibility barriers that these young voters faced. Motivational access was the most significant factor that had an impact on young voter turnout. The main reason for not voting is that young voters feel their input is inconsequential and unimportant (Migneault, 2011). The result is that young voters never engage in the voting process in the first place. Young voters also feel that politicians do not speak to young voters (Migneault, 2011).

SKILLS FOCUS

Statistics Canada reported that of the 7.5 million people eligible to vote in the 2011 federal election, more than one-third did not vote in the May 2, 2011 election. Develop a survey that will help uncover the reasons why Canadians would choose not to vote.

Voting, Education, and Political Participation

A significant factor that increases political participation is education accumulation. The more education a Canadian has, the more likely that he or she will participate in the political process. The idea of social responsibility is encouraged through popular media as well as in the classroom. Classes that deal specifically with the voting process and civic responsibility are included in the curriculum and are compulsory to get a high school diploma in many provinces.

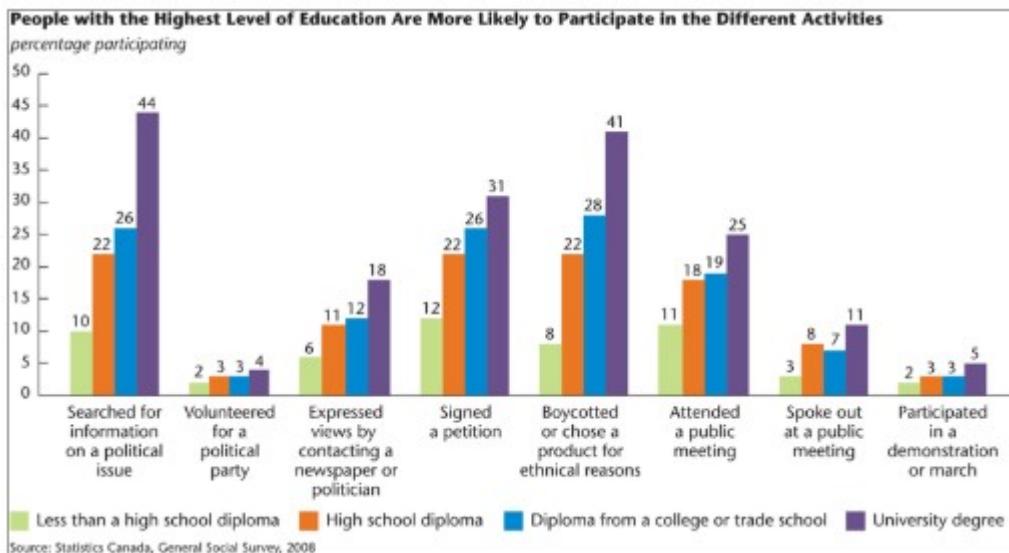


FIGURE 4-21 How does education level affect political involvement?

REFLECT AND RESPOND

1. What is the view about the importance of voting among students in your class? How do students explain their choice either to engage or not to engage in the voting process?
2. Explain how you would use new media technologies to communicate political information to potential voters.
3. Why are education and political participation linked? How can the government encourage those that are not part of the education system to vote?

CHANGE IN ACTION Rick Mercer Wants Young People to Vote

Canadian comedian and activist Rick Mercer is best known for his television show *The Rick Mercer Report*, in which he parodies news stories and satirizes Canadian politics. Because of low voter turnout by Canadian youth in previous elections, Mercer made it his personal mission to encourage young people to vote in the 2011 federal election.

He used his show to take his message to young voters, promoting the idea that change can happen if everyone participates in the electoral system. During one of his signature rants, he supported the idea of making change and of young voters doing the unexpected...voting.

His closing message was simple and clear:

...So, please, if you are between the age of 18 and 25 and you want to scare the hell out of the people that run this country, this time around do the unexpected, take 20 minutes out of your day, and do what young people all over the world are dying to do...vote! (March 29, 2011)

Students at the University of Guelph responded to Mercer's rant and staged a "vote mob," where a group of over 500 students greeted Stephen Harper as he arrived for a pre-election visit. They had a banner which read, "Surprise! We are voting! Uh oh." The intent was to encourage young people to vote and to gain the attention of the leaders to indicate that young people are an important demographic. Indeed, this movement garnered a lot of attention and spread to other university campuses in Victoria, Ottawa, Calgary, and Montreal where similar vote mobs were held.

