Answer any ONE question

1. History, structure and agency are central to sociological research. Discuss.

2. Class has a fundamental presence in any society. Discuss.

Answer any **TWO** questions. READ THE QUESTIONS CAREFULLY, identifying their various components. Take some time (not longer than 5 minutes each question) to PLAN and STRUCTURE your essays, and remember that legible handwriting is essential!

1. Discuss the general principles of ethical practice in the social sciences.

2. In what ways do you think social science is a useful social actor?

3. How do positivism and interpretivism differ as philosophical/methodological approaches in the social sciences?

4. As part of a government plan to revise the structure of stipends, you have been asked to carry out research on the social background of University students. Draw up a step by step research proposal of how you would go about it, taking care to justify your choice of method/s.

5. Qualitative and quantitative research approaches are different yet in a sense complementary. Discuss.
This paper is going to be divided into two parts. You have to tackle the two parts.

**Part A**
Choose 4 of these concepts. Explain what they mean to particular sociologists and how the meaning may be different when used by others. For each concept you should not write less than half a page.

1. reification
2. dialectical
3. rationalization
4. Fordism and post-Fordism
5. hegemony
6. alienation
7. commodification
8. anomie
9. verstehen
10. ideal types
11. rationalization
12. structuration

**Part B**
Choose one title and write an essay about:

1. Which social and intellectual factors brought about the development of sociological theory in the nineteenth or twentieth century?
2. Certain sociologists focus on agency others on structure others synthesis both concepts in one theory. While referring to classical sociologists, explain how these concepts might have been integrated into theories by two different sociologists.
3. American sociology was quite keen in promoting structural functionalism. What aspects in American society gave rise to this theory? Explain with reference to two structural functionalists.
4. What is the difference between Marxist and neo-Marxist theories?
5. On which basis would we say that Marx might not be a sociologist?
6. Why would Durkheim be considered as the father of empiricism, unlike Comte?
7. What do Marx and Weber have in common, in spite of their differences?
8. Some say that Simmel became famous posthumously. Which field of sociology did Simmel help to promote?
9. Some theories promote evolution, others revolution. Discuss.
Answer any **TWO** questions. READ THE QUESTIONS CAREFULLY, identifying their various components. Take some time (not longer than 5 minutes each question) to PLAN and STRUCTURE your essays, and remember that legible handwriting is essential!

1. Using an example of your choice, describe the method, strengths, and weaknesses of content analysis as a non-reactive research technique.

2. You have been asked to carry out quantitative research on Maltese people’s spending patterns with respect to purchasing/renting and furnishing their homes. Describe how you would carry out this project, taking care to justify your choices at each step of the process.

3. In what ways do numbers (i.e. statistics) pattern our thought about society, and what sort of caution should we exercise when working with social statistics?

4. List and discuss the key aspects of a well-designed social survey questionnaire.

5. Discuss the following four elements of the experimental approach: Experimental design, internal/external validity, control, and random assignment.
Choose 1 of the following:

1. "In place of the welfare state we should put the social investment state, operating in the context of a positive welfare society" (Anthony Giddens). Discuss

2. Discuss the major critiques of social policy put forward by Feminism. Refer to the perspectives of (a) liberal feminists (b) socialist/marxist feminists (c) radical feminists (d) black feminists

3. Social divisions are carried over into retirement. Discuss

4. Compare and contrast the following concepts : the Underclass and Social Exclusion
Bureaucracy did not emerge solely as an outcome of the broader process of rationalization but also from a new form of domination. Discuss.

The number of members in a group is crucial for the group's potential stability. Elaborate

Primary groups, secondary groups, and bureaucracies rest on a continuum. Discuss
UNIVERSITY OF MALTA
FACULTY OF ARTS
DEPARTMENT OF SOCIOLOGY

ASSESSMENT TEST: Semester 1, 2004-2005
STUDY UNIT: SOC2003 Qualitative Approaches to Sociology
DATE: Wednesday 2nd February 2005
TIME: 15.30 – 17.30

Please remember to write your:
Surname and Name
Question Number
on each foolscap.

Answer any TWO questions. READ THE QUESTIONS CAREFULLY, identifying their various components. Take some time (not longer than 5 minutes each question) to PLAN and STRUCTURE your essays, and remember that legible handwriting is essential!

1. ‘Believing, with Max Weber, that man is an animal suspended in webs of significance he himself has spun, I take culture to be those webs, and the analysis of it to be therefore not an experimental science in search of law but an interpretive one in search of meaning’ (Geertz, 1973). Discuss.

2. List and develop a set of points which you think are crucial aspects of a good qualitative interview.

3. Qualitative methodology draws on a number of philosophical schools and traditions. Discuss the ways in which the German hermeneutic school is relevant to contemporary ideas about the study of society.

