

# Sociology and dominant social values essay sample



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A system is basically a concept whether physical or social. The idea of a system is fundamental with environment. The notion of a social system is a general one can be applied to social organization that are carefully and deliberately planned. As a social system school is characterized by an interdependent structure of parts, a clearly defined population, differentiated from its environment, a complex network of social relationships and its own unique culture. As a result school itself is a social system. Social system is a model of organization that possesses a distinctive total unity beyond its component parts. It is distinguished from its environment by clearly defined boundary. It is composed of sub-units, elements and sub-systems that are interrelated within relatively stable patterns of social order. This can be stated graphically as follows: Boundaries:

Every social system has proper boundary in the same manner the school building has also bounded to separate from the environment. The schools building, as the unit of analysis, coincide with the larger schooling system. It is important to define carefully the boundaries and the unit of analysis.

Environment:

Outside boundaries there exists another unit of analysis i. e. environment which (i) Affects the attributes of the internal component.

(ii) It is changed by the social system itself. Educational policies, administrators, other schools and the community are some elements of constituting environment. Homeostasis:

It is a process in which a group of regulators act to maintain a steady state among the system components. A biological analogy illustrates the concept when an organism moves from a warm environment to a cold one,

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homeostatic mechanism trigger reaction to maintain body temperature.

Feedback Loop:

In a social system the triggering mechanism is the feedback loop. This ensures that a portion of the school's behaviour and the internal and external environment's reactions to that behaviour are filtered back into the system as input. Equilibrium:

When social and biological parts of the system maintain a constant relationship to each- other so that no part changes its position or relation with respect to all other parts. The major elements of a social system are

(ii) Institutional Elements:

Institution, its role and expectations are the conceptual elements of homothetic or normative dimension. Institutions are agencies established to carry out certain imperative! Functions for the social system as a whole the imperative functions are those which in time have become the established functions of the social system. The school is an institution because it is an agency established to carry out the function of socialization which is an imperative function of the social system of the school. Thus, school can be described as an institution as well as a social system. Both terms are, however, used in a different sense. A role exists only within a particular social system and represents a particular position within that system. It involves certain rights and duties. A person is expected to put these into effect. When he does that he is said to be performing his role. (iii) Individual Element:

Each social system is inhabited by living people. Whenever a role is being performed, it is performed by individuals. Each individual stamps the role he occupies with the unique style of his own pattern of expressive behaviour; Personal dimension involves the personality of the role incumbent. The personality may be defined by the component need dispositions. The need dispositions are conceived of as forces within an individual. A school is thought of as a social system, with its characteristic institutional functions, roles and expectations. As an institution it has the function of socialization. There are various incumbents in it who have to play the roles expected of them. In the social system of a school the goal behaviour is achieved through the integration of various institutions.

#### SOAN 3351: School as a Social System

\* Up one level

Historically, the purpose of schooling has been to socialize children and youth as agents in the reproduction of existing social relations. The organization and curricula of schooling is expected to reflect the place of children, youth and adult learners in the social system as a whole, and to facilitate their unproblematic appropriation of dominant social values and normative relations. This has meant that schools have often examined educational organization and social issues in ways that attenuate conflict and obscure social contradictions.

One primary focus of the course for this Fall term will be disability. Several documents and research reports have been produced for Nova Scotia and other Atlantic provinces over the last decade or so. A recurring theme has been inclusion: what is it; who does it benefit; is it detrimental for the regular

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classroom; is there an “inclusion bias” in educational policy; what is the “rights-basis” for inclusion? These are questions we will address and students will develop in one course assignment.

Other themes for this course will be an examination of contemporary issues affecting schooling and attempts at reform of its organization and curriculum. Recent public opinion, proposals for reform and restructuring the delivery of education will be discussed. We will examine schooling through the frame of social justice and change; in other words, schooling as it relates to other aspects of society.

There may also be an opportunity for Service Learning as a component of this course.