This call to action was part of a larger effort to increase youth voting and get young Canadians more involved in their future than indicated by previous research on voter turnout (Conference Board of Canada, 2011). Voter turnout increased slightly, showing that popular media can have a positive impact on voting behaviour.

To understand the movement to increase voter participation, we can analyze historical trends of Canadian voter turnout as well as Canada's ranking compared to that of people in other countries. Worldwide, voter turnout varies from country to country based on social and legal obligations. Countries like Australia, Nauru, Singapore, Belgium, and Liechtenstein enforce compulsory voting laws and voter turnout ranges from 92.4 percent to 94.5 percent (Pintor, Gratschew, and Sullivan, 2001).



FIGURE 4-22 TV's Rick Mercer greets the crowd in London, Ontario, Saturday, April 30, 2011. About 1000 people showed up for a "vote mob" to encourage people to exercise their right to vote in the federal election.

Voter turnout may not be a reliable indicator for social cohesion, but having an election to form the government ensures that the government will be more reflective of the interests of the Canadian population. A low turnout may be the result of underlying influences like disillusionment, or indifference, or even complacent satisfaction with the way things are currently being run. In the 2008 federal election, Canada ranked a "C" in terms of voter turnout compared to other countries with only 54 percent of eligible voters casting ballots (Conference Board of Canada, 2011). Suggestions to increase voter turnout included:

- Making voting easier and more meaningful to first-time voters
- Making politics more relevant to the young
- Providing young voters with the tools they need to understand the relevance of voting to their own lives
- Engaging them more directly in the political process.

Canadians like Rick Mercer are taking the suggestions from past research and are using their skills to make a difference in voter turnout in future elections.

QUESTIONS

1. What needs to be done to capture the attention of young voters and to engender interest in the political process? What could you do to make this change?
2. Voter turnout in countries where voting is mandatory is much higher than in Canada. Do you believe that incentives like tax relief or a penalty would increase interest in voting and the political process for Canadians? Explain.

HEALTH AND BEAUTY

Social scientists are interested in studying various aspects of health care, such as how a culture values and approaches different aspects of health. Social scientists also examine the social structures and social processes that work to create and maintain a health care system. What shapes the health care system? How does it change? They are also interested in the attitudes, behaviours, and opinions of individuals within the society. Cultural approaches to the idea of beauty can also be examined in the same way as health. How does Canadian culture value define beauty? Why do people think and act the way they do, based on these values?

Promoting Healthy Behaviours

In the past, health was defined as the absence of disease, but today Canadians take a broader approach to the idea of health. Much of the focus is on preventative care and health promotion—the idea that we must adopt healthy lifestyles to reduce our likelihood of becoming sick.

To combat rising obesity rates, Canadian health promotion has focused on increasing awareness of the importance of nutrition and healthy eating and encouraging physical activity. In Canada, 25 percent of adults are obese, a figure which is expected to rise 5 percent over the next 10 years (OECD, 2010). Obesity rates of children have almost tripled in the last 25 years (Childhood Obesity Foundation). Childhood obesity can contribute to the early development of serious health conditions such as Type 2 diabetes, heart disease and high blood pressure.

Governments have set out to change behaviours through media campaigns, public awareness, and putting in programs in place that encourage healthy behaviours, such as mandated daily physical activity in Ontario elementary schools.

Open for Debate

Canadians are free to make choices about their diet and health. Dieting and food choices do not violate any existing laws. Consider those who do not make healthy choices, such as people who smoke, or have a drug addiction, or overeat, and anyone else whose behaviours do not promote wellness. Should people have equal consideration with regard to health care if their illness is due to their own unhealthy choices?

Reducing Harmful Behaviours

In addition to encouraging healthy behaviours, health promotion is also focused on reducing harmful behaviours. In recent years, the federal and provincial governments have focused on reducing the rates of smoking among Canadians. They have executed media campaigns, highlighting the health risks of smoking. Governments have also enacted laws establishing smoke-free areas. In the past, smoking was permitted everywhere—in schools, in hospitals, in offices. Slowly, this has changed. Smoking is no longer permitted within ten feet of any public building, it is no longer allowed in restaurants, and it is banned completely from hospitals and schools. Ontario even introduced a new bylaw that restricts people from smoking in their cars if there are children present.

