

Soc 1

Lecture 11

Tuesday, December 1, 2009

Fall 2009

Announcements

A.

I. Honors Sections (Both) Meet today
2:00-3:00 in North Hall 2206.

II. Thursday's Class -- Review.

III. Human Subjects Exam (Must be
completed for course grade).

Announcements

III. Final Exam:

- Here, Thursday (12/10)
- 12:00-3:00
- same format as before
- 60 questions
- From Before & After Midterm
- Bring SCANTRON (as before), pencils, eraser, etc.

Today's Lecture

- I. Today will hit on the main ideas of the course, reviewing key themes (with a little help from the Honors Students).

5 Key Questions of the Course

1. What is an Institution?
2. How is the self related to institutions?
3. How do we make institutions through our interactions (as they make us).
4. How does an Institutional-Centered Perspective differ from an Individual-Centered Perspective in explaining the nature of the social world?
5. How are individuals and institutions dually ordered?

Key Questions

Q-1. What is an Institution? What are its features? What are examples?

A. Berger and Berger. What is an institution? (The Case of Language).



1. B&B say that Language is THE most fundamental institution:
2. They name 5 features:
 - (1). It has Externality: Experienced as outside of us. (Like trees, tables, & telephones).
Speaking is a “throwing out” from inside to outside. English is outside.

- (3). Have Coercive Power:
- Cannot wish it away
 - transgressions are sanctioned



- (4). Has Moral Authority:
- Right to legitimacy
 - moral indignation is involved



(5). Has Historicity:

- Preceded the individual
- Will outlast the individual



Lalla Essaydi, Moroccan, b. 1956 - Les Femmes du Maroc, #14, 2005 - C41 print mounted on aluminum, 30 x 40 in. - Mead Art Museum, Purchase with Wise Fund for Fine Arts, Photo: Courtesy Howard Yezersky Gallery, Boston, MA.

3. Some Examples of Institutions:

- A hospital
- A prison
- A family
- A Marriage
- A handshake

4. Another Example:

**“The UCSB Bike Path
as a Social Institution.”**

**Allison Liem, Hannah Beckman, Gillie Ben-
Chorin, Melissa Niles, Spencer Sussman**

Key Questions

Q-2. How is the self related to
(made up of) institutions?

1. **Sapir/Whorf Hypothesis: Language Shapes us in a very fundamental way.**

- Argued how we experience fundamental physical, material, spiritual, emotional states, conditioned on a linguistically given “world view”
- How Time happens.
- How Space is experienced, etc.

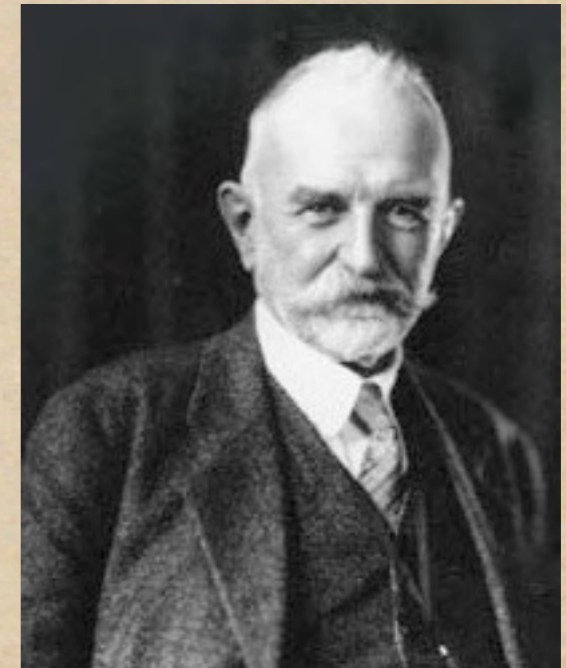
2. Marcel Mauss (1872-1950): argues the “*self*” itself is an institution.

A. The “Self” a cultural construct — varies....



3. George Herbert Mead (1863-1931): American Philosopher (U. Chicago)

- Founder of Philosophy of “Pragmatism.”
- Especially important in development of **understanding of the Self, as emergent from social interactions and language use.**



Being/Doing the Self

A. Mead: How is the Self Fashioned?

- The "I" –the bundle of wants and desires present in the unsocialized infant. The creative agent.
- The "me"–How we see ourselves as we imagine others see us. Our picture of ourselves as a self in the social world.

