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**SUBJECT NAME: SOCIOLOGY**

## **QUESTION#1:**

Discuss how Social class, Lifestyle, and Cultural factor effect health of people in poor countries?

## **ANSWER:**

The economic and political structures which sustain poverty and discrimination need to be transformed in order for poverty and poor health to be tackled.

- Marginalized groups and vulnerable individuals are often worst affected, deprived of the information, money or access to health services that would help them prevent and treat disease.
- The cultural and social barriers faced by marginalized groups – including indigenous communities – can mean they use health services less, with serious consequences for their health. This perpetuates their disproportionate levels of poverty.
- The cost of doctors' fees, a course of drugs and transport to reach a health centre can be devastating, both for an individual and their relatives who need to care for them or help them reach and pay for treatment. In the worst cases, the burden of illness may mean that families sell their property, take children out of school to earn a living or even start begging.
- Overcrowded and poor living conditions can contribute to the spread of airborne diseases such as tuberculosis and respiratory infections such as pneumonia. Reliance on open fires or traditional stoves can lead to deadly indoor air pollution. A lack of food, clean water and sanitation can also be fatal.

HIV, diarrhea, tuberculosis and malaria, as well as communicable respiratory diseases such as pneumonia kill the most people. Diarrhea, pneumonia and malaria account for nearly half of all child deaths globally.

Neglected tropical diseases affect over one billion people, almost all in the poorest and most marginalized communities. You may not have heard of diseases such as leprosy, lymphatic filariasis, onchocerciasis, schistosomiasis, soil-transmitted helminths and trachoma, but they can cause severe pain and life-long

disabilities – and mean enormous productivity losses. However, efforts to tackle them have usually taken a back seat to the bigger killers.

The biggest non-communicable killers are maternal and newborn deaths and deaths related to poor nutrition, cardiovascular disease and non-communicable respiratory diseases.

➤ In heavily affected countries billions of dollars of economic activity are lost each year as a result of illness and death from HIV, TB and malaria. This can seriously reduce economic growth in countries that are already struggling. Malaria reduces economic growth by 1.3% in heavily affected countries, and costs around \$12 billion in lost GDP across Africa. TB costs around 7% of GDP in the worst affected countries.

However, as well as tackling specific diseases, it is crucial that leaders also address the underlying causes. It is widely accepted that the key reason for the increase in life expectancy in wealthy countries in the late 19th and early 20th century was less to do with the leaps forward in medical science, and more to do with the arrival of better nutrition, clean water and sanitation.

Reducing poverty, improving nutrition and making sure people have access to safe water and sanitation, as well as strengthening national health systems, is of the utmost importance. Otherwise tackling one particular threat simply leaves people open to another deadly disease soon afterward.

Tackling the structural causes of poverty and poor health, for example calling for measures to tackle inequality and injustices such as corporate tax evasion, are central to what is needed from the global community.

## **QUESTION#2:**

Based on your observations, when are youngsters more likely to listen to their parents or to their peer groups when making decisions? What types of dilemmas lend themselves toward one social agent over another?

## **ANSWER:**

Social groups often provide the first experiences of socialization. Families, and later peer groups, communicate expectations and reinforce norms. People first learn to use the tangible objects of material culture in these settings, as well as being introduced to the beliefs and values of society.

### **Family**

Family is the first agent of socialization. Mothers and fathers, siblings and grandparents, plus members of an extended family, all teach a child what he or she needs to know. For example, they show the child how to use objects (such as clothes, computers, eating utensils, books, bikes); how to relate to others (some as “family,” others as “friends,” still others as “strangers” or “teachers” or “neighbors”); and how the world works (what is “real” and what is “imagined”). As you are aware, either from your own experience as a child or from your role in helping to raise one, socialization includes teaching and learning about an unending array of objects and ideas.

Keep in mind, however, that families do not socialize children in a vacuum. Many social factors affect the way a family raises its children. For example, we can use sociological imagination to recognize that individual behaviors are affected by the historical period in which they take place. Sixty years ago, it would not have been considered especially strict for a father to hit his son with a wooden spoon or a belt if he misbehaved, but today that same action might be considered child abuse.

Sociologists recognize that race, social class, religion, and other societal factors play an important role in socialization. For example, poor families usually emphasize obedience and conformity when raising their children, while wealthy families emphasize judgment and creativity. This may occur because working-class parents have less education and more repetitive-task jobs for which it is helpful to be able to follow rules and conform. Wealthy parents tend to have better educations and often work in managerial positions or careers that require creative problem solving, so they teach their children behaviors that are beneficial in these positions. This means children are effectively socialized and raised to take the types of jobs their parents already have, thus reproducing the class system.

Likewise, children are socialized to abide by gender norms, perceptions of race, and class-related behaviors.

### **Peer Groups**

A **peer group** is made up of people who are similar in age and social status and who share interests. Peer group socialization begins in the earliest years, such as when kids on a playground teach younger children the norms about taking turns, the rules of a game, or how to shoot a basket. As children grow into teenagers, this process continues. Peer groups are important to adolescents in a new way, as they begin to develop an identity separate from their parents and exert independence. Additionally, peer groups provide their own opportunities for socialization since kids usually engage in different types of activities with their peers than they do with their families. Peer groups provide adolescents' first major socialization experience outside the realm of their families. Interestingly, studies have shown that although friendships rank high in adolescents' priorities, this is balanced by parental influence.

### **QUESTION#3:**

How do violent crimes affect the Pakistani society? Discuss some of the modern policing strategies for prevention and control of the violent crimes in Pakistan.

