Sociology

LL.B Part1 (5 Years Programs)

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Subject : Sociology (Part 1)

Topic No. 01

Introduction to Sociology

Topics in accordance with old outlines:

1) Introduction to sociology:

A. Structuralism

   Structural-functionalism

   Social Conflict

   Symbolic-Interactionism

B. Social Action

C. Feminism

Introduction to Sociology:

Levels of Study:

Sociology looks at society at all levels at all scales from the huge to the

tiny. Sociology is concerned with both the micro and macro levels:

▪   **Micro Level:** "It studies society as a whole."

▪   **Macro Level:** "It studies everyday face-to-face interactions between individuals that constitutes society".

Structuralism:

"Structuralism (or macro theories) is the school of thought that human behaviour

must be understood in the context of the social system – or structure – in which

they exist. " **Note:**

People are not just independent actors making independent decisions, they are the product of the social conditions in which they live.

Features of structuralism:

Structuralist approaches have the following features:

A) behaviour of individual human beings:

The behaviour of individual human beings and the formation of their identities are seen as being a result of social forces which are external to the individual- the individual is moulded, shaped and constrained by society through socialization, positive and negative sanctions and material resources like income and jobs.

For example:

Institution like the family, the education system, the mass media, the law and the workplace mould us into our identities.

"The individual is like a puppet whose strings are pulled by society."

B) Main purpose of Sociology:

The main purpose of sociology is to study the overall structure of society, the social institutions which make up the structure and the relationships between these social institutions i.e. the links between the workplace and the economy, the political system, the family, the education system and so on.(Macro approach)

Main varieties of structuralism:

There are two main varieties of structuralism:

▪ Functionalism(consensus structuralism) ▪ Marxism (conflict structuralism)

Conclusion:

Structuralism is concerned with the overall structure of society and the way social institutions like the family, the education system, the mass media and work, limit and control, individual behaviour.

Structural-functionalism:(Macro Level)

"It sees society as a complex system whose parts work together to promote stability and social order."

"It is based on Emile Durkheim's ideas." These parts are social structures.

Social structures:

"These are relatively stable patterns of social behaviour."

▪   They include family, education, religion, economy, politics, health Care etc.

Social functions:

" contributions of social structures to the operation of society are called social functions".

For example: family performs the function of socialization of childrens.
Note:All social structures-from simple handshake to complex religious rituals- function to keep society going.

Herbert Spencer(1820-1903): compared society to the human body. The structural parts of human body --the skeleton, muscles and various internal organs-- show interdependence, each contributing to the survival of the entire organism. Similarly various social structures, such as , the family, educational system and the economy are interdependent, working in concert to preserve the society.

Other contributors:
▪ Talcott Parsons(1902-1979)
▪Robert K. Merton(1910-2003)

Types of functions:
We can distinguish functions into two categories:

▪ **Manifest functions:"** include the recognised and intended consequences of a social pattern." Example: Manifest functions of educational institution are imparting knowledge and preparing young people for job market.

▪ **Latent functions:** include largely unrecognised and unintended consequences.
Example: Latent functions of educational institution could be keeping so many young people out of the labour market.

Along with functions, we also have social dysfunctions.
Social Dysfunctions:
"Any social pattern that disrupts the smooth operation of
        society." or
"undesirable consequences for the operation of society".
Example:
Technological development is a powerful driver for economic improvement ▬ it is useful function It's also a destabilizing force ▬ new machines can put people out of work, someday soon we may see social dysfunction of thousands of long-distance truckers being displaced by self driving vehicles.
Note:
It depends on perception ▬ for one a phenomenon can be functional and ▬ for the other it can be dysfunctional.
: Women empowerment is functional for some and dysfunctional for others.

Inequality is beneficial:

- In its view,there are certain jobs that can be performed <u>easily</u> (like washing clothes, answering to telephone etc)
- And there are some jobs that demand <u>talent and extensive experience and training</u> (like heart transplantation etc)

That's why rewarding important work with income, prestige and power ━ encourages people to do these jobs and work better, longer and harder. so inequality benefits the society as a whole.

Critical evaluation:

▪ The chief characteristic of structural-functional paradigm is its vision of society as orderly, stable and comprehensible.

▪ Goal is to figure out 'What makes the society tick.'

▪ How can we assume that society has a 'natural' order? If that is natural then there should be no variation in the social pattern of people at different places and there should be no change over time.

▪ It is bad in providing a good explanation why change happens?
▪ How about the inequalities in society that generate tension and conflict ?

▪ In its view bad things in society have some positive functions, therefore should not be changed. **Example** (an extreme example) structural functionalism view might imagine that poverty although harmful to people is fundamental for society because it ensures that there is always people who want work.

<u>The social-conflict approach:(Macro Level)</u>

"The social conflict framework sees society as an arena of inequality that generates conflict and change."

Meaning of Conflict:
"a serious disagreement or argument, typically a protracted one."

Unlike structural- functional paradigm, which emphasizes <u>solidarity</u>, this approach highlights <u>division</u> based on inequality.

Factors generating conflict: Factors like

- Gender
- Race
- Ethnicity
- Social class ● Age etc. are linked to the unequal distribution of <u>power, money, education and social prestige.</u>

<u>Note:</u>

A conflict analysis suggests that rather than promoting the operation of society as a whole, social structure typically benefits some people while depriving the others.

Types of conflict theory:

There are three kinds of conflict theory defined below:

1) <u>Economic conflict theory:</u>

" This conflict theory imagine society having different classes based on the relationship to the means of production

(things like factories and raw material etc.)" it was advanced by Karl Marx(1818- 1883) also known as the father of conflict theory.

Explanation:

According to Karl Marx, class division was in such a way

Bourgeoisie ━ Vs ━ Proletariats

Unequal economic

Distribution

- <u>Bourgeoisie</u>**:** Capitalists/factory owners-owning the means of production. They were in minority…….

- <u>Proletariat</u>**:** Workers / the working class-they must serve their labour in order to survive. They were in majority……

Perpetuate from generation to generation:

Young people from privileged families gain the best schooling and, when they leave college, they pursue prestigious, higher income careers.

That is not the case for children from poor families. In both cases the social standing of one generation is passed on to another, causing less opportunities for the poor.

Note:

In Karl Marx view, this economic inequality cause class consciousness and ultimately change in society.

Karl Marx saw this conflict between classes as a central Conflict in society but there are other conflict theories focusing different kinds of groups:

2) Race-Conflict theory:

"It is the study of society that focuses on inequality and conflict between people of different racial and ethnic categories."

Stated by W.E.B Du Bois(1868-1963), another founder of Sociology.

Explanation:

White people have numerous social advantages over people of colour including, on average, higher income more schooling, better health and long life expectancy.

Example:

Caste system in South Africa based on racial discrimination, is a good example of race-conflict theory. Aparthied was written in law in 1948 which denied the blacks' citizenship, causing for them, little schooling and low-paying jobs.

3) Gender conflict theory :

"The study of society that focuses on inequality and conflict between women and men."

The gender-conflict theory approach is closely linked to feminism.
Feminism: "support of social equality for women and men in opposition to patriarchy and sexism."

Example:

The examples of gender-conflict theory can be seen in many ways in which our way of life places men in positions of power over women:

- In home (where men are usually considered head of the household).
- In the workplace (where men earn more income and hold most positions of power) and
- In the mass media (where, for instance more men than women are hip-hop stars).

Note:

Conflict sociologists not only try to understand the inequality in society but also try to influence to reduce inequality in society. They want to change the system.

Critical Evaluation:

▪ This school of thought has a large following.

▪   This paradigm highlights inequality and division in society but it largely ignores how shared values and interdependence can generate unity among members of a society.

▪ To a great extent this paradigm has political goals, therefore it cannot claim objectively. Conflict theorists counter that all approaches have political consequences.

Social Action:

Duncan Mitchel: "Action is social when the actor behaves in such a manner that his action is intended to influence the action of one or more other persons."

        OR

"When one or more persons perform an action in presence of some social situation it is called social action."

    Max Weber defined sociology as the science of social action.

Characteristics of social action:

- Social action can be done by one or more persons.
- Social action influences others.
- Social action is performed in face of some social situation.
- Social action has its relationship with some social system in the way that the actors are interdependent upon one another.

Elements of social action:

Talcott Parsons has given five basic elements of social action

▪   **The actor:** It is that individual who performs an act. The actor can be one or more persons.

▪   **The goal:** It is the aim or objective for which the action was done. Without goal and action is futile and baseless.

▪   **Social situation:** The actor performs his role in presence of some social situation. While a social situation is a continuously occurring group event spread in space and time. The social situation instigates the actor to action. To control the situation he does an act. Therefore, a social situation is an agent of social action. Social situation has two types- controllable and uncontrollable.

▪   **Normative orientation:** The social action is performed on some social pattern, custom. All these forms are called norms of society. The pattern on which the social action is done is called norm.

▪ **Energy:** A social action requires energy for its performance. Physical energy and training are essential for an action.

Types of Social Action:

According to Max Weber there are four types of social action.

Rational-purposeful Action:	Value rational action:	Effective-action:	Traditional action:
Such actions have ends and objectives for the individual. The logic of cause and effect is applied. ▪According to Weber, "action cannot be meaningful unless it is goal oriented."	Such action is done for the pursuit of a value of highest dignity i.e.some ethical, aesthetic, religious or other forms of behaviour. ▪Social actions for such alts also require logical performance.	It is done according to the feelings of an effect upon the actor. The action is unplanned, resulting from the emotional state of mind of the actor.	This is an action which is guided by customs and long standing beliefs which become second nature or habit. ▪Not logically oriented
Example: people build a dam around a village to save it from floods.	**Example**:a soldier laying down his life for the country. His action is not directed towards attaining specific material goal like wealth. It is for the sake of certain values like honour and patriotism.	**Example**: If someone is teasing a girl in a bus, she may get so irritated that she may slap the offending person. She has been provoked so much that she has reacted violently. In this example, the action is defined not with reference to a goal or system of values, but by the emotional reaction of an actor placed in a given set of circumstances.	**Example**:In traditional Indian Society doing 'pranam' or 'namaskar' to elders is almost second nature needing no prompting.

The Symbolic-Interaction Approach:(Micro Level)

"It is a framework for building theory that sees society as the product of the everyday interactions of individuals."

"A person is the product of his experiences with others."

Founder of Interactionist Perspective:
- George Herbert Mead (1863-1931) is widely regarded as the founder of interactionist perspective.

- Max Weber(1864-1920) also contributed a lot..

The most important concept in this approach is the construction of reality.
Construction of reality:
"It means a process by which people creatively shape reality through social interaction." We create "reality", we define our surroundings, decide what we think of others and shape our identity.

Human beings are the creatures who live in the world of symbols attaching meaning to virtually everything.
Symbols:
Sociologists define a symbol as anything that carries meaning to a specific group of people or culture.
For example, the language of a society is a symbol for its members.
Characteristics:
- Symbols attached to reality(material or non material)
- Meanings are attached to symbols
- Symbols are the means of communication
- Symbols are the basis of social life
- We define our realities. The definitions could vary the definitions could be **substantive For example**: who is a police officer ▬ a provider of security or creator of anxiety. It is a substantive meaning.

Example:

▪   Without symbols we would have no mechanism of perceiving others in terms of relationships (aunts and uncles, employers and teachers).
Only because we have the symbols like aunts and uncles that define for us what such relationships entail. Compare these symbols with symbols like boyfriend and girlfriend you will see that the relationships can change quite differently.

▪   a handshake is only a greeting because we agreed that it is.

▪   a dog can be a friend or food depending on what meaning we assign to it etc..

Symbols make social life possible:

Without symbols we cannot co-ordinate our actions with others; we would be unable to plan for a future date, time and place. Without symbols there will be no books, no movies, no schools, no hospitals and no governments.

Critical Evaluations:

▪   Without denying the usefulness of macro-level social structures like the family, and social class, this approach reminds us that society basically amounts to people interacting. How individuals experience society.

▪   This approach ignores the widespread effects of culture as well as factors like social class, gender, and race.

Note:

All these three paradigms gives us three different perspectives to look at social world. Each gives us a different **lens** through which we can see our social life. All these lenses are **important** and necessary.

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Feminism:

"Feminism is support of social equality for women and men, in opposition to patriarchy and sexism."

Patriarchy**:** "a form of Social organisation in which institutional structures are dominated by men."

Sexism: "Ideology that one gender is superior to another."(it can be male or female)

Background:

▪   **1940s:** The first wave of feminism in United State began, as women opposed to slavery including Elizabeth Cady stanton and Lucretia Mott. In the 19th century, all the property woman had legally belonged to her husband. Even she didn't have the right to vote.

"I do not wish women to have power over men; but over themselves."

~Mary Wollstonecraft~ (Mother of British feminism) ▪**1920**: Right to vote was achieved.

▪   **1960s**: second wave of feminism arised that continues today. It focused on female participation in the labour force, equal pay, reproductive rights, sexual violence and educational equality and divorce.

Charlotte Perkins Gilman: "There is no <u>female mind</u>. The brain is not an <u>organ of sex.</u>" (Sex is biological but gender is social construct that varies from culture to culture and over time.)

Basic feminist ideas:

Feminism views the everyday lives of women and men through the lens of gender. How we think of ourselves (gender identity), how we act (gender roles) and our social standing as a women or man (gender stratification) are all rooted in the operation of society.

Although feminists disagree about many things most support five general principles.

1) Taking action to increase equality:

Feminist thinking is political, linking ideas to action. Feminism is critical of the status quo, pushing for change toward social equality for women and men. Many feminists are also guided by intersection theory to seek equality based on race and class as well as gender.

