

In the previous episode...

Karl Marx



Relations of production
(work)

Marx's theory of alienation

intrinsic value Commodity fetishism exchange value

Germany, France, England

Hegel - Communism - Liberalism

Scientific socialism
= Put history in Liberalism

History “telos”
end - purpose - goal

(Necessity of every step)

work → relations of production → law, politics → ideas

Tendency of the rate of profit to fall

Marx: Human history is the history of class struggle

- Two conceptions of class that Marx thinks together
 - In itself: positioning within social structure
 - Of itself: class consciousness
- Historical materialism: human history is the development of economic productive forces
- Modes of production: means of production (factory) in relations to relations of production (wage labor)

Class relations are power relations

- Structural dependence of worker on employment/ capitalist for subsistence
- Capitalist own means of production and hence appropriates value produced by the worker
- Human labor is the sole source of value.

Bourdieu: cultural capital, social space.

Analogy?

‘dominant classes’ in modern societies
monopolise cultural capital just as they
monopolise economic capital

The social hierarchy is parallel to the cultural hierarchy.

Individuals in higher social strata are those who prefer and predominantly consume 'high' or 'elite' culture, and individuals in lower social strata are those who prefer and predominantly consume 'popular' or 'mass' culture.

By habitus

Bourdieu appears to mean something like the following: a set of socially constituted dispositions and competencies which

(i) are **acquired by individuals in early life**, primarily through the families into which they are born;

(ii) reflect the **'class conditions'** under which their families live; and

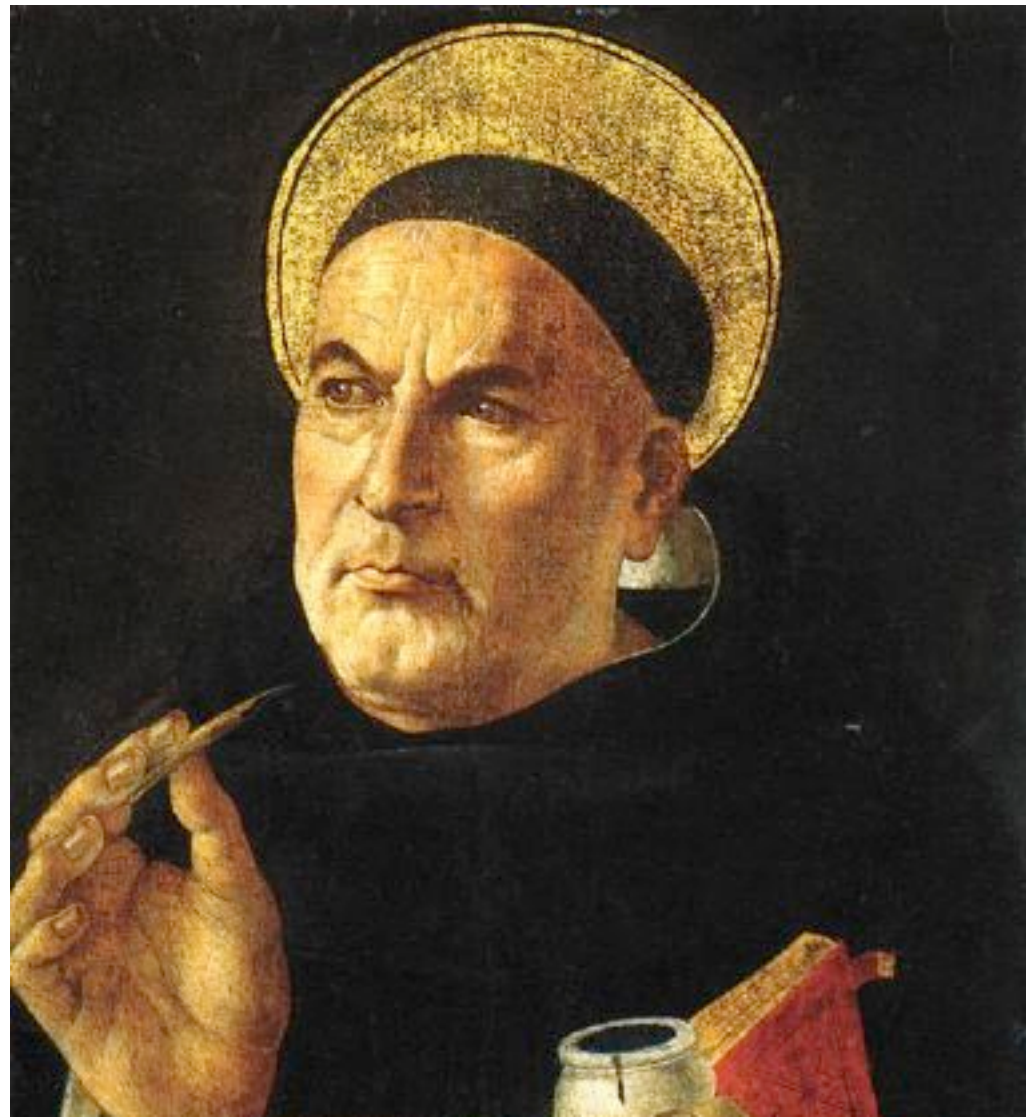
(iii) subsequently **determine individuals' orientations** to the world and modes of conduct within it in ways of which they may not be fully aware and that are highly resistant to change

- whether through individuals' own efforts or those of other agencies.

socialisation
or of resocialisation

Aquinas “Summa Theologica”

