

SOCIOCULTURAL CHANGE

Sociocultural Change

a. Sociocultural Change

Culture ?

Cultural change: **Reorganization** in the whole, learned, and shared *behavioral system* of a group of people

Any change - economic, technological, social roles and structures, knowledge, beliefs, values

Addition, deletion (extinction), *shift* in emphasis

In any *direction*

To any *degree*

On any scale

Also, what does **not** change

System? An entity composed of interrelated parts and sub-parts which interact as an integrated whole

eg, atom, body, species, car, business, society, planet ecology, galaxy, etc.

Culture is an? *Integrated whole*

A change in an integrated cultural **system**

A change in *one* element is affected by *other* elements

Cultures are? *relative*

All cultures change over time

Relative emphasis in continuity and changes

Different balances as starting points

A BROAD definition

Calls for comprehensive understandings of complex *systems*

b. **Principles** of Change

Principle: A guideline for understanding phenomena

Principle #1: Change is the **rule**

Should be expected

Not something to be avoided

re: "pressures of modern life", nostalgia (for Depression?!)

Not just "progress"

Should not be surprised that desired changes accompanied by other/unforeseen changes

Note: Start compiling principles in change

c. **Issues** in Understanding Change

Any concept of change has to account for wide **variations** in change
The more valid and reliable a model, the more it can explain

Areas for EVALUATING concepts of change:

- **Model**

Model: A set of ideas that explain a phenomenon

Definition/explanation?

Historical/cultural **context** that helped shape ideas?

NOTE: We will following the order of *historical development* of change models

Beginning in mid-1800s

- **Factors in Change**

Considerations in evaluating models

(1) **Content**: *What* changes?

Initial cultural patterns?

Traits at starting point considered? documented?

Integrated pattern which includes traits?

What changes occur?

What traits considered?

What *not* considered?

What does NOT change (continuity)?

What considered?

Not?

Configuration?

Relative emphasis/balances of elements

In a complex, integrated behavioral system

NOTES:

These the basic/obvious conceptual issues in understanding change

Surprising how much of the basic questions not considered

(2) **Influences**/stimuli/sources?

What factors initiate the change process?

What considered? *Not*?

(3) **Outcomes**?

What are the new/resulting *traits*? cultural *pattern*?

What considered? *Not*?

(4) **Scale**?

Unit/level of change?

Specific group, subgroups, macrogroup

What considered? *Not*?

(5) **Directions**?

Relative cultural content emphasized?

Technology, religion, etc.

What considered? *Not*?

(6) **Degrees**?

How *much* do traits change?

Relative (re other traits, groups)

Absolute

What considered? *Not*?

(7) **Rates?**

How *fast* do the traits change?
Relative (re other traits, groups)
Absolute
What considered? *Not?*

(8) **Time** frame?

Time frame for changes
How long it takes for traits to change
What changes, how much, etc., during specified time period
What considered? *Not?*

(9) **PROCESSES?**

Process: **How** related forces interact and direct events towards a particular outcome
Also, sequence of events
Explain how changes occur
Are **predictive**
What considered? *Not?*

(10) **Evidence?**

Empirical facts that illustrate changes
vs. interpretations of facts
Variables - dependent, independent, control
Measures
Relationships across time - *cause*
What considered? *Not?*

Also be aware of how have different models influenced **popular** thinking about change?
These issues can be used to *evaluate* different concepts of change

We will seek more **comprehensive** understanding of change

- How much can they **explain** different change events?
- How much can they be used to **predict** changes?

Understanding the **process** is the key to prediction

1. Cultural Evolution I

a. Concept (definition, main points)

Cultural Evolution? The successive development in stages in the complexity of human cultures

Early cultural evolution ideas posed **stages** of human development

- Tyler 1871, Morgan 1877

Traits grouped according to evolutionary "progress"

Descriptive classifications

Static *form* - vs. function or process

Emphasis on material culture and technology

Unilineal "progress"

Criteria?

W. industrial/colonial cultures

Bias of technology

Ethnocentrism ?

Attempts to explain differences:

- Diffusion (coming model)
 - From "superior" to "inferior" groups
 - But many groups with similar traits could not be in contact
- Independent invention
- "Psychic unity" - innate "germ ideas"
- Parallel development

Contradictions: coexistence of different stages

Concepts could not account for different *processes*

Racist arguments - inherently different "moral standards"

NOTE: *Reading Reports* should summarize main ideas

b. Evaluation

Historical/cultural **context** that helped shape ideas?

