SOC 100 Introduction to Sociology

Lecture Packet
Part Three
R. Pires

Bring this packet to every class session prior to Exam #3.
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Success Study Tips for This Class

Exam Study-Guides
1. Next to each entry in the study guide write down the chapter textbook page numbers where information can be found.

2. In your print or e-book, highlight information for easy access.

Study Buddies
1. Find a study buddy, such as our sociology peer-tutor, a colleague in class, a friend, or family member. In your own words, explain the material from the study guide to your colleague, and encourage them to ask you questions.

2. Or, you can “pretend” to teach the material to your pets, children, or an imaginary class, whatever works for you. Keep in mind that you have to explain the material out loud in your own words, rather than just imagining it in your own mind, and without looking at your notes or textbook.

Canvas and Professor Resources
1. Access the multitude of resources in Canvas available to you for each chapter. These include articles, videos, websites, and images. Browse through the material and watch and read some of the videos and articles. Actively think about how the information relates to specific areas of each chapter and exam study material.

2. Professor lectures, assignments, and activities help prepare you for exams. Often you will be asked to support your thinking with chapter information and cite the textbook properly using in-text citations. By requiring students to look up information in textbook and cite page numbers from the textbook, this helps students become better familiar with the readings. Always read or listen to the professor’s feedback provided on all required written assignments.

Chapter Readings
1. Visualize or write short journal entries about specific times in your life that you have experienced the information found in our exam study guides and chapter readings.

2. Complete the study questions and exercises found throughout and/or at the end of each chapter.

3. Write your own multiple-choice exam questions for each chapter section and reflective of the information found in the exam study guides.

Student-Student Engagement in On-Campus Classes
1. Ask questions, verbalize comments, and work productively in groups since these activities are part of the learning process. Discussions and listening to what others have to say allows us to step outside of ourselves and into the lives of others. This is important because we are nudged to think about the class curriculum from different perspectives. Sometimes we think we understand the information until we hear it from another viewpoint.
Student-Student Engagement in Online Classes
1. Read all comments posted in the Discussions, Coffee Room, and Peer-to-Peer forums. Do not wait until the last few hours before the deadline to make submissions, rather participate throughout the week and post more than the minimum required posts. Reading what others have to say allows us to step outside of ourselves and into the lives of others. This is important because we are nudged to think about the class curriculum from different perspectives. Sometimes we think we understand the information until we hear it from another viewpoint.

2. When writing Discussion and Coffee Room posts, make genuine efforts to contribute to your colleagues’ learning. When most of us are actively engaged in the class, we then have many opportunities to learn from others. This is the beauty of online learning and it works well when most of us in the class understand the meaning of “paying it forward” - https://bit.ly/1Td9Zep.

Student-Professor Engagement
1. Maintain regular communication with the professor both in and outside of the class as this provides you with opportunities to seek clarification and discuss the curriculum one-to-one. Professor is available in-person (fall and spring), by phone, and email – ask for a meeting.

Student-Sociology Peer Tutor Engagement (fall and spring semesters)
1. Maintain a line of communication with the peer sociology tutor. The tutor is available to assist in your understanding of the chapter readings and help you prepare for the exam. The peer tutor is not able to assist in written assignments or instructions since h/she does not have the credentials to teach this class. Please contact the professor for assistance.

Exam Feedback
1. After each exam, find the correct answers in the textbook. Contact the professor when you cannot find the answers and include the question numbers. At the end of the semester, you will have the opportunity to complete an optional exam that will include sample questions from the entire semester so it is important to understand the correct answers for every exam question throughout the semester.

The Bottom Line
The passion to succeed is associated with the positive emotional energy that you dedicate to this class to make it your own. Humans have evolved to be attracted to pleasure and stay away from pain. If you view this class as a painful, tedious, or boring chore, your brain might subconsciously work against your own conscious interests to pass the class.

Use what works for you and pass these student success tips to others.

All the best on a successful semester.
Sociology. You Live It.
R. Pires
rpires@valleycollege.edu or Message in Canvas
Academic Writing and In-Text Citation Handout

When writing, you as the author must communicate to the reader throughout every paragraph which sentences in the paragraph are your own ideas and thoughts and which sentences include summaries (or quotes) of ideas and thoughts that you received from elsewhere such as a textbook, website, video, lecture, image, etc. This is communicated to the reader via in-text citations because the citations are being made within the text (paragraph) rather than at the bottom of the document. Citations at the bottom of a document are referred to as Works Cited. Works Cited refers to a list of sources that you cited within the document via the in-text citations.

It is not good enough to place an in-text citation just at the beginning or end of a paragraph because this then communicates to the reader that everything in the paragraph is a summary of the source being cited and this is misleading since a paragraph will also include your own viewpoints about the source being summarized.

When writing analyses papers, discussion posts, or even short answers, in higher education, it is customary and expected that we support our own thinking, beliefs, opinions, or viewpoints with scholarly or academic evidence. For this course, we mainly use our textbook as evidence to support our viewpoints about various class related questions, articles, videos, images, figures, etc. Think of this as an attorney in the courtroom. The attorney must present reliable evidence to support the notion of innocence, while a prosecutor must present reliable evidence to support the notion of guilt. Using the client’s mother is most likely not reliable for a defendant, rather, evidence from an unbiased source is preferred. When incorporating evidence into your analysis, again, we have to cite it within the paragraph to communicate to the reader that information is from another source and not our own thinking.

Here are examples of in-text citations from our textbook where the authors of our textbook: Open Stax, support their explanations of sexual relations in the U.S. with scholarly evidence.
If you were to use the scholarly evidence presented in our textbook to support your own thinking about sexual relationships in one of our Discussions or Coffee Room Comments, below is an example of what this would look like.

**There are misconceptions in the American culture about human sexuality. For example, there is a double standard when it comes to premarital sexual intercourse (Reiss 1960) (Open Stax, 2015, p. 263).**

*Since we received this information from our textbook, we have to cite Open Stax. Open Stax received information from a source written by Reiss, and therefore they cited Reiss.*

Also note that the sentence period is only placed after the in-text citation itself and NOT before. This is a mistake that many beginning college students make often but once we become aware of this grammatical error, it is easy to remember to make the correction.

For this class always include page numbers from our textbook when making in-text citations and this is so the professor can verify information. In-text citations also include the copyright year. If you’re using an electronic version of the textbook such as Kindle or other formats that do not include page numbers, download the free pdf document in our Let’s Get Started Module. The pdf includes page numbers.

Keep in mind that “Quotes have quotations marks to communicate to readers that information from another source is copied word for word and include proper APA in-text citations such as what you see here, including placing one sentence period after the citation parenthesis and not before” (Open Stax, 2015, p. 15). Again, observe here that the sentence period is placed after the in-text citation.

Do not mix your own thinking with citations as this can confuse the reader, rather separate out into two separate sentences as you see in the examples below.

**AJ, I agree with the way you framed your post about elder abuse being a ticking timebomb. As pointed out in the video, the baby-boomer generation is advancing in age and will soon pose various opportunities and challenges for our society (TedTalks, Dunner, 2016).**

**AJ, I agree with the way you framed your post about elder abuse being a ticking timebomb. According to Dunner (2016), the baby-boomer generation is advancing in age and will soon pose various opportunities and challenges for our society (TedTalks).**

I think this applies to my community because there are many households that have multi-generations living together and there is an expectation that the younger generations take care of aging family members. “Women usually take the burden of caregiving for family members including children and aging parents (Jones and Sherman, 2003)” (Open Stax, 2015, p. 345).

**According to Open Stax (2015), “Women usually take the burden of caregiving for family members including children and aging parents (Jones and Sherman, 2003)” (p. 345).**

The *Let’s Get Started Module* in Canvas includes two videos on Academic Writing and Integrity, and you are required to watch those to help you understand why in-text citations are important in maintaining Academic Integrity.

The following website link has more examples and explanations regarding how to format in-text citations: [https://guides.libraries.psu.edu/apaquickguide/intext](https://guides.libraries.psu.edu/apaquickguide/intext).
Interpreting Statistical Data in Social Science

Sociology is a scientific discipline and sociologists rely on data to understand social life. Data is defined as “factual information (as measurements or statistics) used as a basis for reasoning, discussion, or calculation” (www.merriam-webster.com). When analyzing data, sociologists often compare different demographic groups. Statistical data can however be presented in different ways which can confuse beginning sociology students.

Example #1: Examine the following fictional unemployment data.

San Bernardino has a population of 100 people and 10 people were unemployed last month.

San Diego has a population of 1,000 people and 100 people were unemployed last month.

Los Angeles has a population of 10,000 people and 1,000 people were unemployed last month.

Based on the above data, both statements below are correct and yet also contradict. How can both contradicting statements be correct?

Statement #1: Los Angeles has the highest number of people unemployed.

