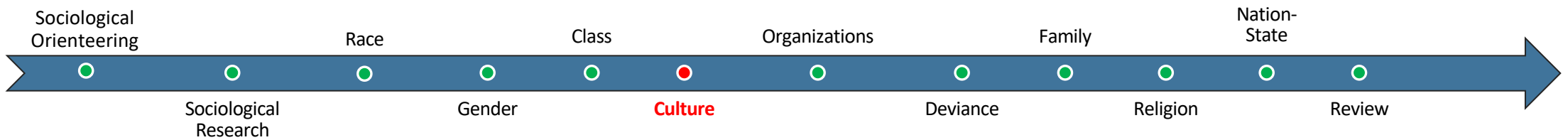
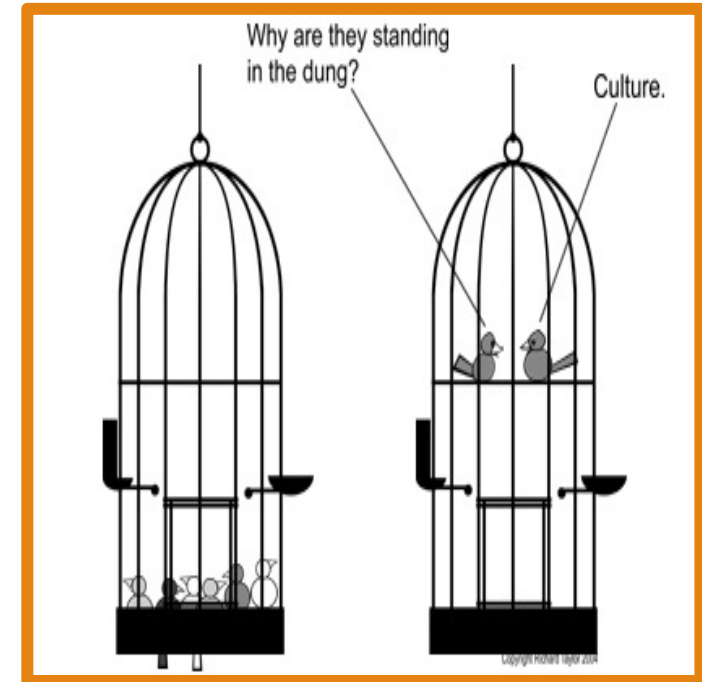


