

Unit 4 – Socialization



Objective 1

Describe the role of socialization in the development of behaviors and self-identity.

Objective 2

Analyze the roles of the family, school, peer groups, and media in socializing people at different stages of life.

Socialization

- Definition
 - Textbook: Interactive process through which individuals learn the basic skills, values, beliefs, and behavior patterns of society
 - *Yours?*
- Purpose
 - To create a strong self-society connection, identify roles and responsibilities, transmit culture from one generation to the next, social control and internalization
 - *Other?*

Nature v. Nurture

NATURE

Innate

- Heredity
- Instincts
- Aptitude
- Sex
- *Sociobiology?*

NURTURE

Learned

- Birth order
- Parental influences
- Cultural environment
- Gender Roles

Feral Children

- Children raised in extreme isolation
- Demonstrate the power of socialization by showing us what happens when the process is neglected
- Case Studies
 - Language
 - Empathy
 - Physical development
 - Relationships

Theories of Self

- Locke's Tabula Rasa
 - Blank slate
 - Everything is determined by how you are raised
 - Nurture can overcome nature
- Cooley's Looking Glass Self
 - Process through which we develop an image of ourselves based on how we imagine we appear to others
 - They act as a mirror
 - Focuses on how we FEEL about ourselves
- Mead's Role Taking
 - Process through which we anticipate what others expect of us
 - Significant others = impact our self concept the most, the generalized other is abstract idea of our particular society
 - How we develop a "Me" self, aware of the expectations and attitude of society
 - Focuses on how we BEHAVE based on expectations of others

Looking Glass

Self-concept formation

- Step 1
 - Imagine how we appear to others
 - *Example?*
- Step 2
 - Determine if others view us as we view ourselves
 - Use social cues – positive and negative reinforcement/sanctions
 - *Examples?*
- Step 3
 - Use our perceptions of how others see us to develop feelings about ourselves
 - Can either change or reinforce how we feel, can affect how we then behave based on those feelings
 - *Examples?*

Role-Taking

Roles and expectations of others

- “I”
 - Unsocialized, spontaneous, self-interested
 - Usually strongest in early childhood
 - *Examples?*
- Internalization
 - Through interactions and relationships with significant others (most important to self concept) and the generalized other (abstract, “they”)
 - Come to anticipate expectations, and understand your role in family, peer groups, society, etc.
 - *Examples?*
- “me”
 - Socialized, rational, attuned to expectations and attitudes of others
 - Now internalized, intrinsic motivation to fulfill your roles in society
 - *Examples?*

Special types

- Anticipatory socialization
 - Purposeful, intentional preparation for a coming role (school, college, work, parenthood, retirement)
 - Preschool, internship, babysitting, parenting class, summer camp, shadowing, join a community, practice/training
 - *Others?*
- Unintended socialization
 - By example, “mimicking” caregivers/role models
 - Both positive and negative
- Resocialization
 - Purposefully, formally trying to change someone’s habits and behaviors
 - Prisons, military, psychiatric, rehab, monastery/convent, cult compound
 - *How is this different from regular socialization?*

Agents of Socialization

- Family
 - Parents/guardians, siblings, extended family
 - values, beliefs, basic norms
 - Teaching, sanctions, example
 - For most people, the strongest agent overall
 - Includes significant others
- School
 - Teachers, counselors, classmates, administrators, coaches
 - Knowledge and skills, cultural values/norms
 - Relationships with other adults and social groups, helps create generalized other
 - Anticipatory socialization: clubs, sports, etc.

- Peer groups
 - Individuals of roughly the same age and similar social characteristics
 - Winning acceptance – values/standards of the group
 - “Subculture” of your group, belonging
 - Includes significant others, can be the strongest agent in adolescence
- Mass media
 - Books, films, internet, magazines, radio, tv, newspapers
 - Contact with other societies, cultural standards/trends, helps create the “generalized other”
 - No interpersonal contact
 - exposure to violence, body image, etc.

Stages of Socialization

- Childhood (0-12)
 - Purpose: Self/identity formation, norms/values
 - Methods: imitation, sanctions, play & pretend
 - Challenges: unintended, readiness, resources, physical/mental, family instability
- Adolescence (13-18)
 - Purpose: transition to early adult roles, independence
 - Methods: anticipatory, sanctions, jobs, dating
 - Challenges: hormones, peer pressure, drugs, etc.

What kind of sanctions are used in adulthood to reinforce positive behaviors and discourage negative ones?

- Early Adulthood (20s and 30s)
 - Purpose: achieving economic independence, starting a family, establishing career
 - Methods: college, internships, living with people, etc.
 - Challenges: career hiccups, childcare, changing peers
- Middle Adulthood (40s and 50s)
 - Purpose: Reflecting/adjusting goals
 - Methods: career changes, support groups/therapy
 - Challenges: midlife crisis, empty nest syndrome, depression/anxiety
- Late Adulthood (60 +)
 - Purpose: adjusting retirement, decline, accepting death
 - Methods: retirement communities, volunteerism, children
 - Challenges: dependency, health care, mental decline, deaths

Perspectives

- Interactionist
 - Main focus of this unit
 - Processes, self-identity, sanctions, relationships, communication, etc.
- Functionalist
 - Gender roles – based on society's needs
 - How schools and families work together as social institutions to meet manifest and latent needs of society – social cohesion and social control
 - *Others?*
- Conflict
 - Gender roles – perpetuating status quo/inequality
 - Resocialization and how it affects minority groups, lower social classes more than others
 - *Others?*