- Start with the “Me”: The Ability to Take the Self as Object to One's Self is what distinguishes humans from animals.
- Requires “Symbolic” thought (and thus requires Language).

- Symbols vs. Signals.
- Symbol =df “Something that Stands for Something else.”
- VS.
- Signal =df “...the cluck of a hen to the chickens, or the bark of a wolf to the pack....”

- “The Me” then -- an abstract symbolic image of “self” as others may see me.

“The ‘I’ and The ‘Me’”

Kattie Hawn, Benjamin Jarvis & Jessica O’Day

Key Questions

Q-3. How do we make institutions through our *interactions* (even as they make us)?

B. Mead: The Role of Social Interaction:

- “The Me” is an abstract symbolic image of “self” *as others may see me.*
- this requires others (e.g., social interaction)
- How do we take in others?
- Need to “**take the role of the other**” and imagine what it would be like to be “**the other**” seeing “**me.**”

C. Mead: How do Children learn to do this?

- **Imaginary Play** is Critical
- **Games** also— Need to be able to take the attitude of everyone else.
- **Game Rules** – Delineate relationships
- The “**Generalized Other**”= the attitude of the whole community (General values and moral rules of the culture)
- **Abstract Thinking** requires these abilities

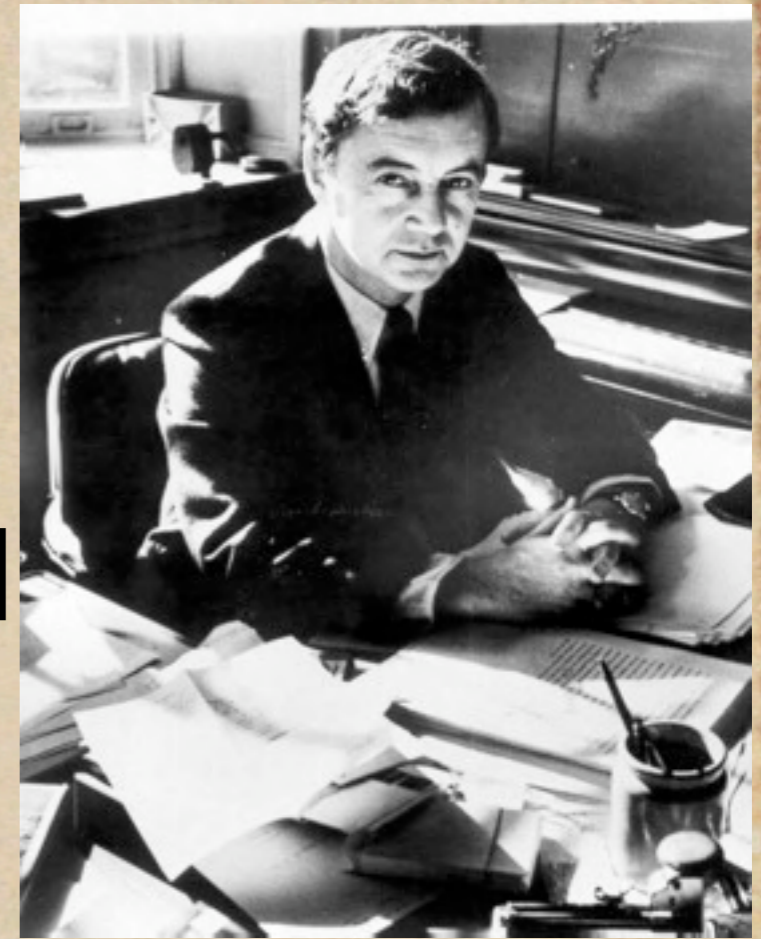
D. Mead: What is Self-consciousness?

1. "...it is the ability to take oneself as an object to one's self that is the fundamental social fact that distinguishes humans from other animals."
2. Self-consciousness occurs through "the conversation of gestures."
3. Thinking = ***inner conversation***.