Why is this approach to health promotion effective in changing our behaviour? Social scientists propose that it is the combination of increasing knowledge and awareness of risks, which changes beliefs and perceptions, in combination with changing social structures, such as laws, alter social norms around a particular behaviour.

- ?
- Is it easier to get people to engage in healthier behaviour or to reduce harmful behaviour? What might be an impediment to changing one's behaviour?

Barriers to Health Care

Although we have a public health system in Canada which mandates that all Canadians have the same access to health care, in reality some people are more likely to be healthy than others. There are several barriers to health care in Canada. One such barrier is cost. Over 25 percent of health care services are paid for through private sources, either out of pocket or through private insurance (Globe and Mail, 2012). This particularly affects people with chronic health issues. Almost 60 percent of those with ongoing health concerns have below-average household incomes, making it difficult to afford certain types of care and medications. There are also secondary costs to health care, such as paying for transportation to appointments, child care, and lost wages from time away from work (Globe and Mail, 2012).

There are also geographic barriers to health care. Canadians living in rural areas are more likely to have higher blood pressure, be obese, and have a higher rate of clinical depression, as well as a shorter life expectancy overall when compared to those living in urban areas (Kuling and Williams, 2011). This can be attributed to their respective access to health care. Recruiting and retaining health professionals in rural areas is difficult. Despite incentives for doctors to move to rural areas, these communities are still underserved (Kuling and Williams, 2011).

Culture and Beauty

The definition of beauty has varied over time and across cultures. While one culture viewed small feet as attractive, others believed an hourglass figure was ideal. What North Americans consider beautiful today would probably surprise people in centuries past.

If you look through history, women often went to extreme lengths to look "beautiful" and they were often in physical pain just to maintain this standard. In ancient China, the 10-cm "lotus foot" was considered a sign of perfect beauty. Women bound their feet to make them smaller, which caused severe pain, imbalance, and eventually osteoporosis. During the Elizabethan era, a woman with a high forehead was considered beautiful. Women would pluck their hair and cover their skin with lead-based paints to match this ideal. Corseting was popular during the fourteenth to nineteenth centuries, as an upright posture and a slender waist were considered social evidence of discipline, modesty, rigour, and refinement. Tightly bound around the torso, these women suffered from shallow breathing and restricted veins.



FIGURE 4-23 The results of tenth-century Chinese foot binding. Would Western cultures find this beautiful today?

Some people argue that plastic surgery is a superficial way to improve one's appearance, but is it any different than the strategies that women of the past used? Explain.

Beauty and Identity

A teenager's self-identity reflects how they view themselves and is influenced by a number of things. Neo-Freudian psychologist Erik Erikson developed a set of psychosocial stages that he believed all people go through from birth to death. He theorized that adolescents go through a stage of identity versus identity-confusion, in which they explore who they are and have an increased concern for how others view them. Various factors such as family, peers, and popular media influence whether a teenager will form a positive self-identity or become confused about who they really are. It is also at this age that people are vulnerable to outside influence regarding body image.

More to Know

Look back to Chapter 1 for more details about Erikson's psychosocial development theory.

Images of people who have a desirable body type as defined by society flood popular media on television, in movies, and in magazines, yet this image is not realistic. Media images promote the idea that emulating this look will make a person desirable.

Body Image

According to the Canadian Mental Health Association (CMHA), at any given time, 70 percent of women and 35 percent of men in Canada are dieting (2011). From 10 percent to 20 percent of extreme dieters die from complications associated with the stress dieting puts on their bodies (CMHA, 2011).

Undergoing an extreme weight loss or fluctuation influences how teenagers view their surroundings. A component of defining who we are is self-reflection. According to a 2000 study, dissatisfaction with body shape is common among 34 percent of pre-pubescent girls, 36 percent of early pubescent girls, and 76 percent of post-pubescent girls (Gucciardi et al., 2000). This large group of Canadian girls possesses the potential to enter into the extreme dieting.

