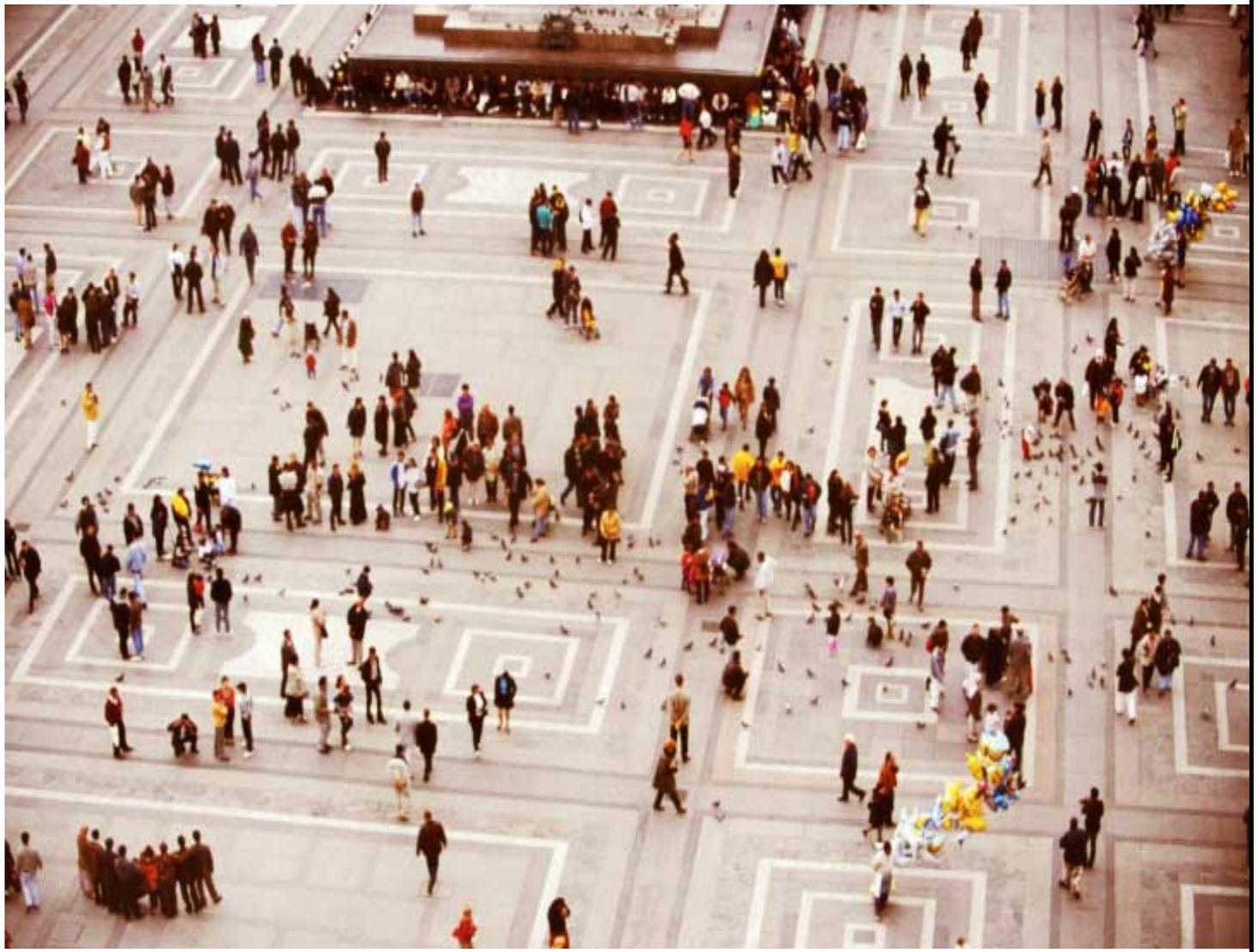


Culture and Socialisation

Study Guide

YEAR 11



Culture

Culture - is the way of life of a group of people e.g. British culture, Australian culture, Indian culture.

Norms – the specific unwritten rules of social behaviour that tell us what is appropriate and acceptable in particular situations.