4. Max Weber’s methodology has been described as an attempt to ‘objectify subjectivity’. Discuss.

5. Where is the first person located in social scientific writing?

6. What are the characteristics, strengths, and weaknesses of ethnography as a research method?
University of Malta
Faculty of Arts
Department of Sociology

Study Unit: Sociology of Education
Credit Code: SOC 2005
Credit Value: 4

Thursday 2nd June 2005
Time: 16.45 – 18.45

Part I
Answer TWO questions from each section using around 50 words for each answer.
Each question carries 5 marks.

Section A
1. Briefly explain how Bowles and Gintis define the correspondence between school and work.
2. Give two reasons why Illich suggests the Deschooling of Society.
3. Who are the main actors/institutions involved in ‘the site for struggle’ to influence the school curriculum? (Mention at least three)

Section B
4. Explain what is meant by a comprehensive school system.
5. Explain briefly how cultural capital can affect pupils’ orientation to and achievement at school.
6. Teachers tend to have an ideal image of a pupil. Explain what this mean giving at least three characteristics of this image.

Section C
7. Explain briefly what Hargreaves means by ‘juggling’ when he refers to a form of behaviour at school
8. List three similarities which Paul Willis identified between shop floor culture and counter school culture.
9. Give three reasons why some pupils tend to make a deliberate effort to absent themselves from school.

Section D
10. Explain briefly what is meant by Human Capital Theory
11. Explain briefly what is meant by Qualification Inflation
12. Screening Device is used by some employers in their recruitment strategies. Explain briefly the meaning of this ‘screening device’

Section E
13. How do we define state and non-state schools?
14. Explain briefly how a marketized system of education can create polarisation between schools.
15. Explain the meaning of commodification of knowledge.

Part II
Critically discuss ONE of the following statements (50 marks).

(i) The school system in its role of socialisation tends to be more concerned with reproducing culture rather than transforming it.

(ii) Although the detractors of the school system may be right in claiming that we have not yet built a real meritocratic system, it will, on the other hand, be untrue to say that nothing has been changed.
(iii) Deviant behaviour at school can be just a manifestation of pupils’ show of resistance to the alienative nature of school.

(iv) A tight bond between education and the world of work tends to instil a utilitarian orientation to schooling and higher demands for achievement.

(v) No matter how strong the lobby to marketize the school system may be, education will never be privatised to the same extent as other public utilities.
Choose 2 questions one from each section

Section A – Social Class

1. Classical sociologists give different interpretations to explain social inequality. Compare and contrast the theories of two particular sociologists in the nineteenth century.

2. Inequalities on the basis of social class preoccupied early sociologists. These theoretical paradigms were eventually empirically tested by sociologists in the twentieth century. By focusing on a ‘modern’ study of social class, underline how social classes might have changed.

Section B – Other Forms of Inequality

1. Empirical research on social class has been heavily criticised for not taking into consideration other issues which can cause social inequality. Choose a particular issue and say why this variable is relevant when it comes to studying social inequality.

2. Nowadays sociology has moved on from focusing on just one social variable as being the cause of social inequality, to studying ‘interlocking oppressions’. What do you understand by this phrase?

3. Sociologists who study social inequality sometimes suggest certain policies to help combat discrimination on the basis of social class, age, gender, disability and others. Delineate a particular policy and underline its limitations.
Choose one question from the following

1. The economy has undergone a number of changes which have direct ramifications on the kind of jobs available in the labour market. Which changes have taken place?

2. Technology has had an enormous effect on employment. A number of studies have been conducted to study its effect. Focus on two particular studies and delineate how technology has impacted on workers.

3. Different social groups have different access to the labour market. Focus on a particular group and delineate its position within the Maltese labour market.
Choose one topic from each section and write an essay about:

**Section A.**
1. Is there a sociology of tourism?
2. What do you understand with the concept of sustainable tourism?
3. Which supranational entities are implicated in global tourism? In what way?
4. In what way can one say that tourism is the fastest growing industry in the world?
5. Differentiate between different typologies of tourists.

**Section B**
1. What socio-cultural impact does tourism have in developed and/or developing countries?
2. Which groups in society have access to travel?
3. Why would you consider eco tourism as being part of sustainable tourism, but not sustainable tourism?
4. Gender, like race, effects consumption, employment and representation patterns. Illustrate by taking into consideration two of these issues.
5. Why would small scale tourist development generate more direct employment?
6. The tourism industry is said to generate dependency when established in Third World countries. Why and in what way?
1. ‘Globalisation’ is an umbrella term that subsumes a number of rather distinct social processes. Discuss.

2. In what ways can globalisation be understood as a process of changing social articulations in and perceptions of time and space?

