

- **SOCIALIZATION—Chapter 5**
- **Socialization**
- **The lifelong social experience by which individuals develop their human potential and learn patterns of their culture**

Personality

- **A person's fairly consistent patterns of thinking , feeling, and acting**

Could a person's personality develop without social interaction?

- **Nature Vs. Nurture**

Sociobiology - the role of nature

- **Elements of society have a naturalistic root**

Behaviorism - the role of nurture

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

Is it sociobiology or behaviorism?

- **It's both, but from a sociological perspective, nurture matters more**
- **Social Isolation**

Impact on nonhuman primates

- **Harlow's' experiments**
 - **Six months of complete isolation was enough to disturb development**

Impact on children

Anna and Isabelle

- **Years of isolation left both children damaged and after intensive rehabilitation effort only capable of approximating a normal life**

Genie

- **Somewhat less isolated, but suffered permanent disabilities**
- **Sigmund Freud: Elements of Personality**
- **Basic human needs**
 - **Eros and Thanatos as opposing forces**
- **Developing personality**
 - **The id**
 - **Basic drives**
 - **The ego**
 - **Efforts to achieve balance**
 - **The superego**
 - **Culture within**
- **Managed conflict**
 - **Id and superego are in constant states of conflict, with the ego balancing the two**
- **Critical Evaluation of Freud**
- **Studies reflect gender bias**
- **Influences the study of personality**
- **Sociologists note Freud's contributions**
 - **Internalization of social norms**
 - **Childhood experiences have lasting impact**

- **Jean Piaget: Cognitive Development**

Cognition

- How people think and understand

Stages of development

- Sensorimotor 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
- Critical Evaluation of Piaget
- Differed from Freud viewed the mind as active and creative
- Cognitive stages result of biological maturation and social experience
- Sociology views traditional society as limits development of abstract and critical thought
- Lawrence Kohlberg: Moral Development

Moral reasoning

The ways in which individuals judge situations as right or wrong

Preconventional

Young children experience the world as pain or pleasure

Conventional

Teen years what pleases parents, consistent with cultural norms

Postconventional

Final stage consider abstract ethical principles

- Critical Evaluation of Kohlberg
- Like Piaget viewed moral development as stages
- Many people do not reach the final stage
- Research limited to boys, generalized to population
- Carol Gilligan: Gender Factor

Compared boy's and girl's moral reasoning

- Boy's develop a *justice perspective*
 - Formal rules define right and wrong
- Girl's develop a *care and responsibility perspective*
 - Personal relationships define reasoning

Critical evaluation

Cultural conditioning accounted for the differences

As more women enter the workplace will justice replace the care and responsibility perspective

- George Herbert Mead: Social Self

The Self - the part of an individual's personality composed of self-awareness and self-image

1. Self develops from social interaction
2. Social experience is the exchange of symbols

3. Understanding intention requires imagining the situation from the other's point of view

4. By taking the role of the other we become self-aware

- **DEVELOPMENT OF SELF**

IMITATION

- INFANT MIMIC BEHAVIOR WITHOUT UNDERSTANDING INTENTIONS

PLAY

- TAKING THE ROLES OF *SIGNIFICANT OTHERS*

GAMES

- TAKING THE ROLES OF SEVERAL OTHERS AT ONCE

"GENERALIZED OTHER"

- USING CULTURAL NORMS AND VALUES IN EVALUATING OURSELVES
- THE LOOKING GLASS SELF

CHARLES HORTON COOLEY

A *SELF-IMAGE* BASED ON HOW WE THINK OTHERS SEE US

- THE [LOOKING GLASS SELF](#)
- Critical Evaluation of Mead

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

Critics say: Mead does not allow biological elements

Caution: do not confuse:

- Eric H. Erickson

Eight stages of development

Challenges throughout the life course

Stage 1 - INFANCY: TRUST

(versus mistrust)

Infants must learn to trust the world

Stage 2 - TODDLERHOOD: AUTONOMY

(versus doubt and shame)

How much control do you have over the world around you?

- Eric H. Erickson

Eight stages of development

Challenges throughout the life course

Stage 3 - PRESCHOOL: INITIATIVE

(versus guilt)

Experience getting along with people outside the family

Stage 4 - PREADOLESCENCE: INDUSTRIOUSNESS

(versus inferiority)

How do you "measure up" to other people

- **ERICKSON: STAGES FIVE - SIX**

Stage 5 - ADOLESCENCE: GAINING IDENTITY

(Versus Confusion)

Establishing your own "uniqueness"

Stage 6 - YOUNG ADULTHOOD: INTIMACY (Versus Isolation)

Building relationships with other people

- **ERICKSON: STAGES SEVEN-EIGHT**

Stage 7 - MIDDLE ADULTHOOD: MAKING A DIFFERENCE

(Versus Self-Absorption)

