PERIYAR UNIVERSITY

**(NAAC 'A++' Grade - State University - NIRF Rank 56 –
State Public University Rank 25)
SALEM - 636 011, Tamil Nadu, India.**

CENTRE FOR DISTANCE AND ONLINE EDUCATION

(CDOE)

M.A. SOCIOLOGY

SEMESTER - II

CORE V: CONTEMPORARY SOCIOLOGICAL

THEORY

(Candidates admitted from 2025 onwards)

PERIYAR UNIVERSITY

CENTRE FOR DISTANCE AND ONLINE EDUCATION (CDOE)

M.A Sociology 2025 admission onwards

CORE V

Contemporary Sociological Theory

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> Salem - 636011

Subject Code	Subject Name	Category	L	T	P	O	Credits	Lecture Hours	Marks		
									CIA	External	Total
25SOCC05	**Contemporary Sociological Theory**	Core - V	Y	-	-	-	5	150	25	75	100

	Learning Objectives
LO1	To make the students acquainted with the various theoretical perspectives that have shaped the discipline of sociology.
LO2	The students will examine primary texts, historically situate the scholars of those texts, and explore the ways these theories have been used to explain a wide range of social phenomena in our contemporary world.
LO3	To gain a structural understanding of sociological theory and its trajectory within our discipline.
LO4	Makes the students to treat contemporary sociological theory as a set of conceptual tools for theorizing understudied or taken-for-granted phenomena and for reexamining existing areas of inquiry from new analytical angles.
LO5	To make students to actively theorize the social world by appropriately and creatively applying sociological concepts to the issues, debates, and phenomenon.

UNIT	Details	No. of Hours	Learning Objectives
I	**Functionalism:** Talcott Parsons: Social Action–Social System–AGIL Model–Pattern Variables. Robert K.Merton's Codification and Functional Analysis. Functionalism as Theory.	30	LO1
II	**Conflict Theory:** C.Wright Mills–Power Elite Theory, Ralf Dahrendorf–Dialectical Conflict, Lewis A. Coser–Conflict Functionalism and R.Collins –Conflict and Social Change.	30	LO2
III	**Interaction Theory**: Herbert Blumer-Symbolic Interactionism, Charles Horton y –Looking Glass Self, George Hebert Mead-Mind, Self and Society, Ralph H.Turner –Role Theory.	30	LO3
IV	**Exchange Theory**: George C.Homans –Social Behaviour as Exchange, Peter M.Blau–Exchange and Power in Social Life, Levi-Strauss–Power of Gift, Richard Emerson –Power Dependence Relations.	30	LO4
V	**Phenomenology and Ethnomethodology:** Alfred Shultz: Phenomenology of the Social World - Peter Berger & Thomas Luckmann: Social Construction of Reality – Edmund Husserl: Natural Attitude – Erving Goffman: Impression Management - Harold Garfinkel: Studies in Ethnomethodology.	30	LO5
	Total	**150**	

LEARNING OBJECTIVES	
01	To make the students acquainted with the various theoretical perspectives that have shaped the discipline of sociology.
02	The students will examine primary texts, historically situate the scholars of those texts, and explore the ways these theories have been used to explain a wide range of social phenomena in our contemporary world.
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UNIT	**SYLLABUS**
I	**Functionalism:** Talcott Parsons: Social Action-Social System-AGIL Model-Pattern Variables. Robert K.Merton's Codification and Functional Analysis. Functionalism as Theory.
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CONTEMPORARY SOCIOLOGICAL THEORY

Unit I - Functionalism
Talcott Parsons: Social Action-Social System-AGIL Model-Pattern Variables. Robert K. Merton's Codification and Functional Analysis. Functionalism as Theory.
Unit Objectives - At the end of the Unit, the learners should able to
1. To understand the concept of functionalism 2. To identify functionalism in different perspectives 3. To enable students to apply the concept of functionalism in their system for practical reality
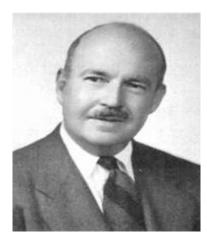
1.1 Biography of Talcott Parsons:

Personal Life:

Parsons a renowned American sociologist was born on December 13, 1902, in Colorado Springs, Colorado to Edward Smith Parsons, a Congregationalist Minister and president of Colorado College. He was married to Helen Bancroft walker during the year 1927 and was blessed with three children

Education:

Parsons' studied biology, sociology, and philosophy at Amherst College. He later focussed on social sciences, obtained doctoral degree in economics and sociology.

Works:

- The Structure of Social Action (1937)

- The Social System (1951)

- Essays in Sociological Theory (1964)

- Societies: Evolutionary and Comparative Perspectives (1966)

- Politics and Social Structure (1969)

<u>**Profession:**</u>

Parsons served on the faculty of Harvard University from 1927 to 1973. He is a creditable person for establishing the sociology department and introducing European sociology to the US by translating important texts of European scholars.

1.2 Social Action Theory:

The fundamental phenomenon in Social Action Theory is the unit act. Parsons outlines four key components within action theory:

1.   Actors

2.   End or future state toward which action is oriented

3.   Situations

   o Elements within the actor's control

   o Elements beyond the actor's control

4.   Norms & Values – These shape the actor's choices and means

While actors voluntarily choose their means and ends, their choices are not entirely free. Social structures impose constraints on their actions. Voluntarism is not the same as absolute "free will."

1.3 Social System:

Parsons defines a social system as: "A social system consists of a plurality of individual actors interacting in a situation with at least a physical or environmental aspect. Actors are motivated in terms of a tendency to optimize gratification, and their relationships with these situations—including other actors—are mediated through culturally structured and shared symbols."

Parsons' study of social systems is based on the status-role complex:

- **Status** refers to an actor's structural position within a social system.
- **Role** refers to the actor's behavior within that position.

Key Functional Prerequisites of a Social System

1. The structure must allow the system to function effectively.

2. The system must receive support from other systems.

3. The system must fulfill a significant portion of its actors' needs.

4. The system must ensure adequate participation from its members.

5. It must regulate disruptive behaviors to maintain stability.

6. A common language is essential for its survival.

1.4 AGIL - Parsons' Structural Functionalism:

Parsons transitioned from action theory to structural functionalism, asserting:

"A function is a complex of activities directed toward meeting a need or needs of the system."

Every system has functional requisites essential for survival, which are explained in his AGIL framework (Adaptation, Goal Attainment, Integration, and Latency).
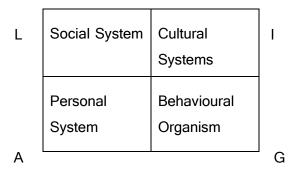
Adaptation: Denotes that a system must adapt to external environment. Adaptation is an instrumental function.

Goal: It denotes the goals of a system and mobilisation of resources to attain them. It is a consummatory function.

Integration: System must regulate the interrelationship of its component parts. It must manage the relationship among other three functional imperatives (A, G, L).

Latency (pattern maintenance): A system must furnish, maintain & renew both the motivation of individuals & the cultural patterns that create & sustain motivation.

L	Social System	Cultural Systems	I
	Personal System	Behavioural Organism
A			G

Action Systems Corresponding to AGIL

Functional Imperative	Action System
Adaptation (A)	**Behavioral Organism** - Adjusts to & transforms the extern world
Goal Attainment (G)	**Personality System** - Defines goals & mobilizes resources achieve them
Integration (I)	**Social System** - Controls & organizes its components
Latency (L)	**Cultural System** - Provides norms & values that motivate actio

The four functional imperatives operate at both micro and macro levels:

- **Micro Level:**

The ideal progression within a small action system follows an action cycle.

- **Macro Level:**

At a larger scale, the system must:

1. Allocate roles analytically among four functional subsystems

2. Sort input-output flows among subsystems

1.5 Pattern Variables:

The concept of pattern variables emerges from the Action Frames of Reference postulate, which asserts that there is no fixed relationship between an actor and a situation–actors always confront choices between alternatives.

A pattern variable is a dichotomy consisting of two opposing orientations:

1.   Affectivity ↔ Affective Neutrality

2.   Self-Orientation ↔ Collective Orientation

3.   Universalism ↔ Particularism (Choice between value-orientations)

4.   Ascription ↔ Achievement (Status is based on birth or merit)

5.   Specificity ↔ Diffuseness (Narrow vs broad relationships)

1.6 ACTIVITY- 1:
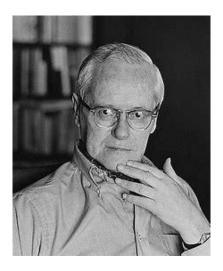
1.   Apply AGIL in your life and share your experiences.

2.   Consider family or war as a social system–apply your knowledge about AGIL and explain it.

1.7 QUESTIONS- 1:

1.   Sketch the biography of Talcott Parsons.

2.   What is Social Action?

3.   List the components of Social Action.

4.   What is AGIL?

1.8 Biography of Robert K. Merton:

Personal life:

Robert K. Merton was born on July 4, 1910 as Meyer R. Schkolnick in Philadelphia into a working class Eastern European Jewish Immigrant family. He changed his name at the age of 14 to Robert Merton, which evolved out of a teenage career as an amateur magician as he blended the names of famous magicians and died in February 23, 2003.

Education:

Merton studied sociology at Temple University in Philadelphia before he received a fellowship of Harvard University for graduate work in sociology. He earned his doctorate in 1936. At Harvard, he had opportunities to study with distinguished professors, in particular Pitirim Sorokin – the director of the newly founded Department of Sociology.

Merton became increasingly involved in theoretical work.

Profession:

He was a sociologist, educator, and regarded as an international academic statesman for sociology in contemporary research and social policy. He is a recipient of several awards and honours for his research contribution. Merton the first sociologist elected to the National Academy of Sciences and the first American sociologist to be elected as a foreign member of the Royal Swedish Academy of Sciences. In 1994, he received the National Medal of Science for his contributions to the field and for having founding the sociology of science.

