

INTRODUCTORY SOCIOLOGY

Emily Restivo, Ph.D.
New York Institute of Technology





I. Sociological Perspective

1.1 Background

1.2 Sociological Theory

1.3 Methods

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I. I Background

Origins of Sociology

Comte (1798-1857):

- **Scientific method to social world**
— **positivism**
- **Founder of Sociology**

Origins of Sociology

Marx & Class Conflict **(1818-1883)**

- **People should change society**
- **Class conflict/
revolution**

Origins of Sociology

Durkheim (1858-1917)

- **Study of suicide**
- **Social integration**
- **Women, Protestants,
Married**



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1.2 Sociological Theory

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1.2.1 What is Theory?

1.2.1 What is Theory?

- **How facts are related to one another**
- **Makes assumptions about different aspects of society; what we see and how we behave**



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1.2.2 Functionalist Perspective

**Society - system of
interrelated parts (family,
education, religion)**

**Durkheim - how parts of
social system contribute to
continuation of system**

**Need clear-cut norms to
govern moral conduct or
—anomie**

**Balance & order when
parts work together
properly.**

Functionalist Perspective

**Merton distinguishes
between:**

**Manifest Functions: obvious
functions**

**Latent Functions important,
but not recognized.**

**Dysfunctions: negative
consequence - disrupt
system**

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1.2.3 Conflict Perspective

**Society- conflict & power
struggles.**

**People compete -
achieving will at
expense of others**

Basic inequalities

**Marx - struggle b/w
social classes — cause of
change**

Tension, hostility and competition create change.

People want things in short supply

Social institutions serve interests of powerful.

Designed to keep other groups in society in their place

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1.2.4 Symbolic Interactionist Perspective

Symbols- or things that we attach meaning to are the key to understanding how we view society

Cooley (1902) — looking glass self

- an image of self from perspective of others**
- self-fulfilling prophecy**

**Mead (1934) -importance
of symbols
gestures and language**

**Self- not present at birth,
develops over time social
experiences &
sophistication**

**Learn to assume role of
others- see self the way
you think others see you**

Theories & Divorce Rates

The divorce rate in US is much higher than it was 100 years ago.

Why?



Functionalism & U.S. Divorce Rate

Past:

**couples worked
together on farms, a
husband and wife
depended on each other
for survival.**

Functionalism & U.S. Divorce Rate

Present:

**husbands/wives earn
individual paychecks
fewer ties that bind
them together.**

Conflict Theory & U.S. Divorce Rate

Past:

**women more
dependent on
husband's income
could not leave a
marriage**

Conflict Theory & U.S. Divorce Rate

Present:

**women attain
education/earnings
now leave an
unsatisfactory
marriage**

*** women making
headway in society**

Symbolic Interactionism & U.S. Divorce Rate

**Meaning attached to each
word has changed:**

Marriage

**Past: lifelong
commitment.**

**Present: Duty or
obligation.**

Symbolic Interactionism & U.S. Divorce Rate

Divorce

Past: failure

- **stigma attached to it.**

Present: “Freedom,”

- **“new beginnings”**

Symbolic Interactionism & U.S. Divorce Rate

Parenthood

**Past: little responsibility
for children**

**Present: Children
supported, burdens on
marriages.**

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1.3 Methods

RESEARCH

General Research Model:

1. **Select topic**
2. **Define problem**
3. **Literature review**
4. **Form hypothesis**
5. **Choose research method**
6. **Collect data**
7. **Analyzing results and**
8. **Sharing results.**



Main Research Methods

I. Surveys:

- **Random sample asked questions**
- **Neutral open or closed ended questions**

2. Participant observation:

- **Participate in research setting**
- **Field work to gain rapport**

3. Case studies: focus on a single event, person, private information

4. Secondary analysis: previously collected Censuses, surveys & data

5. Content Analysis: summarizing by counting various aspects of the content

6. Experiments - to determine cause and effect.

**Independent variable (IV)
causes a change in
Dependent variable (DV)**

- **experimental & control groups**



Ethics

- **Research requires:
honesty, truth and
openness**
- **Subjects:**
 - 1. Must be informed that
they are being studied**
 - 2. Can't be harmed by the
research**
 - 3. Should remain
anonymous**

Ethics

**** Weber:**

**Sociology should
remain value**

- objectivity, or
neutrality**
- use replication, or
repeat study**

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2. Social Processes

2.1 Culture

2.2 Socialization

2.3 Social Interaction

2.4 Groups and Organizations

2.5 Deviance and Social Control

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2. Social Processes

What is a Social Process?

- **Ways individuals and groups interact, adjust and readjust relationships and patterns of behavior**
- **Modified through social interactions**



Social Processes

- **Humans - are members of groups**
- **Behavior is mutually affected by other people**
- **Social life is not possible without interactions**



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2.1 Culture

What is Culture?

- **Language, beliefs, values, norms, material objects — socialization.**
- **Allows humans to adapt to diverse physical environment**
- **Provides a “moral imperative”**
- **Way of living**

Types of Culture

- **Material - physical objects & resources**
- **Non-material - nonphysical**
 - **beliefs & values**

- **No right/wrong**
- **Socialized as child**
- **Uncomfortable when customs are challenged**
- **N. Africa:**
 - lines**
 - dress**
 - eye-contact**

Subculture:

**values/behaviors separate
members from majority**

- no conflict.

Ex: Goths

Counterculture:

values conflict w/ majority

**Ex: Fundamentalist
Mormons**

Culture shock

-Contact w/ very different culture - 2-way relationship

Ex: North Africa- people tend to stare

Ethnocentrism

-Use own culture to judge other cultures

Creates loyalty & discrimination

Cultural Relativism

**To embrace & understand
other cultures not on
own culture's terms.**

Sometimes a problem...

- **Bride burning**
- **“Sick societies”—
quality of life?**



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2.1.1 Nonmaterial Culture

Non-Material Culture

Main component:
symbols

Attached w/ meaning
– to communicate

— arbitrary

- **Gestures:**

**Simple movements of body
Vary culture to culture**

- **Language:**

**Set of symbols-use words in
different ways**

- **Values:**

**What is right/wrong,
desirable/not.**

What are our values in US?

Pluralistic community

many diverse groups

Williams: Core U.S. Values

- 1. success**
- 2. individualism**
- 3. hard work**
- 4. practicality**
- 5. technology**
- 6. material comfort**
- 7. freedom**
- 8. education**
- 9. democracy**
- 10. equality**

- **Value cluster:**
 - **set of values - to form whole.**
- 1. Leisure**
- 2. Self-fulfillment**
- 3. Physical Fitness**
- 4. Youth**
- 5. Environment**
- **Value contradictions**
 - **disagreement b/w values**

Ex: group superiority & equality



**Norms: agreed-upon
expectations/rules**

Learned in social interaction

Sanctions:

**material /nonmaterial
reward/penalty, for
behavior.**

**positive: cash bonus or a
high five**

**negative: fired or harsh
words**

**Moral Holiday - allowed
to break norms**

Folkways: norm

- **popular habits & traditions.**
- **picking nose in public in US**
- **eating a sandwich for lunch**

Mores: serious norm, demands conformity.

- **severe consequences**

Laws

Taboo: violation

- **repulsive**
 - **cannibalism**
- 

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2.1.2 Material Culture

Material Culture

Focus: Technology
- tools, skills,
procedures

Cultural Lag:
- culture lags behind
changing technology



Cultural Diffusion

- **spreading of standards**
 - **direct- Canada & US-sports**
 - **forced – Spanish & Catholicism**
 - **indirect - Italian food mass media, internet & air-travel**

Result of Diffusion

Cultural leveling:

- **Cultures become similar**
- **Driven by mass market media**

- **Loss of diversity & native flavor**
- **McDonalds in Costa Rica/ Madrid**



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2.2 Socialization

What is Socialization?

**Process of learning
norms, rules, values &
attitudes of society**

**Learning how to live in
your social surroundings**

**Vital life-long process of
learning- life course**

Feral Children

Baby is deserted- raised by animals

Acquire animal instincts & behaviors

Youth – develop essential social behaviors.

1798 – child found in France



Isolated Children

**Minimal or no contact w/
society**

**Isabelle, Ohio, 1935- deaf/
mute mother**

Discovered at 6 years old

Normal IQ – 2 years later

Institutionalized Children

Orphans - lower IQs.

**Skeels and Dye
— lack of mental
stimulation**

**2 Groups - more stimulation
raised IQ**

**** Human interaction at
young age**



Socialization and Emotions

Global emotions

- facial expressions**
 - similar.**

Body gestures vary culture to culture

Male vs. female friends reuniting

- Other examples?**

Gender Socialization

- **We learn culturally defined gender roles**
- **Learn behavior/ attitude for each sex — Examples?**
- **Reinforced**



Gender Socialization

- **Girls: learn to express emotions**
 - **Cooperative play**
 - **Less attention in school setting**
- **Boys: competitive play**
 - **Assertive behavior**
 - **Suppress emotions**

Agents of Socialization

**Influences our emotions,
attitudes & behavior**

1. Family

2. Neighborhood

3. Religion

Agents of Socialization

4. Daycare

5. School/peers

6. Workplace



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2.2.1 Theories of Socialization

Cooley's 'The Looking Glass Self'

- 1. Imagine appearance to others**
- 2. Interpret others' reactions**
- 3. Develop a self concept**

“Social mirror”

- person sees reflection

Mead

- **Understand social world play & game**
- **“Play” different observed roles**
— **Doctor**
- **Self: subject (I) and object (me)**

Goffman

- **Impression management - effort to control or influence other people's perceptions - can be conscious or not**
- **Perception consistent with our goals**
- **A girl who only shares good things about her boyfriend to her parents - “good catch”**

Development of Reasoning

Piaget: 4 stages

1. Sensorimotor:

birth-2, movement & senses.

2. Preoperational:

2 -7, no logical thinking.

3. Concrete operational:

7-11, logic w/aids, not egocentric.

4. Formal operational:

**11-16+, abstract thought/
logic**

Development of Personality

Freud

- Id: instant gratification-pleasure
- Super-ego: conscience, right/wrong
- Ego: balance b/w *id* and *superego*-reality

Sociologists- inborn motivations not reason for human behavior*



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2.2.2 Life Course and Socialization

Socialization & Life Course

**Interaction b/w biographical
& social events.**

**Stages from birth to death
life course**

**Biological process- problems
& transitions**

5 stages

Stage I: Childhood

- 1-12
- Concept rooted in culture
- Learning / carefree play
- Varies



Stage 2: Adolescence

- **Childhood/adulthood
buffer**
- **Emotional/social
turmoil**
- **Social creation**

Stage 3: Transitional Adulthood

- **18 -29 years**
- **Responsibility conflicts**

Stage 4: Middle Years

- **30 -65 yrs.**
- **Grown children**
- **Evaluate past**



Stage 5: Old Age

- **Final stage**
- **Mid- sixties**
- **Unlearning familiar habits from the past**
- **Different meanings**
 - **Pakistani – control/wealth**
 - **Industrial – unimportant**

Life Course

- **Socially constructed**
- **Problems and Transitions presented**
- **Age + SES + ethnicity + gender**

Resocialization

- **Total institution**
- **Two-part process:**
 - 1. Degradation ceremony - rid identity and independence (strip searches, fingerprinting and assigning serial numbers)**
 - 2. Systematic attempt to build a different personality - rewards and punishments.**



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2.3 Social Interaction

Two Levels of Sociological Analysis

Macrosociology

**— Large-Scale Features
of Social Life**

Microsociology

**— Focus on Social
Interaction**

**— Two Levels of
Sociological Analysis** .

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2.3.1 Macro Level

Macro Perspective

Social Structure

- **guides our behavior**
- **location**

Social Class

- **arrangement of group**
- **income, education,
occupational prestige**

Macro Perspective

Social Status – Position or rank of a person

Ascribed – born with status born

— age, sex, race, ethnicity

Achieved – status earned

— Mother, athlete

Macro-Sociology

**Status Symbol: denotes
social status**

**Luxury goods,
wedding band**

**Master Status - primary
characteristic**



Macro Perspective

**Roles – Behaviors
associated w/status**

- **Occupy Status**
- **Play Role**

The Macrosociological Perspective


Groups:

**People Interact, “belong
together”**

Social Institutions:

**Mechanism of social order
- education, religion,
politics.**

Societies & Transformation

- **Hunting and Gathering**
 - **Pastoral and Horticultural**
 - **Agricultural**
 - **Industrial**
 - **Postindustrial**
- 

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2.3.2 Micro Level

Micro Sociology

Symbolic

Interactionists:

- **symbols & attached meaning**

- **how people look at things**

Micro Perspective

Personal Space (Edward Hall)

- 1. Public zone: more than 12 feet — safety**
- 2. Social zone: 4-12 feet — standing in group**

3. Personal zone: 1.5 to 4 feet — talking in earnest

4. Intimate zone: less 1.5 feet — arms reach

Micro Perspective

Erving Goffman

- **Dramaturgy – Life is like a play- different stages**
- **Role Performance:
relates to how
successfully you play
your prescribed role.**

Dramaturgy (Role Conflict and Role Strain)

**Role Conflict – conflicting
roles of 2+ statuses**

**— daughter, friend, student,
employee**

**Role Strain – a strain in
roles w/in same status**

**— student - do well but not
make friend look bad**

Micro Perspective

Ethnomethodology:

- **How people use background assumptions to get through life**

Background Assumptions:

- **Basic rules/ideas re: social life- learned from culture**

Micro Perspective

**Thomas Theorem -
behavior depends
subjective interpretation
of reality.**

- **We behave according to
way we perceive world**

**1973 oil crisis - "toilet
paper panic"**



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2.4 Groups and Organizations

What is a Group?

- “belong together”
- interact w/one another



Aggregate

- Temporarily share space**
- Don't belong together**

Category

- Share similar characteristics**

Social Groups

Primary Groups

- **“Springs of life” - Cooley**
- **Smaller- source of social support, face-to-face**
- **Ethnocentric**

Secondary Groups

- **Mutual interest**
- **More formal- Interact on basis of statuses**

Solidarity

Organic solidarity- interdependence

**- Keeps society together in
complex societies.**

Mechanical solidarity- similarity and homogeneity

**- Social glue in less complex
societies**

Voluntary Association

- **Type of secondary group:**

- **political parties, churches, teams, clubs**

- **Mutual Interest**

- **Iron Law of Oligarchy – inner core**

- **self perpetuating elites**

- **In-Groups**

- **superiority**
- **control over members**
- **virtues**

- **Out-Groups**

- **antagonisms**
- **vices**



Reference Groups

- **Groups used to evaluate self**
- **Influence our behavior**
- **Changes**

Social Networks

—People linked by various social ties.

—Cliques

Milgram's research:

- Letters from mid-west to target in Boston**
 - “6 degrees of separation”**
- 

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2.4.1 Bureaucracies

Bureaucracies (Weber)

- **Clear Cut Levels**
- **Division of Labor**
- **Written Rules**
- **Written
Communication and
Records**
- **Impersonality**

Perpetuation of Bureaucracies

Dysfunctions emerge:

- 1. Cumbersome rules**
- 2. Bureaucratic alienation**
- 3. Primary groups form**
- 4. Peter principle**
 - promoted to
incompetence**

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2.4.2 Group Dynamics

Group Dynamics

- **How individuals affect groups, vice versa**
- ***Dyads* – 2 people- strong**
- ***Triads* – 3 People- coalition formation**

As size increases:

- 1. Diffusion of responsibility**
- 2. Intimacy lost**
- 3. Smaller groups form**
- 4. Groupthink**

Leaders

Behavior influences others

1. Instrumental

– task-oriented

2. Expressive

– socio-emotional



Leadership Styles

1. Authoritarian – instructions, little information

- outcome: aggressive, depend on leaders

2. Democratic – group consensus

- outcome: friendly, mutual approval

3. Laissez-Faire – hands off leader

- outcome: more questions, less decisions

Group Think

People in group think alike

- Alternative - sign of disloyalty.**
- Moral judgments put aside**

1. Asch

2. Milgram

**** must increase contact
conflicting views**



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2.5 Deviance and Social Control

What is Deviance?