- Enlightenment
Emphasis on "rational" explanation of man, state, universe
Science - astronomy, biological classification, geological time
Ideas of *biological* evolution
 Darwin/Wallace - natural selection, mechanisms of evolution
- Industrial revolution
Massive technological developments
Energy, mechanization, standardization
Expansion of gap between rich and poor
Mass changes and rate of change
- Colonialism
Expansion of W. political/economic power
Intensive contact with other cultural systems
New ethnographic data - attempts to explain differences
Rationalization
 Exploitation of non-W. world for benefit of W. nations
 "White man's burden" to 'civilize' others - India !!
 Pattern of technological, social/political structure, world views
 Basically ethnocentric concepts

Conceptual contributions to understanding cultural change:

How does this model help/not in your applied cases?

	<u>Contributions</u>	<u>Limitations</u>
Content		
Influences		
Outcomes		
Scale		
Directions		
Degrees		
Rates		
Time frame		
Processes		
Evidence		

First real attempts to explain cultural differences and changes

- Natural phenomena - to be studied
- Attempts to pose natural laws/principles

Subsequent research have invalidated most of model

But credit at least for attempt to scientifically study change

c. Summary

Comparison with other ideas about change:

- **Baseline** on which subsequent ideas about change are built
For times, a new perspective that changes occur, a "natural law"
- Impacts on contemporary *popular* **mis**understandings
Static stages based on technology, "primitive"
Arbitrary, ethnocentric, unempirical

Principles of change?

Keep a running list of relevant principles

Will **summarize** at end of this section of the course

2. Social Conflict

a. Concept (definition, main points)

Social Conflict: Societies change as a result of reorganizing
to resolve internal inconsistencies

All societies have inherent INTERNAL CONTRADICTIONS

These stimulate changes to restore a functional balance

Systematic structural changes

Conflict theory developed from *applied* commitments

Dialectics (Hegel, Marx, Feuerbach):

Thesis fosters *antithesis* resulting in *synthesis*

Evolutionary process towards new progress

Marx's *dialectical materialism*

Emphasis on means of production/property and technology

Includes ideas of *social evolution*

Morgan cited in Communist theory

- ▶ Free societies (H/G) - equality of production/consumption
- ▶ Technology created material societies - emphasis on property
- ▶ Fosters inequality of classes - alienation of workers
- ▶ Propertied classes won't willingly give up material advantages
- ▶ Revolutionary changes needed to implement new material order
- ▶ Collective/state ownership = classless/conflictless society
- ▶ Mass level proposed

Communist emphasis on "rights" - job, food, health care, etc.

Evident in many other levels - "squeaky wheel" effect

Key concepts:

- ▶ **Systems** - a *society* with component parts
- ▶ **Forces** in change - internal inconsistencies... conflict
- ▶ Materialism - technology/economics determines social structure
- ▶ Property creates unequal classes
- ▶ Common ("communist") ownership fosters equality
- ▶ NOTE: *Other* aspects of culture involved in change process
- ▶ **Process** of change - dynamic interaction of system components
- ▶ Evident in many/most cases of change
- ▶ Comprehensive - beyond materialism/classes
- ▶ Change involves a **synthesis**
- ▶ REORGANIZATION of the SYSTEM to restore balance

Inherent internal inconsistencies in a system

initiates/directs reorganization

to restore functional balance

b. Evaluation

Historical/cultural **context** that helped shape ideas?

- Industrial revolution
 - Mass changes and rate of change
 - Massive technological developments
 - Urbanization
 - Corresponding weakening of religion, kinship, etc.
- Expansion of gap between rich and poor
- Contemporaneous with evolutionary models
 - And incorporates such ideas
 - Social Darwinism - great robber barons

A model developed from "applied" commitments

Dramatic impacts on modern history

Russian, Chinese, Cuban, etc. revolutions

Has eliminated hunger, extremes of poverty/wealth, etc.

Has been a viable alternative to underdeveloped nations

W. industrialism and colonialism had heavy negative impacts in world

West exports exploitation - cheap wages, child labor

Frustration at lack of reforms

Model has provided a clear interpretation of the "problem" and solution

Effectiveness of focusing efforts for change

Clear *means* for change - conflict/revolution

Model has even influences changes in the West

Conceptual contributions to understanding cultural change:

How does this model help/not in your applied cases?

Contributions

Limitations

Content

Influences

Outcomes

Scale

Directions

Degrees

Rates

Time frame

Processes

Evidence

c. Summary

Comparison with other ideas about change?

- ▶ Strengths of evolutionary models over conflict models?

None

- ▶ Strengths over evolutionary models?

Forces in change - internal inconsistencies

Process of change - synthesis

Proven predictive validity

- ▶ Limitations of both models?

