

COVENANT UNIVERSITY

TUTORIAL KIT

PROGRAMME: SOC

APLHA SEMESTER

300 LEVEL



*Raising A New Generation Of Leaders*

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# **SOC311: METHODS OF SOCIAL RESEARCH I**

## **CONTRIBUTOR: DR. DAVID IMHONOPI**

1. Mention the types of social research methods known to you?
2. What are the characteristics of a good research?
3. Describe the steps involved in a research process.
4. Distinguish between qualitative and quantitative methods of social research.
5. What advantages does a questionnaire as an instrument of data collection have over interview schedule?
6. Identify five (5) sampling techniques you know.
7. What do you understand by survey design in a research process?
8. What is focus group discussion?
9. State the advantages and disadvantages of experimental method of social research.
10. What do you understand by triangulation method?

### **QUESTION 11: MENTION THE TYPES OF SOCIAL RESEARCH METHODS KNOWN TO YOU?**

Answer

Social research refers to research conducted by social scientists which follows a systematic plan. The types of social research are as follows:

- ☒ The Survey Method – Quantitative
- ☒ Experimental Methods - Quantitative
- ☒ The Observation Method - Qualitative
- ☒ The Focus Group Discussion Method - Qualitative

### **QUESTION 12: WHAT ARE THE CHARACTERISTICS OF A GOOD RESEARCH?**

There are characteristics that a good research should possess. They include:

- ☒ It is empirical. For research to make meaningful impact, to stay abreast of happenings in the society, it needs to be based on observation and experiment.
- ☒ It is systematic. Research, especially scientific research, requires a procedure for its findings to be dependable. Through this procedure, future research on the subject will be enhanced.
- ☒ It is logical and objective. Research is supposed to follow a particular logic and it is expected to be objective.
- ☒ Research findings are supposed to be accurate because otherwise it could have grave consequences on the society in case of errors. Besides, the accuracy of a scientific research enhances the accuracy of other research efforts relying on it vice versa.
- ☒ It involves formulation and testing of hypothesis or answering of research questions.
- ☒ It records and reports data in quantitative and/or qualitative terms.
- ☒ Its ultimate goal is discovery of general principles that are predictable and reliable.
- ☒ It requires some level of expertise to be conducted since research efforts in formal organisations covers large sample sizes, requires huge resources and the use of advanced tools and technologies in analysing findings made.

**QUESTION 13: DESCRIBE THE STEPS INVOLVED IN A RESEARCH PROCESS.**

Answer

There are seven steps involved in a research process. They are listed below as:

- ☒ Identification of the Research Problem
- ☒ Review of Literature
- ☒ Formulation of Hypothesis
- ☒ Selection and Designing of Methods of Data Collection
- ☒ Conducting Data Gathering Activity
- ☒ Data Organisation, Analysis, Interpretation, and Report Writing
- ☒ Dissemination of Research Findings

**QUESTION 17: WHAT DO YOU UNDERSTAND BY SURVEY DESIGN IN A RESEARCH PROCESS?**

Answer

The survey method is one of the dominant quantitative methods used in Sociology. It involves sampling, impersonal data collections, and sophisticated statistical analysis. Survey research probably seems to be the most visible and pervasive form of research used in the social and behavioural sciences.

In survey research, people who provide the researcher with information or participate in the research are called respondents/participants, unlike in anthropology, where they are called informants. These respondents are often selected on a random sample basis, wherein all members of a population have equal chances of being included in the study population.

There are three types of survey research: one, cross sectional survey, which aims to find out what opinions research participants across sections of society or a specified population have about a certain phenomenon at a given point in time. Two, longitudinal survey is conducted on the same type of people over a long period of time, as long as sometimes 20 to 30 years. For instance, someone studying the cultural aspect of a village, in order to arrive at viable results, could decide to study the village and its inhabitants over a long period of time, sometimes involving living and working among them. The third type is called panel surveys, which are alternative versions of longitudinal surveys. It usually lasts shorter period of time and asks questions of panel members on a frequent basis. A panel member may be asked question every month for a couple of years, while in longitudinal survey, people are asked often once a year. Traditionally, the survey method has been considered the dominant method used in the social sciences such as sociology, psychology, political science, and economics, which often work mainly in large, complex and populous societies, unlike anthropologists, who are traditionally used to working in small-scale societies.

**QUESTION 20: WHAT DO YOU UNDERSTAND BY TRIANGULATION METHOD?**

Answer

Triangulation has been seen as the combination of methodologies in the study of the same phenomenon. Given basic principles of geometry, multiple viewpoints allow for greater accuracy. Similarly, organisational researchers can improve the accuracy of their judgments by collecting different kinds of data bearing on the same phenomenon. In the social sciences, the use of triangulation can be traced back to Campbell and Fiske who developed the idea of "multiple operationism." They argued that more than one method should be used in the validation process to ensure that the variance reflected that of the trait and not of the method. 34

## **Benefits of data triangulation**

**These benefits are as follows:**

- ☒ Additional sources of information often give more insight into a topic.
- ☒ Inadequacies found in one-source data are minimised when multiple sources confirm the same data
- ☒ Multiple sources provide verification and validity while complementing similar data.
- ☒ More comprehensive data are obtained.
- ☒ Data and information are supported in multiple places/types of research, which make it easier to analyse data to draw conclusions and outcomes.
- ☒ Inconsistencies in data sets are more easily recognised.

## **Types of Triangulation**

**Data source triangulation**

**Methodology triangulation**

**Theory triangulation**

## **SOC312: SOCIAL INEQUALITY**

**CONTRIBUTORS: DR GEORGE T. O. AND DR. AHMADU F. O.**

1. Differentiate between the functionalist theory of social stratification and the multi-dimensional theory.
2. Demonstrate your understanding and the applicability of the Conflict theory of social stratification using the recent fuel subsidy incident in Nigeria as a Case study.
3. Explain the types of societies discussed in Social Inequality Class.
4. What type of society would you consider Nigeria to be?. Justify your answer with relevant examples.
5. Identify and discuss at least **four (4)** factors affecting social mobility in contemporary Nigerian societies.
6. With relevant examples, explain the following terms:  
(i) Social class (ii) Wealth and Income (iii) Power and Authority (iv) Wages and Salaries
7. Critically discuss the following structure of social stratification systems:  
(i) Class models (ii) Caste models (iii) Estate model
8. Explain the concept of social class. Using Nigeria as a basis.
9. Using covenant University as a case study, illustrate the concept of social stratification.
10. What is social mobility? Identify the common types in contemporary Nigerian societies.
12. Critically examine the conflict theory of Social Inequality.
13. Identify and discuss the two types of society.
14. What type of society will you consider Nigeria to be? Justify your answer with relevant examples.
15. Critically examine the functionalist perspective of Social Inequality.
16. Briefly Discuss the Multi-dimensional perspective of Social Inequality.
17. Identify and discuss at least **five (5)** factors affecting social mobility in contemporary Nigerian societies.
18. Identify and explain the types of societies discussed in Social Inequality Class.
- 19 What type of society would you consider Nigeria to be?. Justify your answer with relevant examples.
20. Briefly differentiate the following terms:  
(i) Social Inequality and Social Stratification (ii) Wealth and Income (iii) Power and Authority (iv) Wages and Salaries (20marks)
- 16a. Explain the functionalist theory of social stratification using Covenant University as a basis.  
b. Clearly identify the criticisms of the social stratification theory.
17. What is social mobility? Identify the common types in contemporary Nigerian societies.
18. With relevant examples, explain the following terms:  
(i) Social class (ii) Wealth and Income (iii) Power and Authority (iv) Wages and Salaries.
19. Critically examine the conflict theory of Social Inequality.
20. Identify and discuss the two types of society.  
b. What type of society will you consider Nigeria to be? Justify your answer with relevant examples.

