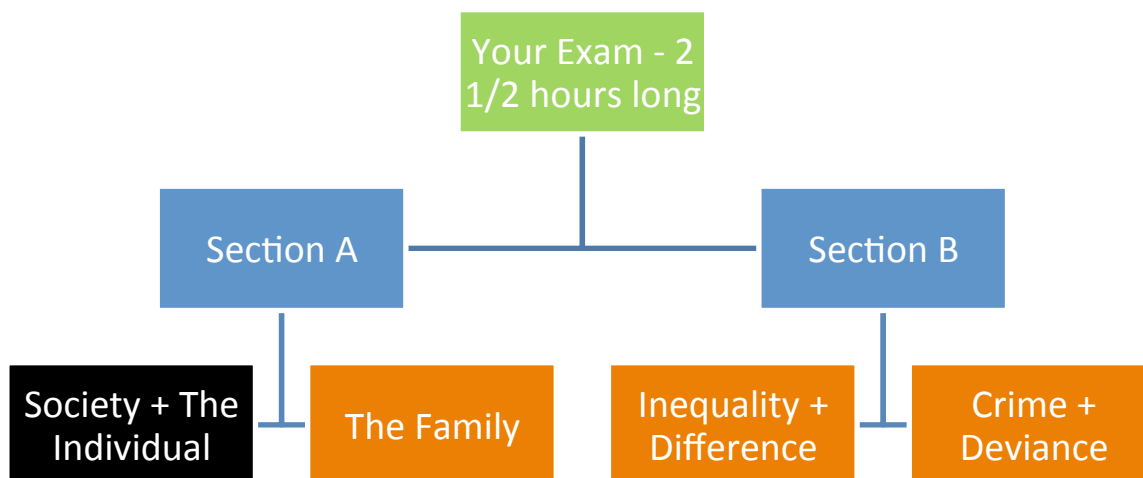
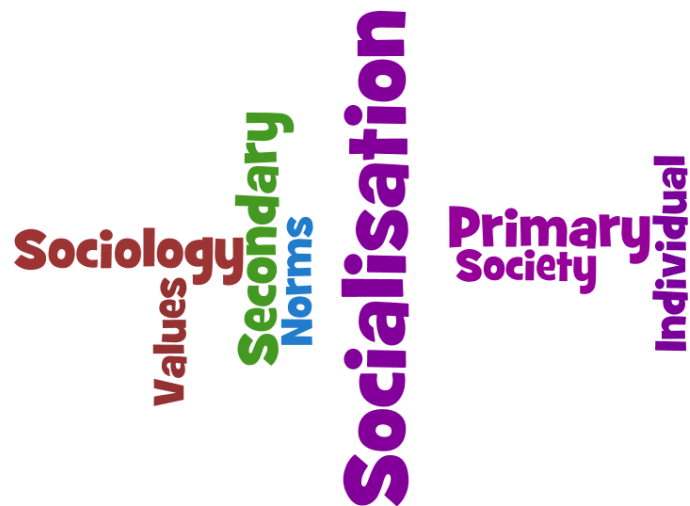




Society + the Individual: Revision Guide

What will my exam look like?

Your exam will last 2 and half hours and will be made up of 4 sections – the helpful diagram below will explain everything.



What does the exam board expect me to know about society and the individual?

The following table shows you everything you need to know about the society and the individual topic. The exam board say so. So if there's something you don't know – you need to find out about it...quickly

The gap to the right of the table is just for you. You should tick it when you've completed the section or when you're happy that you know it all...who knows - it might even help you in the end.

You should know and understand:	<input type="checkbox"/>
- What culture is and how it is different across different societies	
- The effect culture has on us as individuals	
- What norms, vales and mores are	
- What primary and secondary socialisation are	
- What the agencies of socialisation are	
- How socialisation differs by culture	

- How gender is constructed	
- What the gender stereotypes behind men and women are	
- The nature versus nurture debate in terms of its affect on us as individuals	
- What formal and informal learning are	

Branches of sociology.....

Ok this section is a mop up section – designed for those who plainly don't have a clue who the different branches are and what they believe in. So here we go.....

Functionalism

Functionalism is a consensus theory – that means they believe that everybody gets on in society. They believe that society is like a human body with lots of different organs fulfilling lots of different functions. As long as all the parts of society do their job properly, like families making sure that children are socialised properly, then all will be ok, and society will run smoothly. This society like an organ idea is called – an **organic analogy**.