“Not the act itself, but the reaction” (Howard Becker)

- **Violation of norms**
- **Relative**
- **Crime- must be written in law**

Stigma

Goffman

- **Violation of normal appearance and ability**
- **Birthmark, big nose**
- **Involuntary**

Norms & Social Life

- **Norms allow social order**

 - **makes behavior predictable**

- **Social control means to enforce norms**

 - **negative sanctions**

 - **positive sanctions**

Explanation of Deviance

- **Biology**

- Inside- genetic
XYY theory

- **Psychology**

- Inside- personality
disorders

- **Sociology**

- Answers Outside



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2.5.1 Theories of Crime and Deviance

Differential Association

**We learn through
interaction with groups**

**— You learn ideas that
favor following the law**

- **Family**
- **Friends**
- **Neighborhood**

Control Theory

**Why doesn't everyone
commit crime?**

Controls (Hirschi)

- **Inner: Conscience, Morals,
Beliefs**
- **Outer: Attachments,
Commitments,
Involvement**

Labeling Theory

Labels propel us into deviance or divert us.

Techniques of Neutralization-5

**1-3. Denial of Responsibility/
Injury/Victim**

**4. Condemnation of
Condemners**

**5. Appeal to Higher
Loyalties**

Functionalist Perspective

Can Deviance Be Functional?

- **Durkheim: Yes:**

- 1. Affirms moral boundaries**

- 2. Promotes Social Unity**

- 3. Promotes Social Change**

Strain Theory (Merton)

- Socialized to want goals**
- Not equal means to attain goals**
- Strain/anomie develops**

Responses to Strain

Conformity

- **Non-deviant response**

Innovator

- **Cultural goals-
illegitimate methods**

Ritualism

- No cultural goals-
conventional means**

Retreatism

- Rejects cultural goals
& means**

Rebellionism

- Replace society's
goals.**



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2.5.2 Crime in the U.S.

Two Types of Crime

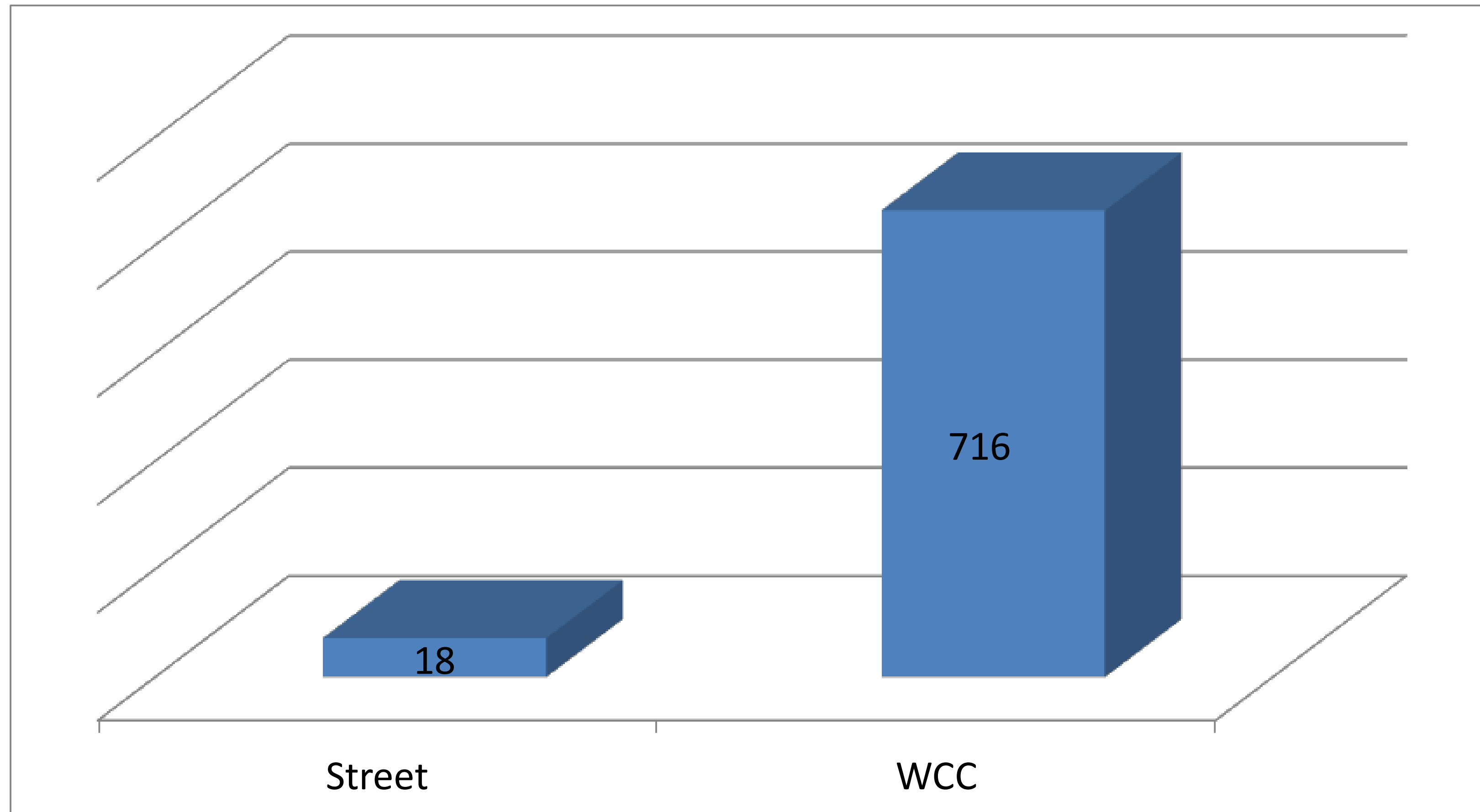
White Collar Crime

- **Wealth & power**
- **Corporate crime**

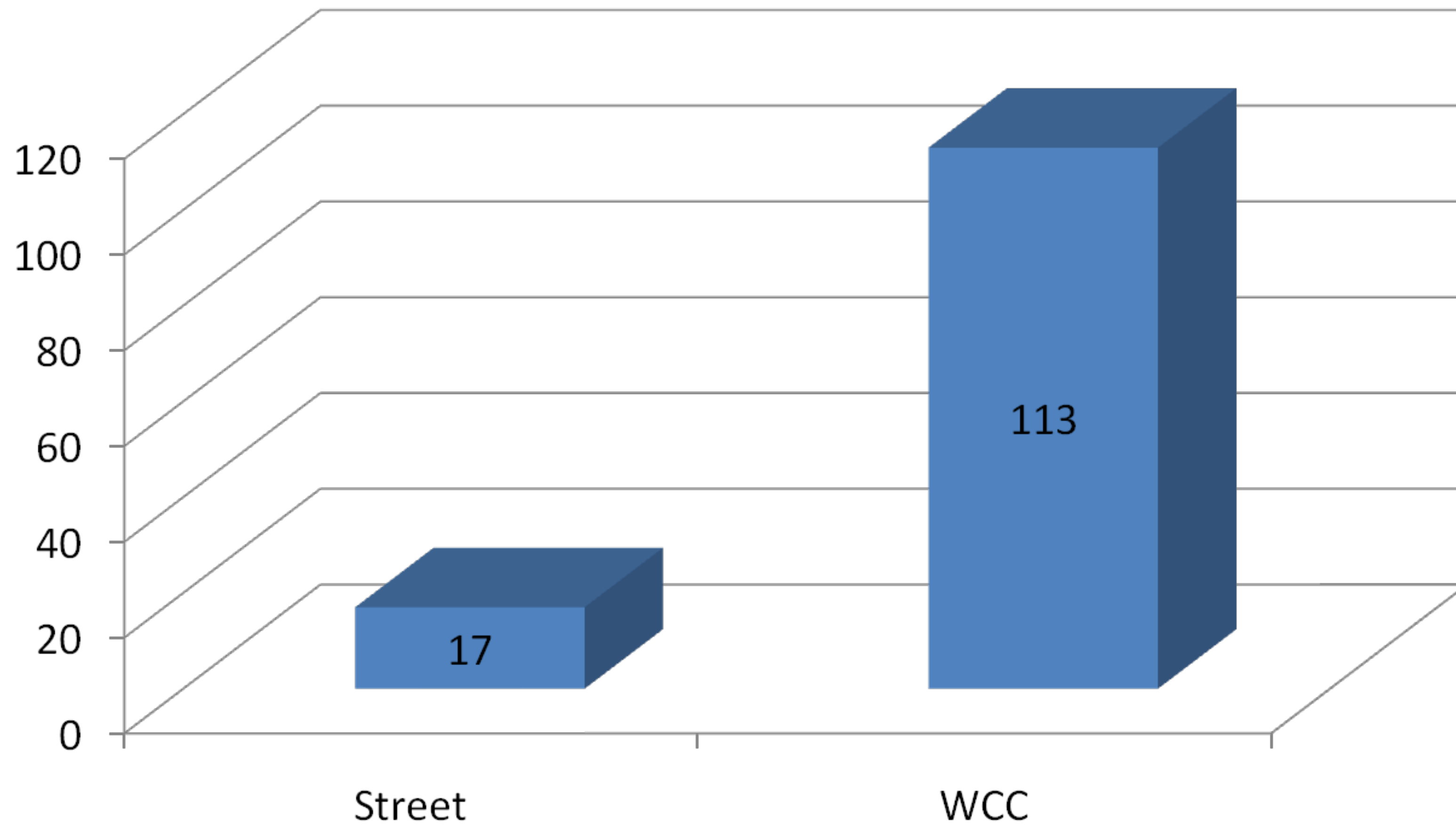
Street Crime

- **Lower classes- to survive**
- **Property crime**

Financial Costs (in billions)



Morality Costs (in thousands)



Imprisonment

- **U.S. – most prisoners in world**
- **Overcrowding**

****Get Tough**

93% Men

47% African American

40% less than HS degree



Has it Reduced Crime?

- **370% increase in incapacitation rates...**
- **18% reduction in crime....**

****not very successful****

**Longer not better,
because...**

1. Low-level offenders

**2. People stop crime in old
age**

**3. Collective criminal
activity**

Recidivism

**% of people who are
rearrested:**

41 - 79%

AND

**50% brought back to
prison.**

Of 272,000 prisoners released from U.S. prisons, what percentage were rearrested within three years?

The rearrest rates of those who had been convicted of:

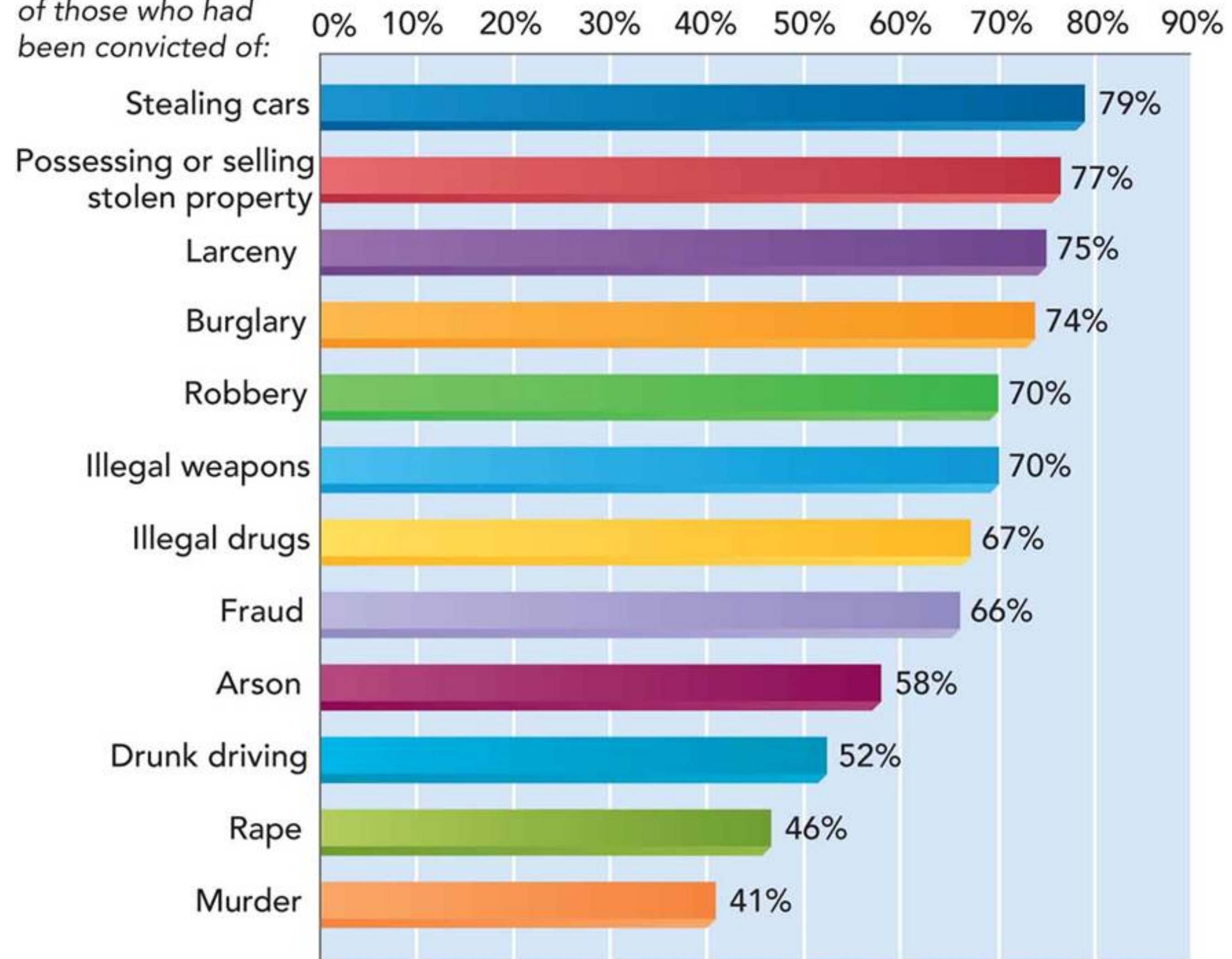


Figure 6.3 Recidivism of U.S. Prisoners

Note: The individuals were not necessarily rearrested for the same crime for which they had originally been imprisoned.

Source: By the author. Based on Sourcebook of Criminal Justice Statistics 2003: Table 6.50.

Death Penalty

- **Not administered evenly**
- **Geography- South and West**
- **Social Class- rare for rich**
- **Gender- 1.17% of women**



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3. Social Institutions

3.1 Politics

3.2 Economics

3.3 Education

3.4 Religion

3.5 Marriage and Family



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3.1 Politics

Power

Power: Ability to get way despite resistance

2 Types:

- **Authority (Legitimate) government**
- **Coercion (Illegitimate)**



3 Types of Authority (Weber)

***1. Traditional*–based on
custom**

***2. Rational-Legal* –based on
written rules – defined
rights and duties**

***3. Charismatic* –authority
figure - outstanding traits**

Transfer of Authority

Traditional- known

Rational-Legal- election

Charismatic- appointed

— Routinization of

Charisma- becomes

traditional or rational-

legal



Types of Government

I. Monarchy

—King & Queen

—City states

—Ceremonial role or
control the government



2. *Democracies* – “power to the people”

**Direct - meet/discuss/
make decisions**

**Representative - U.S.
today**

**-voters elect people to
make decisions**

3. *Dictatorship* – Rule by individual

4. *Oligarchy* – Rule by a small group

5. *Totalitarian*- total control by government — Saddam Hussein & Iraqis

The U.S. Political System

Republicans

- **Older**
- **Males**
- **Conservative**
- **Middle / Upper
Classes**

The U.S. Political System

Democrats

- **Younger**
- **Minority Groups**
- **Women**
- **Liberal**
- **Working classes**

Who is More Likely to Vote?