2) Expanding human choice:

Feminists argue that cultural ideas about gender, divide the full range of human qualities into two opposing and limiting spheres: the female word of emotion and cooperation and the male world of rationality and competition. As an alternative feminists propose "reintegration of humanity" by which all individuals develop all human traits.

3) Eliminating gender stratification:

Feminism opposes laws and cultural norms that limit the education, income and job opportunities of women. For this reason feminists advocate passage of the Equal Rights Laws (ERL).

4) Ending sexual violence:

Today's women's movement seeks to eliminate sexual violence. Feminists argue that patriarchy distorts the relationships between women and men, encouraging violence against women in the form of rape, domestic abuse, sexual harassment and pornography.

5) Promoting sexual freedom:

▪   Feminists advocate women's control of their sexuality and reproduction. Feminists support the free availability of birth control information. Most feminists also support women's right to

choose whether to have children or terminate pregnancy rather than allowing men ▬ as husband, physicians and legislators ▬ to control their reproduction.

▪   Many feminists support the gay people efforts to end prejudice and discrimination in a largely hetrosexual culture.

Types of feminism:

Although feminists agree on the importance of gender equality they disagree on how to achieve it. There are three types:
▪   Liberal feminism
▪   Socialist feminism
▪   Radical feminism

1) Liberal feminism:
"Individuals should be free to develop their own talents and pursue their own interests."
▪Liberal feminists accept the basic organisation of our society but seek to expand the rights and opportunities of women.
▪   They support passage of the Equal Rights Amendment
▪   They also support reproductive freedom for all women

▪   They respect the family system as a social ininstitution)

2) Socialist feminism:

"Socialist feminism supports an end to social classes and to family gender roles that encourage 'domestic slavery'."

Evolved from the ideas of Karl Marx and Friedrich Engels.

Explanation:
Capitalism increases patriarchy by concentrating wealth and power in the hands of a small number of men.This family form fostered by capitalism must be changed.
How to achieve:
This can be achieved through a socialist revolution that creates a state-centered economy to meet the needs of all.

3) Radical feminism:
"Reaching the goal of gender equality means that society must eliminate gender itself."

How to achieve:

One possible way to achieve this goal is to use new reproductive technology that has been developed by scientists in recent decades. This technology has the ability to separate women's bodies from the process of childbearing. With an end to motherhood, radical feminists reason, society could leave behind the entire family system, liberating women, men and children from the oppression of family, gender and sex itself.

Radical feminism seeks an egalitarian and gender free society.

Note:

It is a revolution much more sweeping than that sought by Marks.

Multicultural feminism:

It is a new feminist perspective, has highlighted not only the common situation faced by all women but also their social and cultural differences. It is based on intersection theory.

Intersection theory:

"Intersectionality is a theoretical framework for understanding how aspects of a person's social and political identities (e.g,gender, race, class, sexuality, ability, height etc.), might combine to create unique modes of discrimination from other."

Global Feminism:

Global feminism attempts to recognise the common oppression in the lives of all world's women, while also paying attention to their different positions within a world of nations set apart from one another by the system of global stratification.

For example:

The life experience of the women living in high-income Nations is different from that of living in low-income Nations.
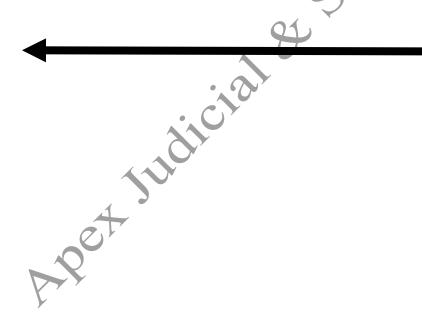
Opposition to feminism:

▪ Feminism provokes criticism and resistance from both men and women who hold conventional ideas about gender.

▪   Some men oppose feminism for the reason
  — That may white people have historically opposed social equality for the people of colour.

▬ The want to preserve their women privileges.

▬ Its radical expression attacks the family and rejects time-honored patterns that have guided male-female relationship for centuries.

▪ Women whose lives centre on their husbands and children consider it as deprivation for them.

▪ Some sociologists charge that Feminism ignores a growing body of evidence that men and women think and act in somewhat different ways.

▪ In its drive to increase women's presence in the workplace, feminism undervalues the crucial and unique contribution women make to the development of children especially in the first year of life.

Achievements:

Movement towards gender equality has progressed ahead.

▪ Industrialisation has shifted the nature of work from physical demanding tasks, that favoured male strength, to jobs that require thought and imagination. This change puts women and men on an equal footing.

▪ Medical technology has given control over reproduction so women's lives are less constrained by unwanted pregnancies.

▪ Many women and men have also deliberately pursued social equality.

▪ Sexual harassment complaints now are taken much more seriously in the workplace.

Subject : Sociology (Part 1)

Topic No. 02

SOCIAL INSTITUTIONS

- **Family**
- **Education**
- **Religion**
- **The Economy and war**
- **Health and medicine**
- **Mass communication**
- **Role of institutions in law abiding society**
- **Davience and crime**
- **Implications of dysfunctional**
- **Institutions on society**

SOCIAL INSTITUTIONS

IRODUCTION:

A social institution is defined as a collection of individuals banded together in pursuit(aim) of a common purpose: A social institution's common purposes include granting its members certain rights and privileges. Members of a social institution also possess certain delineated/characterized duties, responsibilities and liabilities. As a group, the people making up a social institution share common objectives and goals. A wide array of different types of social institutions exist.

ATION OF TERMS SOCIAL INSTITUTIONS:

(a) According to **Betrand**:
"Institutions are systems of social relationship for meeting various felt human needs."

(b) According to **Maciver** and **Page**:
"Maciver and . Page consider institution as: established forms or conditions of procedure."

EXAMPLES:

(i) Religious organizations represent a prime example of social institutions. In the case of these types of social institutions, people get together in a shared belief and reverence for a supernatural power, for an entity beyond themselves.

(ii) Schools of all types, from primary schools to institutions of higher education, represent another form of social institution. Schools exist for the common purpose of the instruction of others, such as to teach skills and share knowledge between educators and students or pupils.

SOCIAL INSTITUTIONS:

GOVERNMENT

(I) GOVERNMENT:

A government is an institution entrusted with making and enforcing the rules of a society as well as with regulating relations with other societies. In order to be considered a government, a ruling body must be recognized as such by the people it purports to govern. A person or group that considers itself the leading body of a society has no power if the members of the society do not recognize the person or group as such.

➢ **Types of Governments**

Most of the world's governments fall into one of four categories: monarchy, democracy, authoritarianism, or totalitarianism.

(i) *Monarchy:*

Monarchy is a political system in which a representative from one family controls the government and power is passed on through that family from generation to generation. Most of the world's monarchies are constitutional monarchies, in which the reigning member of the royal family is the symbolic head of state but elected officials actually do the governing. Many. European countries have constitutional monarchies.

Example: Saudi Arabia is a monarchy. Until recently it was an absolute monarchy, meaning that the king had complete control of the country. The Saud royal family introduced a constitution in 1992.

(ii) *Democracy:*

Democracy is a political system in which citizens periodically choose officials to run their government.

Example: El Salvador has a democratic form of government. Throughout most of the nineteenth century, El Salvador was beset -by revolution and war, and from 1931 to 1979 it was ruled by military dictators. From 1980 to 1992, the country was torn apart by civil war. The country currently has a stable government and 'elected president.

(iii) *Authoritarianism:*

Authoritarianism is a political system that does not allow citizens to participate in government.

Example: Zimbabwe is controlled by an authoritarian leader whose human rights violations and disastrous economic policies have brought on international condemnation. However, not all authoritarian governments are outcasts. China. has an authoritarian government, but it is a member of the World Trade Organization and a major player in international politics.

(iv) *Authoritarian or Totalitarian:*

There is disagreement among theorists about the exact. difference between authoritarianism and totalitarianism. Both tend to use brutal tactics to suppress perceived opposition. Totalitarian governments, however, extend their control into virtually all aspects of people's lives and feature a "cult of personality" around their leader.

(v) *Totalitarianism:*

Totalitarianism is a political system under which the government maintains tight control over nearly all aspects of citizens' lives.

Example: Cambodia under the regime of Pol Pot and the Khmer Rouge from 1976 to 1978 was totalitarian. Under the banner of socialism, Pot Pot attempted a radical reformation of Cambodia. He forced the evacuation of the country's cities and relocated citizens to communal farms in the countryside, where they were to be "reeducated" to become part of an idealized communist agrarian society. Pol Pot's secret police tortured and murdered over a million "dissenters," especially those he viewed as urban intellectuals.

(A)   FAMILY

(II) *FAMILY*:

The institution of family has three important functions:
(i)   • To provide for the rearing of children.
(ii)   To provide a sense of identity or belonging among its members
(iii)   To transmit culture between generations

In Western societies, we tend to think of a family as consisting of a mother, father, and children living under one roof: a nuclear family. Before societies modernize, families usually consist of several generations and branches of extended family living in the same -dwelling, or in the same village. As modernization occurs, young people tend to move away from the villages in which they were raised in search of jobs, leaving the older generations behind. They relocate to cities and meet people they probably never would have met had they stayed. Home People in modernized, urbanized societies meet spouses on their own, rather than being introduced by family members, and marry and settle down in locations that are often far from their original communities.

(A)   EDUCATION

(III)   **_EDUCATION:_**

Social institutions are an important element in the structure of human societies. They provide a structure for behavior in a particular part of social life. The five major social institutions in large societies are family, education, religion, politics, and economics. While each institution does deal with a different aspect of life, they are interrelated and intersect often in the course of daily life.

For example, for schools to be able to exist they rely on fording from the government. This is an intersection between politics acid education*. Social institutions affect individual lives through other aspects of society such as culture, socialization, social stratification, rind deviance.

This paper will focus on the social institution of education, and how it affects individual lives through socialization, deviance, and social stratification. Education plays a large part in the socialization of children into society. Most American children spend the required 180 days each year in school from the first grade through .high school. Most of a child's day through these years is devoted to activities involving school such as attending classes, doing homework, and participating in extracurricular activities. The school format is designed to teach children to be productive members of. society. Schools .bear most of the responsibility of preparing young, people for the working environment. Children learn punctuality, time management, and to respect the authority of their teacher which prepares them to respect their boss.

The curriculum also plays an important role. A class in civics teaches a child to be a good American, and a class in home economics teaches a child how to operate. a household. Most socialization, however, occurs beyond the curriculum. Extra-curricular activities such as student government, being a part of a school newspaper, or being in a business club provide anticipatory socialization for adult jobs.

(A)   **RELIGION**

(IV)   **_RELIGION:_**

Religion is a social institution that answers questions and explain the seemingly inexplicable. Religion provides explanations for why things happen and demystifies the ideas of birth and death. Religions based on the belief in a single deity are monotheistic. Those that encompass many deities are polytheistic.

Major World Religions:

Most of the world subscribes to one of the following religions:

(i)   **Christianity**: The most widespread world religion, Christianity derived from Judaism. It is based on the belief that Jesus Christ

was the son of God and the redeemer of mankind. There are many different Christian denominations.

(ii) **Islam**: Followers of Islam are called Muslims. Muslims believe that the true word of God was revealed to the prophet Muhammad around 570 A.D. God in Islam is the same god as the Christian and Judaic deity.

(iii) **Judaism**: Judaism is a monotheistic religion that predates Christianity, built on the belief that they are -the "chosen people of God.

(iv) **Hinduism**: Hinduism is the oldest major world religion, dominant in India. Hindus do not worship a single person or deity but rather - are guided by a set of ancient cultural beliefs. They believe in the principle of karma, which is the wisdom or health of one's eternal soul. Karma can be strengthened with good acts and harmed by bad acts. Hindus believe that karma plays a role in reincarnation, a cycle of continuous rebirth through which, ideally, the soul can achieve spiritual perfection. The state of a person's karma determines in what form he or she will be reborn.

Buddhism: Buddhiits, most of whom live in Japan, Thailand, Cambodia, and Burma, follow the teachings of Siddhartha Gautama, a spiritual teacher of the sixth century B.C.E. Buddhism, like Hinduism, does not feature any single all-powerful deity but teaches that by eschewing materialism, one can transcend the "illusion" of life and achieve enlightenment.

Types of Religious Groups:

Sociologists group religious organizations into three categories: church, sect, arid cult.

(i) **Church**: A church is a religious group integrated with society.
Example: The Roman Catholic Church is well integrated in the society in Spain.

(ii) **Sect**: A sect is a religious group that sets itself apart from society as a whole.
Example: The Amish of Pennsylvania are a classic sect. Though Christian, they choose to set themselves. apart from the rest of society by their lifestyle, which eschews many aspects of modernity.

(iii) **Cult**: A cult is a religious group that is outside standard cultural norms, typically centered around a charismatic leader.
Example: The People's Temple, a cult that emerged in the late 1970s, was led by a man named Jim Jones. Jones started his cult in San Francisco, then convinced several hundred followers to move with him to Jonestown, Guyana. He claimed to be a god and. insisted on strict loyalty. In 1978, he and 913 of his followers committed mass suicide.

(A) ECONOMY & WORK

(V) ECONOMY & WORK:

You can think of the economic institution like the tires on the bicycle. Without them, the bike will not move. In society, without an economic system, the transfer of materials. would break down. The economy is responsible for managing how a society produces and distributes its goods, services and resources.

There are two dominant economic systems in the world: capitalism and socialism. Both of these have the same purpose but are structured differently. It's like having a pair of racing tires and a pair of all-terrain tires. Both will roll, but do so differently.

