

SOCIAL AND CULTURAL CHANGE

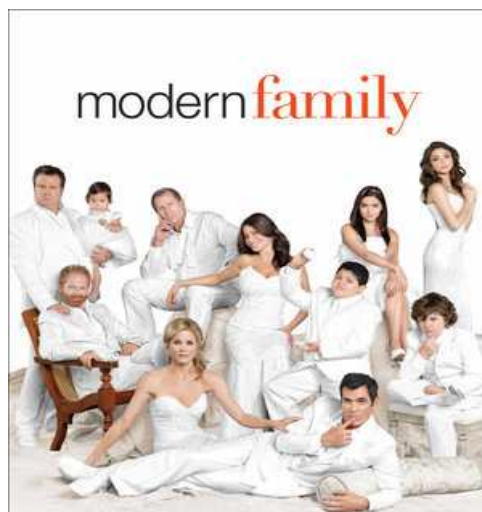
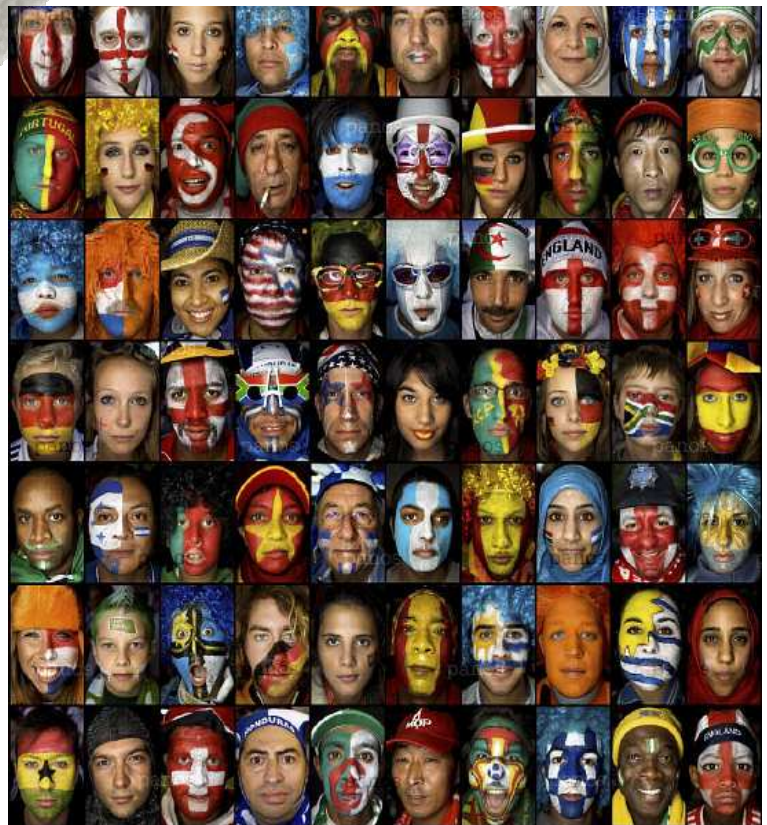
Department of Sociology

Rhodes University

Lecturer: Ms Chisaka

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Sociology I
3rd term 2012



COURSE DESCRIPTION

Welcome to the course on social and cultural change. Change, be it subtle or dramatic, is always an integral part of social life. We are all acutely aware of changes in our own life circumstances. Coming to Rhodes University, for example, is a major change for most of you and your families. In sociology, when we speak of change, we are essentially referring to the alterations that occur in time within social relationships, norms, roles, statuses and importantly within macro-social structures and institutions. Thus, *the study of social change is at the very core of sociology. Perhaps all sociology is about social change. Change is such an evident feature of social reality that any social-scientific theory, whatever its conceptual starting point, must sooner or later address it* (Haferkamp & Smelser, 1992: 1).

