Rural sociology
AgFo-3082 (YII SII)

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Course Overview

The course introduces students to;

- The concept of sociology and rural sociology
- The historical background, scope and importance of rural sociology
- Theoretical perspectives in rural sociology
- The relation of sociology with other social sciences
- Characteristics of culture, components of culture
- Types and nature of relationships between rural and urban communities, types of rural societies
- Deviance versus conformity, types of deviant behavior, social control mechanisms
- Child abuse(physical abuse, sexual abuse, emotional abuse; physical neglect, emotional neglect)
- The functions of social institutions in rural areas

Cont.…

- The importance of rural sociology and characteristics of rural society
- What social change is ?
- The causes and theories of social changes in rural areas

Objectives of the course

At the end of the course, students will be able to:

- Explain the concept of sociology and rural sociology
- Discuss the various concepts in rural sociology
- Discuss the historical background, scope and importance of rural sociology
- Analyze theoretical perspectives in rural sociology
- Describe the relation of sociology with other social sciences
- Explain the functions of social institutions in rural areas

Cont…

- Analyze the importance of rural sociology and characteristics of rural society
- Explain what social change is
- Discuss the causes and theories of social changes in rural areas
- Analyze the concept of culture

Rural sociology(AgFo 3082)
Course Organization

The course is organized into six closely related Topics:

- **Emergence of Sociology**
- **The development of sociology**
- **Society and Culture**
- **Social groups, organizations and social networks In rural societies**
- **Social structure and institutions of rural society**
- **Deviance versus conformity, types of deviant behavior, social control mechanisms**
- **Child abuse(physical abuse, sexual abuse, emotional abuse; physical neglect, emotional neglect)**
- **Types of leadership**
- **Social change, social movements and social mobility in**

1. Emergence of sociology

1.1. what is sociology?

- As may be the case with other sciences, sociology is often misconceived among the populace.
- Though many may rightly and grossly surmise that sociology is about people, some think that it is all about "helping the unfortunate and doing welfare work, while others think that sociology is the same as socialism and is a means of bringing revolution to our schools and colleges".

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- The first social scientist to use the term ***sociology*** was a Frenchman by the name of Auguste Comte.
- As coined by Comte, the term *sociology* is a combination of two words.
- The first part of the term is a Latin *socius*- that may variously mean *society*, *association*, *togetherness* or *companionship.*
- The other word *logos* is of Greek origin. It is literally means *to speak about* or *word*. However, the term is generally understood as *study* or *science* (Indrani,1998).

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- Thus, the etymological/ how words have arrived at their current form and meaning, literal/exact definition of *sociology* is that it is *the word or speaking about society.*
- A simple definition *here* is that it is the study of **society** and **culture.**

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- The discipline was more firmly established by such theorists as Emile Durkheim, Karl Marx and Max Weber (Nobbs, Hine and Flemming, 1978).
- the concepts “society and “culture” are central in sociology.
- Society generally refers to the social world with all its structures, institutions, organizations, etc around us, and specifically to a group of people who live within some type of bounded territory and who share a common way of life. this common way of life shared by a group of people is termed as culture.

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- in addition to this etymological definition of the term, we need to have other substantive definitions:

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- Thus, sociology may be generally defined as a social science that studies such kinds of phenomena as:

✓ The structure & function of society as a system;

✓ The nature, complexity and contents of human social behavior;

✓ The fundamentals of human social life;

✓ Interaction of human beings with their external environment;

✓ The indispensability/necessary of social interactions for human development; that couldn’t be avoidable

✓ How the social world affects us, etc.

Cont …

- A more formal definition of sociology may be that:

it is asocial science which studies the processes and patterns of human individual and group interaction, the forms of organization of social groups, the relationship among them, and group influences on individual behavior, and *vice versa*, *and* the interaction between one social group and the other (Team of Experts, 2000).

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Scope and Concerns of Sociology

- The scope of sociology is extremely wide ranging, from the analysis of passing encounter on the street up to the investigation of global social processes.
- The discipline covers an extremely broad range that includes every aspect of human social conditions; all types of human relationships and forms of social behavior (Indrani, 1998).

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- Sociologists are primarily interested in human beings as they appear in social interaction and the effects of this interaction on human behavior.
- Such interaction can range from the first physical contacts of the new born baby with its mother to a philosophical discussion at an international conference, from a casual passing on the street to the most intimate of human relationships (World Book Encyclopedia 1994).
- Sociologists are interested to know what processes lead to these interactions, what exactly occurs when they take place, and what their short run and long run consequences are.

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- The major systems or units of interaction that interest sociologists are social groups such as the family or peer groups;
- social relationships, such as social roles and dynamic relationships,
- Sociologists are keen to understand, explain, and analyze the effect of social world, social environment and social interaction on our behavior, worldviews, lifestyle, personality, attitudes, decisions, etc., as creative, rational, intelligent members of society; and how we as such create the social reality.

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1.3. The importance of Learning Sociology

- Generally, learning sociology provides us with what sociologists call the sociological imagination.
- Sociological imagination is a particular way of looking at the world around us through sociological lenses.
- It is a way of looking at our experiences in light of what is going on in the social world around us.
- This helps us to appreciate the social and non-biological forces that affect, influence and shape our lives as individuals, groups, and communities (Giddens,1982).

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- Sociological imagination helps us look beyond individual psychology to the many and varied **facets/aspects of social and cultural forces**, and "the recurring patterns in peoples' attitudes and actions, and how these patterns vary across time, cultures and social groups." (Henslin and Nelson, 1995)
- Learning sociology helps us understand how social forces influence our goals, attitudes, behavior, and personality. We become more sensitive towards the social issues.

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- Learning sociology helps to direct/cast aside our own biased assumptions, stereotypes/oversimplified image of people & group, and ethno-centric thinking and practices to become more critical, broad-minded and respectful in our interpersonal and inter- group relationships.
- By learning sociology, we can be more humane/ gentle and people – centered; we give high value to human dignity.
- In general, sociology increases our self-knowledge, provide us with self- enlightenment, clarification, increase our knowledge about the conditions of our own lives, and about the way our society and social system function.

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- In addition to the aforementioned theoretical benefits, sociology has certain practical benefits. There is what we call applied sociology, the application of sociological knowledge, principles, methods, concepts and theories to provide the solutions to the contemporary/current social pathologies/nature. Sociology plays practical roles to tackle social pathologies.
- Sociological knowledge is highly applicable in dealing with today's most crucial social problems, and in facilitating developmental activities in socioeconomic sectors.

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Levels of Sociological Analysis/Theoretical perspectives of Sociology

There are generally two levels of analysis in sociology, which may also be regarded as branches of sociology:

- Micro-sociology is interested in small- scale level of the structure and functioning of human social groups.

This level of analysis focuses on social interaction. It analyzes interpersonal relationships, and on what people do and how they behave when they interact. This level of analysis is usually employed by symbolic interaction perspective.

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- Macro-sociology focuses on the broad features of society.
- The goal of macro-sociology is to examine the large-scale social phenomena that determine how social groups are organized and positioned within the social structure.
- Some writers also add a third level of analysis called meso-level analysis, which analyzes human social phenomena in between the micro- and macro-levels. Based on their particular academic interest sociologists may prefer one form of analysis to the other; but all levels of analysis are useful and necessary for a fuller understanding of social life in society.

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- In sociology, theoretical paradigms/models differ in how much of society or what aspects of society they focus on at one. In other words, that differ on how ‘big’ their look at society.
- **a) Macro-perspectives:** It is a big perspective that looks at social processes throughout society. Social theorists who take macro perspectives examine the interrelationships of large scale social structures and interrelationships (i.e., the economy, the government and the health care system).
- It looks at how these facets of society fit together any troubles or stress within these interrelationships. It is also interested in why and how society changes as a result of these relationships.

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- **1. Structural-factionalist:** It is a sociological theory that originally attempted to explain institutions as collective means to meet individual biological needs (conservative thinkers)-Herbert Spencer 1820-1903.
- This theory studied the social structures through an “organic analogy” that emphasized evolutionary laws.
- It views society as a stable system characterized by the existence of social consensus.

Limitation: It argued that society tends equilibrium and focuses on stability at the expenses of social change

- **2. Social-Conflict theory:** Conflict theory ideally suited for explaining social changes.
- Social change is often abrupt and revolutionary rather than evolutionary (Karl Marx 1818-83) born in Prussia now days German.

Limitation: It focuses at competition between groups. Individuals competing for limited resources. It emphasizes on conflict and competition at the expenses of stability and consensus

b) Micro-Perspectives

- This view point focuses on patterns of individual interactions.
- The social theorists who take micro perspectives focus on the daily interactions we have on an individual level.
- It studies why and how individuals relate to each other, how our day-to-day interactions with each other are shaped by larger society and how these day-to-day interactions can, in turn, shape larger society.
- Weber was interested how individuals interact.
- **1. Symbolic interactionism (interpretive theory) (Max Weber** a German sociologist (1864-1920)):
- It focuses on face-to-face interaction in the context of everyday life and on the role such interaction is creating society and its institutions.
- In this scenario, it points out that society is actually created by people interacting together on a daily basis.
- It is these smaller interactions that actually make up the larger social structures that are the focus of functionalists and conflict theorists.