For example, in China, a socialist society, the government controls the management of its goods and resources, with little say from the citizens. In the United States of America, a capitalist society, businesses and citizens control much of the materials, with some regulation from the government.

(A) POLITICS & GOVERNMENT

(VI) POLITICS & GOVERNMENT:

Within social system there are various subsystems like political system-, economic system, religious system, educational system etc. Dayid Easton and Gabriel Almond played a leading role in developing the system theory in the field of political science. According to Easton political system is that system of interactions in any society through which binding or authorities allocations are. made and implemented. Thus it is making-of binding or authorities an allocation that distinguishes the political system from other systems both within and outside the overall society.

A government is an institution entrusted with making and enforcing the rules of a society as well as with regulating relations with other societies. In order to be considered - a government, a ruling body must be recognized as such by the people it purports to govern. A person or group that considers itself the leading body of a society has no power if the members of the society do not recognize the person or group as such.

Types of Governments:

Most of the world's governments fall into one of four categories: monarchy, democracy, authoritarianism, or totalitarianism.

(A) HEALTH & MEDICINE

(VII) HEALTH & MEDICINE:

The institution of medicine is responsible for defining and treating physical and mental illnesses among members of a society. The goal of a society's medical establishment is to promote health, , the total well-being of its people. The nature of both health and medicine in a given society are culturally determined. Definitions of illness vary widely from society to society.

Societies attach different values to conditions that people worldwide experience, and as such, they treat those conditions differently, or not at all. In addition, societies have vastly differing views on the nature and origin of both physical and mental illness.

Physical Illness: The institution of medicine must not only define illness but also figure out how to cure it. The acceptance of a cure, depends on how that society views the illness. In the West, illnesses are thought to originate primarily from physical sources and doctors use biomedical or surgical cures to treat them. Other cultures consider illnesses punishment for certain deeds or curses that are put on individuals, so other methods of curing the condition, such as incantations or folk remedies, are more common.

Mental Illness: The symptoms and origins of a mental illness can be as varied as those of a physical illness.
In the West, hearing voices or hallucinating are generally viewed as symptoms of a mental illness, such as schizophrenia.

In other societies, these symptoms might instead indicate a religious experience, and the afflicted individual may not be seen as mentally ill. Instead, he or she could be viewed as enlightened or special in a positive way.

Scientific Medicine: What Americans consider "medical treatment"- is actually a fairly new approach to health care. Before the nineteenth century, any number of people might be called upon to treat a sick person: herbalists, druggists, midwives, even barbery (in the middle ages, barbers became skilled at bloodletting). Today, most Americans seek medical treatment from "rained, certified medical doctors who focus on treating their particular illnesses and symptoms. This modern, scientific medical practice has been remarkably effective at saving people's lives. Women and children in particular have benefited, and rates of maternal death in childbirth and infant mortality have plummeted since the turn of

the twentieth century.

Still, the scientific approach has its drawbacks. Practitioners tend to focus on only one part of the patient at a time and don't try to see the "big picture" of patient health or ask questions about the patient's diet, exercise habits, or emotional well-being, all of which might influence treatment.

Holistic Medicine: Once scientific medicine became dominant in industrial-zed countries, practitioners of traditional forms of medicine, such as midwives, acupuncturists, and herbalists, were pushed to the fringe of the medical establishment, their work dismissed as quackery. But a growing body of evidence suggests that holistic medicine, a medical approach that involves learning about a patient's physical environment and mental status, may be just as effective as scientific medicine for some illnesses. More and more medical doctors are opening themselves to the possibility of a balance between holistic and scientific medicine.

ROLE OF MASS COMMUNICATION IN SOCIOLOGY

(i) Sociology and Mass Media are complementary to one another.

To convey your message, efficiently you need to first understand how society works? How different communities functions? How and why people react and behave to certain things differently in society? Through Sociology, we get to know all these answers and build the better bond with people. Sociology and Communication decides to whom the message is meant-for, what is the content that should be put out, through which medium the message should be delivered. and what would be the feedback of the society or in other words Sociology attempts to
.answer " who says what to whom through which channel and with what effects?"

(ii) Relationship between sociology and mass, media communications:

Sociology, it is a study of society and human behavior so therefore communication is rooted deep in society.

Mass communication is. &tie to impact people. It has three main motives to make people Read, Understand .and. React. It sets basic knowledge for people to interact in society with each other and with situations. Sociology help perceive the psychology of the .people not at an individual once you are successful at gaining knowledge of society's functions and structure, you will be able to transport ideal or suitable messages in society. From designing content of the communication to communicate to-the people till the post scenario of communication is also said to be a subject matter of Sociology.

Marshall McLuhan states the importance of choosing a right medium to impart the message to the Society is very essential. McLuhan recommends that a

medium itself, not the substance it conveys, ought to be the concentration of study. He said that medium influences the general public in which it assumes a part not just by the substance conveyed over the medium, yet in addition to the attributes of the medium itself.

Media theories are now being developed based on critical thinking and qualitative method. Communication can be viewed as central part of consciousness as well as the element of human activity. Also, Sociological analysis of communication is necessary to understand whether mass media have any impact on social structure and vice versa.

From home to school from school to workplace we use different ways to communicate with others because each individual plays carries different social status, mindset, and social skills. Hence here Sociology comes in handy when you are at home you talk to your family member according to that. When you are at work you will be more careful and formal following work and social etiquette so that you don't fall in trouble.

As characterized by **C Wright Mills** in The Power Elite (1956), the broad communications have two critical sociological attributes: to start with, not very many individuals can impart to an awesome number; and, second; the group of onlookers has no viable method for replying back

As in today's time, Mass Media overpowers the mental lives of people. Therefore it creates intense curiosity among Sociologist to know more about mass media and its effect on society. In past also we have seen the different instance where people used dissimilar tactics to convey their messages and set up propaganda in society. Early examinations by Harold Lasswell, Paul Lazarsfeld, and others appeared to demonstrate that media impacts were, in fact, immediate and capable the supposed 'hypodermic' model of impact. Be that as it may, more escalated examine uncovered that mass interchanges have interceded in complex ways and that their consequences for the group of onlookers rely upon elements, for instance, social class, social settings, values and' ethics, convictions, enthusiastic state etc.

Thus, for better communication one needs to understand society and human behavior as Media and Sociology are complementary to each other.

(***III***) ***Examples of the work of sociologists in media analysis.***

It takes a number of surveys conducted in the past and analyses them from the sociological point of, view and determines their significance." The route between sociology and mass communication seems to be a one-way street. This is surprising because the exercise of social power, the mediation of social

relations, the reproduction of society and culture, and the organization of social experience are significant in sociology and media studies. (Sociology has a lot to say about the media and the media very little to say about Sociology.) The sociological study of communication is an attempt to answer the simple question of who says what, in which channel, to whom and with what effect?' This definition implies overt intention, avowed purpose, and communicative efficiency.

However, some sociologists take the view that a greater emphasis on the role of society and external social forces in defining the roles of 'sender' and receiver' is more appropriate

The former view further assumes that messages are as much received as sent and that motives for receiving are as significant as motives for sending.

Thirdly, it further assumes the media are not neutral but complex social institutions with motives.

Fourthly, messages are sent by media that have encoded purposes with many possible interpretations of origin and function.

(IV) Role and Influence of Mass Media

Mass media is communication whether written, broadcast, or spoken that reaches a large audience. This includes television, radio, advertising, movies, the Internet, newspapers, magazines, and so forth. Mass media is a significant force in modern culture, particularly in America. Sociologists refer to this as a mediated culture where media reflects and creates the culture. Communities and individuals are bombarded constantly with messages from a multitude of sources including TV, billboards, and magazines, to name a few. These messages promote not only products, but moods, attitudes, and a sense of what is and is not important. Mass media makes possible the concept of celebrity: without the ability of movies, magazines, and news media to reach across thousands of mites, people could not become famous. In fact, only political and business leaders, as well as the few notorious outlaws, were famous in the past. Only in recent times have actors, singers, and other social elites become celebrities or "stars."

(V) Current level of media saturation:

The current level of media saturation has not always existed. As recently as the 1960s and 1970s, television, for example, consisted of primarily three networks, public broadcasting, and a few local independent stations. These channels aimed their programming primarily at two-parent, middle-class families. Even so, some middle-class households did not even own a television. Today, one

can find a television in the poorest of homes, and multiple TVs in most middle-class homes„ Not only has availability increased, but programming is increasingly diverse with shows aimed to please all ages, incomes, backgrounds, and attitudes.. This widespread availability and exposure makes television the primary focus of most mass-media discussions. M6re recently, the Internet has increased its role exponentially as more

Businesses and households "sign on." Although TV and the Internet have dominated the mass media, movies and magazines particularly those lining the aisles at grocery checkout stands also play a powerful role in culture, as do other forms of media.

(I) *What role does mass media play?*

Legislatures, media executives, local school officials, and sociologists have all debated this controversial question. While opinions vary as to the extent and type of influence the mass media wields, all sides agree that mass media is a permanent part of modern culture.

Three main sociological perspectives on the role of media exist: the;

     (i)   limited-effects theory,
     (ii)   the class-dominant theory, and
     (iii)   the cultureless theory.

(I) *Limited-effects theory:*

The limited-effects theory argues that because people generally choose what to watch or read based on what they already believe, media exerts a negligible influence. This theory originated and was tested in the 1940s and 1950s. Studies that examined the ability of media to influence voting found that well-informed people relied more on personal experience, prior knowledge, and their own reasoning. However, media "experts" more likely swayed those who were less informed.

Criticism :

Critics point to two problems with this perspective.

(a) First, they claim that limited-effects theory ignores the media's role in framing and limiting the discussion and debate of issues. How media frames the debate and what questions members of the media ask change the outcome of the discussion and the possible conclusions people may draw.

(b) Second, this theory came into existence when the availability and dominance

of media was far less widespread.

(ii) Class-dominant theory:

The class-dominant theory argues that the media reflects and projects the view of a minority elite, which controls it. Those people who own and control the corporations that produce media comprise this elite. Advocates of this view concern themselves particularly with massive corporate mergers of media 'organizations, which limit competition and put big business at the reins of Media especially news media. Their concern is that when' ownership is restricted, a few people then have the ability to manipulate what people can see or hear. For example, owners can easily avoid or silence stories that expose unethical corporate behavior or hold corporations responsible for their actions.

The issue of sponsorship adds to this problem. Advertising dollars fund most media. Networks aim programming at the largest possible audience because the broader the appeal, the greater the potential purchasing audience and the easier selling air, time to advertisers becomes. Thus, news. organizations may shy away from negative stories about corporations (especially parent corporations), that finance large advertising campaigns in their newspaper or on their stations. Television networks receiving millions of dollars in advertising from companies like Nike and other textile manufacturers were slow to run stories on their news shows about possible human-rights violations by these companies in foreign countries. Media watchers identify the same problem at the local level where city newspapers, will not give new tars'poor reviews or run stories on selling a home without an agent because the majority of their funding comes from auto and real estate advertising. This influence also extends to programming. In the 1990s a network cancelled
.a short-run drama with clear religious sentiments, Christy, because, although highly popular and beloved in rural America, the program did not rate well among young city dwellers that advertisers were targeting in ads.

Criticism:

Critics of this theory counter these arguments by saying that local control of news media
.largely lies beyond the reach of large corporate offices elsewhere, and that the quality of news depends upon good journalists. They contend that those less powerful and not in control of. media have often received full media coverage and. subsequent support. As examples they name numerous environmental causes, the anti-nuclear movement, the anti-Vietnam movement, and the pro-Gulf War movement.

While most people argue that a corporate elite controls media, a variation on this approach argues that a politically "liberal" elite controls media. They point to the fact that journalists, being more highly educated than the general population, hold more liberal political views, consider themselves "left of center," and are more likely to register as Democrats. They further point to examples from

the media itself and the statistical reality that the media more often labels conservative commentators or politicians as "conservative" than liberals as "liberal."

Media language can be revealing, too. Media uses the terms "arch" or "ultra" conservative, but rarely or never the terms "arch" or "ultra" liberal. Those who argue that a political elite controls media also point out that the •Movements that have gained media attention-the environment, anti- nuclear, and anti-Vietnam-generally support liberal political issues. Predominantly conservative political issues have yet to gain prominent media attention. or have. been opposed . by the media. Advocates of this view point to the Strategic Arms Initiative of the 1980s Reagan administration: Media quickly characterized the defense program as "Star Wars," linking it to an expensive
.fantasy. The public failed to support it, and the program did nat get funding or congressional support.

(iii) *Culturalist theory:*

The culturalist theory, developed in the 1980s and 1990s, combines the other two theories and claims that people interact with media to create their own meanings out of the images and messages they receive. This theory sees audiences as playing an active rather than passive role in relation to mass media. One strand of research focuses on the audiences and how they interact with media; the other strand of research focuses on those who produce the media, particularly the news:
-

Theorists emphasize that audiences choose what to watch among a wide range of options, choose how much to watch, and may choose the mute button or the VCR remote over the programming selected by the network or cable station. Studies of mass media done by sociologists parallel. text-reading and interpretation research completed by linguists (people Who study language). Both groups' of researchers find that when people approach material; whether written text or media images and messages, they interpret that material based on their own knowledge and experience. Thus, when researchers ask different groups to explain the meaning of a particular song or video, the groups produce widely divergent interpretations based on age, gender, race, ethnicity, and religious background. Therefore, culturalist theorists claim that, while a few elite in large corporations may exert significant control over what information media produces and distributes personal perspective plays a more powerful role in how the audience members interpret those messages.