Being/Doing the Self

4. Erving Goffman (1922-1982):

- Heavily influenced by Mead
- “Dramaturgical Approach”
- How those internal conversations are played out as complex social dramas inside our heads.



Being/Doing the Self

- We all try to control the meaning of the situation.
- **“Impression Management”** =df
The conscious manipulation of scenery, props, costumes, and behavior to convey a particular role image to others:
 - Kindly Preedy
 - Ideal ...
 - Methodical/Sensible ...
 - Big Cat ...
 - Carefree ...
 - Local Fisherman ...

- **Role** =df Socially defined expectations for behavior of a person in a given status or position.
- **Front-stage and Back-stage & Role Distance** =df Glimpses of ourselves or the individual "behind" or "inside" the role.
- Protective Practices or "Tact" such as "**Studied Nonobservance.**" (Roseanne Roseannadanna)

C. Goffman: The Territories of the Self.

1. Personal Space:

- Space surrounding an individual w/in which an entering other causes the individual to feel encroached upon.
- Spatial demands in front > back
- A temporary situational reserve
- Elevator Behavior

Being/Doing the Self

C. The Territories of the Self.

2. The "Stall":

- Well bounded space, can make a temporary claim upon.
- chair, table, phone booth, towel on beach.

Being/Doing the Self

3. "Use Space"

- Territory defined by instrumental needs.
- Museum gallery, picture taking, persons in a conversation.

4. The "Turn":

- First come, first served
- Formalized (names at a restaurant, numbers at deli) or not.

Being/Doing the Self

5. The "Sheath":

- Skin, clothes (some body areas more private than others—elbows vs. orifices)

6. Possessional Territory:

- Hats, gloves, purses, knives & forks

Being/Doing the Self

7. Informational Preserve:

- Set of facts about self, individual controls access to. *The right not to be stared at.*

8. Conversational Preserve:

- Right to control who to enter into conversations with and to own the privacy of one's conversation.

“The Eight Territories of the Self”

**Madelyn Robinson, Zack Reynard,
Stephanie Harris, & Danni Larsen**

5. Gene Lerner (Guest Lecturer)

- What's happening & what can we understand about what humans have to do in order to live a social life?
- Action can be recognized before its completion
Progressive realization: ability to adjust on a moment-to-moment basis and act or react to others' actions.
- **Structural projection:** people know what's coming based on what they see now (you can project what will happen based on the structure of action).



- **Reduced projectability:** the restaurant owner did not project his action fully (by simply shifting his hand from the man to the woman, he did not fully develop an initial stage of action which might have clued the woman in to his intent.)
- Ask the following: **“Why that now?”**
Why: What’s accomplished?
That: What is the thing itself?
Now: Where does it occur in its context?

How is it composed or positioned?

Gene Lerner Clip
(@ 27:00)

So the social world is composed of many *taken-for-granted* shared assumptions (including expectations for how interactions should proceed, and how we should ***do our part*** in keeping them going).

6. Harold Garfinkel (1917-)



A. Studys the “Taken for Granted”

- Ethnomethodology =df The study of the “ethno-methods” —the folk or lay methods— that people use to make sense of what others do.

B. Key Problem:

Q: How do we define the meaning of situations?

A: Shared Institutional Conventions.

Interactions rely upon willingness of others to ***help out*** by *accepting the definition of the situation* and what it implies.

C. “Breaching Experiments” are intended to disrupt this pattern, to show where the institutional norms & rules are lying about.

“Personal Space Invaders”

**Michael Landau, Patrick Ngan,
Abbie Pierce & Brittany Slack**

(Last Week)

“Breaching Experiments at the Arbor”

**Lauren Campbell, Meredith Loudon,
Avery Tamchin & Ayesha Wallace**

“Breaching Experiments” are even more complicated when they also involve disrupting expectations established around the institution of ***Gender***.

7. Judith Lorber

A. The difference between:

Sex (which *is* biological)

VS.

Gender (which is Institutional)

Gender is a “social construction,” and thus it is something that is made, through social interactions, we construct it.