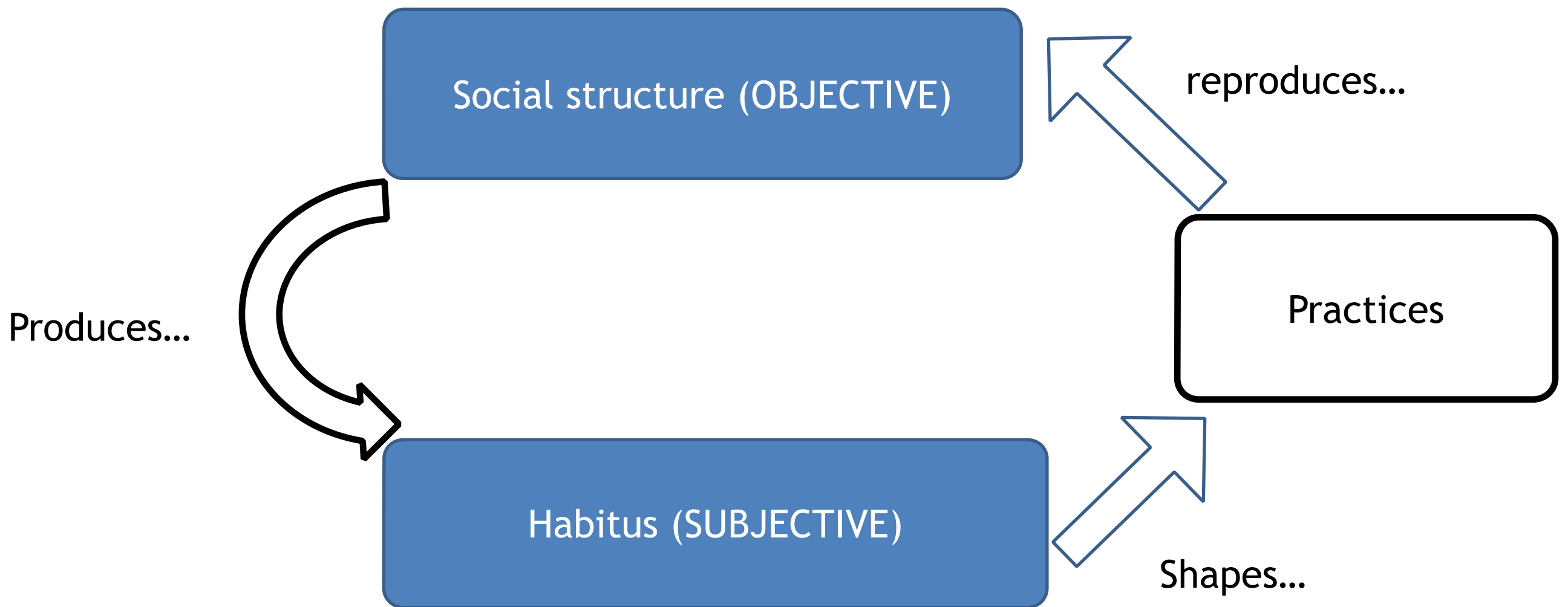
habitus corporis
and
habitus animae



Habitus

- Recorded history (biography) of objective conditions and experiences we are exposed to—can be objectified in terms of capital
- Similar positions within the social space are statistically likely to produce similar habitus forms; these translate into similar practices, beliefs, lifestyle (what Bourdieu calls dispositions)

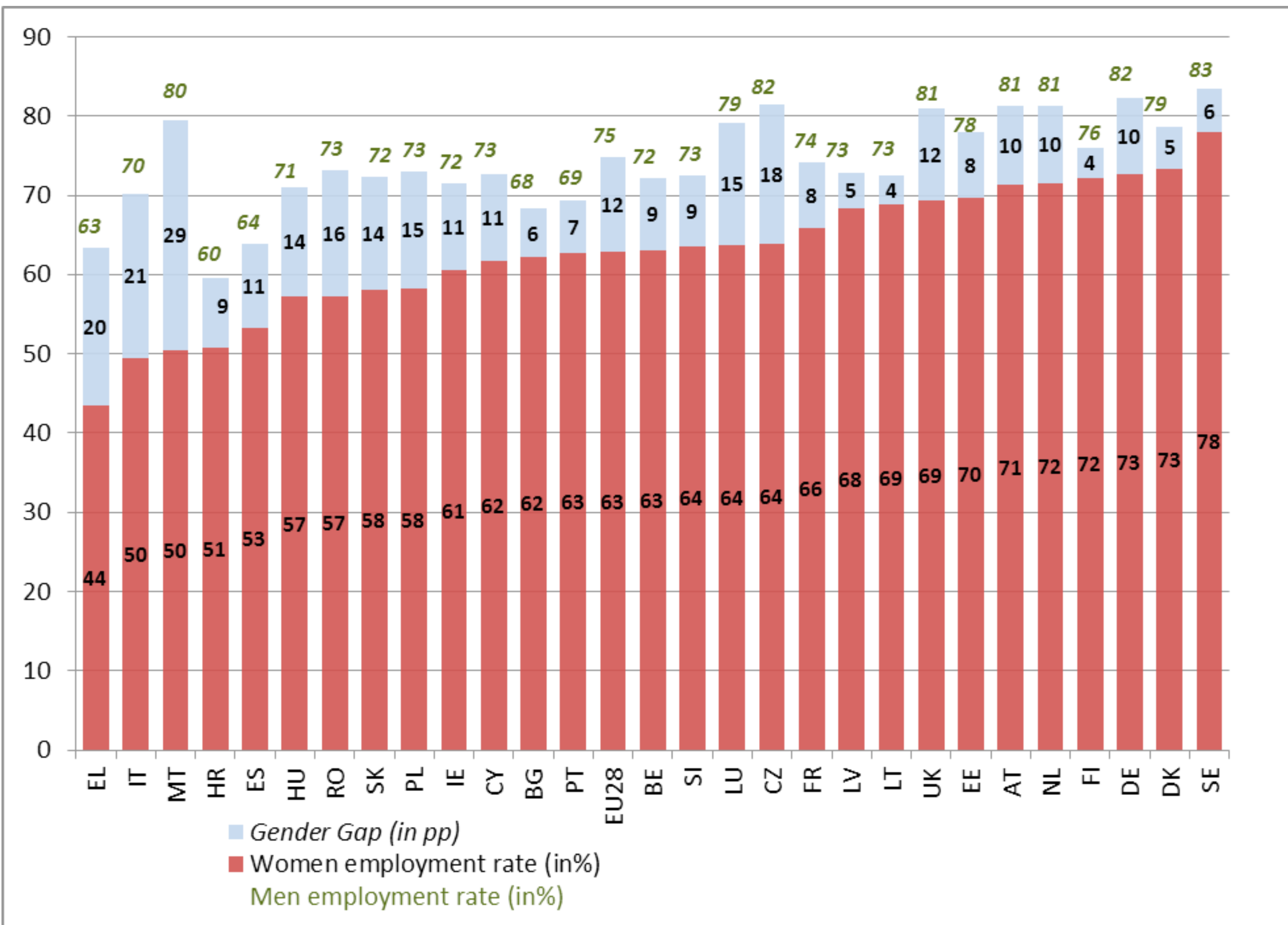
Habitus: bringing together the objective and subjective orders

