

UNIT 3

SOCIAL JUSTICE AND INEQUALITY: CHANGES AND CHALLENGES



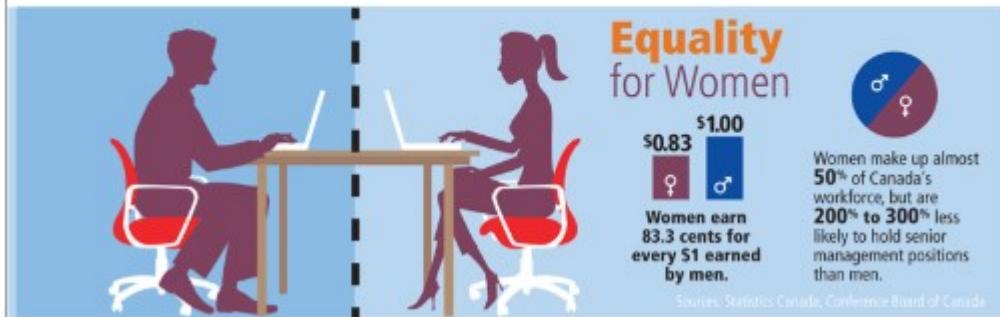
Sources: Statistics Canada; Workopolis; Policy Alternatives; Parliament of Canada.

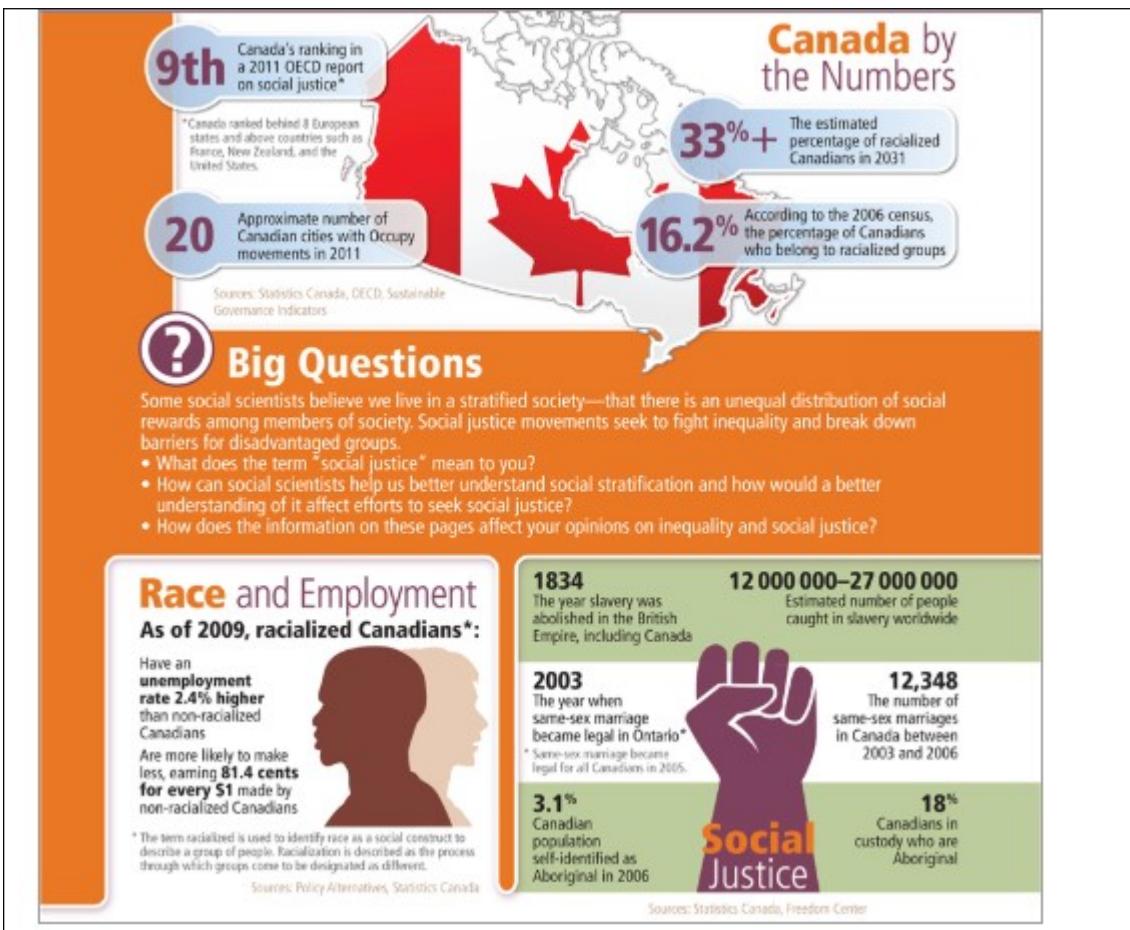


In This Unit

You will learn about the systems of social stratification and the social science theories on social inequality and social inequality in Canada, as well as the Canadian criminal justice system and social justice movements throughout the world.

You will also develop your research and inquiry skills to evaluate and cite social science sources related to social justice and inequality. At the end of the unit you will learn about volunteer opportunities and ways you can work toward social justice.





Research and Inquiry Skills

Evaluating and Citing Sources

Social science research relies on sources. Every source, whether it is a book, article, or Web site, must be evaluated to determine its quality and its relevance to the research topic. It is equally important to cite the sources you use in your research. Whenever you quote, paraphrase, summarize, or otherwise refer to another person’s work, you are required to cite the source. Using high-quality resources is a crucial part of the research process, and citing your sources correctly is critical to the integrity of your research.

Evaluating Sources

Evaluating the authority, accuracy, and reliability of the information you find from secondary sources is a crucial step in the research process. There are questions you need to ask about the books, periodical articles, multimedia resources, and Web sites you use in your research, and these questions are the same whether you’re looking at a citation of the item, a physical item in hand, or an electronic version. The following criteria can help you decide whether you should consider using the source for your research based on its quality.

Accuracy

- Is the source reliable and free from errors? For example, are there any typos? Are any crucial facts missing? Are there any citations? Is the source biased?
- Has the source been edited and fact-checked?

Authority

- Who is the author? What are the author's qualifications for writing on this subject?
- Is the publisher reputable?
- What is the domain code of the Web site (e.g., .gov, .edu, .ca, .net, .org)? What does the domain code indicate about the content?
- Who is responsible for producing and updating information on the Web site? Is contact information available?
- Is it peer reviewed?

Coverage

- What topics are included in the work?
- Are the topics explored in detail?
- Does the author list his or her sources?

Relevance

- Does the information relate to your topic or hypothesis?
- Who is the intended audience?
- Is the content of the work current? When was it updated last?
- Is the publication date clearly labelled?

Objectivity

- What is the purpose of the information?
- Is the information fact, opinion, or propaganda?
- Is the information biased?
- Does the author explore several different viewpoints?
- To what extent is the author using the information to sway the opinion of the audience?



FIGURE 5-1 Why is it important to cite sources? What are the consequences for not citing sources?

Citing Sources

Any information you quote, summarize, or paraphrase in your paper must be acknowledged and documented with a citation to avoid plagiarism, which is unethical. Anything that is not common knowledge or your opinion needs a reference. In the social sciences, American Psychological Association (APA) style is used to document the information and sources used during the research process.

Direct Quotations of Sources

Direct quotations allow you to acknowledge a source within your text by providing a reference indicating exactly where in that source you found the information. The reader can then follow up on the complete information in the reference list page at the end of your paper.

- Quotations of less than 40 words should be incorporated in the text and enclosed with double quotation marks. Provide the author, publication year, and a page number in parentheses after the quote.
- Alternatively, if you refer to the author or authors within the same sentence, place the publication year after the author name and the page number after the quote.
- When making a quotation of more than 40 words, use a free-standing block quotation on a new line, indented five spaces, and omit the quotation marks.

Reference Citations in the Text

When using your own words to refer indirectly to another author's work, you must identify the original source. A complete reference must appear in the reference list at the end of your paper.

- In most cases, providing the author's last name and the publication year are sufficient. Within a paragraph, you do not need to include the year in subsequent references.
- If there are two authors, include the last name of each author and the publication year.
- If there are three to five authors, cite all authors the first time; in subsequent citations, include only the last name of the first author followed by "et al." and the year.
- The names of groups that serve as authors (e.g., corporations, associations, government agencies) are usually spelled out each time they appear in a text citation. If it will not confuse the reader, the organization's name may be abbreviated.
- For electronic sources that do not provide page numbers, use the paragraph number, if available, preceded by the ¶ symbol or abbreviation "para." If neither is visible, cite the heading and the number of the paragraph following it to direct the reader to the quoted material.

Reference List

The alphabetical list of references that appears at the end of your paper contains more information about all of the sources you have used, which allows readers to refer to them, as needed. These are the main features:

- The list of references must be on a new page at the end of your text.
- The title "References" should be centered at the top of the page.
- Entries are arranged alphabetically by author's last name or by title if there is no author.
- Titles of larger works (i.e., books, journals, encyclopedias) are italicized.
- Entries are double-spaced.
- For each entry, the first line is typeset flush with the left margin. Additional lines are indented as a group a few spaces to the right of the left margin (a hanging indent).

QUESTIONS

1. Why is it important to evaluate your sources? Should all the evaluating criteria be applied equally to each potential source?
 2. How does citing your sources help others to evaluate your work?
 3. Why is plagiarism unethical?
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CHAPTER 5

Social Stratification and Inequality

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When we think of the term *society*, we think of a group of people with shared values, co-existing and working together for the benefit of everyone. However, the word *together* has implications. Does everyone in a society benefit equally? Are we truly working together, co-existing together as equals?

All societies are characterized by social stratification, where categories of people are ranked in a hierarchy, and inequality, where people have unequal access to and control of valued resources, such as wealth, status and power. Canada is an example of a stratified society. In Canada, access to and control over wealth, status, and power are restricted by a person's social background, gender, and ethnicity. The differing degrees of access and control serve to divide Canadian society into recognizably distinct and unequal groups. In this chapter, you will examine the forces at work that lead to social stratification and inequality in society.

CHAPTER EXPECTATIONS

By the end of this chapter, you will:

- identify and describe the major theories relating to social stratification and inequality
- demonstrate an understanding of how social change is influenced by poverty
- identify population trends in Canada
- evaluate how socio-economic status shapes trends
- interpret and analyze social statistics related to discrimination
- demonstrate an understanding of the social structures that affect poverty
- evaluate information using a variety of strategies (e.g., reliability, credibility, bias, ethics)
- demonstrate academic honesty by documenting sources in correct APA referencing format (e.g., embedded references, reference list)

KEY TERMS

absolute poverty
achieved status
apartheid
ascribed status
caste system
class
class system
closed system
disposable income
glass ceiling
horizontal mobility
income
intergenerational mobility
intragenerational mobility
low income cut-offs
meritocracy
open system
power
relative poverty
social class
social mobility
social stratification
status group
stratified society
vertical mobility
wealth



FIGURE 5-2 Look at the photos and try to draw a conclusion about what is going on in each one. How are social stratification and/or social inequality portrayed in these pictures?

KEY THEORISTS

Kingsley Davis

Karl Marx

George H. Mead

Wilbert Moore

Melvin Tumin

Max Weber

LANDMARK CASE STUDY

Dorothy Smith and the Authority of the Male Standpoint

Spotlight On ...

Experiencing Racial Inequality

Social scientists often examine the issue of racial inequality using a wide perspective. A sociologist might examine how society constructs the concept of race. An economist might examine the impact of inequality on poverty. An historian might look at the history of racism. All these perspectives are necessary to understand inequality, how it came to be, and how it impacts our society. It is also important to understand how an individual experiences inequality—how their experiences and the experiences of their family have (or have not) changed over time.

Rachel Fourney, who works as an instructor for LINC (Language Instruction for New Canadians) at the T.R. Leger School of Alternative Studies in Cornwall, Ontario, agreed to share her experiences with inequality.

Fourney's father was born in Budapest, Hungary, and immigrated to Canada, landing in Montreal. Her paternal grandfather was from the Dominican Republic and her paternal grandmother was Native American, of the now extinct Pomonkey tribe. On her mother's side, Fourney's maternal great-grandfather was African-American and her great-grandmother was Cherokee. Fourney grew up within the African-American and Hungarian communities and identified with those parts of her family background, despite her Aboriginal ancestry.

As a child, Fourney felt that she was being looked down on by peers, acquaintances, and strangers because of her "mixed" ancestry. Her childhood was happy, but she had difficulties finding acceptance in her parents' cultures—she felt like she was neither black, nor white, but both. She remembers one boy asking her what colour she was. Since her father was white (Hungarian) and her mother was black (African-American), she said that she was grey. Some of her dad's Hungarian friends told him that she would grow up hating her hair because it was not "white." When Fourney and her husband of white European descent had a child, some of her African-Canadian friends lamented the fact that her daughter's hair was straight, "white" hair, and not kinky. It struck Fourney as ironic to receive the same, shallow response from a different segment of society.



FIGURE 5-3 (Photo on the left) Rachel Fourney, her grandmother, father, mother, and brother; (photo on the right) Rachel with her father, mother, and brother. What does the term social inequality mean to you? Does you think it has the same meaning to Rachel? Why or why not?

When asked if any of her family members ever experienced inequality, she recalled her mother's high school days in the 1960s. Fourney's mother attended Anacostia High School in Washington, DC; she was one of the first black students to attend the formerly all-white school. Special opportunities were reserved for the white students, and the black students were passed over. In the white neighbourhood around the school, the black students could buy things from the stores but were not welcomed at the snack counters or in any of the restaurants. They never argued or challenged it because they were raised with, and have become accustomed to, inequality. They followed their parents' instructions, and the way they were treated confirmed what their parents had said. At a recent reunion for Anacostia High School, female students told Fourney and her family that they had been interested in dating her brother, but because their parents had forbidden them to date a black person, they had not pursued their interest. According to Fourney, this confirmed what they had been told, and knew to be true, that "[they] were tolerated but never considered to be on an equal footing with those around [them]."

It was challenging for Rachel Fourney to discover her identity and comprehend that her identity encompassed more than just her skin colour. She realized that her worth and value as a human being had nothing to do with people's colour blindness and everything to do with how she felt about herself. Fourney believes that social inequality persists but, generally speaking, is not as overt or obvious as it was in the past, partly because the world, and Canada, in particular, is becoming more multicultural and people are becoming more comfortable with cultures, ethnicities, and races that are different from their own. Another reason she believes social inequality is not as conspicuous today is because it is not viewed as politically correct. She knows people who have no problem working with people of other cultures but wouldn't want their children to date or marry someone of a culture other than their own.

Rachel Fourney's advice, or words of wisdom, to those suffering from social inequality:

Don't let the people around you define who you are or determine your worth. You are more than the sum of your parts, your ancestry and your skin colour. Do not treat those around you the way they are treating you. You will only hurt yourself and become like them. Try to find those who are hurting and suffering the way you are and create your own society or network that is based on equality, respect and caring.

SKILLS PRACTICE

As you learned in earlier chapters, before you begin your research you should first start with a question or problem you want to address. Once you have identified the question your research will attempt to answer, you develop a tentative hypothesis to focus the direction your research will take. You can then refer to several sources in order to gather data. Social science researchers consider the types of sources that are available and examine each carefully to determine which sources will best answer the research question(s) posed and test the hypotheses.

1. Develop a research question around the issue of inequality.
2. Develop a hypothesis to guide your research.
3. Using secondary sources (books, articles, multimedia), research an individual or individuals who have spoken out against inequality.
4. Follow the evaluating criteria to select a minimum of five high-quality sources. Are the sources you have located of high enough quality to use for your research?
5. Using correct citation style, collect summary information and direct quotes that will support your research. Attach a reference list.

SOCIAL STRATIFICATION

Is inequality inevitable or is it socially constructed? Has inequality existed throughout human history? How has it changed over time? Social scientists are interested in examining these questions to better understand society. They have found that most societies have systems of **social stratification**—structured systems of inequality that rank people according to a hierarchy (Macionis and Gerber, 1999). These hierarchies may be based on **class**, gender, ethnicity, and age, and they persist over generations.

▶ **social stratification:** the ranking of people in any given society by class and status

▶ **class:** a group of people with a similar level of wealth and income

In a **stratified society**, there is an unequal distribution of rewards, or of things that are perceived as valuable, among members of the society (Stark, 1996). A person's experiences and opportunities are defined by the social category to which they belong. For example, North American society stratifies people based on class. People who are part of the upper class are more likely to have a better education, a higher income, live in larger houses, and own more goods than people in the middle or lower classes.



stratified society: a society in which there is an unequal distribution of rewards among its members

Although the hierarchies that exist within a society are characteristic of that society, the categories can and do change. Changes can occur when a society grows and becomes more complex. Early societies tended to have relatively non-hierarchical, egalitarian social structures. As societies become larger, they begin to elevate entire groups of people above others. Changes can also occur when the values of a society collectively change.

Can a society be stratified in more than one way? To what extent is inequality constructed by society?

VOICES

Social inequality involves advantages for a fairly small group of elites, usually less than 10 percent of the population, at the cost of the majority. So why does the 90 percent majority permit this? Why don't they take steps to eliminate inequality?

—Elizabeth M. Brumfiel

Origins of Social Stratification

Anthropologists have dated the earliest forms of social stratification to 5000 years ago, in hunting and gathering societies. These societies appear to have little social stratification. A nomadic society that constantly moves in search of game and edible plants has to survive on the food found within their travelled area; therefore, the society can only support small groups. In these societies, possessions are limited to what is portable; thus, there is never enough wealth (in the form of tools or weapons) to go around, and the wealthiest members of the society cannot accumulate much more than the poorest. Furthermore, with almost no role specialization—no full-time leaders, for example—power is greatly equalized (Harris, 1979). For the most part, men hunt for meat while women gather edible plants, and the general welfare of the society depends on all of its members sharing what they have. The society as a whole undertakes the rearing and socialization of children and shares food and other acquisitions more or less equally.



FIGURE 5-4 In hunter-gatherer societies, possessions are limited to what can be carried. How might this affect the concept of wealth in such societies?