Limitation: It focuses on specific, small-scale situations and overlooking the effects of larger society (i.e., the impacts of class, racial, gender discriminations). It disregards for the larger social forces at work shaping our lives.

The development of sociology

Historical Overview

- Interest in the nature of human social behavior and society has probably always existed; however, most people in most past societies saw their culture as a fixed and god-given entity.
- This view gradually was replaced by more rational explanations beginning from the 17thcentury especially in Western Europe (Rosenberg,1987).
- The sociological issues, questions and problems to Sociology had been raised and discussed by the forerunners starting from the ancient Greek and Roman philosophers' and Hebrew prophets' times.

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- Sociology as an academic science was thus born in 19thcentury (its formal establishment year being 1837) in Great Britain and Western Europe, especially in France and Germany, and it greatly advanced through out 19thand 20th centuries.
- The development of sociology and its current contexts have to be grasped in the contexts of the major changes that have created the modern world (Giddens,1986).
- Further, sociology originated in 18th century philosophy political economy and cultural history (Swingwood,1991)

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- The major conditions, societal changes, upheavals and social ferments that gave rise to the emergence and development of sociology as an academic science include the Industrial Revolution which began in Great Britain, the French Political Revolution of 1789, the **Enlightenment** and advances in natural sciences and technology.
- These revolutions had brought about significant societal changes and disorders in the way society lived in the aforementioned countries.
- Since sociology was born amidst the great socio-Political, economic and technological changes of the western world, it is said to be the science of modern society.

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- The pioneering sociologists were very much concerned about the great changes that were taking place and they felt that the exciting sciences could not help understand, explain, analyze and interpret the fundamental laws that govern the social phenomena. Thus sociology was born out of these revolutionary contexts.
- The founders or the pioneering sociologists are the following (Henslin and Nelson, 1995; Giddens, 1996;Macionis, 1997):

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Auguste Comte, French Social Philosopher (1798 -1857)

- Comte was the first social philosopher to coin and use the term sociology.
- He was also the first to regard himself as a sociologist.
- He defined sociology as the scientific study of social dynamics and social static.
- He argued that sociology can and should study society and social phenomena following the pattern and procedures of the natural science.

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- Comte believed that a theoretical science of society and the systematic investigation of human behavior were needed to improve society.
- He argued that the new science of society could and should make a critical contribution towards a new and improved human society.
- Dynamics signifying the changing, progressing and developmental dimensions of society, while static refers to the social order and those elements of society and social phenomena which tend to persist and relatively permanent, defying change.

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Karl Marx (German, 1818-1883)

- Marx was a world-renowned social philosopher, sociologist and economic historian.
- He made remarkable contributions to the development of various social sciences including sociology.
- He contributed greatly to sociological ideas.
- He introduced key concepts in sociology like **social class**, **social class conflict**, social oppression, **alienation**, etc.
- Marx, argued that people should make active efforts to bring about societal reforms.

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- According to Marx, economic forces are the keys to underestimating society and social change.
- He believed that the history of human society has been that of **class conflict**.
- He dreamed of, and worked hard towards realizing, a classless society, one in which there will be no exploitation and oppression of one class by another, and wherein all individuals will work according to their abilities and receive according to their needs.
- Marx introduced one of the major perspectives in sociology, called **social conflict theory**

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Harriet Martineau, British Sociologist (1802-1876)

- At a time when women were greatly stereotyped and denied access to influential socio-political and academic arena, it is interesting to have a female academic to be numbered among the pioneering sociologists.
- Harriet was interested in social issues and studied both in the United States and England.
- She came across with the writings of Comte and read them.

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- She was an active advocate of the abolition of slavery and she wrote on many crosscutting issues such as racial and gender relations, and she traveled widely.
- She helped popularize the ideas and writings of Comte by translating them into English (Henslin and Nelson, 1995).

Cont …

Herbert Spencer, British Social Philosopher, (1820-1903)

- Spencer was a prominent social philosopher of the 19th century.
- He was famous for the organic analogy of human society. He viewed society as an organic system, having its own structure and functioning in ways analogous to the biological system.
- Spencer's ideas of the evolution of human society from the lowest("barbarism") to highest form ("civilized") according to fixed laws were famous. It was called "**Social Darwinism**", which is analogous to the biological evolutionary model.

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Emile Durkheim, French Sociologist, (1858-1917)

- Durkehiem was the most influential scholar in the academic and theoretical development of sociology.
- He laid down some of the fundamental principles, methods, concepts and theories of sociology.
- He defined sociology as the study of **social facts**. According to him, there are social facts, which are distinct from biological and psychological facts.
- By social facts, he meant the patterns of behavior that characterize a social group in a given society that should be studied objectively.
- The job of a sociologist, therefore, is to uncover social facts and then to explain them using other social facts.

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Max Weber, German Sociologist (1864-1920)

- Weber was another prominent social scientist.
- According to him, sociology is the scientific study of human **social action**.
- Social action refers to any “action oriented to influence or influenced by another person or persons.
- Weber was a renowned scholar who like Marx, wrote in several academic fields.
- He agreed with much Marxian theses but did not accept his idea that economic forces are central to social change.

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Pioneering founders of sociology

- August Comte, French, 1798-1857; **key concepts: social static and social dynamic**
- Karl Marx, German, (1818-1883**), key concepts: class conflict, alienation, historical materialism**, etc
- Emile Durkheim, French, 1858-1917; **key concept: social fact**
- Max Weber, German, 1864=1920; **key concepts: social action; subjective meanings**
- Herbert Spencer, British, 1820-1903; **key concept: social Darwinism, stability at the expense of social change & subjective meaning**
- Harriet Martineau, British,1802-1876; **active advocate of abolition of slavery and gender issues**

2.1.The major theoretical perspectives in sociology

- Sociology as science employs perspectives or theories to understand, explain, analyze and interpret social phenomena.
- To interpret social facts, they must be subjected to a theoretical framework.
- theory is defined as a set of interconnected hypotheses that offer general explanations for natural or social phenomena.
- “perspectives” and “schools of thought” are often used interchangeably with the term “theory”.

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- There are three major theoretical perspectives in sociology that have provided an overall framework for sociological studies.
- structural- functionalism, social conflict theory and symbolic interactionist.

1. The Structural-Functionalist Theory

- This is one of the dominant theories both in anthropology and sociology. It is sometimes called functionalism.

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- The theory tries to explain how the relationships among the parts of society are created and how these parts are functional (meaning having beneficial consequences to the individual and the society) and dysfunctional (meaning having negative consequences).
- It focuses on consensus, social order, structure and function in society.
- This theory sees society as a complex system whose parts work together to promote solidarity and stability.
- it states that our social lives are guided by social structure, which are relatively stable patterns of social behavior (Macionis,1997).

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- The functional aspect in the structural-functionalist theory stresses the role played by each component part in the social system, whereas the structural perspective suggests an image of society wherein individuals are constrained by the social forces, social backgrounds and by group memberships.
- The major terms and concepts developed by anthropologists and sociologists in this theory include (or the theory focuses on): order, structure, function (manifest or direct functions and latent or hidden, indirect functions), and equilibrium.
- The theory was criticized for its emphasis on stability and order while neglecting conflict and changes which so vital in any society.

Cont …

2.2. The Social Conflict Theory

- This theory is also called Marxism; to indicate that the main impetus to the theory derives from the writings of Karl Marx.
- This theory sees society in a framework of class conflicts and focuses on the struggle for scarce resources by different groups in a given society.
- The theory holds that the most important aspect of social order is the domination of some group by others, that actual or potential conflicts are always present in society.
- The theory is useful in explaining how the dominant groups use their power to exploit the less powerful groups in society.

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- Key concepts developed in this perspective include: conflict, complementation, struggle, power, inequality, and exploitation.
- This theory was criticized, for its overemphasis on inequality and division, for neglecting the fact of how shared values and interdependence generate unity among members of society; its explicit political goals, it sees society in very broad terms, neglecting micro-level social realities (Macionis,1997).

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3. Symbolic Interactionism

- This theory was advanced by such American sociologists as Charles Horton Cooley (1864-1929) William I Thomas (1863-1947) and George Herbert Mead (1863-1931) in early 20th century.
- This perspective views symbols as the basis of social life.
- Symbols are things to which we attach meanings.
- The theory stresses the analysis of how our behaviors depend on how we define others and ourselves.

