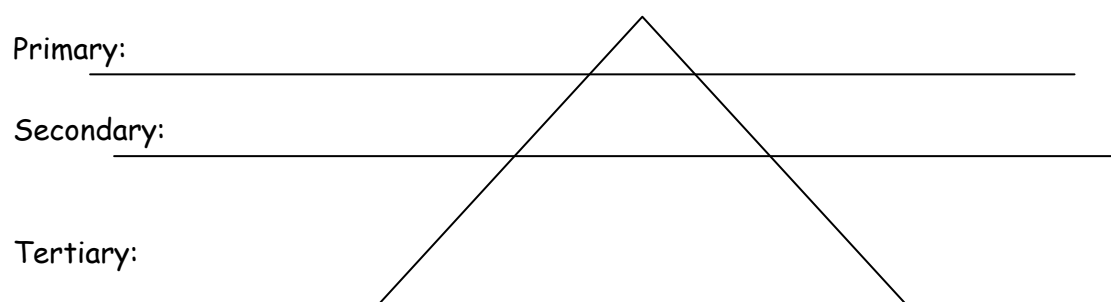


## An Idiot's guide to Culture and Beliefs.

Just like the other sections within the Humanities GCSE course there are a series of key ideas. These are:

1. Individuals share a way of life or culture where there are common characteristics.
2. Development of culture and individual identity can be influenced by social, economic, environmental and technological factors.
3. Culture changed when people interact.
4. Individual groups have different beliefs attitudes and values.

The first area we have to look at is that of Social control and change<sup>1</sup>.



This form of socialisation teaches us very valuable ways to behave. For example:

- Primary: Basic manners.  
Secondary: Interaction with other from outside the home environment.  
Tertiary: How to act in any given work environment.  
Learning how to act in certain situations – e.g. teaching.

### The Media:

- ✓ Try to list as many forms of the media as you can onto a piece of paper.
- ✓ Highlight all the forms that are used by religion.
- ✓ Answer the question of 'Do you think we are told everything that is happening in the world'? Try to reason for and against!

This is also another way in which we are socialised – brought up. Did you know that children between the age of 4 and 16 watch up to 25 hours of TV a week. It is also the main educator within the home as well.

*Christian views:*

For the media:	Against the media:
Can be used for educational purposes. Readily available. Easy access so can spread their	Taken values away from society. No surprise about rise in crime due to seeing it on TV.

<sup>1</sup> For those of you who have the notes on 'The Family' you will see that this is an overlap, so move onto the next section.

message.	Defines what we should be. No longer involved in the communities we live in.
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*Muslim views:*

For the media:	Against the media:
Can widen knowledge. Radio Ummah (Islamic radio) and the BBC Asian network, help promote the right qualities for their community. Web sites with the Qur'an on and many present news promoting Islam and showing the news from an Islamic view point.	Promotes sex, violence and drugs. Does not promote an Islamic view point and when Islam is tackled, they are usually shown in a negative light.

Socialisation:

This looks at the area of whether or not we are already programmed to be a certain type of person or whether or not it is learned behaviour. This is known as the 'Nature vs. Nurture' debate. So let us look at the main ideas:

	Name:	Ideas:	Case study:
Religion	Predestination.	Life has been mapped out for us and we just follow it.	Psalm 139 vs 13 to 16
Biology	Nature	We are who we are due to our genes.	The Jim Twins <sup>2</sup>
Sociology	Nurture.	We are who we are due to how we were brought up.	The Portuguese chicken girl <sup>3</sup>

The main thing to remember about this is that there is enough evidence to support both views on this. It really does depend on how you use this information.

The Functions of the family<sup>4</sup>:

So now that we know what a family is, we need to look at the functions. The main functions of the family are:

<sup>2</sup> Remember, you should have notes about this, if you don't then please ask me and I will be happy to e-mail you with the answer or go through it at some point.

<sup>3</sup> The same applies to this as well.