### **Answer to questions 1-10 : Soc 312**

1. Differentiate between the functionalist theory of social stratification and the multi-dimensional theory.

Major Proponent of functionalist theory – Kingsley Davis and Wilber Moore in 1945 )

Major proponent of multidimensional theory- Max Weber

Basic assumptions of the functionalist theory include:

- All roles must be filled in the society

- These roles must be filled by those best able i.e skilled personnel.

- There are functional prerequisites in the society and all roles in the society are of utmost importance to the survival of the system.

- There is need for differential reward system because of different talents and skills as well as years of training.

- There is the need to perform our roles conscientiously.

Basic tenets of Weber's multidimensional theory – status, power and prestige as determinants of stratification. More than two classes in the society to include working class and low working class. Criticism of functionalist theory by Melvin Tumin (1953) and Webers' theory with less emphasis on income and economic power and area of differences between both theories.

2. Demonstrate your understanding and the applicability of the Conflict theory of social stratification using the recent fuel subsidy incident in your country as a Case study.

Major proponent of conflict theory is Karl Marx and his emphasis on economic determinant of social stratification in the society in addition to other assumptions of the conflict theory.

Application of conflict theory to fuel subsidy situation in Nigeria.

Criticism of the conflict theory such as using only economic variable to explain the basis for stratification and classifying society into two -upper and lower classes.

3. Explain the types of societies discussed in Social Inequality Class. Open and Closed societies with major features of both societies and relevant examples.

4. What type of society would you consider Nigeria to be. Justify your answer with relevant examples. Nigeria is both open and closed society because it has features of an open society which includes, flexibility, private ownership of property

5. Identify and discuss at least **four (4)** factors affecting social mobility in contemporary Nigerian societies. Education, Family background, Religion, Gender, Ethnicity, etc any 4 from the list with concrete examples.

6. With relevant examples, explain the following terms:

(i) Social class (ii) Wealth and Income (iii) Power and Authority (iv) Wages and Salaries

Explanation of the following terms with relevant examples.

(i) Detail explanation of Social class with relevant example.

(ii) Detail explanation of Wealth & Income with specific examples.

(iii) Detail explanation of Power and Authority with specific examples.

(iv) Detail explanation of Wages and Salary with specific examples.

7. Citing relevant examples, discuss the following structure of social stratification systems:

(i) Class models – Karl Marx's two classes (ruling and subject class)s (ii) Caste models e.g Osu Caste system of Eastern Nigeria, Indian Caste (iii) Estate model – Land ownership , private property development, the King, Lords and Aristocrats'on land acquisition and control etc. Explanation of the various features of the stratification models/systems.

8. Explain the concept of social class. Using Nigeria as a basis.

The concept of social class was first used by Karl Marx to mean the ranking or grouping of individuals according to position in the economic scheme of things. Marx opined that class refers to how a group of people relate to the production of goods and services in the society.

9. Using covenant University as a case study, illustrate the concept of social stratification.

-A brief write up on Covenant University and definition of social stratification is expected.

The organogram or administrative structure of Covenant University can be used to buttress the existence of social stratification in the University where roles are assigned to different persons on the basis of status and functional importance.

10. What is social mobility? Identify the common types in contemporary Nigerian societies.

- Social mobility is the movement of persons or individuals from one social status to another in a given society. It is the ability of individuals or groups to change their position on a social hierarchy. This movement of people may be up or down the various hierarchies in the society. In other words, social mobility may be in a horizontal or vertical direction. The extent to which people move up or down the society's hierarchies rest on the opportunities presented by the stratification system.



While some stratification system provide for free and perhaps frequent movement between strata, others are rigid and relatively sealed making it difficult for people to change their status. In Nigeria, two (2) types are easily distinguishable: vertical and lateral mobility. Vertical mobility can be either upward or downward hierarchical movement of persons in the stratification system. Lateral mobility on the other hand refers to physical movement of individuals or groups from one region to another.

# **SOC313: SOCIOLOGY OF CRIME AND DELIQUENCY**

**CONTRIBUTOR: DR. JEGEDE A. E**

**1(a). Briefly examine the following concepts:**

**(i) Crime**

Crime consists of an act that offends certain very strong collective sentiment (what we cherish as right, desirable and proper in and between groups). Law here is conceived as aggregately subscribed (our property) and a collective property whose violation elicit group or collective disapprobation. From another angle, crime is the violation of criminal laws enacted by a locality, a state or the federal government. Crime is an intentional acts or omission that violates criminal statutory of case law and for which the state provides punishment. All crimes in this wise are composed of two elements: the act itself (or in some cases, failure to do what the law requires) and criminal intent (in legal terminology, mens rea or 'guilty mind').

**(i) Delinquency.**

No one can say with factuality what delinquency is and who delinquents are. This is because society's view about who children are in relation to adults is always changing. The term is often used in relation to juveniles. Juvenile delinquency is an action committed by a minor child that violates a state penal code. The principal distinction between crime and delinquency is the age of the offender. Minor offenders can be classified into 2 category; sporadically delinquent and chronic offenders. One-way of deciding who is a juvenile is to evaluate the behavior of children on a series of three continua that represent the frequency (number of offences, this is measured along the range of occasional (sporadic) or often (regularly), seriousness (gravity of offences, this is measured by considering whether the offence committed is a minor or major one) and duration (span of offences of their behavior, whether deviation span months, few years or several years).

**(b). Present a comprehensive analysis of the essential ingredients of crime**

Hall theoretically posited that human behavior must meet 7 basic requirements for such behavior to qualify as a crime. These basic requirements include:

## **1. The act requirement**

The fundamental ingredient of every crime is human act. This involves a conscious interaction between mind and body, a physical movement that results from the determination or effort of an actor. By implication acts such as reflex or convulsion, sleep or conduct that occurs during hypnosis or result from hypnotic suggestion or bodily movement that is not determined by the actor and other that are not voluntary act are outside of human act definition of crime. **Variation** of mind activity and physical action is also a crucial factor to be considered in crime. Other is **omission** or **failure to act**, which may result from inaction on the part of an actor.

## **2. Legality requirement**

Laws must give the person of ordinary intelligence a reasonable opportunity to know what is prohibited, so that it may allow him/her act accordingly. Act must be previously identified or defined by law as criminal before a person can be liable or presented in a law court. The law is interested only in an act [actus] that is guilty, evil and prohibited [Reus].

