



Socialization

Learning Objectives

- **LO 5.1** Describe how social interaction is the foundation of personality.
- **LO 5.2** Explain six major theories of socialization.
- **LO 5.3** Analyze how the family, school, peer groups, and the mass media guide the socialization process.
- **LO 5.4** Discuss how our society organizes human experience into distinctive stages of life.
- **LO 5.5** Characterize the operation of total institutions.

The Power of Society

How conscious is our decision to spend time in front of the television?

Education Level	Weekdays and Weekends	Weekends
Less Than a High School Diploma	4.4	3.8
High School Graduate	3.8	3.4
Some College	3.4	3.0
Bachelor's Degree or Higher	3.0	2.6
Postgraduate	2.6	2.2

Source: U.S. Department of Labor, Bureau of Labor Statistics (BLS)

"Socialization is so basic to human development that we sometimes overlook its importance."

Social Experience: The Key to Our Humanity

Socialization

- Lifetime social experience by which individuals develop human potential and learn patterns of their culture

Personality

- A person's fairly consistent patterns of thinking, feeling, and acting built through internalization

LO 5.1 Describe how social interaction is the foundation of personality.

Human Development: Nature and Nurture

Biological sciences: The role of nature

- Elements of society have a naturalistic root.

Nature or nurture?

- It is both, but from a sociological perspective, nurture matters more.

Social sciences: The role of nurture

- Most of who and what we are as a species is learned, or social in nature.
- Behaviorism

- **Human infants display various reflexes—biologically based behavior patterns that enhance survival.**
 - Sucking reflex
 - Grasping reflex
 - Moro reflex

Social Isolation

Effect on nonhuman primates

- Harlow's experiments
- Six months of complete isolation caused irreversible emotional and behavioral damage

Effect on children

- Anna, Isabelle, and Genie
- Isolation left children damaged
- Success after intensive treatment was related to mental functioning and age at rescue

This drawing was made by a child living through the daily violence of the civil war in Syria.

What are the likely effects of such experiences on a young person's self-confidence and capacity to form trusting ties?

Understanding Socialization: Theories

- Sigmund Freud
- Jean Piaget
- Lawrence Kohlberg
- Carol Gilligan
- George Herbert Mead
- Erik H. Erikson

Let's take a brief look at the theories related to each of these researchers.

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LO 5.2 Explain six major theories of socialization.

Sigmund Freud's Elements of Personality

- **Elements of Personality**
 - Basic human needs: Eros and thanatos as opposing forces of basic needs
- **Developing personality**
 - *The id*: Basic drives
 - *The ego*: Efforts to achieve balance
 - *The superego*: Culture within

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Evaluation of Freud

- *Freud's work presents humans in male terms and devalues women*
- *Freud's theories are often difficult to test scientifically.*
- *Freud influenced everyone who later studied human personality, internalization of social norms, and the importance of childhood experience.*

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Jean Piaget: Cognitive Development

- **Studied cognition**
 - How people think and understand
- **Identified four stages of development**
 - *Sensory/motor* stage: Sensory contact understanding
 - *Preoperational* stage: Use of language and other symbols
 - *Concrete operational* stage: Perception of causal connections in surroundings
 - *Formal operational* stage: Abstract, critical thinking

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Evaluation of Piaget

- *Differed from Freud, viewing the mind as active and creative*
- *Proposed ability to engage the world is result of biological maturation and social experience*
- *Universality of stages is questioned*

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Lawrence Kohlberg: Moral Development

- **Built on Piaget's work on moral reasoning**
 - Ways in which individuals judge situations as right or wrong
- **Proposed developmental stages of moral development**

What are these stages?

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Lawrence Kohlberg: Stages of Moral Development

- **Preconventional**
 - Young children experience the world as pain or pleasure
- **Conventional**
 - Teens lose selfishness as they learn to define right and wrong in terms of what pleases
 - Parents and conforms to cultural norms
- **Postconventional**
 - Final stage, considers abstract ethical principles

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Evaluation of Kohlberg

- *Like Piaget, viewed moral development as stages*
- *Final stage not reached by everyone*
- *Research limited to boys, generalized to the general population*

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Carol Gilligan: Gender and Moral Development

- **The two sexes use different standards of rightness.**
 - Boys develop a justice perspective.
 - Formal rules define right and wrong.
 - Girls develop a care-and-responsibility perspective.
 - Personal relationships define reasoning.


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Evaluation of Gilligan


Cultural conditioning accounted for the differences

Male and female morals probably become more similar as more women enter the workplace.



After reading about Gilligan's theory, can you suggest what these two children might be arguing about?

George Herbert Mead: Social Self



Mead


- Presented the theory of social behaviorism to explain how social experience develops an individual's personality

George Herbert Mead: Social Self

The self is a product of social experience.

- Self is not present at birth; it develops.
- Self only develops with social experience.
- Social experience is exchange of symbols.
- Seeking meaning leads people to imagine other people's intention.
- Understanding intentions requires imaging the situation from the other's point of view.

Coolley: Looking-Glass Self



Coolley

- Self-image is based on how we think others see us.**
 - 1 and Me: The self has two parts.
 - Active side of the self is "I"
 - Objective side of the self is "me"
- Generalized other
- Widespread cultural norms and values we use as a reference in evaluating ourselves

Mead: Development of Self

The key to developing the self is learning to take the role of the other.