Both emphasize stages, technology

Similar limitations re breadth and content of changes

Ideas do not have to be limited to economics, class, mass/violent revolutions

Can also work with kinship, religion, small/gradual changes

It could be argued for dialectical process in current history

Impacts on contemporary *popular* mis/understandings

Overemphasis on selected components of culture

Material/technological/economic, class conflict

Limited in concept of culture as an integrative system

NOTE:

- Confusion of economic and political models
Communism an economic system - as is capitalism
Both communist and capitalist nations claim to be "democratic" (China, U.S.)
Power based on the representative will of the people
Alinsky (*Rules for Radicals*):
Selective usage, no true communist states... as no true capitalistic states
Why have Western democracies *not* posed a viable solution?
More often on the side of corrupt/oppressive regimes
Economic ties and "anti-X" stances... not "pro-people"
- Conditions in Europe that gave rise to Marxism intensively expanding globally today
Check of "Communism" gone
"Free trade" = *corporate* capitalism
Industrialization
Cash economies replacing subsistence economies
Rapidly increasing polarization of rich-poor
Migration
Disintegration of kinship systems
Invalidation of religious precepts
Increasing conflict, revolts, warfare
Have been predicting worldwide revolutions for last 5-10 years
Terrorism ?

Continue compiling principles in change

3. Diffusion

a. Concept (definition, main points)

Historicism: Historical reconstruction of the distribution of cultural traits

Boas - emphasis on empirical evidence... *needed* at time

Static focus

Aversion to ideas like psychic unity

Racist - development of intellectual potentials to new levels

Change not major concern of historicists

Reconstruction of past - rather than ongoing investigation

Theoretical emphases on other issues

Induction, empiricism, relativism

Theory of *methodology*

Culture as *holistic*

Limitation of possibilities - only so many solutions to a problem

Diffusion: Historical transmission of cultural traits through intergroup contact

In theory, any trait - ideas, traits, etc.

In practice, material culture - writing, architecture, etc.

Emphasis on classical studies - Egyptian origins

Retrospective analysis

Forces in change

- ▶ Origins of new traits: *independent invention*

Including parallelism - similar traits thru similar processes

No real explanation for how this happens (but will see in later model)

- ▶ *External forces in change*

Environmental conditions - "necessity is the mother of invention"

Change through contact

Spread through direct/indirect diffusion

Seen as one-way and little consideration of cultural context

Empirical *proofs* of diffusion:

re conjectures

Pyramids in O.W. and N.W.

Chariots of the Gods (message?)

- ▶ Space
- ▶ Time
- ▶ Complexity
- ▶ Form/meaning
- ▶ Function

Logic is essentially *unilineal*

But problems of uniform rate

Still a major concept in ARCHEOLOGY

Culture Area concept - shared traits in an ecological setting

Common adaptations to ecological settings

Invention/diffusion of adaptive traits

Minimal consideration of integration into cultural systems

b. Evaluation

Historical/cultural **context** that helped shape ideas?

- Turn of century
- Emphasis on "classical" education
Egypt, Greece, Rome... Latin, Greek
- Height of colonialism
Diffusion of Western ways to other cultures

Awareness of the paucity of empirical cross-cultural information

re Boas' emphasis on *collection* of empirical data

Postponement of other issues

Conceptual contributions to understanding cultural change:

How does this model help/not in your applied cases?

	<u>Contributions</u>	<u>Limitations</u>
Content		
Influences		
Outcomes		
Scale		
Directions		
Degrees		
Rates		
Time frame		
Processes		
Evidence		

c. Summary

Comparison with other ideas about change?

Impacts on contemporary *popular* mis/understandings

Fascination with "high" civilizations

Issues *not* considered

Process of change - how actually occurs

Still a primary concept in archeology

Ideas appropriate for cultural reconstruction

4. Acculturation

a. Concept (definition, main points)

Acculturation: Cultural change initiated by contact between groups

Similar perspectives as diffusion

But emphasis on *contemporary* events

Depth of ongoing processes - vs. reconstruction

Observation and *documentation*

Analysis of influencing factors

More comprehensive view of *culture* as a behavioral **system**

Strong interest in Anthropology in **functionalism**

The current *dominant* view culture change in Anthropology

Theoretical scope:

Concept mostly developed by Redfield and Herskovitz

More *comprehensive* view of change than diffusion

Diffusion seen as the **initiation** of change

Integration into cultural system

Not just new traits

Impacts on whole cultural system - domination, exploitation, etc.

Only *one* type of change

Others still allowed - though little considered

Examination helps understand change processes

Called for the **systematic study** of change:

Culture as a behavioral **system**

Structural flexibility

Balance between *conflict* and *cohesion*

Equilibrium before and after - self-correcting mechanisms

The nature of the contact *situation*

Cultural and demographic limitations

Conjunctive relations between the groups

Groups in communication

Structure and content

Process of change

Functional integration of new (alien) traits into a group's behavioral patterns

Stages:

- Diffusion
 - Evaluation of new trait
 - Acceptance/rejection
 - Possible
 - Probable
 - Positive
 - Routes - social leaders, etc. (pro/con)
 - Reinterpretation
 - Domination - some traits forced (religion, technology, etc)
 - Integration *processes*:
 - Incorporation
 - Substitution/replacement
 - Syncretism**/fusion
 - Compartmentalization
- Recipients ultimately decide how trait will be integrated
- Boundary maintenance

