Teaching notes

Using this issue

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This document briefly describes the resources provided as SociologyReview Extras for this issue, and then offers suggestions for using each of the articles in this issue.

This issue has the regular features of suggestions for using the articles and some links to useful sites for various topics. In addition, there is a practice question for Education with research methods, with some guidance on how to answer it. There are also some revision tasks for the Families and households and Education topics. The PowerPoint presentation looks at Health, and the material is also useful for issues of Stratification and differentiation.

Teenager identities and social media (p. 2)

This interesting article could form the basis of a class discussion around how teenagers typically use social media. It is worth exploring the concept of the ‘moral landscape’ so that you would feel comfortable in using this in an exam answer — provided, of course, that it was relevant to the question. You should use the article to discuss the areas of ‘participation’, ‘visibility’ and ‘risk’, in particular looking at the ways in which some users put themselves at risk. It is also interesting to explore how some people become ‘victims’ in ways that were obviously different in the days before social media. Use your sociological imagination to discuss how the material in this article could link to other topic areas that you are studying, such as Family, Education and Culture and identity.

The ‘oldest old’ (p. 10)

This is particularly useful for the areas of health and social policy. A great deal of information is provided in the article, but discuss with your teacher the possibility of asking someone from the social services area of your local council to come in to one of your sociology lessons to give a brief talk and answer questions. Even if this is not possible, you can learn a lot by looking up the home page of your local county council and going to the various pages within it that are relevant to this topic. For example, you will likely find headings such as ‘Support to stay at home’, ‘Arranging for care’, ‘Help with dementia’ and ‘Support for carers’. Even if you are able to get a speaker, you should look through the help and support that is available.

Couples who live apart (p. 18)

This article provides very useful information that you could use in any exam question that asked about family structures or households. Go to the website of the awarding body whose exam you will be taking and look up some past papers on the Families and households topic. As all the specifications are new, it is worth looking at papers on this topic from the previous specification. The question content will be broadly similar. Then work out how you would use the information about LATs in your
answer. You should read carefully the reasons given by Sasha Roseneil for people being in LAT relationships — these would help to show analysis in your discussion. Make sure that you watch the two clips of Sasha Roseneil explaining her research.

The article is also useful in that it provides an example of a reason for carrying out research. Sometimes an exam question on Theory and methods will ask about the reasons for a particular choice of topic. An often-neglected answer is that the reason may stem from something in the sociologist’s life or personal experience, as is clearly explained here.

‘Lad culture’ in higher education (p. 22)

This article obviously raises important issues of gender and power. Be sure to watch the clip of Carolyn Jackson giving her lecture on this topic. You should also use the link below to an article that appeared in the Guardian on 18 September 2015. You will find several useful links within the article, including ones to a government inquiry into violence against women at university, and research carried out by the National Union of Students. There is also a ‘consent quiz’ for you to take, created by Somerset and Avon Rape and Sexual Abuse Support (Sarsas), which is given to new undergraduates at the University of Bristol. You will find the article at:

http://tinyurl.com/n9dzn2h

What do we mean by ‘disability’? (p. 30)

Make sure that you understand what is meant by the ‘medical’ and ‘social’ models of disability — in particular, the differences between them. To further your knowledge, visit the websites of some charities and campaign groups to see what they are doing. See whether you can tell which model of disability they are using. There are many such groups, all of which will have some useful information to broaden your knowledge and understanding, but here are three to get you started:

Disability Rights UK: www.disabilityrightsuk.org
Scope: www.scope.org.uk
Queen Elizabeth’s Foundation: www.qef.org.uk