Statement #2: All three cities have the same unemployment rate of 10%.

We have to be mindful of how data is presented to us. Is the data present in its raw form (total number of unemployed people) or is it presented as a ratio (percentage)? Percentages (rates) allow us to make comparisons between populations with different sizes. As you can see however, both statements tell a different story and so it is easy to mislead readers if we do not question how the data is presented.

Example #2: Examine the following fictional social media suicide data.

Statement #1: Last year people who streamed their own suicide on Facebook increased by 3 incidents from 5 to 8 incidents when compared to the previous year.

Statement #2: Last year people who streamed their own suicide on Facebook increased by 60%* when compared to the previous year.

In this case, given that there are over 150 million Americans that use Facebook regularly, presenting the above data as a percentage is misleading and the raw data is much more appropriate.

*To calculate percentage increase: 8 minus 5 equals 3 divided by 5 multiply by 100.

Example #3: Examine the following views and data on deaths in the U.S.

Statement #1: During 2016, 37,353 people were killed by guns in the U.S. (Vox, 2018) and we therefore need more adequate gun control policies to stem the violence.

“In 2016, 22,938 people committed suicide by firearm, while 14,415 people died in gun homicides” (Vox, 2018) and we therefore need more adequate suicide prevention assistance.

As critical thinkers, when data is presented by researchers, journalists, politicians, authors, professors, etc. we have to be aware of explicit (outward) and implicit (subtle) biased or prejudicial thinking which may be both factual and misleading at the same time. It is therefore wise, to look more closely at the numbers and ask questions.

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<th><strong>Conflict</strong></th>
<th><strong>Symbolic Interactionism</strong></th>
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<tr>
<td>The way a society organizes itself to meet the basic needs of its members.</td>
<td>What are the functions which maintain stability?</td>
<td>Competition over valuable social resources maintain social inequality.</td>
<td>Cultural meanings and interactions influence self-identities and perceptions.</td>
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<td><strong>Economy</strong></td>
<td>Exchange of products and services through <strong>division of labor</strong> creates a dependence among people and other societies.</td>
<td>Economic system of <strong>capitalism</strong> creates economic inequalities related to wages, benefits, types of work, and unemployment trends.</td>
<td>Work creates meaning in our lives and a self-identity.</td>
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<td><strong>Politics</strong></td>
<td>Government protects its members through a safety net of social programs, military, and criminal justice agencies. Power is diffused among different groups and this maintains stability.</td>
<td>Concentrated use of power benefits one group over another, disenfranchises citizens from its own government and maintains social inequalities.</td>
<td>Political symbols and messages influence perceptions of government policies and leaders.</td>
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<td><strong>Criminal</strong></td>
<td>Clarifies morals, social solidarity, and promotes social change.</td>
<td>Unequal access to quality legal representation, unfair treatment of groups and laws benefit the ruling class.</td>
<td>Deviance and crime are learned through our everyday groups, deviant labels become self-fulfilling prophecies.</td>
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<td><strong>Education</strong></td>
<td>Transmission of cultural values, knowledge and skills, social integration, social placement</td>
<td>Gatekeeping (tracking), hidden curriculum, unequal funding, unfair testing, and treatment maintain the status quo and creates lifelong societal inequalities (school-prison pipeline).</td>
<td>Through Teacher-Student and Student-Teacher interactions in the classroom, verbal and non-verbal labels result in positive and negative self-identities and self-fulfilling prophecies among students.</td>
</tr>
<tr>
<td><strong>Religion</strong></td>
<td>Emotional comfort, guidelines for everyday life, social solidarity, and social control etc. maintain stability.</td>
<td>Religious beliefs maintain the status quo and social inequalities that exist in society.</td>
<td>Religious symbols, beliefs, rituals, and experiences create individual and group identities.</td>
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<tr>
<td><strong>Medical</strong></td>
<td>Socially controls behaviors to maintain a healthy population so people can fulfill their societal roles.</td>
<td>Unequal access to quality healthcare effects health and illness in society among different groups. Existing societal inequalities effect health outcomes.</td>
<td>Social construction of health and illness, and Physician-Patient interactions effect health outcomes and relate to culture, gender, social class, sexuality, etc.</td>
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<td><strong>Mass Media</strong></td>
<td>Information and Entertainment maintain social solidarity.</td>
<td>Digital divide and access to digital technologies maintain social inequality. Concentration of small number of corporations control the industry.</td>
<td>Mass media creates and reinforces stereotypes about different demographic categories of people.</td>
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<td><strong>Family</strong></td>
<td>Socialization, reproduction, care and economic dependence, sexual control.</td>
<td>Abuse of power in intimate relationships can lead to family violence.</td>
<td>Families negotiate tasks, and gender roles</td>
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Chapter 8 Media and Technology

**Mass Media Institution**
Sociologists believe that humans are the products of social environments including the family, schools, laws, religion, and this also includes the mass media.

**Mass media** is defined as print, digital, and electronic means of communication in a society.

**Technology** is defined as the application of science to solve problems in daily life. Often technological advancements have to wait for cultural acceptance before they become widely disseminated and used and this is referred to as cultural lag.

There may be a struggle between neo-Luddites or those who view technology as a contributing to people becoming disconnected from each other and the technophiles or those who view technology as positive for society. Advances in technology especially the internet, have led to a new form of mass media and referred to as social media.

**Social media** is defined as forms of electronic communication (such as websites for social networking and microblogging) through which users create online communities to share information, ideas, personal messages, and other content (such as videos) (Miriam Webster Dictionary).

**Functionalist Theoretical Perspective on Media and Technology**

**Functions** maintain stability in a society. The mass media fulfills societal functions including: entertainment, socialization, commercialization, and social change.

Information and entertainment are the main functions of the mass media. Sports, movies, television shows, music, internet videos, images, and video games, among others provide people with a sense of belonging to subcultures, in-groups, and society at large. This social integration or social cohesion contributes to social order. Technological inventions are used to deliver entertainment.

**Food for Thought:** With so many different choices for entertainment, do you think the mass media still fulfills the function of social integration in the same way as it did in the past? Why or why not? Explain.

The mass media is a socialization agent, transmitting cultural values and norms.

Advertising and marketing allow for the communication between consumers and companies or other organizations that financially sponsor mass media productions.

The mass media also contributes to societal changes. For example, social media has contributed to technological diffusion in that communication and technological advancements have improved the living standards and conditions of people around the globe. Social movements including Black Lives Matter, #Me Too, #Take A Knee, ASL Ice Bucket challenge are just some of the hashtag movements that have been successful in promoting societal changes.

At the same time, the mass media has been criticized for disrupting the equilibrium of society. The consumption of mass media is thought to influence sedentary lifestyles including the rise in obesity rates. There is a belief that social media contributes to mental health issues, bullying, the dissemination of pornography among adolescents and the sexualization of childhood. Video games are at times blamed...
for contributing to violence in society. Recently, social media corporations have come under scrutiny for the violation of privacy and copyrights laws when corporations sell personal information about its users, and people post music and images without permission on social media websites. Technological diffusion can also contribute to the disappearance of indigenous cultures and local languages.

**Narcotizing dysfunction** is an overload of information that people are exposed to on a daily basis. The consequences of information overload include an awareness of issues but a lack of action to improve societal problems.

**Conflict Theoretical Perspective on Media and Technology**

The **globalization of media** and **globalization of technology** is the integration of mass media and technologies across the globe. An **oligopoly** exists in the mass media due to the **media consolidation** of corporations. Consequently only a few corporations control all facets of the mass media. This creates **homogenization** in that there is very little difference in the way and type of information that is presented to the masses.

Fragmentation refers to the splintering of audiences and information outlets in the network society's choice-rich environment (Schroeder, Sage Knowledge). Amazon, Apple, Google, Netflix, and Hulu, among others have created their own alternatives to cable and satellite paid television subscriptions and now also create their own entertainment content. “**Cord cutting** refers to the process of cutting expensive cable connections in order to change to a low-cost TV channel subscription through over-the-air (OT) free broadcast through antenna, or over-the-top (OTT) broadcast over the Internet” (Techopedia). While on the surface it appears that consumers of mass media and technology have more choices, these choices are controlled by wealthy corporations.

**Gatekeeping** in the mass media refers to action by power elites in the mass media controlling the production and distribution of technology and content. This includes the portrayal of the dominant group (race, ethnicity, class, gender, sexual orientation, etc.) while minimizing the representation of minority groups. Product placement in movies further contributes to the profitability of corporations and branding. The **feminist perspective** examines how the mass media disseminates gender messages and stereotypes.

**Digital divide** is an uneven access to technology based on demographic categories including social class, race, ethnicity, age, geographic location, etc. The digital divide creates a **knowledge gap** between those who have access to latest technology and those that lack access. College students who rely on cell phones to access education materials are disadvantaged when compared to students who have access to home computers and internet.