# WEEK 6

## Culture & Socialization

Dr Lou Antolihao  
SC1101E Making Sense of Society



# SC1101E MRT Line

MIND THE GAP

IDEAS

IDENTITIES

INTERACTIONS

INSTITUTIONS

Sociological  
Orienteering

Race

Class

Organizations

Family

Nation-  
State

Sociological  
Research

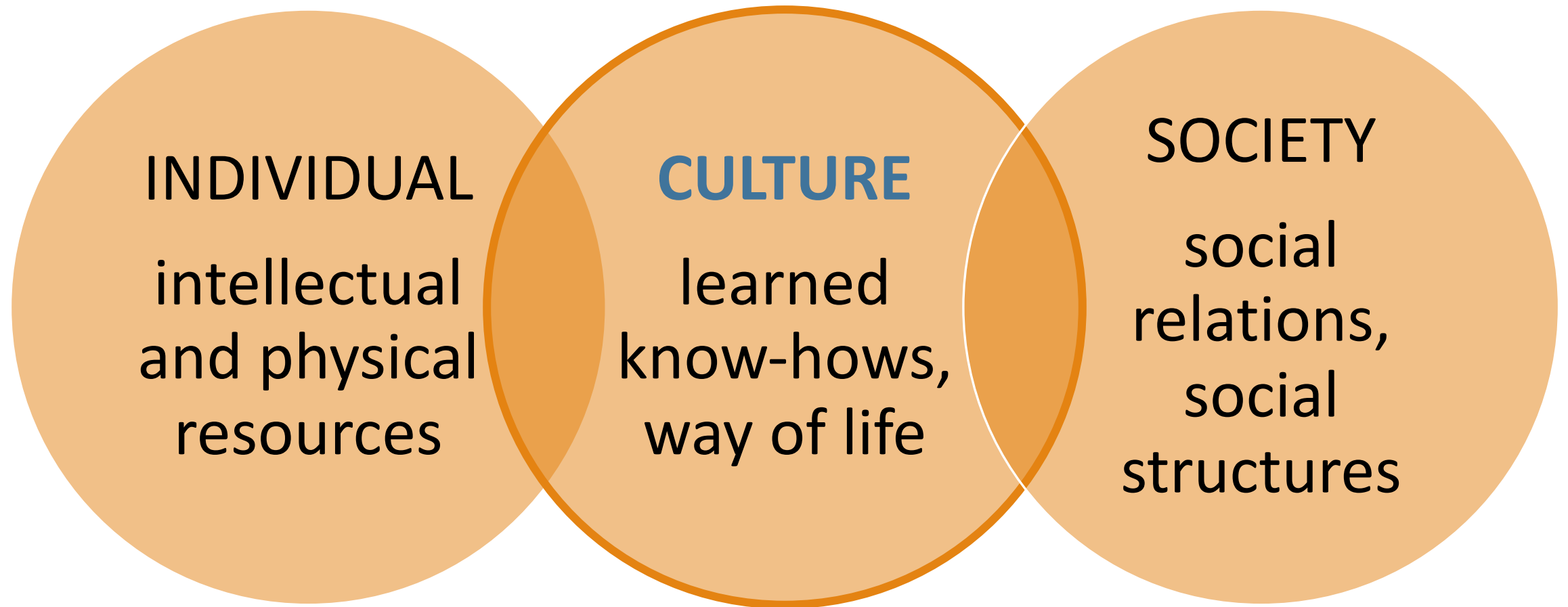
Gender

Culture

Deviance

Religion

Review



- ❑ The sets of knowledge and strategies people use to navigate their physical and social environment (Antolihao 2022: 105).

## CULTURAL UNIVERSALS

- things all cultures have in common.
- globalization
- Westernization



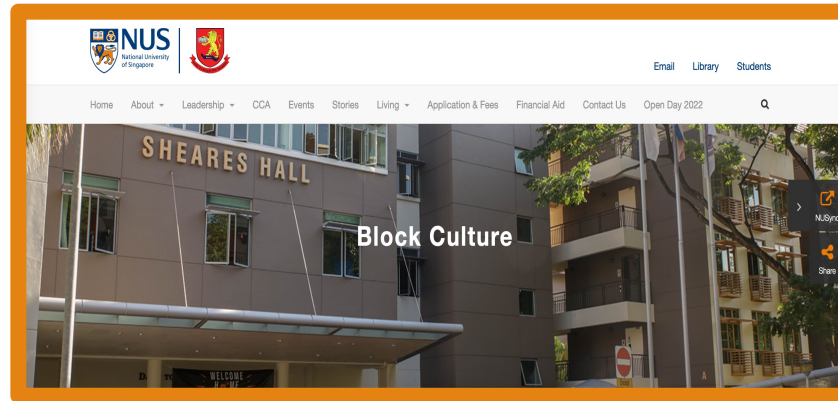
## CULTURAL PARTICULARS

- specific responses or practices put in place to handle inevitable challenges of being human.
- Localism
- fundamentalism

there is a constant tension between the 2 things University as a Western concept but NUS has its own localness (and try to

**Block A** has allowed me to meet many unique personalities where everyone embraces each others individuality and brings out the crazy and creativity in each other. From costume runways to exciting block events, I have made memories with the people here that i deeply treasure. No one goes unloved here and everyone is included in our one big fAmily, and being presented the opportunity to “Father” and take care of block A is one of my largest takeaways from my time here in Sheares.

### Inside Cultures



**Block C** prides itself not in the results that we can achieve, but more of the memories we create together. Through avenues like our weekly Block Events and other highkeys (STJ, JTS and NO77s), CMEN get to experience events the BLOCK C STYLE where the unpredictable is expected and the normal is uncommon! Taking our activities and event to the next level is what we strive for, and fun is guaranteed here in Block C! CMEN are here for a good time and a long time because ‘Once a CMEN, always a CMEN’!

### Cultures of Learning

**For Block E**, we had several interesting events like a food eating competition, and a gambling night, with fake money, every CNY to celebrate the festive season. These events were also a good platform for everyone to meet more people. Block E is a family block.

### Learning Culture

**Block B!** We call ourselves Beekers, our block mascot is actually a seal, and we're the only block in Sheares to have our **own pond** (in the shape of a letter b no less)! When I first came into Sheares, I was apprehensive at the prospect of meeting so many new people and being introduced into the hyper-social hub of activity that is hall life. Luckily, the Beekers whom I met were nothing less than welcoming and forthcoming in making me and the rest of my batchmates feel right at home. This inclusivity and family-like spirit is what I believe makes Block B unique, and it is safe to say that Block B is an amazing place to make lifelong friends and have the time of your life!