## **3. Harm requirement**

Every law/crime has been created to prevent something bad [a given harm] from happening. The detrimental consequences we are trying to avoid are called harm. If the specified harm has not been created by the defendants act—the crime is not completed. From a criminological perspective, more crimes are grouped by the harms that each entails. Offence against individual is measured by the harm done to the individual etc.

## **4. Causation requirement**

Causation requires that the actor achieve the result [the harm] through his-her own effort. The causation requirement, then, holds that a crime is not complete unless the actor's conduct necessarily caused the harm without interference by somebody else, and that it is the proximate cause of the act.

### **5. Mens rea: The 'guilty mind' requirement**

No one can be guilty of a crime unless he or she acted with the knowledge of doing something wrong. In crime the perpetrator must know the wrongfulness of the act. It is not required that the perpetrator knows the penal code or have personal feeling of guilt. It is enough that the perpetrator knows that he or she had no right to do what he or she did and decide to do it anyway. Mens rea entails an intention to achieve harm or a knowledge that the prohibited harm will result. In another sense strict liability is not an exception to the mens rea requirement [classes of offence courts requires no showing criminal intent]. In this type of offence, the fact that the actors makes innocent mistake and proceeds in good faith does not affect criminal liability.

### **6. The occurrence requirement**

The concurrence requirement states that the criminal act must be accompanied by an equally criminal mind. The criminal must be culpable following from mens rea principle. It must involve an act or the omission of an act closely connected with mental elements to make event occur. Culpability can be examined in four mental states: intentional, knowing, recklessness and criminal negligence

### **7. The punishment requirement**

The last ingredient needed to constitute a crime is that of punishment. An illegal act coupled with an evil mind [criminal intent or mens rea] still does not constitute a crime unless the law subjects it to a punishment. The punishment requirement helps us differentiate between crimes [which are subject to punishments] and torts, civil wrong for which law does not prescribe punishment but merely grant the injured party the right to recover damages.

## **2. Critically examine R. K. Merton's social strain theory and consider its relevance to Nigeria's socio-cultural environment.**

The American sociologist Robert Merton (1910-2002) also related crime problem to anomie the problem of crime according to Merton is created in Nigeria as in any other part of the world not by sudden change but by a social structure that holds out the same goals to its entire members without giving them equal means to achieve them. This lack of integration between what the culture in Nigeria calls for and what the structure permits, the former encouraging success and the later preventing it, can cause norms to break down because they are no longer effective guides to behavior. From this perspective, Nigerian structure is the root of the crime problem. "Strain theory," the name giving by contemporary criminologists to Merton's explanation of criminal behavior, assumes that people are law-abiding but when under pressure will resort to crime. Disparity between goals and means provides that pressure.

Merton's theory of anomie focused on class oriented society, where opportunities to get to the top are not equally distributed. Very few members of the lower class ever get there. His anomie theory emphasizes the importance of two elements in any society: (1) cultural aspirations, or goals that people believe are worthy striving for, and (2) institutionalized means or accepted ways to attain the desired ends. If a society is to be stable, these two elements must be reasonably well integrated; in other words, there should be means for individuals to reach the goals that are important to them. Disparity between goals and means foster frustration, which leads to strain. To be sure, not everyone who is denied access to society's goals becomes deviant Merton outlined five ways in which people adapt to society's goal and means. Individual's responses (modes of adaptation) depend on their attitudes toward the cultural goals and the institutional means of attaining those goals. The options are conformity, innovation, ritualism, retreatism, and rebellion.

**Conformity:** this is the most common mode of adjustment. Individuals accept both the culturally defined goals and the prescribed means for achieving those goals. They work, save, go to school, and follow the legitimate path. The clause here is that not all of them will succeed in relations to goals and means. Most people in Nigeria conform to social standards guiding relationship and this explains to a large extent the ordered arrangement currently enjoyed.

**Innovation:** individual who choose the adaptation of innovation accept society's goals but since they have few legitimate means of achieving them, they design their own means for ahead. The means may be burglary, robbery, embezzlement, or host of other crime. Such illegitimate forms of innovation are certainly not restricted to the lower classes, as evidenced by such crimes as stock manipulation, sale of defective products, and income tax evasion. An average Nigerians innovates but in more of illicit practices tailored towards making money at the expense of the generality

**Ritualism:** people who adapt by ritualism abandon the goals they once believed to be within reach and resign themselves to their present lifestyles. They play by the rules; they work on assembly lines, hold middle management jobs, or follow some other safe routine. The unpredictable climate of Nigeria's socio-economic setting has consistently promoted disillusionment among many Nigeria. Many are no longer working to make impact in life but to survive under the threatening milieu.

**Retreatism:** this involves the adaptation of people who give up both the goals [cant make it] and the means [why try?] and retreat into the world of drug addiction or alcoholism. They have internalized the value system and therefore are under internal pressure not to innovate. The retreatism mode allows for an escape into a non-productive, non-striving lifestyle. The presence of hooliganism, drug additions and criminality is a common place in Nigeria.

**Rebellion:** This occurs when both cultural goals and the legitimate means are rejected. Many individual substitutes their own goals [get rid of the establishment] and their own means [protest]. They have an alternate scheme for a new social structure, however ill defined. Religious fundamentalist activism remained a potent instrument through which the corporate existence of Nigeria is constantly being questioned thus making Merton's assertions most applicable to Nigeria.

#### **Assessing strain theory**

The critic of strain perspective developed a variety of lines of attack. Some scholars for example, questioned **whether in a society as diverse as the modern day nations, all citizens ascribed to the goal of pecuniary success.** The achievement of **success orientation through socialization can be said to vary from one community to another.** Other scholars have disparaged strain theory for assuming that strain and deviance were more prevalent in the lower classes. This class-biased assumption is said to **ignore white-collar crime and to convey impression that lawlessness is exclusively a lower class problem.** Still other more radical scholars have expressed concern over Merton's failure to offer a broader, more penetrating analysis [Taylor Walton and Young 1973]. In this view, Merton succeeded in identifying a contradiction central to modern society—an open class ideology and a restricted class structure—but **stop short of asking why this condition originated and persists unabated.** The answer as Pfohl \*1985+ argued, is that, "the political economic structure of capitalism must be seen as a basic source of the contradictions which produce high rates of deviance.

### **3. Analyze the defects associated with policing in Nigeria and suggest the best way to arrest the prevalence of crime in Nigeria.**

One important defect in police functioning is the potential abuse of discretion in making decision on whom to arrest. Suffice to say, is that the police have always been disseminated, not subject to direct supervision, wielding tremendous authority, and making difficult decisions that affects lives of others in the field. In modern society, police officers routinely exercise a great deal of discretion in deciding how to handle the variety of circumstances they confronted, including whether or not to arrest and prosecute even when there was ample evidence that a criminal law had been violated. The use of discretion tends to erode some important standards in policing in as much as it gives police officers the opportunities to implement informal commonsense solutions to problems that work.

