Acquiring Culture Through Socialisation

**1. Key Concepts**

**Description**

**2. Key Concepts Description**

**3. Key Concepts**

**Description**

Culture

Refers to the shared, learned, way of

life in a society.

Beliefs

Usually individual to the person and

Sanctions

This can refer to giving punishment for

incorrect behaviour or rewards for

correct behaviour

influence how we act, beliefs can be

taken from culture or religion.

Collectivist Culture This view of society means that the

group is emphasised over the

individual

Roles

The expected behaviours for any

Imitation

Learning by watching and copying

others.

situation that we may find ourselves in.

Status

Is a persons standing position in

society , can be either referred to as

high status, achieved or ascribed

status.

Collective

Durkheim introduced this term it refers

to the shared ways of thinking in a

society.

Individualist Culture In this type of society it is up to

everybody to look after themselves.

Conscience

Cultural Diversity

Culture varies across the world and

change over time; this is used as

evidence for the importance of

nurture theories.

Hypodermic

Media acts as a drug directly injected

into peoples minds and affecting their

beliefs.

Nature-Nurture

This regards the influences on social

behaviour: are we born knowing how

to behave or do we learn what to do?

Syringe Model

Debate

Formal

This is what is taught in schools via

timetabled lessons.

Feral Children

Children who do not experience the

usual process of socialisation, they are

under or unsocialised.

Deviant

Refers to someone who breaks

social rules.

Curriculum

Social Control

This refers to the written & unwritten

rules that we follow, this

Hidden

This is values, beliefs and norms

which are taught to children in schools

unintentionally.

Curriculum

Primary

The child learns from the immediate

family in the home.

contributes to social order.

Socialisation

Peer Pressure

Is the process whereby people modify

their behaviour in order to fit in with

the group.

Formal control

Informal control

Social control is done on the basis of

clearly laid down written rules and

laws.

Secondary

Where a child learns what wider

society expects of its members and

takes place outside the home.

Socialisation

McDonaldisation

Describes how workers in certain

industries were trained not to show

initiative and the behaviour of staff will

be predictable.

This type of control is not as clearly

defined but is usually maintained

through expectations of family and

friends.

Tertiary

Adult socialisation takes place when

people need to adapt to new

situations.

Socialisation

Subculture

A cultural group within a larger culture,

often having beliefs or interests at

variance with those of the larger cul-

ture

Formal

Where people are deliberately and

consciously manipulated to ensure

they learn to follow certain rules.

Social change

Norms

Over time societies change such as the

expected behaviour or organisation of

social institutions

Socialisation

Informal

Where people learn to fit into their

culture by watching and learning from

others around them.

The expected and accepted behaviour

for a culture.

Socialisation

Ascribed Status

Achieved Status

Mores

Ways of behaving that are seen as

good or moral.

Agents of

The parts of society that help to

transmit culture

Socialisation

Values

The basic rules shared by most people

in a culture which reflect what people

feel should happen in society.

Role Models.

The people we look up to and copy

The process and agencies of socialisation

**4.Agents of**

**Process of Socialisation**

**5. Identity**

**How it is learnt**

**Socialisation**

Primary Identity

This is our sense of self and we can choose our

primary identity as it gives us meaning.

Family

The family is our primary agent of socialisation and it is how we

learn the basic rules of our culture. Parents will pass on cultural

rules and norms through; protection of the child and social dis-

approval, guided and deliberate teaching of the traditions and

rules of the culture, using social control, sanction and praise.

Secondary Identity

Gender Identity

This consists of the roles we play in society. We

can learn this identity through being told by other,

through choice based on where we are,

Peer Groups

A peer group is made up of people who are the same age and

status as oneself. This group are probably the first people we

encounter as we develop independence from our family. Early

friendships and peer pressure can have a large impact on our

socialisation/behaviour.

Our biological sex will carry it with it a set of

cultural expectations. Gender identity is often

learnt through socialisation from the family via

manipulation, canalisation, appellations or via the

media and its portrayals of men and women.

Education

Religion

Education is a powerful agency of socialisation and help chil-

dren to acquire culture both formally and informally (the formal

or the hidden curriculum.

Class Identity

Ethnic Identity

Social class is used to describe entire groups of

people of similar education, income and

occupational background. Class identity is often

learnt through education and work.

Religion can be a powerful force for socialisation even for those

who do not belong to a religious group. British

Ethnic identity is used to describe groups of

individuals with similar ancestry, sense of history,

traditions, beliefs and language. The socialised

differences are often learnt in childhood via the

family and religion.

society and family law is based on Christian tradition such as

monogamy. Religion can be influence through collective

conscience and parental faith.

Media

Work

The media can be seen as a powerful tool of socialisation and

can have a major impact on children through copycat behaviour

and the hypodermic syringe model.

National Identity

National identity is linked to a specific geographic

region. There can be Extreme nationalism e.g.

Nazism and there is Civic Nationalism which is

seen as more positive because it can unites

groups of people together. National identity can

learnt and reinforced via the government or

through sport.

Work is a very important agent of adult socialisation.

People have to adapt to the demands of their work

position. This can through formal training but also through

informal socialisation.

**6. Key Studies & Key Research**

Talcott Parsons

Farley (1990)

Ann Oakley

Savage (1992)

Savage (2005)

Modood (2005)

Ghuman (1999)

Albert Bandura

Ritzer (1993)

Butler (1990)

Butler (1995)

Poulton & Maguire (2012)