

N° carte d'étudiant:

(aucun document autorisé)

DÉPARTEMENT DE SOCIOLOGIE

Année: L 1

Matière: anglais

Session: janvier 2012

Durée de l'épreuve: 2 heures

Responsable: M. BLANC

Prière d'écrire directement sur la liasse. Lorsque vous aurez terminé, vous mettrez cette liasse à l'intérieur d'une feuille de copie sur laquelle vous aurez mentionné votre nom, votre prénom et votre numéro d'étudiant et que vous aurez pris soin d'anonymer.

NB: Le soin et les fautes d'orthographe seront pris en compte dans la notation

1) Exercice de compréhension sur le texte "What's Good for the Kids" (5 points)

Remplissez le tableau en disant simplement si les assertions suivantes sont justes ou fausses

According to the text,

- a) Today, we tend to consider that our career is not as important as our children.
- b) Today's parents are aware that they can act on their children's emotional and psychological development.
- c) The well-being of children has been a key argument in the debate over the legalization of gay marriage.
- d) Before the 1990s, one of the problems to obtain sociological data about gay couples was because they were not married.
- e) According to the text, gay marriage is impossible in the U.S.
- f) Today, the proportion of female gay couples raising children is larger than the proportion of male gay couples.
- g) Today, the sample of children raised by same-sex parents is not large enough to collect data and conduct a sociological study on gay parenting.
- h) The sociological studies on gay parenting that have been conducted recently have revealed that gay parents are a danger to their children.
- i) There doesn't seem to be particularly more bullying in schools against children of same-sex parents than others.
- j) Children raised by same-sex couples, when they grow up, have a more rigid view of male and female social roles than others.

TABLEAU:

PHRASES	REponses	PHRASES	REponses	PHRASES	REponses
a		e		i	
b		f		j	
c		g			
d		h			

2) **Lisez très attentivement le texte suivant.**

16 termes ont été enlevés. Pour chaque emplacement numéroté, retrouvez le terme manquant à choisir parmi les propositions ci-dessous. Ces propositions vous sont données pour chaque groupe de 4 espaces. (8 points)

The Challenges of Same-Sex Parents

When it comes to parenting, the challenges are the same, whether you're same-sex parents or not. Having said this, < 1 > additional problems for same-sex parents, like being accepted and supported within society; < 2 >, this is improving and a lot of things have changed in the past few years. The present situation is not < 3 > it used to be for gay parents. In fact, today's family structures have become more diversified < 4 > in the past and same-sex parented families more visible.

Fears and concerns

If you're now in a same-sex relationship but your children were born in a previous heterosexual relationship, you < 5 > about losing **custody** (= *la garde des enfants*), or fear that **courts** (= *tribunal*) will favour heterosexual parents. If you have children through donor insemination, you might have to consider additional issues, such as your children perhaps wondering about who their donor father is.

Children growing up in same-sex parented families may be concerned about < 6 > others might say about their family, and < 7 > different from their **peers** (= *pairs*) < 8 > have a mum and dad living in the same household. Same-sex parents may also be concerned with how their children will be affected by growing up in a household of same-sex parents. Parents may feel there is a **lack** (= *manque*) of support and acceptance for their family form and their role as parents.

Prejudice

Perhaps one of the biggest challenges facing same-sex couples is **prejudice** (= *préjugé*), < 9 > on a personal level or an institutional level (such as a lack of support groups, services or legislation).

In addition, sometimes the non-biological parent < 10 > as being the 'other parent'.

Children may be **singled out** (= *stigmatisé*) by their peers, or teachers might be insensitive to their situation. Their prejudice, sometimes, < 11 > by blaming the children's same-sex parents for any trouble.

Meeting the challenges

Same-parent families encounter challenges similar to other families. For example, same-sex couples with children from one partner's previous marriage have a lot of the same problems as **step-parents** (= *beaux-parents*) in heterosexual relationships, as well as some very different ones.

If you're in a same-sex relationship you might worry your children < 12 > at school for being different from other families. You can help your children by pointing out the things you think are special or that are positive aspects of your family arrangement. You can also talk to them about discrimination and help them think about < 13 > people bully others.

You can help your child's school or community understand more by:

- suggesting children's books < 14 > deal with the issues for the school library
- talking to your child's teachers < 15 > they can help to educate other children about your family structure
- starting a support **network** (= *réseau*) in your local community.

Being part of a support group with your children can help them feel part of a < 16 > social network, and they can develop **bonds** (= *liens*) with other children of same-sex relationships.

PROPOSITIONS :

Espaces 1 à 4 : THEN - THAN - THERE IS - THERE MAY BE - AS - THAT - AS BAD AS - WORSE - BADER - DIED - IT HAS - THERE HAVE - IN SPITE OF - HOWEVER - ALTHOUGH

Espaces 5 à 8 : MIGHT WORRY - MIGHT HAVE WORRIED - MIGHT WORRYING - WHICH - WHOSE - WHO - WHAT - MAY FEEL - MAY BE FELT - MAY HAVE FELT

Espaces 9 à 12: WILL BE BULLIED - EITHER - WILL BULLY - WILL BULLIED - BULLIED - OR - NEITHER - DOES NOT ACCEPT - DO NOT ACCEPT - ACCEPT NOT - IS NOT ACCEPTED - IS NOT ACCEPTING - EXPRESS - EXPRESSES - IS EXPRESSING - EXPRESSED - IS EXPRESSED

Espaces 13 à 16 : WHOSE - WHO - WHAT - THAT - WHY - HOW - SO THAT - IN SPITE OF - HOWEVER - ALTHOUGH - LARGER - AS LARGE - AS LARGE AS - MORE LARGE - SINCE - UNTIL - AS

TABLEAU DE REPOSES

1		5		9		13	
2		6		10		14	
3		7		11		15	
4		8		12		16	

3) Donnez les équivalents anglais des deux termes suivants (1 point).