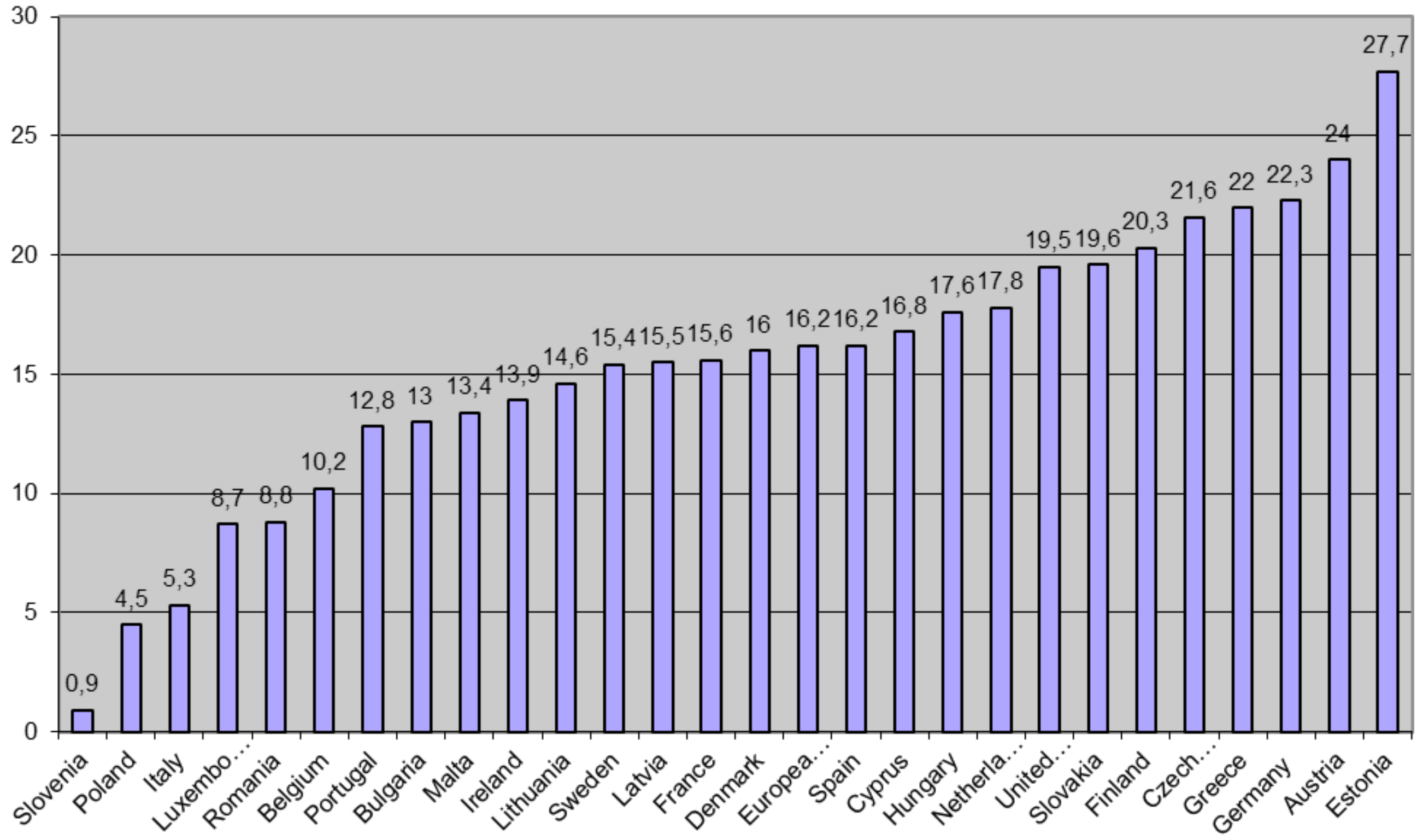


Objective structures tend to produce structured subjective dispositions that produce structured actions which, in turn, tend to reproduce objective structure