B. Gender, like other institutions, has to be done and re-done by us (every day).

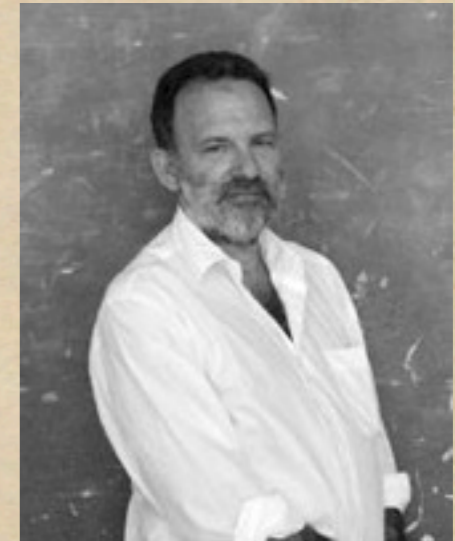
- “***Doing Gender***” (interactional)
(Candace West & Don Zimmerman)
- When we interact, its a key part of how we do so.

**“Breaching Experiments in an Elevator
while Doing (& Not Doing) Gender”**

**Yevgen Frolov, Eric Ocasio,
Ashley Somerfeld & Julia Toscano**

8. Roger Friedland (Guest Lecturer)

A. Love (and sex, and God) are institutions:



How we experience one, co-determines how we experience the others.

There are 3 different kinds of love “substances”:

- Romantic love (modeled on Romance & Commitment)
- Sacramental love (modeled on God’s Love)
- Exchange Relations of love (modeled on the Market)

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Roger Friedland Clip

Key Questions

Q-4. How does an *Institutional-Centered Perspective* differ from an *Individual-Centered Perspective* in explaining the nature of the social world?

1. This was the Question that we took up in a focused way after the *midterm* as we turned to the study of larger (more *macro*) institutional processes.

E.G., less about the *micro*-processes of social interaction, and more about the social processes associated with **Power, Success, Inequality and matters of Social Justice.**

2. Individual Centered Explanations:

- ***Easier*** for us to embrace
- Connects to our Experience of ***Self***
- Especially characteristic of ***Americans*** (less likely to think institutionally than people in other countries)

2. Individual Centered Explanations:

Emphasizes:

- **Biological** factors
- Natural **intelligence** or ability
- Natural (innate) **character** or disposition
- Rational **Self-investment** in own Human Capital.
- **Hard-work** (vs. Laziness)
- **Moral Character** (vs. Shiftlessness)

In other words -- it **blames** the *individual*.

2. Individual Centered Explanations:

- One Thing you should take away from this class is that if you learn to think as a sociologist (using the ***sociological imagination***), then whenever you encounter someone using an individual-centered perspective **without** taking into account the role of social institutions than they are (almost invariably) **WRONG**.

2. Individual Centered Explanations:

- **Why** are they ***WRONG***. Because, as we have shown, institutions are a fundamental and pervasive feature of social worlds.
- Everything we look at, when we know how to look, turns out to be institutional (the self, gender, love, race, class, deviance, etc.)

3. Institutional Centered Explanations:

- Sees world as ***Created*** by people
- & ***Changeable*** by people
- Puts ***responsibility*** for events on ***social situations*** rather than the intrinsic nature of ***selves*** (biology, smarts, character, abilities, moral qualities)
- Highlights how ***historical events and social situations*** created the present institutional configuration.
- Highlights how ***power & powerlessness*** affect (and are affected by) the present institutional configuration.

In other words -- it **blames** the *institution*.

A. Post-Midterm: We started with Race and we asked:

1. How shall we explain racial differences in success, wealth, education, crime?
- Individual-centered explanations tend to blame minorities (for being less advanced in evolutionary terms, or for being inherently less smart, or less wise about their investments in their own human capital). Suggesting the inequality is inevitable, necessary, unavoidable.

A. Post-Midterm: We started with Race and we asked:

1. Instead, How is Race an Institution?

- ***Omi & Winant*** show how ***variable racial categories are*** (they mark very different boundaries) showing that racial categorization is a social construction.
- ***Racial Formations*** : “process by which social, economic and political forces determine the content and importance of racial categories, And by which they are in turn shaped by racial meanings.” p. 61.