However, hunting and gathering societies are stratified to some degree. The primary bases of stratification are age and sex (van den Berghe, 1973). Adults hold power over children, and men dominate women. However, within age and sex groups, hunting and gathering societies are not very stratified.

With the emergence of horticultural and pastoral societies, groups had reliable food sources for the first time. Horticultural societies cultivated plants, while pastoral societies domesticated and bred animals. As time passed, agricultural technology improved and a surplus of food production meant families could produce enough food to feed others as well as themselves. Increasing production meant greater specialization, and considerable gaps in social status and elaborate social structures appeared.

The industrial age supported an even more elaborate and flexible system of stratification and had a tremendous impact on the development of social classes. A similar change recurred in the post-industrial age, as society focused increasingly on the production and consumption of services and information, rather than on the manufacture of goods. Whereas many people in the middle class during the industrial era could support their families by working in a factory, at a job that did not require post-secondary education, post-secondary education is now a requirement for many middle-class jobs.



FIGURE 5-5 Former factories have become trendy office spaces in some urban areas. How might this photo represent changes to social stratification in North America between the industrial and post-industrial ages?

QUESTION To what extent does social stratification exist within a school?

Systems of Social Stratification

Sociologists often use two opposing standards to describe social stratification: **closed systems** and **open systems**. Closed systems allow for very little change in social position. The boundaries between levels are rigid, and people's positions are set by **ascribed status** (Murray, et al., 2008). Examples include slavery and the caste system in India.

- ▶ **closed system:** a system with strict boundaries between different social positions
- ▶ **open system:** a system in which the boundaries between social positions are more flexible
- ▶ **ascribed status:** a social position assigned to a person without regard for his or her characteristics or talents

Open systems, on the other hand, permit considerable flexibility and may be influenced (positively and negatively) by **achieved status** (Murray, et al., 2008). Open systems are thought to have some degree of **social mobility**. This movement can be either upward or downward. **Intergenerational mobility** is the social movement experienced by family members from one generation to the next (Murray, et al., 2008). By contrast, **intragenerational mobility** is the social movement of individuals within their own lifetime (Murray, et al., 2008). An example of an open system would be the class system. The systems of classification that are examined here—slavery, caste, and class—are characterized by different hierarchical structures and varying degrees of mobility.

- ▶ **achieved status:** a social position attained by a person largely through his or her own effort
- ▶ **social mobility:** the movement of individuals or groups from one level in a stratification system to another
- ▶ **intergenerational mobility:** social movement experienced by family members from one generation to the next
- ▶ **intragenerational mobility:** social movement of individuals within their own lifetime

Slavery

Slavery is the most extreme form of social stratification for individuals and groups. It is a closed system in which people are owned by others and are treated as property and have little or no control over their lives (Murray, et al., 2008). Slavery originated with the development of agriculture and the division of labour. The specialization of tasks intensified social inequality between labourers and their employees, separating people into different hierarchies. Society began to value certain jobs over others, and manual labourers became the least respected members of society, while those engaged in managing or owning businesses became the most respected.

Slavery has existed in many different societies. The earliest reference to slavery dates back to around 2100 BCE, and it has been identified all over the world, including in Ancient Egypt, the Roman Empire, and parts of the Middle East during the medieval period. People were enslaved for a variety of reasons: to pay off debts, as punishment for a crime, if captured as a prisoner of war, or because of their social status at birth.

Today, many people think of the Atlantic slave trade that ended in the nineteenth century when discussing slavery and social stratification. During the Atlantic slave trade, Africans from the central and western parts of the African continent were captured and sold by African slave dealers to European traders. They were transported to the colonies in North and South America where they were forced to labour on plantations; in mines; in rice fields; in the construction, timber, and shipping industries; or in houses as servants. The institution of slavery in the colonies became based on race: black people became subservient to white people. Although slavery officially ended in 1865, the legacy of slavery in the United States continues to impact the African-American community and the relationships between black and white communities.

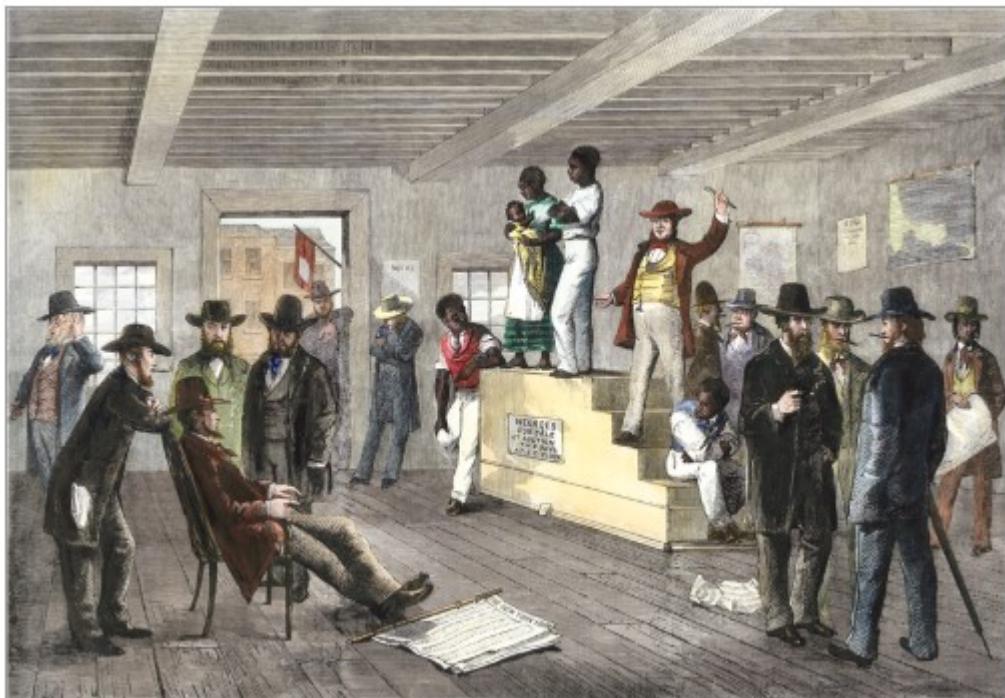


FIGURE 5-6 How did the Atlantic slave trade change the concept of slavery?

Slavery still exists today. Whether it is called human trafficking, bonded labour, forced labour, or sex trafficking, it is present worldwide. It is estimated that between 12 million and 27 million people are caught in some form of slavery, despite laws prohibiting it (Schaefer and Smith, 2005). Nearly three out of every four victims are female and half of them are children. According to the National Underground Railroad Freedom Centre, in today's global economy, the inexhaustible demand for cheap goods and services has created a vast, largely invisible market for easily replenished supplies of men, women, and children who are forced to work against their will, for little or no pay, and under constant threat of violence or intimidation.

More to Know

You will learn more about human trafficking in Unit 5.

?

How would a functionalist explain slavery? What does the conflict theory say about slavery?

Caste System

Similar to slavery, a **caste system** is a closed system of social stratification where a person's permanent social status is determined at birth (Murray, et al., 2008). According to Macionis and Gerber (1999), in a caste system, birth fundamentally shapes people's lives in the following crucial ways:

- ▶ **caste system:** a system of social inequality in which a person's permanent social status is determined at birth based on their parents' ascribed characteristics



FIGURE 5-7 How are class systems similar to slavery and caste systems? How are they different?



Occupation	Traditional caste groups are linked to occupation; generations of a family perform the same type of work.
Marriage	People within a caste system are allowed to marry only within their own ethnic or social group.
Social life	Caste systems guide everyday life so that people remain in the company of "their own kind."
Belief systems:	Cultural and religious beliefs and values sustain and uphold caste systems.

FIGURE 5-8 What are some negative consequences of being born into a caste system? What are some positive aspects of this system?

India and South Africa are examples of societies that were defined by caste. Although, in recent decades, both societies have worked to break down the legal and political barriers within their respective caste systems, caste still has an impact on the culture of each society. In India, caste determines the kind of work someone can do and who a person can marry. Marriage partners were traditionally selected within their own caste and, in the past, marriage outside of your own caste was considered illegal. Segregation between people of different castes was enforced socially as well. Hindu traditions dictated that a "pure" person of a higher caste would be "polluted" by contact with someone in a lower caste.

VOICES

For to be free is not merely to cast off one's chains, but to live in a way that respects and enhances the freedom of others.

—Nelson Mandela

In South Africa, the caste system is based on racial classification. **Apartheid** is now illegal in South Africa, but, like the caste system in India, some prejudice and discrimination remains. In terms of occupation, white people hold almost all of the desirable jobs, while most black people work as manual labourers and servants. Cultural beliefs still uphold the idea of caste —people still cling to notions distinguishing "white jobs" from "black jobs."

► **apartheid:** an official policy of racial segregation formerly practised in South Africa, involving political, legal, and economic discrimination against non-whites

Class System

Class systems are more open than slavery or caste systems. The boundaries between classes are vaguely defined, and a person who gains the necessary education and skills can move from one level of society to another. Status comes through achievement rather than ascription (Murray, et al., 2008). In class systems, people may become members of a class other than that of their parents through both intergenerational and intragenerational mobility, either upward or downward. **Horizontal mobility** occurs when people experience a gain or loss in position and/or income that does not produce a change in their place in the class structure. For example, a person may get a pay increase and a more prestigious title but still not move from one class structure to another. By contrast, movement up or down the class structure is **vertical mobility** (Murray, et al., 2008).

► **class system:** a type of stratification based on the ownership and control of resources and the type of work people do

► **horizontal mobility:** when people experience a gain or loss in position and/or income that does not produce a change in their place in the class structure

► **vertical mobility:** when people experience a gain or loss in position and/or income that causes movement up or down the class structure

REFLECT AND RESPOND

1. Match the major types of social mobility with the examples. Use (IM) for intergenerational mobility, (VM) for vertical mobility, and (HM) for horizontal mobility.
 - a. a restaurant waiter becomes a taxi driver
 - b. an automotive worker becomes a manager
 - c. the daughter of a hair dresser becomes a college professor
2. Provide an example of intergenerational mobility and intragenerational mobility.
3. What are the obstacles to vertical mobility in a class system?
4. How has social stratification changed over time?

THEORETICAL EXPLANATIONS OF SOCIAL INEQUALITY

Social scientists examine inequality to understand a particular society and how it positively or negatively impacts different groups and individual people. In this section, you will examine some of the theories sociologists use to understand social inequality.

The Legacy of Marx and Weber

Any study of social inequality begins with the theories of Karl Marx and Max Weber. Both were highly influential in the development of different schools of thought around the study of social inequality, particularly conflict theory. According to the conflict perspective, inequality is bad, avoidable, and unnecessary (Angelini, 2003). Conflict theorists Marx and Weber contributed significantly to this perspective by focusing on the inevitability of clashes between social groups.

More to Know

You learned about Marx and the conflict theory in Chapter 3.

Marx examined class conflict within an economic context, between the bourgeoisie, or capitalist class, who own the means for producing wealth in industrialized society, and the proletariat, or working class, and predicted that the exploitation of the working class would lead to a conflict between the classes that would establish a free and classless society.

Weber on Class, Status, and Power

Weber was greatly influenced by the works of Marx and accepted the importance of class as a major source of inequality and conflict. However, unlike Marx, Weber insisted that no single characteristic totally defines a person's position within the stratification system (Schaefer and Smith, 2005). In addition to class, he identified status and power as important dimensions of social inequality. Weber used the term *class* to refer to people who have a similar level of wealth and income. The term **status group** refers to people who rank the same in prestige or lifestyle. Status is often derived from a person's level of education, income, and occupation. For example, doctors, lawyers, university professors, and so on, enjoy high status in large part because of their income level and the education they possess. Shop attendants and bartenders, on the other hand, experience a lower status or prestige because of their low incomes and the limited education requirements of their jobs. A Harris poll from 2009 (see Figure 5-10) arrived at a different conclusion. The professions with the highest level of prestige are ones that are not considered to be high-paying jobs, such as firefighters, nurses, and teachers. The professions at the bottom of the list are ones that may have a lot of fame attached to them, such as athletes and actors, and those that have the potential to earn large salaries, such as business executives, stockbrokers, and real estate agents.

▶ power: the ability to exercise one's will over others

▶ status group: a group of people that have the same prestige or lifestyle



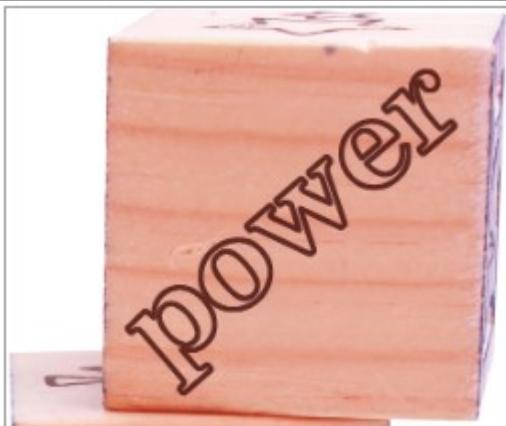


FIGURE 5-9 Max Weber identified three components—class, status, and power—as important determinants of social inequality. Do you agree with Weber that no single characteristic totally defines a person's position, but rather these three?

Power, the third dimension of social stratification, is the ability to exercise one's will over others. In Weber's view, class, status group, and power all influence each other and, together, contribute to social inequality. They combine in such a way as to make one group superior or inferior to another group.



How does Weber's theory apply to Canadian society?



Interactive: *Theories of Social Inequality*

Functionalist Perspective of Social Inequality

According to the functionalist perspective, inequality is not only inevitable, but also positive and necessary for the proper functioning of society (Angelini, 2003). An early proponent of this perspective, Emile Durkheim believed that individuals identify with society as a whole and see themselves as part of the bigger picture. But how does inequality contribute to the stability and functioning of society?

More to Know

You learned about Durkheim and functionalism in the Introduction.

Kingsley Davis and Wilbert Moore

Kingsley Davis (1908–1997) and Wilbert Moore (1914–1987) are the definitive functionalists behind the explanation for social inequality. They summarized the following:

- All societies have important tasks that must be accomplished and certain positions that must be filled.
- Some positions are more important for the survival of society than others.
- The most important positions must be filled by the most qualified people.
- The positions that are the most important for society and that require scarce talent, extensive training, or both, must be the most highly rewarded.
- The most highly rewarded positions should be those that are functionally unique and on which other positions rely for expertise, direction, or financing (Murray, et al., 2008).

The greater the functional importance of a position, the more rewards a society will attach to it (see Figure 5-10). Take, for example, a doctor or dentist. Both professions are important to society and require extensive training, but individuals would not be motivated to go through years of costly and stressful training without incentives. By distributing resources unequally, “society motivates each person to aspire to the most significant work possible, and to work better, harder, and longer” (Macionis and Gerber, 1999). The overall effect of a system of unequal rewards is a more productive society.

Prestige of Profession and Occupations		%
Firefighter		62
Scientist		57
Doctor		56
Military officer		51
Teacher		51
Police officer		44
Priest/Minister/Clergy		41
Engineer		39
Farmer		36
Architect		29
Member of Congress		28
Lawyer		26
Athlete		21
Journalist		17
Union leader		17
Entertainer		17
Banker		16
Real estate broker/agent		5

Source: Harris Interactive, 2009.

FIGURE 5-10 Why do you think firefighters were ranked higher than doctors on the occupational prestige scale? How many of the highly prestigious jobs were previously thought of as “male” jobs?



What incentives would have to be attached to a position for you to want to pursue it?

Melvin Tumin and the Principles of Social Stratification

In contrast to Davis and Moore, sociologist Melvin Tumin (1919–1994) argued that the importance of a position is not always determined by a high salary or level of prestige. For example, Sidney Crosby's season salary for 2011–2012 was \$9 million, whereas the prime minister's total salary was \$315 462. It is difficult to explain the high salaries that society offers to professional athletes on the basis of how critical their job is to the survival of society. Would anyone argue that, in societal significance, playing hockey tops the responsibility of the prime minister?

Tumin suggests that economic rewards and prestige are not the only means of encouraging people to fill critical positions. Personal pleasure and intrinsic satisfaction also motivate people to enter particular careers. Under Davis and Moore's theory, society should be a **meritocracy**, where ability would determine the type and prestige of the job an individual held. However, Tumin points out that ability often doesn't determine an individual's success. Instead, gender and class are better predictors of who obtains positions associated with wealth, power, and prestige.



► **meritocracy:** a society where people are judged on their individual abilities rather than their family connections



FIGURE 5-11 Do you think only prestige and future income potential are what motivates people toward certain positions?

Symbolic Interactionist Perspective of Social Inequality

George H. Mead introduced the symbolic interactionist perspective in the 1920s. This theory views human interaction and behaviour from a microsociological point of view, examining individual actions, behaviours, and understandings. According to the theory, people interact with each other by interpreting and defining the language and actions of others and attaching meaning to them. It is an approach that focuses on the interaction among people based on mutually understood symbols.

In regards to the stratification structure, the symbolic interactionist perspective helps us to understand how people are socialized to accept the existing stratification structure. Symbolic interactionists see power as relative, something that is negotiated between people with different capacities and interests. In other words, there is a mutual understanding among people that they are part of a hierarchical system and they accept it. Society is taught that a person's social class is the result of talent and effort. Those on top have worked hard and used their abilities, whereas those on the bottom lack the talent or the motivation to succeed, which leads to the conclusion that it is not fair to challenge the system. In this way, people come to accept the existing system.

REFLECT AND RESPOND

1. What are the differences between the functionalist and conflict view of societal equality? Is inequality inevitable? What role does inequality play in society?
2. What is the conflict view of social inequality? Do you think inequality is "bad, avoidable, and unnecessary"? Explain.
3. How are the theories of Marx and Weber the same? How are they different? Create a chart to organize your ideas.
4. What is the symbolic interactionist view of social inequality? Do you feel you have been socialized to accept the stratification structure? Explain.
5. How might the symbolic interactionist perspective lead to change in society?

THE CLASS SYSTEM IN CANADA

In every society there are groups of people who receive more benefits or have more influence and power than other groups. These groups are often divided into **social classes**, segments of society whose members hold similar amounts of resources and often share values, norms, lifestyle, education, and type of work. A person's class can also be based on ascribed status, such as gender, race, or age.