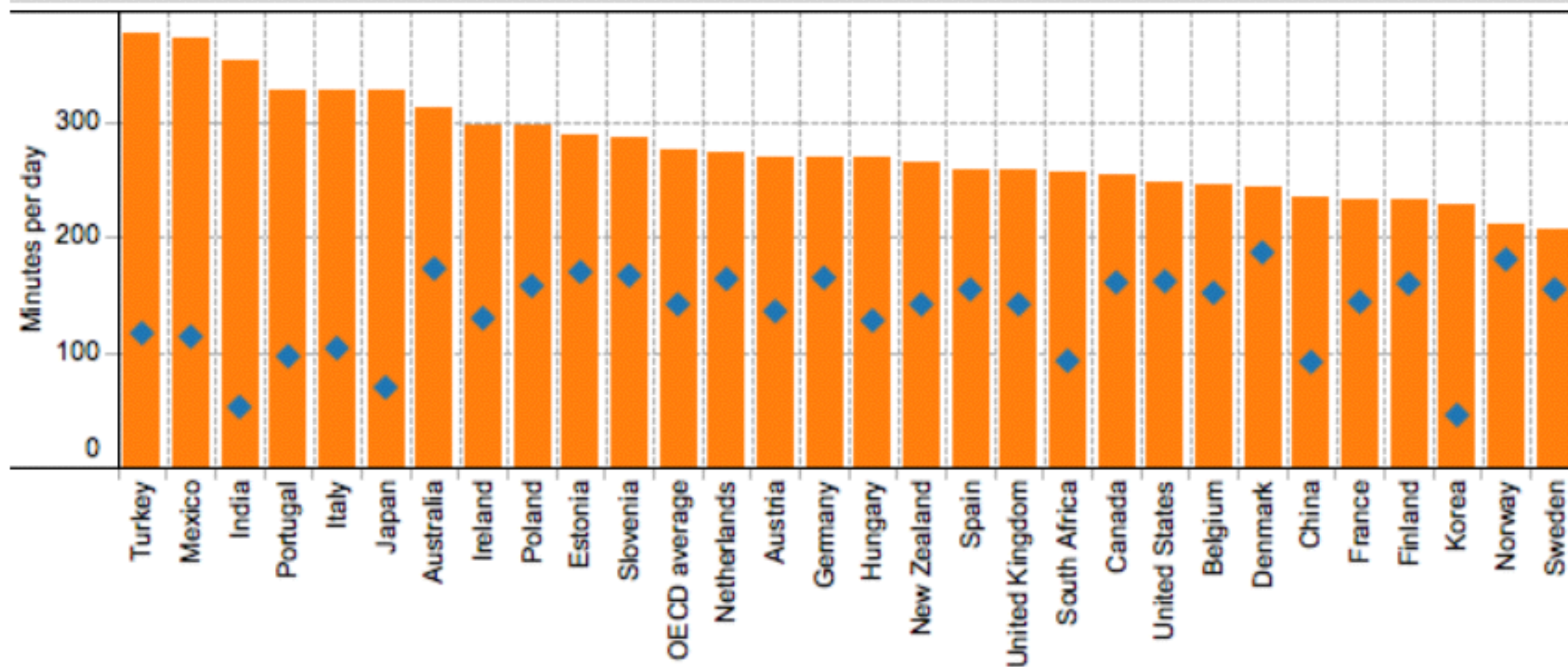
Key takeaways from Bourdieu

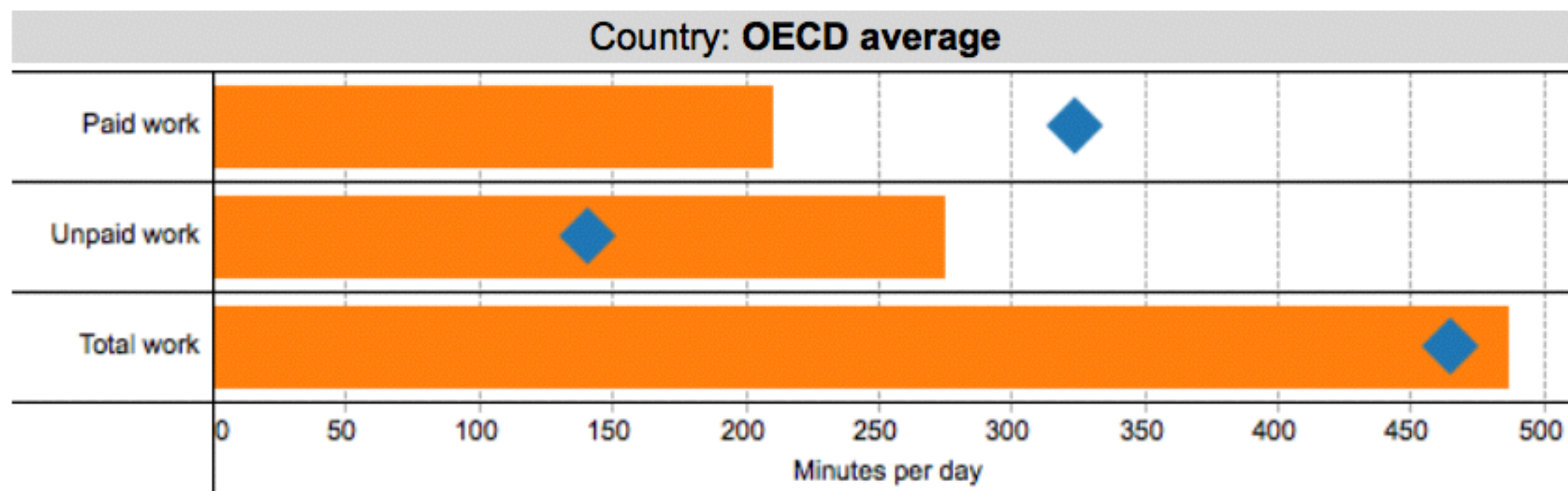
- A multidimensional perspective on class
 - two sources of power
 - The social space(also referred to as field)
 - Distribution of power matters; biography matters; history matters
- Sociology is a martial arts; it offers us toolkits for understanding power structures/ forces at work
 - Structure
 - Habitus
 - Practice
 - How these are circular; but also how they are dynamic; how change occurs
- Symbolical capital/ symbolical violence