Une seule réponse chaque fois.

NB: Cet exercice est totalement indépendant du texte.

une étape: la petite enfance:

4) Traduisez en français le passage suivant tiré du texte (2 points):

While girls raised by lesbian mothers seem more likely to have more sexual partners, and boys more likely to have fewer, than those raised by heterosexual mothers, neither sex is more likely to suffer from gender confusion nor to identify themselves as gay. (Lignes 27 à 31 - modifié)

⇒

5) Complétez la traduction (en anglais) (4 points).

NB: Tous les espaces libres doivent être utilisés.

Être parent est une tâche complexe qu'on ne peut pas réduire à des généralisations faciles. Quasiment tous les parents croient qu'ils savent ce qui est mieux pour leur propre enfant. La théorie semble être que « puisque je peux avoir des enfants, je dois avoir les capacités innées pour savoir comment les élever. »

Sauf que cette théorie n'est pas précisément basée sur la logique ou sur ce qui a été publié sur la parentalité dans le domaine de la recherche en psychologie. Pour développer leurs aptitudes à être parents, les nouveaux parents d'un premier enfant se réfèrent la plupart du temps à leur propre éducation et aux conseils de leurs propres parents, ou de leurs frères et sœurs qui ont déjà des enfants. Pas vraiment une science exacte !

Bien qu'il ne soit pas difficile d'être parent, il n'est pas aussi facile d'être un bon parent pour un enfant (comme l'apprennent vite les jeunes parents). Les enfants représentent une responsabilité constante et sans fin de la naissance jusqu'à quelque part dans l'adolescence ; et bien sûr, même là, cela ne s'arrête pas vraiment.

Quoi qu'il en soit, on a démontré dans les recherches récentes que ce n'est pas l'orientation sexuelle qui détermine le fait que l'on soit un bon parent ou non. En fait, c'est tout aussi ridicule que de suggérer que les personnes qui ont certaines tendances religieuses font des parents pires ou meilleurs que les autres. Cependant, dans une volonté de restreindre les droits des homosexuels, hommes et femmes, qui veulent avoir des enfants, on voit des gens qui avancent des arguments contre eux pour le bien des enfants. En fait, de tels parents peuvent en réalité aider à élever des enfants, moins sensibles au genre sexuel, qui sont ouverts à plus de possibilités pour leur carrière et leur vie.

Parenting is a complex task to easy generalizations.
Virtually every parent believes they know for their own child. The
theory to be that, “..... children, I
..... the innate skills to know how to raise them.”

Except that theory in logic or
..... about parenting in the domain of psychological
research. New parents of their first child most often rely for their parenting expertise and
skills on their own upbringing and advice from their own parents or siblings
..... already. Not exactly rocket science!

..... to be a parent, to
be a good parent to a child (as first-time parents). Children are a
constant, never-ending responsibility from age 0 to somewhere in their teens; and of course,
even then,

In any case, it in recent research work that
it’s not one’s sexual orientation good parenting or not.

In fact, that’s just to suggest that people
..... a certain religious perspective parents
..... others. , in an effort to put restrictions on gay men and
women children, you see some people arguing
against them for the sake of the children. In fact, such parents
raise more gender-neutral children to
..... for their careers and lives.

What's Good for the Kids

It has been apparent for a while now that we live in child-centric times (...). We think it's just fine to put our kids **ahead of** our careers, our relationships, our social lives (...).

5 We demand that public policy — on **health care**, or education, or stimulus money — consider the needs of children as surely as it does the needs of doctors, teachers and businesses (...). We devour research on how to build our children's self-esteem, to keep them from being **bullied** and to expand their intellects.

It is striking, then, how comparatively rarely children are mentioned as an argument in favor of gay marriage. The **issue** is **framed** as a debate over equality and justice, of personal freedom and the relation of church and state, not about what is good for kids.

10 That's partly because, until relatively recently, we didn't know much about the children of same-sex couples. The earliest studies, dating to the 1970s, were based on small **samples** and could include only families who **stepped forward** to be counted. But about 20 years ago, the **Census** Bureau added a category for **unwed** partners, which included many gay partners, providing more demographic data. Not every gay couple that is married, or
15 aspiring to marry, has children, but an increasing number do: approximately 1 in 5 male same-sex couples and 1 in 3 female same-sex couples are raising children, up from 1 in 20 male couples and 1 in 5 female couples in 1990.

20 This growth, coupled with the passage of time, means there is a large cohort of children who are now old enough to **yield** solid data. And the portrait emerging tells us something about the effects of gay parenting. It also contains lessons for all parents.

"These children do just fine," says Abbie E. Goldberg, an assistant professor in the department of psychology at Clark University, who concedes there are some who will continue to believe that gay parents are a danger to their children, in spite of a growing web of psychological and sociological **evidence** to the contrary. (...)

25 In most ways, the accumulated research shows, children of same-sex parents are not markedly different from those of heterosexual parents. They show no increased incidence of psychiatric disorders, are just as popular at school and have just as many friends. While girls raised by lesbian mothers seem slightly more **likely to** have more sexual partners, and boys slightly more likely to have fewer, than those raised by heterosexual mothers,
30 **neither** sex is more likely to suffer from **gender** confusion nor to identify themselves as gay.

More **enlightening** than the similarities, however, are the differences, the most striking of which is that these children tend to be less conventional and more flexible when it comes to gender roles and **assumptions** than those raised in more traditional families.