7. Melvin Oliver (Guest Lecturer)



2. (Second question on Race) How does the way that this institution is configured in America have significant consequences for the individuals who are members of one or another racial category?
- **Oliver** shows that the *historicity* of this institution weighs heavily on those who are now constructed as “Black” in America.
 - **State Policies** from Slavery, to Jim Crow Laws, AFDC, to Federal Housing Laws.
 - **Wealth** itself (takes a long time to change, much slower than income).

7. Melvin Oliver (Guest Lecturer)

- **Oliver** shows that the *historicity* of this institution weighs heavily on those who are now constructed as “Black” in America.
- **State Policies** from Slavery, to Jim Crow Laws, AFDC, to Federal Housing Laws.
- **Wealth** itself (takes a long time to change, much slower than income).
- Others, **Jonathan Kozol** and **Jay MacLeod** emphasize the extreme limitations that living in **ghettoized** conditions creates for individuals to get ahead.

Melvin Oliver Clip

B. What about Criminality and Deviance?

1. Individual-centered explanations:

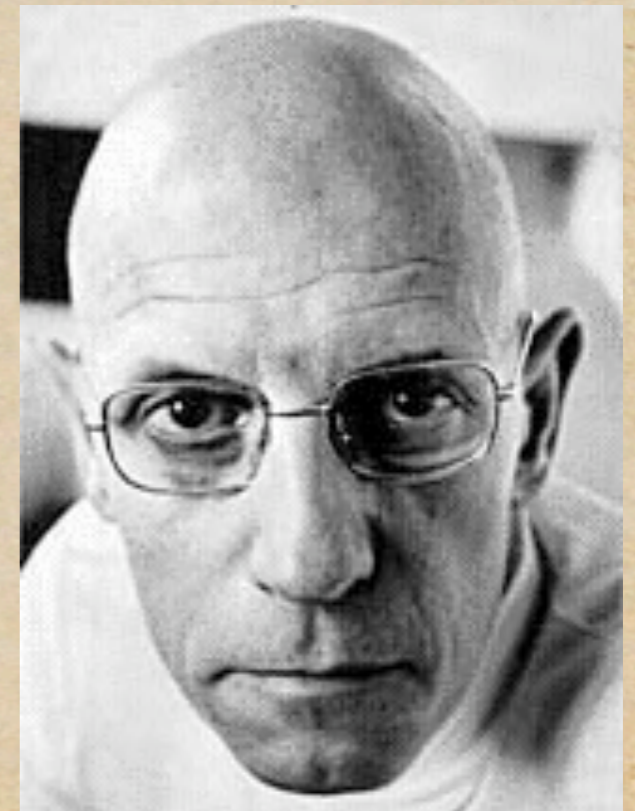
Again tend to emphasize an explanation concerning “bad” people, genetically inferior (atavistic) people (Lombroso), less intelligent people (Hernstein & Murray).

More recently a strong focus on deviants as being intrinsically bad, immoral, not worth redeeming, and worthy of harsh long sentences.

B. How is Criminality and Deviance an Institution?

2. Michel Foucault (1926-1984)

- In many ways carried forward “Linguistic Relativity” thesis. But instead of “language” focuses on “Discourse”.
- Discourse -- what is said or what is say-able, know-able, meaningful.
- Discourse is an expression of power, leads to the *naming* of individuals as Deviants.



4. Discipline then moved to other Organizations:

- Army — detailed drilling and control of the body
- Schools — Control of students in space, in ranks, in files.
- Factories — Ordering production, locating people in space, in time, in sequence, controlling bodily movements