ROLE OF INSTITUTIONS IN LAW ABIDING SOCIETY

Why Pakistan is not progressing is due to our weak social institutions. Social institution can play an important role in making any country stronger. If the

country has weak institutions than it will be very hard for the nation to survive without any problems and difficulties. Instead of strong institutions, we have strong Persons. The only way Pakistan can progress is my making its institutions strong by converting it truly into welfare state.

Strong institutions means end of corruption, rule of law all problems mentioned below are by product of weak institutions. While the progressing countries have only one thing in common they all . have strong institutions. They prefer merit instead of personal satisfaction which ultimately results in frustration among People.

(i)   Poverty
(ii)   Illiteracy
(iii)   Corruption
(iv)   Terrorism / sectarianism
(v)   Foreign debt NO Restoration/promotion of democracy results in Weak Institutions
(vii)   Water crisis
(viii)   Lack of leadership
(ix)   Population explosion
(x)   Pollution
(xi)   Provincial disharmony

All these problems are the result of weak social institutions when family institution will be weaker than it wily produce the disorganized members of society and then they will cannot give their best in other social institutions of Pakistan. When one institution will be affected than the chain of disorganized society will keep moving and in every aspect of society weakness will occurs and will result in destabilizing of country.

Social institutions and its importance are not known by everyone. But really what actually social institution is. Each society has its own social institutions. These are not buildings or places, but structures of relationship, obligation, role and function. These are social concepts and practices, but also involve cognitive structures. Members of a society have a similar mental concept of right and wrong, order and relationships, and patterns of good (positive values). Those who, do not honor these concepts are "criminals," or at least antisocial

There are five social institutions on which society revolves and if any of the institution become weak that it result in destruction and disturbance of society.

. DEVIANCE AND CRIME

The word deviance connotes odd or unacceptable behavior, but in the sociological sense of the word, deviance is simply any violation of society's norms. Deviance can range from something minor, such as a traffic violation, to

something major, such as murder.

Each society defines what is deviant and what is not, and definitions of deviance differ widely between societies. For example, some societies have much more stringent rules regarding gender roles than we have in the United States, and still other societies' rules, governing gender roles are less stringent than ours.

Gender and Deviance: In the United States, women who cry in public in response to emotional situations are not generally considered deviant even women. who cry frequently and easily. This view of women has remained relatively constant. Over the past fifty years, however, society's perception of men who cry has changed. A man who cried publicly in the 1950s would have been considered deviant. Today, men who cry in response to extreme emotional situations are acting within society's norms. Male politicians cry when announcing defeat, male athletes cry after winning a championship, and male actors cry after winning an award. By today's standards, none of these men is committing a deviant act.

Relativism and Deviance: Deviance is a relative issue, and standards for deviance change based on a number of factors, including the following:

(i) Location: A person speaking loudly during a church service -would probably be considered deviant, whereas a person speaking loudly at a party would not Society generally regards taking the life of another person to be a deviant act, but during wartime, killing another person is not considered deviant.

(ii) Age: A five-year-old can cry in a supermarket without being considered deviant, but an older child or an adult cannot.

(iii) Social status: A famous actor can skip to the front of a long line of people waiting to get into a popular club, but a non-famous person would be considered deviant for trying to do the same. Individual societies: In the United States, customers in department stores do not try to negotiate prices or barter. for goods. In some other countries, people understand that one should haggle over the price of an item; not to do so is considered deviant.

IMPLICATION OF DYSFUNCTIONAL INSTITUTIONS ON SOCIETY

Sustainable functioning of any system requires clear interconnection and interdependence of all its elements, aimed to achieve the set goals, whether in economics, sociology or other fields. In conducting a functional analysis, dysfunctions are consequences of structural elements that produce changes in their environing social system.

The concept of "social institute dysfunction" was introduced by H. Spencer (Herbert Spencer (1820-1903)—English sociologist and philosopher. (Sociology as a subject of study) to sociology as a science of society evolution laws. He

considered this concept to reflect a condition when an appropriate institute brings harm instead of benefit to the society. According to H. Spencer dysfunctions occur when there is a redistribution of functions between the newly created and already functioning institutes, under any attempt of an institute to monopolize functions, when some institutes do not comply with social need. Social institution activity is 'considered functional if it contributes to the stability maintenance and social integration. It can be considered as dysfunctional, if it aims at destruction rather that preservation. Increase of, dysfunctions in, social institutes activities leads to social disorganization of the society.

"In any given case the behavior of an object can have both functional and dysfunctional consequences, leading to a difficult and important issue of criteria development for assessing the clear equilibrium of a complex of consequences. "Functions are observed consequences that facilitate the adaptation of a system; and dysfunction reduce the system adaptation or adjustment". In fact, the system adaptation to external influences reduces.

5. CONCLUSION:

To conclude that The general definition of social institutions also includes an extended family. In its basic or essential terms, an extended family is a collection of nuclear families. These nuclear families band together as a group or social institution because of a shared common ancestry. The nuclear families in and of themselves also constitute social institutions. Indeed, any household group, whether related by blood, is considered a social institution.

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Subject : Sociology (Part 1)

Topic No. 03

Social stratification and

Social mobility

Systems of stratification
Dimensions of
stratification Social
mobility
Poverty
Stratification, deviancy, and crime

Introduction :

Stratification: Social stratification refers to a system by which a society ranks categories of people in a hierarchy.

Melvin: Social stratification refers to an arrangements of any social group or society into a hierarchy of positions that are unequal with regard to power, property, social evaluation and psychic gratification.

Systems of stratification

There are four main systems of stratification

1. **The slavery:** The most closed system is slavery, or ownership of a people which has been quite common in the history. Slavery still exist in parts of Africa, Asia, and South America with some estimates putting the number of slaves in the tens of millions. Todays, slaves include men taken as a prisoners of war, girls and woman captured in wartime and children sold by their parents to become laborers.

2. **The estate:** This system is characterized by control of land and were common in Europe and Asia during middle ages and into 1800s. In this system two major estates existed: the landed gentry and the peasantry. The landed gentry owned huge expenses of land on which serfs toiled. The serfs had more freedom than slaves but typically lived in poverty.

3. **The caste:** People are born into unequal group based on their parents' status and remain in the group for life time. For many years best known caste system was in India. People born in lower caste lived in abject poverty. Modern cities have weaken the caste system and different caste people have contact with each other.

4. **The class:** Many societies, including ones, have class systems. In this system, a person is born into a social ranking but can move up or down from it much more easily than in caste systems. This movement in either direction is primarily the result of a person's own efforts, knowledge, and skills or lack of them. Generally, there are three classes in the society. High, middle and low. We sometimes further classify each class into three categories.

   ➢ Upper class
     Upper upper
     class
     Upper middle class
     Upper lower class
   ➢ Middle class
     Middle upper class
     Middle middle
     class Middle lower
     class
   ➢ Lower class
     Lower upper
     class
     Lower middle class
     Lower lower class

Difference between class and caste

1. In Max Weber's phraseology, caste and class are both status groups. While castes are perceived as hereditary groups with a fixed ritual status, social classes are defined in terms of the relations of production.

2. A social class is a category of people who have a similar socio-economic status in relation to other classes in the society. The individuals and families which are classified as part of the same social class have similar life chances, prestige, style of life, attitudes etc. In the caste system, status of a caste is determined not by the economic and the political privileges but by the ritualistic legitimation of authority. In the class system, ritual norms have no importance at all but power and wealth alone determine one's status.

3. Castes are found in Indian sub-continent only, especially in India, while classes are

found almost everywhere. Classes are especially the characteristic of industrial societies of Europe and America. According to Dumont and Leach, caste is a unique phenomenon found only in India.

4. Classes depend mainly on economic differences between groupings of individuals— inequalities in possession and control of material resources— whereas in caste system non-economic factors such as influence of religion [theory of karma, rebirth and ritual (purity-pollution)] are most important.
5. Caste system is an organic system but class has a segmentary character where various segments are motivated by competition.
6. Caste system is characterized by 'cumulative inequality' but class system is characterized by 'dispersed inequality.'
7. Social classes are based on the principle of achievement, i.e., on one's own efforts, not simply given at birth as is common in the caste system and other types of stratification system. As such social mobility (movement upwards and downwards) is much more common in the class structure than in the caste system or in other types. In the caste system, individual mobility from one caste to another is impossible.
8. In the class system there is no restriction on inter-dinning and inter-marriages but it is found in caste system.

Dimensions of stratification

There are few things on which society do stratification.

*   **Wealth and income:** What people own and inherit is called wealth and it consist of everything a person and a group own.
*   **Inequality of power:** Sociology define power as control over the actions of others. People, who have more get the higher position in the societies.
*   **Inequality of prestige:** Prestige differs in what attributes, they attract prestige to: religion, occupation ranking, consumption patterns and membership in any organization.
*   **Class division:** Class division has three methods through which it is done
    Subjective method: Personal ascription belongs to a person.
    Reputational method: Old times identify ones social class and put it into a category.
    Objective method: Division according to income, education, and type of residence.

Social mobility

Definition: It is a change in occupation in residential place and in status upward or downward.

Horton and Hunt: Social mobility may be defined as the act of moving from one social class to another.

Types of social mobility

There are three types of social mobility.

1. **Territorial mobility:** It is change of residence from one place to another.
2. **Vertical mobility:** It is defined as any upward or downward change in the absolute or relate rank of any individual or group. It has two more types upward (movement from down to upward) and downward (movement from up to downward).
3. **Horizontal mobility:** Alteration of profession with no significant movement up or down in the system of status.

Cohen introduced two more types of mobility inter-generational and intra-generational in his book.

Causes of social mobility

1. Dissatisfaction from previous conditions
2. Adoption of new conditions
3. Industrial and technological development
4. Education
5. Urbanization
6. Means of communication and transformation

Poverty

Definition: poverty is inability to maintain minimal standards of foods, clothing, shelter and health care.

Causes of poverty

1. Lack of getting benefits with natural resources
2. Avoid low quality work
3. Lack of hard work leads to drug addicts
4. Anti-social habits

5. Lack of religious education
6. Wastage of economic resources
7. Unemployment
8. Blame on fate
9. Wrong religious beliefs
10. Illiteracy
11. Ignorance

Solution of poverty

1. Elimination of poverty
2. Persuasion for labor and hard work
3. Technical education to beggar
4. Promotes culture of saving
5. Technical and semi technical education
6. Promotion of education
7. Women empowerment
8. Improved agriculture
9. Better infrastructure
10. Extension of micro credit
11. Reduce population growth rate

Stratification, deviancy and crime

Stratification is classification on basis on occupation, education, and many others and deviancy is the violation of norms of society. Social class is an important issue that must be taken into consideration when examining crime and criminal behavior. Social class is often viewed as a critical factor that influences the motivation to commit criminal activities. Social class may influence deviant and/or criminal behavior as a response to wanting to maintain status quo (particularly those in middle to upper class levels), economic hardships (that may occur at various class levels), the lack of social power, income inequality, or the lack of resources.

Subject : Sociology (Part 1)

Topic No. 04

Socialization

1. Introduction
2. **Agents of socialization**
3. **Sociology through life course**
4. **Importance of socialization from law perspective**
5. **Theories of socialization**

Introduction

   Definition

- **Young and Mack**: The process of inducting the individual into the social world is called socialization.
- **Horton and Hunt**: Socialization is the process whereby one Internalize the norms of the groups among whom one lives so that a unique **self** emerges.
- **John J. Maccionis**: It is a lifelong social experience by which individual develop their human potential and learn culture.

Socialization is the learning cultural norms according to the development of age.

Agents of socialization

There are five essential agents of socialization.

- **Family**: During socialization, the family is considered the most significant. There are some factors due to which socialization remains incomplete such as broken home.
- **Peers**: Peer groups means those groups made up of the contemporaries of the child such as school mates, playgroup and street friends. He learns from these mates facts and facets of culture that they have previously learnt at different times from their parents.
- **Social institutions**: The family, markets, madrasa, fairs, games, and plays, cinemas are institutions of the socialization. Schools, colleges, and universities are formal institutions of educations. An individual learns his cultural norms, the values, beliefs, sentiments, habits, customs, rituals, and other ways of life through these agencies of socialization.
- **Literature and mass media of communication:** This is found only in literate societies and that is literature. The civilization that we share is constructed of words or literature. The mass media give us their messages. These messages too certain in capsule form, the premises of our culture, its attitudes and ideologies. These kind of things modify our ideology.
- **The community:** This is the biggest agency of socialization. A large number of socializing agencies are working for the people. Man learns ways of life and norms of society by participating in these agencies.

Socialization through life course

The adaptation of new roles and expectations throughout childhood, adolescence, adulthood and old age is socialization through life course. A life course is the sequence of events, roles, and age categories that people experience from birth to death.

- **Childhood:** Despite increasing recognition of the entire life course, childhood certainly remains the most important stage of most people's lives for socialization and for the cognitive, emotional, and physiology and development that is so crucial during the early of anyone's life. Beyond the basic importance of importance of childhood, however, lies an ugly truth. In regard of education, health, and other outcomes, many children do not farewell during childhood and that effects their later life.
- **Adolescence:** This stage can be very challenging time because teenagers are no longer mere children, but not yet fully adult. They want their independence and peer pressure during can be enormous and tobacco, alcohol, and other drugs become serious problems. These are all social aspects of adolescence, but it is also time of great biological change such as puberty. Two additional effects (likelihood of delinquency and likelihood of becoming victim of violence). Romantic relationships, wishful thinking, unrequited love and broken hearts are common.