- **Older**
- **Non-Hispanic Whites**
- **More Educated**
- **Higher Income**
- **Women**
- **Socially integrated people**

**Low voter registration and
decreased voter turnout**
***Voter Apathy*: indifference
to voting**

Who Rules the U.S.? (Functionalist Perspective)

Pluralism (Diffusion Among Many)

- **U.S. ruled by many groups**
- **Checks & balances**
- **Conflict is minimized**



Who Rules the U.S.? (Conflict Perspective)

- **Mills: Power Elite**
 - **capitalism is essential to welfare of country**

- **Domhoff: Ruling class-wealthy/powerful run US.**
 - **“merit”- everyone can be rich**

War and Terrorism

**War: armed conflict b/w
nations**

1. Cultural Tradition of War

2. Antagonistic Situation

**3. Fuel –revenge, power,
prestige, unity, position,
ethnicity, beliefs**

**Terrorism: directed against
civilians**

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3.2 Economics

What is the Economy?

- **the state of a country or region in terms of the production and consumption of goods and services**
- **the supply of money**



Post-Industrial U.S Economy

- **Computer facilitated automation**
- **Relocation of manufacturing plants to less developed countries**
- **International competition in manufacturing sector**
- **Increasing numbers of knowledge based service jobs**

Capitalism

1. Private Ownership of Means of Production

2. Market Competition- free market sets price

3. Pursuit of Profit- goods produced for profit

- **Laissez-Faire- “hands-off”**
 - **Welfare or State- Rights overseen by gov’t**
- U.S. economy**

Socialism

- 1. Public Ownership of Means of Production**
- 2. Central Planning**
- 3. No Profit Motive**

- Central Committee-
make decisions**
- To Eliminate
Competition**
- All work for
Government**

Socialism vs. Capitalism

- **Socialism: profit is immoral**
 - **capitalism violates freedom from poverty**
- **Capitalism: market forces determine prices**
 - **socialists violate freedom of opportunity**

Democratic Socialism

- **State: steel, mining, forestry, TV stations**
- **Individuals: retail, farms, service industries**



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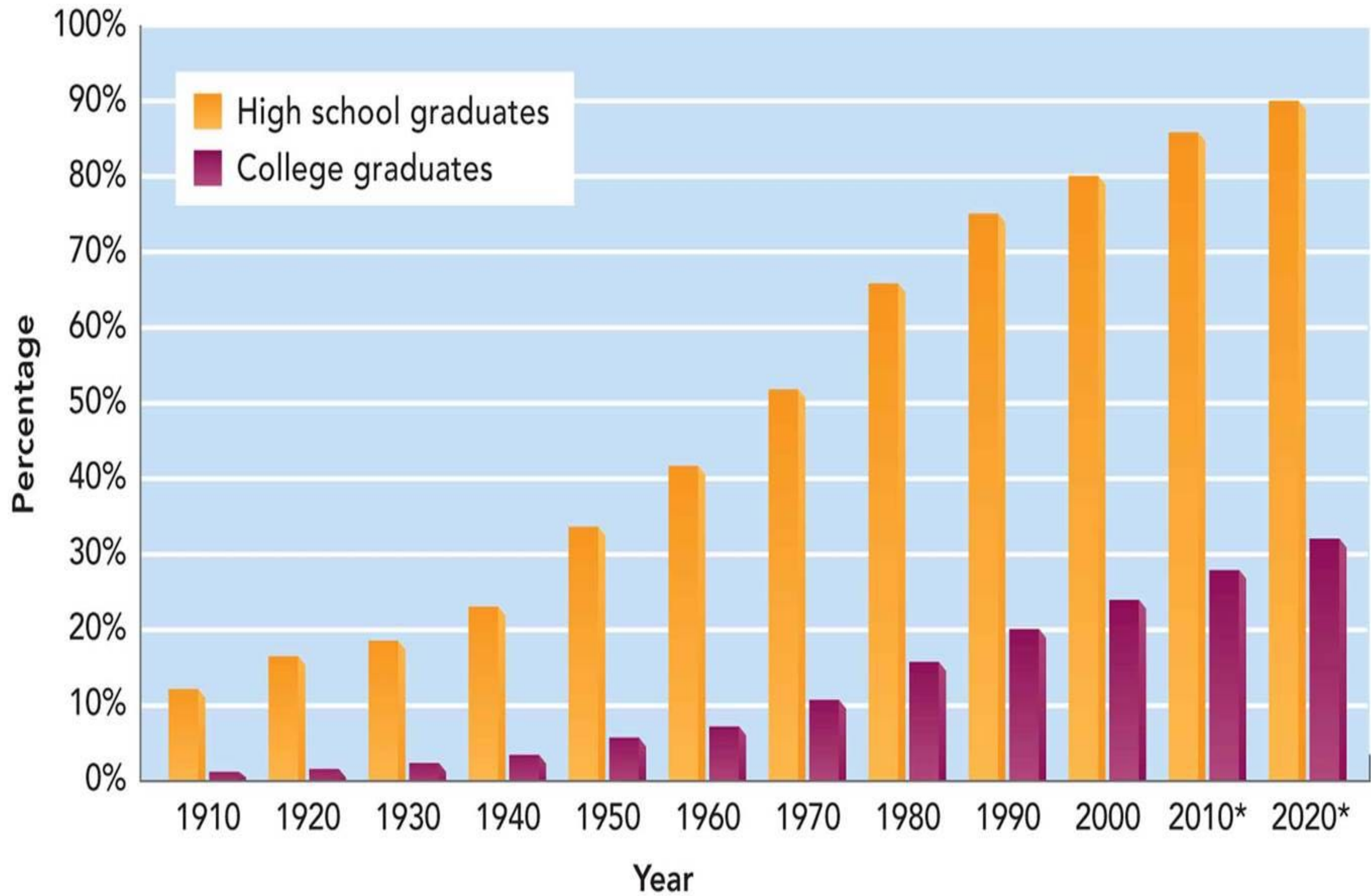




3.3 Education

Education & Industrialization

- **Early U.S. - no free public education.**
- **Early 1900's- Community colleges**
- **Credential Society-
degree determines job
eligibility- weed out
incapable**



Education Around the World

- **Japan (Industrialized)**
 - **Group Solidarity**
 - **Discourages Competition**
- **Russia (Industrializing)**
 - **Communism - Capitalism**
 - **“Reinventing” Education**
- **Egypt (Least Industrialized)**
 - **Free at all levels**
 - **Learn from parents**



Functionalist Perspective

How does education contribute to society?

Manifest functions:

- **Skills & knowledge**
- **Cultural transmission of values**
- **Social Integration**
- **Gatekeeping: Tracking**
- **Family functions**

Conflict Perspective

How does education perpetuate social inequalities?

- Hidden Curriculum-
behavior/attitudes-
unintended**
- IQ tests- social class bias**
- Unequal \$\$- better teachers,
textbooks, technology -
funding comes from local
property taxes**

Symbolic Interactionist Perspective

- **Rist Study: tracking depends on perception**
- **day 8: schooling determined**
- **teacher's perception – labeling**
- **social class**
- **self-fulfilling prophecy**

Symbolic Interactionist Perspective

- **Farkas:**

- **How teacher expectations affect grades**
- **Asians and girls - use signals**
- **“try hard” - better grades**

Problems in U.S. Education

- **Lack of Accommodation**

- **Teaching children of different ethnic groups in own language and about their own ethnic heritage**

- **African Americans**

- **Arab Americans**

- **Asian Americans**

Problems in U.S. Education

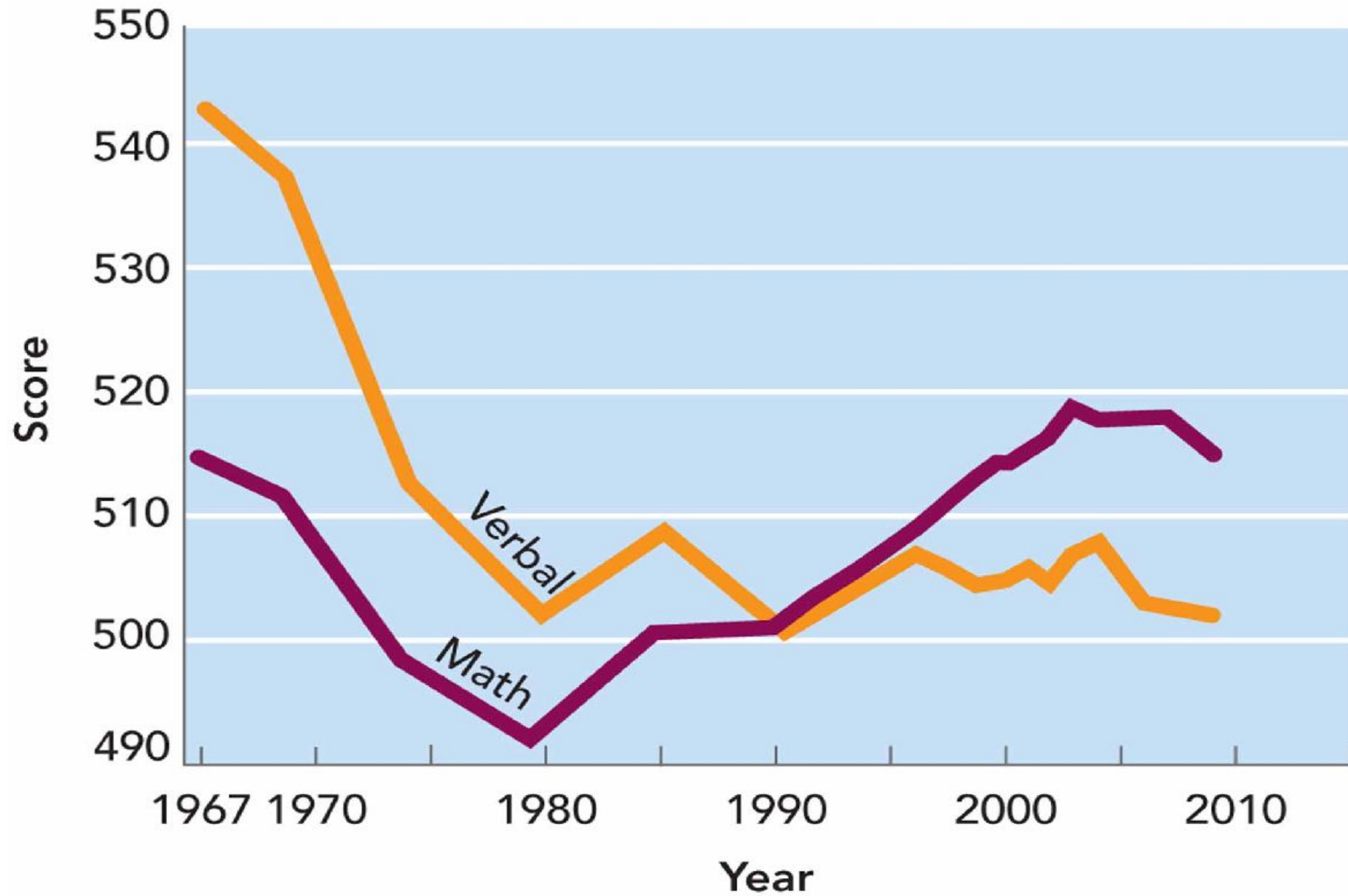
• Mediocrity

**1. NY: 34% students
proficient in National math
test**

**2. Grade Inflation: C is
average: more A's than C's**

**3. Dropping SAT scores-
especially verbal**

SAT Scores



Problems in U.S. Education

•Cheating:

- administration fake graduation rates
- only looks at seniors

•Violence in Schools:

- guards, metal detectors
- “lock-down” drills



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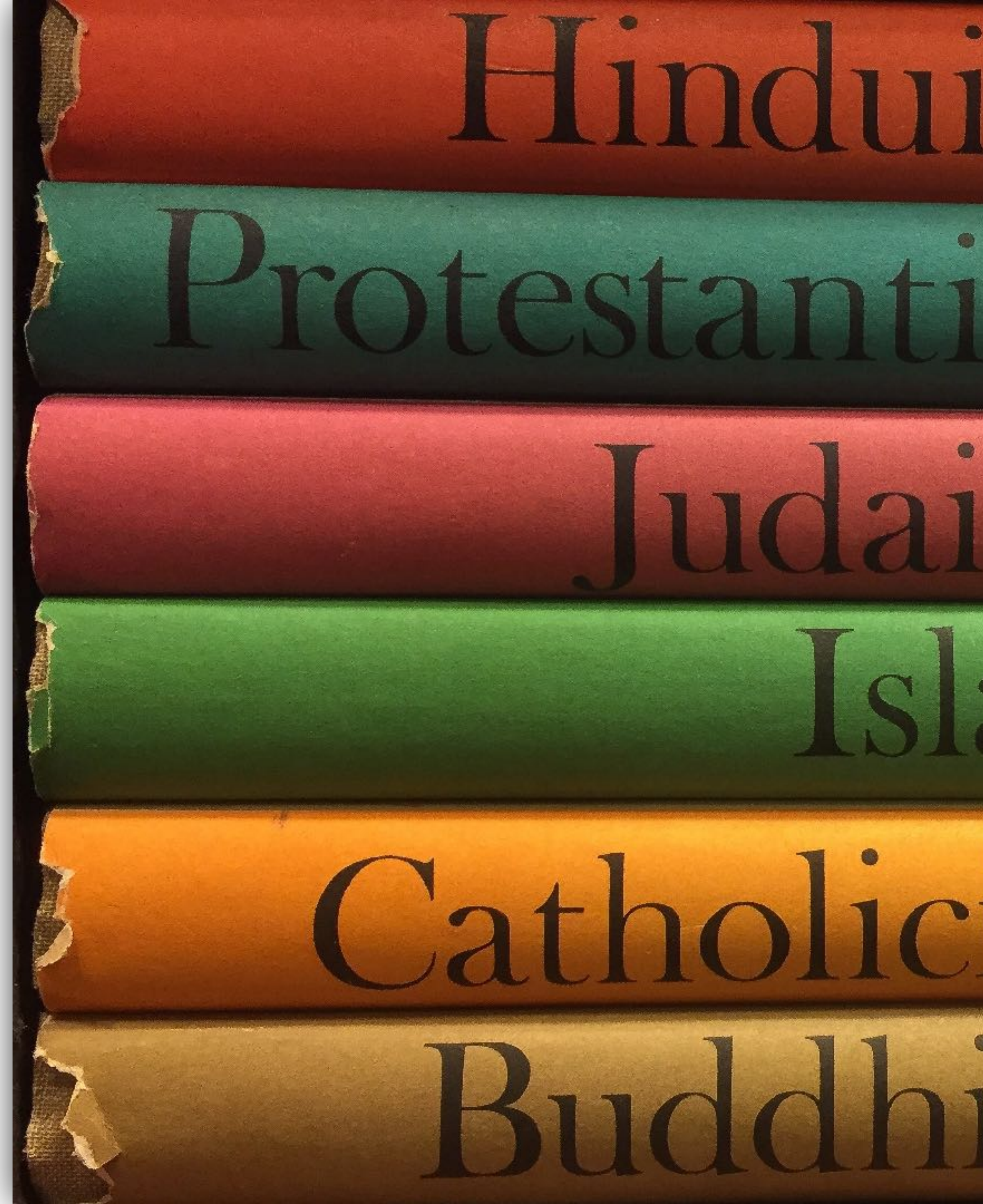


3.4 Religion

What is Religion?