Marxism

Marxism is a conflict theory – that means that they believe that nobody gets on within society. They believe society is made up of the ruling class and the working class – and that the working class are being used by the ruling class....by any means necessary. Marxists see agencies of social control as being used by the ruling class to control the workers.

An example might be how schools brainwash students into accepting authority and the mass media brainwashes you into being interested about celebrity, rather than your pitiful and exploited position within society.

Feminists

Feminists are another conflict theory – except that they think that society is geared up to exploiting women. They believe that men hold all the power within society – a situation called patriarchy and that structures within society like the family, media, religion etc. are used by men to make sure women are kept powerless and with little status.

What is culture?

One of the key things your board wants you to know is all about culture. It's another one of those key concepts that should weave its way through all of your work. It's something that is also a vital part of society (the world and people around us) – it's what defines the society we are part of.

Simple definition (know it!)

A society whereby norms and values are shared by people within it. In an exam question that asks for a definition, always back up this with an example.

A key thing to remember is that culture can be different depending on the country you're in or the time period you're talking about. Think of this as an example – in the UK part of the culture is to use a knife and fork when eating; but in Japan for example the culture is using chopsticks.

You'll need to know about different cultures for your exam – there could very easily be a question on it.

Cultural universal

Same....



Where forms of behaviour are the same in different cultures they are called *cultural universals*. Examples include:

- Language – where children are all expected to learn the language of their culture in order to participate fully within their society.
- Marriage and the family – all cultures have arrangements where a relationship can be formed between males and females in order to have and raise children.
- Religion – Belief in god or gods or some sort of supernatural or universal power.
- Property – All cultures have rules that allow individuals or families to claim property as their own.
- A ban on incest – Defined as sexual relationships between close relatives, incest is almost universally banned. There have been one or two very rare occasions where this is acceptable – the Pharaohs in Egypt are one of only a handful of examples.

Be careful though – not every culture has exactly the same beliefs – all societies for example believe in religion but the actual religion is very different – some cultures believe in Christianity, while others are Buddhist or Islamic.

Cross cultural differences

There are lots of ways in which cultures are different – to give you a few examples:

Types of food

We all have to eat – but what is eaten and when varies. A stereotype is that the English do tea whereas few other cultures do. What we don't eat is things like cats, dogs and insects – unless you're a celebrity – or you live in a culture that considers these things a delicious delicacy.

Sometimes food can symbolise a religious grouping or society – for example it's fine to eat all types of beef or pork however in some religious societies the meat has to be specially prepared.

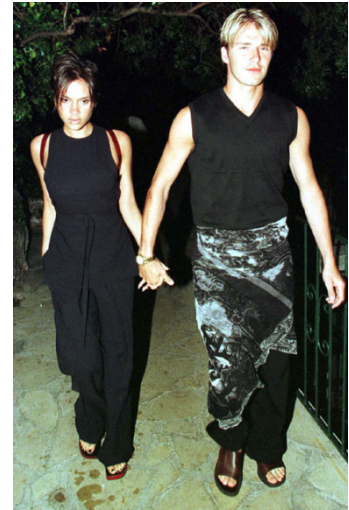
Rituals at dinnertime

The dinnertime routine can also be different across different cultures. For example some cultures place a huge emphasis on using cutlery, while others may use chopsticks or maybe even just fingers.

Clothing

Although protection from the weather is common it is not universal, some societies place little or no emphasis on clothes at all. The expectations placed on genders also tend to be different. In western traditions men are expected to wear shorts or trousers but in some parts of the world – men are able to get away with wearing sarongs.

An example for women could be how societies expect on how women should dress in western societies whereas in Islamic countries women are fully expected to cover legs, arms and sometimes faces and heads.



A key word for you....

Be careful here as well – don't assume that your way is the best way! As a sociologist it's important to understand the norms and values of each culture. The sociological term for avoiding making judgements that one culture is better than another is called *cultural relativism* or *cultural relativity*.

Norms, values

From that previous activity you may be pretty shocked or saddened. Nay – maybe even disgusted. But why? Do you disapprove of it? What has caused this? Sociology would argue that your culture has had something to do with it – because it is your culture that dictates how it is acceptable to behave.

This is done through a process called *socialisation* which we'll look at in more detail in a few pages time. But what is it that socialisation or culture is teaching us? (The clue is in the title).

Norms

These are unspoken, unwritten rules of behaviour that are expected of individuals in everyday life. An example might be – it is the norm to eat dinner with a knife and fork.