Cont…

No.	theory	What does it state?	Key concepts	Its weaknesses
1.	Structural Functionalism	Sees society as a complex system whose parts work together to promote solidarity and stability	Consensus, social order, structure and function in society.	Emphasis on stability and order while neglecting conflict and changes which so vital in any society
2.	Social conflict theory	Sees society in a framework of class conflicts and focuses on the struggle for scarce resources by different groups in a given society	Class conflict; alienation; competition; domination	For its overemphasis on inequality and division, for neglecting the fact of how shared values and interdependence generate unity among members of society; it is also criticized for its explicit political goals.
3.	Symbolic interaction	Stresses the analysis of how our behaviors depend on how we define others and ourselves. It concentrates on process, rather than structure, and keeps the individual actor at the center.	Symbols; processes; interaction; meaning	Too much emphasis on micro- level analysis; neglect of larger social processes

3. Social Institutions and Social Organizations in Rural Settings

Social Institutions

- Are Social structures (like any other forms of social structures) persist over time and though they change, relatively stable or permanent which Embodies (certain common values and procedures) and Build (around to meet certain basic needs of people).
- They are major sphere of social life and Societies sub systems organized to meet human needs.
- Social institutions are Ways through which society meets its needs it is crystallized mechanisms/come together.
- Organized form of systems.
- It directs human actions, behavior, interactions, and relations, towards meeting of human needs.
- Shape our aspiration for the future as well as the present behavior.
- Every institution has a degree of cohesiveness/organized as well as internal conflict. Institutions are formal, informal or traditional, modern, complex, simple.

Social institutions have the following features

a) Approved pattern of behavior/accepted & official patterns

b) prescribed roles and procedures/prearranged procedures & lay down rules

c) Organized behaviors are grouped:

d) Relatively permanent/unending & reasonable changing and persisted(continued) forms /patterns /systems of human behavior

- There are five basic/universal /functional prerequisite and important units to meet and satisfy human needs.

I. Family

- Family is the most basic, fundamental, universal human / social institution / unit or minimal social unit.
- It is found in all societies throughout the world families are formed around marriage **-** which is a legally sanctioned relationship involving economic cooperation/ cooperate economically, normative sexual activity and child bearing that people expect to be enduring/continuing.
- One function of marriage is creation of family.
- Family exists independently of marriage but it is through marriage that families usually come in to being as a socially recognized or legitimate entities.

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- Most of the time family built on kinship which is a social bond based on blood, marriage, adoption that joins individuals in to families.
- Kinship in terms of families of affinity or *families of choice* is when people with or without legal or blood ties who feel they belong together and wish to define themselves as a family.
- Kinship on the other hand is a social relationship based on family relation, culturally defined marriage and adoption.
- Family is a state of being related to others. It is not totally determined biologically.
- It is also culturally and socially determined and has the key functions such as (nurturing/fostering/ and socialization of the new born children) family a social group of two or more people who usually live together and related through blood, marriage and adoption (*Gudeficha*) relationship.

- Care, protection, nurture and upbringing of children, ensures the continuation of human society (procreation), child rearing/ bearing/ raising
- Subsistence and care of dependents such as old aged, children, disabled and handicaps people, etc.
- Facilitate economic cooperation and interaction necessary for production or earning a living consumption, recreation, friendship, companionship, etc.
- Furnishes statuses to the family members. Members in the family (e.g. father, mother, children, etc.) have different roles and statuses in decision making, in accomplishing activities, etc
- Socialization of children, Education for the young and passing down of the accumulated knowledge, tradition, values, techniques culture, norms, beliefs, etc.

What is kinship?

- **Kinship** is a set of relationship based on biological or blood relationships and any type of social binding. The relations can be:
- Established through blood or biological relationship is called consanguine relationship
- Established through marriage called as affinity or conjugal such as wife-husband, in-law relationships
- Established through any social network or relationship such as godfather-child, religion, or adoption relationships, friendship relationship, not marriage or biological relationship.
- Considered as a tie or relationship that relates two different groups or individuals.

Functions of kinship

- Increase social relationship among different families to help each other
- Responsibility sharing among close kin in the case of sickness, death, old age support, in actual or potential enemies etc.
- Regulate forms of marriage in mate selection: there may be rules and restrictions based on the religion, culture, race, ethnicity, etc. who marry whom

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- Economic cooperation
- Power, position, and rank distribution whether through inheritance called ascribed or through open opportunity- through competition, merit, performance and achievement, ability
- Legitimacy and recognition of social relationship for example marriage through ceremony, bride wealth, etc.
- Determine property distribution (line of inheritance whether through mother/matriarchal or father line/patriarchal

Other social institutions

II. Economic

- Created by man to satisfy economic, material and other physical needs of human beings.
- Helps to satisfy and meet humans' basic physiological needs such as the food, cloth and shelter.
- It provides the society with the necessary supply and services such as marketing, credit, banking, cooperatives, exchange, etc.

III. Education

- Education Transfer the way we live to the coming generation.
- It Impart/inform knowledge, skills, socially acceptable behavior.
- Education is Process of socialization- the process whereby people learn the attitudes, values, norms and behavior throughout the life (started from the very beginning to death).
- Education begins informally in the family and then formally in the school or educational institutions.
- It makes competent enough the members of the society.
- Education Have tremendous influence in shaping the behavior of individuals or people.
- Widen the mental horizon of people and make them receptive of the new ideas.

IV. Religious institutions

- Sociologists talk about the known churches, mosque, etc but not about the unknown supernatural power.
- Religious institutions give purposeful direction for the followers.
- Used to meet spiritual needs of the followers or the society.
- Give strengths and means for follower who may face problems in the life process, since there may be ups and downs in the life process.
- It gives strengths for individual to face, to stand with fortitude or firm decision to withstand and overcome the problem they face.

V. Political institutions

- It is the process of determining who gets what and why? Man creates politics to determine the distribution and allocation of resources and to maintain stability, order, etc.
- Through government administration provide the regularity functions of law and order.
- It maintains security and peace in the society. Help us to know the rules and games of politics through political science.

Social organization

- Social Organizations are social institutions composed of sets of persons with established patterns of interactions.
- Organizations are social creations that require order and cooperation.
- They are consciously coordinated and deliberately structured and imply an integrating and structuring of activities directed towards goal achievement.
- Organizations differ from **Types and Functions of Rural Organizations**

Rural organizations

- Rural organizations can be broadly grouped in to formal and informal /traditional/indigenous organizations.
- For example; Ethiopian rural societies are endowed with varieties of known and important traditional local organizations. These local organizations are very diverse and of different types. Some of them are:
- Socio-religious-such as (Mahiber, Senbete, etc)
- Self help associations (Idir,meredaja mahiber,etc.)
- Labor exchange parties (Debo,Gigae,Wonfel, etc)
- Others engaged in social harmonious social relations and solidarity like traditional courts,shengo,Yegobez dagna,or yegobez Aleka, etc
- Still others are economic ones such as Iquib

The formal and informal rural organizations

- The informal ones are such as (Mahiber,senbete, meredaja mahiber, idir, debo, wonfel, jigae, Iquib,etc)
- The formal ones are (farmers cooperatives and trade unions, farmers associations, rural youth associations, rural women associations,
- Although the role and contributions of formal local organizations such as cooperatives is very limited in the Ethiopian context, these organizations play significant role in the socio-economic lives of rural communities in many countries.

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- The formal and informal farmer organizations play crucial roles in food security, sustainable environmental management and resource use through mobilization, proper management, information exchange, conflict management, service provision, educational and other functions.
- All development actors need to have a clear understanding of the diversity, roles and functions of these organizations and make use of the existing potentials and opportunities by working with them as development partners.

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Rural sociology

- Rural sociology is a **branch** of sociology.
- It is made up of two terms **rural** and **sociology** that is **science** of rural society.
- It is the study of the sociology of life in the rural environment, which systematically studies the rural communities to discover their conditions and tendencies and formulate the principles of progress.
- It is limited to the study of various aspects of rural society.

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- rural sociology is the body of facts and principles of the systematized knowledge, which has developed the application of scientific method in the study of human relationships in rural environment and people, engaged directly or indirectly in agriculture occupation.(smith)
- is the description and analysis of the progress of various groups as they exist in the rural environment.(nelson)

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Origin and development of rural Sociology

- Rural sociology as an organized discipline is of recent origin.
- It was originated in USA and gradually its importance is being realized elsewhere.
- It was originated from a report of the Country Life Commission appointed by the American president Theodore Roosevelt, in 1907.
- A charter for rural sociology.

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- After the Second World War, the discipline received a great impetus and gained recognition in countries beyond the boundaries of the United States of America, such as in Europe and the East.
- Gradually, the discipline established itself in other developed and developing countries.

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Importance of rural sociology (Why Rural sociology?)

- Ethiopian population are predominantly consists of farmers.
- World population is largely rural.
- Similarly urban population consists of people from rural background.
- To study the farmers and their group relationships in the face of rapid change.
- To understand how rural society is changing.