- **Adulthood:** It is usually defined as the 18-64 age span. Obviously, 18 is different from 64, which is why scholars distinguish young adult from middle age adults. First they get their graduation degree and after that they enter into labor force, marry and have children. One thing is clear that this adulthood is name of **settle down** as they leave their teenage and their behavior improves.
- **Old age:** This stage begins at age of 65. Once again scholars make difference old younger old and old-old because of many differences. This age is fulfilling time of life for some people and anxiety for others and social location play important role.

▢ Importance of socialization from law perspective

Socialization plays important role in the life of a human being. Socialization converts humans from biological being to social being. It contributes in personality development. Youth learns legal rules and regulations through citizens who follow law in all situations and this can help to make law stronger than ever. It also help to make people disciplined. Socialization establishes knowledge and skills to make most of life. It is a tool which transmits culture from one generation to other and open new ways to make our law societies better with the passage of time. Right aspirations are useful in all fields of life and socialization creates it.

❖ Socialization and crime

Socialization not only plays important role in social life but it also plays an essential part in legal life. Todays, crimes are the production of societies. Societies where children are not treated well, youngsters are not informed difference between right and wrong, and senior citizens are busy in their lives these kind of societies give birth criminal. They commit crimes because that is what they have learnt through socialization process. If a child is raised by a corrupt person, what that child will do when the child become young, obviously, he will do corruption. So, our society should pay heed to all kind of acts which are promoting criminal acts in our society and take essentials steps for the better development of society fellows. Only this way society can become crime free.

Theories of socialization

- *C.H. Cooley's theory of looking glass self*
  The self might regarded as the internalized objects representing one's own personality. Where does this self-arise? Are we born with it? Is it something we have to learn to recognize and to know? Is it something that the individual brings with him as we confront

society? Or is it something that he receives from society as a gift of the confrontation? A brilliant American social psychologist Charles Horton Cooley made some sustained attempts to find answers to these questions. C.H. Cooley has placed before us two primary propositions:

- The mind is social
- Society is mental

Of the two, first one has impressed a good number of sociologists. He wrote in his social organization, that self and society are twin born, we know one as immediately as we know the other, and the notion of a separate and independent ego is an illusion. Observation his own children, he concluded that the very idea of self or ego of I can arise only in relationship with other people.

Three main elements of looking glass self

Cooley held that self and social are two sides of the same coins. Our ideas, loyalties, attitudes, and points of view are derived from other. One means of their transmission Cooley called the looking glass self. According to him, self-ideas or self-attitudes developed by a process. A self- idea of this sort seems to have 3 main elements.

1. The imagination of our appearance to the other people.
2. The imagination of his judgement of that appearance
3. Some kind of self-feeling such as a pride or mortification

As Cooley has stated in his ***human nature and the social order***, the individual develops the ideas of self through contact with the primary group, particularly with the members of the family. This he does by becoming conscious of their attitudes towards him. In other words, the child concepts of his self, and later of the kind of person he is, by means of what he images others take him to be. Cooley called the child's idea of himself the looking glass self.

The looking glass-self assures the child which aspects of the assumed roles will bring him praise, which blame, which one are accepted to others, which ones unacceptable. The child first tries out these on others and in turn adopts towards his self. Thus it is that we are prone to look at

ourselves through other's eyes. Depending upon the character and weight of that other, we develop different feelings. Thus I'm not what I think I'm not what you think I'm. I'm what I think you think I'm. Cooley concludes that the self is social and self-consciousness would not exist in the absence of society. The looking glass self affects the daily life of all individual.

- ***George Herbert mead's theory of self***
  G.H. Mead, the famous philosopher and psychologist at the University of Chicago, also held the opinion like that Cooley that the society is the determining factor in the socialization of the individual. He agreed with Cooley that the self is social. Mead has stated, the individual, largely through interaction, become aware of himself'. It means the individual comes to know about himself by what is known as role playing.
  Mead has said that individual in order to get a picture of himself, plays the roles

of others. In seeing himself as others see him, the individual is actually putting himself in the place of others, and imagination what their response might be. This is role playing. The child in his play, is taking role of another person. Through role playing, that is, by playing the role of the mother, father or other persons, the child is enable to see himself objectively through the eyes of others. Of these **others** some are more **significant.**

Significant others

The new born infant has needs like those for food, clothing that press for satisfaction. The mother satisfaction these needs and the child comes to depend upon her and identifies himself with her emotionally. But in course of time, the child differentiates himself from his mother and comes to know that he has a sub ordinate role to the superior role of mother. Then he understand role of father and differentiate it from mother. This way number of significant others increases for the child.

- *The generalized others*

The child not only differentiate himself from others and begins to act towards himself from the viewpoint of the group. He tries to understand various roles of various individual involved in the same social context and the particular context too. In other words, the generalize roles of others for example, if the child playing the role of a bridegroom in its game of marriage, he must know role of father in law, priest and relatives. According to rules, the child generalizes his behavior. He plays the role of what Mead calls the generalized others. It is clear from the above description that the self is not something that exist first and then into relationship with others. The self is a product of social interaction. It arises in a social experience. It is something that develops out of social interaction and is constantly changing and adjusting as new situation and conflicts arise.
The self develops and grows in a social context.

Sigmund Freud's elements of personality

He gradually turned to study of personality and mental disorders and eventually developed the celebrated theory of psychoanalysis.

Basic human need: Freud claim that biology plays a major part in a human development, although not in terms of specific instincts, as is the case in other species. Rather, he theorized that humans have two basic needs that are present at birth.

1. Need for sexual and emotional bonding which he called the life instinct.
2. Aggressive drive he called death instinct.

Freud's model of personality

He combined basic needs and the influence of society into a model of personality with three parts

1. **Id:** represent the basic drives, which are unconscious and demands immediate satisfaction. Rooted in biology, it is present at birth, making a new born a bundle of demands of attention, touching, and food. But society

opposes the self-centered id.

2. **Ego:** Persons conscious efforts to balance innate pleasure seeking drives with the demand of society. Ego arises as we become aware of our district existence.

Superego: It is cultural values and norms internalized by an individual. The superego operates as our conscience, telling us why we cannot have everything we want.

Personality development

To the id centered child the world is bewildering assortment of physical sensation that bring either pleasure or pain. As the superego develops the child learns the moral concepts of right and wrong. In other words children can feel good only physical way but after 3 or 4 years they feel good or bad according to how these two judge their behavior against cultural norms. The id and superego remain in conflict, but ego manages these two opposite forces. Culture in the form of the superego, represses selfish demands, forcing people to look beyond their own desires.
Sublimation rejects selfish drives into socially acceptable behavior.

Kohlberg theory of moral development

An important part of children's reasoning is their ability to distinguish right from wrong and to decide on what is morally correct to do. Psychologist Lawrence Kohlberg (1927–1987) said that children develop their ability to think and act morally through several stages. In the pre- conventional stage, young children equate what is morally right simply to what keeps them from getting punished. In the conventional stage, adolescents realize that their parents and society have rules that should be followed because they are morally right to follow, not just because disobeying them leads to punishment. At the post-conventional stage, which occurs in late adolescence and early adulthood, individuals realize that higher moral standards may supersede those of their own society and even decide to disobey the law in the name of these higher standards. If people fail to reach at least the conventional stage, Kohlberg (1969) said, they do not develop a conscience and instead might well engage in harmful behavior if they think they will not be punished. Incomplete moral development. Kohlberg concluded, was a prime cause of antisocial behavior. One limitation of Kohlberg's research was that he studied only boys. Do girls go through similar stages of moral development? Carol Gilligan (1982) concluded that they do not. Whereas boys tend to use formal rules to decide what is right or wrong, she wrote, girls tend to take personal relationships into account. If people break a rule because of some important personal need or because they are trying to help someone, then their behavior may not be wrong. Put another way, males tend to use impersonal, universalistic criteria for moral decision making, whereas females tend to use more individual, particularistic criteria.

An example from children's play illustrates the difference between these two forms of moral reasoning. If boys are playing a sport, say basketball, and a player says he was fouled, they

may disagree—sometimes heatedly—over how much contact occurred and whether it indeed was enough to be a foul. In contrast, girls in a similar situation. May decide in the interest of having everyone get along to call the play a "do-over."

Social structure and social interaction

Status and role

Theories of social interaction

   ⬚ **Status**

Definition

Status is a social position that a person holds within a society.

TERMS RELATED TO STATUS

- **Status set:** It is the term that classifies all the statuses a person holds at a time.
- **Ascribed status:** Position which is assigned to individual by culture, without reference to their innate abilities such as status of son.
- **Achieved status:** Position a person requires specific qualities from individual in role performance such as a social worker.
- **Master status:** This status has special importance for social identity often shaping a person's entire life.

   ⬚ **Role**

Definition

Role is an expected behavior from someone who has a particular status.

Related Terms

- **Role set:** A status has more than one role associated with it.
- **Role conflict:** It happens when there are contradiction between different roles that people takes on.
- **Role strain:** The stress is experienced when an incompatible behavior,

experience and obligations associated with a single social role.

- **Role exist:** An individual leaves an important social status and stops playing its attached role.

⬚ **Theories of social interaction**

Definition

Social interaction refers to the mutual inter-stimulation and response between two or more persons and groups through symbols, language, gestures, and expressions of ideas.

Kinds: There are four kinds of interaction.

- o Individual and Individual
- o Individual and group
- o Group and group
- o Individual and culture

Theories

- **Ethno-methodology:** It studies the procedure people use to make sense of their everyday lives and experience.
- **Dramaturgy:** It views social interaction as a resembling a theatrical performance in which people **stage** their behavior in such a way as to elicit the response.
- **Social construction of reality:** It is a theory of knowledge in sociology and communication theory that examines the development of jointly constructed understandings of the world that form the basis for shared assumptions about reality. Another example is the concept of self or self- identity.

Subject : Sociology (Part 1)

Topic No. 05

Deviance

Introduction:

Deviance is a violation of norms. It is breaking the norms of society. Deviance is breaking social manners, social code of conduct in business and mutual agreements between the parties. It is against the social manners of family and marriage. It is the breaking of promise and breaking the law of state like committing crimes. It is natural that man deviates from norms. This deviance when it grows serious is a problem, if it is ordinary there is no problem. Hundred percent controls on behaviour of man are impossible.

Definition:

According to *Horton* and *Hunt:*

"*Any failure to conform to customary norms is called Deviance.*"

According to Louise Weston

"*Behavior that is contrary to the normal standards of conduct or social expectations of a given group or society.*"

The behaviour belonging to Deviance is called Deviant behaviour. Violation of religious norms is also Deviance.

Example:

- Signals of road crossing broken by the driver is a deviant behaviour.

- General violation of social customs of marriage is also Deviance.

- Disobeying of parents and being absent from duty.

Explanation:

According to sociologist *William Graham Sumner,*

"Deviance is violation of established contextual, cultural, or social norms, whether folkways, mores, or codified law."

• <u>Folkways</u> are norms based on everyday cultural customs concerning practical matters like how to hold a fork, what type of clothes are appropriate for different situations, or how to greet someone politely.

• <u>Mores</u> are more serious moral injunctions or taboos that are broadly recognized in a society, like the Incest taboo and drinking alcohol in Islam.

• <u>Codified laws</u> are norms that are specified in explicit codes and enforced by government bodies.

Forms of Deviance:

There are two forms of deviance as given below:

1. **Formal Deviance**:

The breaking of rules and norms set up by the law is called formal deviance.

- **Example:**

Breaking traffic rules.

2. **Informal Deviance**:

The breaking of rules and norms set up by the society is called Informal Deviance.

- **Example:**

Not respecting elders is a social deviance but there is no legal punishment for that.

Variation of Deviation from Person to Person:

All the people are not equally deviant. The degree of deviation varies from man to man. Some are more deviant than others. Some people get into high rates of deviation and become criminals. They are punished by courts and sentenced to imprisonment. Delinquent behavior is not equally evident in all cases. Some cases are detected and reported to the police,

some are detected but let free after mild admonishment and a large number of them remain hidden.

Relations of Deviance:

1. Deviance and Culture:

Deviation of norms is the violation of cultural ways of living. The customs, rituals and conventions of a culture are broken when there is deviation by the people.

2. Deviance and Society:

Deviation of norms happens in the society. By this act the bonds of social groups are broken. The society faces disorganization which leads to disintegration and chaos. The function of institutions and groups is affected. Social problems of unrest among people develop. Social control is paralyzed and the social order loses balance. Deviation of norms creates a host of problems in a society.

3. Deviance and Social Change:

Deviation is basically breaking social norms which creates social problems. Society attempts to solve these problems by changing laws according to the requirements of society. This process brings about social changes.

4. Deviance and Law:

The nature and extent of deviation of norms depends upon the nature and extent of the laws. The type of law enforced gives us the type of crime on its violation. One hundred types of laws enforced in a society give one hundred types of crimes at least. On deviation of law the offenders are punished and mostly put in jails. Law is an engine of social control. On its deviation the social control is disrupted which results in disorganization in society.

5. Deviance and Religion:

Deviant activities mostly occur within normative religions, within interactions between non- traditional religions and societally normative bodies. The idea of tolerance versus acceptability over religious matters come into consideration and on deviation from religious customs and rituals, people have to face a lot of pressure from the society.

- The deviation of religious laws is called sin.
- The deviation of customs and rituals is called vice.
- the deviation of social norms is called crime.
- Theft, murder, abduction and forgery are crime, sin and vice as well.