Values

These are the beliefs that underpin the social norms -the reasons behind the norm if you're looking for a simpler explanation. So an example might be – it is the norm to eat dinner with a knife and fork because the value is it is a sign of good manners.

What is socialisation?

Socialisation is simply how we become who we are. There these “things” that makes you you are simply called agencies of socialisation.

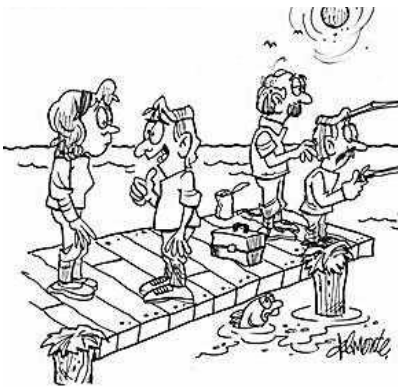
Agencies of Socialisation

In sociology the name given to the groups or institutions that socialise people either through primary or secondary socialisation are called agencies of socialisation – it’s an important term and it could come up! All of the possible agencies of socialisation that you need to know about them.

Primary

Primary socialisation is possibly the most important type of socialisation that you receive. It happens from birth and takes place within the home and unsurprisingly is the first type of socialisation that you receive. Children often get this from parents through the copying of their behaviour and through the praise and punishment by parents of their own behaviour.

Primary socialisation teaches children the norms and values of that particular family and of wider society and its culture. It makes sure they turn out all sweetness and light and all things nice.



"Hi, Sweetie! I'd like you to meet my pier group."

Secondary

This takes place outside the home and is all about how we as individuals learn how to react in social situations, or to specific actions. This form of socialisation can range from things like how to act in the workplace to how to behave with a potential love interest.



Peer groups are people like us. They do not have to be our friends, and we do have to like them. We still act like them. Often peer groups can be bullying, but not always. We need to have the good opinion of people like us. Give an example of how peer groups socialise you....

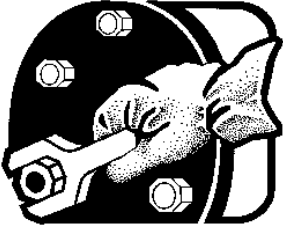


An important part of socialisation may be **religion**. We are not all religious, but even so, our religion sets the rules for good behaviour and we follow the rules, if not the religion. Give a example of how religion can socialise you....



The **mass media** are very important as a part of socialisation. It is claimed that we get many of our ideas from the media. They give us an image of ourselves – for instance girls are taught to be thin and boys are shown as tough in films, magazines and video games. Give an example of how mas

media can socialise you...



Work is important to adults. We need to learn how to act in a way that others expect us to act. We may have to learn a whole set of actions and ideas about how to act as well as how to do the job!

Have a go at these.....

1. What is secondary socialisation?
2. What new rules do children learn in school?
3. How do teachers act in a way that is different from pupils?
4. What do children learn from fairy stories?

These questions continue on the next page....

5. Name modern stories and television programmes. Are they about males or females?
6. What is a peer group?
7. What religious rules do we all follow in Britain?
8. Why are the media so important in our lives? Write a few ideas here.
9. Think of one job and list some of the ideas that you may have about how to act if you had that job (e.g. nurses should be caring, polite, neat etc)
10. List all of the agencies that are part of our secondary socialisation.

Status, roles and socialisation.....

Status

Status is all about the position a person holds in society. It could be things like being a student, a son, a daughter, a female, a footballer and so on. There are two different types – ascribed and achieved status.

Ascribed status – is decided by social characteristics decided at birth and cannot be changed that easily. Things like gender and ethnicity are examples of ascribed status. This can include religion too.

Achieved status – is a result normally of a person's own efforts of decisions – for example becoming a teacher is an achieved status because that person has worked at getting the right qualifications, become rich.

Roles

Roles can differ on who you're with, where you are and the expectations placed on. Put simply roles are the set of norms that go with a person's status.

Why is gender so important to identity?

If you've got younger brothers and sisters this comment is for you. Think back (if you can) to what they played with as a kid. I bet a pound to a penny if they were a girl then they played with such lovely objects as:



And if they were a boy they played with:



MBI/REBR 2017



Think about this.....

1. What norms and values are girls and boys learning from the toys above? Write your answers in the box below.

Think back to even earlier – when your parents were expecting that sibling – what was the first thing people asked? Boy or girl....followed swiftly by ‘have you thought of any names yet?’

But why is gender so important? It’s all to do with that key theme socialisation again – which you’ve already learnt about – but let’s look at the key players in terms of gender below.