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- To study the values, beliefs and attitudes of people, regarding adoption rate or acceptance of innovation.
- To understand communication and adoption of technology and information source.
- To understand Stratification and mobility.
- To understand indigenous knowledge system.
- To understand government and farmers' relationships

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Scope of rural sociology

A society is composed of people living within defined territorial borders who share a common culture

1. **Rural community**: the characteristics, special features and ecology of the village community.
2. **Rural social structure**.
3. **Rural institutions**: social, economic, political, educational and religious institutions are the subject of the study of rural sociology.
4. **Culture**: various aspects of the cultural life of the rural people.
5. **Social change**: the impact of urbanization, industrialization and other aspects of modernization on rural life.
6. **Agricultural transformation:** the process of diffusion and adoption agricultural technology among the farming community, modernization of rural life as a result of improvement in the farming technology, the gains of the various classes of rural community from the growth in the agricultural economy, etc.
7. ***Rural development programs:*** evaluates the impact of various rural development programs; and the impact of various social legislation measures on the various sections of the village people.

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8. Rural demography: the population growth, rural to urban and rural to rural migration of the people.

9. Rural social problems: socio-economic inequality, unemployment, poverty, malnutrition, illiteracy, use of drugs and alcohol and incidence of crimes in rural areas.

Differences between rural and urban communities

- Rural people are different from those living in urban areas.
- These differences are mainly due to the environment and its consequent impact on the lives of the people.

Cont...

S.N	Item of comparison	Rural community	Urban community
1	General environment and orientation to nature	Closely associated with nature. Direct effect of natural elements like rains, drought, heat, etc, on their lives	Remote from nature. Predominance of manmade Environment
2	Occupation	Major occupation is farming. Non-agricultural occupations are secondary in importance	Most of the jobs are nonagricultural and specialized
3	Working conditions	Being **agriculture** work in open air	Work in closed environment. Greater isolation from nature. Poor fresh air
4	Family	Works as a unit. More unity or integrity and more contacts between members	Work in different occupations and contact is less between members
5	Size of the community	'Agriculturalism' and size of community are negatively correlated. Community is small in size. Land to man ratio is higher	Large. Less land per person
6	Density of population	Low density of population	High density of population

Cont...

	Item of comparison	Rural community	Urban community
7	Material possession	Less	Different types and more
8	Homogeneity and Heterogeneity	More homogeneous. Similarity in social and psychological characteristics in the population. Such as beliefs, language etc,	More heterogeneous. Wide variety of interests, occupations, languages etc.
9	Social institutions	Most of the institutions are a natural outgrowth of rural social life. Less of enacted (approved or created) Institutions	Numerous enacted institutions
10	Social stratification and differentiation	Less among groups and low degree of differentiation. Gap between higher and lower classes is less	Different types of groups like professional, occupational etc, and high degree of differentiation. Gap between the higher and lower classes is more
11	Hierarchy	Less in number e.g. lower, middle and upper classes	More in number e.g. upper-upper upper-middle, upper lower, middle upper and so on
12	Social contacts and Type	Less number, social interaction is narrow. Primary contacts are more predominant. Personal and relatively durable relations. Man is interacted as a human	Large number, social interaction is wider. Secondary contacts are predominant. Impersonal, casual and short-lived relations. Man is interacted as number and address

Cont...

13	Social mobility	Occupational and territorial mobility is less intensive. Normally the migration current carries more individuals from countryside to the cities	Occupational and territorial mobility is found more intensive. Urbanity and social mobility are positively correlated. Only in the period of social crises migration is from cities to countryside
14	Social control	Informal control i.e. more related to the values and traditions of the society	Formal control i.e. legally
15	Social change	Rural life is relatively static and Stable	Urban social life is under constant social change
16	Social solidarity (unity)	Strong sense of belonging and unity due to common objectives, similarities and personal relationships	Comparatively less sense of belonging and unity due to dissimilarities and impersonal kinds of relationships
17	Standard of living	Low standard of living,	High standard of living

Cont...

18	Educational facilities	Less	More
19	Economy	Subsistence	Cash
20	Communication	Less transport facilities, bad roads etc	Many transport facilities, better roads, communication etc
21	Society	A simple, uni-group society	A complex, multi-group society
22	Culture	Sacred	Secular

4. Leadership in rural society

Leadership refers to the processes, through which a person directs, guides, and influences, the thought, feeling, and behavior of members of the society.

- It is the power structure of every society certainly vital and integral in which individuals operate within to promote, stimulate, guide, or otherwise influence, members to actions. Such activity is called leadership and the individuals who perform the leadership and the individuals who perform the leadership activities are called leaders.
- The nature of leadership determines the behavior and level of achievement of the members in the society.

Cont....

Leaders

- The leaders are known as power leaders, men of power, power centers and power elites.
- What makes these individuals or these leaders distinctive is their role or influence and their own and social power in the society or in the group.
- Leaders or influential groups who serve from time to time in positions of leadership may often be difficult to identify, yet they are vital in decision making.

Patterns of leadership

- It is the patterns of influence that weave/unite through society, urban, or rural and radiate from individuals to groups which is influential in decision making.
- Understanding the patterns of influence, leadership, and power are helpful in analysis of the social situation.

Types of leadership

1. Autocratic leadership

- Domination/dictatorship types of leadership
- Decision is power-centered/made by leaders
- Wide status difference between leaders and followers
- Leaders idea should be accepted by the followers
- Leaders may apply the theory x-management
- In this case one person posse's unlimited power
- **Douglas McGregor** (1906–1964), American social psychologist, known for his motivational theory of work and management based on the concept of Theory X and Theory Y, which he described in *The Human Side of Enterprise* (1960).
- The two theories suggest two different ways that managers view their workers.
- Theory X managers assume that people are naturally lazy, dislike work, and shun responsibility and so must be coerced through a system of rewards, threats, and punishments to perform their allotted task.

Cont....

2. Aristocracy leadership

- The government by the best individuals or small privileged class –
- Assumes Power is usually by the heredity or
- Hereditary nobility
- Power is for majestic/royal class

Cont....

3. Democratic leadership

- Decisions made by active participation of followers
- Leaders selected by their merit and achievement
- Leaders act as facilitators
- Theory Y, of **Douglas McGregor** (1906–1964), also/still assumes that people want to work and take on responsibility, and have an innate psychological need to do so. Work and responsibility provide not only financial but also emotional security and self-esteem, thereby satisfying many other higher-order needs than allowed by Theory X. Each theory has implications for managerial practice across a broad spectrum/range of organizations.

4. Laissez-fair/laisser-fair leadership

- everything is going on by its own
- Unable to achieve any objective through this leadership
- Confusion and doubtful leadership
- Disagreement among members
- No controlling mechanism
- It refers the **principle of no regulation of industry-**the principle that the economy works best if private industry is not regulated and markets are free**.**
- **It also refers refusal to interfere-**refusal to interfere in other people's affairs, or the practice of letting people do as they wish

Other types of leaderships

1. Traditional leaders

- Emerged out of the tradition of the community and they stick to the tradition
- Static type and not accept change
- Have vested interests and advantages to their traditional leadership
- Fear changes because it may overthrow them from power position.
- E.g. Tribal chiefs or leaders

2. Caste leaders

- Followers are belongs to from the same caste as that of their leaders
- Provide leadership in matters related to the caste/social class

3. Religious leaders

- Become leaders through preaching religious doctrines
- Performing religious acts or rituals
- They advice followers on religious matters

Cont.…

4. Political leaders

- They arise out of the political system and give leadership function relating to their political ends/objectives

5. Functional leaders

- They are recognized as leaders, because of their specialization or specialized knowledge and function in the society.
- head masters of schools, scientists, doctors, agricultural innovators, etc.

Cont....

6. Opinion leaders

- there are persons to whom people go for opinion and advice on certain issues
- Opinion leaders also act as legitimizes/legalized and influence decision making of the opinion seekers
- In comparison to the opinion seekers, the opinion leaders may have more formal education
- have higher social and socio-economic status
- have more social participation
- have more exposure to mass media-Cosmo-politeness/showing of diverse culture, containing people from diverse culture, knowledgeable & refined widely

Power and Influence in Rural Community

- All rural communities have individuals whose opinions are taken more seriously than others whose cooperation are essential if anything is to be done or accomplished, who have a major role in making decisions and mobilizing people.
- Leaders in the rural area are power full and influential to ignore these influential individuals or people in the village life is to increase the likelihood of failure in any effort to change knowing how power, influence, and leadership are exerted/applied in a community is part of understanding a local culture and the community itself.

