COURSE NAME
Group Work: Differential Outcomes and Socialization
DATE

Names: _____
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The education system is perhaps the most influential institution in regard to the embodiment and internalization of dominant social roles. As Miceli (2006) argues, schools tend to promote what is considered "normal" gender identity and sexuality. These messages are also applicable to meanings of race, ethnicity, socioeconomic class, religion, ability, and so on (see our discussion of Ogbu 2008 for example). Thus legitimized processes at all levels of education affirm "how things are done" while locating various identities within the context of our symbolic universe (Berger and Luckmann 1967). In what ways has your schooling played into your understanding of what it means to be you?

Directions: As a group, identify one process (an activity, event, interaction, rule, etc.) at each level of education provided below. Consider the manifest and latent functions (Merton 1968) of these processes and how they affect various outcomes for students. Feel free to draw on your own experiences to add situated knowledge to your descriptions. As we have discussed, dimensions of inequality regularly intersect with one another. That being said, try to isolate a different dimension in each example. Conclude each section with a group discussion of possible solutions for these differential outcomes and offer a brief explanation. Be prepared to discuss these examples with the rest of the class.

Grade School Process:	
Manifest Function	
Latent Function	
Differential Outcome(s)	
Proposed Solution	

High School Process:	
Manifest Function	
Latent Function	
Differential Outcome(s)	
Proposed Solution	

College/University Process:	
Manifest Function	
Latent Function	
Differential Outcome(s)	
Proposed Solution	