The Family

A main player of primary socialisation the family is argued to treat males and females differently. A famous sociologist, Ann Oakley said that gender is learned through a number of processes. Some of these are:

- **Expectations:** Parents expect different kinds of behaviour from girls than boys. They channel children to appropriate and socially acceptable toys and ways of playing in order. This ‘canalisation’ as sociologists call it – believe it socialises children into specific gender roles.
- **Imitation:** Children will copy their parents and aim to be like them. The parent is a role model. If Dad helps in the house, so will boys. If Dad does nothing, boys will never learn that it is acceptable for men and women to work together at chores.
- **Identification:** Children play at being people that they see on television. They are putting themselves in the place of their hero.
- **Group pressure:** Boys and girls tend to play with people of their own gender. If a boy plays with female toys, then other children may tease him. Generally it is worse for a boy to play with female toys and like female things than it is for a girl to play boy games.
- **Verbal appellations:** The way in which we talk to young children is different depending on if we’re talking to boys or girls. Think about – “good girl” as compared to “naughty boy”.

Secondary Socialisation

You should remember about agencies of socialisation – and secondary socialisation. Your teacher should ask you questions about this now.....have they?
Good – an activity!

One for you to try.....

1. Underneath each subheading write down ways in which the following agency may socialise you into particular gender roles.

Education – *Think about subject choice and how teachers treat each gender.*

Mass Media – *Think about how the media present women and men – what stories do they write about people who go against the stereotype?*

Religion – *Think about the traditional religions and how they portray women. Think about the gender bias of priests and the arguments that are currently going in some religions.*

Peer Group – *Think about peer group activities and the effects of being in a peer group. Also think about the potential punishments if you fail to match up with those*

The Nature vs. Nurture debate.....

Have you ever had somebody say – ‘you’re just like your Dad you are?’ Well I have, and it got me thinking.....strange and interesting thoughts about sociology, which this section will show and talk about. Read on for one of sociology’s most interesting topics. There are also one or two key words which you should work at remembering. They could pick up some marks for you in the exam.



The first is **genetic determinism** – one part of the nature side of the debate - which believes that the causes of behaviour are biological and beyond our control. Many of the case studies that back this up looked at criminal and deviant behaviour – remember we looked at the idea that criminals look different and that’s how we spotted them.

You often hear about finding the gene for intelligence, violence or deviancy – this is an example of genetic determinism in action.

A branch of genetic determinism is **socio-biology**. People who believe in this say that human behaviour can be explained by biological differences rather than social differences. For example a man is naturally more suited to be breadwinner and women to be more caring because this how the sexes evolved in prehistory. Men are naturally more aggressive because they need to defend their territory and this shows itself in modern behaviour – like crime.

There is evidence against this – for example if all criminals are programmed to be genetically different – why aren’t all people with the gen rounded up and locked up before they commit a crime? Also if males are supposed to be programmed to be the more aggressive species – why is it in the natural world some females eat their

partner after mating? And why do emperor penguins share the caring role of eggs?! Ha! Evidence against!

The other side of the argument is the **nurture debate**. This argues against genes and biology dictating the way people behaving and is the very basis of sociology – it tries to prove that the way in which we are brought up and the world around us affects the people we are.

Social control.....



The end is in sight – we have just this section left and it's a good 'un!

It's also a good 'un because it could show itself both here, the individual and society or even crime and deviance and is all about the way in which we, as people or individuals are directed, or controlled, in how we act.

If this control is successful it is said that we conform to a particular way of thinking – for example “you have conformed to turning up to the lesson”.

But how is this achieved? Well there are **formal** ways of control – the police or the courts for example. But there are also **informal** ways and one informal way is through socialisation – both primary and secondary. Remember those agencies of socialisation – they can also be agencies of social control. Think about praise and criticism, acceptance and rejection, reward and punishment – they're all linked in with family, peer

groups, religion and education.

Education is also alleged to have a '**hidden curriculum**' which not only refers to what is being taught in lessons but also the teaching and controlling of behaviour.

Have a go at this.....

1. Place the terms below in the correct boxes in the table below that showing that you know which are informal and formal praise and punishment. The words in brackets should give you an idea / helping hand.

Smile	Medal	Promotion	Probation
Nasty teasing	Cuddles	Friendly jokes	Prison
Fined	Beating up	Certificate	Remarks behind your back
Being ignored	Given a present	Caution	Being given a title

Formal sanction (punishment)	Formal praise (rewards)
Informal punishment (enemies)	Informal praise (friends)

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