### **ANSWER:**

Endemic violence in Pakistan's urban centres signifies the challenges confronting the federal and provincial governments in restoring law and order and consolidating the state's writ. The starkest example is Karachi, which experienced its deadliest year on record in 2013, with 2,700 casualties, mostly in targeted attacks, and possibly 40 per cent of businesses fleeing the city to avoid growing extortion rackets. However, all provincial capitals as well as the national capital suffer from similar problems and threats. A national rethink of overly militarized policy against crime and militancy is required. Islamabad and the four provincial governments need to develop a coherent policy framework, rooted in providing good governance and strengthening civilian law enforcement, to tackle criminality and the jihadi threat. Until then, criminal gangs and jihadi networks will continue

to wreak havoc in the country's big cities and put its stability and still fragile democratic transition at risk.

Some of the worst assaults on religious and sectarian minorities in 2013 occurred in Quetta and Peshawar, including the 10 January suicide and car bomb attack that killed over 100, mostly Shias, in Quetta; the 16 February terror attack that killed more than 80, again mostly Shias, in Quetta's Hazara town; and the 22 September bombing of a Peshawar church that killed more than 80 people, mostly Christians.

The provincial capitals of Peshawar, Quetta, Karachi and Lahore are bases of operations and financing for a range of extremist groups and criminal gangs that exploit poor governance and failing public infrastructure to establish recruitment and patronage networks. As urban populations grow, the competition over resources, including land and water, has become increasingly violent.

In Karachi, Pakistan's largest city, which generates around 70 per cent of national GDP, much of the violence is driven by the state's failure to meet the demands of a fast-growing population and to enforce the law. Over the past decade, the competition over resources and turf has become increasingly violent. Criminals and militant groups attempt to lure youth by providing scarce services, work and a purpose in life. Demographic changes fuel ethno-political tensions and rivalries, accentuated by the main political parties: the mostly Sindhi Pakistan People's Party (PPP), the Muttahida Qaumi Movement (MQM) representing muhajirs and the predominately Pashtun Awami National Party (ANP) forging links with criminal gangs.

Like Quetta and Peshawar, Karachi is a major target of violent sectarian groups such as the Lashkar-e-Jhangvi (LeJ), which has its home base in Punjab. Since the LeJ and other major jihadi groups such as the Lashkar-e-Tayyaba/Jamaat-ud-Dawa (LeT/JD) and the Jaish-e-Mohammed conduct operations within and outside the country from bases in Punjab, the provincial government and police are central to any comprehensive counter-terrorism effort. It is imperative that both be reformed if the threat is to be addressed effectively. Countering jihadi networks also requires coordination and collaboration between the federal and provincial governments and law enforcement institutions.

Pakistani policymakers must acknowledge and address the socio-economic disparities that lead to crime and militancy in the urban centres. Stemming the spread of urban violence also requires efficient, accountable, civilian-led policing. Yet, the forces in all four provincial capitals are hampered by lack of professional and operational autonomy, inadequate personnel and resources and poor working conditions. Instead of relying on the military or paramilitary forces to restore order, the provincial governments should guarantee security of tenure for police officers, end all interference in police operations and raise police morale, including by acknowledging and supporting a force that has been repeatedly targeted by terrorists. It is equally important for all four provinces to reform and modernise the urban policing system to meet present needs.

#### **QUESTION#4:**

Understand how we are socialized through formal institutions like schools, workplaces, and the government?

#### **ANSWER:**

##### **SCHOOLS:**

Most U.S. children spend about seven hours a day, 180 days a year, in school, which makes it hard to deny the importance school has on their socialization (U.S. Department of Education 2004). Students are not in school only to study math, reading, science, and other subjects—the manifest function of this system. Schools also serve a latent function in society by socializing children into behaviors like practicing teamwork, following a schedule, and using textbooks.

School and classroom rituals, led by teachers serving as role models and leaders, regularly reinforce what society expects from children. Sociologists describe this aspect of schools as the hidden curriculum, the informal teaching done by schools.

For example, in the United States, schools have built a sense of competition into the way grades are awarded and the way teachers evaluate students (Bowles and Gintis 1976). When children participate in a relay race or a math contest, they learn there are winners and losers in society. When children are required to work

together on a project, they practice teamwork with other people in cooperative situations. The hidden curriculum prepares children for the adult world. Children learn how to deal with bureaucracy, rules, expectations, waiting their turn, and sitting still for hours during the day. Schools in different cultures socialize children differently in order to prepare them to function well in those cultures. The latent functions of teamwork and dealing with bureaucracy are features of U.S. culture.

### **WORKPLACE:**

Just as children spend much of their day at school, many U.S. adults at some point invest a significant amount of time at a place of employment. Although socialized into their culture since birth, workers require new socialization into a workplace, in terms of both material culture (such as how to operate the copy machine) and nonmaterial culture (such as whether it's okay to speak directly to the boss or how to share the refrigerator).

Different jobs require different types of socialization. In the past, many people worked a single job until retirement. Today, the trend is to switch jobs at least once a decade. Between the ages of eighteen and forty-six, the average baby boomer of the younger set held 11.3 different jobs (U.S. Bureau of Labor Statistics, 2014). This means that people must become socialized to, and socialized by, a variety of work environments.

### **GOVERNMENT:**

Although we do not think about it, many of the rites of passage people go through today are based on age norms established by the government. To be defined as an "adult" usually means being eighteen years old, the age at which a person becomes legally responsible for him- or herself. And sixty-five years old is the start of "old age" since most people become eligible for senior benefits at that point.

Each time we embark on one of these new categories—senior, adult, taxpayer—we must be socialized into our new role. Seniors must learn the ropes of Medicare, Social Security benefits, and senior shopping discounts. When U.S. males turn eighteen, they must register with the Selective Service System within thirty days to be entered into a database for possible military service. These government dictates mark the points at which we require socialization into a new category.