Durkheim -a unified system of beliefs & practices relative to sacred things

- ***Beliefs***
- ***Practices***
- ***A Moral Community***



Functionalist Perspective

- 1. What is meaning of life?**
- 2. Social solidarity**
- 3. Emotional comfort**
- 4. Guidelines**

**Dysfunctions: War, Terrorism
& Religious Persecution**

Symbolic Interactionist Perspective

- **What meanings people
give to religious beliefs?**

- **Symbols**

- **Rituals**

- **Ceremonies**

- **Repetitive Practices**

Conflict Perspective

- **Critical of religion**

- **Marx : religion
diverts attention**

- **Reflect Social
Inequalities**

Types of Religious Groups

- **Cults**

- **Charismatic Leader**
- **Most Fail**

- **Sects**

- **Loosely Organized/
Small**
- **Personal Salvation**
- **Some never turn into
churches (Amish)**

- **Churches**

- **Highly Bureaucratized**
- **Less outside recruitment**

- **Ecclesia**

- **State Religions**
- **Cultural Identification**

U.S. Churches

- **All social classes but...**

- **Episcopalians / Jews - higher**

- **Baptists / Jehovah's Witnesses - lower**

- **All races but...**

- **Hispanic / Irish - Catholics**

- **African Americans - Protestants.**

Religious Groups

1) All religions have a right to exist;

2) Each religion is convinced by “truth” of own religion-don’t force upon others

****Televangelists -growing.**

Future of Religion

- Science/Politics cannot replace religion**
- It will continue**



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3.5 Marriage and Family

Family Defined

- Related by blood, marriage, or adoption.**
- Nuclear- mom, dad, siblings**
- Extended- nuclear + other relatives**
- Orientation- born into**
- Procreation- family you create**



Marriage

- **US- monogamy**
 - one partner
- **Other societies- polygamy**
 - polygyny-
wives
 - polyandry-
husbands

Mate Selection

- **Groups establish norms**
- **Endogamy: marry in-group**
 - **Race/Social Class**
- **Exogamy: marry out-group**
 - **Incest taboo**

Leaders

- **Patriarchy- males**
- **Matriarchy- females**
- **Egalitarian- authority divided b/w men and women.**

Descent and Inheritance

- **Patrilineal- only father or to sons**
- **Matrilineal-only mother or to daughters**
- **Bilineal- mother/ father or males/females**



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3.5.1 Marriage, Family and Theories

Functionalist Perspective

- **Functions of marriage?**

- 1. regulate sexual behavior**

- 2. socialization & education**

- 3. protection**

- 4. economic activity**

- 5. status conferral**

- 6. affection**

Functionalist Perspective

- **Instrumental tasks-
group oriented
(males)**
- **Expressive tasks-
relationship oriented
(female)**

**Dysfunctions: incest,
abuse, divorce**

Conflict Perspective

- **Issue: struggle over power.**
- **Leads to rising divorce rate**
- **“second shift” - working mom**

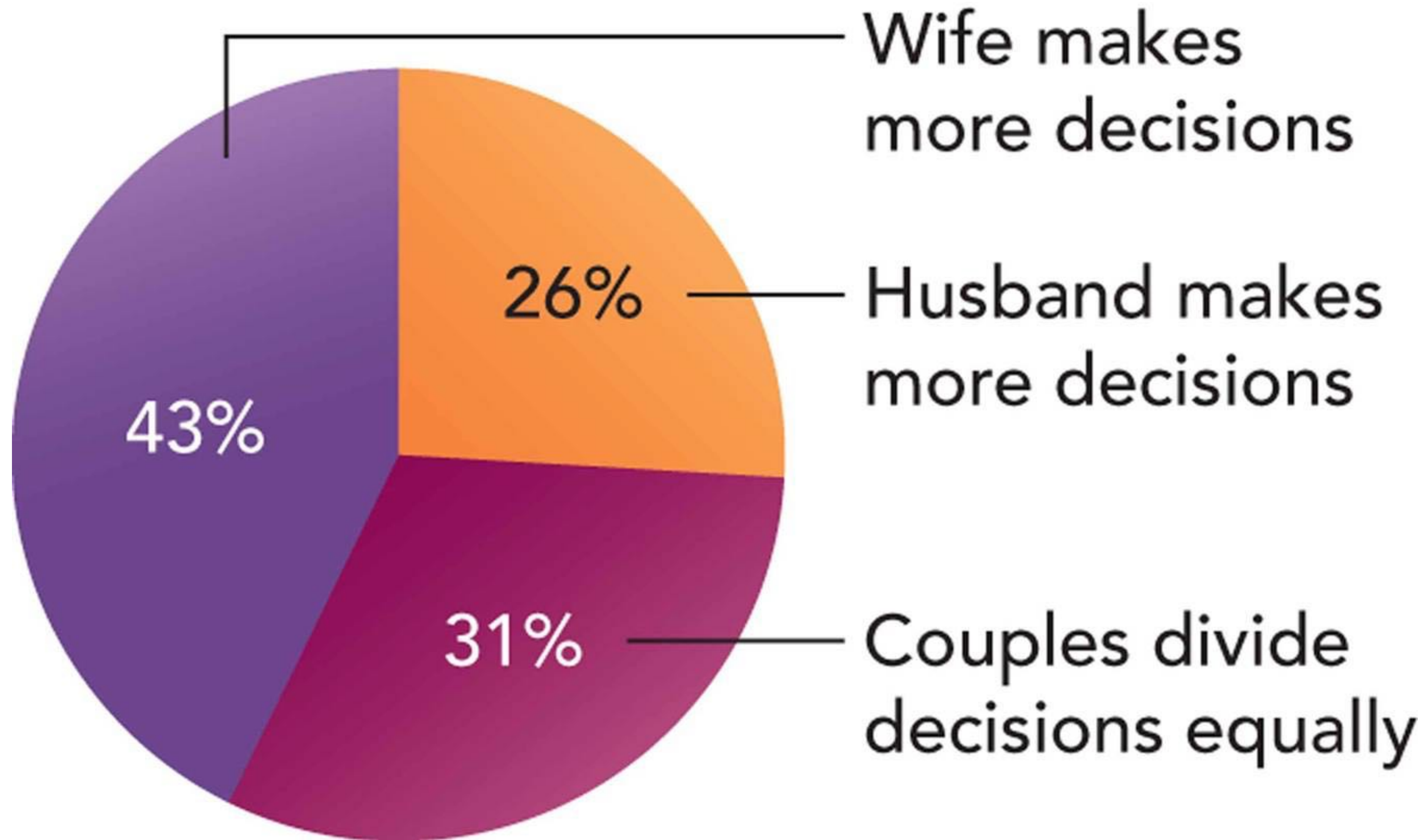


Figure 12.1 Who Makes the Decisions at Home?

Note: Based on a nationally representative sample, with questions on who chooses weekend activities, buys things for the home, decides what to watch on television, and manages household finances.

Source: Morin and Cohn 2008.

Symbolic Interactionist

- **Changing definition**

Marriage:

commitment - duty

Divorce:

failure - freedom

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3.5.2 Family Life Cycle and Trends

Family Life Cycle

I. Marriage

**Emotional +
Cognitive
= Romantic love**

Homogamy - similar characteristics- race, class

*** Exception:**

Interracial marriage: 7%

- 65,000 couples (1970)

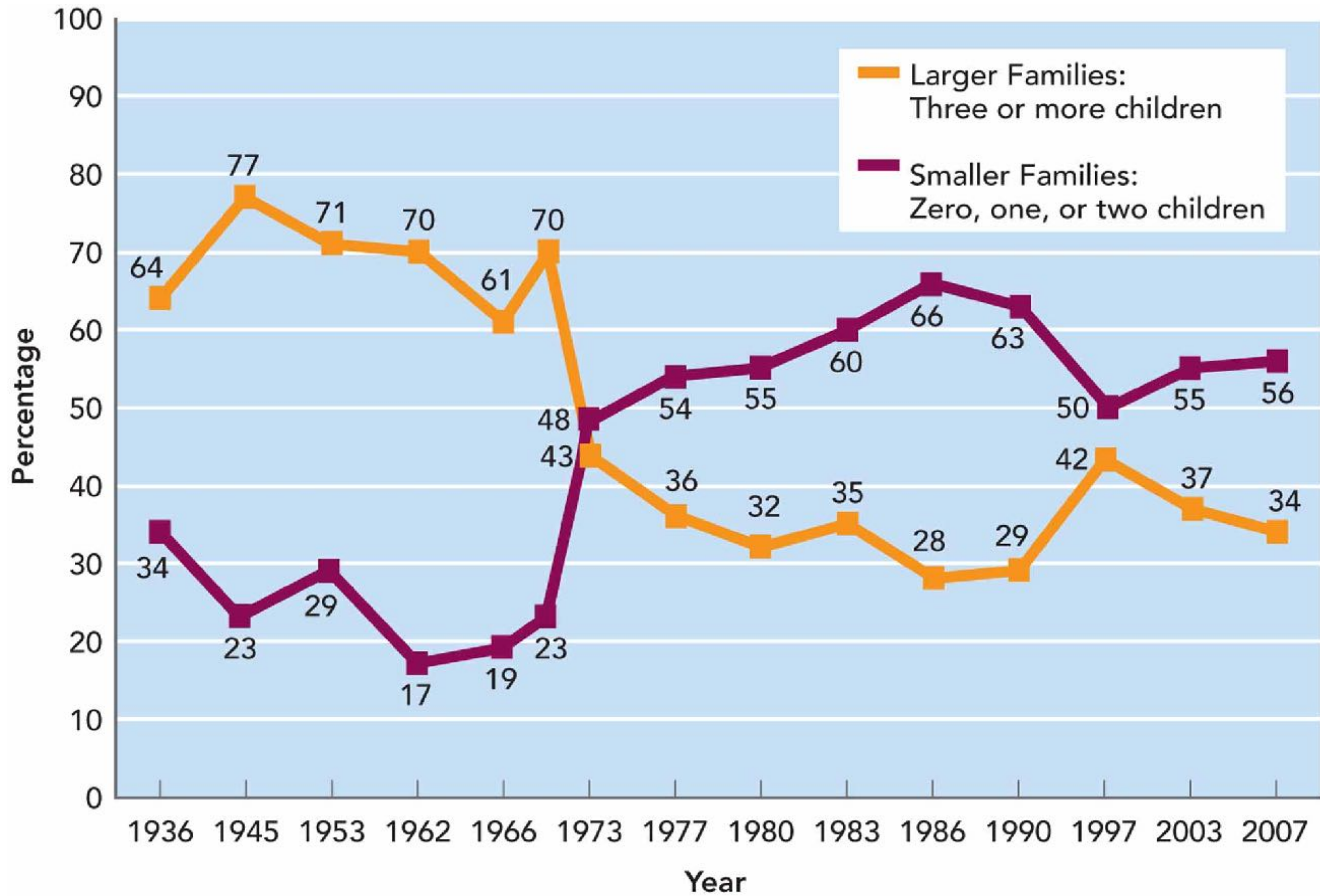
-480,000 couples (today)

