Socialization

MS. KRALL
Definition of socialization

- Interactive process through which individuals learn the basic skills, values, beliefs, and behavior patterns of their society.
- Socialization is a complex, lifelong process.
- We are all products of our social experience.
What is the purpose of Socialization?

- Understanding language and Culture (norms, values, beliefs, etc.)
- Understanding of others
- Understanding of ourselves as a social being or a “social self”
- Emergence of the “social self”
One way we are shaped is through our personality.

- sum total of behaviors, attitudes, beliefs, and values that are characteristic of an individual.
- Birth Order
- Parental Characteristics
- Cultural environment
- Heredity
Definition of the Self

- **Self** – the dimension of personality composed of an individual’s self-awareness and self-image.
- The Self is inseparable from social experience
How do we develop a sense of self?

- **John Locke** - “Tabula Rasa”
- **Jean Piaget** - Cognitive development
- **Sigmund Freud** - Internal development of the unconscious (id, ego, superego)
- **Lawrence Kohlberg** - Moral development (pre-conventional, conventional, post-conventional)
Kohlberg's Theory of Moral Development

**LEVEL 3**

**POSTCONVENTIONAL**
- Stage 6: Self-selection of universal principles
- Shared standards, rights and duties.

**LEVEL 2**

**CONVENTIONAL**
- Stage 5: Sense of democracy and relativity of rules
- Stage 4: Fulfilling duties and upholding laws
- Performing right roles

**LEVEL 1**

**PRECONVENTIONAL**
- Stage 3: Meeting expectations of others
- Stage 2: "Getting what you want" by trade-off
- Values in external events
- Stage 1: Punishment avoidance

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**COGNITIVE DEVELOPMENT STAGES**

<table>
<thead>
<tr>
<th>Stage</th>
<th>Age</th>
<th>Description</th>
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<tbody>
<tr>
<td>Sensorimotor</td>
<td>0-2</td>
<td>Reflex, base, coordinate, reflexes</td>
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<tr>
<td>Preoperational</td>
<td>2.6 or 7</td>
<td>Self-centered, egocentric</td>
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<tr>
<td>Concrete Operational</td>
<td>6 or 7 - 11 or 12</td>
<td>More than 1 view point, no abstract problems, consider some outcomes</td>
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<tr>
<td>Formal Operational</td>
<td>11 or 12 up</td>
<td>Think abstractly, reason theoretically, not all people reach this stage</td>
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Freud's theory of the personality

I NEED TO DO A BIT OF PLANNING TO GET IT.
YOU CAN'T HAVE IT. IT'S NOT RIGHT.
I WANT IT NOW!
ID \ EGO \ SUPER EGO
More theories...

- **George Herbert Mead** – the development of the “Social Self”

- Argued that “the Social Self” developed out of social interactions with others

- Social interaction involves seeing ourselves as others see us or taking the role of the other

- Taking the role of the other involves a constant interplay between the “I” and the “Me”
The I and the Me

- **The “I”** - the subjective element of the self; involves the direct experiences of the self;
- **The “Me”** - the objective element of the self; involves how we look at others and see ourselves;
- **The “Mind”** - taking the roles of others; the interplay between I and Me
Taking the Role of the Other

- **Significant other** – when children take the perspective of those who are most important in their lives; performed through the use of language and symbols in imitation, modeling or simple role playing after parents

- **Generalized other** – when children take the roles of several others at once; performed through the participation of children in complex games or sports activities; children learn the shared expectations of an entire social group or society as a reference point for evaluating themselves
“The Looking Glass Self” – pertains to the self-image that we have based on how we suppose others perceive us; we imagine ourselves in the same way that others see us; others represent a “mirror” in which we can see ourselves.
Defining Gender

What gender is not:

- **Sex** - the biological differences between men and women
- **Sex Role** - behaviors, attitudes and motivations a culture considers appropriate for men and women
- **Sexual Orientation** - attraction to members of the opposite, same or both sexes
Gender....