35 There are data that show, for instance, that daughters of lesbian mothers are more likely to aspire to professions that are traditionally considered male, like doctors or lawyers — 52 percent in one study said that was their goal, compared with 21 percent of daughters of

heterosexual mothers, who are still more likely to say they want to be nurses or teachers when they grow up. (The same study found that 95 percent of boys from both types of families choose the more masculine jobs.) Girls raised by lesbians are also more likely to play with “male-gendered-type toys” than girls raised by **straight** mothers. And adult children of gay parents appear more likely than the average adult to work in the fields of social justice and to have more gay friends in their social mix.

(...)

45 Same-sex couples, it seems, are less likely to impose certain gender-based expectations on their children, (...). Studies of lesbian parents have found that they “are more feminist parents,” she says, “more open to girls playing with **trucks** and boys playing with dolls,” with fewer worries about conforming to perceived norms.

50 They are also, by definition, less likely to impose gender-based expectations on themselves. “Same-sex parents tend to be more equal in parenting,” Goldberg says, while noting that no generalization can apply to all parents of any sexual orientation. On the whole, though, lesbian mothers (there’s little data here on gay dads) tend not to divide chores and responsibilities according to gender-based roles, (...).

55 So while we arguably spend too much time focusing on children, when it comes to the topic of nontraditional marriage, maybe we should start focusing on them more. One of the few parenting conversations that is not child-centric might be well served to become so. These are questions of rights and equality for adults, yes, but also questions of what is good for the kids.

Lisa Belkin, The New York Times, November 5, 2009

VOCABULAIRE DU TEXTE « WHAT’S GOOD FOR THE KIDS »

ahead of ... (1.2) = before

health care (1.3): *santé publique*

to bully (1.6): *martyriser (à l’école)*

an issue (1.8) = a question, a problem

to frame (1.8): *cadrer*

a sample (1.11): *un échantillon*

to step forward (1.12): *se présenter*

Census (1.13): *recensement*

unwed (1.13): *non marié*

to yield (1.19) = to give

evidence (1.24): *des preuves*

to be more likely to ... (1.28): *avoir plus de chances/risques de ...*

neither (1.30): *aucun des deux*

gender (1.30) = sex

enlightening (1.32) : *éclairant*

an assumption (1.34): *une idée toute faite*

straight (1.41) = heterosexual

a truck (1.47): *un camion*

L1

Durée : 2 heures
Calculatrice autorisée

DEMOGRAPHIE

Semestre 1

1 - Les sources des données démographiques

- 1) Quelles sont les deux principales sources des données démographiques ?
- 2) A quoi correspondent les classements BMS et NMD ?
- 3) A quelles périodes renvoient-ils ?

2 - Les indicateurs démographiques

- 1) Quels sont les critères retenus pour qu'il y ait situation de mortalité naturelle ?
- 2) Comment se justifie l'ordre dans lequel on étudie les trois phénomènes démographiques : mortalité, primo-nuptialité et fécondité ?
- 3) Données françaises (sources INSEE) :
 - Population au 1/1/2009 : 62 799 000
 - Population au 1/1/2010 : 63 136 000
 - Naissances en 2009 : 793 000
 - Décès en 2009 : 538 000
 - Décès d'enfants de moins d'un an en 2009 : 2 934
 - a) Calculer les soldes naturel et migratoire en 2009.
 - b) Commenter brièvement vos résultats.
 - c) Calculer le taux brut de mortalité.
 - d) Interpréter votre résultat.
 - e) Faire la critique technique de cet indicateur.
 - f) Calculer le taux de mortalité infantile.
 - g) Interpréter votre résultat.
 - h) Faire la critique technique de cet indicateur.
 - i) Les décès durant la première année de vie sont de deux ordres : lesquels ?
- 4) Taux brut de mortalité et structure par âge en France à différentes dates (sources INSEE) :

	1960	1970	1980	1990	2000	2010
Taux brut de mortalité ‰	11,30	10,60	10,20	9,30	9,00	8,50
Population en milliers	45 904	51 016	54 029	56 893	59 267	63 136
Moins de 20 ans %	31,9	32,8	30,4	27,5	25,4	24,3
65 ans et plus %	11,5	12,1	14,0	14,1	16,1	16,9

- a) Commenter l'ensemble de ces données en montrant l'évolution de la mortalité, en France, entre 1960 et 2010.

Université de Bourgogne

UFR Sciences Humaines - Département de sociologie

Histoire économique et sociale – L1

Année 2011-2012. Premier Semestre.

M. Poussou-Plesse

PARTIEL PREMIÈRE SESSION

Janvier 2012

1heure 30, aucun document autorisé.

TRAITER DEUX QUESTIONS SUR LES TROIS PROPOSÉES

Des développements construits, d'un ordre de grandeur de 4 pages, sont attendus pour chaque question.

La clarté, la précision et la rigueur de la rédaction seront valorisées, en particulier la définition et l'utilisation des termes appropriés.

- 1) Quels verrous de l'économie féodale ont sauté pendant la période dite du capitalisme pré-industriel ? Sous l'effet de quelles forces ?

- 2) En quoi les « révolutions technologiques » ont-elles fait rupture dans l'histoire économique des pays occidentaux ?

- 3) Développement des échanges économiques internationaux et intervention des Etats

Département de sociologie

Licence 1^{ère} année

Session janvier 2012

INTRODUCTION À LA SOCIOLOGIE

(M. GATEAU)

1^{er} semestre

Durée : 2h - sans document

Dans un développement argumenté s'appuyant sur les œuvres présentées en cours et sur vos lectures personnelles, vous présenterez la sociologie de Durkheim en insistant sur ses principaux apports et limites.

