Questions for today’s session

- Why do we find **homogeneous social groups** in society? (stratification, class membership, ideology)

- How do we interact with **choices made by others**? (parents and family, teachers, media, peers)

- What do we call **socialization** processes? (inter- and intra-generational norms, values and beliefs)

- What **consequences** do these processes carry? (norms and values, political behaviour)
Important concepts

- Agency vs. Structure, Individual vs. Collective
- Social contacts, stratification and inequalities
- Socialization vs. biological (gen., physio., cog.) differences
  - Intragenerational (‘horizontal’)
  - Intergenerational (‘vertical’ — ‘OK boomer’, ‘Lost Gen.’)
  - Age, Period, Cohort (APC)
- Structure, Dispositions, Practices
  - habitus, hexis, hysteresis (Bourdieu)
Quick exercise

List important events that you remember from when you were between 7 and 17 years-old, such as

- A violent conflict
- An election
- A street protest
- A terrorist attack
- A natural disaster

Also indicate how you learnt about these events happening
Which generations have the most members in Congress?

Number of members of the 117th Congress in each generation

- **Boomer** (born 1946-1964): 230
- **Gen X** (born 1965-1980): 144
- **Silent** (born 1928-1945): 27
- **Millennial** (born 1981-1996): 31

**House**
- Total members: 432

**Senate**
- Total members: 100
The Endurance of Politicians’ Values Over Four Decades: A Panel Study

DONALD D. SEARING  University of North Carolina at Chapel Hill
WILLIAM G. JACOBY  Michigan State University
ANDREW H. TYNER  Princeton University

How much do the political values of politicians endure throughout their careers? And how might the endurance be explained? This paper uses a unique longitudinal data set to examine the persistence of political values among national politicians: members of the British House of Commons, who completed Rokeach-type value ranking instruments during 1971–73 and again 40 years later in 2012–16. The findings show remarkable stability and provide strong support for the persistence hypothesis which predicts that politicians develop crystallized value systems by their early thirties and largely maintain those values into retirement. This is consistent with the view that rapid changes in aggregate party ideologies have more to do with new views among new waves of recruits than with conversions among old members.
Abstract and Keywords

Political socialization describes the process by which citizens crystallize political identities, values, and behavior that remain relatively persistent throughout later life. This chapter provides a comprehensive discussion of the scholarly debate on political socialization, posing a number of questions that arise in the study of political socialization and the making of citizens. First, what is it about early life experiences that makes them matter for political attitudes, political engagement, and political behavior? Second, what age is crucial in the development of citizens’ political outlook? Third, who and what influences political orientations and behavior in early life, and how are cohorts colored by the nature of time when they come of age? Fourth, how do political preferences and behavior develop after the impressionable years? The chapter further provides an outlook of the challenges and opportunities for the field of political socialization.

Keywords: Political socialization, impressionable years, socialization agents, generations, stability of political preferences.

Introduction

Observing the regularity and continuity of individuals’ patterns of political behavior over time, already in the 1950s scholars were drawing attention to the need to study processes of early political socialization. Hyman (1950, 25) defined political socialization as an individual’s “learning of social patterns corresponding to his societal position as mediated through various agencies of society.” It is a process of largely informal learning that almost everyone experiences throughout life as a consequence of interactions with parents, family, friends, neighbors, peers, colleagues, and so forth. Merelman (1986, 279; emphasis added) further describes political socialization as “the process by which people acquire relatively enduring orientations toward politics in general and toward their own political system.”
JE RACONTERAI

J'APPRENDS

آنعلم

J'ÔBSERVE

أنا أعلم
Dissecting the text

- **Nature** of the text: **review**
  + Methodological challenges (‘APC effects’, genetics)
- Different **hypotheses** re: the **life cycle**
  - **Persistency** (early life, sens. ini. cond. + self-reinf.)
  - **Plasticity** (lifelong adaptation)
- Different **causal factors** re: **socializing agents**
  - **Education** (parental, schooling)
  - **Media** (echo chambers) and **event** effects
Dissecting socialization mechanisms

- **Parental** influence
  
  Role models
  
  ➔ conditioning factor: **imitation**

  Socio-Economic Status (via education)
  
  ➔ intervening factor: **stimulation**

- **Peer and media** effects
  
  Peer **culture** (entertainment and politicization)

  Peer **pressure** (imitation)
Age-Period-Cohort (APC) effects
Graphique 4. L’abstention aux élections présidentielles et législatives selon la cohorte et le niveau de diplôme
QUESTIONS
PHOTO DE CLASSE

PROMOTION DOMINANTS par rangée de haut en bas, de gauche à droite :

Paris Hilton, Manuel Valls, Georges Bush, Laurence Parisot, Pierre Gattaz, Vincent Bolloré, Enrico Macias, David Pujadas,
Bernard Tapie, Jérôme Cahuzac, Pierre Moscovici, Mathieu Pigasse, Eric Woerth, Karl Lagerfeld, Carla Bruni Sarkozy, Inès de la Fressange, Ruth Elkrief,
Christine Lagarde, Bernard-Henri Lévy, Arielle Dombasle, Alain Finkielkraut, Jacques Attali, Christine Ockrent, Arnaud Lagardère, Liliane Bettencourt, Donald Trump, Dominique Strauss-Kahn,
Presentation workshop

**Literature Review**

This section includes a review of both the theoretical or conceptual framework and of the prior empirical literature relevant to the topic. This material helps the reader understand the problem and how it fits with prior work. The relative weight of these two aspects varies from paper to paper, but you generally do need both.