Textbook publishers contribute to the high cost of college and student success. The textbook publishing industry is an oligopoly, with only five publishers controlling 80% of the industry, and in 2016, it was estimated that 66% of students went without a textbook in one or more classes (Allied Educational Systems).

The **internet of things (IoT)** refers to any product that transmits information and communication via the internet including smart technologies such as social media websites, cell phones, gadgets and appliances but also apps, self-driving cars, and workplace technologies among others. As the **internet of things** (IoT) proliferates our everyday lives, people are subject to having their private lives monitored by private corporations and government agencies. **Panoptic surveillance** refers to the “constant and
unceasing, sometimes barely visible, and the observed never engages with the observers” (Open Education Sociology Dictionary).

**Food for Thought:** Make a list of all the ways that your everyday life is monitored including the apps you use and other internet of things (IoT) you own or are exposed to in the workplace or places of business you frequent.

**Symbolic Interactionism Theoretical Perspective on Media and Technology**

Both the mass media and social media through the use of verbal and nonverbal communication constructs a shared reality and perceptions. This often leads to stereotypes perpetrated in movies, music, advertisements, sports, and social media websites and apps. Labels and stereotypes whether positive or negative, influence how people view themselves and others and consequently treat and interact with each other in their everyday lives.

The internet has transformed how people communicate, interact, and create relationships from formal social networks, to the most intimate and private relationships. Texting acronyms, emojis, animojis, are examples of the social construction of reality and language. Social media sites that encourage users to accumulate followers, likes, hearts, etc. influence how people view themselves in relation to others and referred to in sociology as the looking-glass self.

Since the mass media and social media are both socialization agents, the transmission of stereotypes, unrealistic and idealistic images contribute to harmful behaviors and negative self-identities. These are related to gender, sexual orientation, age, race and ethnicity among others. The overuse of social media by children, spouses or partners, and parents is thought to damage the quality of relationships and interactions. The mass media also acts as a reference group as people imitate behaviors and judge themselves in relation to their favorite celebrities, athletes, musicians, etc. Social media sites including Instagram, YouTube, and Twitch among others have created digital media celebrities who interact with users and monetize their status. Social media sites allow for closer relationships with celebrities and our favorite brands forming a type of an in-group.

**Food for Thought:** What online subcultures do you belong to?

The social construction of reality involves the negotiation of how new technologies are used by the mass media and social media content creators. Deep-fakes refers to the technology used to create images, audios, and videos that are indistinguishable from real life. Deep-fakes have a legitimate purpose by the mass media (for example crowd of people in movie scenes) but increasingly used for revenge, extortion, and the dissemination of false information. The National Association for Media Literacy defines media literacy as “the ability to access, analyze, evaluate, create, and act using all forms of communication. Media literacy empowers people to be critical thinkers and makers, effective communicators and active citizens.” Increasingly, some states have voted to pass legislation regarding the use of deep-fakes. Texas was the first state to ban deep-fake political videos, while California also passed similar legislation that include political and pornographic deep-fakes. Critics believe these kinds of laws might prevent the freedom of speech.

**Food for Thought:** How do you think the amount of time you spend online in a given day influences your self-identity?

**To Recap:** The mass media and technologies employed to communicate by print, digital, and electronic means act as socialization agents, serve societal functions, and are used by powerful groups to influence our consumption behaviors and maintain the status quo between dominant and minority groups.
Chapter 7 Deviance, Crime, and Social Control

Definitions

Conformity is the obedience of cultural values and norms while deviance is a violation of cultural values and norms. Crime is a violation of cultural norms written into law. It is a cultural universal to control deviance in every society. How each society controls deviance is unique.

The enforcement of societal rules, expectations, and arrangements occurs through positive sanctions (rewards) and negative sanctions (punishments). Informal sanctions are ways that people show disapproval when others violate folkways or standards for everyday behaviors. Formal sanctions are official ways that violations of norms and crimes are enforced by authority figures and social institutions. A smile or a thank you are examples of positive informal sanctions, while a traffic ticket is an example of a negative formal sanction.

Food for Thought: Give an example of an informal and formal sanction you experienced recently.

Recidivism is the rate (percentage) of people who are reconvicted, or rearrested for the same or different crime. U.S. has high recidivism rates. In general, over 50% of released prisoners will re-offend (U.S. Sentencing Commission). U.S. has the highest percentage of people in prison in the world. Approximately 716 for every 100,000 people are in prison (Washington Post).

Symbolic Interactionism Theoretical Perspective on Deviance and Crime

Symbolic interaction sociologists examine the social construction of behaviors people consider normal and deviant, how people learn deviance and come to identify with the deviant label.

Labeling Theory

Labeling theory asserts that when people are labeled as deviant on a continued basis, the label eventually sticks and becomes a self-fulfilling prophecy. Primary deviance is when violation of norms does not result in long term negative labeled self-identities while secondary deviance is when a person’s self-identity reflects the negative label and becomes engrained as part of their master status. For example, a person might refer to h/herself as a drug dealer, prostitute, or criminal. Once this occurs, a person behaves in a manner associated with the label.

Differential Association Theory

Differential association theory asserts that deviance is learned from the people we interact with in our everyday lives. If we have people in our lives who deviate, we are more likely to follow this behavior when opportunities present themselves. If we have more people in our lives who conform, we are also more likely to conform to cultural norms. Peer pressure influences deviance.
Control Theory

Control theory asserts that deviance depends on the strength of emotional attachments and bonds we have to people in our lives. People who have strong emotional ties and commitment to family, friends, teachers, co-workers, role models that teach us to confirm are less likely to deviate. People who have weak emotional ties, attachments or bonds to people who teach us the norms are more likely to deviate. For example, people in prison might return because they have weak ties to people who confirm and strong ties to people in prison who deviate. Both beliefs in values and involvement in activities that promote conformity control for deviance.

Food for Thought: Think about the people with whom you have close emotional bonds. How do you think you would feel if they found out you engaged in some sort of a misdemeanor crime?

Functionalism Theoretical Perspective on Deviance and Crime

Functionalism Theory focuses on how the social control of deviance maintains stability. Deviance also has a positive function in society in that it unites people to think alike, challenges norms, and deviants are used as examples for what not to do.

Strain Theory asserts that a society’s cultural values and norms push people into deviance when they do not have the legitimate (legal) means to attain cultural goals. The American culture values financial success and this puts a strain on people to fulfill these goals legally and illegally. There are four types of deviant behaviors which people might engage in as an outcome of the American cultural pressures to succeed including innovation (illegal creative ways to reach goals), ritualism (lowering one’s standards), retreatism (rejection of cultural goals), and rebellion (protest cultural goals).

Social Disorganization Theory asserts that crime is more likely to occur in communities which lack functioning institutions and organizations such as schools, jobs, religious organizations, community programs, community-based police force. When the community is disorganized this creates weak ties to the system (anomie) and results in crime. Anomie or normlessness is the idea that the lack of social integration that occurs when social institutions are dysfunctional puts people at risk of deviance and criminal behaviors.

Cultural Deviance Theory asserts that disorganized communities create a subculture culture in which crime and deviance are a means of surviving in a dysfunctional system. Deviant behavior is the adaption of values and norms to cope and survive due to the lack of a functioning infrastructure such as low-quality schools and healthcare, or corrupt criminal justice system, etc. Anomie or normlessness is the idea that the lack of social integration that occurs when social institutions are dysfunctional puts people at risk of deviance.

Food for Thought: What deviant or criminal behaviors might be attempts to cope with a disorganized community system?

Conflict Theoretical Perspective on Deviance and Crime

Conflict Theory focuses on the social inequalities of the criminal justice system rather than on why crime or deviance occurs. This is an important distinction because according to conflict sociologists, crime only exists because of a system that protects the powerful class.

Capitalists create a system in which they retain power. The power elite in society create laws that benefit them. Wealthy people have access to quality legal representation while poor people are denied quality legal representation.
Wealthy and powerful people are more likely to engage in invisible crimes that tend to go unpunished (tax evasion, Medicare fraud, insider trading, etc.) while poor and powerless people are more likely to engage in visible crimes (such as robberies, physical violence, drug dealing) which are severely punished.

**Food for Thought:** What types of crimes might be a consequence of poverty?

### Chapter 5 Socialization

Have you ever thought about what it means to be human? Many of us ponder this question as have our ancestors probably from the time humans became human. What is means to be human is a philosophical, religious, and scientific question. Scientists as we know, use empirical evidence or the scientific method to seek answers.

**Physical scientists** such as biologists believe that **nature** through the evolutionary process makes us human whereas **social scientists** such as sociologists believe that **nurture** or the social environment is what makes us human. There was a time not so long ago when the **nature vs. nurture debate** was one sided with each discipline taking a strong stand on each side of the fence. But today, most scientists including biologists and sociologists agree that it is the combination of nature and nurture that makes us human.