Officers may be encouraged to use any method at all to handle a neighborhood problem. It is a common place that certain tactics often adopted by the police has the potential of violating the right of citizens (thereby weakening the rule of law), since the use of discretion always place premium on police responsiveness to perceived situational exigencies. In Nigeria, this explains the intermittent use of force, unwarranted shooting, and other forms of police abuse. It is a common phenomenon in

Nigeria that police possess the prerogative of the use of force especially when least necessary and when such situations on hand do not call for police violent intrusion in several cases. Discretion constitutes a major instigator of police corruption in Nigeria. Although, in most advanced capitalist society where Nigeria copied or borrowed its current policing strategy, the problem emanating from the use of discretion may be said to be decreasing because of cop's accountability to the public, the use of police discretion in Nigeria is becoming a structural problem in as much as the use of discretion often engender the application of arbitrariness and value judgment which may be illegal and improper and which may be a fundamental departure from those ethics underpinning good policing. The major problem endemic in world policing is the question of what ought to be the police social and political roles under democracy. Current events or developments in Nigeria have shown that police institution had not been strategically positioned to meet the basic requirement of democracy especially on what ought to be their role in relation to allegiance. In this wise, the police is cut in the web of whether they should be accountable to the populace or to those in government. Recently in Nigeria, the Ngige adoption [Former governor of Anambra state], and circumstances that had led to the several assassination of notable Nigeria had left much to be desired, All these events and others reveals an increasing gap between "populace oriented policing" \*civil policing+ and "authority oriented policing". Viewed from these two models, the global debate has always been the fear that civil liberties may be lost if the police power to take away personal freedom by arrest, search, and use of force is abused especially when such power is derived from the later model. One must know that this fear may be well strategically located in those societies that enforce civil right and respect those rights that are germane to human existence; the reverse is the case in most third world countries. The unbridled use of force to arrest, incapacitate or render ineffective those groups of persons viewed, as opposition is quite alarming. Another area of emphasis is the selective treatment of citizens in terms of security coverage vis-à-vis protection of lives and properties, which may form an important aspect of police assessment. In addition to the point earlier raised above, it may be a fact that democratic environment engenders minimal in discriminatory arrest, it nevertheless exhibits a police discretionary arrangement where police expands or contrast the volume of acts defined as threatening to state peace or order. Vivid examples of this condition are clearly discernible under this current dispensation in Nigeria. Several developments which tends to question the fundamental principles upon which the nation Nigeria is founded [Niger-Delta crisis, Massob agitation for sovereign state of Biafra, and other ethno-religious crisis], where aggressive policing against demonstrators and minorities resulted in the death of sizable number of Nigerians, attested to the danger inherent in the use of discretionary power by the police. It is equally important to note that the question of abuse of power whether as in the case of the use of discretionary power or power used in response to higher directives against defenseless or minority citizens had become a global concern in the 1990's especially in reactions to significant events in the USA. The police abuse of discretionary powers against demonstrators or minorities in Nigeria had not received much significant attention since such practices had become part and parcel of police culture and is often viewed from different quarters as normal thus conforming to the stereo-type of what policing had assumed in most third world nations. Despite all this shortcomings, their strategic position at the gate way to criminal justice process, police numerical strength in comparison with that of all other agents of criminal justice, and their constant contact with the public give the police pre-eminence in the criminal justice process. Equally pertinent is the need for stake holders in the Justice industry to address the perennial nature of corrupt related practices among the affected group. Cops welfare is also of paramount importance under current democratic setting just as Nigeria as a nation is unabatedly growing in sophistication.

#### **4. Briefly discuss the following:**

##### **a. Statutory determinants of court sentencing in Nigeria.**

Statutorily, judges are guided by enacted penal codes that specify appropriate punishment for each statutory offence or class of offence. In Nigeria, three general types of punishment are in use. These

include the use of fines, imprisonment and death. Irrespective of the alternative adopted by a juror, sentence type and length must be within the limits of the penal code. The need to forestall arbitrariness necessitates the tailoring of punishment to fit the crime and the offender. The type of sentencing imposed on an offender can be highly volatile issue. Also controversial is the length of the sentence imposed. Statutorily there are two dimension of sentencing that is applicable under criminal justice system. These include indeterminate and determinate sentences. **Indeterminate sentence** involves a fixed minimum and maximum term of incarceration. This form have been a principal tool in the effort to rehabilitate offenders and it is based on the idea that correctional personnel must be given the flexibility necessary to successfully treat offenders and return them to society as law abiding members. **Determinate sentences** has a fixed period of incarceration and the basic idea guiding the principle is that it will at least get criminal off the street for long period of time. There are three types of determinate sentences: flat time, mandatory and presumptive. **Flat sentence** involve serving imprisonment period without revisitation by either the juror or the prison official. **Mandatory sentence** require that offender serve a specified amount of prison time. The basic aim here is to show the truth-in-sentencing laws. **Presumptive sentence** allow judge to retain some sentencing discretion, subject to appellate review. In this regard, it is the duty of the legislature to determine sentence range for each crime usually based on the seriousness of the crime and the criminal history of the offender. The judge is expected to impose the typical sentence, specified by statute, unless mitigating or aggravating circumstances justify a sentence below or above the range set by the legislature.

## **b. Philosophical determinants of court sentencing.**

Historically, four major rationales or justifications have been given for the punishment imposed by the criminal courts: retribution, incapacitation, deterrence and rehabilitation. Recently, restoration is another dimension to punishment of crime. In most cases, judges impose sentences for all five reasons, but at certain times in history, one or more of the reasons often form the direction of punitive practice. Let us look at each it briefly.

Retributive justice is based on two fundamental assumptions: revenge and just desert. **Retributive sentence** rest on the assumption that state-authorized punishment will greatly reduce the likelihood that individual citizens will take it upon themselves to pay back offenders for what they have done. Retribution is the only rationale for criminal punishment that specifically addresses what has happened in the past; that is, to back offenders for their crime. All of the other punishment philosophies focus on the future and seek to influence it; for example, to restrain or prevent an offender from committing future crimes.

**Incapacitation** is the removal or restriction of the freedom of those found to have violated criminal laws. Incapacitation makes it impossible for offender to commit crimes during the period of restraint. Capital punishment is the ultimate means of incapacitation. An execution offender can never commit a crime again.

**Deterrence:** there are two forms of deterrence. **Special or specific** deterrence is the prevention of individuals from committing crime again by punishing them. **General deterrence** is the prevention of people in general from engaging in crime by punishing specific individuals and making example of them.

**Rehabilitation** For much of the twentieth century, the primary rationale for punishing criminal offenders has been rehabilitation, which is the attempt to “correct” the personality and behavior of the convicted offender through educational, vocational, or therapeutic treatment. The goal has been to return them to society as law-abiding citizens.

Beginning in the mid 1970s, the goal of rehabilitation was abandoned or at least de-emphasized in major part of the world and this led to the re-introduction of retribution and incapacitation.

**Restoration and victim’s rights** Beginning from 1980s, increased scholarly attention was drawn towards the victim’s plight since this area had been virtually forgotten or neglected in criminal

justice. It was a period of fledging victims' rights movement, which secured significant rights for the offender.