It helps to think of the literature review as a funnel: You begin with a general overview of relevant theoretical or conceptual ideas then move through prior empirical work to a discussion of your paper. Thus, the empirical literature review is usually narrower than the theoretical framework. The literature review should lead inexorably to the research questions or statement of the problem section. By the time you get to the end of the literature review, the research questions should be obvious to the reader because they have been the focus of the review.
Reminders on what to do

Analyze a topic of your choice from the viewpoint of political sociology, which means looking at explanatory factors such as

- **Structural factors** — e.g. demography, industrialization, migration, urbanization
- **Socio-economic factors** — e.g. division of labour, capitalism, consumerism, wealth and debt, social class and mobility
- **Socio-cultural factors** — e.g. mass education, organized religion, the Web and social media, deviance, racial-ethnic discrimination
- **Life-course factors** — e.g. marriage, family, patriarchy, gender and sexuality, health and illness, local community

...
Reminders on **how** to do it

- **Literature review**
  - Secondary sources *(existing studies)*
  - Primary sources *(additional data)*
- **Concepts and theories**
  - Course readings *(and their references)*
  - Secondary sources
  - Handbooks *(see e.g. course syllabus)*
  - Anything else
Islamists get longer jail terms than far-right extremists

Study shows disparity in sentencing for similar online offences

Islamist offenders convicted of online extremist crimes received prison sentences three times longer than those of their far-right counterparts, according to new analysis.

Researchers found that Islamists received on average 73.4 months compared with 24.5 months for far-right offenders, despite the government’s ambition to treat both strains of extremism in the same way.
Happy 2020! New book soon out by Donatella della Porta @PietroCastelliG @KonstantinosEL3 and myself. Years of work w colleagues @scuolanormale to understand how a terrorist attack affects political discussions. More about content soon, for now stylish cover preview!
@OxUniPress
<table>
<thead>
<tr>
<th>Broad theme</th>
<th>Example domain</th>
<th>Example journals</th>
<th>Example handbooks</th>
</tr>
</thead>
<tbody>
<tr>
<td>States</td>
<td>Historical Sociology</td>
<td><em>Journal of Historical Sociology</em></td>
<td><em>Oxford Handbook of the Theory of the State</em></td>
</tr>
<tr>
<td>Protest</td>
<td>Social Movements</td>
<td><em>Mobilization</em></td>
<td><em>Blackwell Companion to Social Movements</em></td>
</tr>
<tr>
<td>Elections</td>
<td>Electoral Sociology</td>
<td><em>Electoral Studies</em></td>
<td><em>SAGE Handbook of Electoral Behaviour</em></td>
</tr>
<tr>
<td>Parties</td>
<td>Party Politics</td>
<td><em>Party Politics</em></td>
<td><em>Katz and Crotty, Handbook of Party Politics</em></td>
</tr>
<tr>
<td>Socialization</td>
<td>Media / Mass Communication</td>
<td><em>Mass Communication Quarterly</em></td>
<td><em>The Oxford Handbook of Political Behavior</em></td>
</tr>
<tr>
<td>Cleavages</td>
<td>Public Opinion / Survey Research</td>
<td><em>Journal of Elections, Public Opinion and Parties</em></td>
<td><em>Sage Handbook of Public Opinion Research</em></td>
</tr>
</tbody>
</table>
Literature review tools

- **Search engines**: Google Scholar and ISIDORE (always search at least in English and French)
- **Handbooks**: Oxford Handbooks and similar ones by e.g. Blackwell, Routledge, Sage
- **Specialised dictionaries** and encyclopedias, esp. the *Int. Encycl. of Soc. & Beh. Sciences*
- **Bibliographies**: Oxford Bibliographies
Final reminders

Reviewing the literature involves allocating some time to search for, and access, documents, online or offline

- Use your University Library credentials (and tutorials)
- Use your knowledge of Google Scholar (e.g. ‘cited by’)

The next step will be to distribute the readings among your group and to read them while taking notes for discussion

- Look for the essential facts on your topic
- Look for the concepts, methods and theories used to analyze it in existing research
QUESTIONS
Next session

Read Putnam 1994
# Tracklist for Tutorial 3

- **Sepultura, “Propaganda” (1993)**
  
  Don’t, don’t believe what you see  
  Don’t, don’t believe what you read, no

- **Mafia K’1 Fry, “Pour ceux” (2003)**
  
  Pour les croyants, les vaillants  
  qu’ont peu d’culture, immatures  
  Élevés au riz, au couscous, aux coups d’ceinture

- **LA The Darkman, “Tell Lies Vision” (2008)**
  
  Y’all better realize, y’all better realize  
  Television telling lies to your vision, yo