Sociologists however do **not** study nature, evolution, heredity, or genetics and we leave these topics to the physical scientists. Sociologists are social scientists and as we have studied throughout the entire semester, the **sociological perspective** or the **nurture** argument is the viewpoint that people from the day we are born until the day we die are shaped by the **social environment**.

Charles Manson is thought to have been connected to approximately 35 murders and has the reputation of being one of the more infamous criminals of all time. *As we examined in the last unit on crime and deviance, he was molded into a deranged criminal and mastermind through the social environment of his early life.*

**Socialization** as “the process by which people learn characteristics of their group – the knowledge, skills, attitudes, values, norms, and actions thought appropriate for them” (Henslin, 2015, pg. 71). An easy way to remember this is to view **socialization** as a process through which children learn society.

Sociologists believe that the **socialization process** which takes place in our early years and continues throughout out our entire life, is what makes us human. But how do we prove this using the **scientific method**? You may recall that sociologists tend **not** to use the **experimental method** that much but this method is popular in psychology. Harlow and Harlow (1962) were husband and wife psychologists who studied **maternal bond** and **social isolation** by isolating baby Rhesus monkeys from their mothers for different degrees of time.
The **Harlow experiments** found the following:

1. Monkeys kept isolated in cages for less than three months had normal development.
2. Monkeys isolated in cages for six months or longer had lifelong developmental issues. These monkeys kept to themselves and were rejected, they were not interested in sexual intercourse, and females that were artificially inseminated were violent toward their babies (Henslin, 2015, pg. 70).

**Food for Thought:** What do you think it is about the **maternal social bond** that is so important to the normal development of Rhesus monkeys? How do the Harlow experiments prove *both* the nature vs. nurture arguments?

“Like humans, monkeys need interaction to thrive. Those raised in isolation are unable to interact with other monkeys. In this photograph, we see one of the monkeys described in the text. Purposefully frightened by the experimenter, the monkey has taken refuge in the soft terrycloth draped over an *artificial mother*” (Henslin, 2015).

**Food for Thought:** in what ways is a baby, toddler, or child with h/her favorite blanket or stuffed animal remind you of the Harlow experiments? Why do you think babies suck their thumbs?


**Kingsley Davis**, an American sociologist is well known for his case studies of two young children named Anna and Isabella during the 1930’s and 40’s who were socially isolated at approximately six months old to six years old. Anna had very little social interaction while Isabella was isolated with her mother who was deaf. Anna died at the age of 10 and reached the developmental level of a two-year-old, whereas Isabella had normal development although Kingsley noted some hostility toward males.

**Genie** is another example of a child who was socially isolated and the subject of research. Genie was kept in isolation by her parents from the time she was 20 months until 13 years of age. “Genie could not speak, did not know how to chew, was unable to stand upright, and could not straighten her hands and legs. On intelligence tests, she scored at the level of a 1-year-old. After receiving intensive training, Genie learned to walk and to put garbled, three-word sentences together. Genie’s language remained primitive as she grew up. She would take anyone’s property if it appealed to her, and she went to the bathroom wherever she wanted. At the age of 21, she was sent to a home for adults who cannot live alone” (Henslin, 2015, pgs. 69-70).

The **Harlow experiments** and **Davis case studies** and other research studies show that **social interaction, bonding, or attachment** are important in early life to the healthy development of a child into an adult. The **critical period hypothesis** states that there is a short period of time during the first few years of life in which social interaction is critical to the healthy development of a child. If the child is neglected, abused or uncared for such as the caregiver not being able to emotionally attach or bond
with the child, then rehabilitation or socialization later in life is going to be difficult as was the case with Anna and Genie. However, since Isabella was isolated with her mother and she was able to bond with her mother during the first few critical years of her life, her rehabilitation and socialization was successful later in life.

Harlow demonstrated that the critical period for Rhesus monkeys is the first three to six months of life during which time primary socialization is supposed to take place. Once this critical period passes, the monkeys cannot learn later what they were supposed to have learned during the critical period, and consequently face developmental related issues such as isolation and rejection.

Food for Thought: A documentary by NOVA referred to Genie as a wild child. Why do you think they used this label?

Bonding takes place within the context of language (Henslin, pgs. 68-71, 2015). As you recall language is both verbal and nonverbal and overwhelmingly consists of nonverbal communication through gestures, body language, and facial expressions. Language allows us to share cultural meanings and to understand social dynamics, behaviors, and expectations which are all part of the socialization process.

At the time of birth, mothers are flooded with various hormones in particular oxytocin, which facilitates bonding between mother and baby and assists in preventing the mother from rejecting her baby. Nature and nurture are two different sides of the same coin. The baby and young child nurtured during the first few years of life, develops into a normal, healthy human as programmed genetically by nature. In other words, nature cannot exist without nurture and vice versa.

Food for Thought: Think about thinking. If language is learned through social interaction and consists of symbols, is thought or thinking even possible without social interaction? Without language (verbal and/or nonverbal), can the human brain develop past infancy?

As babies, we have no concept of society, including rules, roles, values, or norms, it is through the socialization process that we begin to internalize society. The internalization of society is your “thinking voice” that lives inside your mind.

<table>
<thead>
<tr>
<th>Internalization of society occurs through social interaction with others.</th>
<th>We learn culture and cultural values and norms.</th>
<th>We learn personality traits.</th>
<th>We learn race.</th>
<th>We learn gender.</th>
</tr>
</thead>
<tbody>
<tr>
<td>We learn appropriate attitudes and social roles.</td>
<td>We learn emotion. How do you know when to laugh, feel sad, or be angry?</td>
<td>How does a child begin to think of oneself as smart, funny, trouble-maker, spoiled, quiet, loud, etc.?</td>
<td>How does a toddler know that chocolate smells and tastes delicious but poop smells and tastes – “shitty?”</td>
<td>How does a child know that blue is a boy color and pink is a girl color?</td>
</tr>
</tbody>
</table>
This little boy seems to be equally interested in being a dump truck operator and a princess.

*Food for Thought:* if your child exhibited this behavior, what would you do? Would you react differently if the child was a boy versus a girl? Does it matter after the child reaches a certain age?

Socialization occurs through **agents of socialization** and **significant others**. Henslin defines **agents of socialization** as “people or groups that affect our self-concept, attitudes, behaviors, or other orientations on life” (Henslin, 2015, pg. 83). He also defines a **significant other** as “an individual who significantly influences someone else” (Henslin, 2015, G-5). Another way to think about **agents of socialization** is the various **social institutions** we’ve been covering throughout the semester and **significant others** as the individuals in those social institutions from whom we learn society that make up our **primary group** and **secondary groups**.

<table>
<thead>
<tr>
<th>Agents of Socialization</th>
<th>Significant Others Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Family</td>
<td>Dad, mom, aunt, uncle, sibling, grandmother, etc.</td>
</tr>
<tr>
<td>Education</td>
<td>Mrs. K in the first grade, Jimmy my best friend</td>
</tr>
<tr>
<td>Media</td>
<td>Big Bird, Dora the Explorer, Barney</td>
</tr>
<tr>
<td>Religion</td>
<td>Sunday school teacher</td>
</tr>
<tr>
<td>Economy</td>
<td>Ms. Scott my boss</td>
</tr>
</tbody>
</table>

**Gender socialization** is an important component of socialization and starts before birth and throughout our lives. Gender socialization occurs through all facets of our lives. Gender socialization is the learning of culturally assigned expectations for **masculinity** and **femininity**.

Our family is the **primary agent of socialization** during our first few years of life. Later in childhood people outside of our family such as teachers, friends, and peers become part of our **secondary socialization** and as adults we undergo **adult socialization** through work and the social roles we taken on, for examples those of parenthood and spouse. **Anticipatory socialization** occurs as people prepare for the new social roles in their near future.

*Food for Thought:* Think about how college is part of your **anticipatory socialization** as you prepare for your chosen career. What activities do expectant mothers and fathers engage in that can be defined as anticipatory socialization for parenthood?

**Resocialization** takes place as we learn new values, norms, attitudes, statuses, and roles.

*Food for Thought:* Think about the **resocialization** process that occurs as immigrants adjust to and learn the American culture.
Resocialization also refers to the learning of new values and norms that takes place in total institutions. **Total institutions** are social environments in which the residents are cut off from the rest of society. These include prisons, mental institutions, in-patient rehabilitation centers, group homes, nursing homes, boarding schools, etc. Throughout our everyday life we move freely through the various social institutions. We spend time at home, work, school, we might go to the mall and see a movie or go to a religious event. For people living in total institutions, these activities take place in one place and this takes some adjustment. Usually but not always, total institutions exist to re-socialize or “rehabilitate” residents of the total institution into new ways of thinking and behaving and this takes place through intense social control by authority figures. Part of this resocialization process in a total institution involves **degradation ceremonies**.