Works:

- Social Theory and Social Structure (1949)
- The Sociology of Science (1973)
- Sociological Ambivalence (1976)
- On the Shoulders of Giants: A Shandean Postscript (1985)
- Merton's codification

Robert K. Merton's codification denotes his contribution in developing and structuring sociological theory, especially in the extent of deviance and social structure. It includes

1.9 Anomie Theory:

It is also known as strain theory. It states that deviance arises when goals and available

means do not match with each other. The contradiction between goals and means

create strain in the society, between the individuals or groups. A state of anomie

matures when access to the goals is blocked to entire group of people or individuals.

Therefore, it results in deviant behavior. e.g. Theft, murder. R.K.Merton characterizes

deviant behavior as rebellion, retreat, ritualism, innovation, and/or conformity.

1.10 Modes of Adaptation:

- Conformity

- Innovation

- Ritualism
- Retreatism

- Rebellion

1.11 Social Structure and Deviance

Structural Strain Theory:
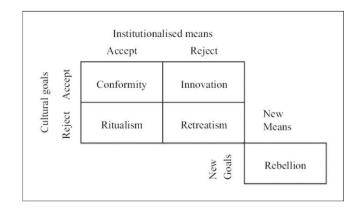
This theory was developed by Robert K. Merton. It is an extension of functionalism and deviance.

According to this theory, societies are composed of both culture & social structure. Culture establishes goals for people in society. Social structure provides or fails to provide the means for people to achieve these goals. In a well-integrated society, people use accepted & appropriate means to achieve the goals society establishes. In this case, the goals & means are balanced.

If the people do not use appropriate means to achieve goals, the goals & means do not balance with each other. The gap between goals & means results in deviant behavior. The goals & means create tensions in a society.

Based on imbalanced goals & means, Merton has given 5 types of deviance:

Meeting Five Possible Ways to Respond to Success Goals
Conformity

Involves the acceptance of the cultural goals and the means of attaining those goals.
Example: Banker.

$$\boxed{\text{CG } (\checkmark) \longrightarrow}$$

Innovation

$$\boxed{\text{CG } (\checkmark) \longrightarrow \text{M } (\times)}$$

Innovation denotes little access to conventional paths and ideas to do so. It involves the acceptance of the legitimate cultural goals but the rejection of the traditional or legitimate means of attaining those goals.
Example: A man inspired by mafia values or wealth but who employs alternative means to attain wealth (e.g., crime, low education, low-level jobs to advance) — this is innovation.

Ritualism

$$\boxed{\text{CG } (\times) \longrightarrow \text{M } (\checkmark)}$$

Refers to the rejection of cultural goals but the routinized acceptance of the means for achieving those goals.
Example: A person who goes to work every day but does not share the goal of the company

(e.g., making lots of money). They feel dejected and abandon the commonly held success goals.

Retreatism

$$CG\,(\times) \longrightarrow (\times)\,M$$

In retreatism, there is the rejection of both the cultural goals and the traditional means of   achieving   those   goals.
Example: A person who fits into the innovation group more by chance than by force. Psychotics, drug addicts — they are unable to reach or believe in the goals; they are deviant in both ways (means and goals).

Rebellion

$$CG\,(\times) \longrightarrow (\times)\,M$$

Rebellion denotes that the individual rejects both the cultural goals and traditional means of achieving them, but actively attempts to replace both elements of society with different goals   and   means.
Example: Communist revolutionaries, social movement activists. They wish to enact a new society by organizing the rebellion into a revolutionary group.

1.12 Manifest functions and latent functions:

Manifest Functions	Latent Functions
Buying a car for comfort	Social status is inherent.
Social policies and social action	The care for elderly lost its significance

Online education to continue education despite of pandemic COVID-19	Health issues are inherent.
Enforce Higher education	Breaks timely marriage
Use of mobile phones	Mobile addiction
Women empowerment	High rate of divorce

Gender equality	Loss of traditions, female dominance.

Merton defines manifest functions as " those objective consequences contributing to the adjustment or adaptation of the system which are intended, deliberate, known and recognized by participants in the system". By contrast, latent functions are "those which are neither intended nor recognized ". Examples are

The concept of dysfunction allows functional theory to focus on change. The concept of dysfunction is based on tension, strain, or contradictions within component elements of socio-cultural systems. Dysfunctional elements create pressures for change within the system.

Both manifest and latent functions can go dysfunctional.

✦ Let's Sum up:

Functionalism is a fundamental & essential element of any social system. It is also known as structural functionalism. It states how the sub systems are integrated to perform functions for the existence of entire social system as well as entire sub system. This is clearly viewed by different theorists in a different way.

1.13 ACTIVITY- 2:

1.   Take one deviant behavior from your society and find whether cultural goals & means are followed or not.

2.   Identify the cultural goals & means of a criminal.

1.14 QUESTIONS- 2:

1.   What is structural functionalism?

2.   What is deviance?

3.   Identify the link between deviance & functionalism.

4.   What do you mean by eg?

5.   What is the meaning for rebellion?

Unit II – Conflict Theory

C.Wright Mills–Power Elite Theory, Ralf Dahrendorf–Dialectical Conflict, Lewis A. Coser–

Conflict Functionalism and R.Collins –Conflict and Social Change.

Unit Objectives - At the end of the Unit, the learners should able to

1. To understand the concept of conflict

2. To examine the role of conflict in functionalism & social change

3. To analyse the role of power elite in conflict

Module/Sub Module	Content	Page Number
Unit II	**Conflict Theory**	
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2.13	Biography of Randall Collins	30
2.14	Conflict and Social Change	31
2.15	Activity- 4	33
2.16	Question- 4	33

2.1 C. Wright Mills (1916-1962)

Personal Life:

An American sociologist born on August 28, 1916, in Texas, U.S.A. His father was an Insurance Broker & mother a housewife. Due to his father's nature of job, their family often moved to different places. Mills married three different women & survived with three children. Due to cardiac arrest, he took his last breath in 1962.

Education:

Mills qualified his undergraduate & postgraduate studies in Sociology at the University of Texas, Austin & earned his doctorate in Sociology at the University of Wisconsin, Madison.

Profession:

He served as an associate professor of Sociology at the University of Maryland & later as a professor at Columbia University until the end of his life.

Works:

1.   The Power Elite (1956)
2.   White Collar: The American Middle Classes (1951)
3.   The Sociological Imagination (1959)

2.2 Power Elite Theory:

Wright Mills analyses the concentration of power in America by aspiring political, economic & military elite & their role in shaping society as well as to maintain dominance. He states that a small group of people hold significant influence over major institutions & are involved in the decision-making process in society. These people occupy key positions in major institutions (corporate, military, government). Institutions are interconnected to one another, therefore power is concentrated in the hands of a few people, while others are not provided the opportunity to hold power & to be involved in decision-making.

Essential Components of the Theory:

Political Elite:

Denotes people in higher positions–government officials, politicians, policymakers, etc. They influence policymaking based on their position & power, controlling political institutions.

Economic Elite:

Refers to wealthy individuals. Their extended social networks facilitate influence; they shape decisions by controlling companies & values. Economic elites exist in different forms–political elite, economic elite, military elite

Military Elite:

Indicates to higher level of military officers. They play vital role in framing national security policies. Elites take decisions which protects this power. Political institutions (government) are dominated by few people who are wealthy, because they can afford finances for election campaigns & control the institutions.

Characteristics of Power Elite:

Interconnectedness

Power elite members are personally or professionally connected with one another. They facilitate cooperation among themselves.

Shared interests

Power elites have common ideologies, values & interests. They aim to continue their power & privilege.

Institutional power

Elites exert influence through the significant institutions like, governments, corporates & military.

Interpersonal role theory serves as a base to actively understand structural role theory.

2.3 ACTIVITY- 1:

1) How many roles you perform in one day?

2) Do you think that social roles modify your behaviour? Comment your views.

3) List out your static & dynamic roles.

Static Roles	Dynamic Roles

4) List out the benefits of your social role.

5) Differentiate interpersonal role theory from structural role theory.

2.4 QUESTIONS- 1:

1) Brief the biography of Ralph H. Turner.

2) Explain Role Theory.

2.5 Biography of Ralph Dahrendorf (1929-2009)

Personal Life:

Ralph Dahrendorf was born in Hamburg, Germany, on May 1, 1929. His father was a lawyer & judge, and his mother was a homemaker. Ralph Dahrendorf was a German sociologist and political scientist. His childhood was impacted by the rise of Nazism and the Second World War. He was imprisoned by the Nazis for his opposition to the British army.

Education:

He obtained his education in philosophy, economics, and sociology at the University of Hamburg. He achieved his doctoral degree in the year 1953.

Profession:

He served as a professor at the University of Tübingen and at the London School of Economics. Beyond teaching, he was the director of the London School of Economics, president of the International Sociological Association, and chancellor of the University of Konstanz. He was a member of the German and European parliament and a vocal advocate for social justice and democratic values. He was assigned a post as Commissioner for European communication since 1970-71. He is a well-known critical analyst of functional theories.

<u>**Works:**</u>

1.   Class & Class Conflict in Industrial Society (1959)
2.   Cleavage in the Theory of Society (1968)
3.   Life Chances: Approaches to Social Inequality (1979)
4.   The Modern Social Conflict (1988)
5.   The New Liberty: The Challenge of the 21st Century (1998)

<u>2.6 Dialectical Conflict:</u>

Dahrendorf states that social conflict is fundamental and takes place between two individuals or groups. The conflict arises due to the dialectical process between opposing parties.He emphasized that authority and power shape conflict. Those in positions of power attempt to maintain their dominance.