### **Organizational determinants of sentencing.**

A judge's sentence is also guided by organizational considerations. The first organizational constraint on sentencing is the recognition of plea bargain since judges will always impose the sentence agreed upon during plea negotiations. The second is the capacity of the system. Judicial justice system infrastructure available will to a large extent determine the nature and limit of sentencing. Finally, the cost benefit of sentencing is very crucial. Every sentencing involves some monetary and social cost. Judges must be sensitive this issue and must balance the costs of the sentence they impose with the benefit that might be derived from it.

### **Personal characteristics of Judges as a determinant in sentencing offenders.**

Although extralegal factors are not supposed to infringe into judge's sentencing decision, studies show that they invariably do. Among the personal characteristics of judges that have been found to affect their sentencing decisions are the following: judges socio-economic background; law school attended; experience in both in and out of the courtroom; past practices; biases concerning various crimes; emotional reactions and prejudices towards the defendants; judges personalities; marital and sexual relations.

In summary, a judge's sentencing decision is the result of the complex interplay of several different factors. Those factors include statutory provisions, philosophical rationales, organizational considerations and personal characteristics of the judge.

## **5. Using Edwin Lemert's Labeling theory, critically explain the processes involved in crime commission.**

In the 1940's the sociologist Edwin Lemert formulated the basic assumptions of labeling theory. He reminded that people are constantly involved in behavior that runs the risk of being labeled delinquent or criminal. But although many run that risk, only a few are so labeled. The reason, Lemert contended, is that there are two kinds of deviant acts: primary and secondary. "Primary deviations" are the initial deviant acts that bring on the first social response. These acts do not affect the individual's self-concept. It is the "secondary deviations," the acts that follow the societal response to primary deviation, that are of major concern.

To show how societal reaction brings about more crime, these labeling theorists borrowed Merton's \*1968+ concepts of "self-fulfilling prophecy." For Merton, "the self-fulfilling prophecy is, in the beginning, a false definition of the situation evoking a new behavior which makes the originally false conception come through. Consistent with this reasoning, labeling scholars argued that the most offenders are defined falsely as criminals. These are the acts that results from the change in self-concept brought about by the labeling process.

Lemert described the scenario as follow:

1. An individual activate criminal process by committing a simple deviant act [primary deviation]
2. This development trigger's informal social reactions: the neighbor gets angry
3. The individual continue to break rules [primary deviation] by committing other deviation.
4. There is increased but still primary, social reaction: the neighbor tells the youth parents.
5. The individual commits a more serious deviant act—he is caught shoplifting [still pry deviation].
6. There is a formal reaction: the youth is adjudicated a "juvenile delinquent" in juvenile court.
7. The youth is now labeled "delinquent" by the court and "bad" by the neighborhood, by his conventional peers, and by others.
8. The individual begins to see himself as "delinquent"; he joins other unconventional youths.
9. The individual commits another, yet more serious, deviant act [secondary deviation], robs store.
10. The individual is returned to juvenile court, have more offences added to his records, is cast out further from conventional society, and takes on completely deviant lifestyle.

According to Lemert, secondary deviance sets in after the community has become aware of a primary deviance. Individuals experience “a continued sense of injustice, which is reinforced by job rejections, police cognizance, and strained interaction with normals. Once such a label is attached to a person, a deviant or criminal career has been set in motion.

### **Evaluation of Labeling theory and its policy implications**

There are several criticisms that trail the theoretical positions of the labeling theorists. The theory has often been blamed for putting too much emphasis on the system. Critics ask: why is it that individuals, knowing they might be labeled, get involved in socially disapproved behavior to begin with. Most labeled persons have indeed engaged in some act that is considered morally wrong. According to sociologists Ronald Akers, the impression is sometimes given that people are passive actors in a process by which the bad system bestows a derogatory label, thereby declaring them unacceptable.

Critics suggest that the labels may identify real behavior rather than create it. Some criminologists also questioned how labeling theory accounts for individuals who have gone through formal processing but do not continue deviant lifestyles. They suggest that punishment really does work as a deterrent. Despite series of criticisms heaped on labeling theory, the empirical evidence substantiating its basic claims has been modest.

The theory has been instrumental in calling attention to some important questions; particularly about the way defendants are processed through the criminal justice system. At the level of policy relevance, decriminalization, diversion [for juveniles, youth service bureau, welfare agencies, or special schools], and, [youth, privately run mental agencies, community substance abuse programs, or government sponsored job training] and finally [adults, less severe intervention such as community treatment, intensive probation supervision or under home incarceration], due process [right to an attorney, right not to be searched illegally], and de-institutionalization

### **Additional Questions**

1. List and explain the nine propositions of Edwin Sutherland Differential Association Theory.
2. Briefly Explain the Following:
  - (a) Morphology Approach and Crime.
  - (b) Genetic Approach and Crime.
  - (c) Biological Approach and Crime
  - (d) Neuro-chemical Approach and Crime
3. Discuss the relationship between psycho-analysis and crime.
4. Present a comprehensive essay on differential opportunity theory of Cloward and Ohlin.
5. Highlight and explain the major defects associated with the Nigerian prison system.



# **SOC314: SOCIOLOGY OF THE AGED**

**CONTRIBUTORS: DR. IDOWU A. E. AND OZOYA M. I**

Define the concept of aging and old age from diverse perspectives.

1. What is the relevance of Sociology of the Aged to the Nigerian society?
  2. Write a brief note on the following concepts of aging:
    - a. Gerontology
    - b. Ageism
  3. What do you understand by gerontocracy?
  4. Why do people get old? Explain with the two theories of physical decline.
  5. Identify five (5) myths and stereotypes about the aged and explain two ( 2).
  6. List and briefly explain the three dimensions of aging.
  7. What are the causes and possible solutions to the health challenges among the aged.
  8. Discuss the diseases that are associated with the aged.
  9. Elucidate on the gender perspective to aging.
  10. Assess this statement: 'Poverty among the aged is common in Nigeria'.
  11. Trace the history of retirement?
  12. Mention and explain the two main types of retirement that exist.
  13. There are different types of retirees. Explain.
  14. What are the rules of planning for retirement according to Oviomo (2007)?
  15. Assess the social security systems in two technologically developed countries of your choice.
  16. What are the objectives of retirement?
  17. What are the problems associated with the payment of retirement benefits and the resultant effects on pensioners?
  18. What are the principles and objectives of the Pension Reform Act 2004.
  19. What do think is the possible solutions to the myriad of challenges associated with aging in Nigeria under the auspices of the concept; 'The fear of growing old'.
1. Define the concept of aging and old age from diverse perspectives.

## **Introduction**

There is no universally accepted definition of old age. The conceptualization of the aged differs from one culture to another and from time to time. A person who may be considered old in one culture may not be considered so in another culture. Contradictions exist in the definition of old age

because of its permeable nature. Some of the perspectives in the definition of aging and old age are as follows:

According to WHO in the administration of MDS in Africa, anyone that is 50 years and above is regarded as belonging to the category of old people. The UN has not adopted a standard criterion, but generally uses 60+ years to refer to old people.