► **social class:** a segment of society whose members hold similar amounts of resources and often share values, norms, lifestyle, education, and type of work

In today's society, however, many people believe that society is a meritocracy, where we earn our rewards through personal merit. However, can society truly be based on an individual's personal effort?

A basic assumption of meritocracy is that everyone begins with an equal opportunity. However, it may be more difficult for someone who is born into a poor family to advance and achieve a higher status. Students from poorer families may have more difficulty continuing their education because of financial hardship. Moreover, certain groups in society may, through no fault of their own, be assigned an ascribed status that prevents them from getting the best jobs or earning the highest pay. Young people, women, Aboriginal people, people from different ethnic groups, older people, or those with disabilities are often at a disadvantage simply because of who they are.

In order to examine society more closely, sociologists have described the major social classes in Canada: upper class, middle class, working class, and lower class.



FIGURE 5-12 This cartoon is illustrating what sociologists have confirmed—that, usually, those at the top of society receive more benefits than those at the bottom. How would Tumin view this cartoon?

Upper Class

The upper class in Canada comprises those who own substantial amounts of wealth, which is roughly 3 percent to 5 percent of the population. Much of the income of this class is derived from inherited wealth, although some members of the upper class have earned their fortunes. In 2011, each of the 50 richest individuals and families in Canada was worth at least \$1 billion. [Figure 5-13](#) provides some information on the five richest families in Canada as of December, 2011.

Characteristically, members of the upper class usually attend the most expensive and most highly respected schools and universities. In these schools, they usually make contact with others in their social class, which gives them an advantage of a network of influential connections. Later, their occupational positions give them a great deal of influence on and control over the economy and politics.



Name	Industries	Companies	Net Worth (\$ billions)
Thomson family	Media, information distribution	Thomson Reuters, The Woodbridge Company Ltd.	\$21.3
Galen Weston	Food, groceries, retail, real estate	George Weston Ltd., Loblaw Cos. Ltd., Holt Renfrew	\$8.0
Irving family	Oil, forestry products, gas stations, media, transportation, real estate	Irving Oil Ltd., J.D. Irving Ltd.	\$7.8
Rogers family	Cable TV, communications, media, pro sports	Rogers Communications Inc.	\$5.9
James Pattison	Auto sales, food, media, forestry products, entertainment, export services	Jim Pattison Group	\$5.73

Source: *Canadian Business*, December 29, 2011.

FIGURE 5-13 The five richest families in Canada. How does the upper class influence society?

Middle Class

The middle class is the largest social class in Canada. Forty percent to fifty percent of the Canadian population falls into this category. Because of its size, the middle class has tremendous influence on trends and patterns in Canadian culture. Television and other forms of mass media usually portray middle-class families, and most commercial advertising is directed toward them because this class represents a widespread and powerful group of viewers and consumers.

VOICES

Independence? That's middle class blasphemy. We are all dependent on one another, every soul of us on earth.

—George Bernard Shaw

Traditionally, middle-class work involved the professions such as medicine and law; however, the middle class expanded to include office managers and employees, factory owners, and others who could afford a better lifestyle. Because most people in the middle class perform professional, managerial, or administrative work in offices, they are referred to as "white collar" workers. Middle-class workers have relatively high-paying, secure occupations that offer generous benefit allowances, many of them within the public sector.

The Working Class

Marx defined the working class as people who sold their labour to owners of factories for wages. Today, Marx's definition is too narrow, since almost everyone works for someone else. People who work in factories or other positions, such as technicians, mechanics, or tradespeople, would fall under the definition of working class. These workers are also known as "blue collar" workers because of the manual labour their job requires.

Some working-class jobs require little formal training, while other jobs demand a high degree of technical schooling and expertise. Traditionally, working-class jobs paid less than middle-class ones, although this is not always the case today. A skilled technician, for example, may earn more than an office worker. The working class comprises about 30 percent of the Canadian population.

The lines are unclear between the middle and working classes in other ways as well. Working-class families enjoy many of the consumer goods available to the middle class. Their children often go to university or trade schools, as do the children of middle-class families. Scholarships and student loan programs have allowed many working-class children to pursue professional careers or highly skilled vocations.

 How has the concept of a working-class job changed over time? How might it be different in the future?

The Lower Class

The lower class is made up of the remaining 15 percent to 20 percent of the Canadian population that have the lowest or no income. Low income makes life unstable and insecure for poor individuals and families. People in the lower class may work in part-time jobs from which their income is just enough to cover necessities, or they may be supported by welfare payments. Others may be limited in accessing better work because of a disability, lack of training, age barriers, or family responsibilities.

CHANGE IN ACTION Occupy Movement

The Occupy Movement started on Wall Street on September 17, 2011 to protest economic and social inequalities, and spread throughout the U.S., Canada, Europe, as well as other countries in the world. Fuelling the spread of the movement was the idea of disparity between the elite few, who own and earn significantly more of the wealth and income, and the average person. This phenomenon is not unique to North America.

By October 9, 2011, the Occupy protests had reached Canada. In Canada, the movement was initiated by Adbusters and followed the slogan, "We are the 99%." This refers to the idea that 1 percent of the population controls a vast amount of wealth at the expense of the other 99 percent.

The protest movement was born out of frustration with what was occurring on Wall Street (the U.S. financial sector) and in Washington (the U.S. government). The Occupy Wall Street Movement was meant to "expand anywhere people were frustrated with their political and economic systems and wanted change."

Canadians and Americans alike have come to believe that income inequality has grown as wealth has become more concentrated in the hands of a few. There is doubt among a growing number of people as to whether the "American Dream" is still possible—that if you work hard and are responsible, no matter the circumstances of your birth, you will have the chance to pursue your dreams and ambitions. The Occupy Movement protests were used to gain the media's attention to help effect change.



FIGURE 5-14 What does the Occupy movement represent? Has it led to change in Canadian society?

QUESTIONS

1. How and why did the Occupy Movement start? What factors contributed to the scale of the movement?
2. Research the blogs of some of the people involved in the Occupy Movement and evaluate the strength of each as a source.

The people in this class are unable to acquire the goods and services that people in other classes are able to access. They sometimes go hungry and are usually relegated to rental housing in poorer neighbourhoods. In many cases, attempts to improve their situation by taking on a part-time or low-paying job mean cuts in welfare or other social support payments, and the loss of medical and other benefits.

Poverty often passes from one generation to another. Children from poor families may leave school before they acquire the necessary skills to get a good job. In turn, their children may be unable to complete their education because of a lack of financial support.

REFLECT AND RESPOND

1. How does social class connect to social mobility? Why might it be difficult for someone in the lower class to become part of the middle or upper class?
2. Is the social class system a useful way to understand society or does it create inequality among different groups in society?
3. Why do most people find talking about their own social position awkward?

SOCIAL INEQUALITY

Most people's daily interactions involve a narrow section of society, with only brief and impersonal encounters with people who are from different social classes. When individuals do acknowledge social inequality, they discuss it in terms of a single factor such as money. More accurately, however, social inequalities arise based on the varying degrees to which people have access to not only money, but also wealth, status, and power. A person's ability to access wealth, status, and power is affected by a combination of factors related to his or her ethnicity and race, social background, and gender.

VOICES

All men are created equal. It is only men themselves who place themselves above equality.

—David Allan Coe

Are there some situations where diverse groups of people interact with each other?

Economic Inequality

When discussing inequality, economists often make a distinction between **income** and **wealth**. Although both are used interchangeably in everyday conversation, an important distinction exists between the terms. Income is the amount of money received (wages, salaries, financial assistance) during a given time period by an individual or group, and wealth refers to the economic resources (property, land, cars, etc.) possessed by an individual or group. Your income is your paycheque, and wealth is what you own.

► **income:** the amount of money received (wages, salaries, financial assistance) during a given time period by an individual or group

► **wealth:** the economic resources (property, land, cars, etc.) possessed by an individual or group

Canada is a country of wealth and it ranks among the top in the world (see [Figure 5-15](#)). Yet, within Canada, marked inequalities of income and wealth persist.

Average Income, After Tax (in Constant 2009 Dollars) in Canada of Families and Unattached Individuals

	2005	2006	2007	2008	2009
Constant 2009 Dollars (\$)					
Economic families, two people or more	69 200	70 900	73 700	74 800	74 700
Unattached individuals	28 900	29 900	30 600	31 100	31 500

Source: Statistics Canada, CANSIM, table (for fee) 202-0603 and Catalogue no. 75-202-X, 2011.

FIGURE 5-15 Note that in this table, an economic family is a group of two or more individuals sharing a common dwelling unit who are related by blood, marriage (including common-law relationships), or adoption. What might some reasons be for distinguishing the income of families and individuals?

Social scientists look at income to understand inequality. They start by dividing families into five equal groups, each referred to as a quintile. Quintiles are fifths or 20 percent of a total population. If you took all Canadians and ranked them according to income, you could then divide them into five equal quintiles. The top quintile is the one-fifth (or 20 percent) of people with the highest income. The fourth quintile is the one-fifth with the second highest income, and so on, down to the first quintile, which is the one-fifth (20 percent) of Canadians with the lowest incomes. Referring to Figure 5-16, you can see the income distribution for families in 1990. The first quintile (20 percent) of families received 5.5 percent of the total family income in 1990, while the highest quintile received 41.0 percent of the total income.

VOICES

An imbalance between rich and poor is the oldest and most fatal ailment of all republics.

—Plutarch

Percentage Share and Average After-Tax Income by Household Income Quintile, 1990 and 2008				
Households by Quintiles	% Share of After-Tax Income		Average After-Tax Income (\$)	
	1990	2008	1990	2008
First quintile	5.5	4.9	13 400	14 500
Second quintile	11.4	10.6	27 900	31 500
Third quintile	17.5	16.3	43 000	48 500
Fourth quintile	24.7	23.9	60 700	71 200
Fifth quintile	41.0	44.3	100 600	131 900

Source: Statistics Canada, *Income in Canada*, Catalogue no. 13-F0022XIE. Calculations by People Patterns Consulting.

FIGURE 5-16 What conclusions can you draw about income inequality by examining this table and Figure 5-15?

HOW-TO:

Conduct an Interview

One of the best ways to find out more about a person or topic is to conduct an interview with someone who has the information you are looking for. An interview is a conversation between two people (the interviewer and interviewee), where the interviewer asks the interviewee questions to obtain information about a particular topic.

Before the Interview:

- **Who and What:** Determine the subject you need information about and then identify who might have information on this subject.
- **Background Research:** Conduct some research so that you have some basic knowledge on the subject.
- **When and Where:** Make an appointment with the person you'll be talking to. Inform them of the subject you want to explore and give them time to think about what they want to say.
- **Supplies:** Make a checklist of things that you'll need to carry with you on the interview.
- **Practise:** Practise using the voice recorder and video camera, and then listen to the file to make sure you're speaking clearly.
- **What to Say:** Make a list of questions. Avoid questions that have a "yes" or "no" answer.

During the Interview:

- **Arrival and Set Up:** Dress and act professional. Show up on time, with all of your materials organized. Test any equipment that you may be using.
- **Record Biographical Data:** Begin your interview by recording the date, time, and the names of both the interviewer and interviewee. Ask the interviewee to confirm that they understand that the interview may be quoted or used in a publication or presentation.
- **Conduct the Interview:** Begin asking the questions you have prepared. Keep your questions in front of you, but don't be afraid to alter them.
- **Take Notes:** Write down dates, names of places, spellings of unusual words, and key words and ideas that the interviewee reveals.

After the Interview:

- **Write Follow-up Notes:** Write about your impressions, the successes, the problems, the questions you still need to ask, the ideas you got from the interview.
- **Transcribe:** Transcribe, or write down/type, what the interviewee said during the interview. Your transcription should be an exact record of what was said.
- **Analyze Your Findings:** What does it all mean? Why is it important? Try to come up with the important points from the interview and record what you have learned in a journal.

If Canada were an equal society, each quintile, composed of 20 percent of the population, would require 20 percent of the total income. However, in 2008, with only 4.9 percent of total income, the lowest quintile obtains only a small percentage of what it would receive in a perfectly equal society.

There is a close relationship between wealth and income, since those with a substantial income can accumulate wealth. Those with higher incomes accumulate wealth because of excess **disposable income**, which is income above what is required for necessities such as food, clothing, and accommodation (Angelini, 2003). People can also accumulate wealth through inheritance (i.e., from inheriting money from parents or other relatives). In 2005, the richest quintile of the population held roughly 69 percent of the nation's wealth. For many others, especially those living in poverty, it's often impossible to accumulate wealth because little disposable income remains after purchasing necessities.



disposable income: the income left over after paying for necessities such as food, clothing and accommodation

POINT/COUNTERPOINT

Is Inequality Inevitable?

Some measure of inequality is almost universal; inequalities occur everywhere. Is this because inequality is inevitable, or is it just a social construction? As you examine the arguments on each side, consider whether you think inequality is inevitable.

Yes	No
<ul style="list-style-type: none">• Inequality is necessary and positive for the survival of any society or for any small or large organization.• Without inequality, division of labour would be difficult (not everyone can be team captain). All societies have important tasks that must be accomplished and certain positions that must be filled.• By distributing resources unequally, society motivates each person to aspire to the most significant work possible and to work better, harder, and longer.	<ul style="list-style-type: none">• It is caused by our current political structure, by discrimination, or by powerful social groups determining the reward structure in society.• Shared experience in which everyone works together on common tasks can form the basis of social cohesion.• Create a fair and just society and you remove the inequality (i.e., promote equal opportunity and a sense of fairness; take steps to ensure people are treated with respect and in a fair and just manner).

QUESTIONS

1. Is inequality necessary for the proper functioning of society?
2. Is inequality primarily a social rather than a natural construct? In what ways is inequality inevitable? In what ways is it a construct of our society? Provide examples.

Poverty

While determining income and wealth in Canada is fairly straightforward, determining poverty is more complicated. One way to define poverty is to ask what benefits people consider necessities in a society. Those who do not possess these benefits are then defined as poor. This type of poverty is known as **absolute poverty**, the deprivation of resources that are considered essential. It is important to note that people can still have some of these things, like a roof over their heads, yet not enough of other things, like food or the money needed to seek medical treatment, and still be considered poor.

▶ **absolute poverty:** the deprivation of resources that are considered essential— enough food and fresh water, and a safe place to live



[Video:How is Poverty Measured?](#)

Another way to understand poverty is to consider how income and wealth is distributed. This way of defining poverty is called **relative poverty**, measuring the deprivation of some people against those who have more. People who live below these set poverty lines or just above them might be considered impoverished, while it is clear that those who live well above the line are not.

▶ **relative poverty:** measuring the deprivation of some people against those who have more

Unlike most of the developed world, Canada does not have an official poverty line. Instead, as a means of further identifying economic inequality, Statistics Canada identifies a set of measures called the **low income cut-offs** (LICO). They reflect a methodology used to identify people who are substantially worse off than the average person; typically referred to as the "haves" and "have-nots" (Macionis and Gerber, 1999). The LICO uses the amount a household spends on the basics—food, shelter, and clothing—to define who is poor. A family is classified as being poor if it spends 64 percent or more of after-tax income on the basics (Schaefer and Smith, 2005). These measures have enabled Statistics Canada to report important trends. For example, referring to [Figure 5-18](#), lone-parent families headed by women, although the percentage is decreasing, continue to be the largest group within the low-income category. Furthermore, although poverty decreased from 2005 to 2007, 9.4 percent of all people in Canada were living in poverty in 2008. By 2009, the percentage of people in Canada had increased to 9.6 percent. There were an estimated 3 159 000 persons living in poverty in 2009; of these, 639 000 were children under the age of 18.

▶ **low income cut-offs :** a statistical measure by Statistics Canada that is a means of further identifying economic inequality



FIGURE 5-17 What challenges do children who grow up in poverty face?



Why are lone-parent families headed by women the largest group in the low-income category? What factors contribute to this statistic?

Persons in Low Income Cut-off After Tax, 2005–2009		2005	2006	2007	2008	2009
		Percentage (%) of persons in low income cut-off/poverty line				
All persons		10.8	10.5	9.2	9.4	9.6
Under 18 years of age		11.7	11.4	9.6	9.1	9.5
18 to 64		11.4	11.2	9.9	10.2	10.5
65 and over		6.2	5.4	4.9	5.8	5.2
Persons in economic families		7.5	7.3	6.0	6.3	6.5
Persons under 18 years old		11.6	11.3	9.4	9.0	9.5
In two-parent families		7.8	7.7	6.6	6.5	7.3
In female lone-parent families		32.9	31.7	26.6	23.4	21.5

Source: Statistics Canada. Last modified: 2011-07-05.

FIGURE 5-18 Some groups are statistically more likely to be poor (live under the LICO) than others. What figures in this table strike you as the most significant? Why?



[Video:Single and Unequal: Two Classes in America Divided by "I Do"](#)

Many people argue that lacking money or resources is only part of the problem. Other social structures can contribute to chronic impoverishment, like insufficient investment in communities, high crime rates, illegal activities, and destabilized governments. Stigma and discrimination inhibits the ability of individuals to realize their full potential. The lack of preventative medicine and education may keep people from either working or learning how to work in more effective ways that will help them attain higher income levels. All of these examples affect the cyclical nature of poverty.

REFLECT AND RESPOND

1. How does income differ from wealth?
2. What impact does income inequality have on social stratification?
3. How is the term poverty defined? Who are the poor people?
4. What social structures affect poverty? Can the cycle of poverty be stopped?
5. Examining Figure 5-18, what further statistical generalizations can be made?

ASCRIPTION AND INEQUALITY

Our ethnicity and race, social background, and gender have fundamental effects on our lives, often influencing or, in some cases, restricting our ability to achieve desired educational, occupational, and financial goals (Angelini, 2003). Because education is essential to occupational and financial success, any ascribed status that hinders educational success is significant in understanding inequalities of income and wealth.

Open for Debate

People who work full time still live at or below the poverty line or low-income cut-off. The term *working poor* describes the numerous people who work hard every day and still can't provide the average necessities of life for themselves or their families. Does society have an obligation to provide support programs? Does providing such program reduce the individual's desire to improve his or her conditions?