Factors Behind Deviance:

It is the failure of learning of norms which creates deviance. Socializing institutions fail to perform their roles. The following are institutions of socialization of norms in which the personality of an individual develops. These are also the agencies of social control.

i. Broken Family and Improper Socialization:

Family is the first institution in teaching norms of social life. Parents play an important role in this process. Siblings are the second to socialize with their family members. If both or one of the parents is absent by death or other reason, the child fails to get proper learning, requires affection and needs satisfaction in the family. He becomes disturbed emotionally and seeks protection in other people's company outside the family. He learns anti-social activities like smoking, gambling, pick-pocketing, abusing, telling lies and deceiving others in association with a bad neighborhood. He gets into the habit of deviance and becomes delinquent.

Delinquency enters into his social life. He becomes a criminal in adulthood and gets into the company of big criminals. Here the family fails in socializing its children.

ii. Lack of Interest in Education:

School and college are the next socializing institutions of education. If he does not take interest in study, it means his attention has been diverted toward anti-social activities. His associates are not good citizens. The family training has not been effective upon him. He needs correction by persuasion and by force.

iii. Lack of Religious Education and Morality:

Mosque, religious education of The Holy Quran and The Sunnah create moral values in the individual. Manners of social life based on good and bad, right and wrong develop during social relations in these institutions. Norms of good conduct forbid man from wrong doings. Delinquency is hated by the one who acts upon the norms of these religious teachings. Failure to seek religious education paves way towards delinquency.

iv. Lack of Basic Facilities:

Humans strive for attaining peace and ease in social life. this objective is achieved through basic facilities i.e. electricity, gas, telephone, air condition, better health opportunity, schooling of children etc. There are so many who use wrong ways like crime, robbery, theft, dacoit, selling of drugs just to have access to modern facilities. This desire to have facilities at any cost causes social deviance.

v. Mass Media:

Mass media is the main source of making public opinion and socializing people.

We get guidance from it in every walk of life. Negative use of it is harmful for youth and especially for teenagers. Usually, those teens and youth who misuse it are found in drug addiction, immoral and unethical activities. Teenagers learn new techniques of crime from movies, dramas and other related programs.

vi.   Desire of Accumulation of Wealth:

Desire to have accumulation of wealth by hook or by crook is also one of the main causes of social deviance. People without any fear join illegal professions like drug selling, land grabbing, smuggling and taking bribes which are deviant and criminal acts.

vii.   Urban Slums:

Criminologists in their researches have proved that urban slums and narrow gorges are also sanctuaries of social deviance and crime.

Perspectives of Deviance:

There are two perspectives of deviance with one theory in each, as following:

Structural-Functional perspective:

The structural-functionalist approach to deviance argues that deviant behavior plays an important role in society for several reasons. First, deviance helps distinguish between what is acceptable behavior, and what is not. In a sense deviance is required in order for people to know what they can and cannot do. It draws lines and demarcates boundaries. This is an important function as it affirms the cultural values and norms of a society for the members of that society. In addition to clarifying the moral boundaries of society, deviant behavior can also promote social unity, but it does so at the expense of the deviant individuals, who are obviously excluded from the sense of unity derived from differentiating the non-deviant from the deviants. Finally, and quite out of character for the structural-functionalist approach, deviance is actually seen as one means for society to change over time. Deviant behavior can imbalance societal equilibrium. In the process of returning societal equilibrium, society is often forced to change. Thus, deviant behavior serves several important functions in society and brings stability in society.

- **Structural strain theory:**

If we fulfill our goals by keeping in view the values of society then the society will prosper. According to Merton, "The people who have goals and achieve their goals by fulfilling the proper means of society are conformists."

-     Conformists:

I. They accept goals that society sets for them as well as societal means.

II. They like education.

III. They are disciplined.

IV. They lead a prosperous life.

Society provides us the aim and also the pathway to achieve this goal i.e. the means of goal. If we achieve this goal according to the pathway decided and provided by the society then it brings stability and functionality in the society. But if we do not achieve our goals according to societal pathways then it results in deviance.

- Innovators: Who accept cultural goals but reject societal means and achieve goals by negative means. e.g. Poor people getting rich by engaging themselves in street crimes and drug dealing etc.

- Ritualist: Reject cultural goals but accept societal means. e.g. many people may not care about becoming rich but rigidly stick to the conventional means in order to feel respectable.

- Retreatists: Reject cultural goals as well as societal means. e.g. alcoholics, drug addicts and street people etc.

- Rebels: Not only rejects cultural goals and societal means of achieving them but replace them with their own goals and means.

Symbolic- Interaction Perspective:

The symbolic- interaction approach explains how people define deviance in everyday situations and day to day interaction among society leads to its existence.

- **Labeling theory:**

Labeling Theory refers to the idea that individuals become deviant when two things occur:

1. a deviant label is applied to them (e.g., loner, punk)

2. they adopt the label by exhibiting the behaviors, actions, and attitudes associated with the label.

This approach to deviance recognizes its cultural relativity and is aware that deviance can result from power imbalances. But it further illustrates how a deviant identity develops through the application and adoption of labels. Labeling theory argues that people become deviant as a

result of people forcing that identity upon them and then adopting the identity. Labels are understood to be the names associated with identities or role-sets in society. Examples of more innocuous labels might include father or lover. Deviant labels refer to identities that are known for falling outside of cultural norms, like loner.

There are two additional ideas related to the labeling theory for understanding deviance.
First, once a deviant identity is adopted, it is often the case that the past behaviors of the now deviant individual are re-interpreted in light of the new identity. The process of re-casting one's past actions in light of a current identity is referred to as retrospective labeling. A very clear example of retrospective labeling can be seen in how the perpetrators of the Columbine High School massacre, Eric Harris and Dylan Klebold, were re-cast after the incident took place.
Much of their behavior leading up to the school shootings has been re-interpreted in light of the deviant identity with which they were labeled as a result of the shootings.

Another important element of labeling theory involves the idea of stigma. Stigma refers to the situation of the individual who is disqualified from full social acceptance because of some mark of infamy or disgrace or a label that is often difficult to hide or disguise. Stigma extends the idea of labeling theory by illustrating how individual characteristics can be the basis for attaching labels that can be life-altering. A good example of a stigma that is now increasingly difficult to hide is the publishing of convicted sex offender identities and information on websites. The stigma is the past behavior - the sex offense - but this identity is relatively easily hidden as it is impossible to pick a sex offender out of a crowd. By pushing the sex offender identity into public purview, sex offenders, regardless of current behavior, are stigmatized; they are stuck with a deviant identity that overwhelms any other identity they may have. In sum, labeling theory argues that the application of labels (role-sets) to individuals is an important element leading to deviant behavior.

Sociological Deviance:

Conflict Theories:

- Social Conflict Theory: According to this theory, deviance results from social inequality in society and it is political; people with little power are at high risk of being deviant.

- Dominant classes control the definition of deviance and sanctions attached to deviance.

- the least powerful group in society are often labelled as the most deviant (cocaine vs. crack law issues).

- Elite deviance (wrongdoing by the wealthy) and corporate deviance to largely unrecognized and unpunished. For example – insider trading, tax evasion etc.

- Race Conflict and Feminist Theories: It suggests that deviance reflects racial and gender inequality.

- Deviance is a means of control; dominant categories of people discredit others as a means to dominate them.

- Deviant labels are more readily applied to women and other minorities.

Conclusion:

Although deviance may have a negative connotation, deviation is important because doing so creates norms that inform members as to what behaviors are acceptable and unacceptable. In other words, what may be initially stigmatized by society may over time become socially acceptable.

Subject : Sociology (Part 1)

Topic No. 06

Culture

1- Definition:

Culture is made up of all of the ideas, beliefs, behaviors, and products common to, and defining, a group's way of life. Culture encompasses everything humans create and have as they interacted together.

Example: U.S. Culture, North Africa, India and China.

Types of culture: There are two types of main

cultures. **Material Culture:**

Material culture includes all the tangible products created by human interaction. Any physical objects created by humans are part of the material culture. This includes clothing, books, art, buildings, computer software, inventions, food, vehicles, tools, and so on.

Nonmaterial culture: Nonmaterial culture consists of the intangible creations of human interaction. These exist as our ideas, languages, values, beliefs, behaviors, and social institutions.

Note: Explain each example and compare both types.

2- Elements of culture

Symbols: Anything that carries a particular meaning recognizes by people who share a culture.

Language: Language a system of symbols that can be combined in an infinite number of ways and can represent not only objects but also abstract thought.

Values: values the standards by which people define what is desirable or undesirable, good or bad, beautiful or ugly and that serve as broad guidelines for social living.

Belief: A specific Statement that people who share a culture hold to be true.

Norms: Norms expectations of "right" behavior.

- **Taboo:** Taboo a norm so strong that it brings extreme sanctions, even revulsion, if violated.
- **Mores:** Mores norms that are strictly enforced because they are thought essential to core values or the wellbeing of the group.
- **Folkways:** Folkways norms that are not strictly enforced.

Sanction: Sanctions either expressions of approval given to people for upholding norms or expressions of disapproval for violating them.

- **Negative Sanction:** Negative sanction an expression of disapproval for breaking a norm, ranging from a mild, informal reaction such as a frown to a formal reaction such as a prize or a prison sentence.
- **Positive Sanction:** Positive sanction a reward or positive reaction for following norms, ranging from a smile to a material reward. Note: Explain each with example.

3- Culture Diversity

Culture Shock: Culture shock the disorientation that people experience when they come in contact with a fundamentally different culture and can no longer depend on their taken-for granted assumptions about life.

Ethnocentrism: Ethnocentrism the use of one's own culture as a yardstick for judging the ways of other individuals or societies, generally leading to a negative evaluation of their values, norms, and behaviors.

Cultural Relativism: Cultural relativism not judging a culture but trying to understand it on its own terms.

Subculture: Subculture the values and related behaviors of a group that distinguish its members from the larger culture; a world within a world counterculture a group whose values, beliefs, norms, and related behaviors place its members in opposition to the broader culture.

Ideal Culture: Ideal culture a people's ideal values and norms; the goals held out for them real culture the norms and values that people actually follow; as opposed to ideal culture.

Counter Culture: The group whose values, believe, norms and related behaviors placed its members in opposition to broader culture.

- Dominate culture and Opposition.

Real culture: The norms and values that people actually follow, as opposed to ideal behavior.

High culture: High culture refer to cultural patterns that distinguish a society's elite.

Popular Culture: Designate cultural patterns that are widespread among society's population.

Cultural Lag: Cultural lag Ogburn's term for human behavior lagging behind technological innovations.

Cultural Change: The close relationships among various elements of a cultural system.

Cultural Diffusion: Cultural diffusion the spread of cultural traits from one group to another; includes both material and nonmaterial cultural traits.

- Multiculturalism.

Xenocentism: People prefer everything foreign or culture they impressed and consider inferior their own culture.

Cultural Universal: Cultural universal a value, norm, or other cultural trait that is found in every group.

Note: Explain each with example from your daily life.

4- **Relationship between culture, crime and law**

- Law designed from culture.
- Emile Durkheim:

  Law violate → Punished heavily Islamic

  Society → Islamic Law

- **Law α Crime**
- Culture paved way of conduct.

Subject : Sociology (Part 1)

Topic No. 07

Social Change

A social change is the difference of material objects and the attitude of using such things along the time and space.

- According to **Merrill,** *"social change means that large number of persons are engaging in activities that differ from those in which they or their parents engaged some time before"*
- **Maciver** and **Page:** "*Social change refers to the process responsive to many types of changes, to changes in the man made conditions of life, to changes in the beliefs and attitudes of man, to changes that go beyond the human control to biological and physical nature of things*"
- **John, J.Maccionis:** "*The transformation of culture and social institutions over time is called social change.*"
- **Kingsley Davis:** " *By social change is meant only such alterations as occur in social organization that is the structure and function of society.*"

  It means leaving a thing or attitude and adopting another by society is called social change.

Demographic Aspects:

Definition of Demography:

Demography is the study of human population dynamics. It encompasses the study of the size, structure and distribution of populations, and how populations change over time due to births, deaths, migration and aging. Demographic analysis can relate to whole societies or to smaller groups defined by criteria such as education, religion or ethnicity.

Importance of Demography:

Before proposing complex theories to explain sociological phenomena especially at the macro and/or societal levels, sociologists should first turn to demographic indicators for possible explanations. Demographic analysis is a powerful tool that can explain a number of sociological phenomena.

For instance, in examining the elements that led to the first World War, most people turn to political and diplomatic conflicts but fail to consider implications of expanding populations in the European countries involved. Expanding population will result in increased competition for resources (i.e., food, land, access to trade routes and ports, etc.). Expanding population may not be the primary cause of World War 1 , but it may have played a role in the increased hostilities leading up to the war. In this fashion, demographic events are often informative in explaining world events and should be turned to first as explanations.

History:

The study of human populations has its roots, like sociology generally in the social changes that accompanied both the scientific and industrial revolutions. Some early mathematicians developed primitive forms of life tables, which are tables of life expectancies, for life insurances and actuarial purposes. Censuses, another demographic tool, were instituted for primarily political purposes:

- As a basis for taxation
- As a basis for political representation

The development of demographic calculations started in the 18th century. Censuses, on the other hand, have a long history dating back close to 2000 years. Most modern censuses began in the 18th century.

Data and Methods:

Demography relies on large data sets that are primarily derived from censuses and registrations statistics (i.e., birth, death, marriage registrations). Large data sets over long periods of time (censuses normally take place every 10 years) are required to develop trends in demographic indicators, like births and deaths.

In many countries, particularly in developing nations, reliable demographic data are still difficult to obtain.

Demographic indicators:

Because demography is interested in changes in human populations, demographers focus on specific indicators of change. Two of the most important indicators are birth and death rates, which are also referred to as fertility and mortality. Additionally, demographers are interested in

migration trends or the movement of people from one location to another.