According to Glascock (1980) results from a study published in 1980 provides a basis for a definition of old age in developing countries. Definitions of old age from this study fell into three main categories:

- 1) Chronology;
- 2) Change in social role (i.e. change in work patterns, adult status of children and menopause); and
- 3) Change in capabilities (i.e. invalid status, senility and change in physical characteristics). Findings from this cultural analysis of old age suggested that change in social role is the predominant means of defining old age. When the preferred definition was chronological, it was most often accompanied by an additional definition. This study is in contrast with a more recent study conducted in Ile-Ife, Nigeria, which reveals that the chronological pattern of defining old age is more common. This is congruent with the western definition of old people.

Some persons believe that old age doesn't start until about 90 years. According to Roebuck (1979), as far back as 1875, in Britain, the Friendly Societies Act, enacted the definition of old age as, "any age after 50", yet pension schemes mostly use age 60 or 65 years for eligibility.

Often times the problematic associated with the definition of old age is surmounted by relying on the age at which a person becomes eligible for statutory and occupational retirement pensions. Accordingly, the ages of 60 and 65 years are often used, despite its arbitrary nature. However, this poses another challenge in the African context as many individuals do not know their birth dates due to lack of official records of birth dates in the continent.

In the Nigerian context, specifically in the civil service, the definition of old age is connected to the retirement age. When a person attains retirement age, then s/he is considered old. The current Universities (Miscellaneous Provisions) (Amendment) Act, 2012, has increased the compulsory retirement age of staff in the professorial cadre and non-academic staff in Nigerian universities to 70 and 65 years respectively. Accordingly, the definition of old age in the Nigerian Civil Service is anyone from the age of 65 years and old.

#### Conclusion

It must be mentioned that old age in the Nigerian rural setting is essentially based on chronological age, hence duties are shared among age groups rather than merely on the capacity of a person. Elders are highly respected for their old age as they perceived as wellsprings of wisdom. This practice is highly accentuated by the practice of gerontocracy in the rural communities. This is highly practiced among Esan people of Edo State, Nigeria, where the eldest man (not a woman although she has her duties as the oldest among women) rules in the community. In Esan West Local Government Area, they are referred to as 'Edionwele'.

2. List and briefly explain the three dimensions of aging.

#### Introduction

Dimensions of aging help to understand how old age manifests among the human population. These dimensions are divided into three:

##### A. Physical/biological

This refers to the manifestations of old in the physical state of a person or the external body of an individual. The evidences include the following:

i. Wrinkled and sagging skin

ii. Gray hair

iii. Skin discoloration

## B. Psychological

This refers to the aging manifestations in the mental state of a person. It examines cognitive alterations in the mental faculty of the individual.

**Aging and cognitive change.** This helps to understand that as people age, their thinking patterns undergo several variations. It is from the background that the mind not only coordinates bodily functions but also determines who we are as individuals. Social gerontologists are concerned with identifying and understanding patterns in mental processes associated with age. Age related changes in psychological functioning could affect an individual's ability to lead a normal life. Cognitive changes are reflected in social interactions, work performance and interpersonal relationships.

### Creativity and wisdom

It is believed that as people grow old, their creative abilities decline. The story of Willem de Kooning (1904-1997) buttresses this point. As a young man, he had established a reputation as one of the leading twentieth century artist for his complex, richly detailed abstract composition of the female figure. But in his 80s, he could only handle painting drawings that consisted of simple, rhythmic strokes, which his critics called 'ribbons of colors'. Also most scientists, artists, and authors have made their contributions before the age of 40. For example, Albert Einstein won the Nobel Prize when he was 26 years old for his contribution to quantum theory.

Intelligence: creativity and wisdom are components of intelligence. Researchers believe that the quality we refer to as intelligence is the product of two fundamental types of skills – fluid and crystallized intelligence.

-Fluid intelligence capacity to process new information.

- Crystallized intelligence: Information, skills, and strategies learned overtime through experience.

## C. Social

This refers to family relationships and social support system. This dimension helps to understand the fact that as people age that increasingly depend on people to help them carry out their daily activities. Hence such dependence is an evidence of old age.

3. Why do people get old? Explain with the two theories that explain physical decline.

### Introduction

Why shouldn't people remain as strong, beautiful or handsome, young and attractive, as they were in their middle life, all through their lives? Several reasons could be said to stimulate the often undesirable alterations that occur to the human body after middle life all because of aging.

According to Feldman (1999), theories of aging that explain the reason for the physical decline in the aged can be grouped into two: Genetic Pre-programming theory of aging and the wear-and-tear theory of aging.

#### a. Genetic Preprogramming theory of aging

Proponents of this theory assert that there is an in-built time-span to the reproduction of human cells, and that after a certain time they are no longer able divide, as such old age begins to set in (Hayflick, 1974 and 1994).

A related version of this idea is that some cells are genetically preprogrammed to become harmful to the body after a specific duration of time passed. This causes the internal biology of the body to 'self-destruct' (Finch, 1990; Ricklefs and Finch, 1995, and Finch and Tanzi, 1997).

#### b. Wear-and-tear theory of aging

Those who advance this theory perceive the body as analogous of a machine. As the machine is used overtime, after much servicing though, it wears it. In the same vein, proponents of this theory posit

that the mechanical functions of the body become unable to work efficiently as some time due to frequent usage. In addition, waste by-products of energy production begin to accumulate, and mistakes occur when cells reproduce. In the long run, the body wears out. There comes old age.

### **Conclusion**

One cannot emphatically say which of the two theories better explain why physical declines occurs in humans leading to old age, nevertheless both provide an understanding on why old age occurs. But it must be mentioned that old age is not a disease but simply a natural biological process.

4. What are objectives of retirement?

### **Introduction**

The concept of retirement has various definitions as there is no usually accepted of it. The definitions are often designed by authors to suit their purpose of explanation. However, there is a consensus on the fact that it is period of lifetime when one withdraws from active work engagement.

Objectives of retirement

Oviomo (2007:15-16) opines that retirement is designed to serve the following purposes:

a. Workers becoming old and unproductive with time either due to long service, old age or inability to cope with new technologies. These unproductive persons have to be removed periodically from the system.

b. The removal of the old unproductive workers allows the system to infuse new blood, new ideas and new methodologies, update techniques, etc. into the system.

c. The young one employed at the bottom of the ladder (who may invariably possess more modern skills and latest expertise) have to be given room to grow in order to avoid frustration and its attendant consequences. For instance, if the young engineers, administrators, technicians, etc. have to wait until all the Director Generals, Directors, Executive officers, etc. die before they are promoted, waiting time may be so long that some of the junior ones may die before the old ones.

d. The old workers certainly ought to be tired, and they need to go home, rest and enjoy old age. They need to spend more time with their families, grand children and others.

e. The old ones may have worked far away from home for decades. They need retirement so as to go home and get integrated with their larger families and communities in the last period of their lives on planet earth.