Age and physical and mental disability can also affect social inequality. With the age of the Canadian population rising, the inequalities facing seniors can reach crisis levels.

Ethnicity and Race

Ethnic diversity is a defining feature of Canadian society that has attracted intensive sociological research, including research to address the issue of ethnic and racial inequality in Canada. Poverty rates for visible minorities are three times higher than for the Caucasian population, with 19.8 percent of visible minority families living in poverty (Block and Galabuzi, 2011). Macionis, et al. (1993) indicated that individuals from ethnic groups that had the highest average years of schooling would also earn the most income. Higher incomes are also tied to health. Those with higher incomes tend to have higher life expectancies. The richest 10 percent of the population lives an average of 7.4 years (4.5 for women) longer than the poorest 10 percent (Block and Galabuzi, 2011).



FIGURE 5-19 What steps can be taken to address inequality in the education system?

In 1985, Canadians of Asian, black, British, and Jewish ancestry had the highest average years of schooling, while First Nations, Métis, and Inuit tended to have the lowest. This would suggest, on the surface, that ethnicity corresponds positively with income level. That is, Canadians of Asian, black, British, and Jewish ancestry would earn the most, people of First Nations, Métis, and Inuit ancestry the least. However, 20 years later, there is still a crisis facing minorities in the workforce. In 2006, 16.2 percent of the Canadian population belonged to a visible minority group. But the employment statistics don't reflect this population change. Men who identified with a minority group were 24 percent more likely to be unemployed than white men, while minority women were 48 percent more likely to be unemployed compared to white men and earned 55.6 percent of what white men earned (Block and Galabuzi, 2011).

Recent research (Murray, et al., 2012) suggests that Aboriginal people in Canada are among the most severely disadvantaged. About one-half live below the low-income cut-off, and some live in extreme conditions of poverty. The average income for an Aboriginal person in Canada is just under \$19 000, which is over \$8000 below the national average income of \$27 097.

Low average earnings of certain ethnic groups can be attributed to racist and discriminatory employment and hiring practices. New immigrants to Canada are employed at the lower end of business organizations, and it may take years for many of them to reach the upper levels of business organizations. Regardless of whether or not these ethnic and racial groups succeed in achieving a significant degree of occupational and financial success, "it is unlikely that even a few will ever secure a position within the economic elite in Canada" (Angelini, p. 70).



What accounts for the discrepancy between the employment levels of white men and women and that of visible minority groups?

Social Background

Working-class men and women have lower levels of post-secondary schooling than their counterparts in the middle class. Angelini (2003) determined that this occurs for at least two reasons: (1) lower incomes mean working-class students have more difficulty financing the cost of post-secondary education; and (2) education and studying are not a major part of working-class life and culture (p. 79). A further in-depth study by Guppy (2009) determined that for those individuals whose parents did not complete high school the likelihood of attending university is less than 1 in 5.

SKILLS FOCUS

Prepare questions for an interview about living conditions in First Nation's communities. Create open-ended questions that will generate discussion and allow the interviewee to talk freely.

However, among those that had even one parent who attended university, the likelihood of attending university is about 1 in 2. For women, this likelihood increased from 50.4 percent in 1991 to 61.7 percent in 2000. For men, the corresponding percentages were slightly lower but in the same range, 48.7 percent and 52.5 percent. Hertzman (2000) argues that the pattern of higher educational attainment by children of more educated parents represents a socio-economic gradient. "As we move up the gradient—along dimensions of education, or income, or wealth, for example—the children of families of higher socio-economic status generally attain higher levels of education" (p. 152). Parental education and income are strongly related to children's school success.

In Focus Attawapiskat, Ontario

The First Nations community of Attawapiskat, located on the James Bay coast in northern Ontario, declared a state of emergency in October 2011 over living conditions that many describe as Third World. Many residents in the community were living in makeshift tents and shacks without heat, electricity, and indoor plumbing. At least 90 people were living in two construction workers' portables equipped with only two washrooms and four showers to use among them. Others resorted to using buckets as washroom facilities. Families were living in these conditions because they had had to move out of deteriorating, mould-infested homes. Charlie Angus, MP for Timmins-James Bay, remarked while visiting the reserve, "The only difference between Third World conditions and [Attawapiskat] is the temperature." A state of emergency was declared (the third in three years) as the temperatures dropped to -20°C and authorities were concerned that people were going to die if the temperatures dropped any further.

Attawapiskat Chief Therese Spence was relieved when aid from the Canadian Red Cross arrived carrying mostly heavy winter sleeping bags and heaters to be distributed to community residents, but remained disappointed in the federal and provincial governments' lack of response. "We need the government...to come and step in and really work on the situation. We need housing immediately and infrastructure to be improved," said Spence.

Despite having visited Attawapiskat many times in 2011, Aboriginal Affairs Minister John Duncan claimed that the federal government had no knowledge of the extent of the problems. The Attawapiskat reserve had received \$90 million from the federal government between 2006 and 2011, and the federal government claimed that it was the poor management of the local band council that led to the crisis. He called for a third-party manager to look into the issue. However, Therese Spence rejected the third-party manager, calling the manoeuvre by the federal government a "political deflection" to discredit the community.

Angus and MPP Gilles Bisson feel "it is essential that the federal government ensure there is appropriate funding to address the huge backlog in housing" and want the government "to work in a proactive and positive way with the community to find long-term solutions" (Angus, 2011). "What we are witnessing is the inevitable result of chronic underfunding, poor bureaucratic planning and a discriminatory black hole that allowed First Nations people to be left behind as the rest of the country moves forward," said Angus and Bisson (2011).



FIGURE 5-20 Housing in Attawapiskat, Ontario. Why is addressing the issues facing many First Nations communities so challenging?



FIGURE 5-21 Housing was limited in Attawapiskat where 90 people lived together in construction portables. What factors contributed to this crisis?

QUESTIONS

1. Should the government intervene and come to the aid of the people of Attawapiskat?
2. If you were acting on behalf of the government, what measures would you take to ensure the protection of the people of Attawapiskat?
3. How is the cyclical nature of poverty viewed in Attawapiskat?

Gender

Despite similar education levels, men have higher average incomes than women, even in cases where they perform the same jobs. In 2008, women earned 83.3 cents in wages for every \$1 earned by men (Statistics Canada, 2010). An important concept related to this inequity is the **glass ceiling** effect.

► **glass ceiling:** an invisible but real barrier through which the next stage or level of advancement can be seen, but cannot be reached by a section of qualified and deserving employees

Research conducted by the Conference Board of Canada (2011) tells a similar story: the glass ceiling is stronger than ever. Analysis of Statistics Canada data shows that the proportion of women in senior management has flatlined over a 22-year period. The proportion of women in middle management actually declined over the last 12 years of the Conference Board's study. In any given year from 1997 to 2009, men were two to three times more likely than women to hold senior management positions above the level of director. Yet, women comprise almost half of Canada's workforce. Men have consistently been 1.5 times more likely than women to hold posts at the middle management level—the most common stepping stone to executive positions.

The Conference Board of Canada's report blames the lack of progress for women on a wide range of factors, including gendered choices in education, stereotyped ideas about leadership, women's lack of mentoring and preparation, their discomfort with self-promotion, inhospitable organizational cultures, and harassment (2011). There are two other factors that might be relevant: motherhood and children.

SKILLS FOCUS

Evaluating the authority, accuracy, and reliability of information found in a secondary resource is an important step in the research process. Locate three secondary sources that examine the glass ceiling effect. Are the sources of high enough quality to use in research?

Across the developed world, large numbers of highly educated professional women display an overwhelming preference, according to educator and social scientist Warren Farrel, for "lives that allow them to spend more time with their families" (Clark, 2006). Once they have children, many of them choose part-time work or shortened hours, as well as more time off. For example, in North America, where women have been flocking to business school for a generation, the careers of female MBAs slow down substantially a few years after they have kids. The same is true for female lawyers and doctors. In the United Kingdom, half of female family doctors work part time (Royal College of Physicians, 2009). In contrast, as the educational requirements of jobs have increased, single mothers have found it difficult to obtain these necessary qualifications. The difficulties and expenses of raising a child frequently make it financially unfeasible for many single mothers to seek employment.

An example of a woman who has managed to achieve both professional and personal goals is Tracey Robinson, vice-president of marketing and sales for coal and merchandise with Canadian Pacific Railway, a company that has aggressively mentored and promoted women. Like most executives, she works as many as 60 hours a week and is on the road a third of the time, and she has four children. Overall, according to Melinda Wolfe, head of global leadership and diversity at Goldman Sachs Group, "women want to feel satisfied and good about their work, but also want to feel satisfied about other things in their life" (Clark, 2006). Based on these current views, one can conclude that it's not that women are ill-equipped for top jobs, but rather are choosing "not to toss everything aside to climb the corporate ladder" (Maich, 2005).

How would feminists view the issue of balancing motherhood and careers?

Landmark Case Study

Dorothy Smith and the Authority of the Male Standpoint

Feminist sociologist Dorothy Smith (1926–) discovered her fascination for sociology after attending the London School of Economics. For many years she taught Sociology at the University of Berkeley as the only woman teacher in the faculty. Within her last two years at Berkeley, women's issues were just beginning to be raised; something was happening among women. The women's movement was a total transformation of Smith's consciousness at multiple levels. It led her to undo the sociology she had learned so thoroughly to practice.

Part of this transformation came at the University of British Columbia where she taught one of the first women's studies courses. As well, she became involved in the formation of a women's action group that worked to change the status of women at all levels of the university. She also became involved in establishing a women's research centre in Vancouver outside the university that aimed at providing action-relevant research to women's organizations and was part of building an organization among women academics that connected women faculty in community colleges and universities.

Soon after, Smith went to teach at the Ontario Institute for Studies in Education (OISE). It was there that Smith began to write a sociology for women. She thought there was something wrong with how sociologists thought. Developing a sociology for women started with the idea of beginning from the standpoint of a housewife and mother in the actualities of her everyday world and anchoring an investigation of the social in the concrete actualities of the everyday and of everyday doings. Smith came to see more and more clearly how the intellectual and cultural world she participated in had been put together from the male standpoint. Her first writing of this was "women's perspective as a radical critique of sociology." Smith wrote and published numerous articles and books after this, including, *The Everyday World as Problematic: A Feminist Sociology* and *The Conceptual Practices of Power: A Feminist Sociology of Knowledge*. Smith has determined that women have been marginalized from the authority of the male standpoint and the ideology and the relations of the ruling.



FIGURE 5-22 Is looking at the world from a male perspective harmful to women?

The Authority of the Male Standpoint

Smith determined that our culture is socially constructed from the standpoint of men. Our laws, legal system, and language are premised on the male view, and this standpoint is so internalized in our society that even women have some difficulty speaking and writing in a voice that includes their gender. Smith determined that this is because the male standpoint is presented as universal. She notes that, "a man's body gives credibility to his utterance; a woman's body takes it away from her" (Smith, 2001). The effect of accepting the male standpoint as universal is that it excludes and silences women.

Ideology and the Relations of Ruling

Smith further explored women's place in society by expanding on a Marxist conception of ideology. Marx determined that the ideas and images of the ruling class become the dominant ones in our culture because these same people also own the productive devices of society. Smith, expanding on this idea, indicates that what is believed is very much conditioned by the cultural vehicles about which women have very little control. Ideological notions become organized and embedded into our consciousness. "The messages are so subliminal, so persistent, so frequent that we essentially sputter them out without having ever formulated the ideas independently." Hence, it would be much easier for women to have authority if the person or persons they are trying to govern inherently accept as legitimate the women's version of the world and if they dismiss or suppress their own version of the world as inadequate.

Smith believes that until the everyday experiences of women and workers and all other marginalized groups are taken into account, sociology will continue to reflect the male standpoint and the relations of the ruling.

QUESTIONS

1. Define feminist sociology? Why did it develop?
2. What does Smith mean when she says, "A man's body gives credibility to his utterance; a woman's body takes it away from her"?
3. Does the work of Smith fit with your experience today? Why or why not?

Age

By 2021, seniors will form 18 percent of Canada's population, compared to 12.5 percent in 2000 (National Advisory Council on Aging). This aging of Canada's population supposes a need for responsive policies, programs, and services to serve the growing number of Canadian seniors. Although there has been a clear improvement in the economic situation of Canadian seniors since the 1980s, a substantial number of older people continue to live under very difficult economic conditions. According to Statistics Canada, in 2009, an estimated 33.8 percent of unattached women and 26.1 percent of unattached men over the age of 65 lived below the poverty line.

Older people, are often retired and no longer gain income from employment. In addition, as more and more people live well into their retirement years, many quickly find themselves spending whatever savings they may have accumulated over their working lives. Except for children and youth, seniors—most of whom are women—constitute the largest group living in poverty in North America. In those instances when older people are able to work, they generally work for minimum wage. With a growing population of seniors, the Canadian government faces increased pressure to improve the financial situation of those entering retirement.



FIGURE 5-23 For many seniors, the prospect of a golden retirement does not exist. Why might this be?

Physical and Mental Disability

Historically, people with disabilities were excluded from participating in mainstream society, particularly in the workforce. With the implementation of Canada's Constitution Act in 1982, particularly with the support of the Coalition of Provincial Organizations of the Handicapped, people with disabilities were included in the equality clause. Today, they are entitled to equal access to housing, employment, and public accommodations. Many people with disabilities now find themselves participating actively and fully in work and social activities.

According to Statistics Canada (2009), from 1999 to 2006, the proportion of men with a disability employed throughout the year grew from 48 percent to 56 percent, and for women with a disability, that number grew from 39 percent to 46 percent. Nevertheless, people with disabilities continue to face prejudice and discrimination.

REFLECT AND RESPOND

1. What is the connection between poverty and health?
2. How are ethnicity and race, social background, gender, age, and disability related to poverty?
3. How does feminism continue to be an essential paradigm?

CHAPTER 5 REVIEW

KNOWLEDGE AND UNDERSTANDING/THINKING

1. Which theory do you believe more adequately explains social inequality: functionalist theory or conflict theory?
2. What would a Marxist say about the 2011 crisis in Attawapiskat, Ontario? How would a symbolic interactionist view this issue and the lack of action taken by the government? How is Maslow's hierarchy of needs being played out here? Hypothesize about the long-term effects of this issue on Aboriginal people in Attawapiskat and around the country.
3. Should wealthy families in Canada be made to redistribute their wealth?
4. If the gap between rich and poor people continues to widen, what might happen in Canada in the future?
5. Should employment be based on ability, qualifications, or employment equity practices?
6. How do changes to the minimum wage affect the number of people below the LICO? How do changes to the Canadian Pension Plan affect seniors?

THINKING/COMMUNICATION

7. Based on the functionalist model of class structure, what is the location of each of your five closest friends or acquaintances? What is their location in relation to yours? To one another? What does their location tell you about friendship and social class?
8. Provide reasons why you believe the Canadian government should or should not attempt to reduce the degree of income and wealth inequality in Canada.
9. Why are single women more likely to be living below the poverty line? Should lone, or single, mothers be given greater government financial assistance in light of the difficulties they face?
10. Create a cartoon that demonstrates how social inequality impacts education or career choices.

COMMUNICATION/APPLICATION

11. During an evening of television viewing, assess the social class level of the characters you see in various shows. In each case, note precisely why you place someone in a particular social position. Do you discern any patterns?
12. Research statistics about social inequality and income data. See what you can learn about the social standing in your part of the country.
13. Write a draft of an oral presentation or formal report that you would consider delivering to the premier, your school administration, or student body expressing your views about poverty in Canada.
14. Research and organize a survey to see whether or not people's perceptions of social inequalities are changing. Using the methods learned in the Research and Inquiry section, correctly evaluate and cite sources.
15. Do some further research on First Nations peoples and their living conditions and then write a letter to one of the following:
 - the U.N., explaining why people in Attawapiskat need assistance from the outside world to help solve the issues facing them
 - a major newspaper, explaining why people outside Attawapiskat should care about the situation
 - members of the Occupy movement, asking them to add the concerns of the people of Attawapiskat to the protesters' agenda

CHAPTER 6

Moving Toward Social Justice

Social scientists have found that the concept of justice and the notion of fairness are instinctual in humans and other primates. While there are universal principles of justice, different cultures may have different understandings of justice and devise distinctive structures and systems for delivering it. Furthermore, a society's ideas of justice can change over time. Social justice is something that people continuously work toward, trying to create a just society via restorative justice practices and social movements.

The criminal justice system is society's formal response to crime and the mechanism for delivering justice. While most people have accepted this system as the proper way of dealing with crime and injustice, some advocate for a justice system that helps to restore social relationships rather than simply punishing offenders. This interest in justice indicates that the current social arrangements fall short of the idea of an equitable society. In this chapter, you will learn about deviance and the criminal justice system, as well as examine social justice and social movements.

CHAPTER EXPECTATIONS

By the end of this chapter, you will:

- identify and describe the major theories relating to the change of self, society, and culture
- evaluate schools of thought relating to social change
- demonstrate an understanding of the social forces that influence and shape trends
- identify the influence leaders have to shape change
- analyze the effect of social deviance on the individual and society
- summarize the theories related to deviance and the social sciences
- interpret and analyze social statistics related to deviance, discrimination, and hate crimes
- evaluate methods of deterrence within a society
- demonstrate academic honesty by documenting sources in correct APA referencing format

KEY TERMS

collective behaviour
correctional system
crime
criminal justice system
external social control
formal sanctions
informal sanctions
internal social control
justice
mediated culture
primary deviance
secondary deviance
social contract
social control
social justice
social movement
stigma
white-collar crime



FIGURE 6-1 Look at the photos and try to interpret what they mean. How is social justice portrayed in these pictures?

KEY THEORISTS

Klaus Abbink

Howard Becker

Erving Goffman

Travis Hirschi

Edwin Lemert

David Masclet

Robert Merton

Daniel Mirza

John Rawls

Neil Smelser

Edwin Sutherland

LANDMARK CASE STUDY

Abbink, Masclet, and Merton: Inequality and Riots

Spotlight On ...

Leaders Inspiring Change

Social scientists from many different disciplines have examined how leadership (in politics and in other areas, such as business) causes change. Some theorists argue that influential leadership is a result of the qualities and skills of a leader, while others argue that a leader is a tool of greater social forces, representing change but not controlling it.