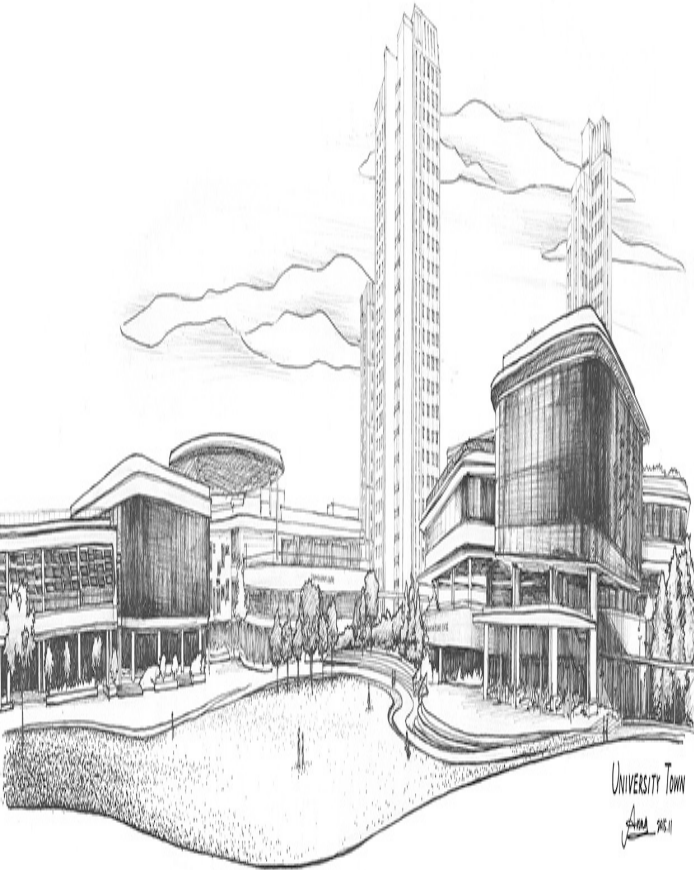
### Locating Culture

**Block D** is known to be the sports block in Sheares. With 7 consecutive Inter-Block Game (IBG) wins and numerous athletes across different sports, it is no doubt that our Deeblockers excel greatly in the athletic field. However, that is not just what Block D is known for. Block D houses many culturally talented Deeblockers with dancers, singers, and musicians that showcase their talents during our very own concerts such as the Good Luck Concert. Deeblockers are also known to be very friendly, inclusive and welcoming.

### Between Cultures

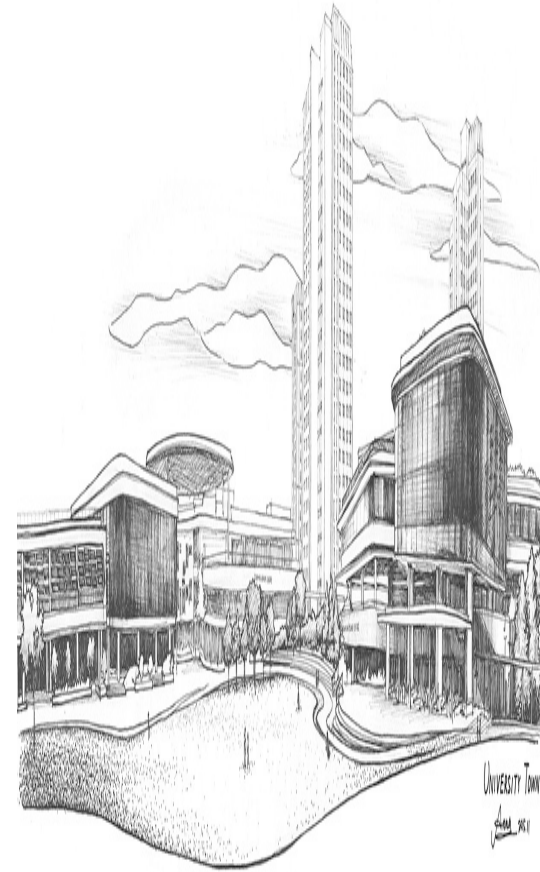
# Elements of Culture

- ❑ Material Culture – tangible objects that people create, use, and share (e.g., NUS ID, shirts).
- ❑ Non-Material Culture – ideas that that people create to make sense of the world.
  1. Symbols – objects, signs, gestures, and words which convey meanings that are recognized and shared by members of society. (e.g., NUS logo)
  2. Language – a system of shared symbols that enables people to communicate with each other (e.g., Singlish, jargons)
  3. Beliefs – the principles that members of society hold to be true. (e.g., science, development)