COURSE STRUCTURE

The course is divided into two main sections (each section will be covered in three weeks). The first section looks at theories and sources of social change, and the second section focuses on feminism as a social movement and as social theory. Ms Gwen Johnson (g.johnson@ru.ac.za) will teach the first section and Ms Corinne Knowles (c.knowles@ru.ac.za) will take the second. The last week of term will be a concluding reflection on the course, and this will be taken by Ms Chisaka.

Course objective and learning outcomes

The objective of the course is to explore key sociological theories and debates in a way that will encourage an inquisitive and reflective approach to understanding and explaining social change. By the end of the course you will be able to:

- Provide a sociological definition of social change;
- Become familiar with different sociological theories/perspectives, including feminist ideas, of social change and be able to apply them in your tutorial assignments, test and exam questions;
- Give a sociological explanation of change occurring in the contemporary family;
- Understand how global economic factors and demographic change are causing significant social change in various societies around the world;
- Understand the role of feminism in Africa, particularly in South African social relations.

You are expected to read widely. Do not restrict yourself to readings on the course outline and on RUconnected (Social Change – enrolment key **sc2012**). However, the extra readings must be academic books, journals, and academic electronic articles. You are encouraged to draw on current media articles/movies/TV series and personal experience to support your arguments in the assignments (tutorials, test and exam).

Week 1 (23rd July – 27th July): Theories of Social Change

What is social change? Harper (1993: 4) and other sociologists define social change as “the significant alteration of social structure and cultural patterns through time”. This definition underpins various considerations of social change throughout the course,

especially discussions on theories of social change. There are various theories of social change, ranging from those that explain specific factors that cause small-scale changes to abstract and broader theories which attempt to understand underlying trends in the evolution and transformation of human societies. We will look at some of these, such as the sociocultural evolutionary theory, cyclical theory, functionalist perspective, conflict perspective, and social-psychological theories.

Readings:

- Haferkamp, H. & Smelser, N. J. (eds.). 1992. **Social change and modernity**. Berkeley: University of California Press. Introductory chapter. (RU online resource – OPAC).
- Harper, C.L. 1993. **Exploring social change**. Englewood Cliffs, New Jersey: Prentice Hall, Inc. Chapter 1. [303.4 HAR. Short Loan].
- Lauer, R. H. 1991. **Perspectives on social change**. Massachusetts: Allyn & Bacon. Chapters 1 - 5. [303.4 LAU. Short Loan]
- Moore, W.E. 1963. **Social change**. Englewood Cliffs, New Jersey: Prentice-Hall, Inc. Chapter 1. [303.4 MOO. Short Loan].
- Popenoe, D. 1995. **Sociology**. Englewood Cliffs, New Jersey: Prentice-Hall, Inc. Chapter 22. [301 POP. Short Loan]
- Strasser, H. & Randall, S. C. 1981. **An introduction to theories of social change**. London: Routledge & Kegan Paul Ltd. Chapters 1-4. [303.4 STR. Short Loan]
- Vago, S. 1989. **Social change**. Englewood Cliffs, New Jersey: Prentice-Hall. Chapters 1, 2, 5, 6 & 7 [303.4 VAG. Short Loan].

Week 2 (30th July – 3rd August): Sources of Social Change

This week will focus on some major sources of social change – population, technology, cultural processes (e.g. education), economic development (industrialization), and the physical environment.

Readings:

- Castells, M. 2000-2003. **The information age: economy, society and culture**. Volume 1. Cambridge, Massachusetts: Blackwell Publishers. Chapter 1. [303.4833 CAS. Short Loan]
- Giddens, A. 2006. **Sociology**. Cambridge: Polity Press. Chapters 2, 7, 17, 21 & 22. [301 GID. Short Loan]
- Lauer, R. H. 1991. **Perspectives on social change**. Massachusetts: Allyn & Bacon. Chapter 7. [303.4 LAU. Short Loan]
- Popenoe, D. 1995. **Sociology**. Englewood Cliffs, New Jersey: Prentice-Hall, Inc. Chapter 22. [301 POP. Short Loan]
- Vago, S. 1989. **Social change**. Englewood Cliffs, New Jersey: Prentice-Hall. Chapters 4 & 10. [303.4 VAG. Short Loan].