Norms are not the same for everyone. They are **relative**

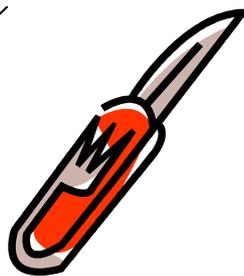
For example:

It is a norm in British culture for girls to wear trousers. But this is relative because 150 years ago (era) it was the norm for women to wear skirts and dresses in Britain. Only men wore trousers.

Relative

This is when something will differ depending on the social group involved, the society the group belongs to, the era (time period) they are living in etc.

Values – Are more about general guidelines and ideas. They refer to what is seen as correct behaviour, beliefs about what is right or wrong and the idea that something is important and worthwhile. You learn values from people around you and they are also enforced by the law



For example: In Britain there is a shared value of believing that it is wrong to hurt someone.

Therefore if you stab a person, you will be charged by the police and sent to jail

Values are also **relative**

For example look at the following extract and you will see that the values of the people in Nepal differ from British people when it comes to relationships?

Polyandry in Nepal

It is the harvesting season and Kundol Lama and her family are pulling up radishes in their small field above a river gorge in remote north-western Nepal. This is rigorous work, but Kundol has a little extra manpower at her disposal. She has two husbands, Tsering Yeshe and Pema Tsering, who are brothers. When they have filled the baskets to overflowing they sling them on their backs and climb the steep hillside back to their village, Barauntse. Almost every household here is polyandrous - meaning that the family's sons have jointly married a sole woman. Tsering Yeshe is a farmer, while Pema Tsering has a government job. Their wife says polyandry works well in this beautiful but harsh land.

"My husbands can take it in turns to go out for business, so I'm happy," she says. "If there were only one, he'd be under pressure to go out and trade, and there'd be no one to help at home."

They have three children between them. As in most polyandrous households, although they know who belongs to which father, the distinction matters little. Pema Tsering, the younger husband, says polyandry gives natural population control to this community, who are Buddhists. He says that in the neighbouring Hindu culture, "there's only one husband - if he dies, no one cares about the wife and it's difficult for the children as well".

Identity

Identity – is about who we want to be like and the choices we make so that we can do this. The Olympics will be held in London in 2012 and most British people will identify themselves with the British team. So they will fly the Union Jack, paint their faces, cheer and wave banners. They are identified as British by their public support of their team.

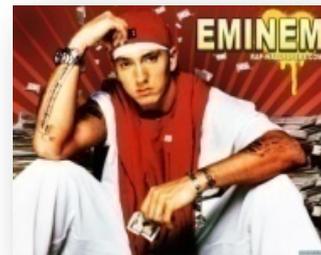


We're British!!

Lots of factors make up our identities such as:

- ⊕ Lifestyle
- ⊕ Age
- ⊕ Social class
- ⊕ Gender
- ⊕ Ethnicity
- ⊕ Nationality
- ⊕ Job
- ⊕ Family position
- ⊕ Hobbies

Postmodernist Sociologists – believe that we have greater choice in our identities nowadays and they are less fixed. (Remember this as the 'pic-n-mix'). It is not unusual to see a white rapper (think Eminem), an Asian female wearing Jeans, or a Scottish speaking black man, wearing a kilt.



Status – This is a person's position in society and the amount of prestige (reputation) that this position gives you. When you are at home you move into different statuses. For example: a daughter, sister, step sister, niece, granddaughter etc.



Ascribed status- fixed at birth i.e. you are born into that status. For example Prince William was born into his royal status.

There are 2 types of status



Achieved status-this is down to a person's efforts. They have got their status through hard work. For example David Beckham got his status through hard work.

Roles – This is a part that we play that is associated (linked to) with certain norms and expectations. For example a Teacher is expected to behave in a certain way. This is because their role is linked to a high status. So we expect teachers to have an air of authority, to lead a class and to speak knowledgably. We don't expect them to swear, or talk on their mobiles in lessons or shout loudly.

We all have more than one role. This is called having multiple roles.

However, our multiple roles don't always sit together comfortably and sometimes there are role clashes.