Rappels :

- la quantité ne fait pas la qualité
- une relecture finale de la copie est vivement conseillée
- attention, les exemples viennent appuyer une démonstration mais ne s'y substituent pas

Département de Sociologie

Licence 1^{ère} année

Session Janvier 2012

SOCIOLOGIE GÉNÉRALE

(J.P. SYLVESTRE)

1^{er} semestre

Durée : 2h
sans document

Montrez comment, dans le processus de socialisation, l'individu subit des contraintes et des influences, mais conserve cependant une marge de liberté.

N° carte d'étudiant:

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DÉPARTEMENT DE SOCIOLOGIE

Année: L 2

Matière: anglais

Session: janvier 2012

Durée de l'épreuve: 2 heures

Responsable: M. BLANC

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NB: Le soin et les fautes d'orthographe seront pris en compte dans la notation

- 1) **Exercice de compréhension sur le texte "Culture and the Sociological Perspective" (5 points)**
Remplissez le tableau en disant simplement si les assertions suivantes sont justes ou fausses

According to the text,

- a) It is not completely natural for human beings to kiss.
- b) The distance between two people when they talk is the same all over the world.
- c) Some physically uncontrolled reactions may in fact be induced by our cultural background.
- d) The so-called "*couvade*" that some men experience is purely imaginary: the symptoms are not real.
- e) The morning sickness that pregnant women experience, as well as labor pains, are purely cultural in their causes.
- f) The various effects of alcohol may differ from an individual to another, but not from a society to another.
- g) In fact biology takes no part in the behaviour people have when they are drunk, their reaction is all a matter of culture.
- h) It has been proved that no woman can be good at math because of the woman's biology.
- i) The implication of the biological explanation of human behaviour is that human behaviour may be easily changed through a simple medical intervention.
- j) The choice between biological and cultural explanations of human behaviour may have social implications.

TABLEAU:

PHRASES	REPONSES	PHRASES	REPONSES	PHRASES	REPONSES
a		e		i	
b		f		j	
c		g			
d		h			

2) Transformez les phrases suivantes par rapport aux parties soulignées et selon les indices donnés entre parenthèses. (6 points)

a) They should feel these types of discomfort. (forme en -ING)

⇒ They

b) Anthropologists have discovered several societies. (modalisation en MAY)

⇒

c) We would be surprised if the husbands of pregnant women woke up sick in the morning. (ACTIF)

⇒ It if the husbands of pregnant women woke up sick in the morning.

d) This behavior is commonly thought to have biological causes. (aspect PERFECT)

⇒ This behavior

e) Many sociologists would probably say that culture affects behavior. (aspect PERFECT)

⇒ Many sociologists that culture affects behavior.

f) The way boys and girls are brought up. (modalisation en SHOULD)

⇒ The way

3) Donnez les équivalents anglais des deux termes suivants (1 point).

Une seule réponse chaque fois.

NB: Cet exercice est totalement indépendant du texte.

(mère) de substitution:

un problème (*≠ problem, question*):

4) Traduisez en français les passages suivants tirés du texte (3 points):

- a) The example of drunkenness further illustrates how cultural expectations influence a behavior that is commonly thought to have biological causes. In the United States, when people drink too much alcohol, they become intoxicated and their behavior changes. (Lignes 35 à 37)

⇒

- b) In some societies anthropologists have studied, people drink alcohol until they pass out, but they never get boisterous; they might not even appear to be enjoying themselves. (Lignes 43 à 45 - Modifié)

⇒

5) Complétez la traduction (en anglais) (5 points).

NB: Tous les espaces libres doivent être utilisés.

La plupart des sociologues **distinguent** (= *to distinguish*) deux hypothèses concernant le baiser : soit le baiser est universel chez les humains, un de nos caractères innés, comme la parole et le rire, qui nous unissent en tant qu'espèce, soit c'est une invention, comme le feu ou le fait de porter des vêtements. On a trouvé des preuves pour les deux hypothèses. D'autres espèces ont des comportements qui ressemblent terriblement au baiser sur la bouche (mais sans son côté érotique), ce qui **implique** (= *to imply*) que le baiser pourrait être une impulsion tout aussi animale, impression que l'on a parfois. Les escargots se caressent les antennes, les oiseaux se

touchent le bec, mais seuls les humains et nos cousins primates, les sensuels bonobos, ont recours au vrai baiser avec la langue.

Même si tout ceci pourrait suggérer que le fait de s'embrasser est dans nos gènes, toutes les cultures humaines ne le font pas. Charles Darwin, dont le livre *L'expression des émotions chez l'homme et chez les animaux* traite précisément de ce sujet, notait que le baiser « est **remplacé** (= *to replace*) dans diverses parties du monde par le frottement du nez. » Les premiers explorateurs de l'Arctique ont appelé cela le baiser esquimau.

Si le baiser n'est pas universel, alors quelqu'un a dû l'inventer. Vaughn Bryant, un anthropologue américain a **retrouvé la trace** (= *to trace*) du premier baiser attesté en Inde, quelque part vers 1500 avant J.C.. De là, le baiser s'est probablement propagé vers l'ouest lorsqu'Alexandre le Grand a conquis le Pendjab en 326 avant J.C..

Toutefois, pour d'autres anthropologues, il se peut que le baiser soit plus **étroitement** (= *closely*) lié à notre sens de l'odorat qu'à celui du goût. Presque tout le monde a une odeur distincte qui lui est propre. Le baiser a peut-être commencé comme une manière de flairer qui est qui.