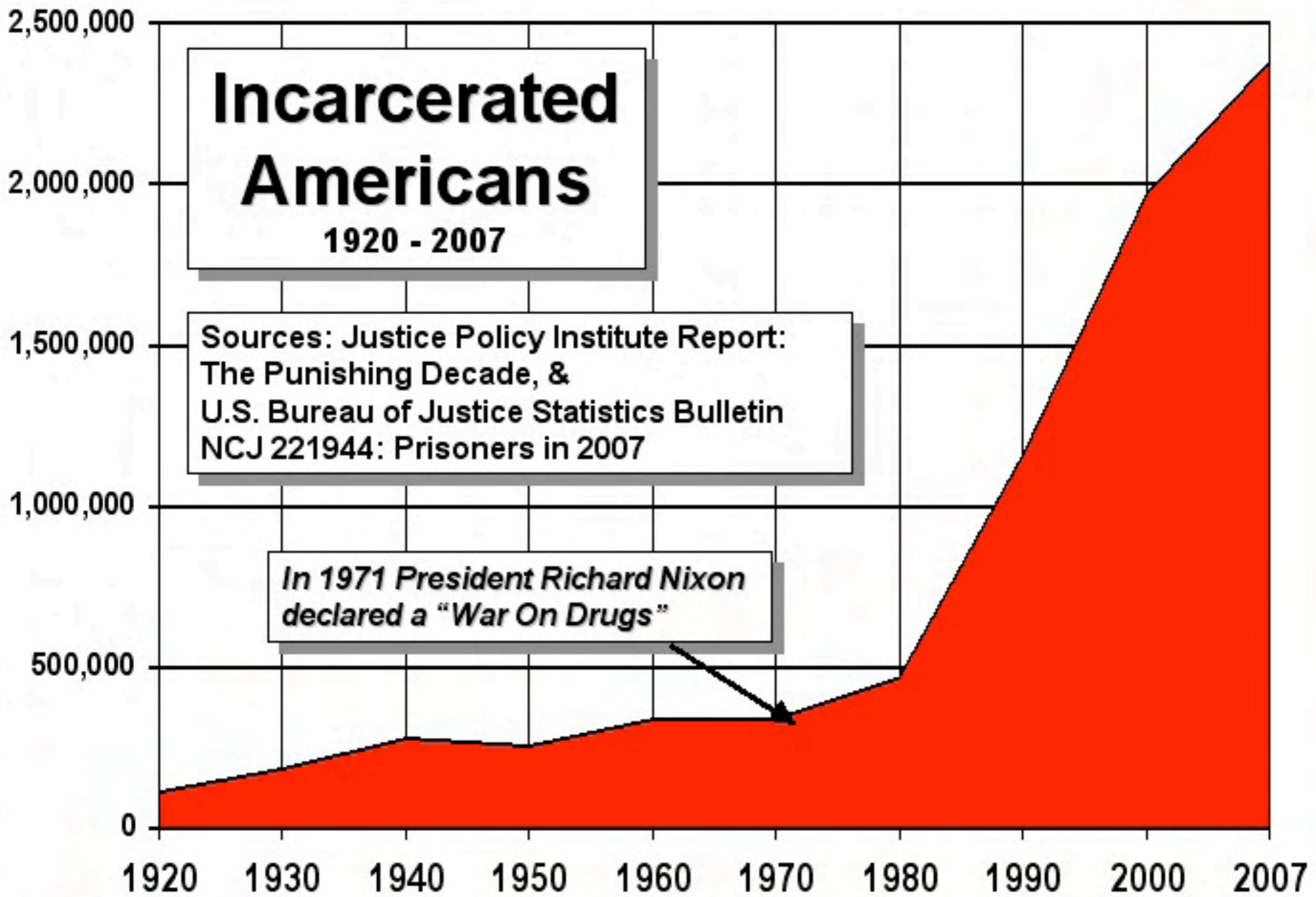


3. Highlighted the war on drugs as an example.

A. The Demonization of **Recreational Drugs** & Increasing emphasis on **harsh punishments** for offenders (**Three-Strikes Laws**, for example) created a huge growth in incarceration rates.

(Note: Reflects a Strong push since 1975 to emphasize an **individual-centered perspective on crime and deviance**).

- 2.3 million inmates (more than any country in world)
- 760/100,000 (6x more than Canada)
(8x more than France)
(12x more than Japan)



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3. Highlighted the war on drugs as an example.

A. Drug War especially salient.

- 1980-1997 1100% increase in drug offenders in prison
- 1985-1995 Drug Convictions account for more than 80% growth in Prison Population
- 2008 4 out of 5 drug arrests for possession (1.7 million arrested for drug crimes).
- 2008 50% all drug arrests for marijuana

A. The intersection of the institutions of Race and the institutions of Deviance means:

- 13% African Americans in General Population
- but more than 50% of Prison Population
- Blacks 8x more likely than whites to be in prison
- 30% of Black men spend time in prison
- 60% of Black men (<HS educ) spend time in prison

Inequality of Justice Practices by Race

- 1990-No difference by race/class re: actual drug use.
- 1992 Study–Blacks:
 - 13% total pop.
 - 35% arrested drug possession.
 - 55% convicted " " " " .
 - 74% Serving Sentences " " " " .