Enriching the lives of other people

Stage 8 - OLD AGE: INTEGRITY

(Versus Despair)

Have satisfaction with your accomplishments

- [Eric H. Erickson-Stages of Development](#)
- Critical Evaluation of Erickson

Theory views personality as a lifelong process and success at one stage prepares us for the next challenge

- Critics say: not everyone confronts the challenges in the same order
- Not clear if failure to meet one challenge predicts failure in other stages
- Do other cultures share Erickson's definition of successful life
- AGENTS OF SOCIALIZATION

THE FAMILY, THE SCHOOL, AND OTHER SETTINGS HAVE IMPORTANT ROLES OR HAVE SPECIAL MEANING AND SIGNIFICANCE IN THE SOCIALIZATION PROCESS.

LET'S EXAMINE A FEW

- **THE FAMILY**
- **MOST IMPORTANT AGENT**
 - **A LOVING FAMILY PRODUCES A HAPPY WELL-ADJUSTED CHILD**
- **PARENTAL ATTENTION IS VERY IMPORTANT**
 - **BONDING AND ENCOURAGEMENT**
- **HOUSEHOLD ENVIRONMENT**
 - **STIMULATES DEVELOPMENT**
- **SOCIAL POSITION**
 - **RACE , RELIGION, ETHNICITY, CLASS**
- **THE SCHOOL**
- **EXPERIENCE DIVERSITY**
 - **RACIAL AND GENDER CLUSTERING**
- **HIDDEN CURRICULUM**
 - **INFORMAL, COVERT LESSONS**
- **FIRST BUREAUCRACY**
 - **RULES AND SCHEDULE**
- **GENDER SOCIALIZATION BEGINS**
 - **FROM GRADE SCHOOL THROUGH COLLEGE, GENDER-LINKED ACTIVITIES ARE ENCOUNTERED**
- **PEER GROUPS**

A SOCIAL GROUP WHOSE MEMBERS HAVE INTERESTS, SOCIAL POSITION AND AGE IN COMMON

- DEVELOPING SENSE OF SELF THAT GOES BEYOND THE FAMILY
- YOUNG AND OLD ATTITUDES AND THE "GENERATION GAP"
- PEERS OFTEN GOVERN SHORT-TERM GOALS WHILE PARENTS MAINTAIN INFLUENCE OVER LONG-TERM PLANS
- ANTICIPATORY SOCIALIZATION
 - PRACTICE AT WORKING TOWARD GAINING DESIRED POSITIONS
- THE MASS MEDIA

IMPERSONAL COMMUNICATIONS AIMED AT A VAST AUDIENCE

- TELEVISIONS IN THE UNITED STATES
 - 98% OF HOUSEHOLDS HAVE AT LEAST ONE
 - 66% OF HOUSEHOLDS SUBSCRIBE TO CABLE TELEVISION
- HOURS OF VIEWING TELEVISION
 - AVERAGE HOUSEHOLD, 7 HOURS PER DAY
 - ALMOST HALF OF THEIR FREE TIME
 - CHILDREN AVERAGE 5 ½ HOURS PER DAY
 - TELEVISION, VIDEOTAPES, VIDEO GAMES
- Criticisms About Programming
 - Some liberal concerns about race and gender inequality in representation
 - Some conservative concerns about advancing liberal causes - "politically correct"
 - Violence in mass media
 - A 1998 survey, 66% of TV programming contains violence; Characters show no remorse and no punishment

In 1997, the television industry adopted a rating system for shows

- **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
- The Life Course

Childhood (birth through 12)

- The "hurried child"

Adolescence (the teenage years)

- Turmoil attributed to cultural inconsistencies

Adulthood

- Early: 20-40, conflicting priorities
- Middle: 40-60, concerns over health, career and family

Old age (mid-60s and older)

- More seniors than teenagers
- Less anti-elderly bias
- Role exiting
- **Dying**

85% of AMERICANS die after age 55

Elizabeth Kubler-Ross stages of dying

- Denial
- Anger
- Negotiation
- Resignation
- Acceptance
- Total Institutions

A setting in which people are isolated from the rest of society and manipulated by an administrative staff.

ERVING GOFFMAN (1961)

- Staff supervise all daily life activities
- Environment is standardized
- Formal rules and daily schedules
- RESOCIALIZATION

Radically changing an inmate's personality by carefully controlling the environment

ERVING GOFFMAN (1961)

- Staff breaks down existing identity
 - "Abasements, degradations, humiliations, and profanations of self" Goffman
- Staff rebuilds personality using rewards and punishments

Total institutions effect people in different ways: rehabilitated, little effect or hostile, 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