..... between two hypotheses about kissing: the kiss is a human universal, one of our innate traits, including language and laughter, as a species, it is an invention, like fire or Some evidence for both hypotheses. Other species engage in behavior an awful lot like the smooch (though without its erotic overtones), that kissing just as animalistic an impulse as it sometimes feels. Snails caress each other with their antennae, birds touch beaks, but only humans and our lascivious primate cousins the bonobos engage in full-fledged tongue-on-tongue kiss. all of this , not all Charles Darwin, *The Expression of the Emotions in Man and Animals* precisely the subject, that kissing "..... in various parts of the world by the rubbing of noses." If kissing is not universal, then must Vaughn Bryant, an American anthropologist, the first recorded kiss back to India, somewhere around 1500 B.C.. From there, the kiss may westward when Alexander the Great conquered the Punjab in 326 B.C., for other anthropologists, kissing to our sense of smell Almost everyone is all one's own. Kissing could as a way of sniffing out

Culture and the Sociological Perspective

As [the] evidence on kissing suggests, what seems to us a very natural, even instinctual act turns out not to be so natural and biological after all. Instead, kissing seems best understood as something we learn to enjoy from our culture, or the symbols, language, beliefs, values, and artifacts (material objects) that are part of a society. Because society (...)
5 refers to a group of people who live in a defined territory and who share a culture, it is obvious that culture is a critical **component** of any society.

If the culture we learn influences our beliefs and behaviors, then culture is a key concept to the sociological perspective. Someone who grows up in the United States differs in many ways, some of them obvious and some of them not so obvious, from someone growing up
10 in China, Sweden, South Korea, Peru, or Nigeria. Culture influences not only language but the gestures we use when we interact, how far apart we stand from each other when we talk, and the values we consider most important for our children to learn, to name just a few. Without culture, we could not have a society.

The profound impact of culture becomes most evident when we examine behaviors or conditions that, like kissing, are normally considered biological in nature. Consider
15 morning **sickness** and **labor pains**, both very familiar to pregnant women before and during childbirth, respectively. These two types of discomfort have known biological causes, and we are not surprised that so many pregnant women experience them. But we *would* be surprised if the husbands of pregnant women woke up sick in the morning
20 during their wives' pregnancies or experienced severe abdominal pains while their wives gave birth. These men are neither carrying nor delivering a baby, and there is no logical – that is, biological – reason for them to suffer **either** type of discomfort.

And yet anthropologists have discovered several societies in which men about to become fathers experience precisely these symptoms. They are nauseous during their wives'
25 pregnancies, and they experience labor pains while their wives give birth. The term *couvade* refers to these symptoms, which do not have any known biological origin. Yet the men feel them nonetheless, because they have learned from their culture that they *should* feel these types of discomfort (Doja, 2005). And because they should feel these symptoms, they actually do so. Perhaps their minds are **playing tricks** on them, but that is often the
30 point of culture. As sociologists William I. and Dorothy Swaine Thomas (1928) once pointed out, if things are perceived as real, then they are real in their consequences. These men learn how they should feel as **budding** fathers, and thus they feel this way. Unfortunately for them, the perceptions they learn from their culture are real in their consequences.

The example of **drunkenness** further illustrates how cultural expectations influence a behavior that is commonly thought to have biological causes. In the United States, when
35 people drink too much alcohol, they become intoxicated and their behavior changes. Most typically, their inhibitions **lower** and they become loud, **boisterous**, and even **rowdy**. We attribute these changes to alcohol's biological effect as a drug on our central nervous system, and scientists have documented how alcohol breaks down in our body to achieve
40 this effect.

This explanation of alcohol's effect is OK as far as it goes, but it turns out that *how* alcohol affects our behavior depends on our culture. In some societies anthropologists have studied, people drink alcohol until they **pass out**, but they never get loud or boisterous; they might not even appear to be enjoying themselves. In other societies, they drink lots of alcohol and get loud but not rowdy. In some societies, including our own, people lose sexual inhibitions as they drink, but in other societies they do not become more **aroused**. The anthropological evidence is very clear: alcohol as a drug does affect human behavior, but culture influences the types of effects that occur. We learn from our culture how to behave when drunk just as we learn how to behave when sober (McCaghy, Capron, Jamieson, & Carey, 2008)

These examples suggest that human behavior is more the result of culture than it is of biology. This is not to say that biology is entirely unimportant. As just one example, humans have a biological need to eat, and so they do. But humans are much less under the control of biology than any other animal species, including other primates such as monkeys and chimpanzees. These and other animals are governed largely by biological instincts that control them totally. A dog chases any **squirrel** it sees because of instinct, and a cat chases a mouse for the same reason. Different **breeds** of dogs do have different personalities, but even these **stem** from the biological differences among breeds passed down from one generation to another. Instinct prompts many dogs to turn around before they lie down, and it prompts most dogs to defend their territory. When the doorbell rings and a dog begins **barking**, it is responding to ancient biological instinct.

Because humans have such a large, complex central nervous system, we are less controlled by biology. The critical question then becomes, how much does biology influence our behavior? Predictably, scholars in different disciplines answer this question in different ways. Most sociologists and anthropologists would probably say that culture affects behavior much more than biology does. In contrast, many biologists and psychologists would give much more weight to biology. (...)

Why do sociologists generally favor culture over biology? [At least one] reason stand[s] out. (...) As kissing and the other examples illustrate, many behaviors differ dramatically among societies in ways that show the strong impact of culture. (...)

Many sociologists also **warn** of certain **implications** of biological explanations. First, they say, these explanations implicitly support the status quo. Because it is difficult to change biology, any problem with biological causes cannot be easily **fixed**. Consider evidence that women do worse than men on the math exam and are less likely to be mathematically gifted. Some researchers attribute this difference to women's lower testosterone levels or to their brain structures (Halpern et al., 2007/2008). Suppose either explanation is true. What, then, can we do to improve women's math scores? Operate on their brains? Give them more testosterone? Obviously either option is morally unethical and practically impossible. If these are the only options, then there is little hope for improving women's math ability, and gender inequality in math (and in high-paying jobs requiring good math ability) will continue.