The personal qualities of a leader are also important. Leaders who have a great deal of influence, for example, usually have a compelling charm. Jack Layton possessed this quality, and his leadership style enhanced organizational innovation both directly, by creating a compelling vision, and indirectly, by creating an environment that supported exploration, experimentation, risk taking, and sharing of ideas.

Through three decades of public service, Layton dedicated his life to building a better, fairer Canada. Known for his enthusiasm, his ability to negotiate, and his efforts to improve the public good, Layton championed many causes over the course of his career. Before entering politics, Layton was a professor at a number of universities in the Toronto area and was a well-known activist for progressive causes. This activism inspired him to run for office. In his first electoral victory, Layton won a seat on the Toronto City Council in 1982.



FIGURE 6-2 Jack Layton had a reputation among Canadians as a charismatic and goal-oriented politician who fought for those causes he believed in. How can a political leader's legacy inspire others?

As a city councillor, Layton fought to advance many initiatives, including programs focused on environmental issues and affordable housing and protesting violence against women. He was also one of the first to grasp the severity of the AIDS crisis, pushing for funding in the early stages of the epidemic.

As the New Democratic Party (NDP) leader, he continued to fight for the causes he believed in—job creation, affordable housing, reduced health care wait times, and awareness of global warming.

In May 2011, a record-breaking 103 New Democratic Party MPs were elected, and Layton became leader of the largest Official Opposition in 31 years and the first one formed by New Democrats. Sadly, Layton passed away shortly thereafter, after a battle with cancer took his life on August 22, 2011.

Upon his death, Layton's family released a letter, which he had written two days before his death. To young Canadians, he wrote:

There are great challenges before you, from the overwhelming nature of climate change to the unfairness of an economy that excludes so many from our collective wealth, and the changes necessary to build a more inclusive and generous Canada. I believe in you. Your energy, your vision, your passion for justice are exactly what this country needs today. You need to be at the heart of our economy, our political life, and our plans for the present and the future.

To all Canadians, he wrote:

Canada is a great country, one of the hopes of the world. We can be a better one—a country of greater equality, justice, and opportunity. We can build a prosperous economy and a society that shares its benefits more fairly. We can look after our seniors. We can offer better futures for our children. We can do our part to save the world's environment.

Thousands of Canadians across the country mourned the passing of Jack Layton. Among his peers, he was respected and admired for his resolve to build a better Canada. Layton spent his career working toward social justice and for change. In the last lines of his letter, he wrote: "Love is better than anger. Hope is better than fear. Optimism is better than despair. So let us be loving, hopeful, and optimistic. And we'll change the world."



FIGURE 6-3 Flowers and messages at Nathan Phillips Square in Toronto after Jack Layton's death. How do love, hope, and optimism change the world? Why did Jack Layton have a separate message for young Canadians?

SKILLS PRACTICE

As you have learned, social scientists use a range of methods to gather information. You have learned about planning for research (formulating questions and refining the focus of research, creating a detailed research plan), conducting research (data collection from primary and secondary sources), and recording and organizing information and data. Literature review—looking at the studies of other researchers—is another social science method. In a literature review, the social scientist evaluates a published work to find out if it supports his or her research.

Conduct a literature review on an article or periodical on a Canadian leader. Here's how to complete a literature review:

1. Start with a question or problem. Then, develop a tentative hypothesis that will help to focus your research.
2. Try several sources of information (library and computer searches).
3. Remember to read your source. A source needs to be read to be evaluated.
4. Ask yourself if the information you found is relevant. Does it help to answer the question you are asking?
5. Take notes from the source that will be useful. The key points that relate to the topic being researched should be summarized.
6. Organize the information you have gathered.
7. Review the criteria for evaluating sources at the beginning of the unit. Consider the following questions:

- Is the source reliable?
 - Is the source current?
 - Does the author list his or her sources?
 - Is the source biased? Does it present more than one viewpoint?
8. Submit your literature review for teacher or peer evaluation.

DEVIANCE

As you learned in Chapter 2, deviance is behaviour that violates the standards of conduct or expectations of a group or society (Wickman, 1991), which can be a major impetus for social change. An act that is considered deviant in one society or culture, however, may be considered normal in another. For example, in Western society, the private members of society strive to accumulate wealth and substantial property because of the belief that owning property and accumulating wealth brings power and prestige. Sioux culture, in contrast, places a high value on generosity. In Sioux society, equal distribution of wealth is the route to power and prestige and those who accumulate wealth are regarded as deviant.

More to Know

You were introduced to deviance in Chapter 2.

Standards of deviance vary from one group to another, based on a number of factors:

- Location: A person speaking loudly during a religious service would probably be considered deviant, whereas a person speaking loudly at a party would not.
- Age: A five-year-old can cry in a supermarket without being considered deviant, but an older child or an adult cannot.
- Social status: A famous actor can skip to the front of a long line of people waiting to get into a popular club, but a non-famous person would be considered deviant for trying to do the same.
- Individual societies: In North America, being overweight may be seen as deviant because society values thinness as a mark of beauty, but in some countries being overweight is a mark of beauty and being thin is deviant (Simmons, 1998).

Minor instances of deviant behaviour occur frequently in modern societies. For this reason, sociologists generally reserve the term *deviance* for violations that are of great importance to society. Consequently, a deviant is a person who has violated one of the valued standards of conduct or expectations of a group or society.

Consider Merton's typology of deviance in Chapter 2. Name two agents of change who might be considered deviant.



FIGURE 6-4 Planking, or lying face down in an unusual place, taking a photo, and posting it online, is a rising fad in many parts of the world. Why is planking considered a form of deviance?

It is important to note that a person does not need to act in a deviant manner to be considered deviant. Sometimes people are considered deviant because of their appearance or a trait or a physical ability they possess that distinguishes them from other members of society. Once they have been assigned a deviant role, they have trouble presenting a positive image to others. Sociologist Erving Goffman (1922–1982) used the term **stigma** to describe the labels society uses to devalue members of certain social groups. For example, people who have IQs greater than 140 are called "nerds" and youths who dress in "Gothic" style are called "Goths".

► **stigma:** a label society uses to devalue members of certain social groups

How does being stigmatized make a person feel?

Stigmas against certain social groups can change over time. What was once stigmatized as deviant may become accepted and/or mainstream. For example, tattoos and piercings were once seen as deviant, but are now much more common. Some stigmas take a long time to change. In the past, people with mental health problems were often locked in asylums, tortured by questionable treatments, and denied basic rights. While we no longer treat people with mental illness this way, people who suffer with these diseases still face stigmas.

Social Control

Violations of social norms are dealt with through various forms of **social control**. Without social control, social life would be unpredictable. There are two broad types of social control: internal and external. **Internal social control** is developed during the socialization process and lies with the individual. You are practising internal social control when you do something because you know it is the right thing to do or when you don't do something because you know it would be wrong.

► social control : ways to promote conformity to societal norms

► internal social control: a process of internalizing the norms of society and accepting them as valid

The process of socialization does not ensure that all people will conform all of the time. For this reason, **external social control** is based on social sanctions. Positive sanctions, such as smiles, words of approval, and awards, are used to encourage conformity. Negative sanctions, such as criticisms, fines, and imprisonment, are intended to stop socially unacceptable behaviour.

► **external social control:** society's effort to bring those who "step outside the lines" back into line; it is made up of a system of rewards and punishments

? Have you ever felt pressure to conform through positive or negative sanctions.

Sanctions may be informal or formal. **Informal sanctions** are rewards or punishments that can be applied by most members of a group. Informal sanctions include thanking someone for their help, ridiculing someone for their behaviour, gossip, or even facial expressions. **Formal sanctions** are rewards or punishments that may be imposed by people who have been given special authority, such as judges and teachers. Examples of formal sanctions are when a teacher rewards a student for earning an A or a judge hands down a life sentence in prison for first degree murder.

► **informal sanctions:** rewards or punishments that can be applied by most members of a group

► **formal sanctions:** rewards or punishments that may be imposed by people who have been given special authority



FIGURE 6-5 Do you think formal sanctions that involve public humiliation are a fair way of exerting social control? Is it effective?

Sometimes people challenge social norms and face informal and formal sanctions to effect change, particularly when the status quo goes against the ideals of social justice and equality. For example, the lesbian, gay, bisexual, and transgender (LGBT) communities and their allies have a history of campaigning for social acceptance and legal equality for sexual and gender minorities. These groups have faced informal and formal sanctions as a result of their determination to effect change.

REFLECT AND RESPOND

1. What factors influence society's perception of deviance?
2. Have you ever applied a stigma to someone or had one applied to you?
3. What is the difference between formal and informal social control? Provide examples to show how you would distinguish between formal and informal social controls.



Interactive: *What Type of Social Control?*

THEORETICAL EXPLANATIONS OF DEVIANCE

Why does deviance occur? Sociologists use a variety of theoretical perspectives to provide a framework for understanding deviance: the functionalist perspective, the symbolic interactionist perspective, and the conflict perspective.

Functionalist Perspective on Deviance

According to functionalists, deviance is a common part of human existence, with both positive and negative consequences for social stability. From a negative perspective, deviance can erode trust; a society with widespread suspicion and distrust cannot function smoothly. If not punished or corrected, deviance can cause nonconforming behaviour in others.

However, deviance can also benefit society. Emile Durkheim argued that punishments established within a culture help to define acceptable behaviour. For example, when parents lose custody of their children because of neglect, it demonstrates to other parents and children how society expects parents to act. Therefore, deviance helps to define the limits of proper behaviour. The strain theory and control theory of deviance are based on the functionalist perspective.

Strain Theory

The strain theory, developed by Robert Merton (sometimes called the anomie theory), is built on the work of Emile Durkheim. Durkheim introduced the term *anomie* to describe a loss of direction felt in society when social control of individual behaviour has become ineffective (Schaefer and Smith, 2005). Anomie is a social condition in which norms are weak, conflicting, or absent. This typically occurs during a period of profound social change and disorder. Merton argued that in a functioning society, deviance will be limited because most people share common cultural goals and agree on the appropriate means for reaching them. However, societies that do not provide sufficient avenues to reach these goals may also lack agreement about the appropriate means by which people should strive to achieve their aspirations (Murray et al., 2012). Deviance may be common in such societies because people may be willing to use whatever means they can to achieve their goals. According to the strain theory, deviance is more likely to occur when a gap exists between cultural goals and the culturally approved means of achieving those goals. Those goals may be material possessions and money; the approved means may include education and employment. When denied legitimate access to these goals, some people seek access through deviant means.

More to Know

You learned about Durkheim's anomie theory and Merton's typology of deviance in Chapters 3 and 2, respectively.



How does strain theory connect to inequality?



FIGURE 6-6 Wealth and material possessions are a cultural goal for some people. What are your cultural goals?



[Video: Anomie and Strain Theories of Crime](#)

Control Theory

Like the strain theory, Travis Hirschi's (1935–) control theory (also called the social bond theory) has its roots in Durkheim's anomie theory. According to the control theory, conformity to social norms depends on the presence of strong bonds between individuals and society. If those bonds are weak or broken—if anomie is present—deviance occurs. In this theory, social bonds control the behaviour of people.

According to Hirschi, the social bond has four basic components: Attachment, Commitment, Involvement, and Belief (see Figure 6-7). Individuals who lack attachment, commitment, involvement, and belief have little incentive to follow the norms of society.

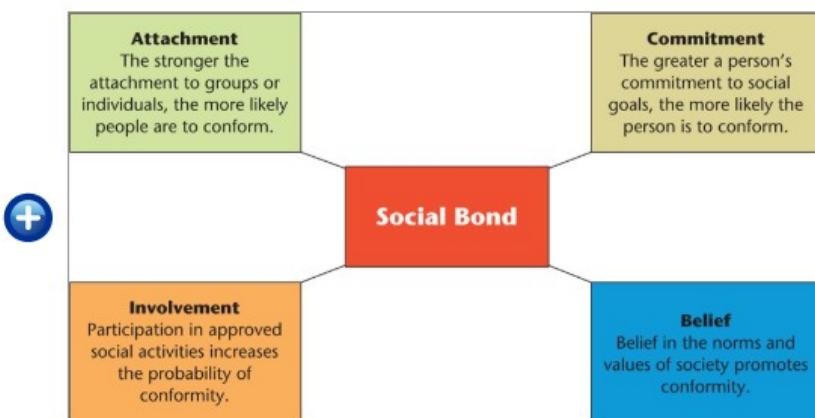


FIGURE 6-7 Social bonds. When social bonds are weak or broken, the chance that deviance will occur increases.



Why are the strain theory and the control theory both considered part of the functionalist perspective?

Symbolic Interactionist Perspective on Deviance

Symbolic interactionists focus on how people develop self-concept and learn conforming behaviour through the process of socialization. According to symbolic interactionists, deviance is learned through interaction with others. Symbolic interactionists support the differential association theory and the labelling theory.

Differential Association Theory

Edwin Sutherland (1883–1950) developed the differential association theory, which emphasizes the role of primary groups and secondary groups in transmitting deviance. According to Sutherland, people learn the necessary techniques, motives, rationalizations, and attitudes of deviant behaviour from people with whom they associate (Murray et al., 2012). Thus, individuals have a greater tendency to deviate from societal norms when they frequently associate with people who favour deviance over conformity.

?

How do the people or groups you spend time with affect your behaviour?

Labelling Theory

The labelling theory attempts to explain why certain people are viewed as deviants and delinquents, while others whose behaviour is similar are not seen in such a harsh light. First proposed by sociologist Howard Becker (1928–), the labelling theory (also called the social reaction theory) suggests that deviants are people who have been successfully labelled as such by others.

Edwin Lemert's (1912–1996) distinction between primary and secondary deviance helps clarify the labelling process. **Primary deviance** involves any norm- or rule-breaking behaviour a person engages in. This behaviour may be identified as deviant, but not the person who committed the act. **Secondary deviance** is behaviour that is a reaction to having been labelled a deviant. A secondary deviant is a person whose life and identity are organized around deviance. Individuals identify themselves as deviants and other people also label them as deviant and respond to them accordingly.

- ▶ primary deviance: deviance involving occasional breaking of norms that is not a part of a person's lifestyle or self-concept
- ▶ secondary deviance : deviance in which an individual's life and identity are organized around breaking society's norms

?

Does labelling someone as deviant make it harder for that person to change his or her behaviour?

Conflict Perspective on Deviance

Although Karl Marx wrote very little about deviance and crime, his ideas influenced a critical approach to deviance based on the assumption that, in a capitalist society, the criminal justice system protects the power and privilege of the upper class. The upper class passes laws designed to benefit themselves, which are detrimental to the working class. Both groups commit acts of deviance, but the system the capitalists create defines deviance differently for each group.



FIGURE 6-8 Martha Stewart took advantage of insider information to commit investment fraud. Do you think she was motivated by greed or a misguided belief that the rules somehow didn't apply to a person of her wealth and power?

Conflict theorists suggest that the activities of poor and lower-income individuals are more likely to be defined as criminal than those of people from middle- and upper-income backgrounds (Murray et al., 2012). For example, people who commit welfare fraud often face criminal charges, whereas professionals committing fraud are often faced with a disciplinary committee of peers rather than by the criminal courts.

Conflict theorists also extend this idea beyond social classes. They contend that the criminal justice system of Canada treats suspects differently on the basis of their racial and ethnic backgrounds as well, citing statistics showing that people from First Nations communities and from other visible minority groups are dealt with more harshly than people who are white.

REFLECT AND RESPOND

1. What is the functionalist perspective on deviance?
2. Briefly describe the main idea of Merton's strain theory.
3. What is the symbolic interactionist perspective on deviance?
4. What are the social consequences of labelling?
5. What is the conflict perspective on deviance?
6. Do you think the criminal justice system of Canada treats suspects differently on the basis of their racial, ethnic, or social class background?

CRIME

Crime represents a deviation from formal social norms and is subject to formal penalties. Like deviance, what is considered a crime varies by time and place. For example, in the early 1900s, prohibition was a law in Canada to stop the buying or drinking of alcohol. Today, alcohol can be bought at corner stores in some provinces and at government-run beer and liquor stores in others.

- ▶ crime: the violation of statutes enacted by governments into criminal law

Crimes tend to affect some groups more than others. For example, the impact of crime can be gender-specific. In Canada, women and girls make up the vast majority of victims of sexual assault (87.3 percent); forcible confinement, kidnapping, or abduction (76.3 percent); and criminal harassment (75.7 percent); (Status of Women Canada, 2009).

Why might a society change its views on what it considers a crime?

Types of Crime

Sociologists classify crimes in terms of how they are committed and how society views the offences (See Figure 6-9). Sociologists have identified three general categories of crime: violent crimes, property crimes, and victimless crimes.

Type of Crime	Description	Examples
Violent crimes	<ul style="list-style-type: none">• acts against people in which death or physical injury results	<ul style="list-style-type: none">• homicide• assault• rape• robbery
Property crimes	<ul style="list-style-type: none">• an act that threatens property owned by individuals or by the government	<ul style="list-style-type: none">• theft• larceny• shoplifting• embezzlement• burglary
Victimless crimes	<ul style="list-style-type: none">• an illegal act in which there are no readily apparent victims	<ul style="list-style-type: none">• prostitution• gambling• illicit drug use

FIGURE 6-9 Three general categories of crimes. Why do sociologists categorize crimes this way? Are there other ways to do it?

Likely Offenders

Sociologists examining crime and deviance study statistics on who is more likely to be arrested for violent and property crimes. Sociologists examine the breakdown of these arrest statistics by age, gender, social class, and race and ethnicity.

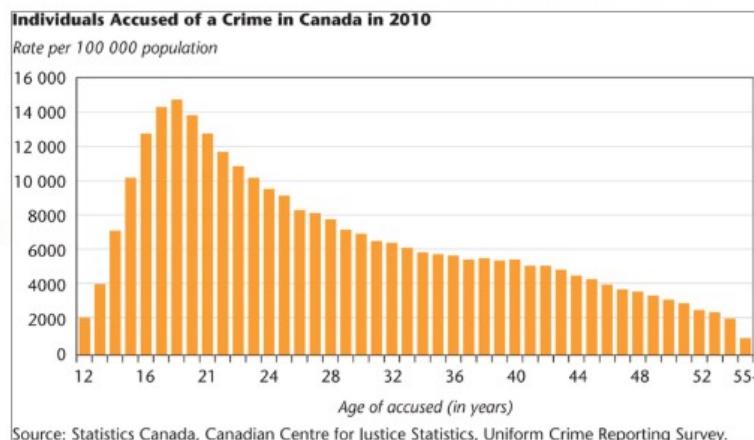


FIGURE 6-10 Individuals accused of a crime, by age, in Canada, in 2010.