Week 3 (6th – 10th August): Changes in the Family

The industrial revolution and the subsequent urbanization, modernization, and economic development of society are seen by most sociologists as the cause of significant changes in the structure and functions of the family. They believe that industrialization was/is instrumental in transforming the traditional large, authoritarian, relatively stable rural family system into the more egalitarian, emotionally freer, and less sexually stratified nuclear family. There is a common societal belief that the nuclear family is in decline, due to rising rates of divorce, extra-marital sex and abortion, and rising numbers of single-parent families. In this section, we look at how the family, “both as a living arrangement and as a social institution is not disappearing at all but instead is becoming more diverse and complex as it adapts to changing social and economic circumstances” (Newman & Grauerholz, 2002: 26).

Readings:

- Bozzoli, B. 1991. **Women of Phokeng: consciousness, life strategy, & migrancy in South Africa 1900-1983**. Johannesburg: Raven Press (Pty) Ltd. [305.420968 BOZ]
- Everly, K. 1977. **New directions in divorce research**. *Journal of Clinical Child Psychology*. Vol. 6 (2) 7-10.
- Giddens, A. 2006 (5th ed). **Sociology**. Cambridge: Polity Press. Chapter 7 & 14 [301 GID. Short Loan]
- Gerson, K. 2009. **Changing lives, Resistant Institutions: A new generation negotiates gender, work and family change**. *Sociological forum*, Vol. 24 (4) 735-753.
- Haralambos, M., Holborn, M. & Heald, R. 2004/2008. 6th & 7th Editions. **Sociology: themes and perspectives**. Chapter 7 & 8 [301 HAR. Short Loan]
- Jamieson, L., Backett Milburn, K, Simpson, R. and Wasoff, F. 2010. **Fertility and social change: the neglected contribution of men's approaches to becoming partners and parents**. *The Sociological Review*. Vol. 58 (3) 463-485.
- Newman, D. M. & Grauerholz, L. 2002. **Sociology of families**. Thousand Oaks, CA: Pine Forge Press. Part 1: pages 1-77, Chapters 7, 8, 11, 12 & 13 [306.850973 NEW. Short Loan].
- O'Connor, M. 2005. **Corporate Social Responsibility for work/family balance**. *St John's Law review*. Vol. 79 (4) 1193-1220.
- Ramphela, M. 2002. **Steering by the stars: being young in South Africa**. Cape Town: Oxford University Press. [305.2350968 RAM]
- Smit, R. 2008. **'New fatherhood' – fact or fiction? The perceptions and experiences of fathers in South Africa**. *Acta Academica* 40 (1) 52-77 (Available on RUconnected)
- Talmon-Garber, Y. 2003. **Social change and family structure**. *International Social Science Journal*. Vol. 14 (3) 468-476.
- Van der Merwe, A. & Faber, P. (eds.) 2003. **Group portrait South Africa: nine family histories**. Cape Town: Kwela Books. [778.92 GRO]
- Ziehl, S. C. 1997. **Family diversity: a South African perspective focusing on whites in Grahamstown**. Grahamstown: Rhodes University [TR 98-30]

Week 4 (13th – 17th August): Feminism

This section looks at the feminist explanation of and contribution to social change. We will look at how African feminism has addressed African issues, such as the contribution to political change by the women's movement in South Africa. We will also explore how feminism as a movement and theory is rooted in broader international debates and experiences. What is feminism? How does it fit into Sociology? What are the debates? What do different terms associated with feminism mean? This discussion on feminism will consider these and other questions. Each lecture will focus on a reading and some of the debates around feminist theory. You are expected to read the relevant reading in preparation for the lecture, as this will enable meaningful class participation. All the readings and slides will be on RUconnected (enrolment key **sc2012**). There are additional readings for those who would like to read further.