Time spent in: Unpaid work





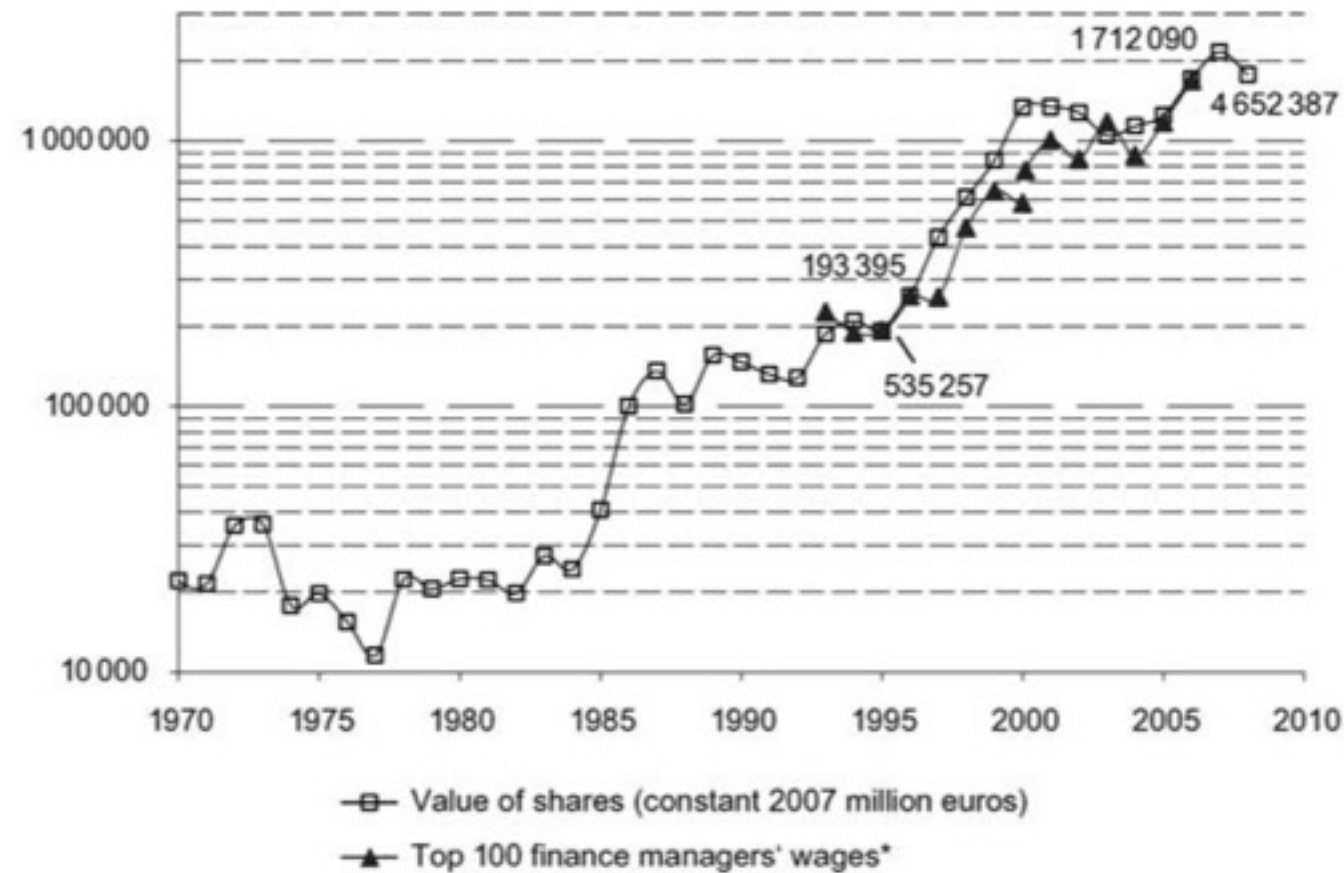
OECD Estimates based on Time Use Surveys. The years covered are: Australia: 2006; Austria: 2008-09; Belgium: 2005; Canada: 2010; China: 2008; Denmark: 2001; Estonia: 1999-2000; Finland: 2009-10; France: 2009; Germany: 2001-02; Hungary: 1999-2000; India: 1999; Italy: 2008-09; Ireland: 2005; Japan: 2011; Korea: 2009; Mexico: 2009; the Netherlands: 2006; New Zealand: 2009-10; Norway: 2010; Poland: 2003-04; Portugal: 1999; Slovenia: 2000-01; South Africa: 2000; Spain: 2002-03; Sweden: 2010; Turkey: 2006; the United Kingdom: 2005; and the United States: 2010.

Double burden: gender roles and domestic labour.



Paesi	De	Fr	Dk	Sw	It	Es	UK
Donne	17,8554	14,6627	13,6156	15,0359	15,3937	17,9328	16,1059
Uomini	7,8616	6,4727	8,0357	9,3524	5,292	5,1832	8,036
Diff.	9,9938	8,19	5,5799	5,6835	10,1017	12,7496	8,0699

Source:
Gedochot,
Olivier (2012). Is
Finance
responsible for
the rise in wage
inequality in
France?. Socio-
Economic
Review 10,
447-470



Notes: In 2006, 1 712 090 million euros' worth of shares were exchanged on the Paris market. In 2006 (that is, in 2007 for their 2006 performance), the top 100 finance managers were granted 4 652 387 euros on average. *We rescale the top 100 finance managers curve a) in year $n-1$, as bonuses are generally paid in year n for the year $n-1$ performance, b) so that the two curves share the same reference point: 1995.

Sources: France – exhaustive job files DADS (1994–2007) and NYSE Euronext, European Equities, Factbook, Historical Series, Cash Turnover, accessed at www.euronext.com/editorial/wide/editorial-20786-EN.html.

Figure 5 Value of shares exchanged on the Parisian stock market and the top 100 Finance managers' wages.

Intersectionality

(i.e. race + gender + sexuality + class = complex identity)

Source: Nash, Jennifer (2008).
Re-thinking intersectionality .
Feminist Review 89, pp.1-15.

How to read a table:

- 1- Identify the population under study;
- 2- Identify the variable(s) presented in the table;
- 3- Identify the measuring unit used (frequencies, percentages, rates, etc.);
- 4- Read the information presented in table cells.