Age

The age of a person who commits a criminal offence is one of the most significant factors associated with crime and most other kinds of deviance. Arrests increase from early adolescence, peak in young adulthood, and steadily decline with age (See [Figure 6-10](#)). In Canada, separate justice systems exist for youth (age 12 to 17 years) and adults (age 18 years and older) accused of a crime. The rationale for having two systems is based on the premise that, although youth should be held accountable for the crimes they perpetrate, they lack the maturity of adults to fully understand the nature of their actions (Department of Justice, 2009).

Open for Debate

Should violent juveniles be treated as adults in court? Are there any circumstances in which an adult should be treated as a juvenile under the law?



Separate justice systems exist for youth and adults accused of crimes in Canada. Do you agree with this divided justice system?

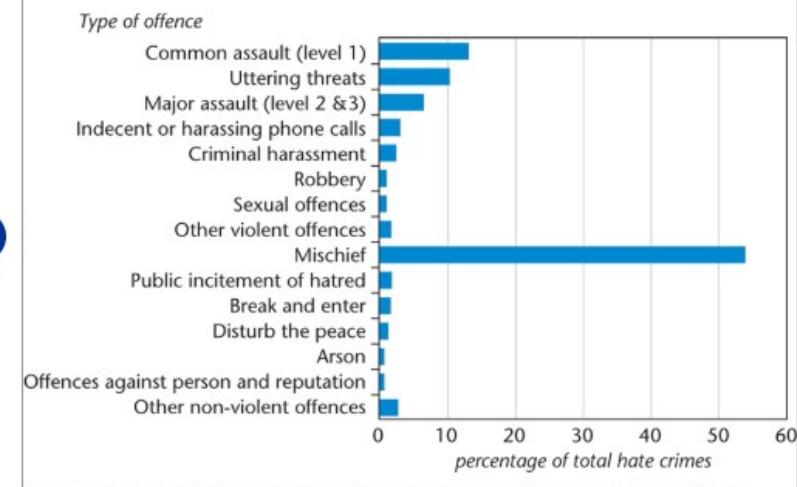
In Focus Hate Crimes

A hate crime is a crime committed to intimidate, harm, or terrify not only a person, but an entire group of people to which the victim belongs (CBC, 2011). This type of crime is motivated by hate toward the race, national or ethnic origin, religion, sexual orientation, disability, language, sex, or age of the victim.

In 2009, there were 1473 hate crimes reported in Canada, which represents 1 percent of all *Criminal Code* incidents (Statistics Canada 2009). Reported hate crimes were largely non violent (see [Figure 6-11](#)). Race or ethnicity is the most common motivation for hate crime, accounting for 54 percents of all incidents, with black people being the most commonly targeted. Religion is the motivation for 29 percent of incidents (70 percent of which target people of the Jewish faith), followed by sexual orientation, which account for 13 percent of all hate crimes. Hate crimes against LGBT people are more likely to be violent compared to all other groups (Statistics Canada, 2009).

Statistics reflect hate crimes that are reported to the police. Most researchers agree that hate crimes are vastly underreported and suggest that only 34 percent of incidents perceived to be motivated by hate are ever reported (Statistics Canada 2009). There is widespread perception, especially among African Canadian, Aboriginal, and LGBT communities that there is little point in reporting hate crimes and fear reprisals from the police for doing so. When they did report, their interactions with police were primarily negative (Hate Crimes Community Working Group, 2006).

Hate Crimes, by Type of Offence, 2009



Source: Statistics Canada, Canadian Centre for Justice Statistics, Uniform Crime Reporting Survey.

FIGURE 6-11 Mischief (such as graffiti and vandalism) is the most commonly reported hate crime, making up 54 percent of all hate crimes reported to the police. What can you conclude about hate crimes, based on this graph?

QUESTIONS

1. How are hate crimes connected to inequality?
2. What are some of the reasons why hate-crime is underreported to the police?

Gender

Another consistent correlate of crime is gender. Most crimes are committed by males. According to data from a subset of 122 police services in 9 provinces, females aged 12 years and older accounted for 21 percent of people accused of a *Criminal Code* offence in 2005. These police-reported data indicate that the overall rate of offending by females that year was almost one-quarter that of males.

Compared to their male counterparts, a greater proportion of the females accused were in contact with police for property crimes than for other types of crimes. Overall, 47 percent of females accused of a *Criminal Code* offence were accused of a property crime and 28 percent were accused of violations against the person (i.e., violent crimes). In comparison, the proportions for males were 39 percent and 34 percent, respectively.

?

Why do you think females are more likely to engage in property crime over any other crime? What factors may contribute to this statistic?



Offence type	Total accused number	Female accused				Male accused			
		Total	Total	Youth	Adult	Total	Total	Youth	Adult
		number	rate			number	rate		
Total accused	517 254	109 055	1080	3182	885	408 199	4193	8613	3743
Violations against the person	167 917	30 747	304	879	251	137 170	1409	2449	1303
Violations against property	212 435	51 509	510	1834	387	160 926	1653	4664	1346
Violations against the administration of justice	98 562	18 836	186	342	172	79 726	819	943	806
Other Criminal Code violations	38 340	7963	79	128	74	30 377	312	557	287

Source: Statistics Canada, Canadian Centre for Justice Statistics, Incident-based Uniform Crime Reporting (UCR2) Survey.

FIGURE 6-12 This chart demonstrates the number and rate of youth and adults accused of a crime by police, by sex, as reported to a subset of police services in 2005. Why do you think most crimes are committed by males?

Social Class

Social scientists from different disciplines often have opposing perspectives on whether social class is relevant to crime. Some hold that there is a link between social class and crime, while others believe it is irrelevant.

Many sociological theorists assume that crime is economically motivated and that poverty will lead to criminal behaviour. However, the evidence concerning the impact of economic factors on crime is not entirely clear. Research indicates that people from lower socio-economic backgrounds are more likely to be arrested for violent and property crimes. It has also been determined that these crimes tend to receive more police attention than the white-collar and corporate crimes that are more likely to be committed by members of the upper class. Until recently, the vast majority of **white-collar crimes** were never reported and, thus, evidence is lacking to adequately assess the relationship between class and crime.

► **white-collar crime:** offences involving embezzlement, price fixing, and stock market manipulation by affluent people (professionals and businesspeople)

Yet, in the wake of the financial scandals in the mid to late 2000s (the collapse of Enron from fraud and corruption, Bernie Madoff's decades-long ponzi scheme, the Tyco accounting scandal, as well as the subprime mortgage crisis), more attention is being paid to white-collar crime now than in the past. At this point, what little research is available has indicated that people from lower classes, who are severely disadvantaged economically, educationally, and socially, are overrepresented in arrest and prison admission statistics. Still, it is not known if this is due to an increase in the crimes committed by people from lower classes or the result of a justice system that treats them more harshly.

Landmark Case Study

Abbink, Masclet, and Merton: Inequality and Riots

In 2005, a wave of violence swept through Paris and other French cities and their surrounding suburbs. Riots lasted for weeks. People around the world were shocked by the intensity of the riots and were seeking explanations. Many observers pointed at long-standing problems in the areas where the rioting took place, which were in some of the poorest communities in the country, populated with large numbers of young immigrants from northern Africa. In these areas, people encountered systemic racism, regular harassment from police officers, and were often turned away from jobs because of their last name or address. This discrimination and inequality created a tension-filled environment, which eventually erupted into violence and widespread rioting.

Theorists Klaus Abbink, David Masclet (1975–), and Daniel Mirza (1974–) studied the French riots. They wondered why the unrest seemed to spring up so suddenly. It was widely acknowledged that the immigrant youths in suburban ghettos were socially and economically disadvantaged and had been for decades. Yet, the situation had not noticeably deteriorated prior to the riots. If the ongoing inequalities caused the riots, why had it been quiet for so long? Why then?

To answer this question, Abbink, Masclet, and Mirza examined the environment in which the riots occurred. They believed that although the type of environment might cultivate an urge to act out, turning this urge into action was another matter. By definition, a riot is a group activity and involves more than the expression of the frustrations of a single person.

Riots seem to happen spontaneously. In fact, the decision to participate in a riot happens almost immediately, even if the frustrations motivating the riot build up over a number of years. According to Abbink et al., "Not only must disadvantaged individuals develop a level of frustration that makes them want to take destructive action, they must also form a belief that sufficiently many others will take action at the same time." Although frustration may build up slowly over years, a riot happens extremely fast and seemingly out of nowhere.



FIGURE 6-13 Youth riots swept through France in 2005. What may have incited these young people to riot?



Video: *Reading the Riots: The Role of Poverty in the English Riots*

Experiment

Wanting to analyze the relationship between inequality and riots further, Abbink et al., first investigated whether social inequality motivated riots by conducting experiments in a controlled laboratory setting. To investigate the factors that influence someone to participate in a riot, they developed an experiment consisting of a two-part game. Nearly 380 subjects were recruited from undergraduate classes in business, art, science, and economics. None of the subjects had previously participated in a similar experiment. Abbink et al. wanted to model the inequality and discrimination present in society, so they divided the subjects into two groups that would compete in a game for a prize: Group A and Group D. Each group had to purchase tickets to obtain resources, such as access to education. However, the groups were not equal. Group D was designated as the disadvantaged group; Group A was the advantaged group. Group D had a harder time obtaining tickets and the cost was higher for subjects in Group D to purchase tickets than for the subjects in Group A. The purpose of the game in the first stage was to capture two important features of real-life competition: jobs and income. The researchers wished to create an environment of economic inequality in the way in which it occurs in society. All members of society are involved in a competition in which they can gain resources. Members of the disadvantaged groups also gain, although their chances are worse than members of advantaged groups.

In the next part of the experiment, the researchers wanted to examine how inequality provoked violence. The two groups could engage in destructive rioting (the groups didn't actually riot in the laboratory—the rioting was symbolic), or could work together to reduce the payout of the other group. If enough people in the group chose to "riot," then the other group's payoff would be reduced. If there weren't enough people in the group who chose to riot, then their group's payout was reduced. An individual couldn't choose to riot without risking their own payout. This was meant to mimic the risks faced by real-life rioters.

Observations

The researchers observed two main results. First, that despite the cost of rioting, a substantial number of players chose to destroy the other group's money, in particular when the other group was the disadvantaged group. D groups rioted more than A groups, even when there was no material benefit to them. More surprisingly, the results of the experiment indicated that the level of conflicts (riots) significantly declined with the extent of inequality. Abbink et al. came up with a number of explanations for this phenomenon.

One explanation relied on the idea that disadvantaged players feared revenge by the advantaged players; revenge that could be exacerbated when inequality increased because advantaged players had more resources at their disposal for repression. A second explanation was based on the idea of resignation; the "tendency to compare" decreased with the extent of economic inequality. In other words, strongly disadvantaged players would realize that they were in a hopeless position and accept it, rather than rioting in the hopes of changing their situation.

Further Experimentation and Observations

Abbink et al. tested these two hypotheses by designing new experiments. They removed the opportunity for subjects to launch a counterattack from the game. Thus, if the first hypothesis was correct, riots among disadvantaged players would be expected to become more frequent, as the fear of a counterstrike was taken away.

Abbink et al. observed a slight drop in riot rates, which was the opposite of the expected effect. The new experiments clearly refuted fear of counterattack as a substantial driver of the effect of inequality and provided support for the resignation hypothesis. These results strongly supported the idea that individuals tended to resign when inequality became too great.

Conclusion

Abbink et al. observed frequent social conflicts wherein, as expected, disadvantaged groups rioted more than advantaged groups. The results also indicated that the frequency of riots significantly declined relative to the extent of inequality. Additional experiments allowed the researchers to identify resignation as the driving force behind this phenomenon.

Lastly, as stated above, the experiment was conducted under anonymous laboratory conditions designed to establish the most controlled conditions. In real life, communication and propaganda could be expected to affect the likelihood of unrest. Further, not all outbreaks of rioting are spontaneous. Leaders are often important to enable groups to coordinate their action. The influence of communication and leadership on conflict is critical, particularly in larger groups. Studying all these features was beyond the scope of their study, but Abbink et al. believe their results will pave the way for a promising future research agenda.

QUESTIONS

1. How might the availability and widespread use of cell phones influence this type of conflict?
2. Abbink et al.'s findings strongly support the idea that individuals tend to resign themselves to disparity when inequality becomes too great. Do you support this? Explain.



To what extent does economic and social inequality fuel the increased attention to white-collar crime?

SKILLS FOCUS

Create a research question for an investigation of the significance of age, gender, social class, or race and ethnicity in criminal behaviour and deviance. List the primary and secondary sources you would use that would best answer the research question and explain your reason for using each resource.

Race and Ethnicity

In societies with heterogeneous populations, some ethnic and racial groups will have higher crime rates than others. For example in the United States, African-Americans and Hispanics are overrepresented in arrest data. Statistics Canada does not routinely collect data about racial and ethnic correlates of crime; therefore, relatively little is known about the comparative situation in Canada. Of the data that has been collected by Correctional Service Canada, black and, particularly, First Nations people are arrested in disproportionate numbers.

The effect of these arrest rates is apparent in the racial and ethnic composition of our prison inmates: black people represent roughly 1 percent of Canada's population, but make up 3.8 percent of federal inmates (Correctional Service Canada, 2001). First Nations people comprise 2.7 percent of the adult Canadian population, but 17 percent of federal inmates (Correctional Service Canada, 2007). One explanation for the racial and ethnic differences in crime rates is discrimination by the justice system against minority groups. While this type of discrimination may be unintentional, it is nonetheless apparent.

In one of the most infamous wrongful conviction cases in Canadian history, Donald Marshall, a Mi'kmaq man from Nova Scotia, spent 11 years in prison for a murder he did not commit. Accused of stabbing a friend at the age of 17, Marshall found himself in a system that was predisposed to find him guilty. A royal commission found that systemic racism in the justice system contributed to Marshall's wrongful conviction, as did the racism and incompetence of the police, prosecutor, judge, and even his own defence attorneys. The commission stated in their report that "the criminal justice system failed Marshall at virtually every turn, from his arrest and wrongful conviction for murder in 1971 up to and even beyond his acquittal by the Court of Appeal in 1983" (1989).

The justice system also tends to focus on the types of crimes that are committed by people from low-income groups rather than on white-collar crimes, as discussed earlier, so members of lower-income minority groups may be overrepresented in crime statistics. It is important to acknowledge that discrimination likely accounts for some, but not all, of the high rates of criminality of some minority groups.

REFLECT AND RESPOND

1. What is the connection violent activity and inequality?
2. How are age, gender, social class, and race and ethnicity related to crime?
3. Do perceptions of crime change over time? Why or why not?

THE CRIMINAL JUSTICE SYSTEM

The **criminal justice system** is society's formal response to crime. It is made up of the institutions and processes responsible for enforcing criminal statutes. It includes the police, the courts, and the correctional system. Sociologists are concerned largely with how each of these branches of criminal justice carries out its role.



criminal justice system: a system comprising institutions and processes responsible for enforcing criminal statutes

Police

The police serve as the primary point of contact between the population and the criminal justice system. The function of the police is to maintain order by enforcing the society's laws. Since Canada's police officers (who numbered 192 per 100 000 people in 2006) cannot effectively monitor the activities of 34 million people, the police exercise considerable discretion about which situations warrant their attention and how to handle them. A study by Douglas Smith and Christy Visher (1981) concluded that because the police must respond quickly, they make several quick assessments that guide their actions.



FIGURE 6-14 Police arresting a protester. Which of the assessments (at left), if any, do you think police took into consideration before making this arrest?

- How serious is the alleged crime? The more serious police perceive a situation to be, the more likely they are to make an arrest.
- What is the victim's preference? Generally, if the victim demands that the police make an arrest, they are likely to do so.
- Is the suspect cooperative or not? Resisting police efforts increases a suspect's chance of arrest.
- Have they arrested the suspect before? Police are more likely to take into custody anyone they have arrested before.
- Are bystanders present? The presence of observers prompts police to take stronger control of a situation.
- What is the suspect's race? Police in Canada are more likely to arrest visible minorities than people they perceive as white.



According to Durkheim and the functionalist perspective, punishments established within a culture help to define acceptable behaviour. How do the police help to define acceptable behaviour?

Courts

After an arrest, a court determines a suspect's guilt or innocence. Justice is determined in an adversarial process in which the prosecutor (in Canada, this is the Crown) presents evidence that the accused committed the crime and should be convicted, and the defence lawyer challenges the Crown's case, which takes place in the presence of a judge who monitors adherence to legal procedures. The judge or a jury will determine if the evidence warrants a guilty verdict.

Change Over Time

Before the advent of DNA technology, once an individual was convicted of a crime in court, it was next to impossible to prove his or her innocence. As DNA technology improves, those who have been wrongly convicted have a greater chance of being found innocent and getting out of jail.

The Correctional System

The **correctional system** is designed to punish, to deprive a person of things of value (including freedom) because of a criminal offence the person is deemed to have committed. The correctional system can serve four functions:

► **correctional system:** a system designed to punish, to deprive a person of things of value (including freedom) because of an offence the person is deemed to have committed

1. Retribution: Imposes a penalty on the offender based on the premise that the punishment should fit the crime. For example, a person who murders should be punished more severely than one who steals.
2. Social protection: Refers to rendering an offender incapable of further offences through incarceration.
3. Rehabilitation: Seeks to return offenders to the community as law-abiding citizens.
4. Deterrence: Seeks to reduce criminal activity by instilling a fear of punishment.