Deviance versus Conformity, Types Of Deviant Behavior, Social Control Mechanisms

- **Deviance Behavior:** It refers to the **different or unacceptable behavior** that is sharply different from a customary, traditional, or generally accepted standard
- **Child Abuse**, intentional acts that result in physical or emotional harm to children.
- The term child abuse covers a wide range of behavior, from actual physical assault by parents or other adult caretakers to neglect of a child's basic needs.
- Child abuse is also sometimes **called child maltreatment**.
- Although the extent of child abuse is difficult to measure, it is recognized as a major social problem, especially in **industrialized nations**.
- It occurs in all income, racial, religious, and ethnic groups and in urban and rural communities.
- It is, however, **more common in some groups, especially those below the poverty line.**

Cont.…

- Cultures around the world have different standards in deciding what constitutes child abuse.
- **In Sweden**, for example, the law prohibits any physical punishment of children, including spanking/beating on buttocks-a beating with the flat of the hand on somebody's buttocks, given as punishment.
- By contrast, in some countries of Asia, Africa, and the Caribbean, parents are expected to punish their children by hitting them.

Types of child abuse

- There are several different types of child abuse, and some children experience more than one form.
- **Physical abuse** includes deliberate acts of violence that injure or even kill a child.
- Unexplained bruises, broken bones, or burn marks on a child may be signs of physical abuse.
- **Sexual abuse** occurs when adults use children for sexual gratification or expose them to sexual activities.
- Sexual abuse may begin with kissing or fondling and progress to more intrusive sexual acts

Cont....

- **Emotional abuse** destroys a child's self-esteem.
- Such abuse commonly includes repeated verbal abuse of a child in the form of shouting, threats, and degrading or humiliating criticism/embarrassing. Other types of emotional abuse are confinement/imprisonment/detention, such as shutting a child in a dark closet, and social isolation, such as denying a child friend.
- The most common form of child abuse is neglect.
- *Physical neglect* involves a parent's failure to provide adequate food, clothing, shelter, or medical care to a child.
- It may also include inadequate supervision and a consistent failure to protect a child from hazards or danger.
- ***Emotional neglect*** occurs when a parent or caretaker fails to meet a child's basic needs for affection and comfort.

Cont.…

- Examples of emotional neglect include behaving in a cold, distant, and
- Unaffectionate/unfriendly way toward a child, allowing a child to witness chronic or severe spousal abuse, allowing a child to use alcohol or drugs, and encouraging a child to engage in delinquent behavior/criminal acts.
- Another form of neglect involves failing to meet a child's basic education needs, either by failing to **enroll a child in school** or by permitting a child to skip school frequently.

Prevalence of Abuse Cases

- **U.S. Child Abuse Cases; In 2005 more than 1 million** children in the United States were victims of abuse. Neglect of a child's physical or emotional needs is the most common form of child abuse, followed by physical abuse.
- According to the National Center on Child Abuse and Neglect, in 1997 about 3 million children in the United States were reported as abused or neglected to government agencies that investigate child abuse. Investigators substantiated abuse or neglect for nearly 1 million of the children reported.
- Among substantiated cases, 56 percent involved physical or emotional neglect, 25 percent involved physical abuse, 13 percent involved sexual abuse, 6 percent involved emotional abuse, and 13 percent involved other abuse, such as educational neglect or abandonment. Some children experienced multiple forms of abuse.

Cntd…Prevalence Abuse Cases

- Many researchers believe that statistics based on official reports do not accurately reflect the prevalence of child abuse. **Definitions of maltreatment vary** from state to state and among agencies, making such statistics unreliable. Professionals who interact with children—such as teachers, day-care workers, pediatricians/medicine for the care & development of children, and **police officers—may fail to recognize or report abuse**. In addition, acts of abuse usually occur in the privacy of a family's home and often go unreported.
- Surveys of families, another way of estimating abuse, indicate that 2.3 percent of children in the United States—or about 1.5 million children—experience abusive violence each year.
- **The U.S. Advisory Board on Child Abuse and Neglect estimates that 2000 children under the age of 18 are killed by parents or caretakers each year**.
- Annually, more children under the age of four die from abuse and neglect than from falls, choking/bitter on food,

Why hurt a child? CAUSES

- Many people have difficulty understanding why any person would hurt a child. The public often assumes that people who abuse their children suffer from mental disorders, but fewer than 10 percent of abusers have mental illnesses.
- Most abusers love their children but tend to have less patience and less mature personalities than other parents. These traits make it difficult to cope with the demands of their children and increase the likelihood of physical or emotional abuse.
- However, there is no single explanation for child maltreatment. Child abuse results from a complex combination of personal, social, and cultural factors.
- **These may be grouped into four primary categories: (1) intergenerational transmission of violence, (2) social stress, (3) social isolation and low community involvement, and (4) family structure.**

1. Intergenerational Transmission of Violence

- Many children learn violent behavior from their parents and then grow up to abuse their own children.
- Thus, **the abusive behavior is transmitted across generations.** Studies show that some 30 percent of abused children become abusive parents, whereas only 2 to 3 percent of all individuals become abusive parents/offensive parents.
- **Children who experience abuse and violence may adopt this behavior as a model for their own parenting.**
- However, the majority of abused children do not become abusive adults. Some experts believe that an important predictor of later abuse is whether the child realizes that the behavior was wrong.
- Children who believe they behaved badly and deserved the abuse become abusive parents more often than children who believe their parents were wrong to abuse them.

2. Social Stress

- Stress brought on by a variety of social conditions raises the risk of child abuse within a family.
- These conditions include unemployment, illness, poor housing conditions, a larger-than-average family size, the presence of a new baby or a disabled person in the home, and the death of a family member.

Cntd.. Social Stress

- A large majority of reported cases of child abuse come from families living in poverty. **Child abuse also occurs in middle-class and wealthy families,** but it is better reported among the poor for several reasons.
- Wealthier families have an easier time hiding abuse because they have less contact with social agencies than poor families.
- In addition, social workers, physicians, and others who report abuse subjectively label children from poor families as victims of abuse more often than children from rich families.
- **Alcohol and drug use, common among abusive parents, may aggravate stress and stimulate violent behavior**.
- Certain characteristics of children, such as mental retardation or physical or developmental disabilities, can also increase the stress of parenting and the risk of abuse.

3. Social Isolation and Low Community Involvement

- Parents and caretakers who abuse children tend to be socially isolated. Few violent parents belong to any community organizations, and most have little contact with friends or relatives.
- This lack of social involvement deprives abusive parents of support systems that would help them deal better with social or family stress.
- Moreover, the lack of community contacts makes these parents less likely to change their behavior to conform with community values and standards.
- Cultural factors often determine the amount of community support a family receives.
- **In cultures with low rates of child abuse, child care is usually considered the responsibility of the community.**
- **That is, neighbors, relatives, and friends help with child care when the parents are unwilling or unable.**
- In the United States, parents often shoulder child-care demands by themselves, which may result in a higher risk of stress and child abuse.

4. Family Structure

- Certain types of families have an increased risk of child abuse and neglect.
- For example, single parents are more likely to abuse their children than married parents.
- **However, single-parent families usually earn less money than other families, so this may account for the increased risk of abuse.**
- **Families with chronic marital discord/disagreement or spousal abuse have higher rates of child abuse than families without these problems.**
- In addition, families in which either the husband or wife dominates in making important decisions—such as where to live, what jobs to take, when to have children, and how much money to spend on food and housing—have higher rates of child abuse than families in which parents share responsibility for these decisions.

Child abuse Effects on Children

- The consequences of child abuse and neglect can be devastating and far-reaching. **Physical injuries** can range from bruises, scrapes, and burns to brain damage, permanent disabilities, and death.
- The **psychological effects** of abuse and neglect can last a lifetime and may include a **lowered sense of self-worth**, an inability to relate to peers, reduced attention span, and learning disorders.
- In severe cases, abuse may result in **psychiatric disorders like depression, excessive anxiety, or dissociative identity disorder, as well as an increased risk of suicide.**
- Behavior problems often develop after abuse, including violence and juvenile crime.

Cntd.. Effects on Children

- Children who are sexually abused initially may show an unusual interest in sexual organs. **They may demonstrate abnormal behavior, such as public masturbation or public display of their genitals.**
- Long-term effects may include depression, low self-esteem, and sexual problems, such as **avoidance of sexual contact, confusion about sexuality, or involvement in prostitution.**
- Despite being abused, the majority of maltreated children do not show signs of extreme disturbance, and many can cope with their problems.
- A number of factors help insulate/protect children from the effects of maltreatment.
- **These include high intelligence, good scholastic/academic achievement, good temperament/characteristics, and having close personal relationships.**

Protecting Children from child abuse

- Since the 1960s efforts to ensure that abused children are identified have increased greatly in the United States.
- **From 1962 to 1967 all 50 states and the District of Columbia enacted laws that required professionals in law enforcement, medicine, education, and other fields to report suspected cases of child abuse.**
- As a result, the number of children reported as abused or neglected has increased substantially, from about 700,000 in 1976 to about 2.9 million in 1995.