<sup>4</sup> If you have 'The Family' section, you may wish to move on.

- To ensure that babies actually survive to become adult members of that society.
- To regulate sexual activity to produce healthy offspring.
- To ensure children are socialised into how society works.
- Economic support for other family members.
- Produce love and security for the children.
- Helps all find their place within society.

I want you to think about yourself and the opposite sex. How do you view either or both? The reason I ask is that as a female, when I think about the opposite sex I tend to think about the physical appearance rather than how good a man is at building, looking after children and so on. So when we come to look at sex role stereotyping, I would think of a man being strong enough to be a builder or something like that. I know that I do not think of men being nannies. As a result of this I have just been sexist.

There are roles that have been traditionally male and female. See if you can list some and again, come up with some reasons as to why.

When it comes down to it there are only two biological sex categories, but we can choose which gender we are. Usually we choose our gender depending on the situation and the activity we are about to undertake. If enough father push prams then it is no longer deviates from the masculine norm and eventually our culture will be re – written so that certain activities are classed as neutral. One such example of this was the introduction of unisex clothing in the 1960's. In the 1980's there was a phenomenon called 'gender – bending'. Women dressed up as men and competed in bodybuilding for the first time. Where as men like Boy George and David Bowie wore female make up.

Sex discrimination occurs when a prejudice is based on a person's gender. This is known as sexism. Women who feel strongly about this are called feminists. The term is used broadly for women who want equal rights to that of men.

As a way to show that this form of discrimination would not be tolerated the government at the time passed the 'Sex discrimination Act' in 1975. This act makes it illegal for men and women to be discriminated against due to their sex.

What does religion teach about women? Look at the table below to see:

Religion:	Views on women?
Christianity	Women are equal to men. God has female qualities -this is used to back up this idea. Jesus often turned to women at difficult times in his life showing that he thought highly of them. The women were the first to know about the resurrection. In the Church of England women are allowed to be priests.
Islam	Women are to dress modestly so as not to tempt men and to ensure their own purity. Women are celebrated within the Qur'an.

Judaism.	<p>Sexes are equal – many stories in the Torah that show this.</p> <p>The roles compliment each other but the women are in charge of the home.</p> <p>Within <i>progressive</i> Judaism women are allowed to be Rabbis and lead the services.</p>
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### **Racism and discrimination:**

For the exam you need to know the definitions of things to ensure that you are clear in your own mind about things. Using a piece of paper, try this now. Try to make definitions for prejudice, discrimination and then institutionalised racism.

#### Prejudice:

Prejudices are pre – judgements that will not change despite having experience of that person or culture. An example of this is a person may hold this view that all young football supporters are hooligans. If this person then met a large number of football supporters who were polite and well behaved, but this person still does not change their view, then they are prejudiced. A typical viewpoint is that ‘all women drivers are awful’.

#### Discrimination:

If we took the example of a doorman at a nightclub. If he chooses to use his power over a group of people, say for instance, a group of black males, then he is discriminating. *Racial discrimination* occurs when a racist idea becomes a racist action. *Racial prejudice* is sometimes called ‘passive racism’.

#### Institutionalised racism:

The 1985 Swann Report defined this type of racism as ‘a range of long established systems, practices and procedures which have the effect, if not the intention, of depriving ethnic minorities the opportunity and an access to society’s resources’. If we look all around us we can see examples of this occurring whether we know it or not. Some examples of this are the way sets or admissions into schools occur or the sentencing of criminals.

To fully understand the nature of racism we have to look back into history to see clear examples of this in practice. We only need to go back to the late 1930’s to see that the Nazi’s were very clear on their policy of exclusion based on race. This is of course known today as the Holocaust. This is an example of extreme racism.

The policy was very clear – if you were not tall, blond haired and blue eyed you would face difficulties in every day life. If however you were not Jewish and we willing to take on Nazi party ideals then you would be fairly safe in the assumption that you would be left alone. Only if you spoke out against the Nazis were you in trouble.

