

INTRODUCTORY SOCIOLOGY REVIEW

SOCIAL CULTURE

- I. Characteristics of Culture
 - A. Culture is an emergent process.
 - B. Culture is learned behavior.
 - C. Culture channels human behavior.
 - D. Culture maintains boundaries.
- II. Types of Shared Knowledge
 - A. Symbols
 - B. Technology
 - C. Ideologies
 - D. Societal Norms
 - E. Values
 - F. Roles
- III. Social Construction of Reality
- IV. US Values
 - A. Success (individual achievement)
 - B. Competition
 - C. Progress is always good.
 - D. Work pays off.
 - E. Individual freedom is highly valued.

SOCIALIZATION

- I. Socialization - the process of incorporating new members into the group by teaching
- II. Symbolic Interaction
 - A. George Herbert Mead - Symbolic Interaction
 - B. Charles Horton Cooley - Looking-Glass Self
 - C. Erving Goffman - Presentation of Self
- III. Agencies of Socialization
 - A. Family – considered primary agency of socialization
 - B. Schools
 - C. Peer Group – a group of people approximately the same age
 - D. Mass Media
- IV. Socialization of Gender Roles
 - A. Infant and Childhood Experiences
 - 1. instrumental roles
 - 2. expressive roles
 - B. Gender-Role Socialization in Schools

- C. Gender-Role Socialization in Peer Groups
 - D. Mass Media and Socialization of Gender Roles
- V. Socialization in Adulthood
- A. Types of Adult Socialization
 - B. Resocialization usually follows a major break in a person's customary life, one that requires that the person adopt an entirely new set of meanings.

SOCIAL INTERACTION & SOCIAL STRUCTURE

SOCIAL GROUPS & ORGANIZATION

- I. Social Status
- II. Social Roles
- III. Social Groups
 - A. Primary And Secondary Groups
 - B. In-Groups And Out-Groups
 - C. Peer Groups
 - D. Reference Groups
 - 1. Negative Reference Group
 - 2. Positive Reference Group
- IV. Formal Organizations – deliberately constructed groups and structural arrangements organized to achieve certain specific, clearly stated goals.
- V. Bureaucracy
 - A. A bureaucracy is a formal, hierarchical structure that directs and coordinates the efforts of the people involved in the various tasks of an organization.
 - B. Characteristics of Bureaucracies
 - C. Dysfunctions of Bureaucracies

SOCIAL DEVIANCE & SOCIAL CONTROL

- I. Deviance is variation from a set of norms or shared social expectations.
- II. Traditional Views of Deviance and Deviants
 - A. Absolutist And Moral Views
 - B. Medical And Social-Pathological Views
 - C. Statistical View
- III. The Relativistic View suggests that deviance can be interpreted only in the sociocultural context in which it occurs.
- IV. Sociological Theories Explaining Deviance
 - A. Strain and Anomie Theor
 - B. Conflict Theory
 - C. Sociocultural Learning Theories
 - D. Labeling Theory

- V. The Social Consequences of Deviance
 - A. Social Functions of Deviance
 - B. Social Dysfunctions of Deviance
- VI. Social Control
 - A. Social Control – the means a society uses to encourage conformity and discourage deviance
 - B. Internal Controls of Deviance
 - C. External Controls of Deviance – Informal & Formal

STRATIFICATION

- I. Social Stratification
 - A. inequality – unequal distribution of scarce goods or resources
 - B. social differentiation – people vary according to social characteristics
 - C. social stratification – system of ranking people according to wealth, prestige or social status
- II. Types of Societies and Social Differentiation
 - A. Stratification increases as societies grow more complex and wealthy.
 - B. Lenski’s Basic Types of Societies
 - 1. hunting and gathering societies
 - 2. simple horticultural societies
 - 3. advanced horticultural societies
 - 4. agrarian societies
 - 5. industrial societies
- III. Types of Stratification
 - A. caste system / closed system
 - B. class system / open system
- IV. Sources of Power
 - A. According to Weber, the scarce resources used to rank people are the sources of power in society. The three scarce resources that are sources of power are class, status and party.
 - B. social class – based on wealth, power derived from wealth and life chances to acquire wealth
 - C. social status – amount of honor and prestige a person receives from others
 - D. party – organization in which decisions are made to reach the group’s goals
 - E. Because positions in a social hierarchy are influenced by many factors, it is difficult to determine a person’s precise position.
 - 1. To assess status, sociologists have developed the concept of socioeconomic status (SES), a measure of income, education and occupation.
 - 2. Usually, but not always, there is a consistent pattern among the three rankings of status.
- V. Theories of Social Stratification

CLASS, RACE & ETHNICITY, GENDER, AGE

SOCIAL INSTITUTIONS

I. Social Institution – an organizational system which functions to satisfy basic social needs by providing an ordered framework linking the individual to the larger culture

II. Basic Institutions

- A. Family
- B. Religion
- C. Government
- D. Education
- E. Economics

III. General Functions of Social Institutions

- A. Institutions satisfy the basic needs of society.
- B. Institutions define dominant social values.
- C. Institutions establish permanent patterns of social behavior.
- D. Institutions support other institutions.
- E. Institutions provide roles for individuals.