Suppose instead, as many educators think, that the gender math difference stems from social and cultural factors, including the way girls and boys are brought up, the amount of attention teachers pay to them, and gender stereotyping in children's books (Penner, 2008). None of these factors will be easy to change, but at least it is more possible to change them than to change biological conditions. Sociology's perspective on gender and math performance thus promises at least some hope in reducing gender inequality in math performance. (...)

Steve Barkan, *Sociology: Understanding and Changing the Social World*, Brief Edition (2010)

VOCABULAIRE DU TEXTE

a component (1.6) : *une composante*
sickness (1.16) : *nausée*
labor pains (1.16) : *les douleurs de l'accouchement*
either (1.22) : *l'un(e) ou l'autre*
to play tricks (1.29) : *jouer des tours*
budding (1.32) : *en devenir*
drunkenness (1.35) : *l'ébriété*
to lower (1.38) : *baisser, s'amoinrir*
boisterous (1.38) : *tapageur*
rowdy (1.38) : *bagarreur*
to pass out (1.44) : *tomber dans le coma, s'évanouir*
aroused (1.47) : *excité (sexuellement)*
a squirrel (1.57) : *un écureuil*
a breed (1.58) : *une race*
to stem (1.59) : *provenir*
to bark (1.62) : *aboyer*
to warn (1.72) : *prévenir*
implications (1.72) : *sous-entendus*
to fix (1.74) : *réparer, remédier*

SOCIOLOGIE APPLIQUÉE

(SOCIOLOGIE DE LA FAMILLE)

F. SCHEPENS

Durée : 1h
Sans document

2 points sont réservés pour le soin. 6 points par question.

Attention, le partiel ne dure qu'une heure, les réponses doivent être courtes et précises.

1. Faire un arbre (ou plusieurs si c'est plus simple) et identifiez-y :
 - Ego
 - La cousine croisée patrilineaire
 - Deux belles-mères potentielles

2. Quelle(s) critique(s) peut-on faire à l'outil « arbre généalogique » pour représenter la parenté dans le monde ?

3. Pourquoi, pour C. Lévi-Strauss, le mariage entre cousins parallèles est une « aberration » ?

Département de sociologie

Licence 2^{ème} année

Session janvier 2012

SOCIOLOGIE

(M. GATEAU)

1^{er} semestre

Durée : 2h - sans document

Dans un développement argumenté, se référant au cours et à vos lectures personnelles, vous montrerez en quoi l'Ecole de Chicago constitue une étape importante dans la rénovation de la sociologie ; tant sur le plan des objets et des méthodes que des concepts.

Rappels :

- la quantité ne fait pas la qualité
- une relecture finale de la copie est vivement conseillée
- attention, les exemples viennent appuyer une démonstration mais ne s'y substituent pas

Département de Sociologie

Licence 2^{ème} année

Session janvier 2012

SOCIOLOGIE DU TRAVAIL ET DES ORGANISATIONS

(G. UBBIALI)

1^{er} semestre

Durée : 2h
sans document

Les candidats traiteront au choix l'un des deux sujets suivants :

Sujet 1 :

La notion de travail n'a pas toujours recouvert le même contenu à travers l'histoire. Rappelez les grandes étapes de l'évolution de cette notion.

Sujet 2 :

Le taylorisme apparaît comme une conception centrale dans la sociologie classique des organisations. Après avoir rappelé en quoi il consiste, vous expliquerez les critiques qui lui sont portées par l'école des Relations Humaines.

Ethnologie- anthropologie

L 2

Année 2011-2012- 1^{ère} session

2h. Sans document

Enseignante : Madame R. de SELVA

1. Rite et développement « urbain » contemporain.

Poser une problématique en rapport avec ce thème et y répondre.

(Traiter en 2/3 pages maximum ; noté sur 10)

Votre aptitude à poser la problématique est importante dans la détermination de la note.

Noter au passage les guillemets à « urbain » ; vous commenterez ce point dans votre développement, c'est à dire que vous passerez par une définition (caractères de l'urbain), et par une critique et une ouverture de la notion....

2. Quelles sont, d'après Ph. Descola, les caractéristiques remarquables du modèle structuraliste. (Traiter en 3 ou 4 lignes maximum. Noté sur 4)

3. Question sur le livre que vous avez choisi de lire.

a. Situer rapidement l'auteur et donner la référence complète de l'ouvrage.

b. Indiquer deux ou trois points de convergence entre cette lecture et le cours?

Donnez au moins deux exemples de ces points de convergence en développant en quelques lignes

c. Dites ce qui vous a le plus frappé dans cette lecture et pourquoi.

(Vous exposerez le tout en une page environ. Noté sur 6)

L2 Mineure SSE

Session de janvier 2012

**Géographie
Enjeux environnementaux globaux**

Sujet :

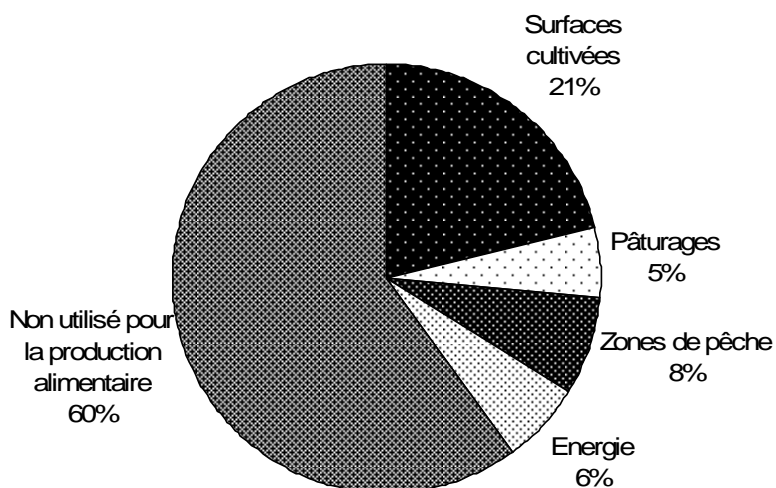
L'agriculture face aux enjeux environnementaux régionaux et globaux

Vous traiterez le sujet sous la forme d'une dissertation, en vous appuyant sur les éléments vus en cours et éventuellement sur les documents numérotés ci-dessous.