Conceptual PRACTICE (in most studies):

- "Process" as *sequential steps*
vs. dynamic interactions
- *Trait-Replacement* perspective
Focus on **single trait**, how incorporated, "function"
- *Unilineal* (one-way) direction
 - Western traits in non-W. groups
 - Process more in terms of reactions to W. traits
 - Breadth of W. impacts not normally considered
 - Contributions of non-W. cultures also not really considered
 - Little analysis of external social "environment" and stimuli
 - re* comprehensive *context* of W. contact
 - Original form, function, etc. in dominant society

b. Evaluation

Historical/cultural CONTEXT that helped shape ideas?

1930s-1940s

- Wane of social evolution ideas
Limitations of diffusion ideas for current events
Dominance of functionalism ideas
- Post-WW I
Decline of colonialism
Beginnings of conceptual emphasis on functionalism
- Post-WW II
Demise of colonialism
Independence and emergence of "Third World"
New world order

Applied implications

Applied concerns of new "world culture"
Focus on one particular trait and related functions
Simplistic, but also a pivot for changes

More limited unilineal focus remains a dominant focus

Considering changes in today's new "world culture"
Concept has diffused to other disciplines and political thought
re "cultural" contacts

Conceptual contributions to understanding cultural change:

How does this model help/not in your applied cases?

Contributions

Limitations

Content

Influences

Outcomes

Scale

Directions

Degrees

Rates

Time frame

Processes

Evidence

c. Summary

Comparison with other ideas about change?

Impacts on contemporary mis/understandings

Documentation of many specific cases of changes

Issues not considered - process

5. Cultural Evolution II

a. Concept (definition, main points)

Cultural Evolution: Progressive development of cultural complexes/systems

White (bioanthropologist): Unilineal development

Culture a *system* to be examined over time - not just one point

Emphasis on *technology/material* culture

Which impacts on social structure and ideology/symbolism

Basic measure: Utilization of "free" *energy*

Consumption vs. production

More theoretically grounded than original evolutionary ideas

Logic and complexity in explanation of long-term changes

Human cultures *have* evolved over millennia

Issues *not* addressed:

Driving force?

Environmental influences

Cultural variations - w/in a time period

Process of change

Steward (archeologist), Sahlins/Service (ethnologists.): **Multilineal** evolution

General *and* specific

Emerging concept of *cultural ecology*

Based on comparative archeological analysis of cultural evolution

Near East, Egypt, China, Mesoamerica, South America

Empirical, broad comparisons, complexities

Stages:

H/G

Mesolithic

Agricultural states

Degeneration

Centralist/feudal cycles

PROCESS:

Culture seen as an functional **adaptive system**

Generalized adaptation (law of evolutionary potential)

The more specialized the less likely to adapt to changes

eg: Current economics based on *continual increase* of production/consumption

Driving force seen as *ecological adaptations* to new conditions

Cultural developments in context of environmental conditions

Environmental forces directly impact on subsistence/technology

Indirectly impact on social institutions and ideology

Early "*cultural ecology*" perspective

Not really considered in earlier models

Assumed in *culture area* concept - but idea was static

Dyanmic *functionalism* - dis/equilibrium

External imbalances between a cultural-ecological system

re conflict model

MEASURES: Surplus food energy, institutional complexity

Issues *not* addressed:

Contemporary changes - vs. past

Modern complex societies, information age, etc.

Finite process

Still a major and useful perspective in archeology

b. Evaluation

Historical/cultural CONTEXT that helped shape ideas?

1950s

As with acculturation, limitations of evolution and diffusion

Abundant empirical evidence being accumulated

Obviousness of "evolution" of sorts

Dramatic world changes

Conceptual contributions to understanding cultural change:

How does this model help/not in your applied cases?

Contributions

Limitations

Content

Influences

Outcomes

Scale

Directions

Degrees

Rates

Time frame

Processes

Evidence

NOTE: Culture as an *adaptive system* is a major contribution

c. Summary

Comparison with other ideas about change?

6. Modernization

a. Concept (definition, main points)

Modernization: A progressive development towards a society characterized by (trait list):

- Specialized social units - differentiation

- Functional social relations

 - Universalistic/achieved, mobility, nuclear families

 - vs. particularistic/ascribed (McClelland)

 - re Weber - Calvinism and the Protestant work ethic

- Generalized markets

 - Materialism, standardized medium of exchange

- Centralization

- Bureaucracy - urban, industrial

Also, a high rate of change

Measure: Inanimate sources of energy (Levy)

An evolutionary model

Unilineal stages:

- Primitive

- Archaic

- Historic

- Early modern

- Modern

Trait-defined - social/ideological as well as material traits

Standard: U.S.