While we usually think of body image concerns as a women's issue, increasingly more men are being influenced by the images they see in popular media and trying to match their bodies to these ideals. When males experience body image dissatisfaction it is related to wanting to be larger or thinner and more muscular. For men, the achievement of defined biceps and pectoral muscles as well as chiselled abdominal muscles like those of male models is the goal. Men share the same psychological characteristics (motivations) as women, and the number of boys and men developing eating disorders is growing. Stressors that increase the likelihood of developing an eating disorder include low self-esteem, the need to be accepted, the inability to cope with social pressures, and/or family issues. Women's motivation to be thinner may be slightly different but the psychological stressors are the same.

Open for Debate

An American mother admitted to giving her 8-year-old daughter Botox (a toxin used to reduce wrinkles) to help her win a beauty pageant. Is it acceptable to inject chemicals into a child for the sake of beauty? How does Cooley's notion of the looking-glass self explain this mother's behaviour?

The explanation for the difference between ideals of feminine and masculine beauty might be found in cultural expectations embedded within North American society. Contemporary society values thinness as a standard of attractiveness and these norms are more strongly applied to women than to men (Drewnowski & Yee, 1987). It is further reinforced through children's toys, like Barbie dolls, and the type of clothing designed for females. Ninety percent of eating disorder cases are reported before the age of 20 (EDSA, 2011). The following research finding offers what is perhaps the best explanation of popular media's influence on body image: "More than half of the women between the ages of 18 [and] 25 would prefer to be run over by a car than be overweight" (Eating Disorders Shared Awareness, 2011). What does this demonstrate about the psychological and social importance of being thin? If we think back to Cooley's idea of the looking-glass self, we can analyze why this may occur. Cooley would suggest that we place a high value on what we perceive others think of us. The idea of being perceived as overweight by another person, even if it is not true, could be enough to prompt someone to go on a diet in order to change that perception.



[Video: Jean Kilbourne, Killing Us Softly: Advertising's Image of Women](#)

VOICES

The most celebrated, recognizable women today are famous primarily for being thin and pretty, while women who are actually changing the world remain comparatively invisible.

Audrey Brashich, author and former teen model



What type of controls, if any, should be placed on popular media to minimize negative effects on young peoples' body image?

IN FOCUS Advertising and Social Science

Does social science research have a place in advertising? Companies use advertising to entice people to buy their products. Often companies try to assess the motivation of consumers and tailor their message accordingly. Take for example, the beauty brand Dove. They decided to work against cultural and industry norms and chose not to use supermodels to advertise their products. Instead, Dove hired ordinary women of different shapes and sizes to advertise its firming cream, emphasizing natural beauty to offset the archetypal images associated with thin models. Their slogan was "Real women have curves." Dove's Campaign for Real Beauty was based on a 2004 study it completed about women's attitudes. This study reported a number of interesting findings:

- Only 2 percent of women describe themselves as beautiful.
- Women believed that female beauty is more than what is portrayed in the media.
- 63 percent of women believe that society wants them to enhance their physical attractiveness.
- 68 percent of women believe "the media and advertising set an unrealistic standard of beauty that most women cannot ever achieve."
- 75 percent of women reported wanting the media to do a better job of portraying women of diverse physical attractiveness (Media Awareness Network, 2010).



FIGURE 4-24 How can society promote an ideal body type that so few people can achieve? Why might it be important for people to see realistic images of women in the media?

The ironic part of this campaign is that Dove is promoting a firming cream that makes skin more youthful, one aspect of society's definition of beauty. This campaign took the approach to advertising in new directions, but was there any impact on Canadians' ideas about beauty?

On March 23, 2011, Dove released the findings of a follow-up study looking to determine if there had been any change in girls' attitudes about body image. The results were as follows (Dove, 2011):

- By age 14, over 55 percent of Canadian girls feel the pressure to be beautiful.
- Positive role models can help girls to cope with beauty pressures and view beauty as a source of confidence, not anxiety.
- Only 10 percent of girls aged 10 to 14 put pressure on themselves to be beautiful, while 59 percent of women 18 to 64 impose this pressure on themselves.
- Nearly 47 percent of Canadian girls between the ages of 10 and 17 have avoided social activities because they feel bad about how they look.
- 13 percent of 10- to 14-year-old Canadian girls, 6 percent of 15- to 17-year-olds, and 3 percent of 18- to 64-year-old Canadian women feel comfortable calling themselves beautiful.
- The percentage of girls who call themselves confident peaks between ages 10 and 14 (76 percent), then declines sharply between the ages of 15 and 17 (56 percent).