Dialectical conflict arises from the interaction between two opposing individuals or groups. It is based on differences in ideas, opinions, and interests, leading to tension and dissent.

This type of conflict is dynamic and constantly evolving–it can lead to change, resolution, and the creation of new social structures. It contributes to the decomposition of capital and labor, resulting in an expanding middle class and increased social mobility.

He further argued that society is not a harmonious system but a collective of competing individuals with different interests and levels of power. The unequal distribution of power and authority creates distinct groups–those who dominate and those who are subjugated, the powerful and the powerless.

Dahrendorf's Conflict theory focuses on social conflict, power & social change. Social conflict acts as a catalyst for social change and progress. If such conflict is not handled properly, it could destroy society.

Dahrendorf developed the concept of Imperatively Coordinated Associations (IEA)–a system of social organization where individuals & groups are connected through rules, regulations, power & positions in a hierarchy.

Individuals & groups are assigned roles & positions in a larger social system, determined by rules & regulations. IEA is commonly found in modern industrial & capitalist society.

In capitalist society, the unequal distribution of wealth, resources & power leads to competition among individuals & groups, resulting in conflict & tension. It is evident that dialectical conflict occurs between individuals, groups, and even nations.

2.7 ACTIVITY- 2:

1.   What is your experience in conflict?
2.   Do you conflict with others? Why?
3.   With whom do you often conflict? Why?
4.   Do you find any resolution from conflict?

2.8 QUESTIONS- 2:

1.   Mention the different kinds of group in Dahrendorf's conflict theory.
2.   Brief out Dahrendorf's conflict theory.
3.   List out the reasons for conflict.
4.   Expand ICA.

2.9 Biography of Lewis A. Coser (1913-2003)

Personal Life:

Lewis A. Coser was born on November 27, 1913, in Berlin, Germany. He was a German-American sociologist and emigrated to the United States due to the rise of Nazism.

Education:

Coser pursued his studies at Columbia University. He earned his doctorate in Sociology in 1954, which contributed to his intellectual growth and his contributions to Sociology.

Profession:

As a professor, he taught Sociology at the University of California, Los Angeles, Brandeis University, and Stony Brook University. He was elected as the 66th President of the American Sociological Association in 1975. Coser was the first sociologist to attempt to connect structural functionalism and conflict theory.

Works:

1. Chronicles of Narnia
2. The Functions of Social Conflict (1956)
3. Controversies in the Study of Social Conflict (1967)
4. Masters of Sociological Thought (1971)
5. Greedy Institutions: Patterns of Undesired Consequences (1974)
6. The Sociology of Knowledge (1977)
7. The American Social Structure (1979)

2.10 Conflict Functionalism:

Lewis A. Coser defines social conflict as "a struggle over values & claims to scarce status, power & resources in which the aims of the opponents are to neutralize, injure or eliminate their rivals."

Conflict functionalism is also known as functional conflict theory. This theory considers conflict a natural, normal, and essential element of social life. While conflict can seem disruptive, it can also result in positive functions for a society, such as promoting social change, fostering innovation, encouraging cooperation, and enhancing solidarity among competing individuals or groups.

Essential Components of Conflict Functionalism:

1. **Conflict is inherent in social structure:**

Different forms of conflict can lead to positive outcomes and bring necessary changes in the structure and function of society, such as social reforms.

2. **Conflict is the foundation of social life:**

Social conflict is an essential element in social interactions–it helps resolve issues and helps find solutions, reunites people, etc. Hence, social conflict performs positive functions.

3. **Conflict exposes critical thinking:**

Enables individuals & groups to think critically about values, norms, beliefs, goals & aspirations. Through critical thinking, societal members improve their personal growth & development.

4. Conflict is challenging:

The Individuals & groups must face & overcome conflict by considering & conforming to norms, beliefs & values. It adds to existing norms, values & institutions.

5.   Significance of managing conflict:

Conflicts can lead to both positive & negative consequences. If societal members fail to handle conflict correctly, it would disrupt the functional aspects of society. However, if conflict is managed efficiently, it would result in positive change. → Example: Devising policies for the development of a society.

Coser identified the following causes for social conflict:

1.   **Competition:**

Individuals or groups in a society compete with one another to attain resources that are scarce in quantity–such as wealth, power, position, or social status. This results in profit for one individual or group & loss for another. Therefore, competition is a prime force behind social conflict.

2.   **Differences between people:**

A society comprises people with inherent differences. These differences exist between individuals and groups in terms of attitudes, beliefs, norms, and values. Such variations create differences of opinion among people, ultimately leading to conflict.

3.   **Power Imbalance**

Different people occupy various positions in a hierarchy, ranging from lower to higher levels. Consequently, not all members have equal power to maintain control over others. Unequal power distribution leads to conflict.

4.   Psychological Factors

Frustration, aggression, and insecurity contribute to social conflict. These factors result in low mood and prevent individuals from maintaining a normal state of mind. The disturbed emotions are expelled through conflict.

5.   Social Change

Social change may have negative or positive results. Unhealthy social change, such as the loss of a good leader, disasters, or unrest in society, creates tension and conflict between groups.
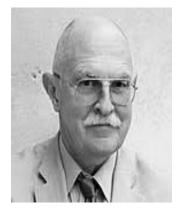
2.11 ACTIVITY- 3:

1. Do you agree with cosers conflict? Comment
2. analyse the role of conflict in functionalism

2.12 QUESTIONS- 3:

1. Brief the biography of Lewis Coser
2. In what terms he explains conflict?

2.13 Biography of Randall Collins (1941-2012)

Personal Life:

Randall Collins was born into a diplomatic family during the Cold War era in Knoxville, Tennessee, United States. His upbringing was marked by several dislocations, exposing him to various cities and cultures from an early age. Collins actively participated in the Free Speech Movement, campus protests, and anti-war movements. In 1964, he was arrested for his activism.

Education:

Collins attended a prestigious New England prep school. He pursued his undergraduate degree in psychology at Harvard University, followed by postgraduate studies in both psychology and sociology. He later earned his doctoral degree in sociology from Stanford University.

Profession:

Collins taught sociology at multiple universities, including the University of California, Riverside, and the University of Pennsylvania. He also served as a visiting faculty member at institutions such as the University of Chicago, Harvard University, Cambridge University, and several universities across Europe, Japan, and China. His research primarily focused on conflict theory, social change, and micro-sociology. In 2010-2011, he chaired the American Sociological Association as its president. His intellectual work

was influenced by renowned thinkers such as Émile Durkheim, Max Weber, Erving Goffman, Marcel Mauss, W. Lloyd Warner, and Mary Douglas.

Works:

- Conflict Sociology: Toward an Explanatory Science (1975)
- The Credential Society (1979)
- Weberian Sociological Theory (1986)
- Theoretical Sociology (1988)
- The Sociology of Philosophies: A Global Theory of Intellectual Change (1998)
- Interaction Ritual Chains (2004)
- Violence: A Micro-Sociological Theory (2008)
- Napoleon Never Slept: How Great Leaders Leverage Social Energy (2015)

Collins has also contributed over a hundred essays on topics including violence, education, and intellectual networks. His work has had a significant impact on sociology, particularly in the areas of conflict theory and social change. His ideas have been applied across disciplines such as sociology, politics, and international relations. He remains a prominent American sociologist known for his contributions to conflict theory, social change, and various other areas of research.

2.14 Conflict and Social Change:

Drawing from the works of Max Weber, Émile Durkheim, and Erving Goffman, Collins argues that symbolic goods and emotional solidarity are key forces driving social conflict. His conflict theory is rooted in micro-level interactions, emphasizing that resources are stratified with symbolic significance.

Collins contends that conflict unfolds in refined forms through face-to-face interactions and rituals. Different modes of conflict emerge from the internalization of symbolic meanings, which are expressed in ways deemed socially acceptable.

Furthermore, Collins asserts that conflict and social change are interdependent— conflict acts as a catalyst for social transformation, while social change, in turn, generates new forms of conflict.

Essential Components of Collins' Conflict Theory:

1. **Interaction Ritual Chains**

•   Generate emotional energy, intensified through shared focus and engagement.
•   Strengthen solidarity or tension among individuals and groups.
•   Repeated interactions contribute to the formation of social groups and boundaries.

2. **Resources**

•   The unequal distribution of power and resources creates societal imbalances, leading to conflict.

3. **Status Groups**

•   Groups that share social status and prestige within a given society.
•   Often characterized by homogeneous factors, such as education, occupation, and wealth, influence etc., and the competition between one another can lead to conflict and social change.

4. **Symbolic Resources:**

•   Language, rituals, and cultural practices play a significant role in shaping conflict.

- Symbolic resources are used to legitimize power, set social boundaries, and create conflict between individuals and groups.

✚ Let's Sum up:

Conflict theory opposes functionalism, emphasizing how conflicts arise due to differences in groups, ideas, culture, power, and resources. These disparities create discrimination and power imbalances (e.g., powerful vs. powerless, superior vs. inferior), leading to conflicts that drive social change. Despite its disruptive nature, conflict can contribute to the functional aspects of a system.

2.15 ACTIVITY- 4:

1. Identify your **position & status** in society and explore how conflict arises.
2. Do you agree that conflict leads to **social change**? Justify your view.

2.16 QUESTIONS- 4:

1. What is conflict?
2. According to Collins, how do conflict and social change influence each other? Explain.
3. What do you mean by interaction ritual chains?
4. Briefly summarize Collins' biography.

Unit III – Interaction Theory

C.Wright Mills–Power Elite Theory, Ralf Dahrendorf–Dialectical Conflict, Lewis A. Coser–

Conflict Functionalism and R.Collins –Conflict and Social Change.