Cntd…. Protecting Children

- Today, each state has a toll-free telephone hotline to receive child abuse and neglect reports from these individuals and the general public.
- **In 1974 the United States government enacted the Child Abuse Prevention and Treatment Act.**
- This legislation provided a federal definition of child maltreatment and established the National Center on Child Abuse and Neglect.
- As part of the Department of Health and Human Services, the center collects data on child abuse, assists states in implementing prevention programs, and funds research on the causes, treatment, and prevention of child abuse.

Care of Abused Children

- **Child-welfare workers who confirm that a child has been abused or neglected usually have two options:**
- These are **(1) separate** the child from the parents and place him or her with a relative, foster home, or state institution, or **(2) keep the child with the parents** and provide the family with social support, such as counseling, food stamps, and child-care services.
- **Public concern** over placement of abused children in the United States grew in the 1970s as the number of children placed in foster homes continued to increase.
- **The Adoption Assistance and Child Welfare** Act of 1980 placed special emphasis on reducing the number of children in foster care and on ensuring safe **and permanent living conditions for children.**
- As a result of this law, **child-welfare agencies work to avoid out-of-home placements and to reunify children in foster care with their biological parents.**

Cntd.. Care of Abused Children

- The decision to separate one or more children from an abusive parent or parents must be weighed against the risks.
- **The children may not understand why they are being removed from their home.**
- Children may not realize they are being abused or neglected, so the removal might seem like another instance of them doing something wrong and being punished.
- Also, **child-welfare agencies often have difficulty finding suitable placement** for abused children because such children frequently require special care.
- If they become a burden for any foster parent or institution, the risk of abuse might actually be greater than in the home of the biological parents.

Cntd.. Care of Abused Children

- There are also risks to keeping children in abusive homes. The support services may not resolve the problems that led to the abuse and the child may be abused again or killed.
- **Of children killed by parents** or caretakers, from 30 to 50 percent have been previously identified by child-welfare agencies and either left in their home or returned home

Prevention and Treatment Programs

- In the United States many types of social programs, usually at the county or state levels, have attempted to **reduce and prevent child abuse.**
- Current approaches involve **identifying high-risk parents—such as young, single, first-time mothers—and providing parental skills training, counseling, education, and social support.**
- Often trained social workers or nurses provide this support by visiting the family's home on a regular basis, encouraging community contact, and expanding the caretaker's knowledge about available social services.

Cntd.. Prevention and Treatment Programs

- Some home visitation programs/official visit have shown promise in reducing abuse among high-risk families.
- The most successful strategies **provide home visitation** that begins at or before the child's birth and continues for two or more years.
- In one such program for **unmarried teenage mothers**, only 4 percent of mothers had abused or neglected their children after two years, contrasted to 19 percent of a comparison group not in the program.

Cntd.. Prevention and Treatment Programs

- Other programs, **known as intensive family preservation programs, try to preserve families in which abuse has occurred** rather than send the child to foster care.
- A caseworker visits the family's home frequently and intensively over a period of weeks and provides counseling and practical assistance for **such issues as finding employment and obtaining child care.**
- However, many prevention and treatment programs may not reduce the incidence of child abuse significantly.
- Studies indicate that the **more intervention services a family receives, the more abuse occurs in the family**.
- **Intensive family preservation programs**, for example, provide short-term relief, but they do not seem to reduce placement of children in foster homes or lower the risk of maltreatment.

5. Society and Culture

5.1. The concept of Society

- It is an autonomous grouping of people who inhabit a common territory, have a common culture (shared set of values, beliefs, customs and so forth) and are linked to one another through routinized social interactions and interdependent statuses and roles.“ (Calhoun et al,1994)
- Society also may mean a certain population group, a community.
- The common tendency in sociology has been to conceptualize society as a system, focusing on the bounded and integrated nature of society.

Cont…

5.2. Basic Features of a Society

1. Relatively **large grouping of people in terms of size**.

- society may be regarded as the largest and the most complex social group that sociologists study.

2. Its members **share common and distinct culture**. This sets it apart from the other population groups.

3. It has a **definite, limited space or territory**.

- The populations that make up a given society are thus locatable in a definite geographical area.
- The people consider that area as their own.

Cont…

4. The people who make up a society have the feeling of identity and belongingness. There is also the feeling of oneness.
5. Members of a society are considered to have a common origin and common historical experience. They feel that they have also common destiny.
6. Members of a society may also speak a common mother tongue or a major language that may serve as a national heritage.
7. A society is autonomous and independent in the sense that it has all the necessary social institutions and organizational arrangements to sustain the system.

Cont...

5.3. Conceptualizing Society at Various Levels

- All people of the earth may be considered as a society.
- Every continent may be considered as a society.
- Each nation-state or country is regarded as a society.
- Within each nation-state, there may be ethno-Linguistically distinct groups of people having a territory that they consider as their own.
- Some Such society may extend beyond the boundaries of nation-states.

Cont…

Types or Categories of Societies

- Sociologists classify societies into various categories depending on certain criteria. One such criterion is level of economic and technological development attained by countries. **Thus, the countries of the world are classified as First World, Second World, and Third World.**
- Another important criterion for classifying societies may be that which takes into account temporal succession and the major source of economic organization (Lensiki and Lensiki, 1995).

Ctnd… Categories of Societies regarding the level of economic and technological development attained by countries

- Third World, general designation of economically developing nations.
- **The term arose during the cold war**, when two opposing blocs(community)—one led by the United States (first), the other led by the USSR (second)—appeared to dominate world politics.
- Within this bipolar model, **the Third World consisted of economically and technologically less developed countries belonging to neither bloc.**
- Originated by the Martinique-**born Marxist writer Frantz Fanon**, the designation was essentially negative and not always accepted by the countries concerned.

Ctnd… Categories of Societies regarding the level of economic and technological development attained by countries

- Although political and economic **upheavals in the late 1980s and early 1990s marked the collapse of the Soviet power bloc,** "Third World" remains a useful label for a conglomeration of countries otherwise difficult to categorize.
- The countries of the Third World, containing some **two-thirds of the world's population**, **are located in Latin America, Africa, and Asia.**
- Politically, they are generally nonaligned(independent) (*see* Nonaligned Movement).
- **Some are moving out of their previous situation and may soon join the ranks of industrialized countries**. Others, with economies considered intrinsically incapable of development, are at times bumped (collide with) together as forming a "fourth world."

Ctnd… Categories of Societies regarding the level of economic and technological development attained by countries

- Political instability caused by precarious(unstable) economic situations is widespread in the Third World.
- Democracy in the Western meaning of the term is almost completely absent in the third world.
- **Both the Western and the former Soviet blocs have tried to entice(attract) the Third World to follow their own examples, but the countries concerned generally prefer to create their own institutions based on indigenous traditions, needs, and aspirations; most choose pragmatism over ideology while china choose follow its culture**
- **It is debated whether China is part of the Third World**, with which it once identified itself on racial, cultural, and developmental grounds, proclaiming that the exploited countries should unite against imperialist forces, both Western and Soviet.
- After the death of **Mao Zedong (Mao Tse-tung) in 1976, however, the Chinese attitude moderated.**

Ctnd… Categories of Societies regarding the level of economic and technological development attained by countries

- **The Third World displays little homogeneity**; it is divided by race, religion, culture, and geography, as well as frequently opposite interests.
- **It generally sees world politics in terms of a global struggle between rich and poor countries—the industrialized North against the backward South.**
- **Some nations, such as those** of the Organization of Petroleum Exporting Countries (OPEC), have found ways to assert their economic importance as sources of raw materials indispensable to advanced societies, and others may follow suit.
- **Widely advocated within the Third World is a so-called New Economic Order**, which through a **combination of aid and trade agreements would transfer wealth** from the developed to the developing nations.

Cont…

The Concept of Culture

- common people often misuse the concept of culture.
- It refers to the whole ways of life of the members of a society. It includes what they **dress, their marriage customs and family life, art, and patterns of work, religious ceremonies, leisure pursuits**, and so forth. It also includes the material goods they produce: bows and arrows, plows, factories and machines, computers, books, buildings, airplanes, etc (Calhoun, et al, 1994; Hensiln and Nelson, 1995).

Cont…

Basic Characteristics of Culture

1. **Culture is organic and supra-organic.**
2. **Culture is overt and covert.**
3. **Culture is explicit and implicit.**
4. **Culture is shared and learned.**

Elements of Culture

1. Symbols

- Symbols are the central components of culture.
- refer to anything to which people attach meaning and which they use to communicate with others. More specifically, symbols are words, objects, gestures, sounds or images that represent something else rather than themselves.

Cont…

- Symbolic thought is unique and crucial to humans and to culture.
- It is the human ability to give a thing or event an arbitrary meaning, grasp and appreciate that meaning.
- There is no obvious natural or necessary connection between a symbol and what it symbolizes.