Social change and demography:

Population patterns play a huge part in social change. There could be a change in structure of population with respect to age, education , occupation etc. Pakistani population is experiencing all these changes.

Migration within and among societies is a demographic factor that promotes change. In Pakistan, there is a lot of migration from rural to urban areas. The urban population has increased from 20% in 1947 to 34.9% in 2019. The size of urban settlements has increased putting pressure on local resources. With the change in education of women, female participation in labor force has increased which has implications in the institution of family.

Environmental Changes:

Environmental Sociology:

Environmental sociology is a field of sociology that deals with the interactions between environment and society. It may focus on social dimensions of either natural or human-built environment.

Environmental sociologist is a sociologist who studies society-environment interactions such as the environmental movement, how people perceive environmental problems, relation between people, health and environment.

Effects of environment on social change:

Environmental changes can bring change in the structure of societies and relationships of people. Degradation of environment may force people to migrate to new places. Water logging and salinity of agricultural land makes people to migrate simply because they have lost their means of livelihood. Similarly, people leave their settlements due to drought.

Environmental changes brought about by "development projects" can also be a factor for social change. For the construction of water reservoirs, motorways and industrial zones may necessitate the displacement of populations. The same population may get training for new jobs and get new occupations. It may change the lifestyle of whole communities. Similarly the natural calamities can destroy the human settlements as well as the means of livelihood, and thereby could be a factor for social change. People may change their occupations, develop new settlements, migrate to new areas; all these situations are situations of social change.

Collective Behavior

Broom and Selzenick say that "*Collective behavior is unstructured and is not done according to some planning. It is produced out of unstructured social situations.*"

Milgram and Toch: "*A behavior which originates spontaneously, is relatively unorganized, fairly unpredictable and planless in its course of development and depends on the inter-stimulation among participants*".

John J. Maccionis: "*activity involving a large number of people, often spontaneous, and sometimes controversial is called collective behavior*".

Forms of Collective Behavior:

There are three broad types of collective behavior according to **Horton & Hunt.**

- Crowd behavior
- Mass behavior
- Public and Public Opinion

1. Crowd Behavior:

Horton and Hunt: "*A crowd is a temporary collection of people reacting together to stimuli*". **Wallace and Wallace:** "*A crowd is a set of people who are physically close together and share a common concern*"

Like other groups crowd is temporary. Its members rarely know one another. Most forms of crowd behavior are unstructured, with no rules, no traditions, no formal control, no designated leaders, no established pattern for members to follow. Crowd behavior sometimes becomes violent in reaction to the attack or resistance against them by state actors. Crowd behavior is unpredicted and spontaneous in nature.

2. **Mass Behavior:**   "*When many people acting individually rather than as a group, move in the same direction, this is mass behavior".*

*Hoult defines it as: "*relatively large number of persons, spatially dispersed and anonymous, reacting to one or more of the same stimuli but acting individually without regard for one another".

Horton and Hunt: "*mass behavior is the unorganized, unstructured, uncoordinated and, individually chosen behavior of masses*

3. Public and Public Opinion:

"*A public is a substantial number of people with a shared interest in some issue on which there are differing opinions".*

The public is an aggregate of people facing a problem on which their opinions differ. Public has three elements:

1. Existence of a problem
2. Discussion on the problem by the people

3. Attempting to form collective opinion on its solution

Wallace and Wallace: "*Public opinion consists of the views of members of a public on a certain issue*".

Ian

 Robertson: "*Public opinion is the sum of the decisions of the members of a public on a particular issue*".

Public opinion is not permanent, People do change their opinion and donot always hold the same opinion. Public opinion is often in the state of flux.

Collective behavior and social change:

When people act collectively to generate or resist a social change they form social movements. Social movements result in the desired social change, if successful.

Social Movements:

A social movement is formally defined as "*A collectively acting with some continuity to promote or resist change in the society or group of which it is apart*".-**Turner and Killian** "*A social movement is a collective effort to promote or resist change*"-**Horton and Hunt**

"*A social movement is a collective effort to transform established relations within a particular society*".-**Rudolf Herberle.**

Causes of Social Change:

1. Cultural Drift:

The society is undergoing constant changes. There is a change in the behavior and values of all civilized societies. In the course of cultural drift, people develop new ideas. In order to make these ideas operative, people organize social movements.

The development of democratic society, emancipation of women, the removal of untouchability, the spread of mass education etc. are examples of cultural drift.

2. Social Disorganization:

A changing society is usually disorganized because social changes do not take place in all parts of society simultaneously. Some parts of society change faster than others thus creating numerous lags. Industrialization has caused urbanization which in turn caused many social problems.

Social disorganization causes confusion and uncertainty among individuals because the

old traditions no longer form a dependable guidance. The individuals become rootless. They feel isolated from the society. A feeling develops among them that their leaders are

indifferent to their needs. The individuals feel insecure, confuse and frustrated. Confusion and frustration produce social movements.

3. Social Injustice:

When a group feels that social injustice is done to it, it feels frustrated and alienated. Such a social injustice provides fertile soil for social movements. The feeling of social injustice is not limited to miserable poor. Any group at any status level may become victim to social injustice. Wealthy class may feel social injustice when it is faced with high unjust taxes intended to help the poor.

Thus, social movements take place when social conditions are favorable. In a stable, well integrated society, there are less social movements. There are few social tensions and alienated groups. The people are contented. But in a changing and continuously disorganized society people suffer from tensions. They are not fully contented. They perceive social injustice and become dissatisfied. It is the dissatisfied that build social movements.

Social Movements

Definition of Social Movement ... Do Yourself.

Types of Social Movements:

There are three types of social movements:
1. General Social Movements
2. Specific Social Movements
3. Expressive Social Movements

1. General Social Movements:

Social coordination is not found in such movements. They have little specific direction of action. There is no need of leader in this movement. It is an effort to satisfy unclear and vague wishes, like freedom of women, tenant's demand for proprietary rights on property, students' share in political affairs of government.

2. Specific Movements:

In this movement, the people have a clear leadership, organization and objective. The members give their responsibilities being member of its organization. Reform movements and revolutions belong to this type. The movement has the following objectives:

- Leadership available

- Ideology being its objective
- Social organization among individuals

- Planning available
- An action towards attainment of ideology
- Responsibility on members fixed
- High morale among members found towards goal

3. Expressive Social Movements:

When people are faced with a social system from which they cannot flee and which they feel powerless to change, the result is an expressive social movement. In this movement, individuals come to terms with an unpleasant external reality by modifying his reactions to that reality. He makes somehow life bearable. He tries to ignore the miserable present and fixes his gaze on glorious future. E.g. Hippe social movement of United States.

Causes of Social Change:

Social change has many causes. Also in a world linked by sophisticated communication and transportation technology, change in one place often begets change elsewhere. Some of the causes of change are:

Culture and Change:

There are three important sources of cultural change: invention, discovery and diffusion. *Invention* is the combination of existing elements of society into something new. Invention produces new objects, ideas and social pattern. Invention of ideas, objects and social patterns cause social change.

Discovery occurs when people take note of the existing elements of society. Medical researches offer a growing understanding into human body. Human body has been there, perhaps in the olden times humans did not know much about its functioning and dis- functioning. Discoveries about the functioning of human body have added to the scientific knowledge. Beyond the direct effects on human health, medical discoveries have stretched life expectancy. Increase in life expectancy is change in society.

Diffusion is the transference of cultural traits from place and/or group to another. Diffusion creates change as products, people and information spread from one another. Many of the familiar elements of culture may have come from other cultures. For purposes of diffusion to take place it is necessary to have contact between two cultures. In the past contact used to be physical contact through whatever means i.e. exchange of the visits of people belonging to different cultures, invaders who conquer and stay as rulers, colonizers who rule their colonies. All these situations demonstrate diffusion situation where establishment of contact leads to

borrowing of cultural traits from each other. The invaders and colonizers may bring

their own culture and impose it on local people. Nevertheless, these very rulers may have picked up some elements from local culture. In the present times, for purposes of diffusion, the two different societies don't have to have a physical contact with each other. Mass media of communication has demolished the physical boundaries for contacting other cultures.

Conflict and change:

Tension and conflict in a society also generate social change. Karl Marx recognized class conflict as engine which drives from one historical era to another. Social class has been considered by Marx as a means to social change. The two classes identified were capitalists and the workers. Out of these two social groups, capitalists welcome social change while workers oppose it. According to Karl Marx, the conflict between two classes is a means to social change. The two classes cannot remain in conflict for all the time. The conflicting situation has to be resolved, and whatever be the 'give and take' for resolving the conflict, the new situation will be different from the previous one →a social change →new relationships.

Ideas and change:

For Karl Marx, the most important aspect of human beings' life is the material basis of that life. This approach of society where private property is the source of all material production, there exists a basis of social conflict-which will lead to social change.

Max Weber considered Marx's point of view just one perspective. There could be other explanations of social change. So instead of economic determinism, according to Weber, ideas could also determine economic structure. Weber traced the root of social change to ideas. For example, people with charisma can carry a message that sometimes change the world. Look at the prophets who have changed the societies. Their religious ideas turned into social movements. Islam and Islamic ideas brought drastic changes to social life and relationships among the people.

Weber also highlighted the importance of ideas by showing how the religious beliefs od early protestants set stage for the spread of industrial capitalism. The fact that industrial capitalism developed primarily in the areas of Western Europe where Protestant *work ethic* was strong proved to Weber the power of ideas to bring social change.

Modernity and Post Modernity

Modernity means the adoption of social patterns that have resulted from industrialization. In everyday usage modernity designates the present in relation to past. Sociologists include in this concept the social patterns set in motion by Industrial revolution beginning in the Western

Europe in the middle of 18th century.

The rise of modernity is a complex process involving, any dimensions of change. These dimensions could be cultural patterns, social structure, social institutions and social change.

Cultural Patterns:

Traditional societies are governed by homogeneity in social values. There are similarities in the social and cultural values which are sacred and people like to preserve them. There is little difference in these cultural values. But modern societies demonstrate cultural heterogeneity. There is variety of cultures in modern societies. Modern society is an urban society which consists of people belonging to different religions, variety of occupations, variety of ethnicity and hence different cultural patterns. Within the broad cultures one comes across variety of subcultures and countercultures as well.

In the traditional societies, present is linked with past. For the present problems people try to look for solutions in the past i.e. how forefathers solved a particular problem. In modern societies, present is linked to future i.e. present problems are to be solved with what is going to happen in the future.

Social Patterns:

There is a huge contrast in social patterns of pre-modernity and modernity scenario. Every wake of social life experienced a significant change which is discussed as under:

Social mobility: In the traditional societies there are few occupations and few statues. All social statuses are ascribed ones. Thus traditional societies experience rigid patterns of inequality and there is limited social mobility.

On the other hand, in the modern societies there is variety of occupations, variety of statuses and corresponding roles. Almost all of the statuses are achieved ones. Every person adopts the role for which it is best suited. Hence, Modern society experiences fluid economic structures and greater social mobility.

Modes of communication: Most of the communication in traditional societies is face to face but in the modern societies it is supplemented by mass media. We use telephone, internet, radio television and print media for communication with others.

Relationships among people: Most of relationships in traditional societies are primary type. There is little anonymity and privacy of families from each other. In the modern societies, people are more concerned about their own affairs. They have secondary relations and don't know much about what is happening in their neighborhood.

Social control: Social control through gossip or social pressure has been replaced by formal agencies like police and legal system in the modern societies. Due to diversities of culture in the

modern societies, the cultural norms may conflict with each other. Therefore whole system gets formalized and enforced by the agencies authorized by law of the country.

Position of women: In the traditional societies, patriarchy is highly pronounced. Women are subordinate to men and their life is centered in homes. As we move towards modern societies, patriarchy is denounced. Societies move toward universal education and women start participating in the labor force. They become financially independent and fight for their rights. Hence, the decision making becomes fluid moving away from authoritarian parents to egalitarian system.

Role of government: In the small scale, pre-industrial societies, governments amounted to little more than a local noble. A royal family formally reigned over an entire nation but without efficient transportation and modes of communication, absolute monarchs fell far short of the power wielded by political leaders of today. As technological innovation allowed government to expand, the centralized states began to grow in size and importance. Governments have entered more and more areas of social life: schooling the population, regulating wages and working conditions, establishing standards for products of all sorts and offering financial assistance to the ill and unemployed.

Health: In the traditional society, there are high birth rates and death rates. Because of low standard of living and simple medical technology, generally there is low life expectancy. Comparatively in the modern society, there are low birth and death rates. Due to high standards of living and sophisticated technology people usually enjoy longer life expectancy.

Post Modernity

 Since modernity was the product of industrial revolution, Information revolution is creating a post modernity era. A number of scholars think so and use the term post-modernity to refer to social patterns characteristic of post-industrial societies. Post-industrial society is based on information, services and high technology, rather than on raw materials and manufacturing. Post modern society is another term for post-industrial society; its chief characteristic is the use of technology that extend human abilities to gather and analyze information, to communicate and travel.

Characteristics of Post-Modern Society

In 1973, Daniel Bell noted the emergence of a post-industrial society. He gave six characteristics:

1. Extensive travel among nations

2. A vast surplus of goods

3. A service sector so large that it employs the majority of workers

4. A wide variety and quantity of goods available to average person

5. An information explosion

6. A global village i.e. instantaneous, worldwide communication.

→Postindustrial society remains a matter of debate.

Five basic themes of this debate:

1. **In important respects, modernity has failed:** The promise of modern society was a life free from want. As postmodernist critics see it, however, the twentieth century was unsuccessful in solving social problems like poverty, since many people still lack financial security and major part of world population is living in poverty and some are even beneath the poverty line.