Educational Level	Gender				Total N
	Boys		Girls		
	N	%	N	%	
1st Grade	17	47.2	19	52.7	36
2nd Grade	17	48.6	18	51.4	35
3rd Grade	20	50.0	20	50.0	40
4th Grade	15	42.9	20	57.1	35
5th Grade	17	58.6	12	41.4	29
6th Grade	14	43.8	18	56.2	32
Overall School Enrolment	100	48.3	107	51.7	207

* Fictitious Data

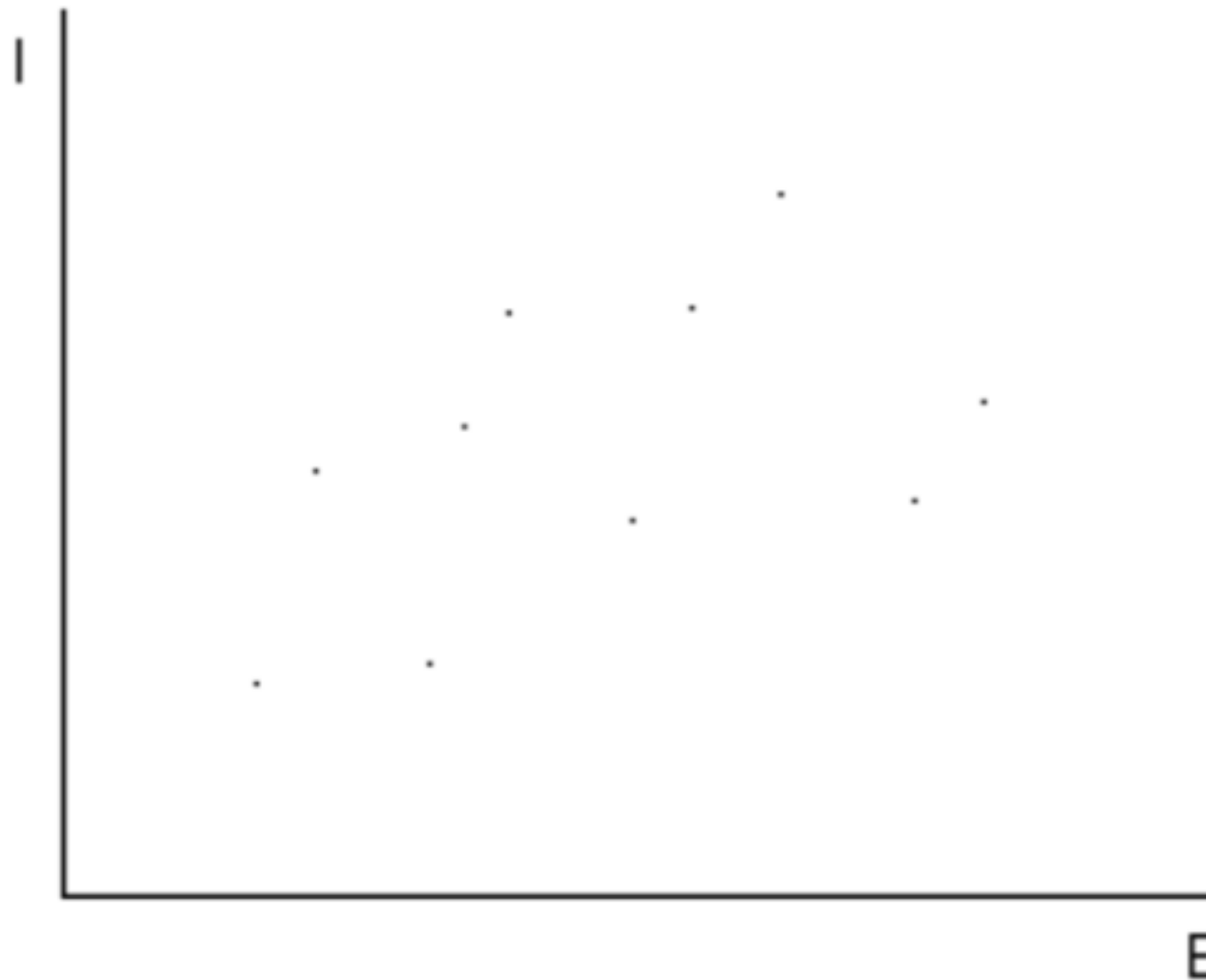
Anxiety * Tension Crosstabulation

			Tension		Total
			low	high	
Anxiety	low	Count	5	21	26
		% within Anxiety	19.2%	80.8%	100.0%
		% within Tension	25.0%	75.0%	54.2%
		% of Total	10.4%	43.8%	54.2%
	high	Count	15	7	22
		% within Anxiety	68.2%	31.8%	100.0%
		% within Tension	75.0%	25.0%	45.8%
		% of Total	31.3%	14.6%	45.8%
Total	Count	20	28	48	
	% within Anxiety	41.7%	58.3%	100.0%	
	% within Tension	100.0%	100.0%	100.0%	
	% of Total	41.7%	58.3%	100.0%	

Regression analysis with a single explanatory variable is termed “simple regression.”

Can Education (E) explain Income (I)?

E denote education in years of schooling for each individual, and let I denote that individual's earnings in dollars per year.