	Changement climatique global	Pollution de l'air		Pollution de l'eau		Dégradation des habitats	
	émission de gaz à effet de serre	générale	toxique	générale	toxique	aquatiques	terrestres
Transports	32	28	51	7	23	2	15
Production alimentaire	12	17	9	38	22	73	45
Activités domestiques (logements,...)	35	32	20	21	14	11	4

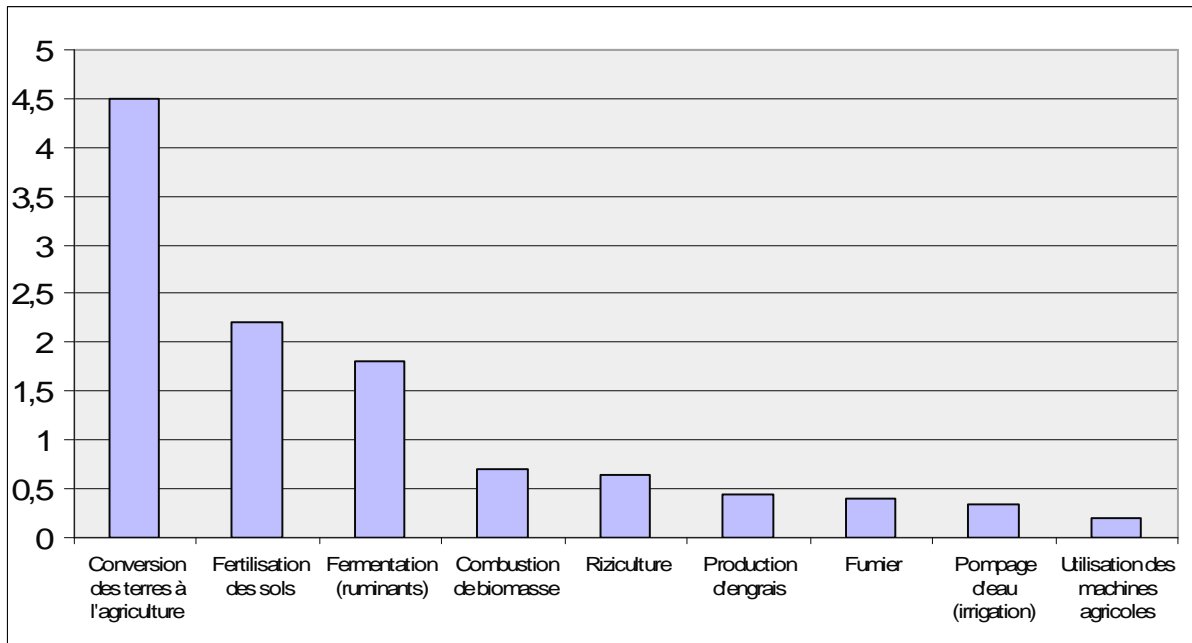
Doc.1 : Impact environnemental comparé de différents secteurs (en % de chaque type d'impact).

(Source : Rees, 2004 "The Eco-Footprint of Agriculture")