5. What are the principles and objectives of the Pension Reform Act 2004.

The Pension Reform Act 2004 was passed after a review of all the laws concerning pension in the Federal Republic of Nigeria, that were considered inadequate for the structure of a modern pension scheme. Udenze (2006:3) outline the following as the principles and objectives of Pension Reform Act 2004:

a. Ensure that every person who worked in either the public service of the Federation, Federal Capital Territory or private sector receives his retirement benefits as and when due.

b. Assist improvident individuals by ensuring that they save in order to cater for their livelihood during old age; and

c. Establish a uniform set of rules, regulations and standards for the administration and payments of retirement benefits for the Public Service of the Federation, Federal Capital Territory and the Private Sector.

Udenze (2006:4-5) specifies the following as other features of the Act:

- a. A contribution 15% minimum of the total emolument payable on behalf of each employee. The minimum employer contribution rate is set at 7.5% while maximum employee contribution rate is 7.5%. However, an employer may decide to fund the scheme wholly for the employee. In addition, employees can make compulsory contribution. All contributions are exempted from tax;
- b. Crediting the employee's retirement savings account with any funds so contributed;
- c. Pension fund assets are to be privately managed and invested by professional fund managers;
- d. Regulation of Pension Fund Administrators/Custodians under uniform law and regulations; and establishment of Nigerian Pension Commission to regulate, supervise and administer the scheme;
- e. An employee will not be able to make withdrawal from his account before attaining the age of 50 years, except in cases of mental disability or physical disability, and employment terms and contract;
- f. The accumulated amounts can either be used to buy an annuity (from an insurance company) or be invested with an asset management company under a phased withdrawal arrangement.

6. What are the rules of planning for retirement according to Oviomo (2007)?

### **Introduction**

The need to design a desirable future during retirement cannot be overemphasized considering the lingering challenges that have beset the pensions industry in recent years. In order to successfully achieve this noble tasks, Oviomo (2007:16-17) outlines the following as critical in the planning process:

- i. Include your spouse in all phases of your retirement planning.
- ii. Be optimistic about the future; focus on the rewards of retirement.
- iii. Plan to maintain your self-esteem by staying useful.
- iv. Become involved in several leisure activities. If you don't like one, you will have others to fall back on.
- v. Plan to enhance your marriage. Remember you will be spending more time together. It is important though that you and your spouse both maintain lives of your own.
- vi. Set the pros and cons of any retirement decision and weigh them carefully before choosing.
- vii. Don't be disappointed if some of your decisions don't work quite the way hope they would. Play it safe always; leave yourself a way out or fall back position.
- viii. Don't put all your eggs in one basket. Consider renting a new home or buying a new one before selling your current residence.

ix. Start now to save for retirement. It is never too soon, and it doesn't hurt to discipline yourself to live on less. One way to do this is to buy shares in reputable companies while still in active service.

x. Last but most important of all, work actively at maintaining or even improving your health. Plan a programme of exercise that appeals to you and practice proper nutrition.

#### 7. What is the relevance of Sociology of the Aged to the Nigerian society?

With the development of modern cities, there has been an increase in the number of older people all over the world. This has therefore led to the study of the aged in general and the problems or challenges of old age in particular. This is further reinforced by the predominant negative perceptions of old age present in society; views, which are held by lay and professional people alike.

- Victimization of the elderly
- Elder abuse

- Ageism

Studying a course as sociology of the aged, will no doubt, assist us to understand the myths and stereotypes about the elderly in the society.

#### 8. Myths and stereotypes about the aged.

Several myths and stereotypes are attached to the aged. These include the following:

- Diabolical

- Sexually inactive

- Mental decline

- Loneliness (12 percent of people above 65 view loneliness as a problem – Harris Poll, 1975 and Binstock *et al*, 1996.)

#### 9. Trace the history of retirement?

The history of retirement can be traced as far back as the 19<sup>th</sup> century after the industrial revolution. According to Moody and Sasser (2012), it was the Prussian Chancellor Otto von Bismack who first introduced age 65 as the basis for a pension. Retirement became popular in the 20<sup>th</sup> century as several European countries began to institutionalize retirement through government pension systems. This was followed by the United States with its introduction of the Social Security in 1935. This made exit from work a desirable phenomenon for many people. This was buttressed by data from the US Department of Labour which shows that in 1890, 68% of men over age 65 were in the labour force but this number declined to 54% in the 1930. After further improvement in the Social Security, the number of older men in the work force further declined to 46% and this has been the trend over the years even as low as 17% in 1989.

#### 10. What are the problems associated with the payment of retirement benefits and the resultant effects on pensioners?

Some of these are outlined below according to Oviomo (2007:22-24):

- a. The processing of an officer's benefits is bound to experience delay if his or her records are not complete. In some cases, poor documentation has robbed many pensioners of their benefits.
- b. Delay in payment of gratuity and pension
  
- c. Bottleneck in processing papers for retirement.
  
- d. Cases in which pension funds have been embezzled and mismanaged by corrupt officers.
  
- e. Payment of pension funds to wrong banks.
  
- f. Payment of pension funds to individual accounts.
  
- g. Too frequent screening of pensioners.
  
- h. Government's non-persecution of the offenders is also an indication of the scant attention pension matters get.

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# **SOC 316: INTER-GROUP RELATIONS**

**CONTRIBUTOR: DR. AJAYI M. P.**

1. How relevant are the theories of society and social organizations in understanding the relationships amongst groups in society?
2. What is a group and can the mere lumping of people together constitute a group?
3. Critically analyse the process described by R.K. Merton as the conversion of “in-group virtues” into “out-group vices”.
4. Examine critically the statement that the classification of human groups depends on the level of personal closeness or emotional attachment that members of the group feel towards one another.
5. Using relevant theories, address the assertion that intergroup relations seem to tend toward conflict rather than harmony.
6. Write short notes on the following:
  - i. Race
  - ii. Ethnicity
  - iii. Minority groups
  - iv. Prejudice
7. How relevant are the theories of society and social organizations in understanding the relationships amongst groups in society? 30 Marks
8. How can primary groups be differentiated from secondary groups and can the mere lumping of people together constitute a group? 20 Marks
9. Critically analyse the process described by R.K. Merton as the conversion of “in-group virtues” into “out-group vices
10. Using relevant theories, address the assertion that intergroup relations seem to tend toward conflict rather than harmony.
11. Sociologists often distinguish between different types of groups depending on the level of personal closeness or emotional attachment that members of the group feel towards one another. Discuss?
12. The primary reason sociologists study groups is because of the power group have over Individuals. In the light of this statement explain in detail some of the many ways groups shape individual level behavior and motives for group membership.
13. **Critically analyse inter-group relations in Nigeria with specific reference to ethnic discrimination and religious intolerance.**
14. **Using theories of society and social organisation, explain the importance of inter-group relations.**
15. How has technology changed group ideals with reference to formation, nature and structure.
16. Do you believe that someone can have a true primary group made up of people she/he has never met. Why or why not?
17. Give a detailed account of Irving Janis theory on inter-group relations.
18. What is Prejudice?
  - b. Identify the three components of a prejudiced attitude and explain.
19. Using a historical perspective, critically analyze inter-group relations in Nigeria.
20. When do ‘primary’ groups end and ‘secondary’ group begins? In other words, how small must the village, town, or neighbourhood be to be called a primary group?