# Non-Material Culture (cont.)

4. Values – the ethical standards that are set to define the ideal principles in society. (NUS Values: innovation, resilience, excellence, respect, integrity)
5. Norms – the established rules of conduct through which society is structured (e.g., Code of Conduct, university traditions)
  - formal norms (laws, regulations) or informal norms (etiquettes)
  - Mores – norms that embody the most valued moral principles that are essential to the stability of society (e.g., taboos, no cheating rule)
  - Folkways – norms that are not morally significant but can be important for social acceptance. They dictate appropriate behavior in everyday interaction (e.g., dress codes)
  - **Sanctions** – mechanisms of social control that rewards appropriate behaviors or confer penalties on inappropriate ones.
    - formal (e.g., fines, suspension), informal (e.g., stare, canceling out)





# Culture in Masks



[https://youtu.be/5ZquAQ\\_E71c](https://youtu.be/5ZquAQ_E71c)



# Unmasking Culture

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☐ Which statement BEST explains why you wore a face mask in public during the height of Covid?

- a) you have faith in medicine and public health (beliefs)
- b) you are a responsible person (values)
- c) you follow the rules (norms)
- d) you think that wearing a mask is cool (symbol)



# Locating Culture (Geography & History)

South Korea	Ghana	Singapore
Korea's geographic terrain is harsh, limiting the types of crops that can be grown. Preserving vegetables became important.	Ghana's shrubland topography and tropical climate are ideal for the cultivation of plantain and cassava.	Singapore's location as a crossroad of trade and migration has shaped its local cuisine and food culture.
Hangul (writing system) was an example of Korean ingenuity and set itself apart from the larger Japanese and Chinese influences in the region.	English as the national language, legacy of British colonialism, serves as a good compromise for its multi-ethnic, multi-lingual population.	Derided and discouraged as "bad English", Singlish is now seen as part of Singaporean identity and heritage
Low patterns of intermingling between people led to a homogenous society with very rigid social mores.	Colonial history, the presence of different ethnic groups and immigration have led to a diverse and multi-cultural society.	Long history of immigration has led to the emergence of a diverse and multi-cultural society.

# Inside Cultures

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## ❑ Subculture vs Counterculture

- **Subculture** - groups that share in some parts of the dominant culture but have their own distinctive values, norms, beliefs, symbols, language, or material culture (e.g., punks, hippies).
- **Counterculture** – groups that challenge, rejects, and seeks to replace the dominant culture (e.g., utopian movements).

## ❑ High Culture vs Popular Culture

- **High culture** – the cultural ideals and practices of a society's highest classes (e.g., golf, gourmet burger)
- **Popular culture** – the cultural ideals and practices widespread among the masses or in mainstream society (e.g., football, BigMac burger).

# Between Cultures

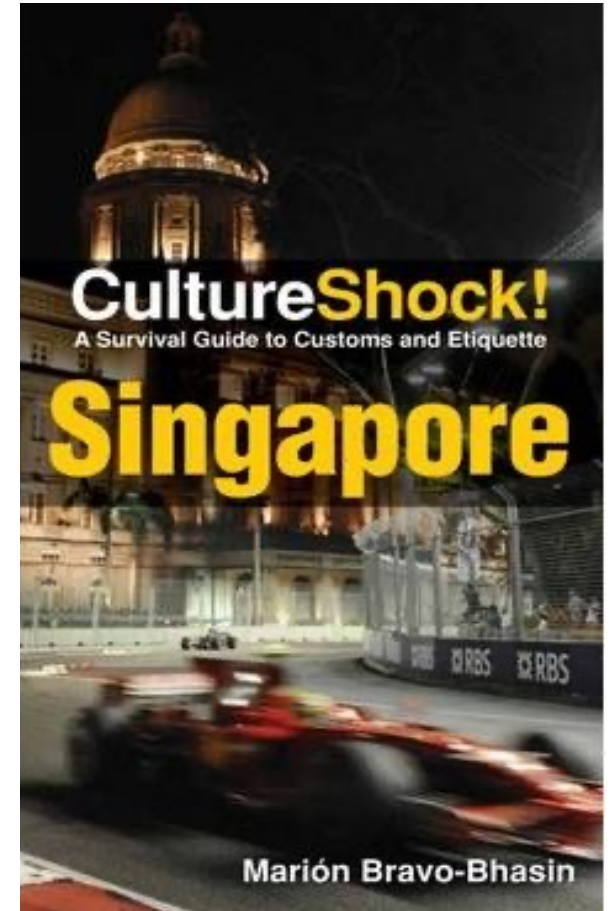
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## □ Culture Travels

- Cultural diffusion - the process by which ideas, products or other aspects of culture spread from one society to another.
- Diasporas – the dispersion of people from their homelands to other places due to political, economic, and other social reasons.
- One can encounter **culture shock** or **reentry shock**.