Cont...2. Language

- it is a key element of culture.
- Language, specifically defined as a system of verbal and in many cases written symbols with rules about how those symbols can be strung together to convey more complex meanings, is the distinctive capacity and possession of humans.
- Culture encompasses language and through language, culture is communicated and transmitted. Without language it would be impossible to develop, elaborate and transmit culture to the future generation.

Cont...

3. Values

Values are essential elements of non-material culture.

- They may be defined as general, abstract guidelines for our lives, decisions, goals, choices, and actions.
- They are shared ideas of a groups or a society as to what is right or wrong, correct or incorrect, desirable or undesirable, acceptable or unacceptable, ethical or unethical, etc., regarding something.
- They are general road maps for our lives.
- Values are shared and are learned in group. They can be positive or negative.

Cont…

- For example, honesty, truth – telling, respect for others, hospitality, helping those in need, etc are positive values.
- Examples of negative values include theft, indecency, disrespect, dishonesty, falsehood, frugality, etc.

4. Norms

- are also essential elements of culture.

They are implicit principles for social life, relationship and interaction. Norms are detailed and specific rules for specific situations. They tell us how to do something, what to do, what not to do, when to do it, why to do it, etc. Norms are derived from values.

Cont…

Role of culture in Extension

1. **Community development** aims at bringing about the changes in the culture of rural people towards desired goals.
- Scientific understanding of the culture is therefore basic.

3. It is possible to record greater success when the improved practices introduced are in **familiar** terms.

4. Change is more likely to occur in those aspects of culture where there is **lack of adjustment or stress**,

Cont…

- Change in **technology** usually more readily accounted than change in other aspects of culture.

Different cultural concepts

I. Ethnocentrism

- refers to the **preferential** feeling we have for the way we do things in our culture.
- We presume that ours is the best of all cultures and the way we do things is the **right way** to do them. This is common characteristic we find among the people of all cultures.

Cont…

II. Cultural Relativism

- Every society has its own culture, which is more or less unique.
- Every culture contains its own unique pattern of behavior which may seem alien to people from other cultural backgrounds.
- We cannot understand the practices and beliefs separately from the wider culture of which they are part.
- A culture has to be studied in terms of its own meanings and values.

Cont…

- Respect for cultural differences involves:
- Appreciating cultural diversity.
- Accepting and respecting other cultures.
- Trying to understand every culture and its elements in terms of its own context and logic.
- Cultural relativism may be regarded as the opposite of ethnocentrism.

Social groups, organizations & networks

Group/social group

- Social structure is composed of groups.
- Man functions in society through different forms of groups.
- Man is born in a social group and his first association is with his mother.
- He associates with groups in some way or other.
- Individual nowhere lives in isolation.
- This tendency to unite in groups is one of the important characteristics of human beings.

Cont...

- Social groups are the units out of which society is constructed.
- Study of group is of primary important in the study of society and also important as a part of the total structure of society.
- Group is a medium through which we learn culture.
- The process of socialization takes place in groups.
- a social group is a unit of two or more people in reciprocal (to and fro) interaction and in communication with each other(Chitambar).
- social group is a collection of human beings who enter into distinctive social relationships with one another.(Maclever).

Cont…

- A **social group** is a collection of two or more individuals in which there are psychological interactions and reciprocal roles based upon durable contacts, shared norms, interests, distinctive pattern of collective behavior and structural organization of leadership and followership(**Sharif and Sharif)**

Cont…

Elements of Social Group

1. Social unit
2. Psychological interactions and reciprocal roles
3. Durable contacts
4. Distinctive pattern of collective behavior
5. Sharing of norms and interests and
6. Pattern of leadership and followership

Cont...

Types of groups	**Based on**
Primary and secondary groups	The type of relationship
Formal and Informal groups	Mode of organization and functioning
Voluntary and involuntary groups	Structure and type of membership
Horizontal and vertical groups	Social class
In and out groups	Personal feelings
Locality groups	Territory or locality
Small and large groups	Size
Reference group	

Cont…

Social Status and social roles

- The building blocks of which a social structure is composed are called statuses.
- Status is a specialized position within a group.
- It is a position in the social structure – any position that determines where a person fits into the organized whole of a group organization or society.
- In sociology, however, status refers to any position in the social structure, however it might be ranked.
- Every person occupies a number of different statuses at any given time.

Cont…

- The full range of positions occupied by any single person at a given time is called a status set.
- Any status has its own right and obligation.
- Sociologists who want to study the status structure of a society include two types of statuses namely, ascribed and achieved statuses.

Cont…

- **Social Roles:** Every status carries with is a socially prescribed role that is, a set of expected behaviors attitudes, obligations and privileges.
- A single status may involve several roles, called a role set.
- Sometimes a person has trouble meeting the obligations of a role or role set.
- **Role conflict** is defined as competing or incompatible demands in roles stemming from two different social statuses.

Cont…

Social institutions

- It is an interrelated system of social roles and social norms, organized around the satisfaction of an important social need or social function (Team of Experts, 2000).
- A social institution is an established pattern of behavior that is organized to perpetuate the welfare of society and to preserve its form.

Cont…

- Its important functions

a. Perpetuation of the welfare of society.
b. Preservation and maintenance of the form of society.
c. Meeting the major needs of the members of society.

A society is functionally integrated and held together by social institutions.

Cont…

- Social institutions are universal.
- They vary from time to time and across cultures, in terms of complexity, specialization, scope, formality and organization. But their basic nature and purpose are similar everywhere.
- These features are particularly true regarding the five major social institutions discussed below.
- Social institutions are resistant to change; they tend to persist. However, once a change occurs in particular social institution, it tends to affect the other institutions as well.

Cont…

I. Family and its functions

- Family is a biological as well as a social group.
- Family is a relatively permanent group of persons linked together in social roles by ties of blood, marriage, or adoption that live together and cooperate economically and in the rearing of children.
- Family is sometimes called the most basic of all social institutions.
- The family is considered so important to individuals and society because it responds to some of the most fundamental human needs, both individual and collective.

Cont…

- One function of the family is to meet the individual members need for love and emotional security.

Changes in family Authority

- **Patriarchal to Equalitarian**
- The rural family used to be of the patriarchal type. That is, the father had virtually all the authority.
- **Familism to individualism**

II. Economic institutions and their function

- Are social structures concerned with the production and distribution of goods and services.

Cont.…

III. Religious institutions and their function

- Sociologists define religion as a system of beliefs and practices related to sacred things that unites believers in to a moral community.
- Religion fulfills the following functions for most people

- ❑ Relief of fear and anxiety
- ❑ Self-justification and moral identity
- ❑ Explaining the unknown
- ❑ Agency of social control

Cont…

- **IV. Political institutions**
- Politics is the process by which people gain muse and loss power.
- Accordingly, there is one element of politics in almost all social relationships. We are usually referring to power in the sense of the ability to exert control over other people behavior or experience, even when they resist.
- There are two kinds of power.

❑ Legitimate

❑ Coercive

Cont…

Functions of political Institutions

- Establishing rules and regulations that govern individual and social behavior
- Institutionalizing norms and values of societies
- Ensuring peace and security of societies and etc…

Cont...

V. Educational institutions and their Functions

- The educational institution is the social structure concerned with the formal transmission of knowledge.
- It is one of our most enduring and familiar institutions.
- Nearly 3 of every 10 people in the United States are involved in education on a daily basis as students or staff.
- As former students, parents, or taxpayers, all of us are involved in education in one way or another.

Cont…

Function of educational institutions

- Cultural reproduction
- Social control
- Assimilation
- Training and development
- Selection and allocation
- Promotion of change

Cont...

Social organizations

- Is the network of relationships between individuals and groups which binds them into a society.
- Formal organizations are only one aspect of social organization.
- They are distinguished from small, informal organizations such as friendship groups or work teams, and from social institutions such as religion or the family.
- The formal organization is created deliberately and operates according to the definite rules to pursue one or more specific goals.

Cont…

- Informal organizations have no formal organizational structure.
- Formal organizations are different from social institutions in that formal organizations are associations of people while institutions are systems of norms and values. Very often, however, formal organizations are ways of organizing the activities connected with an institution.
- Although different tribes may be characterized by slightly varying social organizations, many traditional rural organizations have characteristics in common, as follows:

Cont…

- **Idir**- is a social organization established, usually, by a village community or group of villages, which provides social welfare for its members. An important social contribution of Idir is fund raising to help its members in the event of production losses, house damage by fire or theft, cattle death or theft, or any other individual misfortune.
- **Mahber**- is established in a religious or gender context.
- Mahber, in most of its welfare services, resembles that of Idir and involves fund raising for individuals faced with funeral expenses, production or property losses.

Cont...