## **ANSWERS**

1. Critically evaluate the assertion that inter-group relations involves that which is social and that which is psychological.
  - i. Intergroup relations involves that which is Social (Relationship) and that which is Psychological (mindset).
  - ii. It involves conflict rather than harmony.
  - iii. On a global scale, Nations struggle with one another, both diplomatically and militarily.



iv. Through globalization, the interconnectedness of the economies of Nations breeds conflict

The theories to support this include:

i. Realistic conflict theory – argues that conflict between groups stems from competition for scarce resources, including food, territory, wealth, power natural resources and energy.

ii. Theory of in-group/out-group bias – people are regarded as classifiers, hence the exercise of ethnocentrism.

iii. Theory of double sided bias – this implies favour to the in-group and a tendency to derogate another groups

2. Critically analyze the assertion that a social group is much more than a mere collectivity of persons.

A social group involves two or more persons who:

i. Interact regularly

ii. Conscious of their existence as a group

iii. Have common expectations

iv. Share common identity

v. Guided by Rules and Regulations

4. At the heart of modern social psychology of inter group relations is categorization.

Discuss ?

Categorization involves the process of understanding what something is by knowing what other things it is equivalent to and what other things it is different from.

Our self-definition in a social context always depends upon social categorization.

Social categorization is what leads to inter-group bias

Categorization leads us to perceive something other than reality; of generating efficient but inaccurate interpretation of social life

5. Examine critically the statement that the classification of human groups depends on the level of personal closeness or emotional attachment that members of the group feel towards one another.

This refers to the distinction between the small primary group and the large secondary group.

Charles Horton Cooley (1902) stated that the primary group is characterized by intimate face-to-face association and co-operation. The secondary group is in a way contrast to the primary group. They are impermanent and have more casual relationships. There is less frequency and intensity of contact between its members including fewer ties of deep sentiments.

6. Using relevant examples show clearly the contributions of the consensus theory and conflict theory towards an understanding of society and social organizations.

The consensus theory imply that each component of a society, be it a person or an institution functions to preserve its life and the life of the total society.

Society consists of the political, economic, religious, legal and other parts. Consensus theory involves an integration of these parts of society.

The conflict theory derives essentially from Marxist sociology. Conflict is seen to exist when people and groups with different economic and other interest interact in society. Conflicts are necessary in determining the dynamics of society and the tempo of change.

17. Give a detailed account of Irving Janis theory on inter-group relations.

**Groupthink**, a term coined by social psychologist Irving Janis (1972), occurs when a group makes faulty decisions because group pressures lead to a deterioration of “mental efficiency, reality testing, and moral judgment” Groups affected by groupthink ignore alternatives and tend to take irrational actions that dehumanize other groups. A group is especially vulnerable to groupthink when its members are similar in background, when the group is insulated from outside opinions, and when there are no clear rules for decision making.

12. The primary reason sociologists study groups is because of the power group have

over Individuals. In the light of this statement explain in detail some of the many ways groups shape individual level behavior and motives for group membership. Students are expected to relate the following to the ability of group to influence positively or otherwise.

1. Group loafing
2. Conformity
3. Social facilitation
4. Group think

20. When do primary groups end and secondary group begins? In other words, how small must the village, town, or neighbourhood be to be called a primary group.

The answer is vague: it must be small enough for almost everyone to know almost everyone by sight, and this may well be influenced by the amount of coming and going that occurs, by the degree of isolation and by such chance circumstances as may have drawn an unexpected large number of people into interaction with one another. Students should examine the characteristics of primary which includes emotional ties, informal relationships, level of interaction and number of persons that makes up the group.

In as much as the mentioned point are no longer in place then a primary group ceases to be primary but secondary group.

18. What is Prejudice?

b. Identify the three components of a prejudiced attitude and explain.

Students are expected to define and explain what prejudice is.

a. Prejudice is a positive or negative attitude towards individuals based upon their membership in a particular social group.

b. Identification and detailed explanation of the three components of prejudice.

(1) Affective: Evaluative/emotional aspect

(2) Behavioral: Discrimination: positive or negative behavior directed toward the persons or groups who are targets of prejudice

(3) Cognitive: Stereotypes: A cognitive framework to the effect that all members of a specific social group share certain characteristics

## **SOC 317: SOCIOLOGY OF LAW**

**CONTRIBUTOR: DR. EGHAREVBA M. E.**

### **Questions**

1. 'Law is a tool of social engineering.' Explain
2. Discuss the characteristics and functions of law in society.
3. Discuss the various classifications of law and their operations in modern societies.
4. What is law and the various sources of law in Nigeria?
5. Compare and contrast criminal and civil law and their applicability in the Nigerian society.
6. Discuss the various forms into which criminal law are categorized.
7. Explain the various approaches to the study of law in society.
8. Discuss the major challenges that the legal systems of most societies are confronted with and suggest ways to address them.
9. 'Law is a socially constructed phenomenon in society.' Explain.
10. Explain the legal realists perspective of law

### **Answer 1**

- ☐ The student is required to define the concept of law.
- ☐ The student should also explain the various roles that law plays in societies which include structuring social relationships among individuals and groups, maintenance of status-quo, tool for social change, moulder of values, beliefs and norms etc.
- ☐ The student should explain what the law should constitute for it to be obeyed by members of the larger society.

### **Answer 2**

- ☐ The student should provide a working definition of law and the essence of law in society.
- ☐ The student should explain the various features of the law
- ☐ The student should enumerate the various functions that law plays in society.

### Answer 3

- ☐ The student should explain the various ways the law operates in society.
- ☐ The student should explain the various forms in which the laws of society are classified and their operations.

### Answer 4

- ☐ The student should define law as a concept.
- ☐ The student should explain the essence of law in society.
- ☐ E student should the various means from which laws can be developed.

### Answer 5

- ☐ The student should define what criminal and civil law are.
- ☐ The student should explain what actions constitute criminal and civil law.
- ☐ The student should enumerate the purpose of these broad categories of law.
- ☐ The student should discuss the areas of agreement between criminal and civil law as well as the differences in operation.

### Answer 6

- ☐ The student should explain the two categories in which criminal law can be divided which include felonies, misdemeanors, Mala In se and Mala Prohibita.
- ☐ The student should explain those actions that constitute felonies or misdemeanors and the goals they are meant to serve in society.

### Answer 7

- ☐ The student is required to explain the various ways through which we can understand the working of the law in society and what specific purposes that each approach to the study of represents.

### Answer 8

- ☐ The student should explain the four key issues that every law is confronted with in most societies as it carries out its role of the maintenance of social order and control.
- ☐ The student should assess to what extent these four keys issues affects the effectiveness of law in most societies using the case of Nigeria.

### Answer 9

- ☐ The student should explain why law is a product of man's creation and how it evolves from man's capacity to engage in social relations with each other.

☒ The student should provide an explanation of how the law evolved from the norms, values, beliefs and economic development of each society.

☒ The student should explain the difference between the internal and external perspective of law.

#### Answer 10

☒ The student should explain the position of the legal realist perspective of law as a product of social interactions and relationships.

☒ The student should explain the various classes that scholars who belong to the legal realist school address the working of the law in society.