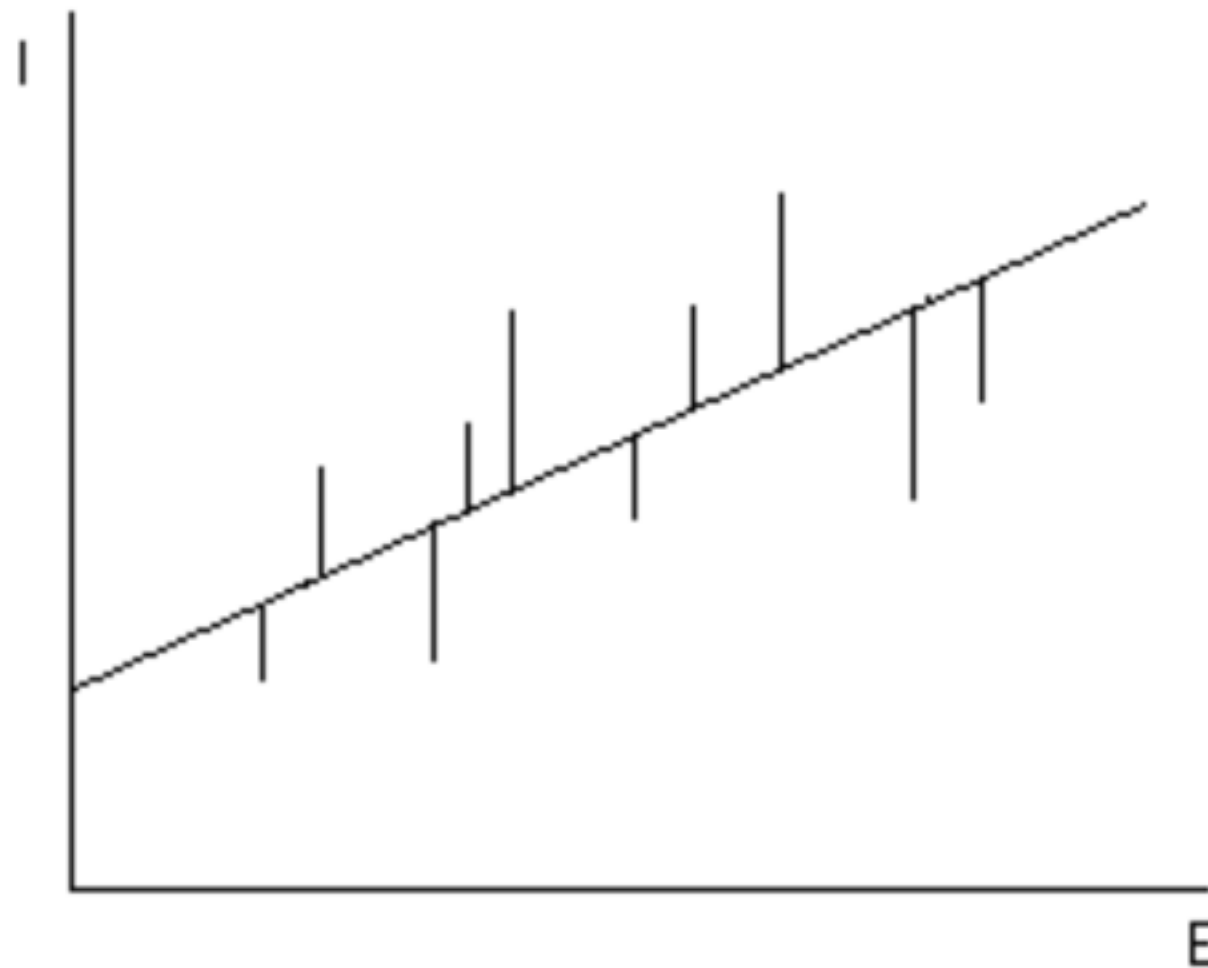
$$I = \alpha + \beta E + \varepsilon$$

α = a constant amount (what one earns with zero education);

β = the effect in dollars of an additional year of schooling on income, hypothesized to be positive; and

ε = the “noise” term reflecting other factors that influence earnings.

Best Fit!



This is termed the minimum sum of squared errors (minimum SSE) criterion. The intercept of the line chosen by this criterion provides the estimate of α , and its slope provides the estimate of β .

$$I = \alpha + \beta E + \varepsilon$$

Changing Highbrow Taste: From Snob To Omnivore

- Type of statistics (descriptive/ inferential)
- Data sources
- Dependent/ independent variable
- What is the main sociological question?
- Key findings?
- Explanation
- Critique

Table 2. OLS Coefficients from the Regression of Number of Lowbrow and Middlebrow Musical Genres Liked on Birth Year, Year of Interview, and Selected Control Variables

Variables	Highbrows				Others			
	(Model 1) Number of Lowbrow Genres Liked		(Model 2) Number of Middlebrow Genres Liked		(Model 3) Number of Lowbrow Genres Liked		(Model 4) Number of Middlebrow Genres Liked	
	b	Beta	b	Beta	b	Beta	b	Beta
Birth year	.02	.16 ⁺⁺	-.01	-.07	.01	.12 ⁺⁺	-.01	-.23 ⁺⁺
Year of interview (1 = 1992)	.44	.15 ⁺	.25	.13 ⁺	.20	.07 ⁺⁺	.15	.07 ⁺⁺
<i>Control Variables</i>								
Male	-.07	-.02	-.20	-.10	.01	.01	-.20	-.09 ^{**}
Adjusted family income	.00	-.11	.01	.04	.00	.01	.00	.12 ^{**}
White	-.92	-.13	.60	.13 [*]	.18	.05 ^{**}	.38	.12 ^{**}
Education in years	.05	.10	.00	.01	.05	.11 ^{**}	.10	.28 ^{**}
Size of community	-.01	-.04	.00	.02	-.02	-.08 ^{**}	.02	.08 ^{**}
Constant	-27.45 [*]	—	9.25	—	-16.61 ^{**}	—	26.20 ^{**}	—
Significance of F	—	.00	—	.12	—	.00	—	.00
Adjusted R ²	—	.06	—	.02	—	.06	—	.16
Number of respondents	—	354	—	354	—	10,967	—	10,967

⁺*p* < .05 ⁺⁺*p* < .01 (one-tailed tests)

^{*}*p* < .05 ^{**}*p* < .01 (two-tailed tests)