Using research for commercial purposes raises ethical questions for social scientists and some may feel pressure to alter their research to please their clients. Associations for different social science disciplines have ethical standards to which all social scientists must abide by. Researchers must ensure that integrity of their research process and also think of the consequences their research can have on society.

QUESTIONS

1. How do Dove's 2011 research findings compare to those of 2004? Do you think Dove succeeded in changing cultural views on body image over the course of the campaign? Should we be learning that our bodies have value through marketing campaigns?
2. How did Dove use social science research to develop their advertising campaign?
3. Should social science research be used for commercial purposes?

REFLECT AND RESPOND

1. In your opinion, does the promotion of healthy behaviours and the focus on food and physical activity have an effect on body image issues faced by young girls and boys?
2. How do public health campaigns change behaviour?
3. Why is cost a barrier to health care? How will this change as the Canadian population ages?
4. Why are teenagers in particular susceptible to body image issues?

CHAPTER 4 REVIEW

KNOWLEDGE AND UNDERSTANDING/THINKING

1. According to Charles Cooley, how do people create a self-identity?
2. Explain how the Employment Standards Act protects Canadians. What could happen if this Act weren't in place?
3. How has the definition of beauty changed from the Middle Ages to now? What factors have influenced these changes?
4. State the most significant factors that impact a teenager's identity. Which factor do you believe has influenced you the most? Explain.
5. Explain how concern about body image seems to be a phenomenon that affects young people worldwide.
6. Why are teenagers today more likely to have part-time jobs? How has the media influenced the desire for discretionary income?

THINKING/COMMUNICATION

7. How would you modify Albert Bandura's Bobo doll experiment to provide new information on the topic of learned behaviour? How would you change it to learn something new?
8. Examine the covers of five different magazines. Make a list of all the messages each cover projects to its readers. Then write a reflection depicting what a person might feel like after reading each cover.
9. Using the example of an office worker, how would George Herbert Mead explain the "I" and "me"?
10. Consider this scenario: You and a close friend are in a group of teenagers you've just met and you are feeling a bit uncomfortable. Your close friend, whom you respect, tells a joke that you find offensive but all the other people laugh hysterically at it. Use Mead's and Cooley's theories to explain how your mind would react to this new information and reshape your self-perception.
11. Explain how a salesperson might use the results of Asch's experiment to help increase sales.
12. Given the statistics on young people and body image, what can be done to change this trend to avoid negative outcomes? Is or isn't Canadian society obligated to address the problems and provide solutions?

COMMUNICATION/APPLICATION

13. Explain the criteria you would follow to choose the Canadian that has had the most influence on Canada. Using your criteria, select three people who fit this criteria and explain their accomplishments. Then choose the one who you believe is most influential and write a blog post about his or her accomplishments.
14. Recreate a commercial with negative messages to advertise something positive for Canadian teenagers. Your ad can be anything from a radio commercial to a video broadcast. The idea is to remove the negative stereotypes and sell the product for what it is. After you've made your commercial, reflect on the process of removing the negative stereotypes and the message they portrayed.
15. How do Canadians participate in political activities (other than voting)? Conduct a study of eligible voters to see what their level of political participation is. Survey at least ten people to see if they do any of the following: research political information, write to politicians or a newspaper or other publication to express their political views, belong to a political party, volunteer for a political party, abstain from voting. Be sure to collect demographic information, such as each participant's level of education (high school, college, or university), age, and sex to better understand your population. Create graphs to show the findings, then write a paragraph explaining the findings demonstrated by each graph.
16. Watch two episodes of a police drama made for television in the 1970s or 1980s, such as *Chips* or *Dragnet*. Next, watch two episodes of a current police drama. Compare the number of violent acts in each of the episodes. Then describe the level of detail shown of the violent acts in the episode. Is there an increase from the older shows to the more modern ones in the frequency and severity of the violence depicted?
17. Develop a campaign that would encourage young people to vote in the next provincial or federal election. Consider how you could use social media to reach youth and get your message across. Create a video, poster, or other type of visual prototype to illustrate how your campaign would work.
18. Make a list of the products you use that alter your appearance. Compare this list with other students to get an idea of the amount of beauty products teenagers consume. Write a one-page reflection on what influences you and your peers to consume beauty products.