Argued as universal direction toward a world system

Issues:

- What's *ahead* - after "modernization"?

- Applicability of "universal" measures?

 - Any society can be mixture of stage traits

- All factors not included:

 - Psychosocial alienation with universalistic/achieved relations?

 - Increase in rich-poor gap?

 - Perpetuation of underdevelopment in non-modern societies by modern societies?

- Process*? What drives/directs changes across stages?

What offers beyond Evolution I models?

- Static stages - inflexible RE variations

- Ethnocentric

b. Evaluation

Historical/cultural CONTEXT that helped shape ideas?

1960s, Cold War

Model adopted from sociology (Levy)

Focus on complex industrial societies

Little cross-cultural basis

Conceptual contributions to understanding cultural change:

How does this model help/not in your applied cases?

Contributions

Limitations

Content

Influences

Outcomes

Scale

Directions

Degrees

Rates

Time frame

Processes

Evidence

NOTE: Term used a lot

Loose concept in practice - as "civilization" used 100 years ago

Theoretical model itself not pursued in professional literature

No specific studies of "modernization" - re "acculturation"

c. Summary

Comparison with other ideas about change?

7. Psychological Processes in Change

a. Psychological INITIATORS of Change

- (1) *Innovation*: A new mental construct that is qualitatively different from preexisting ideas
Barnett 1953 - Introd., Ch. 7
COGNITIVE level - all changes occur first in the mind
Novelty - the concrete product of an innovation
Material item, also political, religious, etc.
Basis of **all** cultural change - begins as a new idea

Process of innovation: **Recombination** of *components* of *preexisting* ideas

eg: Auto-mobile

- Identification of *components*
Form, meaning, function, operating principle
ANALYSIS
- *Substitution* of set of components
"Process" - interactive forces (x sequence)
re: Social conflict = synthesis
Acculturation = syncretism
SYNTHESIS

Conditions in **acceptance/rejection**

- Preexisting ideas
Pool of ideas, availability
- Acceptance of change idea
Possible ?
Probable ?
Positive ?
- Needs and incentives - values, norms
Advocates and opponents - social structure, authority

Individual changes aggregate to sociocultural level

Wallace 1956: Mazeway reformulation

Rogers 1971: Innovation, cross-cultural

- (2) *Creativity* - ability to generate new ideas
Hagen 1962
"Creative" personality underlies innovations
Open, curious, etc.
"Authoritarian" personality inhibits changes
Relies on predefined rules, etc.
Some critics:
Validity of "creative" and "authoritarian" personalities?
- (3) *Need for Achievement*: Motivations towards excellence/mastery
McClelland 1961 - n-ach
Basic motivation in change
Achievers open to and embrace change
Associated with economic development = KW hours electricity
Also historical studies - content analysis

Some critics:
Self-defining argument - change = achievement
Blaming the victim?
"Solution" to "underdevelopment" is education

Never widely accepted in the social/behavioral sciences

Other motivations also posed
Power - influence over others
Affiliation - harmonious personal relations with others
Measures - perceptions/TAT, children's tales, etc.
- (4) *Stress* - disorganization results in distress
Motivation to change to relieve distress
Wallace 1956 - revitalization movements
Cultural distortion
Mazeway reformulation - prophet
Cultural revitalization

b. Psychological *Impacts* of Change

Personality Reformulation

Hallowell 1955

Comparison of 3 Ojibwa groups *re* acculturation (Rorschach)

Ethnohistorical reconstruction - traders, missionaries, etc.

Personality/change *not* necessary

Stress/psychopathology

Psychosomatic distress

Leightons - Yoruba social disintegration

Hypertension

Scotch 1963 - Zulu hypertension and labor migration

Holmes/Raye - Life Change Scale and illness

Positive

Barger 1977 - psychosocial adjustment of Eskimos

Chance 1965 - Eskimo change/adjustment

Mead 1955 - Peri change conducive to adjustments

CONTEXT

Barger 1977 - psychosocial adjustment of Eskimos/Crees

Scotch 1963 - Zulu hypertension *re* context

c. Evaluation

Historical/cultural CONTEXT that helped shape ideas?

1960s - rapid social changes in Western society

Civil Rights movement, Women's Rights Movement

Technological changes

Interdisciplinary exposure - "innovations" in "diffusion"

Conceptual contributions to understanding cultural change:

How does this model help/not in your applied cases?

Contributions

Limitations

Content

Influences

Outcomes

Scale

Directions

Degrees

Rates

Time frame

Processes

Evidence

NOTE: Ideas potentially provide basic insights
But not really pursued

d. Summary

Comparison with other ideas about change?