## □ Other Cultures

- **Ethnocentrism** – the belief that one's own culture represents the ideal and is superior to other cultures.
- Cultural Relativism – the belief the other cultures should be viewed and judged based on their standards.



# Learning Culture

## □ Socialization

- The lifelong process through which people develop self-awareness, take on social roles, and learn the necessary physical, mental, and social skills to navigate society.

## □ Agents of Socialization

- Family
- Social and Mass Media
- Church, Sports, School
- PEER GROUPS





# Cultures of Learning



friends  
with  
academic  
benefits

by janice mcabe

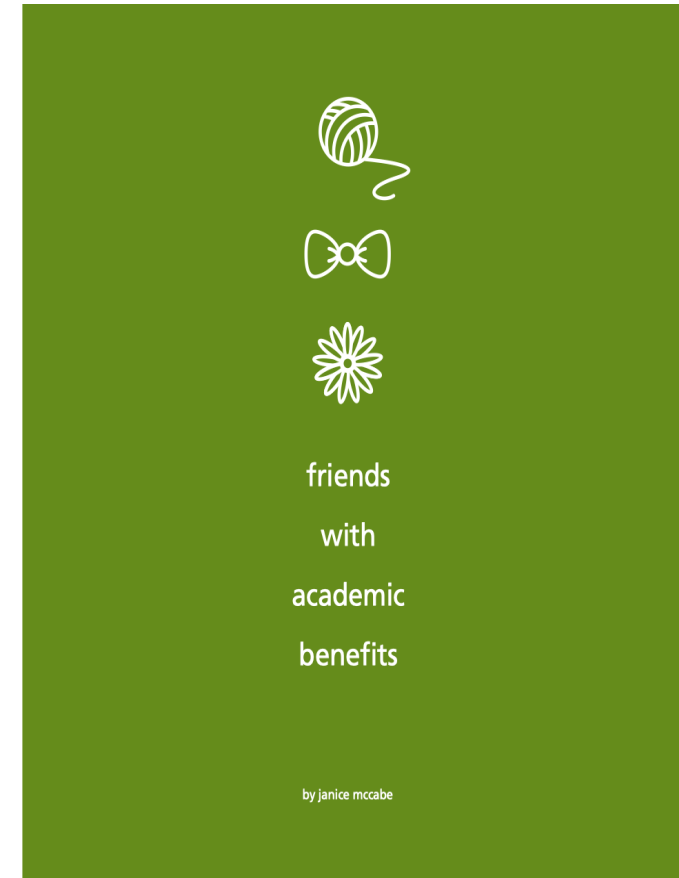
- ❑ Highlights the importance of network structure (the relationship among their friends) for college students' success.
- ❑ Types of Friendship Networks
  1. **Tight-knitters** – one densely woven friendship group in which all their friends are friends with one another. Provide academic support and/or distraction (minority students).
  2. **Compartmentalizers** – friends form 2-4 clusters, where friends know each other within clusters but rarely across them. Provide a balance of academic and social support (majority groups).
  3. **Samplers** – make a friend or two from a variety of places, but friends remain unconnected to each other. Academically independent but often feel socially isolated (diverse backgrounds).
- ❑ Peer Groups and socialization – students learn norms, values, speech patterns, dress codes (Elements of Culture).



# Examining Culture

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- ❑ How would you describe your friendship network here in NUS?
  - tight-knitters
  - compartmentalizer
  - sampler
  
- ❑ Describe a “university culture” here that shapes how you interact and forge friendship with other students.



# Conclusion

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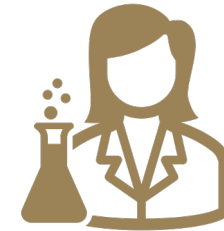
## **Culture is shared and learned.**

It is like a choreography, helps people to move in unison and pass the skills to others.



## **Culture is taken for granted.**

Once a dancer learned the steps, she moves naturally with the music.



## **Culture is invented and dynamic.**

Dance moves are made by choreographers, and they go in and out of fashion.