- Your gender is what society expects and prescribes for you based on your biological sex.
- We are all embedded in gender.
- We have gender constructed experiences.
Defining Gender

- What gender is:
  - Gender is a set of social and cultural practices that both reflect and reinforce assumptions about differences between men and women.
Defining Gender

- Major sociological emphasis - 3 Points
  - Gender is a social institution. Like family and religion it affects the roles men and women play in society
  - Gender influences differences in “Power”
    - “Power to” (get jobs, earn, get education)
    - “Power over” (assert will against others)
  - Gender is a cultural construct, expectations for men and women vary widely
Sociological Perspectives on Gender Stratification

The major sociological perspectives offer interpretation of gender stratification that resemble and parallel their positions on class and racial or ethnic stratification.

**Functionalists** suggest that families are organized along instrumental-expressive lines, with men specializing in instrumental tasks and women in expressive tasks.

**Conflict theorists** contend that a sexual division of labor is a social vehicle devised by men to ensure themselves of privilege, prestige, and power in their relationships with women.

**Symbolic Interactionists** argue that gender inequality persists because of the way we define men and women and their appropriate roles in society. Language helps perpetuate inequality. Feminists argue that women are disadvantaged because society is patriarchal.
# Agents of Socialization - Bell Ringer

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<tr>
<th>Agent</th>
<th>Definition</th>
<th>Impact on Individual</th>
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<tr>
<td>Peer Group</td>
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<tr>
<td>School</td>
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<tr>
<td>The Media</td>
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The Family

- For many, most important socialization agent.
- Family has to teach children skills, values, and beliefs.
- Some learning is intentional, but some comes from the type of environment adults create.
- Parents give children a social identity, including race & class.
  - Race is complex because societies define race in different ways.
  - Class position shapes a child’s personality, affecting how others see them and how they see themselves.
    - Impacts what parents expect of their children.
      - Lower: Obedience & Conformity
      - Upper: Good Judgment & Creativity
    - Upper Class Children ➔ Extensive Leisure Activities ➔ Cultural Capital, which advances learning and creates confidence.
- All parents act in ways that encourage their children to follow in their footsteps.
The School

- Enlarges children's social world by introducing people who have different backgrounds.
- First understand the importance of factors like race and class position.
  - Likely to cluster in homogenous playgroups.
- Schools help socialize children into gender roles.
  - Boys: Physical Activities & Outdoor Time; Aggressive
  - Girls: Housekeeping Tasks; Quiets & Well-Behaved
- Upper Class Children → Better Experience in School
- Schools informally teach the hidden curriculum.
The Peer Group

- **Peer Group** – a social group whose members have interests, social position, and age in common
- Escape the direct supervision of adults.
- Learn how to form relationships on their own.
- Offer a chance to discuss interests that adults may not share or permit.
- Importance typically peaks during adolescence.
- **Anticipatory Socialization** – learning that helps a person achieve a desired position
The Mass Media

- **Mass Media** - the means for delivering impersonal communications to a vast audience
- Introduce us to ideas and images that are new and different.
- Have an enormous effect on our attitudes and behavior.

TV in the US

- **Trends:**
  - Average household has at least one set turned on for 8 hours/day.
  - People spend ~1/2 their free time watching TV.
  - Youngsters (8-18 yo) average 6.5 hours a day “consuming media,” including almost 3 hours of TV.
  - TV → Passive, Less Fit, Less Imaginative Kids (per studies)
The Mass Media

- TV in the US (Continued)
  - Violence:
    - Public is concerned about violence in television and films.
    - Does watching sexual or violent programming harm people? How?
    - Does it cause violent or sexual behavior? How?
    - More Important Q: Why do the mass media contain so much sex and violence in the first place?

- The power of media to shape how we think remains highly controversial.
Agents of Socialization

- Critical Review
  - Other Agents of Socialization: Workplace, Religious Organizations, Military, Social Clubs
  - Sometimes what we learn from the various agents of socialization is in conflict.
    - Ex: Family → Drugs are Bad; Media & Peers → Drugs are Cool; Others?
  - Socialization is a complex balancing act as we absorb information from different sources.
    - As we sort and weigh the info we receive, we shape our own distinctive personalities.