8. Social Movements

a. Concept (definition, main points)

Social Movement: A purposeful and organized effort
by a particular group of people
to change their sociocultural setting
to achieve a more satisfying order

Among the more dramatic forms of sociocultural change
A rapid and massive restructuring of their society

Classifications:

- Scale
Supersocietal vs. societal vs. subsocietal
Central America: Liberation Theology vs. Sandanistas vs. Mosquitos
- Substructures within a movement
General level - Civil Rights movement
Movement organizations - Southern Christian Leadership Conference
- Individual behavior vs. restructuring social order
Depression - Billy Sunday Crusade vs. labor movement

Types of Movements:

- **Reform:** Work within legitimate channels of the existing social order to restructure society
Focus on *conditions* that affect the main issues, interests, and goals
of the particular social group seeking changes
Generally *accept* the basic norms and organizational premises of the larger society
The general *goal* of a reform movement is for the social group concerned
to *share* in the opportunities and benefits enjoyed by other segments of society
To be *included* in the basic norms and structures of the larger society
- **Revolutionary:** Seek to replace the existing social order with a different one (*re* Marx)
Usually *begins* with reform as its primary goal
But when this is blocked and frustrated
the social group concerned starts to *question* the basic norms and structures
that denies its members the advantages enjoyed by others
New goal then emerges to *replace* the existing social order
with one that promises to provide new opportunities and benefits across the society

Major factors in social movements:

Note: The literature focuses on only specific aspects of social movements. The following is a review of the different factors covered in the literature.

- The **source** of mass change
 - Internal inconsistencies* in a social system
 - The system is out of balance
 - Is not functioning well for too many members of the society
 - Addressed in earlier models:
 - Conflict theory (re Hegel and Marx)
 - Stress - cultural distortion (re Wallace)
 - Relative deprivation*
 - An conscious realization of the gap between a conceptual IDEAL and a perceived REAL
 - The difference between expected values and what is actually realized
 - A conscious realization that the current system is not working for those concerned
- **Ideology** (including Frame Alignment)
 - A "vision" of how the system *can* be
 - Touches common values and emotions that *motivate* people to involvement
 - Explains both the *problem* and the *solution*
 - Provides a common *goal* which directs and coordinates efforts
- **Leadership**
 - Leaders *inspire* others to follow them in realizing a larger goal
 - People choose to follow them (rather than their having authority)
 - They also have to have a *capability* to know how to make changes
 - Organize and direct mass change efforts
 - "Charismatic" leaders tend to be
 - Innovative and creative thinkers
 - Have strong convictions in their vision
 - Inspire others to commit time/energy
 - Successful movements include both *visionaries* and effective *implementers* of the vision
- Social movement **organization**
 - It takes a team effort to cover the many tasks involved in mass change
 - Planning activities and operations that are coordinated towards realizing the larger goal
 - Many different tasks have to be covered in mass actions
 - A range of skills for these tasks need to be effectively coordinated and managed
 - People have to work well together
 - Functions in building efforts into a cohesive force for change
 - Effective planning and implementation of change activities
- **Resource mobilization**
 - Many resources are needed to build a movement and realize the larger goal
 - People
 - Teams with different skills coordinated in a common effort
 - Supporters who participate in mass actions
 - Allies who support the efforts (while having their own vested interests)
 - Material logistics
 - Funds and equipment needed to cover operations and activities
 - Movements must mobilize these resources on a mass level to be successful

- Meeting **external challenges**

Note: The literature focuses mostly on internal factors, so I've added consideration of the environmental *context* in which a movement functions

All movements to change a social system inherently interact with larger opportunities and constraints in the social, political, economic, and natural environment

Utilizing *opportunities*

Includes motivations for change in the larger society, resource mobilization, etc.

Meeting *constraints*

Counterbalancing vested interests inherent in the existing system

eg, overcoming political donations with popular votes

Neutralizing/eliminating opponents

The movement itself changes in response to these challenges

Impacts of *internal* events on external conditions

Impacts of *external* conditions on internal organization

The social movements model is *comprehensive* in addressing complex **systems** in change

Excellent cases for understanding the basic *process* of change

Bring in valid ideas and factors included in other models

- Though the focus is only where there is a conscious and organized effort for change

Which does not include a broad range of sociocultural changes throughout history

Study of social movements in the social/behavioral sciences:

- Anthropology
 - Religious movements (Wallace's "revitalization" movements)
 - Nativistic vs. cargo movements
 - Stimulus - stress
 - Ideology and leadership
 - Sequence of events
 - Steady state
 - Distortion
 - Ideology/leader
 - Revitalization - organization, spread
 - Adaptation
 - New steady state
 - Borrowing and testing of some ideas from other disciplines
 - eg: Arabele and Navajo peyote cult - relative deprivation
- Sociology, social psychology, and political science
 - Sources - relative deprivation
 - Ideology - explanation of both problem and solution
 - Movement organization
 - Resource mobilization
- Political Science
- Social Psychology

Relationships to other models of change:

- Conflict
 - Internal* inconsistencies
 - But also *external* stressors
- Synthesis* - ideology
- Acculturation
 - Integration/*syncretism*
- Innovation
 - Synthesis* - cognitive

b. Evaluation

Historical/cultural CONTEXT that helped shape ideas?