Family Life Cycle

2. Childbirth

**Family size =
shrinking (3+, now
0-2)**

**Larger Families: More
Religious & younger**

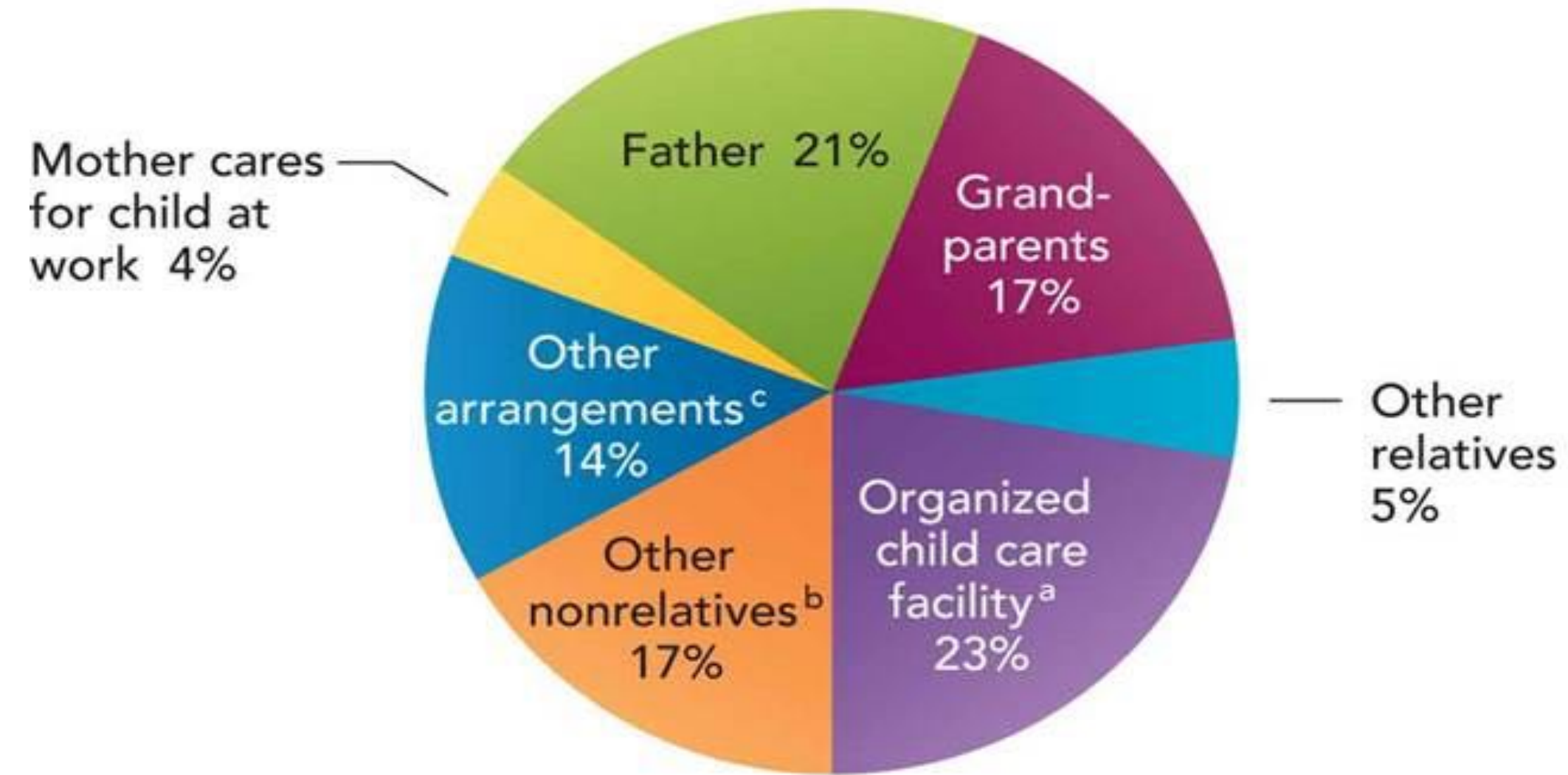


Family Life Cycle

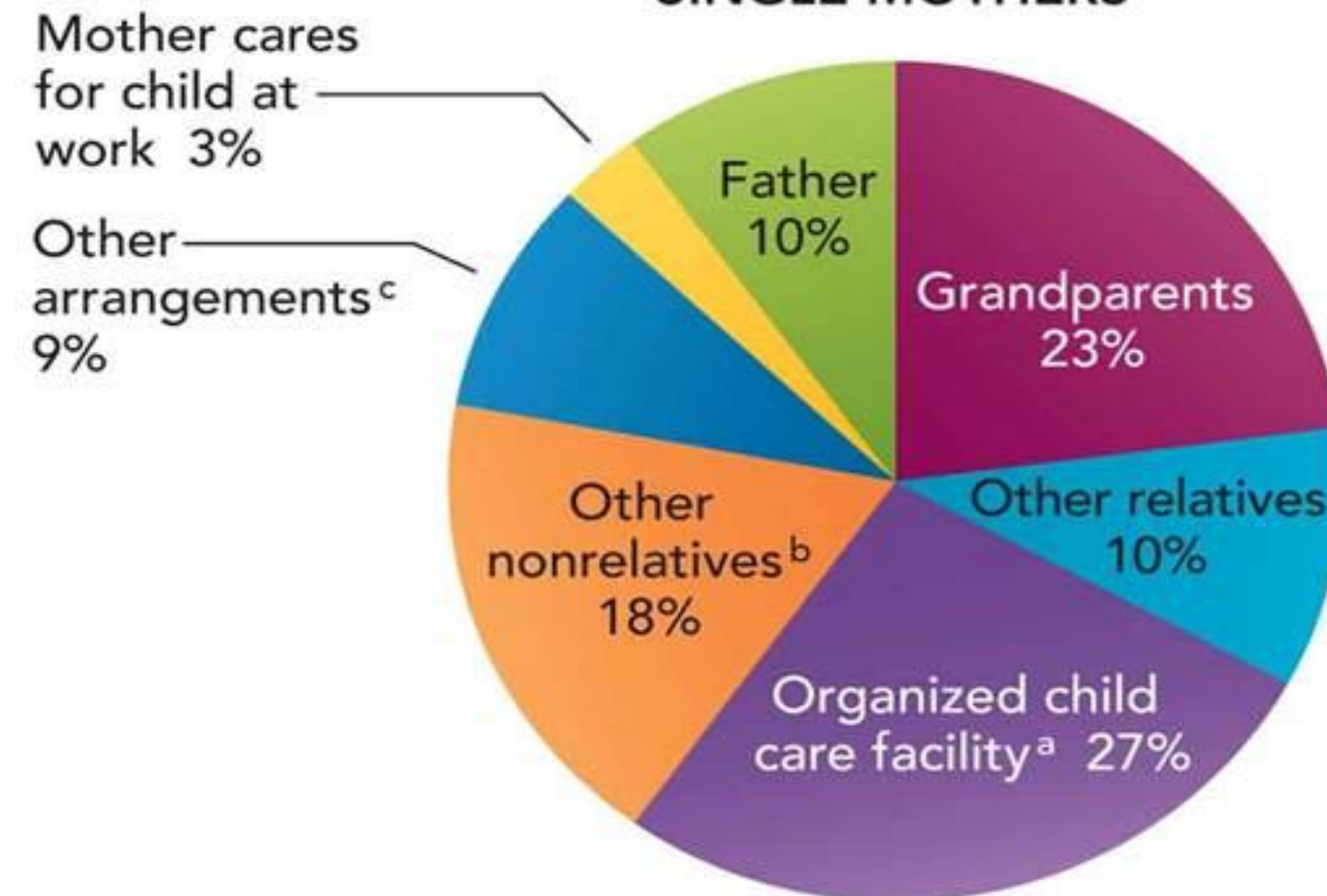
3. Child-Rearing

- **Mothers**
- **Differences -social class/employment conformity vs. creativity**
- **25% kids = daycare**

MARRIED COUPLES



SINGLE MOTHERS



Family Transitions

- **Marital satisfaction : U curve**
- ***Empty nests- decreasing***
 - **42 % of children ages 24-29 live at home**
 - **“boomerang” generation**
- ***Widows- women face more problems***

Trends in U.S. Families

Postponing Marriage/ Childbirth

- marriage- brides age: 22
to 27 since 1950**

Cohabitation – 2/3 of married couples

- less marital success**

WHY?

Trends in U.S. Families

Unmarried mothers

**Grandparents as
Parents**

Sandwich Generation

Divorce

- **Rates rose 1950-1980, leveled off**
- **Effects on children – vary**
 - **distance from parents, less marriage, more divorce**
- **Serial Fatherhood – “new” family gets attention**
- **Divorce rate same or higher for 2nd marriage**

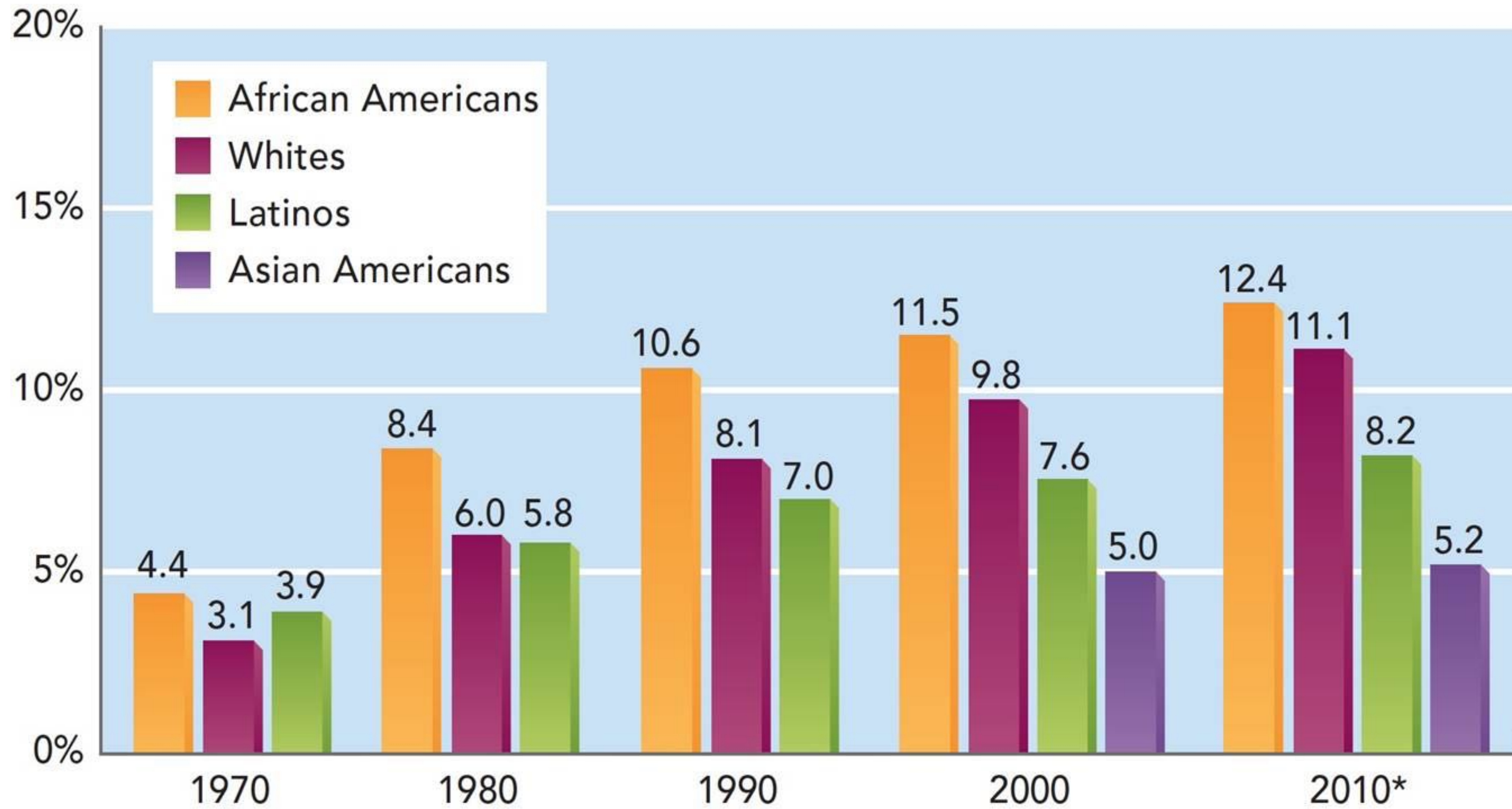


Figure 12.13 What Percentage of Americans Are Divorced?

**Author's estimate Note: This figure shows the percentage who are divorced and have not remarried, not the percentage who have ever divorced. Only these racial-ethnic groups are listed in the source. The source only recently added data on Asian Americans.*

Source: By the author. Based on Statistical Abstract of the United States 1995:Table 58; 2010:Table 57.

TABLE 12.3 ► What Reduces the Risk of Divorce?

Factors that Reduce People's Chances of Divorce	How Much Does This Decrease the Risk of Divorce?
Some college (vs. high-school dropout)	–13%
Affiliated with a religion (vs. none)	–14%
Parents not divorced	–14%
Age 25 or over at marriage (vs. under 18)	–24%
Having a baby 7 months or longer after marriage (vs. before marriage)	–24%
Annual income over \$25,000 (vs. under \$25,000)	–30%

Note: These percentages apply to the first ten years of marriage.

Source: Whitehead and Popenoe 2004.

Dark Side

Spousal Abuse:

- more women victims**
- reasons to stay vary**

Child Abuse:

- majority of victims
under 6**
- neglect is #1**

Incest

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4. Social Stratification

4.1 Stratification Theories

4.2 Social Class

4.3 Gender

4.4 Aging

4.5 Race and Ethnicity



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4.1 Stratification Theories

Karl Marx

What determines social class?

****One's relationship to the
means of production**

**1. Bourgeoisie (control
means of production)**

2. Proletariats (exploited)

**Class consciousness- aware
of common identity**

Max Weber

→ Not only Property

→ Prestige- athletic skills

→ Power- ability to
control others

Why is Stratification Universal?

Functionalism: Davis and Moore

- 1. Important positions**
- 2. Need qualified people**
- 3. Greater rewards**

Tumin's Critique of Davis and Moore

- **Society as a meritocracy**
 - not true
- **Stratification**
 - dysfunctional

How do Elites maintain stratification?

- ***Control ideas*** – dictators & democracy
accepted by masses
- ***Control Information*** –
selectively release info
- ***Technology*** – monitor
activities



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4.1.1 Global Stratification

Global Stratification

- **1st World - Industrialized**
-US & Japan- capitalist
- **2nd World – Industrializing**
-former Soviet Union-
lower income
- **3rd World –Least**
Industrialized
-farms, villages, 68% of
world population

How Nations Became Stratified

I. Colonialism –

**Industrialized countries
conquer weaker nations**

— Europe & Africa

**— US & Central/South
America**

**-representatives run
country**

2. *World System Theory* – Countries tied together

1. Core nations- capitalism

**2. Semi-periphery- trade
w/core**

**3. Periphery- sell cash
crops to core**

**4. External area- few ties
w/ core**

How Nations Became Stratified

3. Culture of Poverty –

****Galbraith**

-values and beliefs

**-one generation to
next**

*** Blames the victim**



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4.2 Social Class

What is Social Class?

**Group of people
who rank closely to
one another in:**

—wealth

—power

—prestige.

Components of Social Class

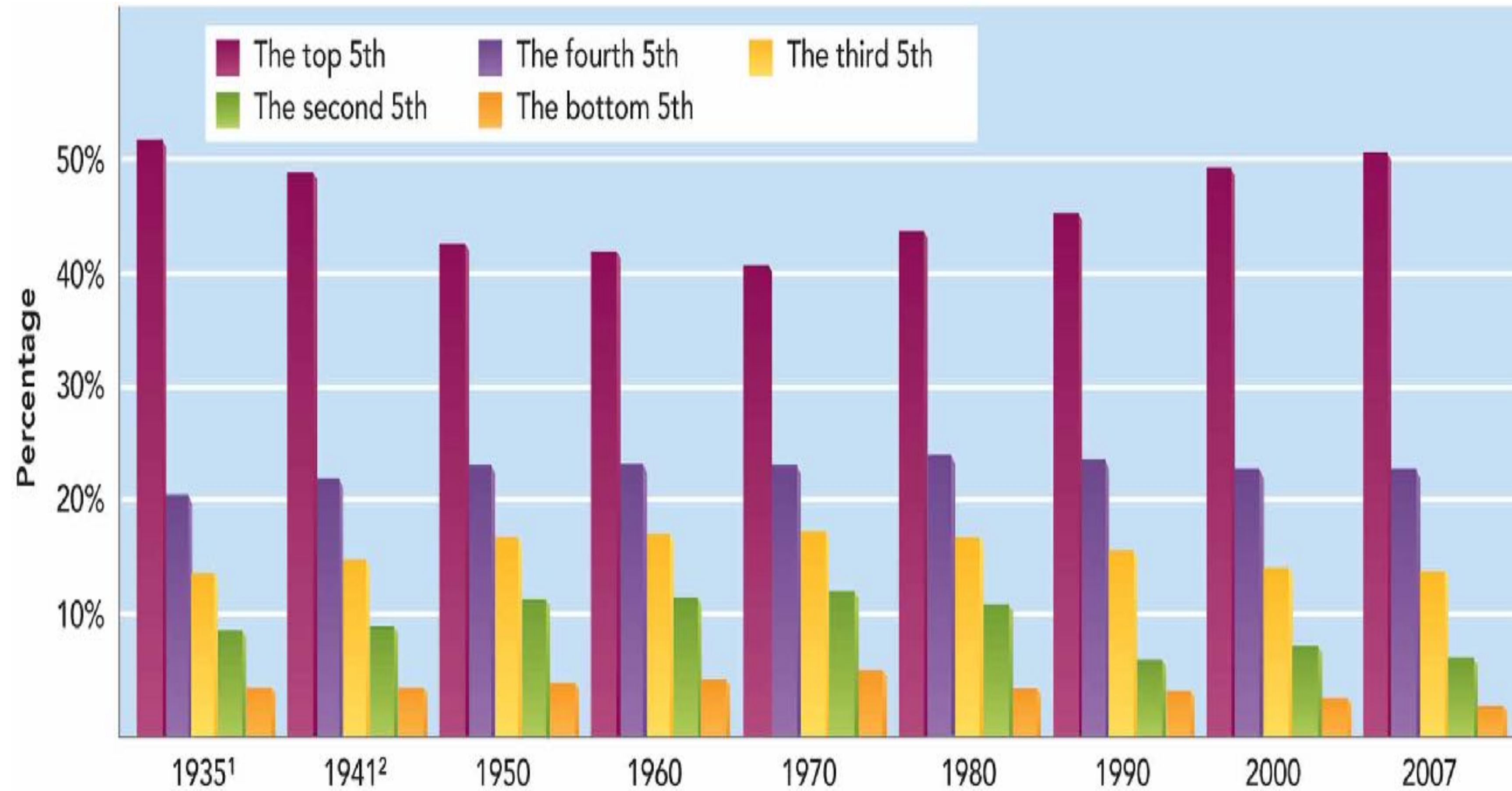
***Wealth* – Net Worth**

**a. Property - buildings,
land, cars, bank accounts**

b. Income - flow of money

top 1% > bottom 90%

Dividing the Nation's Income



Components of Social Class

**Power: ability to get
way despite resistance**

**Mills (1956): coined
term “power elite”**

- like minded**
- “old money”**



***Prestige* – respect given to one's occupation**

1. Pay more

2. More abstract thought

3. More education

4. More autonomy

- **Must be acknowledged to be valuable**

- **#1 in US: Physician**

Status Inconsistency

Person ranks higher on one (wealth, power, prestige) & low on another

➤ **Lenski: more politically active**

➤ **Professors**

Sociological Models of Social Class

Marx:

Bourgeoisie and Proletariat

Wright:

- 1) Capitalists**
- 2) Petty Bourgeoisie**
- 3) Managers**
- 4) Workers**

Sociological Models of Social Class

Gilbert and Kahl (Weber)

- 1. Capitalist: 1%: \$1+ million income**
- 2. Upper-middle: 15%: professionals - college+**
- 3. Lower middle: 34%: managers - HS degree**

- 4. Working: 30%: white collar - HS degree**
- 5. Working poor: 16%: blue collar - badly in HS**
- 6. Underclass: 4%: inner city - welfare, unemployed/PT**



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4.2.1 Consequences of Social Class

Consequences of Social Class

1. Physical Health

- more sickness/higher death rates
- unequal access to medical care
- unhealthy lifestyle
- harder life