**Food for Thought:** do you think a five-ten-day cruise on a cruise ship would qualify as a total institution with its own degradation ceremonies? Why or why not?

**Degradation ceremonies** are activities meant to take away all aspects of one’s old identity and re-socialize the individual into a new identity depending on the goals of the total institution. Usually degradation ceremonies involve taking away personal belongings and substituting with a uniform, assigning an identification number to replace one’s personal name, and stripping away other personal characteristics such as hairstyle, or manner of speech. Authority figures enforce strict rules, limit privacy, personal space, and interaction with outsiders, in order to re-socialize individuals into the new identity.

**Food for Thought:** What re-socialization processes and degradation ceremonies do you think take place in religious groups we tend to think of as cults?

Residents of total institutions adapt to degradation ceremonies through coping behaviors that to outsiders might seem deviant. For example, both males and females in prison might engage in same sex intimate relations but do not identify as homosexuals. They resume heterosexual relations once outside of the prison system. Being cut off from society for long periods of time might result in people talking to themselves and touching oneself inappropriately in an effort to substitute for intimate touch and contact with others. Prisoners who are a danger to others are put in isolation which often exasperates or deteriorates their mental condition as they are cut off from others for long periods of time. Recent court challenges of these policies are being evaluated to determine if these policies are inhumane and violate basic human rights.

**Food for Thought:** Do degradation ceremonies occur in nursing homes for the elderly and how do aging people cope with living in a total institution?

**Socialization and the Development of the Self**

The self is defined as “the unique human capacity of being able to see ourselves from the outside; the views we internalize of how others see us” (Henslin, pg. 71, 2015).
Food for Thought: Close your eyes and imagine yourself floating to the top of the ceiling or sky and then look down at yourself. Imagine what the top of your head must look like from above looking down at yourself.

Physically you cannot actually float up from your body and look down at yourself. But the fact that you can imagine this, according to sociologists, is learned through the socialization process. We are not born with the ability to do this and it is only possible through our interaction with others. There are psychologists and biologists who hypothesize that few highly social mammals and some birds might have a sense of “self.”

So how do we develop this ability to see ourselves from the outside? Both sociologists and psychologists have theories that can explain this process. Theories on human development can be categorized into two groups. Some theories state that the development of the self is a lifelong process. Other theories state that self-development only occurs through stages in our childhood. In class, we will focus only on the sociology theories but Chapter 5 (Open Stax, 2015) also covers the main components of psychology theories on human development.

Charles Horton Cooley, an American sociologist, coined the term the looking glass self to explain self-awareness as a lifelong process. Through our interactions with others from childhood and into adulthood, we imagine how others might view us. This occurs through our interpretations of their verbal and nonverbal messages to us. Our interpretations of those messages then shape our self-identity or how we see ourselves – psychologists might refer to this sense of self as our personality.

Food for Thought: Think about how your interactions with others shapes your self-perceptions of who you are. Do you think of yourself as funny, nice, assertive, giving, selfish, etc.? How did you come to make these conclusions about yourself?

George Herbert Mead, an American sociologist, believed that the development of the self occurs through three stages in childhood and involves role taking.

Imitation or Preparatory Stage occurs from birth to approximately 2-3 years of age. This stage is egocentric meaning that babies and toddlers are only concerned with their own immediate needs. They have not developed a sense of self. When a baby is hungry, has soiled diapers, or is lonely – the baby cries. When the baby cannot touch, smell, hear, or see the caregiver it has separation anxiety and the caregiver might just as well have fallen of the face of the earth, even though mommy or daddy might be in the next room. Babies and toddlers mimic, repeat, and imitate those around them and they do things without understanding or attaching meaning.

Food for Thought: Why is playing “Peek-a-Boo” with a baby so much fun? How does this game with a baby or young toddler illustrate Mead’s imitation stage?

The play Stage occurs among children ages two, or three years of age. During this stage, the child is able to recognize oneself in the mirror. This means that children through the interaction with significant others have learned to identify their own image. Once children can recognize themselves, they have developed the ability to go “outside of oneself.” This ability allows them to imagine themselves as someone else and this often takes place through play. Play for children is like adults going off to work. Through play, children are hard at work learning society. During this stage, children do a lot of pretend
play by taking on roles of their significant others and the people that they have routine interactions with whether in person such as the doctor or symbolically such as Cinderella or Batman. At this stage, they can only pretend to be one role or character at a time.

(Image Source: Henslin, 2015)

Through play, children learn to recognize behavioral patterns and incorporate them into their play. For example, mommy bakes cookies, vacuums, and spends time with me. They learn to see the world from a viewpoint other than their own. Now children understand that when mommy or daddy have left the room they have not fallen of the face of the earth. But mommy is mommy no matter where she’s at, just like the doctor is a doctor, and the preschool teacher is only a preschool teacher.

The Games stage occurs around the age of six or seven and while children still pretend play, they also love to play games that involve rules, multiple players, and strategies. Through game playing children are now also practicing following the rules of society. But in order to play games with multiple players and be able to formulate strategies, children now have to be able to put themselves into the shoe of multiple opponents at the same time and anticipate their moves. At this stage, the child is able to understand that mommy is also wife, sister, child, cousin, employee, and friend simultaneously. The child is able to imagine multiple roles simultaneously.

The generalized other is Mead’s term for children being able to see themselves as separate beings within society but at the same time understanding the complexities of rules, status, and roles within the social environment. The American Academy of Pediatrics recommends that team sports are appropriate for children over six years old because it is not until this age that they are able to follow the complexities of teamwork (HealthyChildren.org).

| To play the game of basketball successfully, children must be able to attach meaning to what others are doing and be able to simultaneously taken on the roles of multiple players. | Children must be able to recognize that different colors separate teammates from opponents. | Children must be able to recognize that gestures are used communicate rules, and strategies. | Children must be able to understand the rules of the game. | Children must be able to anticipate game moves and plays not just of their opponents but teammates. |
Food for Thought: When the child asks a question such as “mommy my grandmother is your mommy?” The child is now developed a full sense of self or the generalized other.

According to Mead, self-awareness develops through the ability to take on the role of the other and defined as “putting yourself in someone else’s shoes; understanding how someone else feels and thinks, so you anticipate how that person will act (Henslin, 2015, pg. 71).

Food for Thought: “Self-consciousness is an awakening in ourselves of the attitudes we are arousing in others” (George Herbert Mead, Development of the Self).

Albert Bandura a, American social psychologist (social psychology is a combination of sociology and psychology), developed the social learning theory to explain the socialization process in childhood. Bandura suggests that socialization is learned by children observing and imitating significant others who serve as role models. Significant others reward appropriate behaviors and punish deviant behaviors. The child over time is socialized into a productive member of society.

Bandura conducted what are called the Bobo doll experiments on aggression to develop his social learning theory. In the experimental group young children observed a film of a person beating up a bobo doll. The children were then placed in a playroom with a different variety of toys but chose to model their play on the film and engage in aggressive play. Children who did not see the film played non-aggressively. While this experiment would today be deemed unethical due to the experiment teaching children aggression, the social learning theory today is widely used by social scientists to explain intergenerational violence.

Some studies show that male children who witness violence in the home can be at risk for becoming perpetrators of violence as adults, while female children who witness violence in the home can be at risk for becoming victims of violence as adults. These children as adults might place their own children to repeat the cycle of dysfunction. Social learning theory has been used to explain other intergenerational family dysfunctions such as alcohol and drug abuse, neglect, and even psychological disorders.

Food for Thought: Have you ever witnessed a young child curse? What was your reaction? How do you think children learn that this behavior might be acceptable?
Chapter 14 Marriage and Family

Definitions

Family is defined as a socially recognized group which serves functions and related by blood, adoption, and other ties; marriage and kinship. Family of Orientation is the family into which we are born. Family of Procreation is the family we form in adulthood through marriage and partnering.

Marriage Patterns

Monogamy is marriage to only one person at a time. Polygamy has a more common social acceptance and involves marriage to more than one person. Polygyny refers to a man married to more than one woman and this is much more common than polyandry which is one woman married to more than one man.

Lines of Descent

Bilateral descent which involves both paternal and maternal lines of kinship are common in modern societies. Unilateral descent traces descent through one parent only and was more common in traditional societies. Unilateral descent can be patrilineal; though the father’s line only, matrilineal; through the mother’s line only, or ambilineal; one line only either mother or father. Lines of descent depend on cultural norms and serve various functions.

Residency

Patrilocal residence is wife living with or near husband’s relatives. Matrilocal residence is husband living with or near wife’s relatives.

The Family as a Primary Group

Earlier in the semester we examined the three characteristics of the primary group:

1. We have intimate relationships with members our primary group.
2. These intimate relationships are long term.
3. It is through our primary group that we develop a sense of self.