Unit Objectives - At the end of the Unit, the learners should able to

1. To understand the concept of conflict

2. To examine the role of conflict in functionalism & social change

3. To analyse the role of power elite in conflict

3.1 Biography of Herbert Blumer:

Personal Life:

Herbert Blumer was born in St. Louis, Missouri. He was a dignified, graceful, and magnificent person. He passed away at April 13,1987 at the age of 87. Herbert Blumer was an emeritus professor who actively engaged in writing and contributed to research till his last breath.

Education:

In order to help his father for cabinet-making business, at the age of 15 he was dropped from high school. Later in the year 1918, he joined at the University of Missouri and achieved his under graduation in 1921 and postgraduation in 1922. He completed his Ph.D. Degree at the University of Chicago. He was a student of G.H. Mead. Blumer was also a national football player.

Profession:

Blumer worked as an assistant professor at the University of Chicago from 1928 to 1951. To generate additional income, he served as a labour negotiator for the Milwaukee Meat Packed Union and also chaired the Board of Arbitration for the U.S. Steel Corporation and the United Steel Workers of America. During the Second World War he served as a Chief Liaison officer at the Office of War Information in the state. He was the first person to chair the new department of Sociology at the University of California. He worked there till his retirement in 1967.During his career he earned several prestigious awards. He continued his writing till 1980's. He was the 46th president of American Sociological Association. He is the founding father of Symbolic Interaction.

Works:

1.   Blumer translated G.H. Mead's work "Philosophy" into theory of self, society and interaction which is known as symbolic interactions.

2.   Race prejudice as a sense of Group position.

3.2 Symbolic Interaction:

Herbert Blumer assigned the term Symbolic Interaction in the year 1937. It is a kind of communication found among individuals. Communication takes place through symbols. It is a face-to-face interaction because the symbols are directly observed by the people to interact. It is a meaningful interaction with symbols created by individuals and maintained through repeated interactions in a society. It focuses more on subjective meaning.

Herbert Blumer Symbolic Interaction focus on actor processes to constantly create and recreate experiences from one interaction to next.

He further adds that Social Institutions Due to individuals' interaction,

Views of Symbolic Interaction

1.   Individuals act on the basis of meanings of symbols or objects e.g Traffic symbols, emoji in mobile phones.

2.   Symbolic Interaction takes place within a specific social and cultural group and context.

3.   Symbolic meanings come out of interaction between the individuals in a society.

4.   Meanings are continuously created and revealed through interaction process.

5.   Interactions interpret the meanings.

Through Symbolic Interaction he viewed social world, composed of different kind of human beings, thoughts, meanings and actions, to generate symbols with meanings and its reciprocity through continuous interactions.

3.3 ACTIVITY -1:

1.   Do you interact with symbols? If yes, what kind of symbols do you often use and why?

2.   Identify the meaning of any five emojis.

3.   Share your personal experience in symbolic interaction.

4.   If you were given the chance to create symbols with meaning, what concept would you choose, and why?

3.4 QUESTIONS- 1:

1.   Explain the biography of Herbert Blumer.

2.   Describe symbolic interaction.

3.   Explicate the uses of symbolic interaction.

4.   Symbolic interaction gains significance in digital society–justify your views.

3.5 Biography of C.H. Cooley:

Personal Life:

Charles Horton Cooley was born on August 17, 1864, in Michigan. He was the fourth child out of six in his family. His father, Thomas M. Cooley, was an important judge and helped start the University of Michigan Law School. Because he grew up in a smart family, Cooley became interested in understanding people and how society works. But as a child, he had health problems and did not socialize much, which made him quiet and thoughtful. Later, these qualities helped him study society.

Education:

Cooley went to the University of Michigan when he was sixteen and studied mechanical engineering. He finished his degree in 1887, then decided to study economics and sociology. He earned a master's degree in 1890. He wanted to find a subject that truly interested him, and in sociology, he found a way to understand human relationships. In 1894, he got his Ph.D. with a paper called "The Theory of Transportation," which showed his interest in different subjects.

Professional Career:

Cooley started teaching at the University of Michigan in 1892. He taught economics and sociology. By 1907, he became a full professor of sociology and worked there until he passed away in 1929. He believed that studying society should focus on people's

thoughts and feelings, not just numbers or facts. He was more interested in ideas than experiments, which helped him create new theories about how society and people are connected.

Works:

Cooley wrote many books that influenced sociology:

- **Human Nature and the Social Order (1902):** In this book, he introduced the "Looking-Glass Self" idea, explaining how people see themselves based on what they think others think.

- **Social Organization: A Study of the Larger Mind (1909):** This book talks about how families and small groups shape a person's behaviour and values.

- **Social Process (1918):** In this work, he explains that society changes over time, just like nature, and that people must adapt to these changes.
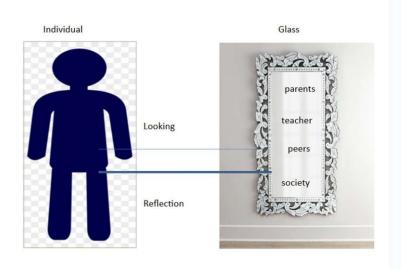
3.6 The Looking-Glass Self Concept:

Cooley's most famous idea is the "Looking-Glass Self." This means that people shape their self-image by imagining how others see them. He explained three steps in this process:

1. **Imagining How We Look to Others:** We think about how people see us.

2. **Imagining Their Judgment:** We try to guess if they see us as good or bad.

3. **Feeling Something About It:** We feel happy if we think they see us in a good way or sad if we think they see us badly.

Cooley described this idea by saying:

"We think that in another person's mind, we can see an idea of how we look, act, and behave. This idea affects how we feel about ourselves."

This theory shows that our sense of self is not just something we create alone. Instead, it comes from how we interact with others and what we believe they think about us. It explains why people care about opinions from family, friends, or even strangers. This concept helps to explain why people behave in certain ways and how social approval or disapproval affects confidence and identity.

3.7 ACTIVITY -2:

1.   Identify & list members who have reflected your behaviors through the looking glass self.

2.   How did you socialize your child using the looking glass self? Justify.

3.8 QUESTIONS- 2:
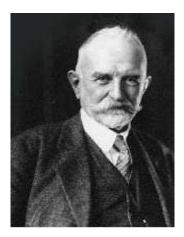
1. What do you mean by the looking glass self?

2. Bring out Cooley's biography.

3. List the works of C.H. Cooley.

4. What is socialization?

3.9 Biography of George Herbert Mead:

Personal Life:

G.H. Mead, An American Philosopher was born on February 27, 1863 in South Hadley at Massachusetts, United States. His father was a congregational minister in congregational Church. His mother was a devoutly religious person. Mead married Helen Castle, blessed with a boychild, a physician. Due to the death of his wife, Mead was ill and his life ended at April 26, 1931 at Chicago.

Education:

G.H. Mead studied at Oberlin College from 1879-1883. Later, earned his post-graduate in Philosophy at Harvard University from 1877-1888. There, he studied with Josiah Royee, a philosopher known to G.W.F. Hegel, was highly impressed of Mead. He also studied psychology and other languages like Greek, Latin, German and French. His doctoral degree was in Physiological psychology.

Profession:

G.H. Mead taught philosophy and social psychology at the University of Michigan. He served as a home tutor for William James's son who is known as Hassy. He was a surveyor at Wisconsin Central Rail Road Company. His theory on self, mind and society had its root from social behaviourism published by his students. Other theories Mead developed from self, mind and society.

Works:

Mead wrote several articles which were published are as follows: After his demise, his lecture notes and unpublished papers were edited and published into following books:

1) The philosophy of present (1932)

2) Mind Self and Society (1934)

3) Movements of thought in 19th century (1936)

4) The philosophy of Act (1938)

5) Mead's Carus Lectures (1930)

Articles:

1) Suggestions toward a theory of the philosophical disciplines (1900)

2) Social Consciousness and Consciousness of Meaning (1910)

3) What social objects must psychology presuppose (1910)

4) The Mechanism of Social Consciousness (1912)

5) The Social Self (1913)

6) Scientific Method and Individual Thinker (1927)

7) A Behaviouristic Account of the significant symbol (1922)

8) The Genesis of Self and Social Control (1925)

9) The objective Reality of perspectives (1926)

10) Nature of Past (1929)

11) The Philosophies of Royee, James and Devoy in their American setting (1929)

3.10 Mind, Self & Society:

Self:
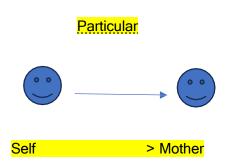
G.H. Mead states that self-arises through interaction. Self is seen from the eyes of others (opinion- good, bad feedback given by others). Through social interaction an individual realizes the self and understands "what is right, what is wrong, what is appreciated" etc. Understanding helps an individual to mould self in a better way, rectify mistakes, receive good name etc. Therefore, self is regulated by others response.

Sense of self develops in two stages:
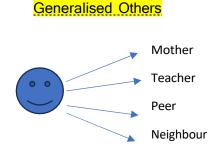
1. At the infancy stage, the individual absorbs the responses of the closed ones e.g. mother, because mother spends most of the time with infant in caring process (food, cloth etc.,). Therefore, self is formed by the organized attitudes of the particular person (mother). Individual realizes self and starts to differentiate the self from mother.

   Mead states that individual gets an idea about one self through role-play. Role play is playing the role of others. Through role play individual can place himself in the other's place (role) and imagine about their responses. Thus, individual attempts to connect oneself to others (others are mothers, fathers' family members etc). At first infant tries to connect with its mother because mother is considered as the significant close person.

Particular

Self   > Mother

2. At the time of maturity, individual combines the particular to general (i.e) individual starts to see others secondly. So, the self is getting connected from one particular person (mother) to others in a society as a whole (general). There is a gradual process in the formation and realization of self. The social interaction and observations expand, in the

"self-formation" process.