2. Mental Health

- stresses of poverty
- less vacations, psychologist
- less control



3. Family Life

**-upper = pressure to
continue family line**

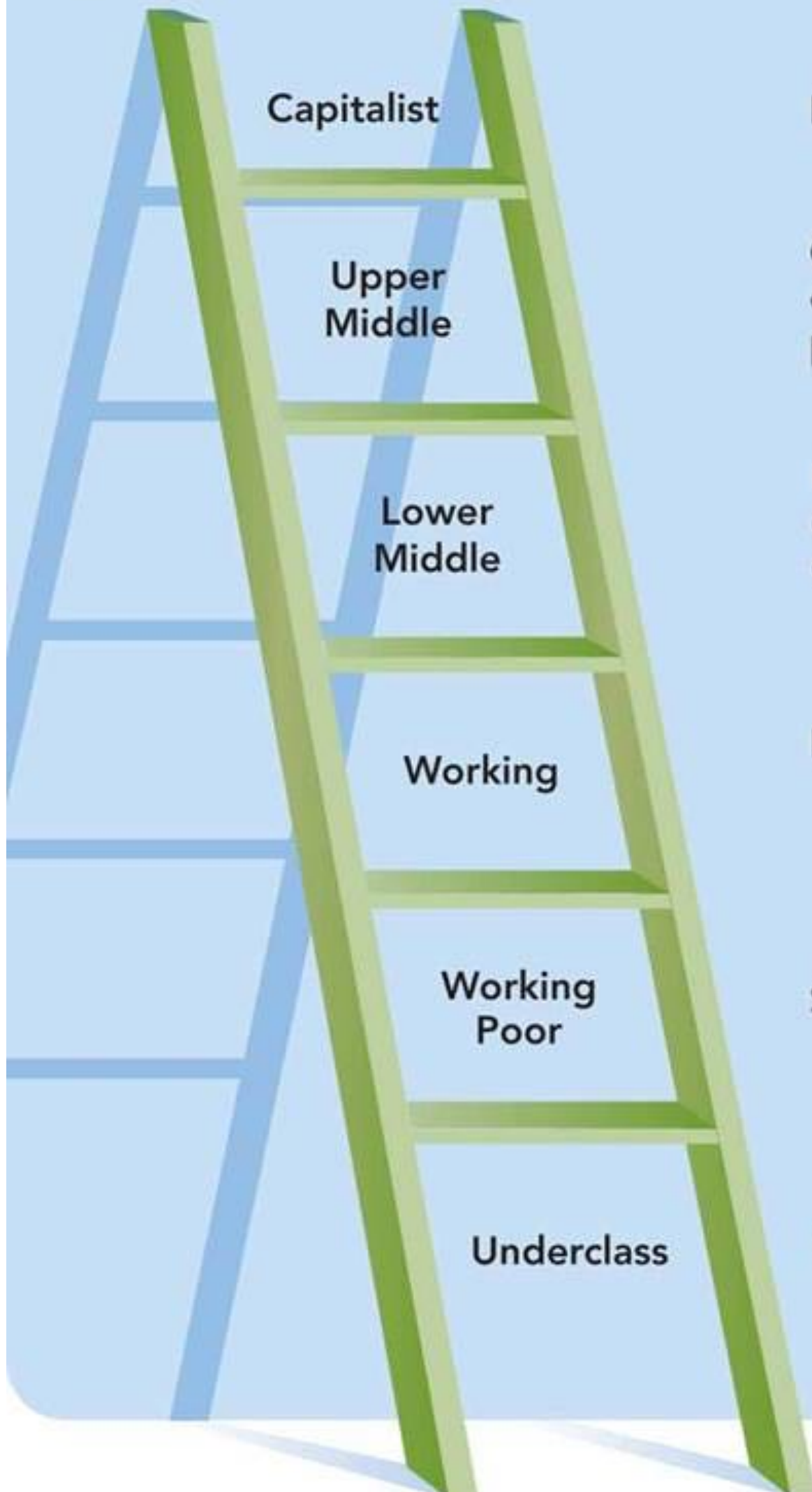
**-lower = more divorce-
housing/job tensions**

Child rearing -differs

-follow rules vs. creativity

**-parent's occupation:
watched vs. independent**

Consequence 4: Education



Social Class	Education	Occupation	Income	Percentage of Population
Capitalist	Prestigious university	Investors and heirs, a few top executives	\$1,000,000+	1%
Upper Middle	College or university, often with postgraduate study	Professionals and upper managers	\$125,000+	15%
Lower Middle	High school or college; often apprenticeship	Semiprofessionals and lower managers, craftspeople, foremen	About \$60,000	34%
Working	High school	Factory workers, clerical workers, low-paid retail sales, and craftspeople	About \$36,000	30%
Working Poor	Some high school	Laborers, service workers, low-paid salespeople	About \$19,000	16%
Underclass	Some high school	Unemployed and part-time, on welfare	Under \$12,000	4%

5. Religion

Classes:

denominations/worship

Baptists vs. Episcopalians

Loud vs. quiet

6. Politics

-lower class:

vote Democrat

liberal- economic issues

conservative-social issues

7. Criminal Justice

-lower class:

police & court

prison, parole, probation

3 Types of Social Mobility

**Intergenerational – change
b/w generations –up/down**

**Structural – change in social
structure causes large
movement on ladder**

**Exchange – change in social
structure causes a large
movement up & down at
same time** ■

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4.2.2 Poverty

Poverty Line

- **1/5 of US population**
- **Low cost food budget X 3 = Poverty line**
- **2015: \$24,250 for family of 4**
- **Recent Economic Growth = greater gap b/w rich and poor**

Who are the poor?

1. Geography: South and Rural

2. Race Ethnicity:

9 % of whites

21% of Latinos

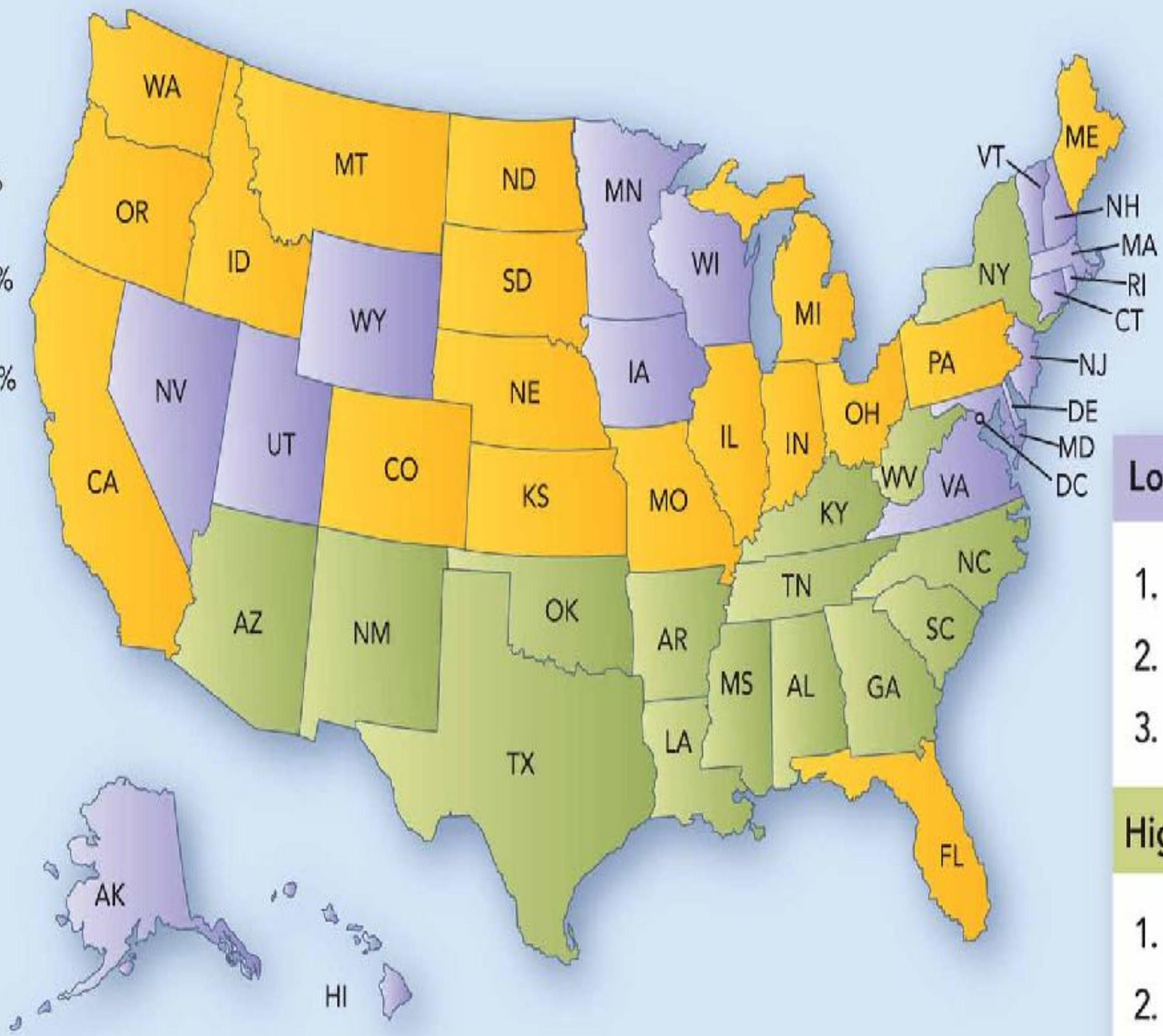
25% African Americans

41 % of all of poor are whites

(b/c largest U.S. group)

Percentage of the population in poverty

- States with the least poverty: 7.8% to 11.1%
- States with average poverty: 11.4% to 13.6%
- States with the most poverty: 14.2% to 21.1%



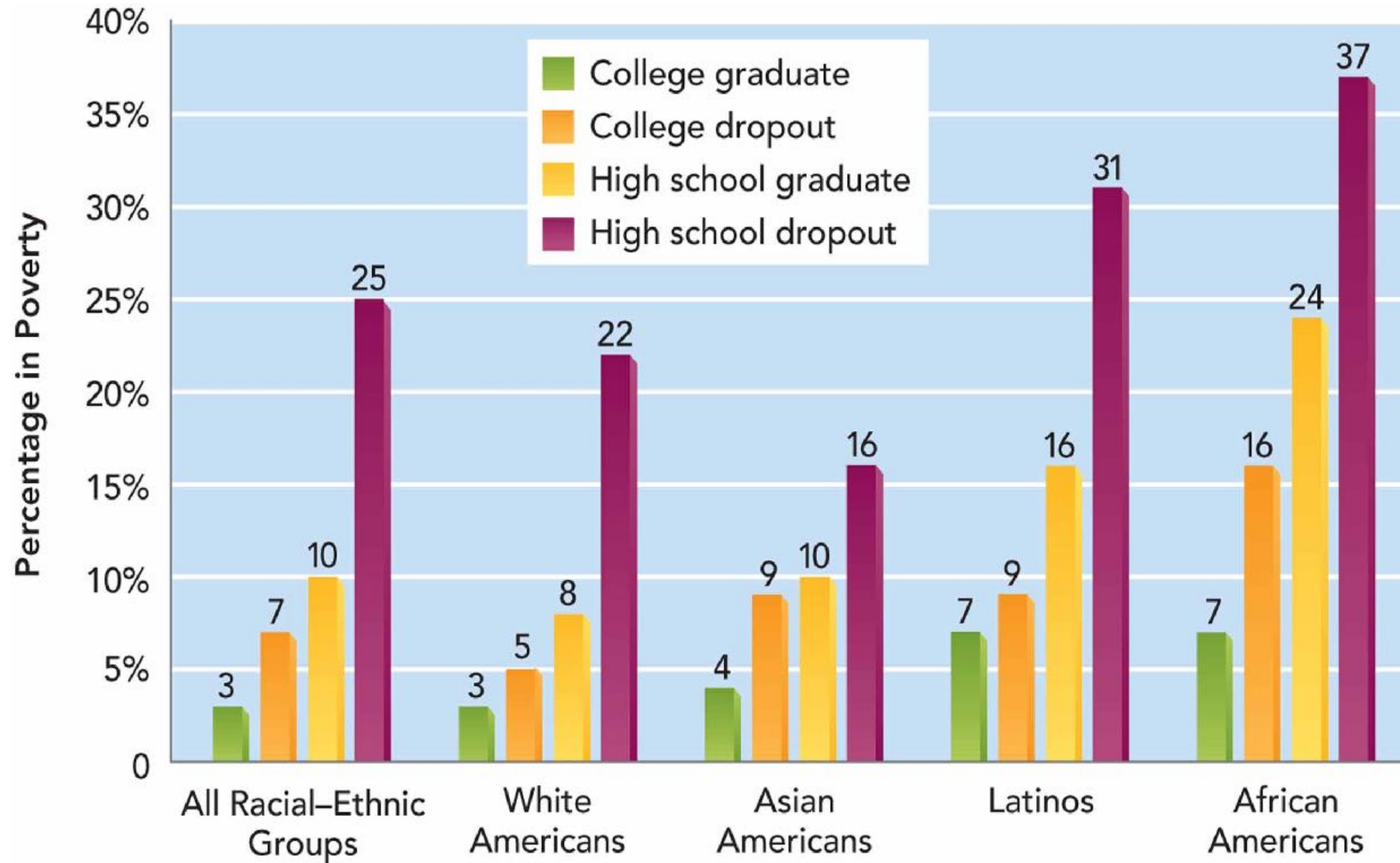
Lowest Poverty Rates

1. Maryland (7.8%)
2. New Hampshire (8%)
3. Connecticut (8.3%)

Highest Poverty Rates

1. Mississippi (21.1%)
2. Louisiana (19%)
3. New Mexico (18.5%)

Who are the poor? 3. Education



Who are the poor?

4. Age

- **Least likely: Elderly**
- **Most likely: Children**

5. Sex of Head of Household

Feminization of Poverty
association of poverty
& single mothers

Of women with this education who give birth, what percentages are single and married?