Readings:

- Hall, E.J. & Rodriguez, M.S. 2003. **The myth of postfeminism.** *Gender and Society* Vol. 17(6) 878-902.
<http://links.jstor.org/sici?sici=08912432%28200312%2917%3A6%3C878%3ATMOP%3E2.0.CO%3B2-3>
- Moore, C. Schools of feminist thought: factions and subsets of the feminist movement
<http://www.feministezine.com/feminist/modern/Schools-of-FeministThought.html>
- Skeggs, B (2008) **The dirty history of feminism and sociology: or the war of conceptual attrition.** *The Sociological Review*, Vol. 56, No. 4. pp 670-690
<http://onlinelibrary.wiley.com/doi/10.1111/j.1467-954X.2008.00810.x/pdf>
- Steady, F.C. 2005. **An investigative framework for gender research in Africa in the new millennium.** In O. Oyewumi (ed). *African gender studies: a reader*. New York: MacMillan. Pages 313-331 www.codesria.org/IMG/pdf/STEADY.pdf
- Morrell, R. 1998. **Of Boys and Men: Masculinity and Gender in Southern African Studies.** *Journal of Southern African Studies*, Vol. 24 (4) 605-630.
- Razavi, J. and Hassim, S. 2006. **Gender and social policy in a global context.** UNRISD Report.
http://www.nai.uu.se/publications/news/archives/063razavi_and_hassim/index.xml?Language=sv&Language=en&Language=sv&Language=sv&

Week 5 (20th – 24th August): African Feminism and the Women's Movement in South Africa

African feminisms have developed alongside struggles against colonialism, internal conflict and apartheid, in the case of South Africa. While feminism is often considered to be a Western concept, there is a long history and current engagement with feminist ideas on the continent. African feminists have contributed theory and research into the conditions, aspirations, and experiences of women on the continent, which explain society from a gendered perspective. As a movement, African feminism has brought about important societal changes – for example in South Africa and Liberia. This section looks at some of the African feminist debates, and at how some of these apply to the history of the South African women's movement.

Readings:

- Afonja, S. 2005. **Gender and feminism in African development discourse.**
Lecture at Indiana University October/November 2005
<http://www.indiana.edu/~ias/sites/default/files/pdf/afonja.pdf>
- Beall, J., Hassim, S. and Todes, A. 1989. **'A Bit on the Side'?: Gender Struggles in the Politics of Transformation in South Africa.** *Feminist Review* Vol. 33
<http://www.jstor.org/stable/1395213>
- Gasa, N. 2012. **Remember the women who blazed the trail.** Mail and Guardian. Jan 6 12, 2012. Page 27.
- Hassim, S. 2004. **Voices, hierarchies and spaces: reconfiguring the women's movement in democratic South Africa.** In globalisation, marginalisation and new social movements in post-apartheid South Africa. A joint project between the Centre for Civil Society and UKZN. pp1-23.
- Mannathoko, C. 1999. **Theoretical perspectives on gender in education: The Case of Eastern and Southern Africa.** *International Review of Education*. Vol. 45 (5/6) 445-460. <http://www.jstor.org/stable/3445096>
- South African Online History. **A decade by decade events account of the women's struggle in South Africa.**
www.sahistory.org.za/pages/governance-projects/womens-struggle/chronology.htm
- Steady, F.C. 2005. **An investigative framework for gender research in Africa in the new millennium.** In O. Oyewumi (ed). *African gender studies: a reader*. New York: MacMillan. Pages 313-331 www.codesria.org/IMG/pdf/STEADY.pdf
- Walker, L. 2005. **Men Behaving Differently: South African Men since 1994.** *Culture, Health & Sexuality*. Vol. 7 (3) 225-238 <http://www.jstor.org/stable/4005493>

Week 6 (27th – 31st August): The History of Feminism, and Where to From Here

Since the 1789 French Revolution, women in Europe and North America have mobilised and theorised around issues of gender inequality. The first important inequality under consideration was the issue of active citizenship – i.e. women being given the right to vote. Once this was achieved, women's movements, and later feminism, took on various struggles of inequality throughout the Western world. This week's lectures will look at how feminism has evolved as a movement and theory in the not-so-wild West. We will also look at what feminism holds for our world today.