We cannot forget that the Jews were stereotyped. Physically they were caricatured as being dirty and ugly. Culturally they were portrayed as being the destroyers of a nation. The Nazis believed that the Aryan race would only be safe if intermarriage was prohibited and it conquered inferior races.

The final solution:

As you will already know, ‘The Final solution’ was the plan for the mass destruction of the Jews. It was clear that Hitler wanted to rid Germany of all the Jews that lived there as well as other countries that they invaded. The intention was *genocide*, the deliberate destruction of a race, and 6 million Jews died.

Religious teaching:

Religion is against prejudice and so it should follow that all religious people take this line of thought and action. In the past religion has not always followed their own code of conduct, especially with regard to women. Traditionally women have not been allowed to be religious leaders (this changed in the Church of England in 1984 with the ordination of women) and have not been respected for their opinion.

Attitudes in most religions are changing, but they still exist (for example, in the Roman Catholic Church, Orthodox Judaism and most Islamic sects). Differences between religions have often been emphasized and fought over, but nowadays several groups exist to understand and encourage tolerance towards people of other faiths.

There are two main figures that are well known to the world whose religions inspired them to protest against prejudice. Look at the table below to help you with this information. For the exam I would try to look in to one person in more depth<sup>5</sup>.

Name:	Martin Luther King:	Mohandas Gandhi.
Religion:	Christian	Hindu
Dates:	1929 – 68	1869 – 1948
Country lived in:	USA	India
Prejudice opposed:	Racial	Social – the caste system
Methods:	Peaceful protest; civil disobedience; political	Peaceful protest; civil disobedience; political
Most remembered for:	Protest marches; ‘I have a dream’ speech.	Identifying himself with the poor – leading them.
Death:	Assassination.	Assassination.

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<sup>5</sup> Two good web sites to help you with this are:  
<http://www.mkqandhi.org/> (for Mohandas Gandhi).

<http://www.stanford.edu/group/King/>  
 (for information on Martin Luther King) If you need more info on this man, please ask as I have information that I use with my year 10 class. Just use the usual methods - asking me, email or phone the school.

To help you back up your claims about religious teaching I would aim to know at least 1 quote from the table below:

	Equality:	Justice:	Community:
Christianity.	'Love one – another'. John 13 vs. 34	'Whatever you wish for yourself, wish for your brother'. Matthew 7 vs. 12	'He made one from every nation of men to live on all the faces of the earth'. Acts 17 vs. 26
Islam.	'Allah love the fair minded'. Qur'an 60 vs. 8	'All men are equal'. Muslim declaration of Human rights.	'Cling firmly together by means of Allah's rope and do not be divided'. Qur'an 3 vs. 103.

### **Ideas about Marriage and divorce:**

*Purpose of Marriage*<sup>6</sup>.

Within Christianity marriage is seen to have a purpose. That purpose is:

- P** = Procreation (Having children).
- U** = Union.
- R** = Rearing children.
- P** = Pattern for society.
- O**= One flesh (sexual intimacy as an expression of love).
- S**= Sacred.
- E**= Endless.

This part of the module comes to look at social and moral issues. When looking into this, you must remember your own views will taint how you answer the question. Not only that but you **MUST** give an unbiased view!

Let us start by looking at:

### **Euthanasia:**

When is a person dead?

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<sup>6</sup> For religious views on this log on to <http://re-xs.ucsm.ac.uk/> then click onto the world religions section and then finally, on the left hand side you will see a link to 'rites of passage'. Use these to find out the religious views from all of the world religions.

The usual definition of death states that it is when the heart stops beating and or the lungs stop working. This is known as *Cardio – respiratory death*. However there are occasions where a person may be brain dead. *Brain death* means that the brain has stopped working to the point where it cannot be retrieved. A person who is 'brain dead' cannot breath without the help of a machine.

*Euthanasia* comes from the Greek words of *eu* and *thantos*. Together these words mean 'a gentle (good) death'. Nowadays the meaning has been widened to include how gentle that death is brought about. It is sometimes called mercy killing.