For example

A Policewoman who is called to a fight in a bar involving her son

A teacher who has to take a class on a trip on the same night as her first Wedding anniversary

Culture (in more detail)- is the way of life of a group of people e.g. British culture, Indian culture.

Culture involves all those things that are shared by the members of a society.

Culture teaches the members of that society how they should behave or act,

Culture includes things such as:

- ⊕ Food
- ⊕ Clothes
- ⊕ Language

There can be lots of differences between cultures and this is called **cultural diversity**.

Values describe a shared moral system where most people believe in certain ideas

The **values** that people hold may vary from one group to another

What are a sub-cultures:

- ⊕ In any cultures subcultures are formed by people from different groups in society
- ⊕ People in these subcultures may be socialised differently and learn different values according to
 - social class
 - ethnic group
 - age group

The influence of social class

- ⊕ the values of the working class are different from those of the middle class
- ⊕ Research has suggested that working class children are brought up in a more rigid way by their parents and there is less stress on academic success.
- ⊕ Working class children do not receive as much help with reading and writing as middle class children.
- ⊕ All this has consequences for their future success at school and their future employment

The influence of ethnicity

- ⊕ People from different ethnic groups may bring up their children to have specific values that may differ from the 'mainstream values' of British society.
- ⊕ For example the children of Indian immigrants to Britain will most likely follow the Hindu or Muslim religions.
- ⊕ They may have different views about the role of family and the correct behaviour for females especially in terms of marriage which may be arranged.

The influence of age

- ⊕ a typical example would be a youth subculture, these subcultures emerge for each generation.
- ⊕ In each generation there is a variety of
 - styles of dress
 - types of music
 - special language
 - attitudes
- ⊕ These make them look different from older people and from children
- ⊕ These values make youth different from the rest of society but they do not mean a complete rejection of the main culture

Old Age

The elderly are likely to be treated differently in **modern industrial society** compared to more **traditional societies**

In Industrial societies old people

⊕ Have a relatively low status

There are common stereotypes of old people as being 'useless' or 'old fools' who have nothing to contribute to society

⊕ May be Lonely

Old people are often lonely as many of them live on their own far away from their families

⊕ **Many have low incomes**

Even though many old people have a government pension they still live below the poverty line and find it hard to manage

⊕ **Are able to get help from the social services**

Old people can get extra help from the government if they can't manage but many don't ask

In traditional societies old people

⊕ **Are treated with respect**

They will be asked their opinions because their wisdom and experience is valued

⊕ **Have a feeling of community**

there is more of a community spirit as people have lived in the same neighbourhood all their lives

⊕ **Have stronger family links**

Old people will usually live with their families and have strong support networks

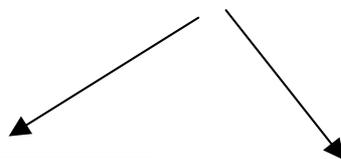
⊕ **Are not able to get help from the social services**

The elderly are unlikely to have a pension and there may be less state support so they will have to depend on their families for financial support

Socialisation

Socialisation – this is the process that a person learns how to behave and act in society.

Sociologists believe that the socialisation process is split into 2 parts:



Primary socialisation- this is the first stage of socialisation and you learn this in your early childhood from your parents.

Secondary socialisation- this is the second stage of socialisation and begins around 5 and never stops. The basics we learned in primary socialisation are developed in this stage.

Agents of Socialisation – these are the places or social groups where we are taught about our culture and we learn how to behave.