Therefore, G.H. Mead states that self and society are inseparable. The interaction between self and society are dyad. Self is incomplete without society and society fails to exist without individuals. Hence G.H. Mead agreed with the statement of Cooley that "Self is Social".

Among "Generalized others" an individual differentiates itself from others. It tries to act toward itself from the viewpoint of others (whole group). The child attempts to understand different roles of different people in the same social context. The child generalizes role of others e.g. Role of a teacher.

The children team plays the role of teacher and other connected roles like student, principal, parent etc. They play in an organized way with rules and regulations. Based on the role the child acts and generalizes its behaviour. Through the play the child earns social experience, develops social interaction, learns to adjust with team members, situations, manages people and stabilizes conflict.

Therefore, self develops only in a social context and not in a vacuum. The child also learns to think what will society think if I do this or don't do this.

As per Mead's theory, self-comprises "Me" and "I". Me is the socialized aspect of the individual. It represents learned behaviours, attitudes, and expectations of society. It is the objective experience. I is the unsocialized self. It is the subjective experience.

Mind:

Mead explains that mind is an outcome of social interaction–a social process. Communication is important for social interactivity. It consists of two parts:

1) Conversation of gestures

2) Language

Both facilitate communication between individuals (dyad), small groups, or large groups.

Conversation of gestures

In this part, communication arises through gestures. The individual is not aware of the response to the gestures. Gestures include facial expressions, angry states, smiles, etc. Conversation of gestures stems from non-significant to significant interaction. Communication also includes symbols. A significant symbol is a vocal gesture that seeks a response. He states that communication is a social act that requires at least two individuals.

Structure of Communication

E.g.:

Individual 1 asks for water to drink. Individual 2 responds slowly to provide water. Therefore, Individual 1 initiates action (takes water by himself and drinks).

Significant symbols are the foundation of Mead's theory of "mind." Mind is the use of significant symbols. It is the product of human intelligence.

Society:

Society is an organized group of people. Each individual differs from one another. These individuals are connected with one another through the group behaviours. Society plays a vital role in shaping human mind, self, and social behaviours. Individuals constitute society. Society is composed of individuals.Individuals have a complex system of interactions, relationships, and shared meanings.

3.11 ACTIVITY -3:

1. Connect your "self" with your society. List out:

a) Significant people connected with self.

b) General people connected with self.

c) Give reasons for both.

2. Can "self" develop through mobile phone interaction? Comment your views.

3. Differentiate your "self" in two phases:

Childhood	Adolescent

3.12 QUESTIONS- 3:

1. Explicate G.H. Mead's biography.

2. Analyse Mead's theory on self.

3. Explain Mind and Society.

4. Do you agree with Mead that "self develops in a social context?" If yes, how? If no, why?

3.13 Biography of Ralph H. Turner:

Personal Life:

Ralph H. Turner was an American sociologist born on March 26, 1919, in Nebraska. Turner married Dorothy and lived with two children until the age of 93. His life came to an end in 2014, at the age of 94.

Education:

He completed his undergraduate studies at Nebraska University, earned his master's degree in sociology at the University of Chicago in 1942, and received his PhD in 1948 from the same institution.

Proficiency:

He studied his professional as an Asst. professor in Chicago University followed by University of California and Los Angeles. He had chaired the Sociology dept at UCLA since 1965. During this time, Turner, an Army man, served in the U.S. Army during the Second World War.

Works:

1.   The Social Context of Ambition (1964)

2.   Role-Taking: Process versus Conformity (1962)

3.   Collective Behaviour (1964)

3.14 Role Theory:

Ralph H. Turner states that roles are dynamic and not static. Roles get modified through social interaction, a social process. Social roles influence and mould individual behaviour and mould individual identity. Role theory is the key element to understanding relationships at different levels.

Roles are organized social behaviours. They are found at both individual and group levels. Individual behaviour in social contexts is organized. At the individual level, roles can be observed in two different forms:

1. Individuals, while performing a role, may feel different in different situations/positions.

2. Different individuals may perform and behave similarly in similar relationships.

At the group or collective level, roles are performed but differentiated from one another. A cluster of behaviours is thought to belong to one another and individuals consistently perform with varied individuals in an organization or society. At the collective level, this is known as structural theory.

R. H. Turner's Interactional Role Theory

R.H Turner's interactional role theory arises from patterns of social interaction among individuals and groups. Behavioural patterns and groups constitute roles that recur out of dynamic interaction, states and positions arise in connection with roles in a social organizational framework.

Interactional approach is broader than the structural approach to role theory. The four broad types of roles are:

1.   **Basic Roles** – These are fundamental, linked with gender, age, and social identity. e.g., role of a man, role of an aged woman, role of a rich person, etc.

2.   **Position or Status Roles** – These roles are associated with positions in formal groups. e.g., role of a manager in an organization, role of a mother in a family.

3.   **Functional Group Roles** – These roles emerge spontaneously due to the situation for survival. This is informal. e.g., leader, follower.

4.   **Value Roles** – Value roles denote that roles are connected to any kind of value. Value may be positive or negative. E.g: Hero, Villian, Mentor, Role model etc.,

Interactional role theory serves as a base to actively understand structural role theory.

3.15 ACTIVITY -4:

1.   How many roles do you perform in one day?

2.   Do you think that social roles modify your behaviour? Comment on your views.

3.   List out your static and dynamic roles.

Static roles	Dynamic roles

4.   List out the benefits of your social role.

5.   Differentiate interactional role theory from structural role theory.

3.16 QUESTIONS- 4:

1.   Brief the biography of Ralph H. Turner.

2.   Explain Role Theory.

Unit IV – Exchange Theory

George C.Homans –Social Behaviour as Exchange, Peter M.Blau-Exchange and Power in Social Life, Levi-Strauss-Power of Gift, Richard Emerson –Power Dependence Relations.

Unit Objectives - At the end of the Unit, the learners should able to
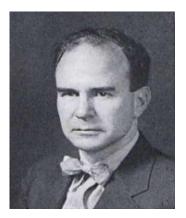
1. To understand the concept of exchange in different perspectives

2. To identify the role of social behaviour in exchange theory

3. To gain intensive knowledge of exchange in social life

4.1 Biography of George Homans:

Personal Life:

Homans was born to Robert Homans and Abigail Adams-Homans on August 11, 1910, Born in Boston, He was brought up in Cambridge, Massachusetts. In 1941, he married Nancy Parshall Cooper, who remained his lifelong compatible partner. Homans' life and work reflected on his commitment to understand the fundamental principles of social behavior and interaction. Homans' work had a lasting impact on sociology.

Education:

Homans attended St. Paul's School in Concord, New Hampshire, from 1923 to 1928 He studied English literature at Harvard University and received his degree in 1932 Homans later pursued graduate studies in sociology at Harvard University.

Profession:

Homans taught sociology at Harvard University for many years. In 1939, Homans served as a faculty and handled both sociology and medieval history,

His research focused on social behavior, group dynamics, and sociological theory. He chaired Harvard Sociology Department. Teaching profession lifted him to work in Industrial sociology and exposed to functional anthropology. Homans then joined a discussion group at Harvard called the Pareto Circle, which was led by Henderson. He was also a visiting professor at the University of Manchester in 1953, at Cambridge University from 1955 to 1956, and at the University of Kent in 1967. Homans was very dedicated to his students

and treated everyone on par with each other. His prestigious

position were, member of the American Academy of Arts and Sciences in 1956,] a member of the American Philosophical Society in 1964, the 54th president of the American Sociological Association in 1964, and a member of the United States National Academy of Sciences in 1972.] He retired from teaching profession in the year 1980.

Works:

- English Villagers of the Thirteenth Century (1941)
- The Human Group (1950)
- Social exchange theory (1958)
- Social Behavior: Its Elementary Forms (1961)

- The Nature of Social Science (1967; gathers the Walker-Ames Lectures at the University of Washington in the summer (1965)

- Coming to My Senses: The Autobiography of a Sociologist (1984)

- Certainties and Doubts (1987)

- Sentiments & Activities: Essays in Social Science (1962)

4.2 Social Behaviour as Exchange:

Exchange denotes that social interactions involve exchange of resources (need-based rewards, appreciation) & services (timely help or support). It takes place between individuals or groups. Social interaction is a nucleus of social exchange theory. The theory further states that social behavior is encouraged by rewards. Therefore, Homans states that he clearly understood the concept of exchange. Exchange is a form of rewards & costs between individuals & groups.

Rewards denote positive outcomes for an individual. Rewards benefit individuals.

Costs denote the expenses faced by the individual through social interaction. It is a negative outcome & results in loss for an individual or group.

Therefore, social behavior is viewed as a process of exchange, where individuals try to maximize rewards & minimize costs. Humans are also connected with cost-benefit analysis.

Proposition falls into four categories, they are:

1. **Success proposition:**

Higher the frequency of reward, higher the performance of activity.

2. **Stimulus proposition:**

Past reward will leave as a stimulus to repeat the same performance in same situations.

3. **Value proposition:**

Higher the value of reward, more likely a person is to perform the activity.

4. **Deprivation-satiation proposition:**

Higher the frequency of receiving a particular reward, result in less value for the reward.

Forms of Exchange:

Economic Exchange:

Exchange of goods & services in monetary form.

Social Exchange:

Social exchange denotes the exchange of emotions, social support, sharing of information & companionship.

Generalized Exchange:

Generalized exchange denotes indirect exchange. The donors & receivers do not face

each other during exchange or benefit. Individuals or groups contribute resources and pool the collected resources for a common or general benefit. In this kind of exchange, direct reciprocity is not found or expected.

For example, **Blood Donation**–Donors and receivers are not aware of each other, and donors do not expect help in return.