There are many forms of euthanasia that you must know and understand for the exam.

- Voluntary - this is helping someone to die to end his or her suffering. An example of this is someone who has an incurable disease, for example Diane Pretty.
- Involuntary – this is also known as compulsory euthanasia as someone else makes the decision. For example Dr. Harold Shipman.
- Non – voluntary – this is where a decision is made for a person, as they are not capable of giving their permission. The person who requests euthanasia is doing so as they believe that this is the best course of action for that person. For example Tony Bland.
- Passive – the taking away or withholding treatment with the intention to end life.
- Active – this is when a doctor will deliberately end a life.
- Suicide – this is the name given to the act of taking ones own life.

When a person qualifies as a doctor in the UK they must sign the Hippocratic Oath. It is a code of conduct that every doctor takes. Within it, it states:

*'I will use treatment to help the sick according to my ability and judgement, but never with a view to injury and wrongdoing. Neither will I administer poison to anybody when asked to do, nor will I suggest such a course ... But I will keep pure and holy both in my Life and art.'*

This oath makes it impossible for doctor to practice euthanasia in the UK. Yet research by the BMA (British Medical Association) in 1996 found that the medical profession was split by the idea of euthanasia being used here.

### Euthanasia and the courts:

The Law courts in some cases grant permission for 'passive euthanasia'. An example of this is when permission is given for a life support machine to be turned off when a person is brain dead. The Doctors can give drugs to ease the pain but they may also have the consequence of bringing death closer (this is known as the principle of double effect). By helping a person with the pain they may just ease the pain, but it may also kill them.

Within the UK there have been cases where the courts have looked at what doctors have done for their patients. Yet the most striking case was in 1993 when the Law Lords allowed doctors to withdraw artificial feeding pipes from an irreversibly damaged patient. The case I am referring to is the Tony Bland<sup>7</sup> case, who was left in a coma for months after suffering brain damage from the Hillsborough disaster.

### Is it legal anywhere?

Euthanasia is legal in the Netherlands, Belgium, Switzerland and the US state of Oregon. For many people who decide to take this form of action do so mainly for two reasons. Firstly it is due to the 'poor quality of life' and secondly 'because the family could no longer cope with looking after them'.

Euthanasia is only legal in the Netherlands if the patient has made a voluntary request and is in incontrollable pain, which cannot be helped medically. The doctors have strict guidelines to follow for this procedure to ensure that the system is not abused.

Research in 1990 revealed that out of the annual 130, 000 death rate:

- a. 2,300 died as a result of the doctor granting their patients requests by putting them to death.
- b. 400 died as a result of a doctor giving their patients what was needed to kill themselves.
- c. 1,040 died from involuntary euthanasia – almost 3 per day were put to sleep without giving their permission.
- d. 8,100 died as a result of the drugs that they were given to control their pain.

### Abortion:

This issue will be marred on the basis of when you believe life begins! It is a central issue to the whole debate!

There are, however, five different ideas about when this occurs:

- At conception – when there is something new, living and different within the womb. The foetus starts to grow and develop from this moment. The foetus's genetic features (including its sex, colour of its eyes and the body shape) are fixed from this moment.
- After fifteen days – when the fertilised egg implants itself into the womb. More than 50% of fertilised eggs do not implant into the womb, suggesting that this is the test as to when life starts.
- About eight weeks – when the foetus begins to look like a human being. Even though it may well look small it already has many of the recognised

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<sup>7</sup> If you need more information on this use the following web site address:

[http://news.bbc.co.uk/1/hi/thisday/hi/dates/stories/november/19/newsid\\_2520000/2520581.stm](http://news.bbc.co.uk/1/hi/thisday/hi/dates/stories/november/19/newsid_2520000/2520581.stm)

features to class it as a human. Before this time it is not a recognisable shape as it is still only a collection of cells until this time.