| Agent of socialisation | Features of the agent |
|-------------------------------|--|
| Family | <ul style="list-style-type: none"> ⊙ Key agents of primary socialisation ⊙ Children soak up all the information from their parents like sponges ⊙ Ann Oakley talked about canalisation and manipulation ⊙ Canalisation – where parents push their children into either male or female roles. E.g. girls playing with kitchens ⊙ Manipulation- when parents will encourage a certain behaviour seen as normal in a girl or boy and discourage any behaviour associated with the opposite sex. E.g. telling a boy not to cry 'like a girl' |
| Mass Media | <ul style="list-style-type: none"> ⊙ Media is everywhere and we are influenced by it on a daily basis ⊙ Internet, TV, magazines, radio etc makes up the mass media ⊙ Males and females are represented in very distinct ways in the media. E.g. MTV girls in skimpy clothes in music videos and rappers with big chains and baggy trousers |
| Peers | <ul style="list-style-type: none"> ⊙ They share a similar social position in terms of age. ⊙ They are the people you are with regularly ⊙ Young people are often very influenced by their friends and often feel pressure to conform to their norms and values |
| Education | <ul style="list-style-type: none"> ⊙ The most formal place of education ⊙ They are taught about their history, culture, norms and values ⊙ There is a hidden curriculum –these are the norms and values that schools teach children in day-to-day life. For example, punctuality |
| Workplace | <ul style="list-style-type: none"> ⊙ In our lifetime we spend more of our time at work than we do at school ⊙ Socialisation in the workplace is very influential ⊙ It teaches you what is important in terms of appearance, punctuality, behaviour and language ⊙ Learning can be through formal rules e.g. staff code of conduct or informally e.g. chatting to a colleague |

How much human behaviour is learned by socialisation?

‘nature’

- ⊕ ‘nature’ refers to what a person inherits through their genes.
- ⊕ Each person inherits 50% of their genes from their mother and 50% from their father
- ⊕ genes determine such things as what sex a child will be and hair and eye colour
- ⊕ Biologists argue that genetic influence can also explain social behaviour and characteristics.
- ⊕ For example, aggression, personality and intelligence are all inherited according to Biologists
- ⊕ instinct means behaviour programmed in the genes.
- ⊕ All sociologists see socialisation as very important.
- ⊕ They disagree on whether it benefits everyone in society or whether it gives some groups more advantages than others.

‘Nurture’

- ⊕ **Nurture** is all the behaviour we learn through socialisation
- ⊕ This means that our experiences and our environment play a large part in forming our behaviour.
- ⊕ Our social behaviour comes from the expectations and guidelines found within each society and culture
- ⊕ Cultures share norms and values
- ⊕ These norms and values passed on to everyone in society through socialisation

So how Important is socialisation?

- ⊕ Sociologists think **socialisation** is important because it helps to keep **social order**.
- ⊕ For society to exist and survive people have to find a way to live together without always fighting.
- ⊕ Also, large societies cannot rely on the police all the time to keep the peace and make sure people obey the rules.
- ⊕ The socialisation process allows people to learn the rules of society and to see what happens if these rules are broken.
- ⊕ All sociologists see socialisation as very important.

Feral Children -what happens if we are not socialised?

- ⊕ To support the arguments that human behaviour is shaped by socialisation we can look at the ‘unsocialised children’ who have been found
- ⊕ There are some case studies of ‘wild’ children
- ⊕ These are children who have been brought up without human contact

For example

The wild boy of Aveyron

- In 1800, a boy of about 12 years of age was found in a forest in the South of France. He did not appear to have any parents and was taken to an orphanage. He was then put into the care of a doctor who wanted to study his progress.
- When he was first found he could not speak. He did make strange noises and would howl in the dark. He hated wearing clothes, was not toilet trained and he appeared not to feel cold or heat. He was observed to go out and play in the snow with no clothes and apparently he did not suffer from this – in fact, he seemed to enjoy it.
- He lived until he was about forty years old. During this time he did learn some words. He also learned to use the toilet, wear clothes and dress himself. However, he never developed fully.

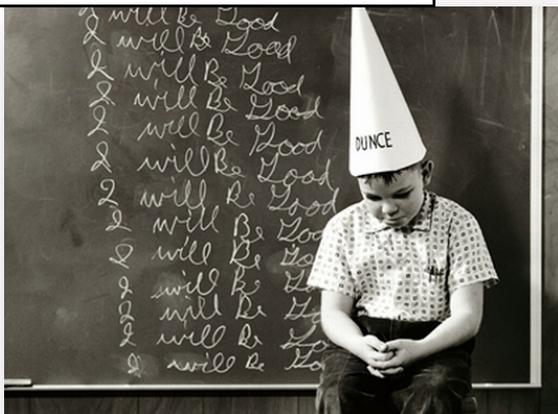
Conclusion

Even though genetics has a part to play in shaping human behaviour there is also a lot of evidence that human behaviour is shaped by socialisation?