A Call to Action

Becoming Politically Active

Voting is an act that is at the core of a democracy. Since elected officials represent their constituents, voting ensures that the people have a voice and a role in government. Electing a suitable person that best represents the needs of the area is important. Conversely, those who choose not to vote do not have their voices heard. Low voter turnout may lead to having a group of elected officials who may not represent the views of the majority of Canadians. As you read about earlier, voter turnout among young people aged 18 to 24 is lower than that of any other age group. However, participating in the political process is an important way to create change within your school, town or city, province, and country. Consider the following ways to become an active member of your community.

Participating in School-based Government

Although most high school students are not yet legally eligible to vote, that doesn't mean that they can't participate in the political process. Many high schools have student governments who are democratically elected by the votes of other students. Becoming involved at the school level creates good political habits. Being part of a school council, participating in the election process, and practising the political format are all beneficial tasks that can be completed within a high school setting. The Ministry of Education provides a guide to assist students interested in becoming part of student government: "School Councils: A Guide for Members," which is available online.



FIGURE 4-25 The four major Canadian federal political parties. How can you get involved to effect change in your community?

Universities and colleges also have student governments whose goal is to act as a voice for the students and to advocate on their behalf. Although it varies by school, some university and college councils also help to determine how student fees are spent and run programs that benefit students such as the Student Work Abroad Program (SWAP) and the National Student Health Network. Many post-secondary student unions are part of the Canadian Federation of Students (CFS), which is a provincial and national student union representing 500,000 students across Canada. By combining the resources of 85 student unions, CFS is able to present a united voice in its regular contact with elected officials in the federal and provincial government. These actions have successfully effected positive change for students for over 30 years. By joining a student council you can help effect change not only within your post-secondary institution but also for other students across the country.

Participating at the Municipal Level

There are many opportunities to become an involved citizen and to help facilitate change in your neighbourhood through political involvement in your city or town. Your contribution can have a direct impact on your community, friends, and family. This is a good way to see the results of the work you have done and the decisions you have supported. It is also an important way to understand the political process and to experience what other voices in the community have to say on a given topic. Volunteering for community events and joining a committee are two ways to get involved in local issues.

Another option at the local level is to create a youth council. A youth council is a formal board of young people that provides representation and a voice for the youth in the community. These councils encourage youth involvement in issues of importance to them and seek solutions that empower youth to become part of the change. The Youth Council Toolkit outlines how you can create youth council in your municipality in ten steps:

- Step 1: Identify "champions"
- Step 2: Recruit participants
- Step 3: Determine the "why"
- Step 4: Establish roles and responsibilities
- Step 5: Set goals
- Step 6: Outline activities
- Step 7: Secure funding
- Step 8: Ensure sustainability
- Step 9: Have fun!
- Step 10: Evaluate progress.

You can find more detailed information about these steps in the Youth Council Toolkit, which is available online through The Rural Youth Working Group.

Participating at the Provincial and Federal Levels

Political parties have youth wings to encourage young Canadians to get involved in provincial and federal political matters. Becoming a member of the youth branch of one of the major political parties allows for firsthand experience to see how politics shapes Canada. Visit the office of your local MP or MPP or that of any political party in your area to get further instructions on how you can get involved.

The Challenge

Getting involved and making a difference in your community can take shape in many forms. What changes would you like to see in your community? Is there a particular issue that you feel passionate about? Your goal is to contribute to your community and to encourage other young people in your community to participate in the political process. Consider the following guiding questions in preparation for your task.

- What are the issues that young people are passionate about? How can these issues be brought to the forefront of the political arena?
- How can you get your message heard? What options are available for getting involved? Consider joining a council or presenting an issue to a local council or your MP or MPP.
- What can you do to encourage young Canadians to become more engaged in the political process?
- What tools are available to reach today's youth so that they will listen?



FIGURE 4-26 How can you participate in politics?

Your Task

Decide on how you would like to participate in your community or school to effect change. Create a Web site outlining an issue that you care about and why others should care about it, too. Explain the issue, why it is important, and what changes need to be made and why. This may be presented to your town council or used as part of your campaign to run for student government. Use social media to let others know about your webpage to get more people interested and aware of the issue. Then prepare to give a presentation to your town council outlining the core issue and the steps necessary to effect the change you desire.