2. **The bright light of progress is fading:** Modern people look to future, expecting their lives will improve in significant ways. Members of post modern societies are less confidant about what the future holds. Optimism has been replaced with pessimism with the assumption that life is getting worse.

3. **Cultural debates are intensifying:** Modernity was to be an era of enhanced individuality and expanding tolerance. But it has fallen short here as well. Feminism points out that patriarchy still continues to limit the lives of women, and multiculturalism seeks to empower minorities who still remain at the margin of social life. Moreover, now that more people have all the material things they need, ideas are taking on more importance. Thus, post modernity is also a post-materialistic era, in which issues like social justice, as well as the environmental issues and the likes command more importance.

4. **Social institutions are changing:** Just as industrialization brought a sweeping transformation to social institutions, the rise of a postindustrial society is remaking society all over again. Just as the industrial revolution placed material things at the center of productive life, now the Information Revolution emphasizes ideas. Similarly, the post modern family no longer

conforms to any single pattern, individuals are choosing among new family forms. There are diversities in the marriage and family.

Subject : Sociology (Part 1)

Topic No. 08

Groups and Organizations

1. **Types of groups**
2. **Leadership styles**
3. **Formal organization and its types**
4. **Bureaucracy and its characteristics**
5. **Studies of group behavior**
6. **Gangs, mafia and their implication on society**

Introduction

Groups

Merrill: Two or more persons are in communication over an appreciable period of time and who act in accordance with common function or purpose.

A. **W .Green**: An aggregate of individual which persists in time, which has one or more interests or activities in common and which is organized.

Group is aggregate of more than two person and interaction exists among them.

Types of groups

- *Primary group:* It is primary in the sense that the members within the groups are emotionally attached together sharing their basic ways of life with one another.

Characteristics: The essential characteristics of a primary group are intimate feelings and close identification. These qualities are found more abundantly in some concrete groups than in others. In a primary group we directly co-operate with our fellows and our relations with them are intimately personal.

1. Face-to-face interaction: Primary groups are characterized by close intimate and face to face interaction.
2. Intimacy: Here everyone knows everyone else and there is strong intimacy among the members. They are even known to nick names of their members.
3. Mutual Aid & Help: Mutual aid assistance among the members of the groups always found. They cooperate with each other at the time of help.
4. Consciousness of kind: Consciousness of kind exists. If means they recognize one another and express it whenever needed.
5. We – Feeling: we – feeling (sense of unity and commonality) is found among the members of the group. It means they live together as one body.
6. Small in Size: Primary groups are smaller in size. Large number decreases intimacy and loose the bond of the group.
7. Physical proximity or nearness: face-to-face relation can be found only when members live in a particular area more or less on permanent basis.
8. Frequent Interaction: Interaction among members of the group is frequent and it can be many times in a day.
9. Personal relation: In this, interest of each is centered in others as persons. They interact with each other on the basis of personal relationship.
10. Similarity of background: Members must have more or less similar background.

- *Secondary:* Group which provide experience lacking in intimacy can be called secondary group.

  Characteristics:
  1. Large in size: Its members are relatively larger in size than the primary one. They can be thousands and hundreds of thousands of members.
  2. Less physical proximity: their physical proximity is rarely found and most of the members reside quite way from each other.
  3. Impersonal or secondary relation: Its basic elements are indirect, impersonal contractual as well as non-inclusive relations. Usually, they come close to each other for achieving common interests.
  4. Membership: Membership in this case is mainly voluntary. Individuals are free to join or avoid it. There is no emotional bondage on the members.
  5. Specific ends or interests: Members of the secondary groups are interested just because they have specific ends to aim at. That's why, it is also called special interest group.
  6. Indirect communication: contacts and communication in the case of secondary group are mostly indirect. Telephone, internet, post and telegraph are the mains sources of it.
  7. Social control: Here means of social control are usually formal. Laws and other regulations are enforced on the members by the authorities. The

degree of relationship among members is not very strong here. This group is second in importance.

- *In-group:* Group in which closely affiliation is created and people fall into **we** category.
- *Out-group:* These members are considers in relation to in group and they are not included in **we** but fall in **they**.
- *Formal group:* It is group in which membership is defined and those who fulfil the conditions can become group member.
- *Informal group:* This is not defined and any person can participate and leave it when he likes.
- *Reference group:* It is that group in which an individual was socialized. This group may include old members of family and those who influence them.
- *Ethnic group:* It is a group which has its cultural traits different from the general culture of the society.
- *Caste:* It is a permanent group in which the status of an individual is fixed through heredity alone.
- *Pressure group:* It is group which lays pressure on government to change its policies in its favor.
- *Vested interest group:* It is a group which has its own ends. Mostly economic benefits are the major aims.
- *Club:* It is a formally organized group and multi-purpose.
- *Voluntary association:* It is any kind of association in which membership is voluntary.
- *Organization;* It is also congenial group and formally organized for specific purpose.

Leadership and its styles

Definition: Leadership is directing people to common goal or aim.

Leadership roles:

1. *Instrumental leadership:* focuses on achieving goals. Leaders who are dominantly instrumental work to maintain productivity and ensure that tasks are completed. They make good managers because they get the job done. However, they are often so focused on the task that they can alienate other members of the group.
   Example: Army general
2. *Expressive leadership:* on the other hand, focuses on maintaining group cohesion. Leaders who are dominantly expressive work to maintain warm, friendly relationships and ensure the collective well-being of the group. They make good bosses because they truly care for their employees. However, they are sometimes lacking efficiency and organization.
   Example: Social and religious leaders such as priest and imam.

Note: An expressive leader prioritizes group harmony and emotional stability. An instrumental leader takes a more task-oriented approach in leading workers toward goals.

Types

There are four types of leadership

- *Autocratic:* He takes decisions by himself and does not consult his sub-ordinates. He takes all responsibility of his decisions and sub-ordinate must follow him without asking questions, no one can challenge the autocratic leader.
  When to use: New untrained staff, limited time, a manager's power challenged by staff.
  When not to use: Staff become tense, fearful, or resentful and Staff expect their opinion heard.
  Example: Adolf Hitler
- *Bureaucratic:* This types of leader follow fixed rules and formalities of organization and does not believe in new ideas. He wants his sub-ordinates to follow all his orders. This leadership style results in red tapism and unwanted paper work.

When to use: Routine tasks are performed over and over. Staff need to understand certain standards and task requires handing cash.

When not to use: Jobs where innovation is required and environment is dynamic.

Example: Universities, banks and government officials.

- *Democratic:* This type promote sharing of responsibilities and exercise of delegation. This kind of style welcomes feedback on the results of initiatives and the work environment and also encourages others to become leaders and be involved in leadership development. It has two kinds consultative and persuasive.

When to use: staff is to be kept informed about the matter that effects them, more inputs are required to solve the problems and want to encourage team building and participation.

When not to use: Not enough time to get everyone's input, can -not afford mistakes.

Example: Carlos Ghosn(president and CEO of Renault, France)

- *Laissez faire:* This phase means leader shift his work to his colleagues. It is passive form of leadership and act only contact man. Example he provides information and resources to his sub-ordinate. He believes that the sub-ordinate will work best if left alone. He provides them complete freedom to take their own decisions.

When to use: Staff is highly skilled experienced and educated.

When not to use: When manager is unable to give feedback to its employees.

Example: president of Pakistan

There is another one which is **situational style**. This type of leadership uses different styles in different situations.

Bureaucracy

Definition: People are instructed to work in a hierarchy position under rules and regulations.

Characteristics of bureaucracy

- Division of labor (work is divided)
- They work in hierarchy form and have hierarchy of authority
- Follow formal rules(There are defined rules governing official behavior)
- Maintain files and records
- They are professional in their work(Professional people are selected)
- Impersonal relationship

Formal organization and its types

Definition: It represents those organizations which are specific in function, division of labor, rationality, and arrangement of status and roles.

Origin of formal organization: The history of organizations describes an evolutionary flow of the methods by which human beings structure the activities necessary to their survival.
Organization is essential for human activities that provide the basic physical needs of food, clothing, and shelter. Under *conditions of chronic change, humanity has endeavored to develop the most effective method of organizing these activities to compete for survival and meet the challenges of a particular era. The rise of organizations is marked by the constant adaption to changes in the technological, cultural, political, and economic environments. The story of the historical changes in the form and nature of organization is inevitably linked with the current changes to organizations, which are occurring in a more accelerated fashion than ever before.*

Types

There are three kinds of formal organization and bureaucracies is ideal one.

- *Coercive:* Those in which membership is forced, and control within organization achieved through force. We must be coerced, or pushed, to join. These may include prison or a rehabilitation center. Symbolic interactionist Erving Goffman states that most coercive organizations are total institutions (1961). A total institution is one in which inmates or military soldiers live a controlled lifestyle and in which total re-socialization take place.
- *Utilitarian:* People join because they have something to achieve by doing so for example working in school and High school and the workplace fall into this category—one joined in pursuit of a diploma, the other in order to make money.
- *Normative:* Those in which control and order are maintained through shared set and commitment to them. Normative organizations, also called voluntary organizations, are based on shared interests. As the name suggests, joining them is voluntary and typically done because people find membership rewarding in an intangible way. The Audubon Society and a ski club are examples of normative organization.
- *Bureaucracies:* Bureaucracies are an ideal type of formal organization. Pioneer sociologist Max Weber popularly characterized a bureaucracy as having a hierarchy of authority, a clear division of labor, explicit rules, and impersonality (1922). People often complain about bureaucracies–– declaring them slow, rule- bound, difficult to navigate, and unfriendly.

Studies of group behavior

Individuals form groups. They live in groups. They work in groups. They are useful for the organization. They form foundation of human resources. The study of group behavior is important. Two or more people form group if they have common purpose, collection of people find themselves same as a group, and relatively stable structure are the few reasons why groups are formed.

In group, work performance typically depends on work of individual and leader is accountable for everything.

Group members have similar attractions towards security, status, power, self-esteem, affiliation and goal achievement.

Group conformity: Conformity is a type of social influence involving a change in belief or behavior in order to fit in with a group.

This change is in response to real (involving the physical presence of others) or imagined (involving the pressure of social norms / expectations) group pressure. Conformity can also be simply defined as "yielding to group pressures" (Crutchfield, 1955). Group pressure may take

different forms, for example bullying, persuasion, teasing, criticism, etc. Conformity is also known as majority influence.

Example: greetings, following fashion.

Group think: Groupthink is a process through which the desire for consensus in groups can lead to poor decisions. Rather than object to them and risk losing a sense of group solidarity, members may remain silent and lend their support. One famous example of groupthink was the United States' decision to launch an attack against Cuba at the Bay of Pigs in 1961. The attack was ultimately unsuccessful, and Janis found that many characteristics of groupthink were present among the key decision-makers. Other examples Janis examined included the United States not preparing for a potential attack on Pearl Harbor and its escalation of involvement in the Vietnam War. Since Janis developed his theory, numerous research projects have sought to test the elements of his theory. Psychologist Donelson Forsyth, who researches group processes, explains that, although not all research has supported Janis' model, it has been highly influential in understanding how and why groups can sometimes make poor decisions.

Network: A social network is a set of actors (or points, or nodes, or agents) that may have relationships (or edges, or ties) with one another. Facebook is an example of a large social network.

Group size: Social groups come in all shapes and sizes. You may have a small family and a close group of friends, but I'm sure you know others who have a large family and a wide group of friends.

Dyad: The most basic, fundamental type of social group that consists of only two people is called a dyad. The relationship between the two people can be linked through romantic interest, family relation, work, school, and so on. As you likely know from personal experience, these relationships can be emotionally intense but also unstable and sometimes only temporary. In a dyad, both members of the group must cooperate to make it work. If just one fails to cooperate, the group will fall apart.

 Triad: If you add another person to a dyad, it becomes a triad. A triad is a social group that consists of three people. This seemingly simple addition of just one person significantly affects the group interactions and dynamics. The relationships in a triad can still be fairly intense, but the group is typically more stable than a dyad. If two people in a triad have a dispute, the third member of the group can act as mediato*r* and help reach a compromise. If push comes to shove, one person can leave a triad, and a group would still exist, unlike the one person who would remain after the breaking of a dyad.

Another group characteristic that is strikingly different between dyads and triads is the allocation of responsibility. Imagine you work in an office with only one other person. You bring a sandwich to work and put it in the fridge. Later, when you go to eat your sandwich, half of it is

missing. Because there is only one other person in the office, you immediately deduce the culprit. However, if you add just one more person to this scenario, you could not automatically know which of the two office mates ate your sandwich. By changing the dyad to a triad, the lines of responsibility are blurred.

Reference group, in and out group are already mentioned.

Mafia, gangs and their implication on

society Mafia: Group or family of organized

crimes.

Ganges: Group of people joined together by shared interest or situation.

Implication on society

Mafia impacts all societies of the world. Most of the effects of the mafia are negative but it also has some positive effects on culture and economy of cities. It is the biggest business in the world. Some activities of mafia is gambling, pornography, illicit drugs, and racketeering. The mafia serve as a mediator between higher and lower members. It has very negative effects on society because of their organized crime they got arrest too. They are always on radar of police and this shows the efficiency of police officers. Criminology describe it as a criminal acts for material benefits by groups at extreme violence and corruption of police and many others. Its negative effects not only promote illegal acts but also spoil the citizens of the societies.

Ganges increase levels of crimes in communities and set a bad example for kids in the area. They create image of power and respect, but in reality they drop out of school, face unemployment, become drug addicts and end up in jails. Societies fear them because of the harm they can bear them. Gang violence is problem because it effects many innocent lives.

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