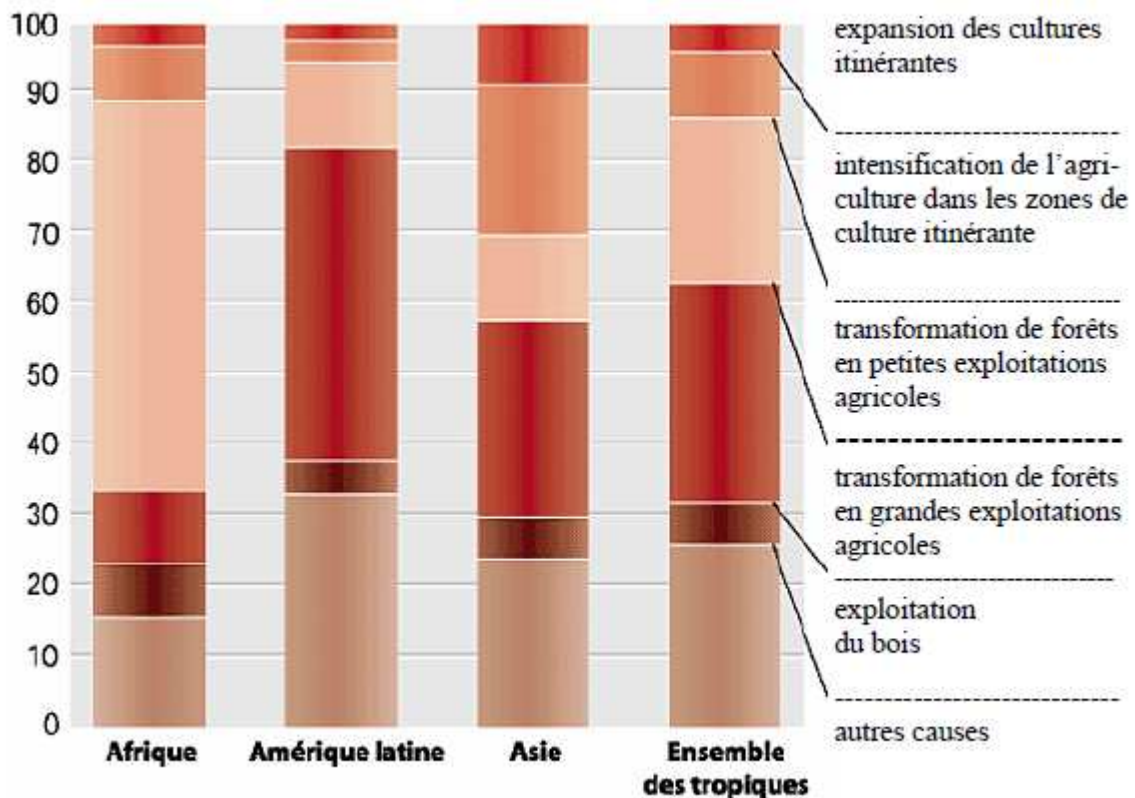


Doc.2 : Empreinte écologique de l'agriculture, exprimée en pourcentage de la biocapacité de la Terre.

(source : D. Deumling, M. Wackernagel, C. Monfreda 2003 : "Eating up the Earth : how sustainable food systems shrink our ecological footprint")



Doc.3 : Emissions de gaz à effet de serre provenant de l'agriculture en 2005 dans le monde (en milliards de tonnes d'équivalent CO₂).
(source : UNEP / GRID, 2008)



Doc.4 : Causes de transformation des surfaces forestières (en pourcentage du total)
(source : UNEP Global Environmental Outlook-3, 2002)

ANTHROPOLOGIE

(J.P. SYLVESTRE)

Durée : 2h

- Qu'est-ce que l'acculturation ?
- Qu'est-ce que l'observation participante ?
- Pour Claude Lévi-Strauss, quelle est la fonction de la prohibition de l'inceste ?
- En quoi le refus de l'ethnocentrisme peut-il conduire au relativisme culturel ?

NB : chaque question est notée sur 5.

DEPARTEMENT DE SOCIOLOGIE

Année: L 3

Matière: anglais

Session: janvier 2012

Durée de l'épreuve: 2 heures

Responsable: M. BLANC

Choisir un des deux sujets suivants:

- 1) Synthèse en anglais (entre 260 et 320 mots environ) inspirée du document *You can Homeschool* :

Write a short passage showing that parents who choose homeschooling want to be "in control"

- 2) Traduction en français du passage ci-dessous correspondant aux lignes 71 à 91 de l'article *Online Dating Sheds its Stigma as Losers.com*:

NB: 1) Aucun document autorisé

2) Prière de laisser une marge et de sauter des lignes

Greg Bush, 34, an emergency room doctor in Huntington Beach, California, swears by Eharmony, one of several sites that profess to take a more scientific approach to the matchmaking process. Prospective subscribers to Eharmony, founded by a psychologist, fill out a long questionnaire, and the service says they are rejected if it appears a match for them cannot be found.

"She's gorgeous," said Mr. Bush of the woman the service set him up with, a pharmaceutical representative he said he planned **to propose** (= *faire une déclaration*) to soon. "She's the kind of girl I'd look at all night but never go up and talk to because I'd be too intimidated."

The first **trick** (= *une astuce*) to online dating is to narrow the search without inadvertently ruling out a perfect match. Helen Gaitanis, 35, of Los Angeles searches only for white men aged 33 to 43 who are at least 5-foot-9 (1m80). She **refrains** (= *se retenir*) from filtering out brown eyes, despite her strong preference for blue. Typically 600 profiles of men within 25 miles of her **zip code** (= *code postal*) show up in her Match results, Ms. Gaitanis said (...). [She added], "I look at my profile and I think sometimes it's more intense than others. It's not as flirty or playful. But it says who I am."

Indeed, for women, who have long been taught to search for a mate while scrupulously pretending not to, social historians say online dating may be making it more acceptable to openly signal what they are looking for.

But gender rules still apply. Men say women rarely send the first e-mail note. And like many women, Ms. Gaitanis found that when she did send an e-mail message to a man, he almost never responded.

Licence 3^{ème} année

Département de Sociologie

Session Janvier 2012

MINEURE : SOCIOLOGIE DU CHANGEMENT SOCIAL

(G. UBBIALI)

Durée : 3h
Sans document

En quoi le phénomène du chômage constitue-t-il un élément de rupture des rapports sociaux ?

Licence 3^{me} année**SOCIOLOGIE DES STRATIFICATIONS**

F. SCHEPENS

1^{er} semestreDurée : 3h
Sans document*2 points sont réservés au soin.*

- Après avoir mis en exergue les principales données du tableau (3 points), vous explicitez les mécanismes qui entraînent cette répartition (6 points).

Situation professionnelle des jeunes vivant en couple au terme de leur septième année de vie active

Unité : %

Enfants	Femmes			Hommes		
	Sans enfant	Un enfant	Plusieurs enfants	Sans enfant	Un enfant	Plusieurs enfants
Emploi à plein temps	79	68	39	94	93	92
Emploi à temps partiel	10	19	31	1	1	5
Chômage	8	9	10	3	4	2
Inactivité	3	4	20	1	2	1

Source : Céreq. Année des données : 2005, enquête « Génération 98 » (jeunes sortis du système éducatif en 1998)

- L'approche « classiste » et l'approche « stratificationniste » proposent des modèles différents d'explication de la stratification sociale. Explicitez-les. Une analyse critique est souhaitée, les schémas sont les bienvenues. (9 points).

Département de Sociologie

Licence 3^{ème} année

Session Janvier 2012

THÉORIE SOCIOLOGIQUE

(J.P. SYLVESTRE)

1^{er} semestre

Durée : 3h
sans document

Montrez comment les différents concepts qui constituent l'ossature de la théorie sociologique de P. Bourdieu s'articulent autour du concept d'habitus.