Positive Sanctions are rewards. Ex: smiles, bonuses, trophies
Negative Sanctions are reactions designed to tell someone they have violated the norm. Ex: dirty look, parking ticket, library fine, jail

William Graham Summer distinguished between 3 kinds of norms:
1) Folkways: informal norms that govern every social behavior. They are the least serious norms and carry the lightest sanctions. (ex: table manners, walking on left side of sidewalk)

2) Mores: are more serious in nature than folkways. These norms tend to be formalized and then to appear as laws. Ex: stealing, assault, murder, rape
   • violations of mores are more likely to carry serious sanctions

3) Taboos: norms that are so deeply ingrained that the mere thought or mention of it is enough to arouse disgust or revulsion. Ex: incest, child pornography, molestation, eating human flesh, etc...

Symbols: aspects of culture that come to talk on tremendous meaning within a culture of within a subculture of a society.
   • Can be material objects: Canadian flag, hijab, Tim Hortons coffee, etc...
   • Can also be nonmaterial: such as songs or events. Ex: the theme of Hockey Night in Canada, or the holocaust

Values: the standards used by a culture to describe abstract qualities such as goodness, beauty, and justice.
   • Ideal culture: the values that we espouse about how we think we should act. Ex: conservation of energy
   • Real culture: how we act. (ex: driving large SUVs)
   • We don’t always live up to our values because they are extreme abstracts, although rightfully so.

Canadian vs. American values: (PP slide)
Preconventional: Children experience the world as pain or pleasure
Conventional: Young people do what pleases parents and conforms to cultural norms
Postconventional: The ability of consider abstract ethical principles

Critical evaluation: Some don’t progress and stages were generalized from males

Carol Gilligan: The gender factor.
Compared boys and girls moral reasoning.
- Boys develop a justice perspective
  • Formal rules define right and wrong
- Girls develop a care and responsibility perspective.
  • Personal relationships define reasoning

Critical evaluation: Variation occurs in the shaping of women’s caring work across cultures.

Agency: capacity to influence what happens in one’s life.
Canadian sociologist Dennis Wrong argued that individuals have the capacity to resist the messages that our socializing agents give.

George Herbert Mead developed a two-fold categorization of agents of socialization:
1) Significant others: individuals, primarily family and friends, whom young children imitate and model themselves after.
2) Generalized others: the attitudes, viewpoints, and general expectations of the society that the child is socialized into.

George Herbert Mead also coined The Social Self.
- The self: the part of an individual’s personality composed of self-awareness and self-image.
  1. Self develops from social interaction.
  2. Social experience is the exchange of symbols.
  3. Understanding intention requires imagining the situation from the other’s point of view.
4. By taking the role of the other we come self-aware.

**Charles Horton Cooley:** *The Looking-Glass Self.*
- Others represent a mirror in which we see ourselves.
- What we think of ourselves depends on what we think others think of us.

**Agents of socialization:** groups that have a significant impact on one’s socialization.
- **Ex:** family, peers, neighbourhood/community, school, mass media, the legal system, one’s own culture.

**Family** = the first agent of socialization.
- Often the most **powerful** agent.
- **Functionalist**s: primary focus for the procreation and socialization of children, as well as the primary source of emotional support.
- **Conflict theorists:** reproduces the class structure in the next generation.

**Schools:** are often a first source of information that children receive about groups other than their own.

**Functionalist**s see school as responsible for:
- Students to be productive members of society
- Transmission of culture
- Social control and personal development
- Selection, training and placement of individuals on different rungs in society

**Conflict theorists** say:
- Success in school may be based on students’ ability to conform to a hidden curriculum.

**Peer Group:** a social group that shares key social characteristics such as age, social position, and common interests.
- Peer pressure refers to the social force exerted on an individual by his or her peers to conform to behavior, appearance, or externally demonstrated values.
• Feminization of poverty. Ex: female lone-parents
• Higher rates in cities than rural areas

Explaining poverty:
(1) Poor are responsible: they cannot or will no take advantage of opportunities
  • Culture of poverty: resignation leads to self-perpetuating cycle of poverty.

(2) Society is responsible: loss of jobs in inner cities eliminates opportunity.

21st Century & social stratification:
- Attempts have been made to solve the poverty problem with social welfare programs, however the primary beneficiaries have not always been the poor. Ex: workfare – you have to work for your social assistance.
- Inequality could increase – real incomes have continued to stagnate or decline in their purchasing power since the early 70's. Not a lot of jobs being created.
- Wealth is becoming more concentrated at the top of the class structure: middle class in decline.