IV. Specific Functions of Individual Institutions

A. Specific Functions of the Family

- 1. control and regulation of sexual behavior
- 2. provide for new members of society (children)
- 3. provide for the economic and emotional maintenance of individuals
- 4. provide for primary socialization of children

B. Specific Functions of Religion

- 1. provide solutions for unexplained natural phenomena
- 2. supply means for controlling natural world
- 3. support normative structure of society
- 4. furnish psychological diversion from unwanted life situations
- 5. sustain existing class structure
- 6. serve as an instrument of socialization
- 7. promote and retard social change
- 8. reduce and encourage conflict in groups

C. Specific Functions of Government

- 1. institutionalization of norms (laws)
- 2. enforce laws
- 3. adjudicate conflict (court)
- 4. provide for welfare of members of society
- 5. protection of society from external threat

D. Specific Functions of Education

- 1. transmit culture
- 2. prepare for occupational roles

3. evaluate and select competent individuals
4. transmit functional skills for functioning in society

E. Specific Functions of Economy

1. provide methods for the production of goods and services
2. provide methods for the distribution of goods and services
3. enable society's members to consume goods and services which are produced

F. Manifest Functions vs Latent Functions

SOCIOLOGICAL PERSPECTIVES

	Functionalist Perspective	Conflict Perspective	Interactionist Perspective
other labels	structural-functionalism social systems theory equilibrium theory	feminism	symbolic interaction
level of analysis	macro-level analysis of large-scale patterns	macro-level analysis of large-scale patterns	micro-level analysis as way of understanding larger phenomena
focus of analysis	relationships among parts of society, how parts are functional (positive) or dysfunctional (negative)	the struggle for scarce resources by groups in a society, how the elites use power to control weaker groups	face-to-face interaction, how people use symbols to create social life
key concepts	structure manifest functions latent functions dysfunction equilibrium	inequality stratification social class power conflict exploitation	symbols interaction social construct definition of the situation nonverbal communication face-to-face
view of society	stable & well-integrated, consists of interdependent parts, each fulfilling certain functions	characterized by tension & struggle between diverse groups competing for valuable resources	active in influencing & affecting daily social interaction, which is negotiated using symbols, gestures, and verbal & nonverbal communication
view of individual	people are socialized to perform societal functions	people shaped by power, coercion & authority	people manipulate symbols & create their social worlds through interaction
view of social order	maintained through cooperation & consensus	maintained through force & coercion	maintained by a shared understanding of everyday behavior
view of social change	predictable reinforcing	change takes place constantly, may have positive consequences	reflected in people's social positions & communications with others
example	public punishment reinforces social order	laws reinforce positions of those in power	people respect laws or disobey laws based on past experience
theorists	Durkheim Parsons Merton Weber	Marx Mills Du Bois Wells-Barnett	Mead Cooley Goffman
core questions	How is society held together? What are the major parts of society? How are these parts linked? What does each part do to help society work?	How does society divide population according to class, gender, race & age? How do advantaged people protect their privileges? How do disadvantaged people challenge the system to change?	How do people experience society? How do people shape the reality they experience? How do behavior & meaning change from person to person & from one situation to another?
% of sociologists (all others 37%)	20%	25%	18%
pros	examines structures in society	examines stratification & inequality	examines day-to-day interactions between people
cons	ignores interactions between individuals	ignores competition in society	ignores large-scale structures

Illustrating the Three Sociological Perspectives: College Education

- Functionalist:** manifest function of a college – to educate people and teach them job skills
latent function of a college – to be a place to make friends and find dates
dysfunction of colleges – expensive and that you might graduate without learning useful skills
- Conflict:** A college education is expensive and access is difficult or impossible for poorer individuals.
Schools in wealthy communities do a better job preparing students for admission to prestigious colleges.
Graduation from a prestigious private college opens up prestigious and well-paying career paths, unlike graduation from many public colleges and two-year schools.
- Interactionist:** A professor's teaching style may determine the likelihood of a successful classroom discussion.
A professor frequently serves as a role model for students.
Student diversity in a classroom may have repercussions for classroom interaction.
How do students let a teacher know not to call on them when he/she asks a question?