Social Control

Social Control – these are the methods that are used during the socialisation process to make sure that individuals conform (behave) to the expected and acceptable norms and values in society. One way that this can happen is through negative sanctions and positive sanctions.

X Punishments used to prevent unacceptable or unwanted behaviour



✓ Rewards that are used to encourage acceptable and wanted behaviour



There are two types of **Social Control**:

⊕ **Formal social control** -

- Written laws and rules that control people's behaviour
- This is enforced by powerful agents such as the courts and the police

⊕ **Informal social control** –

- Informal methods used in everyday situations to control people's behaviour. For example, negative body language

Why is there is a greater need for formal social controls in modern industrial societies?

⊕ **Socialisation** is necessary for social life to exist at all

⊕ The same agencies of socialisation through which we learn culture are also agencies of social control because they punish on those who do not conform

⊕ **Functionalists** see social control as good and necessary if society is to function well

⊕ **Marxists** and **feminists** are interested in how people can be made or persuaded to behave in ways and to believe in things which are against their interests

⊕ Seen in this light social control is not positive

⊕ It suits those who control not those who are controlled

Society is less cohesive – **subcultures** – a small proportion of young people develop anti –social attitudes which are different from the mainstream values of society which leads them to crime

These **subcultures** of people are regarded as a danger to the stability of society because of:

⊕ **Poor Socialisation**

This may lead some groups in society to commit crime

⊕ **Status frustration**

Working class youths are more likely to fail at school. They feel that everyone looks down on them and so express their frustration in delinquent activity that helps them to get even with society

⊕ **Anomie**

For many young people in inner cities there few chances for jobs. They feel bitter and frustrated and sometimes turn to crime

This is criticised by Marxists

- ⊕ Marxists suggest though that there is one law for the rich and one for the poor.
- ⊕ Marxists believe that the wealthy and powerful make laws which benefit themselves at the expense of others
- ⊕ Because of this the working class will of course commit the most crime
- ⊕ For example if someone steals from a bank they are quickly pursued by the police
- ⊕ However tax avoidance cases are rarely punished or even of interest to the police

Who benefits the most from social control?

- ⊕ The rich and the powerful seem to benefit most from social control

According to Marxism and the conflict theory of society

- ⊕ The ruling class has almost all the power and wealth and exploits the working class
- ⊕ The **Agencies of Social** control are then ways in which the ruling class keeps the workers in their place

According to Feminism and alternative conflict theory

- ⊕ Society is still patriarchal
- ⊕ It is men who rule society and who have the power in most social situations – in relationships, in families, in schools etc

The Power in society is still in the hands of the Ruling Elite

- ⊕ Very powerful groups in society will use their influence to have the laws altered to their benefit
- ⊕ Sociologists argue that the laws in Britain seem to be designed to protect the property of the rich from the poorer section of society
- ⊕ They argue that the laws are enforced differently
- ⊕ In Britain it is the least powerful groups in society such as young people, those living on large housing estates and the homeless who are more likely to be the target of police activity
- ⊕ Many people argue that these groups are being made scapegoats for society's problems
- ⊕ It is easier to blame them than to look for the real causes

People who commit Corporate or White-collar crime are treated very leniently and often escape serious punishment

- ⊕ Enforcement of the law against illegal activities by companies such as breaking health and safety regulations for their workers only happens rarely
- ⊕ White collar crime is not treated as seriously as other crimes even though huge amounts of money may be lost
- ⊕ Businesses may commit crime and are often not caught even if they are they are more likely to be charged with 'breaking regulations'

Gender

Sex: refers to biological differences between men and women

Gender: refers to cultural and socially constructed differences between men and women

Gender roles: pattern of behaviour expected of individuals of either sex within a society

Gender Identity

Gender identity – This is how we see ourselves and others see us (either being female or male). Gender identity is also relative.

In the past, women were seen as housewives, and their main role was to take care of the children.



In other societies gender is different – **Margaret Mead** did a study in different societies. She found that in the Tchambuli tribe it was the males that did all the shopping wore make up and looked at themselves in the mirror a lot

- ⊕ Our **gender identity** is constructed through the socialisation process.