As we learned in Chapter on socialization, a sense of self has developed when we can picture ourselves from the outside. We are not born with a sense of self, rather this ability is learned through the socialization process in our early childhood. The family is considered a primary group because our early socialization during the first two years of life occurs through the family and our sense of self, how and what we think about ourselves is shaped by members of our primary group or the family. Yet, the definition and the members that make up a family is a cultural construction. The definition of the family is broad, and there are cultural norms that influence who can get married to whom, who can be part of a family, etc. Throughout the history of the United States, the family has undergone transitions and continues to do so even today.

Food for Thought: Think about the different themes we have covered throughout the semester that have influenced these changes within the family.
**Functionalist Theoretical Perspective on the Family**

**Functionalists** view the family as an important social institution in which members of the family fulfill societal functions to maintain stability. These functions include sexual, reproductive, emotional, and economic. Societies in general, place a great deal of responsibilities on families especially in the area of socializing children into productive members of society. Families provide financial support through shelter, food, and clothing among others to meet the child’s physical needs. Families provide emotional support, and families teach children the appropriate cultural values and norms. All of these together contribute to the child developing into a productive member of society.

Families share responsibilities through the division of labor. **Instrumental roles** include employment outside of the home and **expressive roles** involve emotional caregiving.

Social research is clear that the most fundamental or important functions of the family is to teach trust. **The most fundamental function of the family is trust.** As we examined in Chapter 5, there is a critical period of development for humans during the first few years of life. Children learn trust through bonds and emotional attachments to members of their **primary group.**

**Food for Thought:** Think about your average day and list the various examples of instances in which you are required to put your trust in strangers in addition to the people you know. How difficult do you think it is for people with difficulties trusting others?

The **Harlow experiments** covered in Chapter 5 demonstrated that isolated monkeys were not able to socially integrate and were consequently rejected by their social group. Children who do not have a healthy, and trusting social environment also face developmental challenges and difficulties forming healthy and trusting relationships which have an effect on their quality of life.

**Conflict Theoretical Perspective on the Family**

**Conflict sociologists** view the family through the power lens. Family members who have access to valuable social resources hold powerful positions in the family. The use of power in the family are reflective of the power struggles that exist in society. For example, many women perform a **second shift**, coming home from outside employment and working a second shift at home such as housework, cooking, homework, grocery shopping, laundry, and emotional work as caregivers.

**Symbolic Interaction Theoretical Perspective on the Family**

Symbolic interactionists study how family members use symbols (verbal and nonverbal) to socially construct meanings and roles. Family members have constructed roles which they negotiate and perform. Social learning theory posits that children observe and imitate parents who reward culturally appropriate behaviors and punish culturally deviant behaviors. In dysfunctional families, intergenerational cycles repeat themselves when children imitate behaviors such as violence or addiction and these behaviors are rewarded rather than punished as the cycle repeats from generation to generation.

**Food for Thought:** Think about how each of the sociology theories can be used to study family issues.
Detrimental Punishment

There has been a lot of scientific research devoted to the topic of corporal punishment or spanking. The research findings are consistent that continuous spanking is a detrimental form of punishment. Sociologist Murray Straus is one of the leading researchers on this topic and he has provided three main reasons to not spank:

1. Spanking legitimizes violence or teaches children that aggression is an appropriate method to solve problems.
2. Spanking weakens the bonds and attachments between the caregiver and child.
3. Spanking lowers self-esteem because when a child is spanked h/she doesn’t feel good about oneself and over time becomes to see h/herself through the eyes of the caregiver – “I’m a bad girl.”

In Chapter 5 on socialization, we examined the social learning theory and Bandura’s Bobo Doll experiment. Using the basic premise of this theory and applying it to spanking, children observe parents spank them and then imitate and generalize this behavior to the different areas of their life such as play, peer and sibling interactions. Trust is the most fundamental function of the family.

When children learn to fear the caregiver, emotional bonds can be broken and can affect the child’s ability to trust others. As the self develops, spanking through the looking glass self, teaches the child to see oneself in a negative manner. Continual spanking leads to the self-fulfilling prophecy in which the negative self-perception becomes a part of the child’s self-identity or personality.

Using Piaget’s cognitive developmental stages (Chapter 5, Open Stax), children do not have the cognitive development to separate the behavior of spanking from the message that they are a bad child.

Psychologists believe that the human brain is not fully developed until we are in our mid 20’s. Teenagers and young adults often make impulsive decisions because the brain is not yet fully developed to make rational or consequential logical decisions. Crime statistics are used as evidence. Crime rates are higher for younger than older adults. If teenagers and young adults cannot yet completely make rational decisions, a young child cannot then distinguish between “I am spanking you for what you did and not for who you are.”

Psychologists believe that self-esteem is very important if not the most important characteristic associated with success. In order to be successful, people have to believe in themselves. Researchers believe that spanking may affect a child’s self-esteem because the child through continual spanking learns to not feel good about h/herself.

In 2009, Murray Straus published a peer review study and found that continual spanking may even lower a child’s intelligence and cause PTSD (post-traumatic stress disorder). PTSD is associated with the stress of combat when soldiers are continually in fear for their lives and the chemicals associated with the “fight or flight” reflex that are only meant to be short lived to assist in getting out of danger are overused causing possible brain damage. When a child is in constant fear of corporal punishment, this may cause continual “fight or flight” scenarios affecting the child’s brain development. The findings of this study received some criticism and further research is needed.

We do need to keep in mind that parenting does not happen in a vacuum but individual behaviors such as spanking are a reflection of the culture on a societal or macro level. There are states throughout the
country that have laws allowing authorities in schools to use corporal punishment with some states requiring parental permission while others do not.

**Food for Thought:** Do you think school authorities should have the legal right to spank children for punishment with or without legal guardian consent? Why or why not?

The *Global Initiative to End All Corporal Punishment of Children* views corporal punishment by parents and schools as a violation of basic human rights. There are now over 42 countries around the global (not just concentrated in one geographic area) that outlaw corporal punishment. Sweden was the first country to outlaw corporal punishment in 1979 while Brazil, Argentina, and Bolivia passed legislation making corporal punishment of children illegal in 2014. United States is not on the list.

**Food for Thought:** Would you describe the U.S. culture as an aggressive or nonaggressive culture? Think about the various social institutions and statistics including mass media and sports, prison incarceration, military, etc.

**Food for Thought:** With the overwhelming amount of research and the number of countries in which corporal punishment is illegal and viewed as detrimental to children, why do you think parents in the U.S. and legislators continue to support the use of corporal punishment?

**Criticism** is another detrimental form of punishment when it comes to the self-development of children. Criticism is when it seems like nothing the child does is good enough for the caregiver. Just as with corporal punishment, a critical parenting style can lead to low self-esteem and a negative self-worth. The child is at risk of growing up into an adult that struggles with thoughts and feelings of being inadequate and other negative emotions and thoughts that can also lead to self-destructive behaviors.

**Family Violence**

Family violence and abuse is associated with power, social stressors, cultural beliefs, and lack of access to resources.

**Intimate Partner Violence** can be physical, psychological, sexual, and/or legal.

**Elder abuse** can be financial, psychological, neglect, sexual, and/or physical. Adult children are more likely to be perpetrators of abuse.

**Child Abuse**

Data on child abuse in the United States indicates that approximately 14% of children are abused (Center for Disease Control).

<table>
<thead>
<tr>
<th>Child Abuse</th>
<th>Physical</th>
<th>Emotional</th>
<th>Sexual</th>
<th>Neglect</th>
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</thead>
<tbody>
<tr>
<td>Shoving</td>
<td>Scarring</td>
<td>Molestation</td>
<td>Disregarding</td>
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<tr>
<td>Kicking</td>
<td>Lying</td>
<td>Rape</td>
<td>physical and</td>
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<tr>
<td>Punching</td>
<td>Ignoring</td>
<td>Incest</td>
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<tr>
<td>Strangling</td>
<td>Not Loving</td>
<td>Sex Trafficking</td>
<td>needs</td>
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</table>

While there is a lot of research on adult-child abuse, not so much research yet exists on **sibling abuse**. Sibling abuse is categorized into physical, emotional, and sexual abuse. “Research shows that violence between siblings is quite common. In fact, it is probably even more common than child abuse (by parents) or spouse abuse. The most violent members of American families are the children” (University of Michigan Health System).
**Food for Thought:** In what ways do parents and the American culture mislabel sibling abuse as “boys will be boys” or “sisters fight, that’s what sisters do.” What other examples exist that might minimize sibling abuse? How are parents responsible for sibling relationships?