Disaster:

In disaster-prone areas, people are in need of resources for survival. Here, people from different geographical areas contribute to disaster victims. Those who donate resources do not expect anything in return, and donors and receivers are not aware of each other.

4.3 ACTIVITY- 1:

1.   Share your experiences of exchange in your everyday life.

2.   Are you benefited through exchange? Explain.

3.   List out the following:

a.   Things you exchange.

b.   Individuals with whom you exchange in family.

c.   Individuals with whom you exchange in the workplace.

4.4 QUESTIONS-1:

1.   Explain George C. Homans' Biography.

2.   Brief out the propositions of exchange theory.

3.   Explain the role of social behavior in exchange theory.

4.5 Biography of Peter Michael Blau:

Personal life:

Peter M. Blau a renowned and active Austrian, American sociologist and theorist born on February 7, 1918, in Vienna, Austria, to a Jewish family and an immigrant to USA in the year 1939. His life took a dramatic turn as fascist power grew in Europe, and he was convicted of high treason at 17 for speaking out against government repression in articles for an underground newspaper. Blau immigrated to the United States in 1939 and pursued his academic career. He is a person recognized for his outstanding   qualities such as inquiring mind, a probing intellect, a gentle man, an ironic sense of humor, a thick Austrian accent etc. He loved for theatre and art and honored with a title "grand theorist" of 20th-century American sociology,

Education:

As a consequent of World War II, Blau with his refugee scholarship attended Elmhurst College in Illinois, choosing the major sociology. During his under graduation, he was attracted to the work of the grand theorists, namely, Marx, Durkheim, Freud, Fromm. etc

The primary interest of Blau was on social-psychological aspects. Next to graduation, Peter spent three years in the U.S. Army, returning to the combat zone in Europe. Based on German language skills, he served as an interrogation officer. Blau worked and completed his doctoral thesis with Robert K. Merton in the year 1952 at Columbia University. He laid the groundwork for his theory on bureaucracy. He received his Associate degree in the year 1942 and later pursued his academic career.

Profession:

Blau served as 65th president of the American Sociological Association for the time period 1972-1973 and was elected to the National Academy of Sciences in 1980.

Works:

He authored and coauthored many works:

- The Dynamics of Bureaucracy (1955).
- Organizational sociology (Blau and Scott, 1962).
- The American Occupational Structure (1967).
- Exchange and Power in Social Life (1964).
- A macro sociological theory of social structure (1970)
- The Structure of Organizations (1971)
- The Organization of Academic Work (1973).
- Exchange and Power in Social Life (1964)
- The Structure of Organizations (1975)
- Inequality and Heterogeneity: A Primitive Theory of Social Structure (1977)

4.6 Exchange and Power in Social Life:

Peter M. Blau's theory roots from Homans' works on social exchange, but the two theories differ slightly.

He states that social exchange is a process involving rewards & costs. Blau emphasizes approval, honour, and services. He asserts that social exchange strengthens social bonds

between individuals and groups, providing more opportunities for reciprocal relationships. Individuals aim to maximize rewards and minimize costs. Though social relationships are complex, reciprocity, fairness, and power dynamics play a significant role.

Blau examines the role of social structures & institutions in social exchange and relationships.

❖   To add on:
  ➢ Rewards denote positive outcomes like benefits, approval, affection, and material goods.
  ➢ Costs refer to negative outcomes like the sacrifice of time, effort, and resources.

Power According to Blau:

Power denotes the role in influencing social relationships and structures.

Power is considered a rich resource used to influence others to achieve goals and reap benefits. However, the distribution of power is often unequal in social relationships. **Examples**:

1.   A father has more power than his son.

2.   A husband has more power than his wife.

This imbalance of power leads to social inequality and stratification, creating superior-inferior dynamics.

Power is a legitimate authority, recognized through social norms, institutions, and positions. Due to this recognition, power is accepted, tends to remain constant, and is expected to be maintained.

Power also exists in workplaces and organizations, where it plays a vital role in shaping individual behavior and its consequences.

Additionally, the value of power can change over time in social life due to shifts in social norms, structures, and relationships.

4.7 ACTIVITY- 2:

1.   Do you think that social exchange strengthens social bonds? Comment on your view.

2.   Share your experience in social exchange in your day-to-day life.

3.   When you go for exchange, do you expect reciprocity? Why?
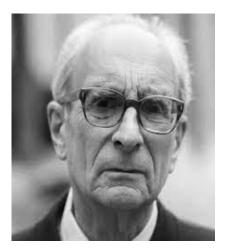
4.8 QUESTIONS- 2:

1.   Sketch the biography of Peter M. Blau.

2.   Differentiate role status theory from George Homans.

3.   Identify the similarities & differences between Blau & Homans' theory of social exchange.

4.   Explain the role of power in exchange.

4.9 Biography of Lévi-Strauss:

Personal Life:

Lévi-Strauss was born on November 28, 1908, in Brussels. During his earlier education in France, he was interested in philosophy. Later, he was significantly influenced by Marcel Mauss and connected with Louise Dumont. Both intellectually contributed to anthropology and structural analysis. His life ended during the centenary year of his birth.

Education:

He obtained a graduate degree in philosophy & law in France, including at the Sorbonne.

Profession:

He held academic positions at the New School for Social Research in New York City and various prestigious institutions in France. Beyond teaching, he was involved in ethnographic fieldwork among tribes in Brazil, which rooted in structuralist approach.

Levi-Strauss influenced several disciplines like sociology, philosophy, and anthropology.

He is a French anthropologist and one of the most influential figures of 20th-century anthropology. He is a recipient of several awards.

Works:

1) The Elementary Structures of Kinship (1949)
2) Mythologiques [4 volumes] (1964-1971)
3) Tristes Tropiques (1955)

4.10 Power of Gift:

Based on Maussie's theory, Strauss emphasizes the structural aspects that reciprocity plays in paving the way for social structures and the transition from nature to culture.

His theory on structuralism focuses on social structure, cultural practices, social relationships, exchange in the form of reciprocity, and social exchange. These play a pivotal role in building and maintaining social structures, cultural systems, and the human condition.

Levi-Strauss argued that language consists of words, whereas culture is composed of symbols and meanings. He proposed that human exchange follows a universal pattern,

forming an underlying structure that shapes all social interactions and activities.

According to his theory, human societies are built upon binary oppositions, where contrasting elements inevitably transform into one another. Kinship plays a crucial role in illustrating the significance of opposites, particularly in marriage and social exchange.

Reciprocity within kinship structures is essential for understanding social cohesion. Marriage serves as a foundation for establishing new relationships, contributing to the continuity of social life.

For example, two brothers may arrange for their sisters to marry into another family, facilitating an exchange of women between the two households. This reciprocal practice strengthens familial bonds and maintains social balance.

Binary	**Oppositions**
Animal	Nature
Man	Woman
Life	Death

Rich	Poor
Homogeneous	Heterogeneous

He further adds that exchange takes place between two families; they exchange goods & services. Through exchange, two groups reciprocate social support and material objects. This thickens the social bond. The practice of exchange enforces cooperation & reciprocity, shaping social relationships & cultural norms.

4.11 ACTIVITY- 3:

1.   How do you realize the power of gift in your local life? Explain.

2.   Explain the exchange in your kin circle.

4.12 QUESTIONS-3:

1.   Briefly write out the ideas of Claude Lévi-Strauss.

2.   Explain the concept of binary opposition and give your own examples.

3.   Explain the power of gift theory.

4.13 Biography of Richard Emerson:

Personal life:

Emerson an American sociologist known for his work on social exchange theory. and power-dependence theory,

Education:

He earned his PhD in 1955 from the University of Minnesota, where psychology and sociological theory served as his main advisors. After serving in the prestigious 10th Army Mountain Division during World War II, he went to graduate school after graduating from the University of Utah with a sociology major and a philosophy minor.

Profession:

He began his academic career at the University of Cincinnati. He became a faculty member in 1955 and was granted tenure in 1957. During his time in Cincinnati, he contributed to research projects on leadership training, a popular area of study after World War II, and family relations (as a senior research associate in psychiatry). He also produced several significant publications. In 1965, he was hired to teach sociology at the University of Washington, where he remained until his untimely death in 1982, at the height of his academic career.

Works:

- American Sociological Review (1962);

- Sociometry (1964);

- Sociological Theories in Progress (1972).

4.14 Power-Dependence Theory:

Richard Emerson's power-dependence theory, a fundamental concept in social exchange theory, asserts that power within a social relationship is directly linked to the dependence of one individual on another. In other words, the greater a person's reliance on another, the more power that individual holds over them. This theory explores how power dynamics emerge from the unequal distribution of resources and the resulting interdependence between individuals or groups.

Key Aspects of the Theory:

- **Reciprocal Nature of Power and Dependence:**

Emerson emphasized that power and dependence are not unilateral but instead form a reciprocal relationship. If person A relies on person B, then B holds power over A, and vice versa.

- **Dependence as a Function of Resource Value and Availability:**

The degree of dependence is shaped by the value of a resource to the dependent party and the accessibility of that resource from other sources.

- **Power Balance and Cohesion:**

Emerson outlined power relations using two dimensions: power balance (the extent to which one party is more dominant than another) and cohesion (the strength of the bond between the parties).

- **Power and Social Structures:**

The theory highlights how power dynamics influence social structures, shaping group norms, roles, and hierarchies.

- **Balancing Operations:**

To address power imbalances, individuals engage in "balancing operations," such as forming alliances, negotiating power shifts, or seeking alternative resources.

Let's Sum up:

The concept of exchange is fundamental, essential, and inevitable in human social life. Social interaction is necessary for exchange, and various theorists have explored it in terms of profit and loss–maximizing profit and minimizing loss. Exchange goes beyond material goods, encompassing non-material elements like social support, love, affection, and services. It fosters interaction, strengthens social bonds between individuals and groups, and expands social networks, contributing to a healthy society.