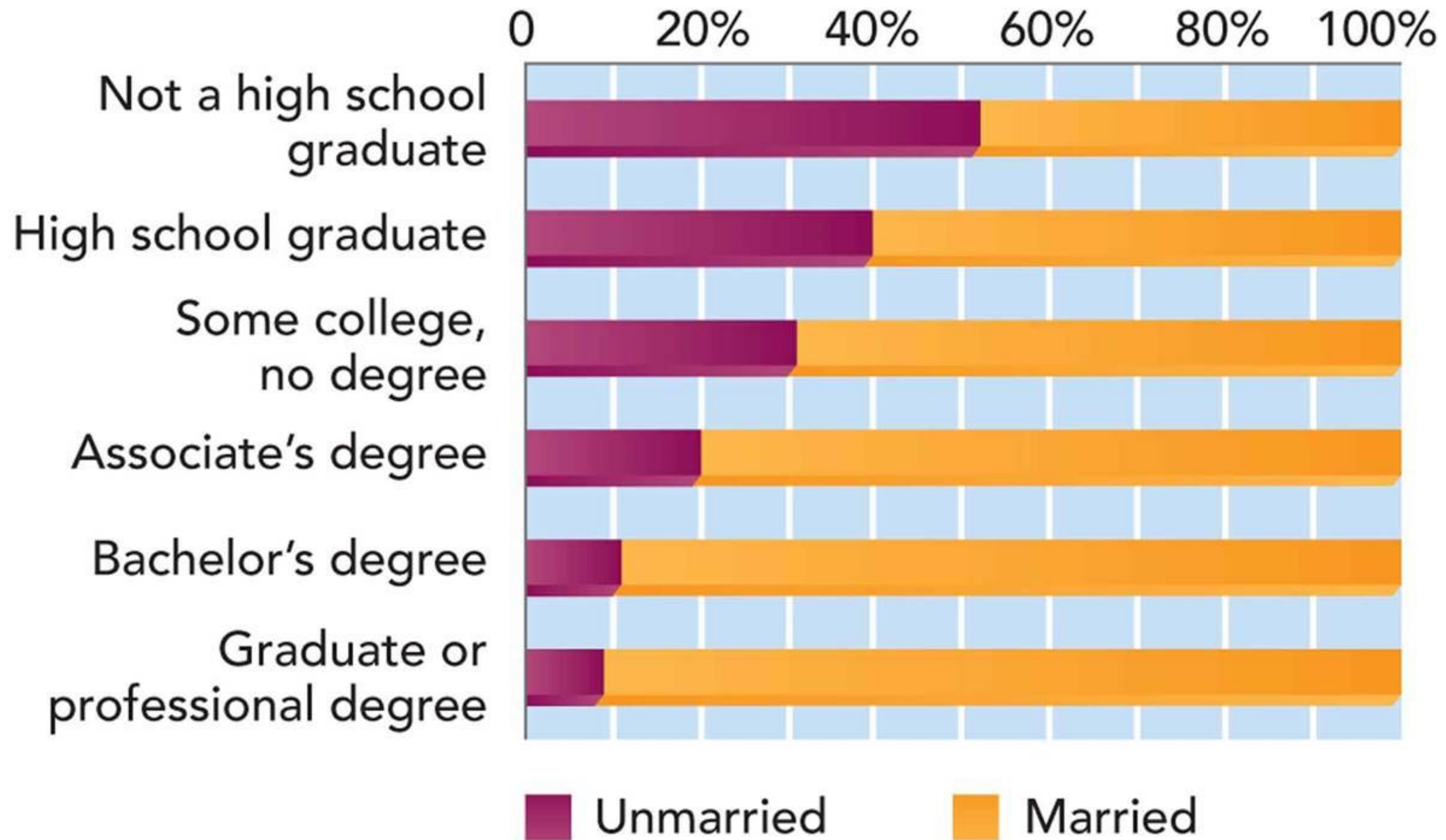


Figure 8.9 Births to Single Mothers

Note: Based on a sample of all U.S. births in the preceding 12 months.

Source: Dye 2005.

Dynamics of Poverty

Culture of Poverty

**Poor have different values
and behaviors**

But poverty is:

- Short lived- 60% in
poverty less than a year**
- Caused by major events**

Why are people poor?

1. Social Structure: features of society

Ex: discrimination & economic changes

2. Characteristics of Individuals

Ex: Lazy? Lack of intelligence? Single mothers?

****Sociologists focus on social structure**

Welfare Reform

U.S. welfare system (1996)

- Must look for job
- Maximum: 5 years.

Controversial but welfare
dropped 60 %

****Conflict Theory:
maintains reserve labor
force****

	PARTICIPANT NUMBER	PARTICIPANT
	5808114824	
	DESCRIPTION	
	WIC Approved Cereal	
	Frozen Concentrated Juice	
	Skim, 1%, 2%, or Whole	
	Skim, 1%, 2%, or Whole	
	WIC Approved Cheese	
	White Eggs, Large	

Arkansas WIC
Participants

Horatio Alger Myth

**Belief that all have equal
chance of getting ahead**

Functionalism:

- 1. encourages competition**
- 2. places blame on
individual**
- 3. stabilizes pressure to
change**



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4.3 Gender

Gender Stratification

**“Unequal Access to
Power, Prestige, &
Property on the
Basis of Sex.”**

Sex & Gender

Sex –biological

–male/female

Gender –social

–varies w/culture

- **inherit sex**
- **learn gender**

Biology or Culture

**Biology: XY vs. XX
chromosomes**

**Sociologists: behavior
would be same around
world**

**Opening door to Biology:
A Medical Accident:
twin boy sex change**

Origins of Patriarchy

- **Females = Childbearing**
- **Men = Hunters & Warriors,
Trade & Knowledge**
- **Men - dominant**

**Continues today-
millennia old patterns**

Feminist Movements

***Feminism –stratification
according to gender is
wrong***

- ***1st movement – 1920s- right
to vote***
- ***2nd movement – 1960s- earn
equal pay***
- ***3rd Movement- today-
—Least Industrialized Nations
—Work force qualities***

Gender Inequality in the U.S.

Income Gap:

2015- median income

-males: \$50,385

-females: \$39,621 (81%)

**→ Men - \$650,000 more
over lifetime**

**→ 32 of top Fortune 500
companies**

Gender Inequality in the U.S.

Work Place:

The Glass Ceiling- barriers to moving up

→ **Women: 46% of US
labor force**
**-secretary,
receptionist, cashier**
-”pink collar jobs”

→ **Hiring Practices**



Gender Inequality in the U.S.

Health Care

- heart surgery**
 - 2x likely to die**
 - reproductive organs**

•Politics

- underrepresented,
but increasing**

Gender Inequality in the U.S.

Education

- Gender tracking**
- library vs. construction**

- more women in college**
 - 57% women**
- women in post-grad
increasing**

Gender Inequality Worldwide

- higher Illiteracy rates**
- lower HS enrollment**
- poorly represented in politics**

**-10% in world
politics**



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4.4 Aging

Aging in the Global Perspective

- **Social Construction of Aging**
 - **Tiwi – “covering up”**
 - **Abkhasians – valued**
- **Life expectancy increased w/industrialization**
- **7 million more elderly than teenagers in U.S.**

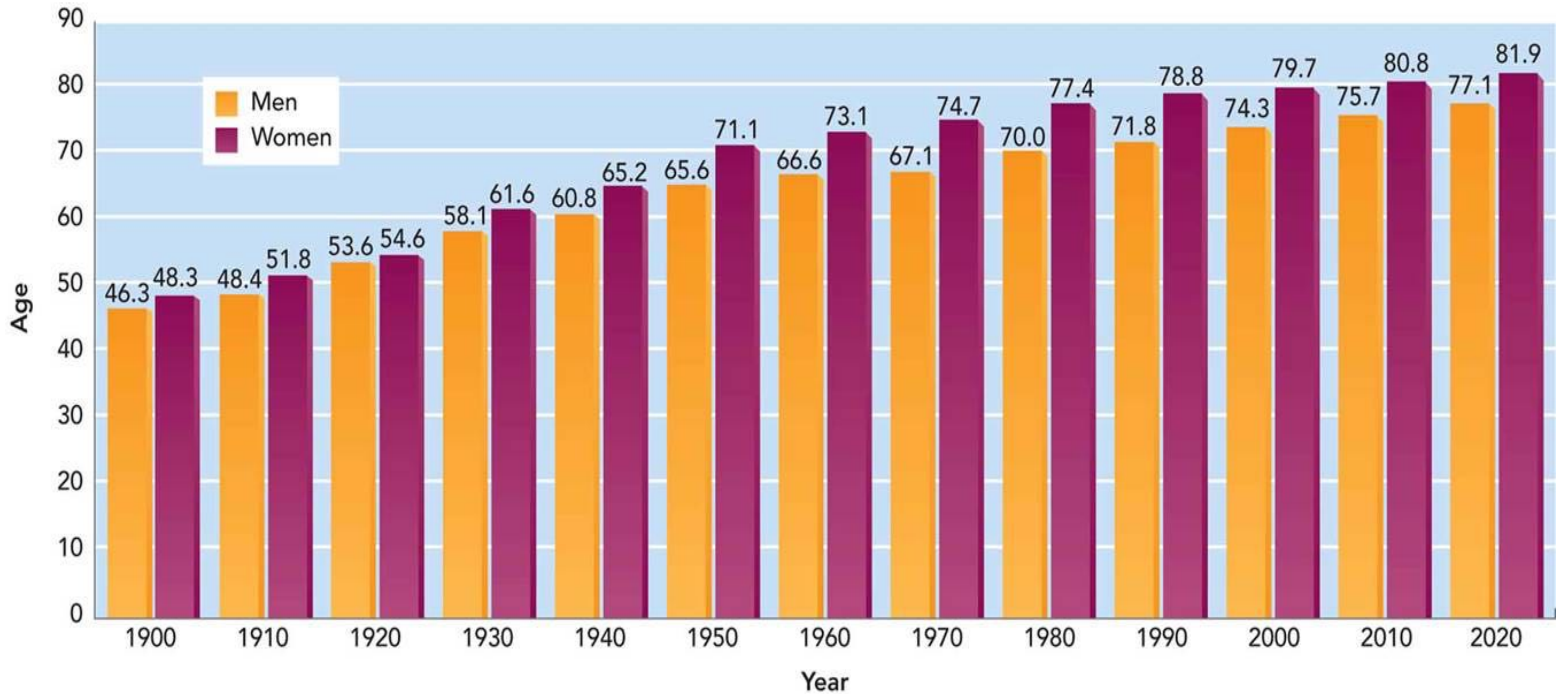


Figure 10.11 U.S. Life Expectancy by Year of Birth

Sources: By the author. Based on *Historical Statistics of the United States, Colonial Times to 1970, Bicentennial Edition, Part 1, Series B, 107–115*; *Statistical Abstract of the United States 2010: Table 102*.

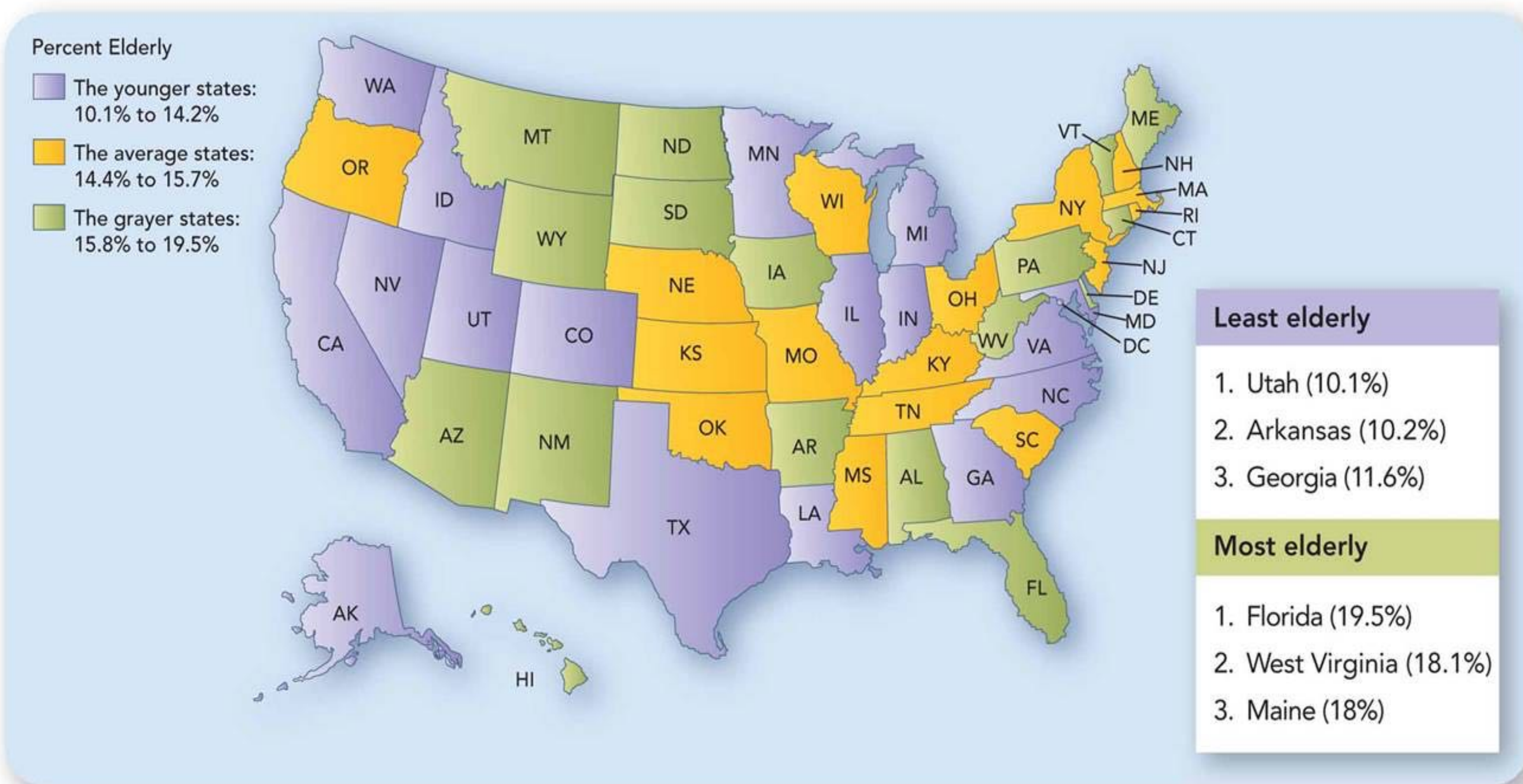


Figure 10.14 As Florida Goes, So Goes the Nation
 Source: By the author. Based on Statistical Abstract of the United States 2009:Table 17. Projections to 2015.

Symbolic Interactionist

- **Ageism – discrimination based on ones age**
- **“Growing old” - changing**
Past: asset
Today: liability
- **Why has this occurred?**

Functionalist

- ***Disengagement Theory*** –
smooth transition b/w
those leaving jobs &
those entering
workplace
- ***Activity Theory*** –
more activities for
elderly
-more fulfilling life

Conflict

- **Rising costs of elderly**
- **Money taken away from other age cohorts**
- ***Dependency Ratio* - affecting Social Security**
 - **ratio of workers paying into Social Security vs. those collecting Social Security**



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4.5 Race & Ethnicity

What is a Subordinate Group?

- **Minority**
- **Less control/power over self**
- **Economic & political powerlessness**
- **Not a mathematical equation**

What is a Subordinate Group?

Racial

- **obvious & physical differences**
- **socially constructed**

Ethnic

- **basis of national origin/
culture**
- **language, marriage,
death, food habits.**

Prejudice:

- **negative attitude/belief toward group**
- **not disliking someone because of behavior.**

Discrimination

- **an action**
- **denial of rights**
excludes members of a group.

Racial Profiling

- **arbitrary police initiated action based on race, ethnicity, or origin**
- **“driving while black”**

Relative Deprivation-
deprived of something
you think you are
entitled to.

—Compare your
positions to others

Absolute Deprivation-
fixed standard

—Poverty line



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4.5.1 Theories of Prejudice

Theories of Prejudice

1. Scapegoating Theory

blame others for own failures

→ Transfer responsibility

2. Authoritarian Personality Theory

harsh discipline

→ intolerance

**→ conventional values/
authority**

Functionalist Theories

Manifest functions

- discourages
questioning of status**
- serves as rallying
point**

Dysfunctions

- failed use of resources**
- increased social
problems**

Labeling Theory

Negative stereotypes:

unreliable

**generalizations about all
members of group**

- **personality differences
not taken into account**

- **People respond to
labels...**

Self-fulfilling prophecy or
looking glass self.

Conflict Theory

- **Economic and structural inequality**

Social structures serve interests of the powerful.

—**Split labor market**

—**Reserve labor force**

—**“Blaming the victim”**



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4.5.2 Consequences

Consequences

I. Genocide/Extermination

systematic killing/

elimination of a

group of people

-most extreme way

**→ Holocaust: Nazi's
exterminated 12 million
Jews**



2. Expulsion

**dominant group forces
minority group to
leave area**

**→ expelled or
transplanted.**

**→ 1979- Vietnam
expelled nearly 1
million Chinese**

3. Internal Colonialism

→ Minority group is exploited

→ Used for economic advantage

→ Slavery in US

4. Segregation

physical separation

**poverty-education, jobs,
crime**

Census data:

- **White live in
neighborhood -80 %
white**



5. Assimilation

subordinates takes on characteristics of dominant group.