Active abusers are perpetrators of abuse while passive abusers are defined as caregivers who are aware of the abuse but fail to protect the child. In the court of law, both active and passive abusers are punished, however it is often difficult to prove passive abuse. Similar to emotional abuse, the physical bruises and scars of physical and sexual abuse can be seen however the emotional abuse that accompanies these various forms of abuse and by itself, lingers long after the physical bruises and scars heal. While it is evident that the physical abuser has violated the child’s trust, the emotional trauma and pain that another caregiver knew about the abuse or was told of the abuse stays with the child for a lifetime. **Trust is the most fundamental function of the family.**

While adult caregivers have the societal responsibility to parent and socialize a child into a productive, healthy, and well-adjusted member of society, there are two forms of family dysfunctions that involve role-reversals.

A **parental child** is a child who parents their own siblings. This occurs when the caregiver is absent for long periods of time for whatever reasons including drug or alcohol abuse, mental illness, or work-shifts, etc. A sibling takes on the parental roles of chores and parenting. These include cooking, cleaning, laundry, helping with homework, groceries, etc. Sometimes children in 5th or 6th grades or younger taken on the parental child roles.

A **parentified child** is a child who parents one’s own parent. There is a complete role reversal in that the parent becomes the child and the child becomes the parent. This occurs when the parent cannot physically and/or emotionally care for h/herself and some examples include alcohol and drug abuse and mental illness.

The consequences for both parental and parentified children are the same. When these children grow up there are more likely to:

1. Feel as though they have missed out on their childhood. Sometimes this can be seen in parents attempting to relive their own childhood through their own children. A father might have the need to hang out with his son and his teenage friends while a mother might want to hang out with her teen daughter and dress age inappropriate clothing. The parents may be more interested in being their child’s friend then parent.

2. Go through a period of time during which they want to be relieved of any adult responsibilities. For example, celebrities who worked as child actors might go through a period in their early adulthood in which h/she becomes extremely irresponsible.

3. Attracted to caregiving types of careers. The adult responsibilities taken on by the child may then form h/her self-identity and occupations such as teachers, medical and mental health professionals, and criminal justice types of careers which require caregiving types of responsibilities might be appealing.
No child should be given adult responsibilities. As sociology students we again have to examine social issues within a societal framework. In traditional societies, during the industrialization of society and in many parts of the world today, child labor is a normal part of society and the concept of childhood or adolescence does not exist or is defined differently.

As societies become more industrialized, views about children transition from being seen as financial assets to financial liabilities. Families go from having many to a few children and as children become dependent on parents, they also play an important role in the lives of families. Filiarchy means the emphasis on the power of children in the family (Brent and Lewis, 2014, pg. 484). Some parents wonder if modern children have too much power as illustrated by Caitlyn Ricci who left home but then sued her parents for college tuition (Eyewitness News, 2014).

**Food for Thought:** How can laws prevent minors from threatening to report child abuse when child abuse is not taking place?

Children, teens, and young adults who experience dysfunction or trauma in the home or elsewhere may behave in ways that are often interpreted as deviant by the average person or mental disorders by mental health professionals. However rather than putting labels of deviance or mental illness on behaviors, we can attempt to verstehen or to understand the young person through their own perspectives by identifying certain behaviors as unhealthy coping mechanisms. These coping mechanisms are ways to deal with the pain of the trauma. Help often involves the development of a healthy relationship in which the injured person can once again learn to trust others.

<table>
<thead>
<tr>
<th>Internalization: Inflict the Pain on Self</th>
<th>Externalization: Inflict the Pain on Others</th>
</tr>
</thead>
<tbody>
<tr>
<td>Drugs and Alcohol</td>
<td>Violence</td>
</tr>
<tr>
<td>Self-Mutilation or Cutting</td>
<td>Stealing</td>
</tr>
<tr>
<td>Depression and Anxiety</td>
<td>Truancy and Ditching</td>
</tr>
<tr>
<td>Suicide</td>
<td>Vandalism</td>
</tr>
</tbody>
</table>

**The Resilient Child**

Social researchers are fascinated with resiliency. Resiliency is the ability to overcome the consequences of a negative social environment or trauma. If researchers can understand resiliency then we can assist individuals to become resilient rather than fall into cycles of repeating the trauma or dysfunction that can also repeat itself from generation to next. Sociologists and psychologists have identified characteristics of a resilient child. Research shows that it just takes one of these characteristics to be resilient.

**Characteristics of the Resilient Child**

1. Having a mentor or a significant other. If the child can develop a long-term, relationship with one or more adults with whom the child can establish a healthy and trusting relationship. Many sociology students are often interested in careers and occupations that may involve them working with children, teens, or young adults who have faced traumatic life experiences or family dysfunctional environments. If that is you, you can be that one positive role model that can change a life forever.

2. Above average intelligence. Psychologists think that an above average intelligence may be associated with resilience because the child can think h/herself out of the negative situation. The child may have
street smarts to survive or the child’s performance at school might catch the eye of a teacher or counselor who can help the child.

3. Positive thinker. Psychologists believe that positive thinking may be associated with resiliency because the child may believe that it will not always be like this or imagine a brighter future. Resilience is also linked to an **Internal Locus of Control** which can be viewed as a form of positive thinking.

**Food for Thought:** Giving children age appropriate and healthy **choices** increases **self-esteem**.

**Locus of control** is defined as an orientation on life related to how much **power** a person thinks they have in their own life. **Resilience** is linked to **Internal Locus of Control**.

**Internal locus of control** is when a person believes they do not control everything in their own life but look for the things that they do have some power. An **external locus of control** is a person who sees oneself as the eternal victim of life in any given situation. When good things happen, they attribute to luck rather than effort and when bad things happen, they place blame elsewhere.

<table>
<thead>
<tr>
<th><strong>External Locus of Control</strong></th>
<th>Sees glass as half empty.</th>
<th>Blames teacher for failing exam.</th>
<th>Says it was meant to be or I got lucky when getting a promotion.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Internal Locus of Control</strong></td>
<td>Sees glass as half full.</td>
<td>What is within my power to do better on the next exam?</td>
<td>I worked hard for the promotion.</td>
</tr>
</tbody>
</table>

Clients who see a mental health professional due to some sort of a traumatic experience can exhibit a sense of powerlessness. Over time, the counselor models a healthy relationship with appropriate boundaries and the client develops a trusting relationship. As the client begins to trust the counselor, the counselor gently allows the client to work through the trauma in a trusting and safe environment while moving the client to an internal locus of control by having the client practice taking back power over their own life.

**Chapter 13 Aging and the Elderly**

**Definitions**

**Life expectancy** is the number of years a person born today can expect to live or the number of years a person at 65 years can expect to live.

**Life span** is the approximate age at which scientists think humans are biologically capable of living; the common thinking about this is 120 years.

**Gerontocracy** is the organization of a society in which power is held by society’s oldest members.

**Dependency Ratio** is the number of nonproductive to productive members of society. The **dependency ratio** is also used to calculate how many workers does it require for one person to receive government assistance and this includes Medicare and Social Security. Both of these entitlement programs are based on a **social contract** between the young and old.
generations. Even though people pay into the Social Security and Medicare programs, the taxes that are taken out of our paychecks go to support current retirees. Younger generations pay to support current oldest generations and when the younger generations become the oldest generation, they will be taken care of.

**Ageism** is “prejudice and discrimination directed against people because of their age; can be directed against any group, including youth” (Henslin, 2015, pg. 322). Ageism may be blatant or subtle. It is based in stereotypes that are sometimes promoted by the mass media and other social institutions. There is disagreement as to whether elderly should be viewed as a minority group. Aging people are not a minority group in the same sense as other minority groups, but are rather a distinctive segment of our population that faces challenges.

**Food for Thought:** Have you or someone you know ever experienced **ageism**? Why do you think this form of discrimination occurred?

**Graying of America** refers to the increasing rate of aging people in the United States. In 2004, there were approximately 36 million people over the age of 65 years and by 2030, the number of people over 65 years is expected to double to 71 million and the average age will be 40 years of age. This trend is similar in other high-income countries as people are living longer. Currently, Japan is facing a significant population decline of approximately 1 million people each year. While the country has one of the highest life expectancy rates in the world, it also has one of the lowest fertility rates. “By 2060, the government estimates, there will be just 87 million people in Japan; nearly half of them will be over 65. Without a dramatic change in either the birthrate or its restrictive immigration policies, Japan simply won't have enough workers to support its retirees, and will enter a demographic death spiral” (Eberspacher, 2014).

**Gerontology** is the study of aging and the elderly. As we age, the body undergoes a series of biological changes, most of which are viewed negatively by our culture. Most elderly people are not disabled by their physical condition. Aging is also commonly accompanied by a few psychological changes.

**Chronological age** is the number of years a person has been alive. **Biological age** are changes in physical characteristics such as wrinkles and gray hair. **Social age** are changes in one’s social and economic roles (societal responsibilities). In many cultures, old age is defined as “social age.” (Brent and Lewis, 2015, pg. 434).