3. What do we mean when we say that contemporary capitalism is characterised by flexibility and fluidity? In what ways, if at all, is it different from the so-called ‘Fordist’ means of accumulation and production?

4. Globalisation seems to involve both homogenization and differentiation. Do you think that this is necessarily a contradiction, and what types of homogeneity and difference are we talking about?

5. The mobility of individuals and groups is as old as the history of humankind; at the same time, scholars such as for instance Stephen Castles argue that we are living in an ‘age of migration’. In what way/s does our understanding of mobility change when viewed from the perspective of globalisation?
Section A - Underline the correct answer (1 mark each). Answer all questions.

1. Some sociological theorists argue that society is made up of many competing social groups. They also maintain that different parts of the media cater to various sections of society. Which theories are these?
   a. Pluralist Theories
   b. Marxist Theories
   c. Neo-Marxist Theories
   d. Interpretive Theories

2. Exponents of the above theories are:
   a. Kitsuse
   b. Marx
   c. Katz and Lazarsfeld
   d. Ang

3. Ruling ideas control the information we have about the world. Although media sources and messages appear diverse, in reality there is centralized ownership: a few media corporations own and operate most media.
   a. Pluralist Theories
   b. Marxist Theories
   c. Liberal Theories
   d. Interpretive Theories

4. Neo-Marxists argue that the media make meanings and organize them into systems or codes. These codes make the world comprehensible to viewers. Only a relatively small number of codes are used to interpret reality: these become taken-for-granted sets of ideas. Underline the main exponents
   a. Marx,
   b. Lull,
   c. Gramsci
   d. Frankfurt School

5. According to Hall, the media encode the meanings of the powerful. Through the unconscious imposition of their worldview, they help to construct consensus. This is known as
   a. hypodermic syringe model
6. Some theories use an analogy between media messages and a drug injected by a hypodermic syringe. The medium is the syringe; the message is what is injected. Early exponents of this model were
   a. Gorz
   b. Shannon and Weaver
   c. Morley
   d. Galtung and Ruge

7. The normative model is a more sophisticated social theory of media influence than the hypodermic model. It suggests that when a media message reaches an audience, its interpretation is affected by social interaction, especially the opinion of relevant others. How is this model also referred to?
   a. hypodermic syringe model
   b. cultural hegemony of the social construction of meaning
   c. pluralist model
   d. two-step flow.

8. Different people use the media for different reasons. In this model individuals are viewed as active interpreters and choice makers, instead of passive receivers of media messages. Which of the following does not make up McQuail’s uses and gratifications types?
   a. diversion
   b. personal relationships
   c. personal identity
   d. surveillance
   e. political propaganda

9. The structured interpretation model insists that audiences ‘filter’ media messages according to their social location. Although media texts are polysemic, the discursive resources we have access to, help us decode the message. The first researcher who conducted research on the programme Nationwide was
   a. Fiske
   b. Gramsci
   c. Morley
   d. McQuail
   e. Bush

**Section B - Choose 5 questions**
10. Mention four characteristics of mass communication. (4 marks)

11. What is the difference between mass culture and high culture? Give a definition and two examples. (4 marks)

12. The media industry has grown in response to public politics, economics and technology. Focus on one of these issues and elucidate on the matter. (4 marks)
13. Stations/channels can derive revenue from two sources. Which are these and how? (4 marks)

14. What is culture according to a particular theoretical perspective (4 marks).

15. What are the functions of culture according to functionalists? (4 marks)

16. What do we understand by the term biological determinism? (4 marks)

17. Sociological, cultural and feminist approaches focus on cultural assumptions and practices regarding sex and gender roles. Focus on one theory, explain it and underline its limitations. (5 marks)

18. Analyse an anti-essentialist theory and say why it is an improvement on theories that preceded it. (5 marks)

19. What is the link between mass media and the nation? (5 marks)
20 What is the difference between a passive vis-à-vis active audiences? Which theory promotes the latter concept? (5 marks)
Answer any **TWO** questions. READ THE QUESTIONS CAREFULLY, identifying their various components. Take some time (not longer than 5 minutes each question) to PLAN and STRUCTURE your essays, and remember that legible handwriting is essential!

1. Describe and critically discuss the more important ideas of the Chicago school of urban sociology.

2. In many cities worldwide one notes the proliferation of ‘gated developments’. What are they, and why do you think people increasingly choose to live in them?

3. Scholars such as Cassar and Mallia-Milanes argue that the arrival and subsequent settlement of the Knights in Malta fostered the development of an urban culture. Do you agree, and why?

4. Describe and discuss some of the elements that London, New York, Tokyo, Paris, and other ‘global / world cities’ have in common.