Laws can deter crime. You do not park where your car will be towed, and you don't speed if you see a police car behind you. The basic idea of deterrence is that punishment of convicted criminals will serve as an example to keep other people from committing crimes. However, there is considerable debate about the effectiveness of deterrence (Dilulio and Piehl, 1991). Research indicates that the threat of punishment does deter crime if potential lawbreakers know two things: that they are likely to get caught and that the punishment will be severe. However, the law does not deter completely; the certainty of being arrested and convicted for most crimes is low. Most crimes do not result in arrests and most arrests do not result in convictions. Consequently, punishment does not have the deterrent effect that it could have (Pontell, 1984).

POINT/COUNTERPOINT

Does the Prison System Benefit Society?

The prison system exists as both a place to protect society from criminals and to punish those who commit crimes. Although the prison system has a long-standing history within Canada, social scientists still examine whether it is a useful and effective institution within our society.

Yes	No
<ul style="list-style-type: none">Prisons make society safer. The higher the proportion of offending criminals who are locked up, the fewer criminals there are free to commit crimes.The prison system offers a sense of justice to the victims of crime.Prison offers offenders an opportunity to learn skills that can help them support themselves once they are released. The criminal population can be rehabilitated through education initiatives. They can also receive counselling and take part in rehabilitation and anger management programs that will reduce the chances of re-offending and allow them to be functional members of society.Prison is a deterrent. Without the threat of punishment, there is little incentive to obey laws.	<ul style="list-style-type: none">Prisons incur huge financial costs for taxpayers. The cost of Canada's federal corrections system was just under \$3 billion in 2011–2012. Money could be more effectively spent on crime prevention.Inmates are exposed to more experienced criminals and learn new skills that enable them to commit more crimes.Prison can be a violent environment. A concentration of violent or aggressive people can lead to negative effects on the people who are incarcerated. One of the problems that arises is violent crimes occurring in prison, which can also severely undermine the rehabilitation process.
	<ul style="list-style-type: none">Prison isn't a significant deterrent, and it does not do much to tackle the original problem of crime.

QUESTIONS

1. In your opinion, does the prison system benefit society?
2. What could replace the prison system?



[Video: Interview with Canada's Prison Ombudsman](#)

Open for Debate

Do you think capital punishment should be reintroduced in Canada? Explain.

Restorative Justice

For many years society has relied on the criminal justice system to deal with crime: a victim calls the police, the police arrive to take care of the problem, and if an arrest is made, the case is processed by the formal justice system, and offenders who are found guilty of a crime are removed from the community and sent to jail. While most people have come to accept this as the proper way of dealing with crime, some people feel that the system has failed. Some victims feel left out of the process, as their role as the aggrieved party is forgotten and they are relegated to the role of witness (Murray et al., 2012).

Some reformers advocate a justice system that helps to restore social relationships rather than simply punishing offenders (Church Council on Justice and Corrections, 1996). Advocates of restorative justice seek to return the focus of the justice system to repairing the harm that has been done to the victim and to the community. A key element of restorative justice is the involvement of the victim and other members of the community as active participants in the justice process to reconcile offenders with those they have harmed and to help communities reintegrate victims and offenders. The other key component is that the offender must acknowledge the wrongs committed and repair the harms caused by his or her actions.



FIGURE 6-15 How does restorative justice differ from the correctional system?

FIGURE 6-15 How does restorative justice differ from the correctional system?

Restorative justice has its roots in traditional societies. In Canada, Aboriginal communities are leading the way in the use of restorative justice practices. They are using a variety of different methods, including sentencing circles, that bring an offender together with the victim and other community members to resolve disputes. A sentencing circle includes the judge, prosecutors, offender, victim, families, elders, and any community member affected by the event. The circle emphasizes the equality of all parties and the process is intended to restore harmony to the community. Restorative justice has been emphasized particularly for young offenders to avoid stigmatizing them and to try to reintegrate them into their communities.

REFLECT AND RESPOND

1. How is the Canadian criminal justice system structured?
2. Does the criminal justice system discourage crime?
3. What are some of the challenges of changing the criminal justice system?
4. If you were the victim of a crime, would you prefer the criminal justice system or the restorative justice system's involvement?

SOCIAL JUSTICE

Justice has been a topic of interest to social scientists for decades, from early religious views to today's literary and political perspectives—but what is justice? Individuals and social groups vary in how they define justice, but, overall, justice is considered to be fair dealing and a sense of equality, and the condition of being equal, especially in status, rights, and opportunities. Thus, **social justice** means a society in which all people are treated equally, with fairness and justice, wherein every person has equal rights and opportunities, which include “basic rights and liberties, freedom of movement, free choice of occupation, income, wealth, and the social bases of self-respect” (Knight, 1998, pp. 433–434).

- ▶ **justice:** fair dealing and a sense of equality, and the condition of being equal, especially in status, rights, and opportunities
- ▶ **social justice:** a society or institution that is based on the principles of fairness and equality and that understands and values human rights

QUESTION Is a just society possible? Provide an example of a just society.

Origins of Social Justice

Some people propose that the history of justice is as old as the history of the human planet. The term social justice has its origins in the mid-1800s, but today, social justice refers to the idea of creating a society or institution that is based on the principles of equality and solidarity, one that understands and values human rights and recognizes the dignity of every human being.

Jesuit scholar Luigi Taparelli (1793–1862) coined the term social justice in the mid-1800s. He prefaced *justice* with *social* to emphasize the social nature of human beings and, flowing from this, the importance of various social spheres outside civic government. He understood that human beings naturally join together in groups. For Taparelli, these two factors were essential in formulating a just approach to helping those in need.

Taparelli co-founded the theological journal *Civiltà Cattolica*. Taparelli wrote extensively for the journal about the social problems arising from the Industrial Revolution, and the influence of his opinions was significant. Today, two of the seven key areas of Catholic social teaching are pertinent to social justice: life and dignity of the human person and preferential option for the poor and vulnerable. In the Protestant religion, the propellant of social justice thought and action was the social gospel movement, which placed its emphasis on the application of Christian principles to society's problems.

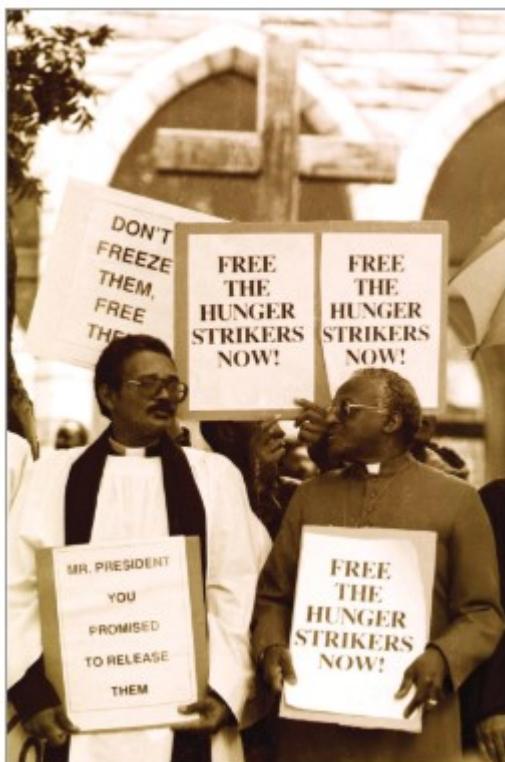


FIGURE 6-16 Archbishop Desmond Tutu protesting for the release of prisoners on a hunger strike. What does social justice mean to you?

Social justice is an important part of many religious faiths. One of the Five Pillars of Islam is Zakat, or alms-giving. Assistance to the poor is a central concept of social justice. In Judaism, the phrase *tikkun olam* has come to connote social action, community service, and social justice. Sikhism advocates truthful living, equality of mankind, and social justice.

Why is social justice an important aspect of religious principles?

IN FOCUS Nelson Mandela

Nelson Mandela (1918–) is one of the best-known social justice activists and was instrumental in ending apartheid in South Africa. He grew up listening to stories of his ancestors' valour during the wars of resistance and dreamed of making his own contribution to the struggle for freedom of black Africans. Mandela joined the African National Congress (ANC) in law school and helped form the African National Congress Youth League (ANCYL). They advocated for boycotts, strikes, civil disobedience, and non-cooperation.

Mandela travelled the country organizing resistance to discriminatory legislation. The Defiance Campaign was soon conceived as a campaign for civil disobedience, starting with a core of selected volunteers and eventually involving more and more people in a display of mass defiance. As a result, Mandela and others were charged and brought to trial for their role in the campaign.

As an activist, Mandela continued to be the victim of various forms of repression. He was banned, arrested, and imprisoned for treason. He challenged the authorities that supported apartheid to organize a national convention that was representative of all South Africans to create a new constitution. The government responded with the largest military mobilization since the Second World War.

Eventually Mandela was charged with incitement to strike. While serving that sentence, he was charged with sabotage and sentenced to life imprisonment. During his years in prison, Mandela's reputation grew. He was widely accepted as the most important leader in South Africa and became a forceful symbol of resistance as the anti-apartheid movement gathered strength. Soon after his release from jail, Mandela was elected President of the ANC, and accepted a Nobel Peace Prize on behalf of all South Africans.



FIGURE 6-17 South Africans showing their support for Nelson Mandela and his fight for equality and freedom. To what extent is Nelson Mandela an agent of change?

The era of apartheid formally ended on April 27, 1994, when Mandela, along with his people, voted for the first time. Mandela was inaugurated as President of a democratic South Africa on May 10, 1994. Nelson Mandela was a man whose dedication to a cause never wavered, despite harassment and unjust treatment. He believed in equality and justice for all.

QUESTIONS

1. What do Nelson Mandela's actions show? How have his actions changed the social structure of South Africa?
2. Is there a connection between Rawl's social contract and Mandela's efforts to end apartheid?

John Rawls and the Principles of Social Justice

The secular foundation of social justice is based on the works of John Rawls (1921–2002), a Harvard philosopher who proposed new ways of looking at the relationship between the individual and society.

In the 1970s, Rawls combined the principles of personal liberty, freedom, and social equality to arrive at a concept of justice based on fairness. Rawls' theory drew from earlier theories of political philosophy that imagine a **social contract** by which individuals implicitly agree to the terms by which they are governed in society. Rawls proposed a theoretical person who, cloaked in a veil of ignorance—ignorant of their position in the society, of knowing whether they will be rich or poor, male or female, brilliant or ignorant, and so on, must design a just society. Rawls asserted that from this objective vantage point, which he called the original position, the individual will choose a system of justice that adequately provides for those positioned on the lowest rungs of society, guaranteeing justice based on fairness.

▶ **social contract:** a political philosophy in which individuals implicitly agree to the terms by which they are governed in society

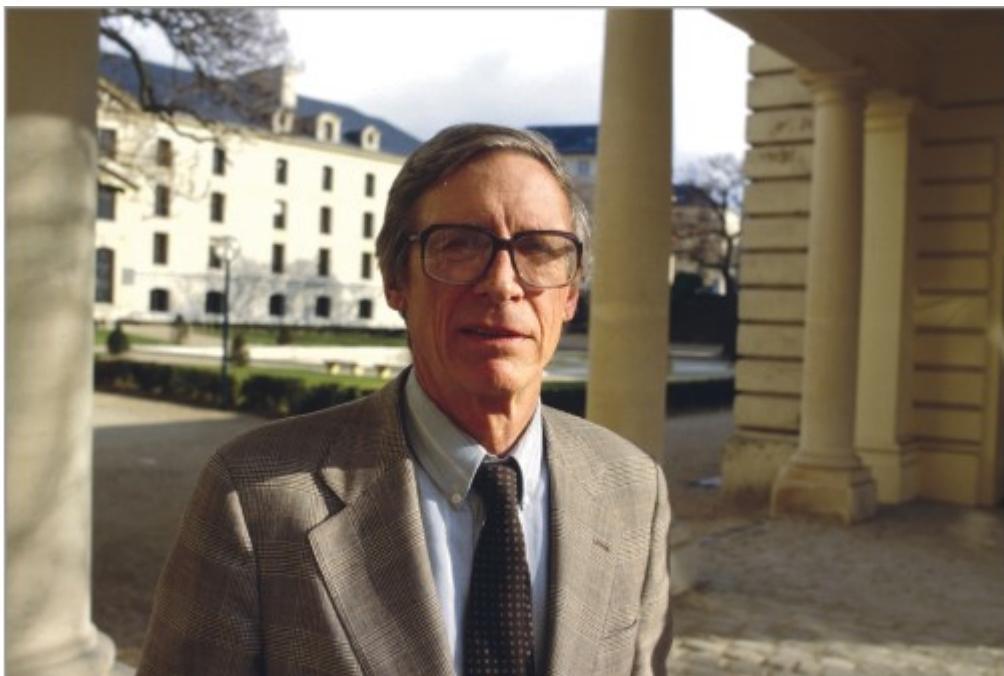


FIGURE 6-18 John Rawls has had a great impact on our thinking about justice.

According to Rawls, the theoretical person behind the veil of ignorance would choose two general principles of justice to structure society in the real world.

Principles of Justice

The principle of equal basic liberty for all

- Each person is to have an equal right to the most extensive basic liberty that is compatible with similar liberty for others. Includes:
 - freedom of thought
 - liberty of conscience
 - political liberties
 - freedom of speech and the press
 - freedom of assembly
 - freedom of association
 - the liberty and integrity of the person
 - freedom of movement and choice regarding occupation
 - rights and liberties covered by the rule of law (Garrett, 2005).

The difference principle

- Social and economic inequalities are allowed only if these result in benefits for everybody, and in particular for the least-advantaged members of society (Edney, 1984).
- Society may undertake projects that require giving some people more power, income, status, etc., than others; for example, paying accountants and upper-level managers more than assembly-line operators, provided that the least-advantaged people have access to these positions and the project will make life better for the people who are currently worse off.

FIGURE 6-19 Rawls' Principles of Justice

Overall, Rawls' theory of justice as fairness provides a framework that explains the significance of political and personal liberties, equal opportunity, and cooperative arrangements that benefit the more and the less advantaged members of society in a society assumed to consist of free and equal individuals.

REFLECT AND RESPOND

1. What is social justice? To what extent can people work towards social justice?
2. How do the theories of Taparelli and Rawls connect to the work done by Abbink, Masclet, and Merton on riots?

SOCIAL MOVEMENTS

Group efforts aimed at creating a just society clearly indicate that social arrangements as they currently exist fall short of the idea of an equitable society (Johnson, 2008). This quest for justice exists in **social movements**. The social movement is the most highly structured, rational, and enduring form of **collective behaviour** (refer to Figure 6-20); its goal is to promote or prevent social change. Collective behaviour refers to the spontaneous behaviour of people who are responding to similar stimuli. Social movements are characterized by the large number of people involved who share a common goal to promote or oppose social change. Social movements are structured, with commonly recognized leaders, and their activities are sustained over a relatively long time period (Macdonald and Gerber, 1999; Shepard and Greene, 2008).

▶ **social movement:** the most highly structured, rational, and enduring form of collective behaviour

▶ **collective behaviour:** spontaneous behaviour of people who are responding to similar stimuli

Types of Collective Behaviour		
Behaviour	Distribution	Example
Rumour	A widely circulating piece of information that is not verified as being true or false	The world will end in 2012.
Urban legend	A moralistic tale that focuses on current concerns and fears of the city or suburban dweller	Bigfoot, also known as a sasquatch, purportedly inhabits forests, mainly in the Pacific Northwest region of North America.
Fad	An unusual behaviour pattern that spreads rapidly and disappears quickly (although it may reappear)	break dancing, body piercing
Fashion	A widely accepted behaviour pattern that changes periodically	Nike shoes, yoga pants as everyday clothing
Crowd	A temporary collection of people who share an immediate interest	New Year's celebrants at Times Square in New York City
Mob	An emotional crowd ready to use violence for a specific purpose	lynch mob
Riot	An episode of largely random destruction and violence carried out by a crowd	destructive behaviour of Montreal fans in 2008, following the seven-game Stanley Cup victory over the Boston Bruins
Social movement	Movement that has as its goal to promote or prevent social change	Civil Rights movement

Source: Shepard and Greene.

FIGURE 6-20 Major forms of collective behaviour. Which of these behaviours have you participated in?

Primary Types of Social Movements

There are various types of social movements, each with its own unique characteristics. Social scientists define movements on the basis of their goals and the amount of change they seek to produce.

According to David Aberle, there are four basic types of social movements:

- A *revolutionary movement* attempts to change a society totally. These movements are deeply dissatisfied with the social order and work for radical change. They advocate replacing the entire existing structure. The American Revolution was one of the most successful revolutionary movements in history.
- A *reformative movement* aims to effect more limited changes in a society. It is organized to carry out reforms in some specific areas. The reformers endeavour to change elements of the system for the better. For example, the Women's Liberation movement or the Civil Rights movement.
- A *redemptive movement* focuses on changing people completely. Fundamentalist religious movements and cults are examples of redemptive movements. When religious movements emphasize conversion, they indicate that they expect a complete individual transformation, a radical inner change.
- An *alternative movement* seeks only limited changes in people. For example, Mothers Against Drunk Driving (MADD) would be an example of a movement that is trying to stop people from drinking and driving. It is relatively non-threatening to the status quo and power structure because it only seeks limited change in individuals (Macdonald and Gerber, 1999; Shepard and Greene, 2008; Murray et al., 2012).

Value-Added Theory of Social Movements

The value-added theory was developed by Neil Smelser (1930–). Smelser's theory identifies six conditions that must be met, each of which is necessary but insufficient without the others, for social movements to occur.



The Six Conditions For Social Movements	
Structural conduciveness	The environment must be social-movement friendly. Social movements arise as people come to think their society has some serious problems.
Structural strains	A second condition promoting the emergence of a social movement is the presence of conflicts, ambiguities, and discrepancies within a society. People begin to experience relative deprivation when their society fails to meet their expectations.
Generalized beliefs	A general recognition that there is a problem and agreement that something should be done to fix it.
Precipitating factors	One or more significant events must occur to galvanize people into action.
Mobilization of participants for action	Once the first four conditions exist, widespread concern about a public issue sets the stage for collective action in the form of rallies, distributing leaflets, and building alliances with sympathetic organizations.
Social control	Actions of the media, police, courts, community leaders, and government officials can lead to the success or failure of a social movement. If the right kind of force is applied, a potential social movement may be prevented, even though the first five determinants are present (Macdonald and Gerber, 1999; Shepard and Greene, 2008).