Mead: Development of Self

Self-Development

- Imitation**
 - Infants mimic behavior without understanding intentions.
- Play**
 - Through language and symbol learning, children take the roles of significant others.
- Games**
 - With age, children take the roles of several others at once in games.

Building on Social Experience

George Herbert Mead described the development of the self as a process of gaining social experience. That is, the self develops as we expand our capacity to take the role of the other.

where:	one other	one other in one situation	many others in one situation	many others in many situations
	engaging in imitation	engaging in play	engaging in games	recognizing the generalized other

Evaluation of Mead

Mead found the root of both self and society in symbolic interaction.

Mead does not allow biological elements.

Eric H. Erickson: Stages of Moral Development

Erikson: Challenges occur throughout the life course	Stage 5: Adolescence-Gaining identity	Stage 6: Young adulthood-Intimacy
Stage 1: Infancy-trust	Stage 4: Preadolescence-Industry	Stage 7: Middle adulthood-Making a difference
Stage 2: Toddlerhood-autonomy	Stage 3: Preschool-Initiative	Stage 8: Old age-Integrity

Evaluation of Erickson

- Not everyone confronts the challenges in the same order.
- It is unclear if failure to meet one challenge predicts failure in other stages.
- Erickson's definition of successful life may not be universal.

Agents of Socialization

The Family The School The peer group The mass media

LO 5.3 Analyze how the family, school, peer groups, and the mass media guide the socialization process.

Agents of Socialization: The Family

- The family is the most important socializing agent
 - Teaching children skills, values, and beliefs
 - Loving family makes happy well-adjusted child

The Family: Race and Class

Through the family, parents give a social identity to children

- Racial identity, ethnicity

Social position

- Religion, social class

Racially Mixed People across the United States

Emily Gonzalez, a native of Los Angeles, considers herself white, African American, and Latino.

Emily Johnson attends school in Henderson County in upstate North Carolina, where almost all of her classmates are white.

Agents of Socialization: The School

In school, children

- Experience diversity
- Follow hidden curriculum
- Experience first bureaucracy
- Begin gender socialization
- Accumulate cultural capital

Agents of Socialization: Peer Groups

Peer groups are a social group whose members have interests, social position, and age in common.

- Allow escape from direct adult supervision
- Help development of sense of self that goes beyond family
- Often govern short-term goals
- Are often influenced by anticipatory socialization

Agents of Socialization: The Mass Media and Television

Mass media are the means for delivering impersonal communications to a vast audience.

Televisions in the U.S.

- Hours of viewing television
- Negative consequences

Computers in the U.S.

- 76% of U.S. households have a personal computer.
- 72% of households are connected to the Internet.

Television Ownership in Global Perspective

FIGURE 5-2 Television Ownership in Global Perspective

- In high-income countries such as the United States, television is an important part of socialization.
- In low-income countries such as Zimbabwe, the mass media play a smaller role in socialization.

Television and Politics

Television

- Some concerns about race and gender inequality in representation and stereotyping
- Some conservative concerns that politically correct media have advanced liberal causes

Television and Violence

Violence in mass media

- Survey: 2/3 of TV contains violence; characters show no remorse and are not punished
- About 2/3 of parents say that they are "very concerned" that their children are exposed to too much media violence

Television and Violence

- In 1997, the television industry adopted a rating system.
- Televisions manufactured after 2000 have a "V-chip" (parental control).

Do you think the current rating codes are sufficient to guide parents and children or would you support greater restrictions on game content?

Socialization and Life Course

Each stage of life is linked to the biological process.

Societies organize the life course by age.

Other factors shape lives: Race, class, ethnicity, and gender.

Stages present problems and transitions that involve learning.

LO 5.4 Discuss how our society organizes human experience into distinctive stages of life.

The Life Course

- Childhood (birth through 12)
 - The "nurture" stage
- Adolescence (the teenage years)
 - Turnout attributed to cultural inconsistencies
- Adulthood
 - Early 20-40: conflict resolution
 - Middle 40-60: careers, love, health, cancer and family
- Old age (60-90 and older)
 - More seniors than teenagers
 - Less and-elderly bias
 - Role exiting

Dying

86% of Americans die after age 55

Elisabeth Kübler-Ross

- Death is orderly transition involving five distinct stages of dying.
 - Denial
 - Anger
 - Negotiation
 - Resignation
 - Acceptance

Total Institutions

Erving Goffman

- Staff supervises all daily life activities.
- Environment is standardized.
- Formal rules and daily schedules are established.

LO 5.5 Characterize the operation of total institutions.

Resocialization

- Staff breaks down identity
- Institutions affect people in different ways
- Goffman: "Abasements, degradations, humiliations, and profanations of self"
- Staff rebuilds personality using rewards and punishments
- Some develop an institutionalized personality

Are We Free Within Society?

Society shapes how we think, feel and act. If this is so, then in what sense are we free?

"Never doubt that a small group of thoughtful, committed citizens can change the world; indeed, it is the only thing that ever has."
--Margaret Mead