- ⊕ All the **agents of socialisation** have an important part to play in teaching males and females their gender identities

How does Socialisation affect our gender identity?

| Agent of socialisation | How it affects gender identity |
|-------------------------------|--|
| Family | <ul style="list-style-type: none"> ⊙ Parents assume that boys are different from girls so they treat them in different ways. ⊙ Boys are kept active and girls are placed in the domestic sphere. ⊙ Boys and girls are often given different household chores when they are older e.g. girls do the housework and boys wash the car |
| Mass Media | <ul style="list-style-type: none"> ⊙ Males are more likely to occupy strong independent and dominant roles in TV and films. ⊙ Women are more likely to be shown as pretty, emotional and caring |
| Peers | <ul style="list-style-type: none"> ⊙ In male peer groups it is normal to take part in football, computer games, bikes, cars and music. ⊙ In female peer groups it is normal to be interested in fashion, make up, shopping and music. ⊙ If children don't conform to the group, they risk being made fun of, bullied or excluded from the group |
| Education | <ul style="list-style-type: none"> ⊙ Teachers have different attitudes to male and female students. ⊙ Careers advice can be different because teachers have assumptions of what jobs boys and girls should be doing. ⊙ There is still a big difference in the subjects that boys and girls choose to study. E.g. boys going ICT, resistant materials and electronics and girls doing languages, health and social care and food tech |
| Workplace | <ul style="list-style-type: none"> ⊙ This usually takes over when education is done. ⊙ The glass ceiling (women not being able to make as much money as men even though they do the same job) still exists. ⊙ The workplace is still based on patriarchy –this is a society dominated by males and they have more power than women. ⊙ Men and women are still found in stereotypical jobs e.g. midwives; nurses and hairdressers are seen to be female jobs. Builders, engineers and fire fighters are seen to be male jobs. |

How are gender roles learned?

Anne Oakley has written a number of books on this topic and has shown that gender roles in our society are acquired via the process of socialisation rather than biologically determined.

Oakley (1981) argues that gender socialisation had four central elements:

• **Manipulation** –

- ⊕ Parents often encourage or discourage ways of behaving in their children on the basis of what they consider to be normal or abnormal behaviour for a male or female child
- ⊕ So that they may encourage boys to play sports and discourage them from helping with cooking
- ⊕ So that they encourage girls to help with cooking and discourage them from playing sport

• **Canalization** –

- ⊕ Parents direct their children's interests towards appropriate games and toys for their gender.
- ⊕ So they will buy dolls for girls and guns for boys

• **Verbal appellations**

- ⊕ this is the use of language to label children in a way that reinforces appropriate gender identification.
- ⊕ Think of the pet names applied to children according to gender “princess” “tough guy”

• **Different activities**

- ⊕ Girls are encouraged to participate in indoor activities which are often ‘domestic’ in nature.
- ⊕ Boys are encouraged to participate in more outdoor activities
- ⊕ It is through this gender socialisation process that we develop our personality, our sense of self and our identity as female or male
- ⊕ Diverse cultures have diverse forms of socialising the people that live with those cultures so that gender roles also vary considerably in different societies

Social control is also in place to make sure that we conform to the expected norms and values of our gender. This also works with there being positive and negative sanctions.

This can take place in the form of:

✗ = negative sanction, ✓ = positive sanction

⊕ Ridicule ✗

⊕ Anger ✗

⊕ Bullying ✗

⊕ Physical violence (in extreme cases) ✗

⊕ Acceptance in a group ✓

⊕ Friendship ✓

⊕ Encouragement ✓

⊕ Praise ✓

⊕ The way that we see femininity and masculinity in our society is based on assumptions of how we think males and females should behave

⊕ They are based on **stereotypes** and these are a generalised and simplistic view of a group of people

⊕ Stereotypes often ignore differences

Femininity – is the quality of acting in a way that a society sees as typical female behaviour e.g. emotional and shopping crazy

Masculinity - is the quality of acting in a way that a society sees as typical male behaviour e.g. not emotional and football crazy

What pressures encourage people to conform to their gender roles?