FIGURE 6-21 The six conditions for social movements.

How is social change explained by the value-added theory?

Resource Mobilization Theory of Social Movements

The resource mobilization theory focuses on the process through which members of a social movement secure and use the resources needed to advance their cause. No social movement is likely to succeed without substantial resources, including money, human labour, leadership, office and communications facilities, access to the mass media, and a positive public image. In short, any social movement rises or falls on its ability to attract resources, mobilize people, and forge alliances (Macdonald and Gerber, 1999).

Outsiders are as important as insiders to the victory of a social movement, often supplying resources. For example, socially disadvantaged people commonly lack the money, contacts, leadership skills, and organizational know-how that a successful movement requires. At the same time, a lack of resources limits efforts to bring about change. The AIDS epidemic in the United States is an example of this. Initially, the U.S. government response to the epidemic was minimal, as the cases of AIDS grew in the early 1980s. At that time, gay and lesbian communities were left to shoulder the responsibility for the costs of treatment and educational programs, until the public began to grasp the dimensions of the problem. Various levels of government started allocating more resources. Galvanizing the public into action, members of the entertainment industry provided money and credibility to the movement. These resources were crucial in transforming a previously ignored social crisis into a well-organized global coalition of political leaders, educators, and medical specialists (Macdonald and Gerber, 1999).



FIGURE 6-22 The AIDS memorial quilt started in the 1980s to raise awareness of the AIDS epidemic. Why was this project an effective way to draw attention to the issue?

Social Justice Movements

In today's society, there are numerous social movements that combat the inequalities and injustices of the world. They may focus on changing the economy, technology, politics, laws, and even the overall society or culture. These movements are working towards the realization of a world where there is equitable distribution of social and economic goods; greater personal and political dignity; and a deeper moral vision (Meyers, 2011). In order to have a greater understanding of social justice movements, you will examine examples of past and present movements.

The Women's Movement/Feminist Movement

The feminist movement has undergone three waves. In Canada, the first wave of feminism began in the mid-1800s when its major focus was on female suffrage, or voting rights. Once women were granted the right to vote in 1918, women's efforts to achieve full equality and to reform basic sex-role relationships died out (Stark, 1996). It was not until the 1960s and the rise of growing feminist consciousness in the United States that a re-emergence of feminism occurred in Canada. Women began to see that the vote was not accompanied by equal power in other social arenas. For example, while educational institutions were open to women, a degree did not lead to equality or equal opportunities for a woman in the labour force.

In the early 1990s, a new wave of feminism, now termed the *third wave*, arose to address a wider range of issues such as child care, affirmative action for women and minorities, federal legislation outlawing sex discrimination in education, greater representation of women in government, and the right to legal abortions. Today, the feminist movement continues to address new issues as they emerge and strives to give women an equal place in society.



In some countries, women are denied certain fundamental rights. What can be done to counter this?

The Environmental Movement

The Canadian environmental movement began in the 1900s with the creation of nature preserves and national parks. Early environmentalists often protested the construction of dams and chemical spraying of forests. However, most people did not even know about this environmental initiative until much later. In fact, some people characterize October 22, 1967, as the day the modern environmental movement in Canada began. That night, the Canadian Broadcasting Corporation (CBC) aired the documentary *Air of Death*. It revealed disturbing imagery and revealing information about the negative effects of air pollution on human health. After the documentary aired, conservation groups and environmental organizations were formed to focus on issues such as air pollution, water quality, and pesticide use.



FIGURE 6-23 The Alberta oil sands were the focus of many environmental activists within and without Canada in 2011 and 2012.

In the 1980s, it was felt that environmental groups were too few and too isolated, and this was seen as an impediment to change. Collaborative organizations sprung up, such as the Canadian Peace Alliance, the Canadian Environmental Network, and a political party, the Green Party. The Green Party, valuing ecological thought, peace, and social justice, remains an active party within the Canadian government. Today, the main focus of the environmental movement is on climate change, whether or not our nation will meet greenhouse gas reduction goals, and whether or not humans will survive the irreversible effects of this global disaster (Brunet, 2009).

SOCIAL SCIENCE AND POPULAR CULTURE

Glee

Since it premiered, *Glee* has become a cultural phenomenon, spawning more than 100 iTunes singles and turning its young stars into household names. None of the actors experienced quite so dramatic a rise to stardom as Chris Colfer, who plays Kurt Hummel, a gay teenager. Although the show didn't shy away from Kurt's sexuality, in the first few seasons of the show, he was one of the only main characters never to have been in an on-screen relationship. This changed with the introduction of the character Blaine, played by Darren Criss. The depiction of the relationship between Kurt and Blaine led to a huge increase in ratings, with millions tuning in, "sending a clear message to networks that Americans not only accept gay and lesbian characters, but they are beginning to expect them," says the Gay & Lesbian Alliance Against Defamation (GLAAD) president Jarrett Barrios.

LGBT communities and the advocacy organization GLAAD praised *Glee*'s executive producers for Kurt's storylines and for contributing positively to the visibility of gay characters on television. Often, characters that are portrayed as gay on television shows are "desexualized, with storylines focusing exclusively on homophobia-related issues." LGBT social movements and organizations are hoping that these developments in *Glee* may be a sign that gay visibility in mainstream media is becoming about more than just homophobia, signalling a change in societal perception.



FIGURE 6-24 Actors Chris Colfer and Darren Criss. How have media representations of people who are gay and lesbian changed society?

Mass media is a significant force in modern culture. Sociologists refer to this as a **mediated culture** in which media reflects and creates the culture. Communities and individuals are constantly bombarded with messages from a multitude of sources including TV, Internet, billboards, and magazines. These messages promote not only products, but moods, attitudes, and a sense of what is and is not important. This also suggests that the media can influence how a person perceives an issue or event.

► **mediated culture:** a culture in which media reflects and creates the culture

However, according to the limited-effects theory, people generally choose what to watch or read based on what they already believe; hence, media exerts a negligible influence. Studies that examined the ability of media to influence voting found that well-informed people relied more on personal experience, prior knowledge, and their own reasoning.

Conversely, media is more likely to sway the opinions of those who are less informed. Thus, this theory would lead one to surmise that people watching a show like *Glee* are accepting of gay and lesbian characters and that the popularity of the show suggests societal perceptions are changing.

QUESTIONS

1. To what extent can media change culture?
2. In what ways could popular culture help to reduce homophobia?

The Labour Movement

During the mid-nineteenth century, Canada experienced an Industrial Revolution that changed the lives of many working Canadians. Many began to work in large factories where the work was often dangerous and poorly paid. By the late nineteenth century, workers, who were simply trying to survive, welcomed the support of the Knights of Labor, a new union that defended the workers' interests.

Open for Debate

Some argue that since government regulates worker safety and legislates the number of hours a person can work in a week, unions are no longer needed. Are unions still necessary?

Labour organizations helped bring about changes that improved conditions for those workers who had the least amount of influence, including women, children, and immigrants. The labour movement tried many new ways to promote its interests in the early twentieth century: political parties were created, revolutionary unions organized, and general strikes initiated. Although initial gains were made, the employers and governments fought back and the labour movement made few gains between 1919 and 1945. Canada's poor economy meant workers had little leverage to bargain with their employers. It wasn't until after the Second World War that Canada entered an era of prosperity. Workers were needed; therefore, they had more bargaining power, and employers and governments were forced to recognize many of their demands. However, long periods of recession and high inflation led to a decline in membership, and victories for the labour movement were less frequent.

VOICES

Lots of people lost their lives in order to establish the right to refuse unsafe work and the right to be treated fairly and without discrimination. We've done a lot and we're very proud of it.

—Ken Georgetti, president of the Canadian Labour Congress



How are labour movements connected to the economy and inequality.

CHANGE IN ACTION Ryan's Well

One day in January 1998, while sitting in his Grade 1 classroom, Ryan Hreljac, from Kemptville, Ontario, learned from his teacher that people in Africa were sick and dying because they didn't have clean water. Ryan realized that he had to take only ten steps from his classroom to get to the water fountain and get fresh drinking water.

Before that day, he thought that, like him, everyone had access to clean drinking water. He decided he had to do something about it. He went home and asked his parents for \$70, which he thought would be enough to build a well. They told him he could do extra chores to earn the money.

After four months, he had the \$70, but he and his family didn't know where to send the money to build the well. Through a family friend, they got in contact with a Canadian non-profit organization that helps facilitate water projects in Africa. At this point, Ryan found it cost \$2000 to build a well in Africa. Ryan offered to do more chores. About the same time, the local newspaper got wind of his story and people were touched by his spirit. Soon Ryan started getting responses from the public, wanting to support his project and it wasn't long before he was invited to speak at schools.

After ten months, Ryan had finally reached his goal. With the support of friends, family, and the community, Ryan raised enough money to build a well in Africa. In 1999, at age seven, Ryan's first well was built in northern Uganda. Ryan's Grade 1 project became the Ryan's Well Foundation in 2001. Since then, Ryan's Well has helped build over 700 wells and 900 latrines, bringing safe water and improved sanitation to over 750 000 people.

Ryan is a student at the University of King's College in Halifax. He is studying international development and political science but remains involved with the Foundation as a speaker and Board member. He speaks around the world on water issues and on the importance of making a difference no matter who you are or how old you are. His advice to anyone is that in order to make a positive change in the world, you need to find something you are passionate about and then you need to take steps to act.

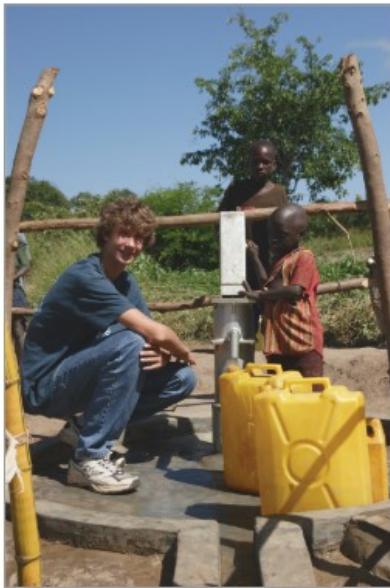


FIGURE 6-25 It's not who you are, it's what you do. Try to remember when you were six; do you recall wanting to help to change somebody's life to the extent that Ryan did?

QUESTIONS

1. Ryan's Well Foundation has provided fresh water and improved sanitation for numerous communities. Where do you think these communities would be today without the Foundation's assistance?
2. Do you want to make a positive change in the world? What are you passionate about? Are you willing to take the steps to act?

IN THE FIELD

Sociology in Buenos Aires, Argentina

Sociologist Marco Perez conducts his fieldwork in Buenos Aires, Argentina, researching the Unemployed Workers' Movement. This movement emerged in the late 1990s as a response to the record levels of unemployment and poverty in Argentina. By 2002, it had recruited thousands of members and developed a well-organized range of arguments, and had achieved significant influence in public policy-making. However, after that year, the movement entered a period of transformation and decline, coinciding with the strong recovery of the country's economy.

Perez is interested in this movement because the route it takes might hold clues about important questions in sociology, such as how social movements are affected when their demands are met and under what circumstances individuals participate in a social organization. In general, sociologists have paid more attention to the emergence of collective action than its decline. Perez believes the study of the workers' movement can contribute to sociologists' understanding of this process.

Perez has interviewed activists, participated in meetings, and joined demonstrations. The evidence he has gathered indicates that the transformations that took place in Argentinean society after 2002 affected the workers' movement in very complex ways. While the movement experienced an overall decline, some organizations collapsed, others returned to previous forms of activism, and still others managed to sustain their presence in the poorest neighbourhoods of the city.



FIGURE 6-26 The Unemployed Workers' Movement in Buenos Aires, Argentina. What factors lead to joining and then leaving a movement?

QUESTIONS

1. What skills do you think are important when doing this type of fieldwork?
2. What are some of the positives of working in this field?

REFLECT AND RESPOND

1. Research and identify other social movements in Canada. What are the differences between collective behaviour and social movements?
2. In what respects do some recent social movements; for example, environmental, differ from older movements (like labour and gender equality)?
3. In your opinion, what creates change? How does change happen? What are some impediments to change?

CHAPTER 6 REVIEW

KNOWLEDGE AND UNDERSTANDING/THINKING

1. How does social power affect deviant labelling? How do gender, race and ethnicity, and social class figure in this process?
2. What mechanisms of formal and informal social control are evident in your classes and in day-to-day life and social interactions at your school?
3. Without using any of the examples given in your textbook, list at least two examples of each of the following types of collective behaviour and explain why each example belongs in its own category:
 - rumour
 - urban legend
 - fad, fashion
 - crowd
 - mob
 - riot
 - social movement

4. How can popular culture be used to change people's perceptions of a social justice issue?
5. Select one social justice movement from the list below and describe how the movement has changed over time.
 - women's movement
 - environmental movement
 - labour movement

THINKING/COMMUNICATION

6. What approach to deviance do you find most persuasive: that of the functionalists, symbolic interactionists, or conflict theorists? Why do you find this approach more convincing than the others? What are the main weaknesses of each approach?
7. In groups of three or four students, rate the deviance of the activities listed below according to the degree to which they cause harm to society. Use a table with the title "Degrees of Social Harm," and include the following headings: Little, Moderate, Serious. Post your table in the classroom and be prepared to defend your decisions.
 - excessive drinking
 - smoking cigarettes
 - habitual lying
 - littering
 - shoplifting
 - skipping class
 - driving without a licence
 - panhandling
 - vandalism
 - murder

8. Do you believe that young offenders who commit serious crimes should be treated differently than adults who commit the same crimes? Defend your view.
9. What types of collective behaviour in Canada do you believe are influenced by inequalities based on age, gender, social class, race and ethnicity, or disabilities? Why?

COMMUNICATION/APPLICATION

10. Watch an episode of a real-action police show, such as *Cops*, and analyze its perspective. How does the show represent crime and criminals? Does the show portray a balanced view of crime in the United States?
11. Research the success rate of Canadian prisons. Do prisons reform inmates? Correctly evaluate and cite sources.
12. Select one social movement that is currently working for change in Canada. Analyze that movement, drawing on the concepts of value-added and resource mobilization theories.
13. Research a social movement of interest to you. It might be concerned with a specific issue, such as animal rights or human rights. Alternatively, it might be a movement that aims to change society in a major way, such as the Quebec separatist movement. What are the goals of the movement? How is it achieving these goals? What do you think its effect will be? Correctly evaluate and cite sources.
14. Research a riot (other than the riots in France in 2005). Do Abbink, Masclet, and Merton's conclusions about inequality and violence apply?
15. Create a presentation analyzing hate crimes in Canada. Does defining an act as a hate crime support or contradict principles Rawls' principles of social justice?

A Call to Action

Volunteering for Social Justice

Volunteering your time is a concrete way to make a difference and to show support for a cause you believe in. Organizations working toward social justice are always looking for volunteers to help with a variety of tasks. There are organizations that focus on one particular social justice issue, while others take a broader approach to social justice. Canada World Youth is an example of an organization with a broad mission.

Canada World Youth

Founded in 1971, Canada World Youth (CWY) is a world leader in developing international educational programs (in the Americas, the Caribbean, Africa, Asia, Central and Eastern Europe, and Oceania) for young people aged 15 to 35. A non-profit organization, CWY is dedicated to enriching the lives of young people that have a desire to become informed and active global citizens.

CWY programs help youth to experience the world for themselves and learn about other cultures and diverse Canadian communities while developing leadership and communication skills. Canada World Youth's mission is to increase the ability of people, and especially youth, to actively participate. Moreover, CWY envisions a world of active, engaged global citizens who share responsibility for the well-being of all people and the planet.

Program Focus

Canada World Youth's programs contribute to the achievement of the United Nations' Millennium Development Goals, particularly in the fields of environment, health, and equity. The eight Millennium Development Goals—which range from halving the proportion of the world's population living in extreme poverty to halting the spread of HIV/AIDS and providing universal primary education, all by the target date of 2015—form a blueprint agreed to by all the countries in the world and all the world's leading development institutions.

Programs

CWY's core program is Youth Leaders in Action, in which groups of 18 young people from different cultures (nine Canadians and nine young people from a partner country) live with host families and work together on volunteer projects for a total of six months—three in a Canadian community and three in a community in one of our partner countries. The Global Learner program is designed for educators who wish to organize a group of youth to complete a volunteer project in an overseas community. This program varies in length from two weeks up to three months and can be adapted to the objectives of the participants, enabling educators to offer it as part of their curriculum. The InterAction program offers an opportunity for youth to have an international volunteer experience in Latin America or in Africa for four to six weeks. Youth participants volunteer in local projects dealing with health issues, environment, and ecotourism that are defined by local partner organizations to highlight the issues of international development.



FIGURE 6-27 Canada World Youth designs projects that will enable youth to help frame solutions and responses to important environmental sustainability challenges in local communities.



FIGURE 6-28 How can volunteering make a difference?

Types of Activities

While in one of the CWY's programs, youth may do volunteer work in various sectors. For example, they might do farm work in a village in Quebec or Mali or teach French or English to school groups in British Columbia or the Ukraine. Environmental and health-care projects may involve young volunteers in tree-planting and ecotourism projects in Alberta and Bolivia or developing and holding workshops to raise awareness of basic health care in New Brunswick and Ghana. In their group, youth may participate in projects and workshops to learn more about various important issues: international development, the environment, intercultural communication, globalization, and other subjects.

The Challenge

Volunteering for a cause that you believe in is a great way to create change and connect with people who share the same passions as you. Consider the following:

- What social justice issue is important to you?
- How much time can you reasonably devote to volunteering? Can you make a weekly or monthly commitment or would you rather volunteer at a particular time of year or for a specific event?
- Are you interested in volunteering abroad or close to home?
- What kind of activities are you willing to participate in? Some opportunities may suit people who are more outgoing, while others may suit those who are more introverted.

Your Task

Research volunteer opportunities with organizations that support your cause. Explore which programs you would be eligible for and that meet your criteria. Create a presentation outlining your top three choices. Include information about the organization's mission and why you are interested in devoting your time to supporting their work.