- It offers a unique rural welfare system as well as a social forum. Such rural organizations not only provide social welfare but also provide opportunities for exchange of social, economic and political ideas.
- **Ekub** is another form of rural organization, temporary in nature, established for saving.
- Ekub is initiated by certain individuals capable of group saving. Membership is based upon economic criteria rather than social ones; that is, on ability to save rather than on need in time of distress. Equal constitutes an important form of the traditional saving institution, and a longer-term defense against food shortage for its members.

Cont...

4. Socialization

- In any society there are socially recognized ways in which the norms and values of the society are inculcated in the human infant who comes into this world as a biological organism with animalistic needs or impulses.
- Socialization is a process of making somebody social and fully human. more appropriately,
- It is a process whereby individual persons learn and are trained in the basic norms, values, beliefs, skills, attitudes, way of doing and acting as appropriate to a specific social group or society.

Cont...

- It is an on-going, never ending process- from cradle to the grave.
- From the point of view of individual persons, especially a newly born baby, socialization is a process whereby a biological being or organism is changed into a social being.
- Socialization may be formal or informal. It becomes formal when it is conducted by formally organized social groups and institutions, like schools, religious centers, mass media universities, work places, military training centers, internships, etc.

Cont…

- It is informal when it is carried out through the informal social interactions and relationships at micro-levels, at interpersonal and small social group levels.
- The most important socialization for us is that we get through informal agents like family, parents, neighborhood and peer group influences. It has a very powerful influence, whether negative or positive, in our lives.
- Whether it is formal or informal, is vitally important to both individuals and society.

Cont...

Types of socialization

- Sociologists generally distinguish three types of socialization: primary socialization, anticipatory socialization, and re socialization.

a) **Primary socialization**

- Early childhood socialization
- It is primary in two senses.

I. It occurs first, and it is most critical for later development.

II. During this period, children develop personality and self-concept, acquire motor abilities, reasoning, and language skills, and are exposed to a social world consisting of roles, values, and norms.

Cont...

b) Secondary or Adult Socialization

- While socialization is an overbidding issue for children and adolescents, it is a never-ending process that continues throughout life.
- Secondary or adult socialization is necessitated when individual take up new roles, reorienting themselves according to their changes social statuses and roles, as in starting marital life.
- The socialization process at this stage may sometimes be intense.

Cont…

c) Anticipatory socialization:

- As we progress from infancy to old age, we must continually shed old roles and adopt new ones.
- Many of these role changes are relatively easy because of anticipatory socialization role learning that prepares us for roles we are likely to assume in the future.

d) **Re-socialization**

- The most extreme example of role change comes about when we abandon our self-concept and way of life for a radically different one.

Cont…

4.2 Social stratification

- **Social stratification** is the division of population into **two** or **more** layers, each of which is relatively **homogeneous** and between which there are differences in privileges (opportunities), restrictions, rewards and obligations **Lundberg** 1968.
- A pattern of superimposed categories of differential privilege is termed as **social stratification Cuber** 1954.
- The moment of individuals or groups from one **stratum** of society to another is known as **social mobility.**

Cont...

- **Caste system** and **class system** are two of the major types or forms of social stratification.
- Communities are socially stratified in various ways.
- Sex division is a major sociological difference, age groups and so on.
- Society is divided into layers, some of which occupy a **higher** position than others. These layers are generally accepted as **social classes**.
- The term **CLASS** means a number of individuals in the same society whose status is **similar**.

Cont...

The social class involves three features

a. Hierarchy of status (always graded order)

b. Recognition of superiority and inferiority and

c. Change and mobility is present

Determinants of social class

- In some societies **occupation** and **income** in other **education** and ownership of **material possessions** in some other **family background** may be important criteria.
- The basis of criteria among the farmers is the **land ownership.**

Cont…

Caste:

- The term ‘**Caste**’ was derived from the **Portuguese** word ‘**casta**’ meaning lineage or race.
- A **caste** is a social category whose members are assigned a **permanent** status within a given social hierarchy and whose contacts are restricted accordingly – **Lundberg.**
- **Caste** is a closed class.
- Clearly graded type of social stratification.

Cont...

Characteristics of rigid caste system:

- 1. Determined slowly **by birth** and there is no vertical social mobility
- 2. In other words, caste is a **closed class system** with clearly demarcated status and role of its members. One is borne into a caste, lives and dies in it
- 3. When a class is somewhat strictly heredity we may called it as **caste – Cooley**
- 4. An individual is borne into a caste of his parents and can rise no further. Status is determined by birth.

Cont...

Character	Class pattern	Caste pattern
Value definition of inferiority and superiority	Applied to any characteristic	Usually applied to biological
Relevancy in norm role Definitions	Less than in caste systems	More than in class systems
Self-definitions	Labels and awareness may be vague	Rigid labels and awareness
Material objects	Possession of valued objects increases as class position increases	Possession of valued objects increases as caste position increases
Justification of system (value definition)	Pragmatic ‘ this worldly’ Justification	Strong religious endorsement
Status	Achieved	Ascribed

Cont…

Social Mobility

- Every society has different strata in it.
- The different individuals and groups who occupy a certain social position may not remain in that position permanently.
- Some may move from one position to another, from higher social class position to lower social class position, and vice versa.
- It implies a set of changes in opportunities, incomes, lifestyles, personal relationships, social status and ultimately class membership.

Cont...

- Social mobility is a social process that takes place among individual members or groups in a society, as they interact with each other. It is a process by which individuals or groups move from one status to another; or from one class or stratum to another.
- Sociologists have identified two types of social mobility: vertical and horizontal social mobility. **Vertical Social Mobility**: vertical social mobility is a type of social mobility that individuals experience when they move from their social status to other higher or lower social status.

Cont...

- It is a radical social change in an individual's position.
- It may be upward or downward.

Horizontal Social Mobility: horizontal social mobility is also called lateral social mobility. It is movement within a social class or a social position where the individual slightly improves and/or declines in his social position within his/ her class level.

- Unlike vertical social mobility, it doesn't involve drastic changes.

Cont...

Social change

- According to Event M. Rogers (1960), the word change means a **difference in anything observed over a period of time.**
- Social changes are the **alteration, over time, in the behavior patterns, culture, function and structure of a society**.

Sources of social change

- **1. Sociogenic factors:** Some social changes are **produced within the structure** and action of societies.

Cont...

- Those that are consciously initiated are called “manifest” and include such familiar experiences as **invention, social movements, social planning,** and **individual actions**.
- E.g. Manifest sociogenic sources of social change are United Nations, European recovery program, the social security system, etc.
- The term ***“social drift”*** refers to social change that issue ***unconsciously and unintentionally*** from the accretion/accumulation of minor variations of social change.

Cont…

A) Individual action

- The individual may act as **inventor, social movement leader**, **or social planner**. The role of individual action is illustrated in the careers of charismatic leaders- Jesus, Mohammed, Hitler etc.

B) **Temptation:** George peter Murdock points out that **“temptation”** may occur in any situation in which established habits **proved to be ineffective** and individuals are so strongly motivated that they **tryout other modes of behavior in a search for an adequate solution for their problem**. This type of change arises most frequently **form crisis situations** such as **famine, epidemics, war, economic depression, natural disaster, and the like**

Cont…

- **C. Strains** with in a social system constitute a further **latent sociogenic** source of social change.
- At least three types of change producing **strains** can be identified.
- Strain issues from **contrasting forms of social organization**;
- Strains reside in the i**nconsistencies** of normative and functional organization;
- Strain with in a social system may arise from the impact of **socially defined scarcities.**

Cont...

2. External factors:

- The external factors are **population changes**, **alterations of the Physical environment**, **Forceful impingement (imposing sth) on other groups, and Cultural borrowing**

A) Population changes: population may change in one or more of three ways.

- By variation of its physiological traits through **evolution** or amalgamation,
- By geographic **redistribution**, and
- By modifications of its **demographic composition**.

Cont...

B) **Alterations of the Physical environment:** Almost any feature of the natural environment may **alter** because of either **inherent** or **artificial forces**, when this occurs; the dependent social and cultural structures are forced into adaptive modification, change of topography, natural resources, flora and fauna.

C) Forceful impingement of other groups: Modern means of transportation and communication make it virtually certain that groups will constantly impinge upon one another. Such contacts serve in several ways initiate or facilitate social change.

Cont...

D) Cultural borrowing: A further source of social change is the **borrowing** of norms and values from alien culture. As noted, this inevitably occurs under conditions of conquest, colonization, and merger.

4.5 Social movement

- A social movement is an **ongoing, goal-directed effort to change social institutions from the outside**. Examples include gay rights, and Civil Rights movements.

Cont…

4.5.1 **Theories of social movement**

- Two major theories explain the circumstances in which social movements arise:
  I. Relative-deprivation theory, and
  II. Resource mobilization theory
- According to relative-deprivation theory, social movements arise when we experience an **intolerable** gap between our **rewards** and what we believe we have **a right to expect**.
- According to resource mobilization theory, social movements develop when **organized groups are competing for scarce resources**.

- **Thanks!**
- **The end**