4.15 ACTIVITY- 4:

1.   Are you dependent? If so, do you have more power or less power?

2.   Who is dependent on you in your family? Have you given power to them? State reasons.

3.   Who is dependent on you in your work place? Have you given power to them? State reasons.

4.16 QUESTIONS- 4:

1.   What is the meaning for dependence theory?

2.   Why there is a need to balance the power?

3.   What is the role of power in social structures?

Unit V – Phenomenology and Ethnomethodology

Alfred Shultz: Phenomenology of the Social World - Peter Berger & Thomas Luckmann:

Social Construction of Reality – Edmund Husserl: Natural Attitude – Erving Goffman:

Impression Management - Harold Garfinkel: Studies in Ethnomethodology.

Unit Objectives - At the end of the Unit, the learners should able to

1. To understand the concept of phenomenology & ethnomethodology

2. To explore phenomenology method in varied perspectives

3. To gage impression management in one's life.

5.1 Biography of Alfred Schutz:

Personal Life:

Alfred Schutz (1899-1959) was a pioneering Austrian philosopher known for his contributions to phenomenological sociology. Born in Vienna, he played a significant role in bridging the traditions of sociology and phenomenology. During World War I, he joined the Austrian Army and served on the Italian front.

Education:

Schutz pursued his education in law, social sciences, and business, which laid the foundation for his later work in understanding the structures of human experience and social interactions.

Profession:

In 1927, Alfred Schutz was appointed as the executive officer of Reitler & Company, a prominent Viennese banking firm with international business relations. Renowned philosopher Edmund Husserl described him as "a banker by day and a philosopher by night." Alongside his work as an international lawyer and businessperson, Schutz played a significant role in helping several intellectuals escape from Austria.

Schutz collaborated with Marvin Farber to establish the International Phenomenological Society. In 1943, he began teaching sociology and philosophy at the New School for Social Research. Beyond his teaching responsibilities, he was actively involved in presenting papers, guiding research projects, and later chaired the department of philosophy from

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1952 to 1955.

Works:

1.   The Phenomenology of the Social World (1932)

2.   A collection of brief essays on phenomenology

3.   A manuscript exploring personality in the social world

5.2 Phenomenology:

Phenomenology is a kind of approach that helps to focus and detail conscious experience, human experience, and perceptions of an individual, and to understand & interpret the world around. It emphasizes subjective experience. It does not include preconceptions & assumptions. Phenomenology is applied in various fields like Philosophy, Psychology, and Anthropology.

Alfred Schutz aimed to create a philosophical foundation for the social sciences through phenomenology. Alfred Schutz used the phenomenological approach to focus on subjective experience of the individual and described the social phenomena to understand the underlying structures and meanings, He introduced the concept known as "life world," which denotes everyday experience taken for granted.

He emphasized the significance of understanding intersubjectivity, i.e., shared meanings between individuals.

Schutz states that individuals categorize & understand the world around them, known as "typification."

The accumulation of knowledge & experiences gained by individuals in everyday life is called "stock of knowledge."

Steps in Phenomenology:

Steps in Phenomenology of Research Methodology are :

- **Bracketing:** Denotes to bracket and exclude preconceptions and assumptions.

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- **Intuiting:** Direct and immediate understanding of a phenomenon. It is a basic method in phenomenology.

- **Analyzing:** Information about a phenomenon is organized in a way to enhance understanding and avoid complexity and ambiguity.

- **Describing:** Providing detailed information about phenomena and observations. It aims to provide a clear picture of phenomena.

Alfred Schutz states that social reality is constructed through individual experiences and interactions. Phenomenology provides an in-depth understanding of how individuals experience and interpret their social reality.

5.3 ACTIVITY- 1:

1. Apply the concept of phenomenology in your social setting & explain the output
2. While applying phenomenology, how do identify bracketing?

5.4 QUESTIONS- 1:

1. Sketch the biography of Alfred Schutz
2. Explain the concept of phenomenology

5.5 Biography of Peter Berger:

Personal Life:

Peter Berger was born in Vienna, Austria, in 1929 and later moved to the United States, where he became a leading sociologist. His work primarily focused on the sociology of knowledge, religion, and modernization. Throughout his career, he contributed significantly to sociological theory and was widely recognized for his intellectual contributions.

Education:

Peter Berger pursued his undergraduate studies at Wagner College before earning his master's and doctoral degrees from The New School for Social Research. His academic journey shaped his perspectives on sociology, particularly in the areas of religion and modernization.

Thomas Luckmann studied philosophy and linguistics at the University of Vienna and the University of Innsbruck. He later continued his education at The New School for Social Research in the United States, where he was influenced by phenomenological thinkers such as Alfred Schütz.

Works:

- Invitation to Sociology (1963) - An introduction to sociological thinking.

- The Sacred Canopy (1967) - Explores the sociology of religion.
- A Rumor of Angels (1969) – Examines the possibility of religious experience in a

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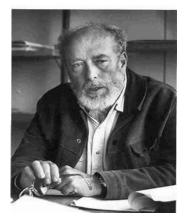
secularized world.

- The Homeless Mind (1973, co-authored with Brigitte Berger and Hansfried Kellner) – Discusses modernization and its psychological effects.

- The Capitalist Revolution (1986) - Analyzes capitalism's role in shaping societies.

5.6 Biography of Thomas Luckmann:

Personal Life:

Thomas Luckmann was born in 1927 in Jesenice, Slovenia, which was then part of Yugoslavia. He had a multicultural upbringing, being fluent in both Slovene and German. His academic interests revolved around phenomenology, sociology of knowledge, and communication. Luckmann spent much of his career teaching and researching in Germany and Austria.

Education:

Thomas Luckmann studied philosophy and linguistics at the University of Vienna and the University of Innsbruck. He later continued his education at The New School for Social Research in the United States, where he was influenced by phenomenological thinkers such as Alfred Schütz.

Works:

- The Invisible Religion (1967) - Investigates the privatization of religion in modern

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societies.

- The Structures of the Life-World (1973, co-authored with Alfred Schütz) - Further develops phenomenological sociology.

- Life-World and Social Realities (1983) – Discusses everyday experiences in constructing social reality.

- The Communicative Construction of Reality (1999) – Examines how language shapes social reality.

Together, Berger and Luckmann co-authored *The Social Construction of Reality* (1966), a groundbreaking work that explored how individuals and groups create and maintain societal norms through interaction.

5.7 Social Construction of Reality:
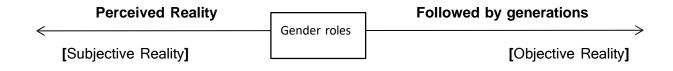
Peter Berger and Thomas Luckmann together contributed to "Social Construction of Reality" is rooted in phenomenology. It is a sociological concept from the roots of Phenomenology. This work influences the understanding of local reality and its construction. It states that local reality is built through individuals' social interactions and shared meanings.

For example, if individuals live in a house, it cannot be considered a family unless its members agree that they belong to a family and engage with each other. Berger and Luckmann emphasized subjective experience and intersubjectivity, which is reflected in the idea of symbolic interactionism. This concept explains how symbols in social interactions contribute to the construction of reality, making it a subjective process.

The Social Construction of Reality is applied to various social phenomena, including sociology, the formation of identity, social norms, and power dynamics. Through social reality, individuals perceive and understand society, influencing each other through social interaction.

Gender Roles and Social Constructs

For example, gender roles that is role of man is to earn money and a woman's role is to take care of the family and children are socially constructed. The roles assigned to each gender are prescribed, and members agree with them. Gender roles are influenced by social interactions, shared meanings, social norms, and social expectations, which eventually shape reality and are followed by future generations.

Essential Concepts of Social Construction:

Social interactions play a vital role in constructing social reality. Individuals interact through language and symbols, creating meaningful interpretations of their experiences.

Shared Meanings

Created meanings are shared among individuals and groups, enabling them to understand and communicate effectively.

Contextual Influence

Social constructs are influenced by different contexts, such as cultural, historical, and social settings. These aspects evolve due to social change and impact social constructs. For example, gender roles have changed over time due to advancements in women's education and employment opportunities.

S.No	Cultural Context	Historical Context	Social Context

1.	Men must go and ear money	Men must go and ea money	Women can also go and ear money
2.	Care for the elderly	Care for the elderly	Care for the elderly
3.	Face-to-face interaction	Interaction through letters	Interaction through mobi phones

Stages of Social Construction:

Berger & Luckmann state that there are three stages of social construction, which are:

- **Externalization** – Societal members create meanings and reality through social interactions and experiences.

- **Internalization** – Social norms and constructs are internalized by individuals, becoming a part of their understanding and worldview.

- **Objectivation** – Subjective social constructs take on an objective form, appearing as established realities in society.

Social constructs are influenced by power dynamics. Depending on governance and control, domination and subjugation emerge. The exertion of power can lead to societal acceptance or rejection of social constructs. Additionally, shifts in power structures influence and reshape social constructs over time

5.8 ACTIVITY- 2:

1.   Do you agree that gender roles in India are socially constructed? Share your views.

2.   What other aspects of society are socially constructed? List them with suitable examples.
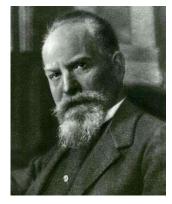
5.9 QUESTIONS- 2:

1.   Provide a brief biography of Peter Berger.

2.   Write a brief biography of Thomas Luckmann.

3.   Explain the concept of social construction of reality.

4.   Outline the stages involved in social construction.

5.10 Biography of Edmund Husserl:

Personal Life:

Edmund Husserl, born in 1859 in Moravia (now part of the Czech Republic), was a philosopher and mathematician known for his foundational work in phenomenology. Although raised in a non-orthodox Jewish family, he and his wife later converted to Protestantism. Husserl had three children, but tragically lost one during World War I.