- Eventually accepted as part of majority**
- Dictates conformity**
- Devalue minority culture**

6. Pluralism

**Mutual respect b/w
different cultures in a
society**

**→ Able to express culture -
no hostility/prejudice.**

- One's race/ culture is not
sole truth**
- Truths exist in other
races & cultures**
- Ex: funeral practices**



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New York Institute of Technology





5. Social Patterns

5.1 Population

5.2 Urbanization

5.3 Social Change

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5.1 Population

Demography

- **study of size, composition, growth & distribution of populations**

Malthus Theorem

- **population: geometrically**
- **food supply: arithmetically**

New Malthusians

**population: exponential
growth curve**

1800: 1 billion

1930: 2 billion

1975: 4 billion

1999: 6 billion

•Won't be enough food



Anti-Mathusians

- 1. Birth/death rates
–balanced**
- 2. Deaths decrease
(explosion)**
- 3. Births decrease
(stability)**
- 4. Deaths > Births
(shrinkage)**

Demographic Transition

linking population change to technological development

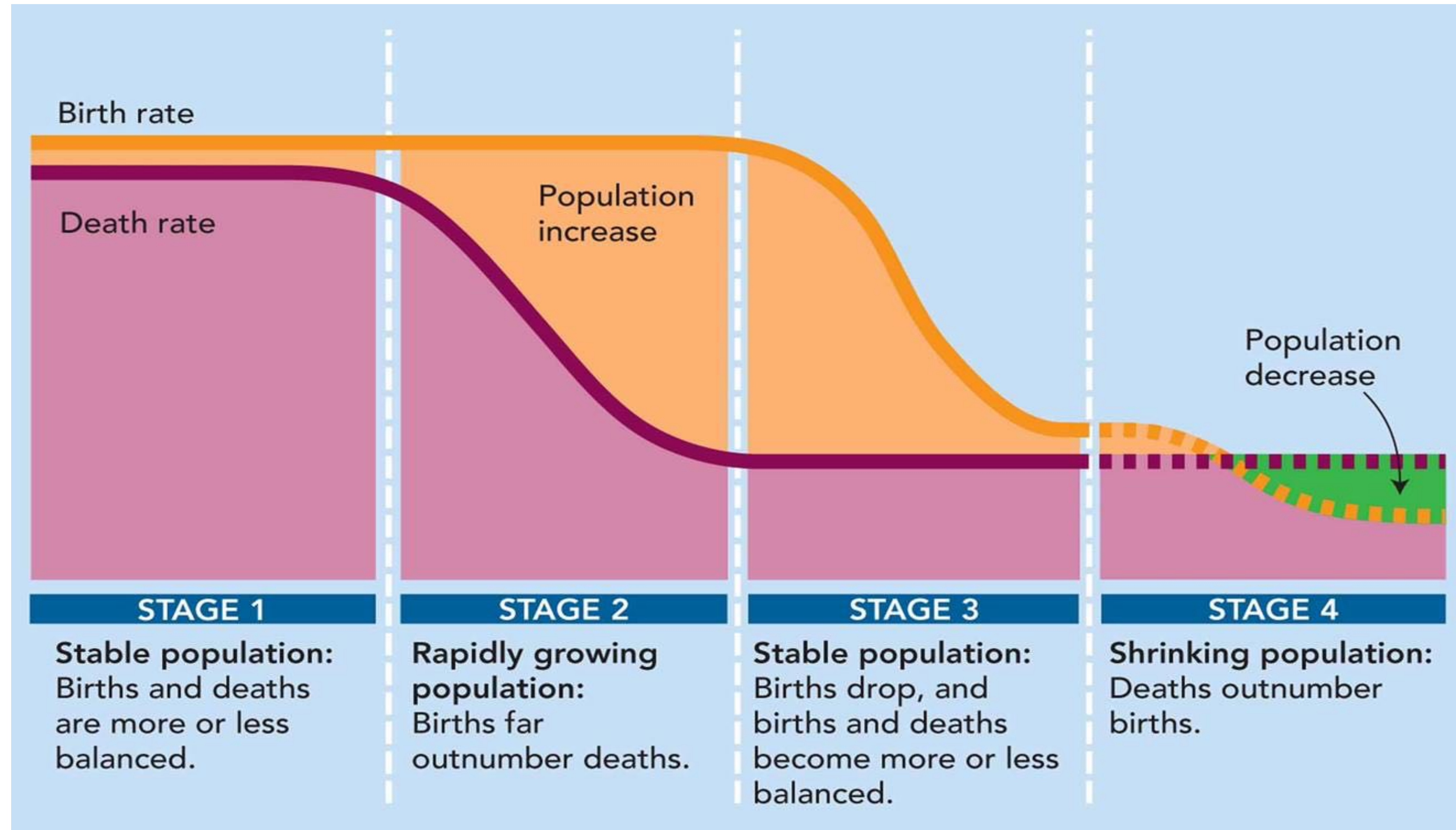


Figure 14.3 The Demographic Transition

Note: The standard demographic transition is depicted by Stages 1–3. Stage 4 has been suggested by some Anti-Malthusians.

**So, why are people
starving?**

—misdistribution of food

**Africa- famine- not
result of too many
people**

**US - pay farmers to
reduce**

Population Growth

Least Industrialized:

growing 13x rate of US

Why So Many Children?

- **Status of Parenthood**
- **Community Support**
- **Economic Asset**

Population Pyramids

**→ Depict a population
by age & sex.**

→ Varies by country

→ females > males

Population Pyramids

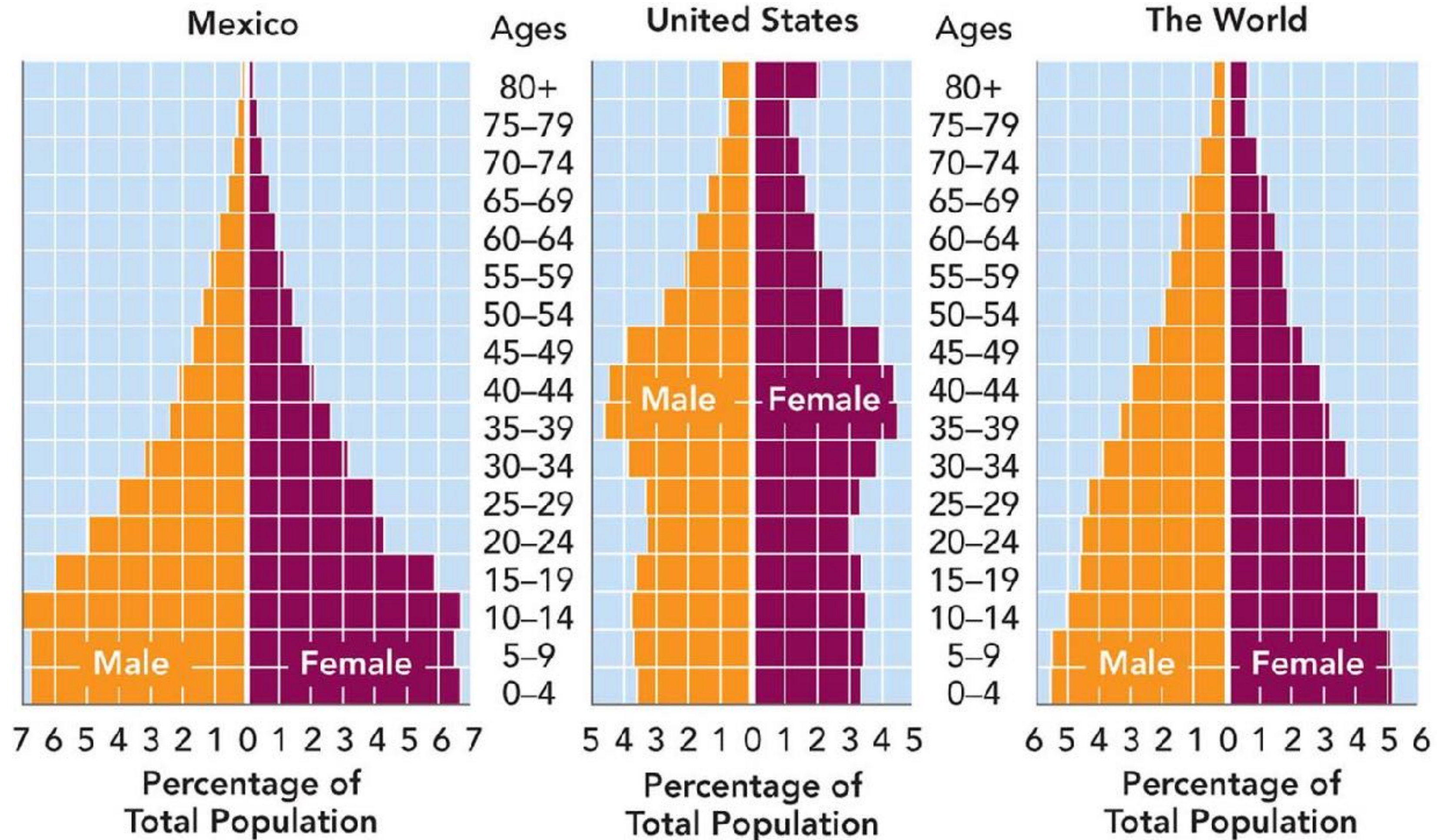


Figure 14.7 Three Population Pyramids
 Source: *Population Today*, 26, 9, September 1998:4, 5.

Population Growth

I. Fertility: # of children a women bears (2.6)

-crude rate- annual births per 1,000

-most: Africa, least: Asia

2. Mortality – annual deaths per 1,000 people

- most: Africa**
- least: oil-rich countries**

3. Migration – #of immigrants & emigrants

- push/pull factors**

Growth Rate

**Births - Deaths +
Net Migration**

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5.1.1 Immigration

Immigration

- **Foreigners come to country for residence.**
- **3 patterns**
 - **Government policy changes**
 - **Not uniform across country**
 - **Origin has changed**

Foreign-Born Population

- **12% - foreign born**
- **70% of immigrants:
CA, NY, FL, TX, NY,
IL**
- **32.5 million from
Latin America**

Forced vs. Voluntary

- **Forced migration is when people are told to move**
- **Voluntary is movement upon self-interest- better opportunities**



Brain Drain

- **skilled workers needed in home countries**
- **economic cost**

Mixed-status Families

- **one citizen and one non-citizen**
- **10% U.S. families**
- **2 million families nationwide**

Assimilation

takes on characteristics of dominant group.

- Eventually accepted as part of dominant group**
- Must conform to dominant group**
- Devalue minority culture and treasure dominant one.**

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5.2 Urbanization

The Rise of Cities

City

- large # of people
 - permanent
 - do not produce own food
- 3500 B.C- Iraq & Iran



The Process of Urbanization

**Urbanization:
masses of people
moving to cities**

**•77 % of Americans
live in city**

1. Metropolis – Central city, smaller cities/ suburbs

2. Megalopolis – 2+ metropolises, many suburbs

3. Megacity – 10 million+ residents

Rural Rebound

Farming towns:

Push: crime

**Pull: safety, cheaper,
space**



Models of Urban Growth

**Human Ecology:
how people adapt
to environment**

— 4 Models

4 Models:

1. Concentric Zone Model

- Burgess**
- cities expand outward from center**
- 5 zones**

2. Sector Model

- wedge shaped sectors**
- invasion succession cycle**

3. Multiple-Nuclei Model
– several centers
(food, stores)

4. Peripheral Model
- highways impact
movement of people
away from cities

City Life

Wirth - city
undermines
kinship

-anonymous, aloof

Gans - urban village
-area of city that
people live, work,
shop, play.

City Life

Gans:

Who Lives in the City?

- **Cosmopolites**
- **Singles**
- **Ethnic Villagers**
- **Deprived**
- **Trapped**

City Life

- **Familiar World**
 - **Personalizing Shopping**
- **Noninvolvement**
- **Diffusion of Responsibility**



Urban Problems & Social Policy

- Suburbanization- city to suburbs**
- Redlining- refusing loans in eroded areas**
- Deindustrialization- manufacturers relocate**

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5.3 Social Change

Social Change

Shift in characteristics of culture over time.

4 Social Revolutions

- (1) pastoral societies**
- (2) agricultural**
- (3) industrial revolution**
- (4) information revolution**

Gemeinschaft to Gesellschaft

**Gemeinschaft - daily life
centers on personal
relationships**

- face to face contact, tradition

**Gesellschaft - impersonal
relationships**

**- others are means of
advancing own goals**

Why Capitalism Emerged?

- 1. Marx –capitalism-
-thrown off land
-exploited**
- 2. Weber -religion
- Protestant
Reformation**

Why Capitalism Emerged?

- 3. Modernization-
larger, more
urbanized, formal
education**
- 4. Technology
changes- western
medicine**

Global Division

**World System Theory-
Least depend on Most**

**G7: US, Canada, Great
Britain, France, Germany,
Italy, Japan, Russia**

G8: +Russia

**Regulate global economic &
industrial policy**



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5.3.1 Theories of Social Change

Theories of Social Change

- **Cultural Evolution**

1. **Unilinear - all societies follow same path**

2. **Multilinear - different routes lead to same stage**

Theories of Social Change

- Natural Cycles –

- civilizations are born, mature and die

- Toynbee - fabric of society is ripped apart

- Spengler - Western civilization on the wane

Theories of Social Change

Conflict

- Marx
- Each Thesis
(arrangement of power)
contains antithesis
(contradiction)
- This leads to synthesis
(new state)

Ogburn's Theory

Social change based on technology

- **Invention – combining existing materials to form new ones**
- **Discovery –new way to see reality**
- **Diffusion –spread of invention/discovery**
- ** Cultural lag – some elements of a culture lag behind**

Table 15.2 Ogburn's Processes of Social Change

Process of Change	What It is	Examples	Social Changes
Invention	Combination of existing elements to form new ones	<ol style="list-style-type: none"> 1. Cars 2. Computers 3. Graphite composites 	<ol style="list-style-type: none"> 1. Urban sprawl and long commutes to work 2. Telework and Global Positioning System 3. New types of building construction
Discovery	New way of seeing some aspect of the world	<ol style="list-style-type: none"> 1. Columbus—N. America 2. Gold in California 3. DNA 	<ol style="list-style-type: none"> 1. Realignment of global power 2. Westward expansion of United States 3. Positive identification of criminals
Diffusion	Spread of an invention or discovery	<ol style="list-style-type: none"> 1. Airplanes 2. Money 3. Condom 	<ol style="list-style-type: none"> 1. Global tourism 2. Global trade 3. Smaller families

Note: For each example, there are many changes. For some of the changes ushered in by the automobile and computer, see pages 413–416. You can also see that any particular change, such as global trade, depends not just on one item, but on several preceding changes.

Source: By the author.

Technology Changes Society

Technology is:

**1. Tools - needed to
accomplish tasks**

**2. Skills - to make and
use those tools**

**-communicate, travel,
store and analyze
information.**

Cutting Edge of Change

Computers:

- Education**
 - Distance Learning**
- Medicine**
- Business and Finance**
 - Wire \$**

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5.3.2 Social Movement Organization

Social Movement Organizations

- **Proactive—condition of society intolerable – goal of social change (NAACP)**

- **Reactive—threatened by condition of society –resist social change (KKK, NRA)**

Organizations develop...

4 Types of Social Movements (Aberle)

- **Alternative** – seek to alter specific behavior
- **Redemptive** – targets individuals but goal is total change
- **Reformative** – the goal is to reform specific aspect of society
- **Transformative** – seek to reform social order itself

Propaganda

- **manipulate media to influence public**
- **one-sided**
- **distorts reality in favor of who controls it.**
- **mass media -crucial role**

Stages of Social Movements

- **Unrest and Agitation**
- **Resource Mobilization**
- **Organization**
- **Institutionalization**
- **Decline**

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5.3.3 Environmental Problems

Environmental Problems

Industrialization Problems:

- **Fossil Fuels**
- **Greenhouse effect**
- **Global Warming**



**Environmental Justice:
minorities & poor suffer
most from harmful
effects**

**Environmental Sociology:
examines relationship
between human societies
and the environment**