

# CULTURAL TRANSMISSION (I)

## NORMS AND VALUES

**Norms:** Expectations or unwritten rules about how we should behave.

**Values:** What's important to us and society – helps us determine what is right or wrong.

*Norms and values vary over time and between places.*

**Universalistic values:** A set of core beliefs and principles that is shared across society.

## CULTURE

**Culture:** Shared way of life of a society or group within a society.

**Sub-culture:** A small group within society with its own norms and values (that sometimes go against traditional norms and values).

**Cultural diversity:** A variety of cultural or ethnic groups within a society.

**Cultural universal:** A trait or institution that is common to all human cultures.

**Cultural relativity:** The idea that a person's beliefs, values, and practices should be understood based on that person's own culture, rather than judged against another.



## STATUS

**Achieved status:** Status that is earned on merit, e.g. getting a good job through hard work and qualifications, or excelling at sport.

**Ascribed status:** Status that is given to you at birth, e.g. being born into wealth or royalty.



## ETHNICITY VS RACE

**Race:** An outdated term that describes the physical and social characteristics of a group.

**Ethnicity:** Describes a group that defines itself based on a common heritage, nationality, culture or religion – with shared characteristics, customs and ceremonies.



## CLASS

**Upper class:** Elite group in society – own the means of production and considered the ruling class (the bourgeoisie).

**Middle class:** Traditionally based on non-manual labour or professions, e.g. doctors, teachers, civil servants, etc.

**Working class:** Traditionally based on manual labour, e.g. cleaners, construction workers, etc.

## MAIN PERSPECTIVES

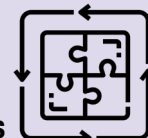
**Functionalism:** Suggests that society is made up of institutions that serve a range of functions – these interact and ensure that society works as a whole.

**Marxism:** Suggests that society is in a state of conflict between the ruling class and working class because of exploitation.

**Feminism:** Suggests that society is patriarchal and structured to best serve the needs of men and allow for male dominance.

**New Right:** More traditional conservative views on social issues, e.g. family life, school discipline and law and order.

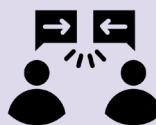
**Interactionism:** Studies interactions between people and how these interactions shape society.



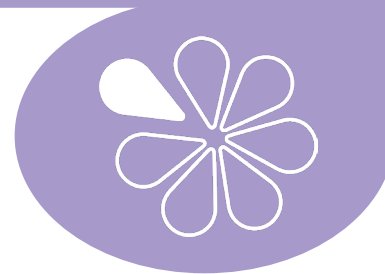
## CONSENSUS VS CONFLICT

**Consensus theories:** See people in society as having shared interests and society functioning on the basis of there being broad consensus on norms and values – most associated with functionalism.

**Conflict theories:** See society as being made up of two or more groups with competing and incompatible interests – most associated with Marxism and feminism which see society divided by social class and gender respectively.



# CULTURAL TRANSMISSION (II)



## SOCIALISATION

**Agencies/agents of socialisation:** Institutions that pass on the culture of a society to its members, e.g. the family and education system.



### PRIMARY SOCIALISATION:

- First stage of socialisation that takes place in infancy
- Parents will instruct and demonstrate to their children how to behave
- Children will begin to imitate the behaviour of those around them
- Use sanctions and rewards, e.g. naughty step and pocket money



### NATURE VS NURTURE

**Nature:** Behaviour is mostly determined by our genetic make-up what we inherit biologically from our parents – differences in behaviour are due to natural differences at birth, not the way individuals have been brought up.



**Nurture:** Much of human behaviour is learned – individuals are socialised into the culture of their family, e.g. clever adults will encourage their kids to be clever.



**Feral child:** A child who has been isolated from human contact from a young age – i.e. not socialised

### SECONDARY SOCIALISATION:

Second stage of socialisation – performed by institutions outside of the family

**Schools:** Teaches children how to behave, skilled need for the future, and universalistic values



**Peer group:** Role models, peer pressure (both good and bad), informal sanctions, e.g. being left out.



**Work:** Professional standards for behaviour and dress, positive and negative sanctions, e.g. promotions/bonuses or written warnings.



**Media:** Sends messages a mass audience and influences how we think about things, e.g. what we should look like, the political views we should have.



**Religion:** Written and moral codes, e.g. Muslim women dressing modestly, Christian belief that abortion is wrong; and positive sanctions, such as promise of Heaven or being removed from the church.



### GENDER ROLES

Characteristics/behaviours that are considered appropriate for males and females in society, e.g. women seen as gentle/caring; men seen as strong. Socially constructed – vary from place to place, e.g. in some societies men wear a lot of jewellery and women shave their heads.



#### Socialisation into gender roles through:

**Family:** Parents teach gender through...

- **Canalisation** – the process of giving different toys to boys and girls, e.g. girls get dolls – encourages them to be caring
- **Manipulation** – parents encourage different behaviour from boys and girls, such as taking care with appearance

**School:** Some subjects are seen as more feminine and more masculine

**Sport:** Seen as more masculine. Sportsmen are judged on skill, but sportswomen often judged on looks

**Media:** TV, films and games targeted at girls and boys, e.g. boys' feature aggression

**Religion:** Often have strong beliefs about how men and women should act.