Education:

Husserl initially studied astronomy at Leipzig from 1876 to 1878, while also attending lectures in mathematics, physics, and philosophy. He later pursued mathematics and

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philosophy at the University of Berlin, where he was mentored by Thomas Masaryk, who would go on to become the first president of Czechoslovakia. In 1883, he earned his doctoral degree in mathematics from the University of Vienna and expanded his academic focus to philosophy and psychology.

Works:

Edmund Husserl made significant contributions to phenomenology through his writings, including:

1. *Crisis of European Sciences and Transcendental Phenomenology* (1954)

2. *Philosophy of Arithmetic* (1891)

3. *Logical Investigations* (1900-1901)

4. *Ideas* (1913)

5. *On the Phenomenology of the Consciousness of Internal Time* (1928)

6. *Formal and Transcendental Logic* (1929)

7. *Cartesian Meditations* (1931)

8. *Experience and Judgment* (1929)

Husserl's pioneering work laid the foundation for later phenomenological thinkers, influencing philosophy, psychology, and social sciences.

5.11 Natural attitude:

The term "natural attitude" is a fundamental concept in phenomenology. Edmund Husserl examines the natural attitude from a phenomenological perspective. Phenomenology is a philosophical approach that focuses on the study of conscious experience and its structures. It investigates how consciousness relates to the world, society, objects, and meanings, without relying on preconceived notions or assumptions. He suggests that in everyday life, individuals perceive physical objects, people, experiences, and ideas as facts.

According to Husserl, what a person perceives gradually becomes a natural attitude because it exists as an undeniable reality. This concept is also referred to as the natural theoretical attitude. Husserl emphasizes that attitude should be described without judging its quality–such as labelling it as good or bad.

Perceiving objects every day appears ordinary and effortless, creating a natural sense of being in the world. Through perception, individuals become aware of the facts in their surroundings. Everyday experiences and observations strengthen a person's familiarity with the world, shaping their understanding of reality.

5.12 ACTIVITY- 3:

1.   Connect phenomenology & Natural Attitude with your own ideas and give an example.

2.   Apply the concept of phenomenology in your daily life.

3.   Apply the concept of Natural Attitude in your daily life & explain it.

5.13 QUESTIONS -3:

1.   Brief out the biography of Edmund Husserl.

2.   What is Bracketing? Give an example.

3.   Give a brief note on Natural Attitude.

5.14 Biography of Erving Goffman:

Personal Life:

Goffman was born into a working-class family on June 11, 1922, in Alberta, Canada. He was raised by a single parent (mother). During his childhood, situations forced him to take on the responsibility of his father. Despite hardships, his excellence in academics earned him degrees for his performance. He passed away at the age of 60.

Education:

Goffman obtained his bachelor's degree in Sociology from the University of Toronto in 1945. He pursued further studies and received his doctoral degree in 1953 from the University of Chicago. His doctoral guide was the famous sociologist, Herbert Blumer.

Profession:

Goffman worked in the National Institute for Mental Health at Bethesda, Maryland. He taught sociology at the University of California, Berkeley. During the year 1966, he chaired the Sociology & Anthropology department at Pennsylvania University. He served as the 73rd president of the American Sociological Association for one year, 1981-82.

Works:
1. Presentation of Self in Everyday Life (1959)

2. Asylums (1961)

3. Stigma: Notes on the Management of Spoiled Identity (1963)

4. Behaviour in Public Places (1963)

5. Frame Analysis (1974)

5.15 Impression management theory:

Impression management theory became popular in the year 1959. Impression

management denotes the conscious or sub conscious effort of an individual to impress

others. It is an act of manipulating others' ideas and influencing others perception.

Essential Elements of Theory:

Goffman states that social interaction has two stages:

1. Front stage

2. Back stage

Front stage:

Denotes the performance of an individual in front of an audience. It is an on-stage
performance; therefore, the individual must craft their performance properly to present
it before an audience.

Back stage:

Contrary to the front stage, the back stage refers to a private space where individuals shed
their public persona.

Purpose of Impression Management

The purpose relies on two motives namely instrumental and expressive motive.

Instrumental motive denotes the process of influencing other people to achieve rewards.

For. E.g. gain popularity and get promotion. Achieving rewards would boost individual's self-esteem. Expressive motive denotes forming an identity and self-presentation to show their identity. They try to control the ideas of other people.

Techniques of impression management

o   **Conformity** – It denotes the alignment of one's behaviour in relevance to their environment.

o   **Ingratiation**- It aims to influence others' perceptions through compliment. For e.g. To behave as they prefer or like.

o   **Intimidation** – Refers to the use of physical force/ aggressive to control another person's idea about oneself.

o   **Flattery/Acclaim** – Acknowledging one's task or role through excessive compliment.

o   **Self-Promotion** – exaggerate one's strengths or positive trait to create high opinion about them.

o   **Association** – Connect oneself with the surrounding (individuals or group) to shield or promote one's self-image.

o   **Appearance** – Refers to the choice of dress code, accessories, hairstyle, etc., that help individuals present themselves better in front of others.

o   **Demeanour** – Denotes the body language, tone of speech, facial expressions to express emotions & attitudes.

o   **Setting** – Also modifying the physical environment to create a specific impression.

o   **Communication** - Planning to speak with the right words & phrases. Content is crafted before the speech for better reach & impression.

5.16 ACTIVITY - 4:

1) How do you impress people in your workplace & family?

2) What techniques have you used to impress others?

5.17 QUESTIONS- 4:

1) Explain impression management.

2) Explain the biography of Erving Goffman.

5.18 Biography of Harold Garfinkel:

Personal Life:

He was born on October 29, 1917, at New Jersey, to a family background. He was an American Sociologist recognized as the father of ethnomethodology.

Education:

Garfinkel earned his bachelor's degree in accounts, but was highly interested in Sociology due to his volunteering work at a Quaker work camp at Georgia. He obtained his master's degree in the year 1942. His master's thesis focused on inter racial

homicide and received his doctoral degree in 1952. Talcott Parsons was his doctoral dissertation guide.

Profession:

Garfinkel served as a faculty of Sociology at California University in 1954 & developed ethnomethodology. He has contributed for several research projects like leadership studies & American Jury project. He too served as a Research fellow at the Centre for the Scientific Study of Suicide for a period of one year 1963-64.

Works:

1) Studies in Ethnomethodology (1967)

2) Passing & the Managed Achievement of Sex Status (1967)

3) The Structure of Table (1970)

5.19 Ethnomethodology:

Garfinkel coined the term "ethnomethodology." It describes about how people make sense of their everyday experiences. It is a major component in sociology.He states, social order is not imposed from the top to bottom line of people. On the contrary, it emerges from the ongoing practical method, used by people to understand & interact with each other.

The term ethnomethodology can be easily understood by:

Ethno - specific socio-cultural group of people

Method - practices of that group

Ology - denotes the scientific study of it.Therefore, ethnomethodology denotes the scientific study of specific socio-cultural groups & their practices. Ethnomethodology focuses on the ways in which ordinary people construct a stable social world through everyday utterances & actions.

It aids in navigating the realities and practices. Ethnomethodologists study "any occasion, composed of locally organized artful practices." Organized artful practices are stable, recognized, and reappear for a functional purpose.

Characteristics of Ethnomethodology:

-Indifference of Categories:

This refers to "bracketing or suspending" assumptions. By bracketing, it helps to understand how participants themselves produce and make sense of their social world. It is a methodological approach.

- Observability of Situations:

This refers to how individuals produce and manage social order in day-to-day interactions. Social interaction takes place in natural settings; hence, observation won't be described simply through local interactions and the complexity of daily life.

Principles of ethnomethodology:

Accountability

- Denotes the different mental & external activities which are accounted in sense-making by individuals in a social group.
- It is taken for granted by individuals using common sense knowledge to justify the interpretations of others' actions.
- Individuals also use common sense knowledge for justification.

Reflexivity

* Focuses on the idea that local actions are self-referential.

* It denotes the circular relationship between local actions.

Indexicality

* Denotes the action & expressions which depend on the context under which they occur.

Ethnomethodology helps the researchers to study social phenomena in natural settings without any manipulation & assumptions. It is accurate & real about the context. It enables to gain in-depth understanding of norms, values & beliefs that influence & shape the behaviour of people.

Let's Sum up:

The concept of exchange is fundamental, essential, and inevitable in human social life. Social interaction is necessary for exchange, and various theorists have explored it in terms of profit and loss—maximizing profit and minimizing loss. Exchange goes beyond material goods, encompassing non-material elements like social support, love, affection, and services. It fosters interaction, strengthens social bonds between individuals and groups, and expands social networks, contributing to a healthy society.

5.20 ACTIVITY- 5:

1) Apply your knowledge of ethnomethodology in two different cultural groups & explain it.

2) List out your "socially organized social practices."

5.21 QUESTIONS- 5:

1) What is ethnomethodology? Give an e.g.

2) Bring out the characteristics of ethnomethodology.

<u>Suggested Readings / References</u>

1	Rossides, D. W. (1975). *The history and nature of sociological theory.* Houghton Mifflin Company.
2	Mead, G. H. (1934). *Mind, self, and society: From the standpoint of a social behaviorist* (C. W. Morris, Ed.). University of Chicago Press.
3	Homans, G. C. (1958). Social behavior as exchange. *American Journal of Sociology, 63*(6), 597-606. https://www.jstor.org/stable/2772990
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5	Blau, P. M. (1986). *Exchange and power in social life* (2nd ed.). Routledge. https://doi.org/10.4324/9780203792643
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7	Garfinkel, H. (1991). *Studies in ethnomethodology.* Polity.