- Differential Sentencing Practices for Users of Crack (mostly Black users) vs. Powder Cocaine (mostly white users):
 - 5 grams crack (10 doses, \$200) = 5 yr. Mandatory Sentence.
 - 500 grams powder (5,000 doses, \$20,000) = 5 yr. Mandatory Sentence.

Differential Sentencing Practices for Violent Crime:

- Death Penalty (1990 = 2,356, 40% Black)
- Baldus' study of 2000 homicide cases in Georgia, 1973-1980:

% getting death sentences

v i c t i m

black white

killer: Black 1% 22%

killer: White 3% 8%

3. Huge Consequences for Society

- \$64 Billion/year (U.S. last year)
- In 1980's CA Budget 17% Higher Ed, 3% Prisons
- Today, CA Budget 9% Higher Ed, 10% Prisons

“Breaching Experiments in an Elevator while Doing (& Not Doing) Gender”

Dyne Adri, Zach Rhode & Brian Shively

C. What about Inequality, Money & wealth?

1. Individual-centered explanations:

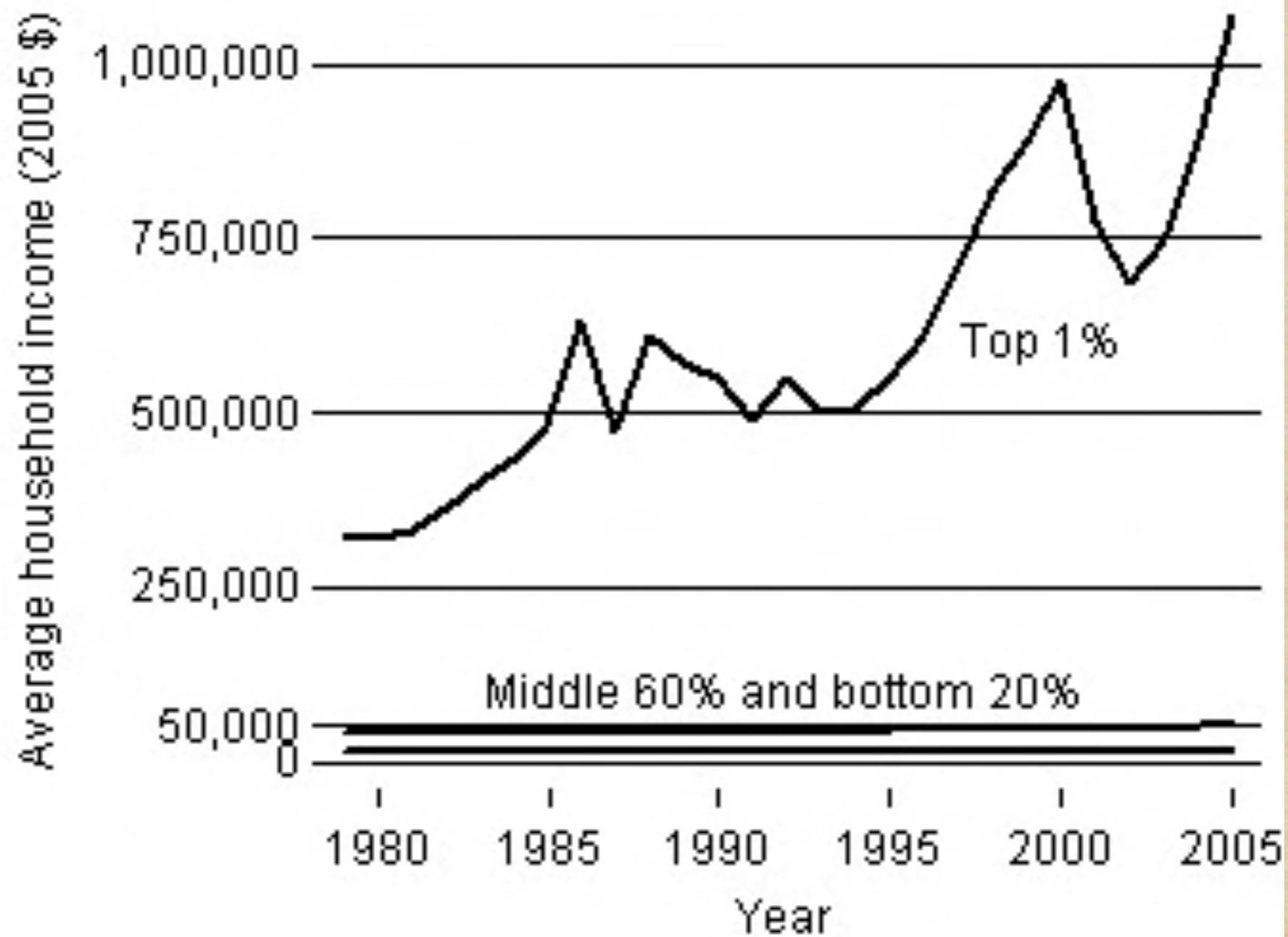
Again tend to emphasize an explanation concerning “smart” vs. “dumb” people, genetically inferior vs. genetically successful people, more vs. less intelligent people, more lazy vs. hard-working.