**Young old** are people between the chronological ages of 65-74 years. **Old** are people between the chronological ages of 75-84 years. **Oldest old** are people over the chronological age of 85 years

**Food for Thought:** What age do you consider to be “old” and has this number changed as you find yourself aging?

There are differences between the experience of aging among the **young old** and the **oldest old**. Social isolation may result from retirement and the death of significant others. It is an especially more serious problem for women, who usually outlive their spouses.

Retirement often entails a reduction in income, diminished social prestige, and a loss of purpose in life. Aging increases the risk of poverty, although in recent decades the poverty rate among the elderly has declined. Elderly have the lowest poverty rates when compared to other age groups and this is due to Social Security and Medicare entitlement programs. If Social Security did not exist, it is estimated by the Census Bureau that the elderly would have a poverty rate of 20% or higher; meaning that for every five seniors, one would be living at the poverty level. Childhood poverty is approximately 20% in the United States.
Many aging people remaining in the workforce. Some remain working full or part time for enjoyment and self-fulfillment, while others have to work to support themselves financially.

**Caregiving** refers to informal and unpaid care provided to a dependent person by family members, other relatives, or friends. Eighty percent of caregiving to elders is provided by family members. Sometimes caregivers engage in elder abuse. Just like child abuse and intimate partner violence, **elder abuse** of older people takes many forms.

**The Symbolic Interaction Theoretical Perspective on Aging**

**Symbolic Interaction theory** views aging as a social construction. **Stereotypes** about aging people give an indication of how the culture views aging. In the United States, there are more stereotypes about age that are negative than positive and in general, as the U.S. culture tends to be youth orientated. As people age, they adopt techniques to maintain their youth and deny aging. If a culture has a negative outlook on aging and death, as people age, they may have a negative aging experience (**self-fulfilling prophecy**). When it comes to gender, the American culture also has different stereotypes about aging males and aging females and this contributes to two very different experiences of aging.

**Food for Thought:** Make a list of 10 stereotypes related to aging people. How many of these stereotypes are positive versus negative? Why do you think this is so? What are some of the things people do to deny the appearance of aging?

The **subculture of aging theory** suggests that as older people disengage from younger generations in society, they develop new identities and relationships with peers through these new interactions. These can be clubs and organizations, political identities, elderly living communities, etc.

The **selective optimization with compensation theory** suggests that as we age, we select goals which provide us with the maximum impact to make up for a loss of various abilities associated with the aging process, for example moving from a house to assisted living, or an apartment.

The **gerotranscendence theory** suggests that as people age, they develop new ways of thinking about the world.

**Food for Thought:** What are some of the things people do to deny the appearance of aging?

**The Functionalist Theoretical Perspective on Aging**

**Functionalists** focus on how people adjust to aging and societal equilibrium.

The **disengagement theory** suggests that **societal stability** or **equilibrium** is maintained as people disengage or retire from positions of responsibility when they reach old age, allowing the younger generation to step into positions of responsibility. Aging people also maintain societal stability by fulfilling roles such as grandparenthood, and volunteerism.

The **activity theory** suggests that a high level of activity and involvement with people in our social network enhances our personal satisfaction in old age and quality of life. Studies also show that involvement with our social networks increases life expectancy.

**Continuity Theory** suggests that aging people maintain their lifelong habits, and personalities as they progress through life stages. For example, a person who does not volunteer during younger years, will not do so in older years, and vice versa.
Food for Thought: Think about the people you know who are over 65 years old. Which theory best describes their aging experiences?

The Conflict Theoretical Perspective on Aging

Conflict sociologists suggest that that in capitalist leaning economies, aging people often suffer discrimination at the hands of more powerful groups. Conflict theorists also examine the shift in power due to the Graying of America in which the elderly will be in positions of power, simply because of their numbers and because they are more likely to vote. Intergenerational conflict exists as younger and older generations struggle over valuable social resources and part of this conflict includes entitlement programs (Social Security and Medicare). Since the elderly are more likely to vote than younger people, they hold more power over how the government allocates tax revenues.

Exchange theory suggests that people maintain relationships in which each party perceives equal or mutual benefits. When one person perceives less rewards from the relationship, one is going to leave the relationship. Since the elderly have fewer resources to exchange, their benefit to others is decreased.

Age stratification theory views age as a demographic category similar to social class, race, and gender used to stratify people into the “haves and have nots.” As people age, they are more likely to experience ageism which is defined as discrimination based on age. While any individual regardless of age can experience ageism, many sociologists focus on ageism as experienced by older people.

Modernization theory suggests that as modern advances in societies allow people to live longer, elderly people lose power and tend to be increasingly marginalized from society. This is unlike traditional societies in which elderly were respected because only a few people survived into old age. In modern societies, elderly people lose economic opportunities and resources.

Death and Dying

In traditional societies, confronting death was commonplace. Modern societies foster a desire for eternal youth and death has become separated from life. Ethical issues related to death and dying include determining the exact point of legal death and euthanasia. Euthanasia is defined as assisting the death of a person suffering from an incurable disease.

Elisabeth Kübler-Ross an American psychiatrist, studied how people cope with dying. Her work has been generalized to how people cope with bereavement or grief and other life loses due to divorce, natural disaster, war, loss of limb(s), unemployment, etc.

According to Kübler-Ross, people cope with death and dying through five stages. These stages are not linear as people can move back and forth and in no particular order or timeframe.

Denial: person ignores information, delays seeing physician

Anger: person questions why they have been afflicted with prognosis of death

Negotiation: person bargains for more time, makes promises

Depression: person says good-bye and begins to isolate, only desires to be with closest loved ones

Acceptance: person accepts the inevitable and no longer fears death.

As with other topics that we covered throughout the semester, how people confront and deal with death and dying must be understood from a cultural context. There are cultures throughout the world, in which death is viewed as a time of celebration and reflection. Kübler-Ross’ model reflects a cultural ideology that death is associated with sadness and should be feared. “In the American society, grieving is largely a personal matter, in other cultures, grieving for a loved one is a public matter (Brent and Lewis, 2015,
This relates to the differences between individualistic cultures and collectivist cultures we discussed early in the semester. In the United States, most people will die an institutional death. This means that although an overwhelming percentage of people would like to die at home surrounded by their loved ones, most of us will face death in a medical facility such as a hospice, nursing home, or a hospital. The hospice movement has developed to help people prepare for death. This is a consequence of a gessellschaft society in which people are dependent on strangers and also a consequence of the medicalization of society; the majority of us enter society through a medical institution and we will leave society in the same manner.

**Generational Cohorts**

As we age and move through the life course stages (Chapter 5, Open Stax), we are part of a large group of people who move through these stages with us. An age cohort is defined as “people born at roughly the same time who pass through the life course together” (Henslin, 2015, pg. 323). You can think about age cohorts as different generations. Just as our racial and ethnic identities, social class, and gender (among others) give us unique perspectives on life, people belonging to the same age-cohort also share a similar outlook on life that reflects historical events and technological realities. Certain songs, movies, fashions, and other representations of pop culture often remind us of our younger selves and bring back memories that can be shared with people of the same age-cohort.

**TABLE 11-1 Generations in the United States: 1927 to Present**

<table>
<thead>
<tr>
<th>Years of Birth*</th>
<th>Title</th>
<th>Characteristics</th>
</tr>
</thead>
<tbody>
<tr>
<td>1927–1945</td>
<td>Silent Generation or Traditionalists</td>
<td>Children of the Great Depression and World War II; affected by anti-communism, Cold War, Korean War, Vietnam War, 50s conformity; marriage is for life</td>
</tr>
<tr>
<td>1946–1964</td>
<td>Baby Boomers</td>
<td>Children of post-World War II era, demographic bulge so big they reshaped society as they aged, giving them a sense of being a special generation; rejected values of earlier generations; influenced by anti-war and civil rights protests, hippies, rock and roll, AIDS; first acceptance of gays</td>
</tr>
<tr>
<td>1965–1983</td>
<td>Gen X, Baby Busters</td>
<td>Children of boomers; decline in birth rates, so fewer born; influenced by Reagan, first Gulf War, end of Cold War, personal computers; young adults on 9/11 terrorist attacks; late to marry, quick to divorce, many single parents</td>
</tr>
<tr>
<td>1984–2002</td>
<td>Gen Y, Millennials</td>
<td>More racially and ethnically diverse; social networking, texting, smart phones; peer oriented, seeking instant gratification; influenced by Great Recession, rising education costs, student loans, parents facing housing crisis; few serve in military; children/teens during 9/11 (Pew Research Center, 2010)</td>
</tr>
<tr>
<td>2003+</td>
<td>Gen Z, Digital Natives</td>
<td>Digital technology was always part of their lives, smart phones, social networking; rise of China; post-9/11 childhood, ???</td>
</tr>
</tbody>
</table>

*Precise years vary by different authors.