- When the foetus can survive outside the womb – which is about 23 weeks. However intensive nursing will be needed to help such a premature baby to survive.
- At birth – as this is when the baby becomes independent of its mother. Before this moment it is still attached by the umbilical cord, which is cut after birth (this is what made your belly button!).

Some people argue that it is impossible to know when human life begins, as there is continual growth in a fertilised egg from a collection of cells to a recognisable human.

One way to look at it is that conception is the moment when life starts, but not when human life begins. One reason for this is that the egg may split and become twins or triplets. Another reason is that two eggs may merge and become one<sup>8</sup>.

Unplanned pregnancies are not necessarily unwanted but the news can come as a terrible shock. Although contraception is freely accessible in this country, no contraceptive has been developed which is 100% safe and effective. Contraceptive failure is currently one of the main reasons for a woman to request an abortion. There are many reasons for not wishing to continue the pregnancy. These include:

- The woman may be too young or too old.
- It is the wrong time in her life.
- She is single and lacks financial / emotional support.
- She has too many other responsibilities.
- Her baby is likely to be born with a serious disability.
- She is pregnant as a result of rape or incest.
- She has no home or secure base.
- She has a serious disease which would be made worse by pregnancy.
- There is a hereditary disease.
- She has a large family already.
- She has relationship or marriage problems.

#### Abortion and the law:

In the UK (except for Northern Ireland), legal termination of pregnancy may be carried out IF two doctors agree that the woman is less than 24 weeks pregnant AND that continuing with pregnancy would involve risk to her physical or mental health greater than if the pregnancy was terminated OR that continuing the pregnancy would involve risk to the physical or mental health of any existing children in her family.

The 24 week limit does not apply IF the woman's life would be at risk if the pregnancy continued OR if there is a risk of graver permanent injury or physical or mental health to the pregnant woman, Or if there is a risk to the foetus.

Many late abortions (towards the 24 week period) occur because the woman has experienced difficulty in obtaining an NHS abortion. Pro – choice organisations are

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<sup>8</sup> For pictures on the development of a foetus, do a google search and type in the words 'Watch me grow'. There you will see pictures of what a foetus looks like at different stages in pregnancy.

currently campaigning for abortion on request within the first three months of pregnancy to minimise the increased medical risks and emotional distress associated with abortion.

IN England and Wales only 70% of abortions are provided free by the NHS (in Scotland more than 95% of abortions are free). Local services vary considerably – some districts carry out less than 50% of local abortions. A woman may have to pay between £200 and £500 at a private clinic simply because of where she lives.

#### Up to 9 weeks – Early medical abortion:

This method is also known as the abortion pill. Although this is not a very accurate picture, as it does not involve simply taking a pill. During this procedure the woman will take a pill, which will cause a miscarriage. One pill works by blocking the action of the hormones that makes the lining of the uterus hold onto the lining of the fertilised egg. The other, given 48 hours later, causes the uterus to cramp. The lining of the womb breaks down and the embryo is lost in the bleeding that follows.

#### Between 9 to 15 weeks – Vacuum aspiration abortion:

Vacuum aspiration abortion simply means suction. During this type of abortion a thin, round – ended plastic tube is eased in to the womb via the cervix. The contents of the womb are then gently sucked out of the womb. It is possible to have this type of abortion under a local or a general anaesthetic.

#### Between 15 to 19 weeks – Surgical dilation and evacuation (d and E):

After the woman has been given a light anaesthetic, the doctor gently stretches the passage through the cervix until it is wide enough for the narrow forceps to be used to remove most of the contents of the uterus. Then a tube attached to the vacuum pump is used to remove the remaining tissue.

#### Between 20 to 24 weeks –Surgical two stage abortion / medical abortion:

During the medical abortion, the foetal heart is stopped and then a doctor uses drugs to induce premature labour. A surgical two – stage abortion involves one procedure to cut the umbilical cord and another surgical procedure to remove the contents of the womb. The woman is given a general anaesthetic before each stage.