⊕ People receive messages from agencies of socialization that often encourage them to conform their gender roles

⊕ **These** groups often reinforce gender stereotypes and put pressure on people to conform



How do the Agencies of Socialisation reinforce gender roles?

Peer Group

- ⊕ Peer Friends of the same age play a big part in establishing gender roles
- ⊕ Children learn from when they are young from their peers what is appropriate behaviour for their sex
- ⊕ They learn that there are consequences if they play too much with the other sex or behave too much like them
- ⊕ This can take the form of 'name calling' or bullying
- ⊕ It is worse for boys
- ⊕ Girls are allowed to be 'tomboys' but boys who like more feminine activities are scorned



Education

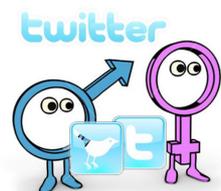
- Although boys and girls study the same things they learn to behave differently in the classroom and the playground
- Teachers may treat them differently and so reinforce gender roles
- The way some subjects are taught and the books that are used may reinforce this
- Children may learn that some subjects are more appropriate for boys and some for girls
- At higher education fewer girls than boys choose to study science



Healthy Schools

Media images

- TV/magazine/books/music all carry representations of gender according to sociologists
- Boys will often be portrayed in stories as adventurous heroes who carry out brave and heroic deeds
- Girls are portrayed as less active and often helpless heroines who need the help of boys to save them



Parental reaction

- Parents have many ways of influencing their children's behaviour
- Children are often 'rewarded' for conforming to the stereotypes that parents have of them
- Parents act as role models – their example in terms of gender roles has a very strong impact on the child who tries to emulate them



Childhood

Is Childhood socially constructed?

- ⊕ We think of childhood as a special time
- ⊕ We think of children as vulnerable beings who must be taken care of
- ⊕ We think of that being a parent is an important job that must be done well

However

- ⊕ This has not always been true / Nor is it true everywhere
- ⊕ Ideas about childhood vary between different societies and different historical periods

This means that what we experience today as childhood is a recent social invention - something created by society, rather than simply a biological stage.

How did childhood come to be regarded as a distinct and separate stage of life in modern industrial societies?

Aries (1962) suggested that what we experience today as childhood is a recent social invention.

He argues that childhood is constructed socially. It was not recognised as a social category before the twentieth century and, consequently did not exist as we know it today. However childhood and adolescence are now seen as separate categories from adulthood

He claimed that in pre-industrial society

- ⊕ Children were 'little adults' who took part in the same economic work as adults.
- ⊕ Toys and games didn't exist
- ⊕ Children were regarded as an economic asset rather than as a symbol of love between parents
- ⊕ These attitudes continued after industrialisation especially among the working classes whose children often worked very hard in factories, mines and mills

The Twentieth Century saw the emergence of a child-centred society

- ⊕ More children survived into adulthood because of improvements in living standards and nutrition (diet)
- ⊕ The higher standard of living also made having children more expensive so people chose to have fewer children
- ⊕ They invested more time, love, socialisation and protection in them.

The Twentieth Century also saw the introduction of laws aimed at protecting children

- ⊕ For example the 1989 Children's act states that the courts should always ensure that the child's welfare must be the most important thing.
- ⊕ This means that children now have a legal say in decisions about who they will live with for example if their parents get a divorce

Cross cultural views on childhood – not every culture has the same understanding of childhood

- ⊕ The Ik Tribe can be extremely hostile to children.
 - They view them as a drain on resources.
 - They think they should be made to fend for themselves as soon as they possibly can. This may mean from the age of 3.
 - The tribe often suffer famine and so do not have the luxury of childhood.
- ⊕ In many countries such as India and south America children work in full time jobs from as young as 5.

Modern Childhood

The modern family is very child centred often putting the needs and wishes of the child before the adults. E.g.

- ⊕ Not moving house while the child is still studying in school but waiting for the holidays
- ⊕ Moving house to get children into better schools
- ⊕ Parents forgo many things to get children all the things that they want for Christmas
- ⊕ Holidays are often based around childrens' needs rather than the adults desires

How does the experience of childhood vary depending on factors such as social class, gender and culture?