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Female: single

Source	SS	df	MS	Number of obs = 3157			
-----+-----				F(1, 3155) = 247.83			
Model	17159.5412	1	17159.5412	Prob > F = 0.0000			
Residual	218453.664	3155	69.2404642	R-squared = 0.0728			
-----+-----				Adj R-squared = 0.0725			
Total	235613.206	3156	74.6556418	Root MSE = 8.3211			

orecasa	Coef.	Std. Err.	t	P> t	[95% Conf. Interval]		
-----+-----							
female	4.681102	.297355	15.74	0.000	4.098074	5.264131	
_cons	6.784342	.2007559	33.79	0.000	6.390717	7.177968	

Female: married

Source	SS	df	MS	Number of obs =	5013
-----+-----				F(1, 5011) =	1915.08
Model	167518.321	1	167518.321	Prob > F	= 0.0000
Residual	438329.031	5011	87.4733648	R-squared	= 0.2765
-----+-----				Adj R-squared =	0.2764
Total	605847.352	5012	120.87936	Root MSE	= 9.3527

	orecasa	Coef.	Std. Err.	t	P> t	[95% Conf. Interval]
female	1	11.5659	.2642933	43.76	0.000	11.04777 12.08403
_cons	1	6.999932	.1842744	37.99	0.000	6.638674 7.36119

Essays

- Answer the question!
- Have a clear structure and do what you say you do
- Try to write good English but don't worry: your mark is at risk only if we can't read what you write
- Be strategic with your time!

Essays

1. Introduction

- Opener; if not “this essay argues” is fine!
- Your main point (what you will do and argue)
- Brief overview (first, second, I conclude)

2. Main body

- Develop your argument in 2-4 arguments/ paragraphs. Try to make the first sentence of each paragraph summarize what you spell out
- Embrace and critique the concept: if it is on Durkheim tell us what Durkheim has to say; and what you think the limitations are (put more emphasis on part 1)

3. Conclusion

- What you did (I have reviewed Durkheim’s concept of social fact and pointed out the limitations)
- Try to come up with a bigger picture point
 - About theory/ method/ history/ sociology

Documentary commentary

- Be familiar with the general terms: quantitative vs. qualitative methodology
- Basic types of data
 - Qualitative or quantitative?
 - Descriptive or inferential? (cross tabulation vs. regression; correlation vs. causality)
 - Source
 - Date
 - Underlying population (who is absent!)?

Documentary commentary

- Be able to abstract the main point of the data; don't lose yourself in details, yet try to pick out specific data points to illustrate your points
- Be able to draw on the content you have learned to make sense: history and theory
- Methodological critique

Documentary Commentary

- Think about them in essay terms; this helps you to structure your thoughts and argument
- Make sure you do justice to the data source: what can we see? What does it prove?
- Interpret the data based on history, theory, concepts you have learned
- Mobilize evidence for your points; try to zoom in on specific data points
- Make also sure you show an ability to be critical about data; but try to avoid to make this your main point

What is a social fact according to Durkheim?

QUESTION 1

1) Definition

- **External:** social facts exist before you are born and might still exist after you die
- **Coercive:** if you resist the influence of a social fact, it will result in a sanction.
- **Independent from its manifestations:** from an ontological standpoint, a social fact has an autonomous existence. Therefore, one counterexample is not sufficient to discard the « social fact » altogether

2) The social fact as a tool for a new scientific discipline

- Dualism.
- **Holist** viewpoint: society is more than the mere sum of all the individuals. As a coercive and external entity, the « Social fact » illustrates how the social order imposes itself upon individuals
 - Example: suicide, which is used in order to establish a theory of regulation and integration
- **Use of statistical inference.** The way Durkheim studies social facts is through quantitative methods. This allows to connect different facts to each other by identifying causal relations.

3) A brief critical commentary

- A thorough definition of sociology and an emphasis on empirical research and methodology
- Positivist approach to the study of human relations: only what we can measure is real
- What is absent?
 - Human agency and identity: why do people do things? What meanings do they attribute?
- Are statistical regularities really functional?
 - Normativity bias: what we can see is real and its functional; also his notion of abnormality

What does deviance tell us about
social norms?

QUESTION 2

1) A functionalist perspective

- Durkheim: a functionalist perspective on norms; emanating from societies values they enable, stabilize, and integrate society (maintain social order)
- Deviance is a social fact: it tells us something about regulation and integration in a given society
- Deviance is functional: talking back (punishing) makes society reaffirm its norms and values

1) Critique of functionalist perspective

- Deviance is not abnormal; this is implicitly normative
- Deviance is not merely functional; it is about power
- Deviant groups are not the distant others

2) Microsociology on deviance

- Deviance is not about following or not rules; it is about meaning-making, interpretation, and strategy
- Deviance is a rational process (Becker)
 - Deviance is the outcome of a process whereby a certain act is **labelled** as deviant. Over time, moral entrepreneurs can change the definition of what is considered deviant.
 - Social norms are **subject to change**. Change and instability in social norms does not necessarily harm social cohesion
- Deviant groups develop **subcultures**
 - Deviance works along the lines of the **social topography**. People who engage in the same deviant behavior are likely to form a group.
 - These groups develop some cultural traits that are specific. This sheds light on the way **social norms arise through interaction**: two or more people develop common understandings to cope with a common problem.

2) Microsociology on deviance

- Erving Goffman shows how deviance from society's norm is stigmatizing; it is a violent experience
- Two kinds of stigma
- Social interaction is sacred and governed by a certain ceremonial order that serves to affirm social identity. Without this order (values, norms, roles contingent upon social structure) social life would be impossible
- Social interaction is risky and precarious: we lay claim to identities we don't have and other call us out; others try to attack our social identity and fail to give us our social worth

3) Critical reflection

- Durkheim: social life is governed by norms and values that are functional
- Drawing on microsociology, the function of norms and values is to enable social interaction
- Yet Durkheim's notion of functional deviance iterating around rules is problematic. Why do people deviate? Who decides that they deviate? What follows from deviance? And who gets to define the rule from which to deviate?
- If microsociology is so concerned with social roles and identity and the power structures at play in deviance, why has it nothing to say about gender?