Readings:

- Boxer, M. J. 2002. **'First wave' feminism in nineteenth-century France: Class, family and religion.** *Women's Studies International Forum*. Vol. 5 (6) 551–559
www.sciencedirect.com.wam.seals.ac.za/science/article/pii/S0277539582900966
- hooks, bell. 2000. **Feminist theory: from margin to centre.** Cambridge: South End Press
http://excoradfeminisms.files.wordpress.com/2010/03/bell_hooks-feminism_is_for_everybody.pdf
- Offen, K. (1988) **Defining Feminism: A Comparative Historical Approach.** *Signs*, Vol. 14 (1) 119-157. www.jstor.org/stable/pdfplus/3174664.pdf

Stuart, M. (1994) **You're a big girl now: subjectivities, feminism and oral history.**
Oral History Vol. 22 (2) 55-63
jstor.org.wam.seals.ac.za/stable/pdfplus/40179365.pdf?acceptTC=true

Week 7 (3rd – 5th September) Concluding Lectures

COURSE EVALUATION

There will be a class test on **6th September at 7pm – 8pm.** Venue: Eden Grove Red (Surname A – M) & Eden Grove Blue (Surname N – Z). The test counts 7.5% of the year mark, and is **MANDATORY** as it is part of your DP requirements for Sociology 1. On the day of the test, you must be seated ten minutes before the test begins (**6:50pm**). You will write two essay questions, each from Ms Johnson's & Ms Knowles' sections.

November exam will have the same format as the test (two essay questions, one from each section).

TUTORIALS

There are **four compulsory** tutorials this term. You are required to read the prescribed reading/s and answer the set tutorial question. The answer must not exceed two typed pages (500 words).

Tutorial 1: 2nd & 3rd August

Question:

Which theory or theories of social change covered in this course do you think provides a better explanation of contemporary social change? Use examples to support your argument.

You must reference 3 or more readings from Week One on Theories of Social Change to support your discussion.

Tutorial 2: 16th & 17th August

There have been a number of demographic changes in the population of countries around the world which have had a number of effects on the family. These include declining *birth rates, fertility rates, infant mortality rates, death rates*, and increased *life expectancy*. These changes have had an impact on family size, but also have increased pressures on families and individuals today as a result of an *ageing population*, in some countries, and as a result of a *larger proportion of young people* in other countries.

Question:

Imagine you were a policy maker of your country (or any country of your choice). What three possible solutions would you suggest in dealing with either an *ageing population* or a *larger proportion of young people*? Give reasons for your proposed solutions.

You must reference 3 or more readings from Weeks 2 & 3 to support your discussion.

Tutorial 3: 23rd & 24th August

Question:

Do you think feminist theory is relevant in Africa, particularly in South Africa, today?

You must reference 3 or more readings from Week 5 to support your argument.

Tutorial 4: 30th & 31st August

Towards the end of last year, a group of Rhodes students and staff participated in a SlutWalk protest march (see www.grocotts.co.za/slutwalk and <http://blog.evanescent.co.za/2011/10/slutwalk-grahamstown.html>). According to media reports, the SlutWalk protest marches began on April 3, 2011, in Toronto, Ontario, Canada, and became a movement of rallies across the world. Participants protest against explaining or excusing rape by referring to any aspect of a woman's appearance. The rallies began when Constable Michael Sanguinetti, a Toronto Police officer, suggested that to remain safe, "women should avoid dressing like sluts." The protest takes the form of a march, mainly by young women, where some dress provocatively, like sluts.

Question:

Do you think SlutWalk protest marches advance or support feminist ideals? Give reasons for your answer. **You must reference 3 or more readings from Weeks 4 – 6 to support your argument.**