1960-1970s - dramatic and rapid social changes in Western society

Civil Rights movement, Anti-War movement (Vietnam)

Interdisciplinary exposure - Sociology, Anthropology, Political Science, Social Psychology

Conceptual contributions to understanding cultural change:

How does this model help/not in your applied cases?

Contributions

Limitations

Content

Influences

Outcomes

Scale

Directions

Degrees

Rates

Time frame

Processes

Evidence

NOTE: Comprehensive ideas based on empirical events

c. Summary

Comparison with other ideas about change?

9. Cultural Adaptation

a. Concept (definition, main points)

Cultural Adaptation: A behavioral change made by a group
in its interactions with its environment
which enhances its survival and continuation

A SYSTEMS model of change

System? An entity composed of interrelated parts and sub-parts which interact as an integrated whole

Note: My integrated model

Frustrated with existing models - in understanding my own research findings

Eclectic - synthesized from the ideas that have validity in understanding change

Honigsmann, Alland, Parsons, Barnett, Hegel

As well as the concepts of acculturation and social movements

And cultural ecology models

Perspective of culture as an evolutionary and dynamic system

But focus is on *change* rather than maintenance of homeostasis

"Adaptation" is sometimes used to refer to **any** change/response

I disagree - has to *enhance* the group's continuation

Focus on sociocultural change - **behavioral** changes by a group

Unit of analysis: **Group**

Same processes at other levels also - genotypes, ecosystems, etc.

Similar processes at the individual level

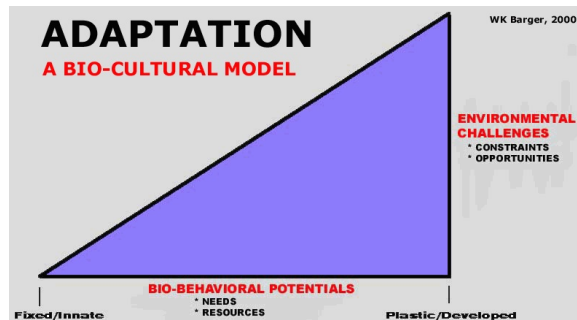
"Adjustment" helps distinguish from group level

A dynamic **process**

A continuous and evolutionary *interaction*

Between a *population* and its *environment*

(1) BIO-CULTURAL MODEL OF ADAPTATION:



Levels of processes:

(a) A group's **internal potentials** for adaptation

Collective needs and resources that the group brings to a particular setting

Needs: Things **necessary** for the group's existence
What the group must have in order to function
eg, oxygen, food, emotional support, etc.

Resources: Group traits that can **enhance** its existence
if it is utilized
eg, immune system, vaccines, clothing, etc.
One major resource among humans is our capacity for **culture**
Learned behavior (language, tool making, social systems, etc.)

Internal characteristics range from **fixed** to highly **plastic**

Fixed trait Predetermined alternative for expression

Plastic trait Many alternatives for expression

Criterion How much it can *changed*?
In interaction with the environment

A group's potentials sets all the possible **options** it has for changes

- **Diversity** in traits provides more options for adaptation to future conditions
- **Internal equilibrium** must be maintained between members/traits
- How **functional** a trait is involves *both* internal and environmental systems
if it is to become established and propagated

(b) **Environmental challenges:**

The constraints and opportunities in the group's environmental setting
Direct the actual course of adaptation from all the group's options

Constraint: Conditions which the group must meet
If it is to survive and continue
eg, climate, deterioration of ecosystems, invasion by an enemy, etc.

Opportunity: Something which can enhance a group's existence
IF it is effectively utilized
eg, oxygen in the atmosphere, food resources, foreign technology, etc.

"Environment" can include
Physical and ecological factors
Larger demographic, inter-group, and societal settings

(2) The **Process** of Adaptation

"Process": *how* forces interact and direct the course of changes
As well as the sequence of events involved

Basic *process* of change is the **reorganization of the system**

A group's internal system of potentials:

An *increased* or *decreased* emphasis of existing traits

The development of *new* traits

The elimination of *old* traits

How the group interacts with its external environment

To better meet environmental challenges

Reorganization can occur on two levels:

- **Internal** to the group
- How the group interacts with its **external** conditions
- In most cases, changes occur on *both* levels

Origins of traits:

Biological potentials = genetic mutations

Behavioral potentials = innovation (new ideas)

Characteristics do not necessarily have to be indigenous

Traits may be introduced to a group by diffusion

But they do have to be integrated into the group's culture

Internalized as their own

The change process can be either conscious or subconscious

Most changes are probably subconscious

(3) The Sequence of Adaptation:

HOMEOSTASIS

- Group's traits in relative balance with environmental conditions
- The group's *potentials* set the range of options for adaptation
- Diversity** maximizes a group's adaptive potentials

CHALLENGE

- Homeostasis is upset
 - Changes in the environmental conditions disrupts the group's functioning
 - Changes in the group's internal system disrupt its interaction with the environment
- The functional balance is disrupted
 - And the group's continuation is threatened
- The imbalance challenges the group to reorganize the most optimal configuration

REORGANIZATION

- The environment *selects* from among the group's range of potentials
 - What are the best traits to meet the particular conditions?
- Group makes changes to meet the new challenges
 - The preexisting **diversity** is important at *this* point
 - The group draws upon the most functional traits from among its **range** of potentials to meet the new conditions
- Adaptation** actually occurs at this point
 - Group reorganizes its traits and/or its environmental conditions
 - To restore a balance with the environment
- This is also where *maladaptation* can occur
 - and the group fails to make those changes that can produce a functional balance

NEW HOMEOSTASIS

- A new optimal balance functions between the group and its environment
- in the case of maladaptation this can mean the absence of the group (extinction)

Adaptation is a dynamic **evolutionary** and **ongoing SYSTEMS** process

- All groups are always involved in multiple stages of adaptation
- Involving different traits and different environmental conditions

The reorganization process is at the heart of several concepts in previous models:

- Innovation
- Mazeway reformulation
- Syncretism
- Dialectical synthesis

Interactive forces

- The specific configuration is selected from among *all available* potentials
- Nature or Nurture is a bad question
 - The valid question is Nature *and* Nurture - *how much of each?*
- The RECOMBINATION leads to a new *pattern* in the system
 - A more optimal balance

(3) **Measures** of Adaptive Success

Change itself may not be adaptive
eg, historical demise of groups and cultures

The **goal** of change should always be BETTER ADAPTATION
Culture provides a rapid and flexible means of behavioral adaptation
Biological adaptation usually takes many generations
Except in cases like surviving new epidemic diseases

The adaptation model calls for empirical **measures** of the adaptive success of changes
Ultimate measure: Survival and **continuation** of group as social unit
A trait/change is adaptive when it maximizes group continuity
This means *not* changing a particular trait in a changing system may be adaptive
IF doing so helps maintains continuity
And a changing a particular trait can be maladaptive
IF it reduces a group's chances of continuation and can lead to extinction

There are also **intermediate** measures of adaptation
eg, a healthy group is more likely to continue adaptively
or, a group that is not polarized against itself is more likely to continue adaptively
or, a group that maintains its environment is more likely to continue adaptively

Controlling for the issue of *reductionism*
We cannot conclude that a trait is adaptive merely because it has survived
Chance can and does play a role in the evolutionary changes
A particular trait that survived may not have been involved in past adaptations
Given particular environmental challenges at those points
Many traits may be *neutral* in the adaptive process
Environmental challenges may not select for or against them
However, they *do* contribute to the diversity of a group's potentials
And so may have an adaptive advantage under new conditions

In *evaluating* the adaptiveness of a trait, however
Concept of adaptation calls for **empirical measures**
Of how a trait contributes to group's survival/continuation
A clear association must be established
Between particular traits
And particular environmental challenges
There should be a convincing demonstration
Of the *adaptive functions* of traits given environmental challenges

Adaptation is a **relative** process
It is *not* a particular trait in itself that is crucial
But how it fits into the *functioning of the whole system*
Does the trait contribute more/less towards the group's continuity?

It is the whole **SYSTEM** that is adaptive (or not)
The **balance** in a group's interaction with its environment
Optimal functioning of the system enhances the continuation of the group

(4) **Time**

The adaptation model is actually *three-dimensional*

The third factor in the process of adaptation is **time**

A group's adaptive balance can vary or even reverse over time

It is important to specify time frames involved in a case

(5) **Rates and Degrees** of Change

Rates and **degrees** of change need to be examined

As well as the particular *types* of changes

The more a system is **imbalanced**

The more *rapid* and *extensive* changes are necessary

To restore an optimal adaptive balance which will contribute to the group's continuation

Change should be seen as the **rule**

A dynamic system is always in a *continual process* of reorganizing

To maintain the best balance possible

The evolutionary "GOAL" of change is *not* a particular trait or direction

The ultimate consideration is **better adaptation**

b. Evaluation

Historical/cultural CONTEXT that helped shape ideas

Conceptual contributions to understanding cultural change:

How does this model help/not in your applied cases?

	<u>Contributions</u>	<u>Limitations</u>
Content		
Influences		
Outcomes		
Scale		
Directions		
Degrees		
Rates		
Time frame		
Processes		
Evidence		

NOTE: Comprehensive ideas based on empirical events

c. Summary

Comparison with other ideas about change?