C. What about Inequality, Money & wealth?

1. Institutional-centered explanations:

- Highlight varying character of reward and allocation institutions (across time & country).
- Looks to institutions to explain why some people get ahead and others don't.
- Looks to institutions to explain why those who do get ahead gets some more or lots more.

Inequality rising: inflation-adjusted household incomes, 1979-2005



Key Questions

Q-5. How are individuals and institutions dually ordered?

V. But if we are comparing one to the other then,
Are Institutional Centered Explanations *also* in some
sense WRONG?

- *Usually* when talking about the social world (which is made up of institutions), an Institutional Centered Perspective is *Better* than an Individual Centered Perspective.
- *Still* an adequate theory of social institutions also requires an appreciation of how individuals characteristically react, or how the character and qualities of the actions of the self also lead to changes in institutions.

Overview

VI. The ***Duality*** of Individual & Institutional Centered Perspectives means:

- Any **Individual action** is always already conditioned by social institutions it is embedded in, the range (repertoire) of possibilities that are available & seen as normal.
- Any **individual self** is already the product of all the ways that their lives have been shaped by institutions, from the earliest days.

Overview

VI. The ***Duality*** of Individual & Institutional Centered Perspectives means:

- Any **Institution** is always already conditioned by the fact that it only exists in the moment through the actions and interactions of selves.
- Any **Institution** is always shaped and conditioned by all the ways that individuals have acted through time and place to create the institution in the first place.

Overview

VII. Hence the ***Duality*** of Individual & Institutional Centered Perspectives means:

- ***Always*** need to consider the institutional context for individualized action (if its missing then you should be skeptical).
- ***Always*** need to consider the individual's role in reproducing (and potentially at least) changing the institution (without filling this in, the institutional perspective will be incomplete)

Overview

VII. Hence the ***Duality*** of Individual & Institutional Centered Perspectives also means:

- **C.W. Mills**, the ***Sociological Imagination*** involves combining the individual & institutional centered perspectives together
- Personal Troubles & Public Issues



“Homeless in IV”

David Jonas, Julia Spector & Scott Zellmer

iClicker

1. Who was your favorite Guest lecturer?:

- A. Gene Lerner.
- B. Roger Friedland
- C. Melvin Oliver
- D. Cameron Tummel

iClicker

2. Would you say participating in the survey was valuable as a pedagogical exercise?:

- A. Yes, very valuable.
- B. Somewhat valuable
- C. Not Sure
- D. Not very valuable
- E. Not valuable at all

iClicker

3. Would you say participating in the research project (the paper) was valuable as a pedagogical exercise?:
- A. Yes, very valuable.
 - B. Somewhat valuable
 - C. Not Sure
 - D. Not very valuable
 - E. Not valuable at all

iClicker

4. Did you ever ask someone else to click your iClicker?:

A. Never.

B. One time

C. Often

iClicker

5. Would you recommend using iClicker for Soc 1 next time?:

A. Yes.

B. No