Culture

- ⊕ **Culture** – a whole way of life that guides our way of thinking and acting. It provides all of us with the ability to understand and participate in society.
- ⊕ **Culture** is learned. Children learn their culture through socialisation.
- ⊕ **Socialisation** is the process of learning how to behave in a society.
- ⊕ **Primary socialisation** happens early in childhood. This happens mainly within the family and home.
- ⊕ **Secondary socialisation** happens through other agencies.
- ⊕ Other agencies of socialisation include: mass media (i.e. TV, newspapers, magazines), schools, peer groups, and religion.
- ⊕ Children are **socialised** differently according to their class and gender. They

- learn the norms and values of their class
- ⊕ this will affect their childhood experience and their life chances

How does Class affect children

- There is often a very close relationship between social class and life chances.
- The higher the class position of a child's parents, the more likely the child is to do well in school and university and get a well paid, high status job.
- **Middle class** mothers are able to spend a lot of time with their children and help them with their school work
- **Working class** mothers often don't have a lot of time to spend with their children.
- Therefore the children will miss out on important **socialisation** with their mother
- This will have an affect on the way the children are **socialised**
- **Working class** children often lack role models and quality time with their parents
- The **upper** and **middle class** also create norms, values and expectations that pass down through generations.

There are also differences between the life chances of the different classes

- ⊕ **Accidents** – more children from working class families have accidents – they are 4 times more likely to have an accident than middle class children
- ⊕ **Infant mortality** - babies whose fathers are in semi-skilled or unskilled manual occupations have a higher mortality rate (death rate) than those from a higher social class
- ⊕ **Health** – Children from low-income families are more likely than other children to have serious health problems
- ⊕ **Education** - the higher a child's social class background the more chance he or she has of achieving high educational qualifications. For example, in 1990, 81% of university students came from middle class backgrounds

Class and education –

- ⊕ Working-class students do not do as well as middle-class students. One reason could be due to the home environment.
- ⊕ Although school is free, parent are asked to pay for a lot. Optional school trips, revision guides, a private tutor are all things that middle-class parents could pay for in order to improve their children's understanding of a subject.
- ⊕ Working-class families with not much money may not even have a proper breakfast in the morning – this may make it hard for children to learn at

school

- ⊕ Middle-class parents think that education is important so In the end, their children gain higher qualifications and higher status jobs.

How does gender affect children

- Feminists say that society is patriarchal – male dominated
- This means that males are the leaders of society and exercise control in a number of areas for example within the family or at work
- Girls are socialised differently from boys they learn to be more passive and submissive
- At school, girls do better than boys in their studies
- In employment, however, women, earn less and have less chances of promotion.

The functionalist view of childhood

- ⊕ Functionalists view childhood as an important process in the modern family
- ⊕ it is when the young person is socialised into a useful member of society
- ⊕ This involves the child learning the norms and values of their culture.
- ⊕ As society becomes more complex the time spent completing this process lengthens

The Marxist view of childhood

- ⊕ Children are very important to modern capitalism.
- ⊕ Bocock (93) claims modern childhood helps capitalist goals by creating new consumers (shoppers)
- ⊕ Capitalists need people to buy the goods they produce
- ⊕ According to the Marxist perspective this is why we have a new construction of childhood In the western world

Glossary: words you should know

- ⊙ Norms
- ⊙ Values
- ⊙ Culture
- ⊙ Sub-culture
- ⊙ Cultural difference
- ⊙ Sex
- ⊙ Identity
- ⊙ Gender roles
- ⊙ Social roles
- ⊙ Role conflict
- ⊙ Nature/nurture
- ⊙ Socialisation
- ⊙ Value consensus
- ⊙ Conformity
- ⊙ Coercion
- ⊙ Stable society
- ⊙ Customs
- ⊙ Primary Socialisation
- ⊙ Secondary Socialisation
- ⊙ Agencies of Socialisation
- ⊙ Social institutions
- ⊙ Social construction of childhood
- ⊙ Gender
- ⊙ Gender role socialisation
- ⊙ Social control
- ⊙ Formal social control
- ⊙ Informal social control
- ⊙ Social order
- ⊙ Social change
- ⊙ Laws
- ⊙ Rule of law