



Socialization

Part I

Our normal expectations about reality are created by social consensus. We are taught how to see and understand the world. the trick of socialization is to convince us that the descriptions we agree upon define the limits of the real world. What we call reality is only one way of seeing the world, a way that is supported by social consensus.

Carlos Castaneda



Socialization

...the process of acquiring culture

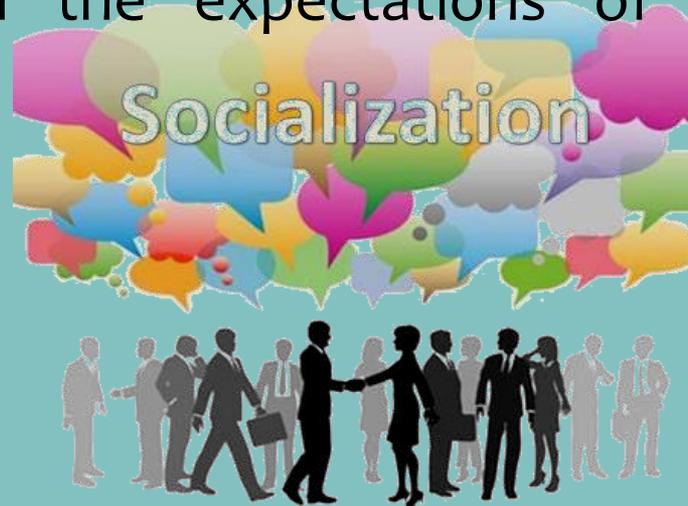
What happens in socialization is that the social world is internalized within the child. The same process, though perhaps weaker in quality, occurs every time the adult is initiated into a new social context or a new social group. Society, then, is not only something out there, but it is also in here, part of our innermost being.

Peter L. Berger



Socialization: The Key to Our Humanity and Personality

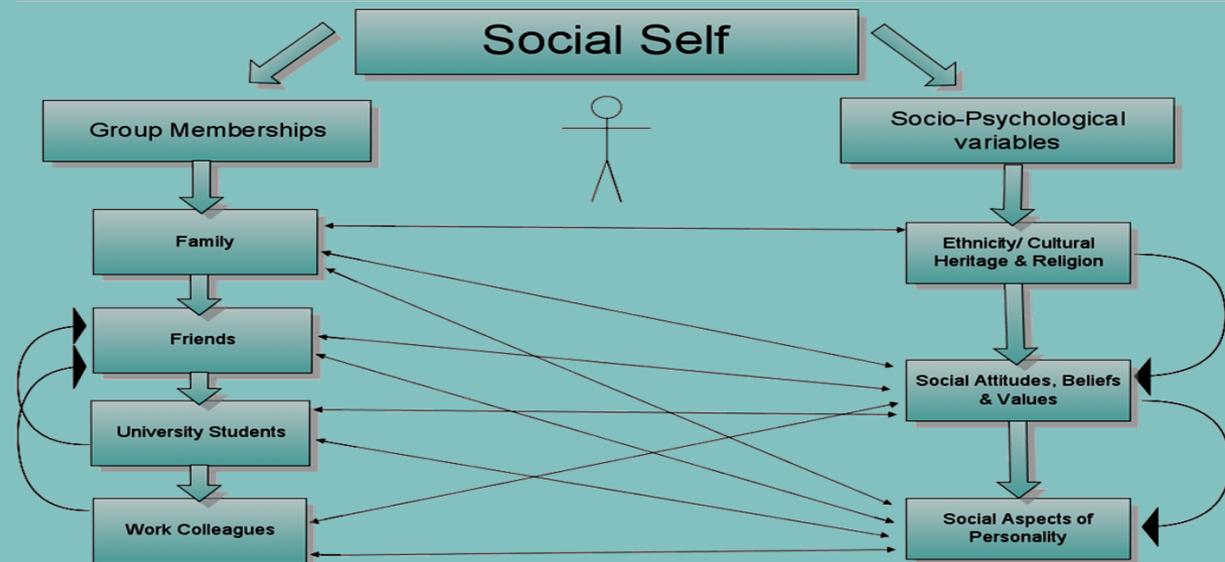
- Most of our experiences - good and bad - are a part of our socialization process.
- **socialization**: the lifelong social experience by which individuals develop their human potential and learn culture
- Humans learn the expectations of society through socialization.





Socialization: The Key to Our Humanity and Personality

- **interaction**: the basic processes of socialization through which a child is shaped into a human being, learns its culture and becomes a member of a society
- **social self**: the changing perceptions we have of who we are as a result of ongoing socialization, from birth to death



Socialization: The Key to Our Humanity and Personality



- In the 19th century there was an intense debate regarding the relative importance of **nature** (biology, genes, evolution) and **nurture** (socialization) in the shaping of human behavior. Modern sociologists view nurture as much more important than nature in shaping human behavior.
- **sociobiology** (evolutionary psychology): a bio-determinist theory that claims our genetic make-up wires us for certain social behaviors
 - not accepted by most sociologists



Socialization: The Key to Our Humanity and Personality



- sociobiology
 - greatly abused from 1850 (Social Darwinism) to 1945 (Fascism)
- Studies of twins (including identical twins) shows that socialization and heredity both contribute to human development.
- The nature vs. nurture debate continues.

Socialization: The Key to Our Humanity and Personality



- Research on the effects of social isolation has demonstrated the importance of socialization. All the evidence points to the crucial role of social development in forming personality.
- Harlow's controversial work with rhesus monkeys: reinforced the importance of mother-infant bonding and found that the establishment of the bond is not purely dependent on the satisfaction of one's physiological needs (warmth, safety, food) but also on emotional needs (acceptance, love, affection)

Socialization: The Key to Our Humanity and Personality



- research on the effects of social isolation
 - Children need human contact, affection and interaction in order to fully develop.
 - institutionalized children
 - feral child: child who has lived away from human contact from a very young age, and has little or no experience with human care, loving or social behavior, and, crucially, with human language



Socialization: The Key to Our Humanity and Personality



- research on the effects of social isolation
 - Children need human contact, affection and interaction in order to fully develop.
 - Anna and Isabelle, neglected orphan children, the latter with a deaf-mute mother
 - The developmental disorders of children who are not socialized at the proper time persist even after attempts to integrate them into society.



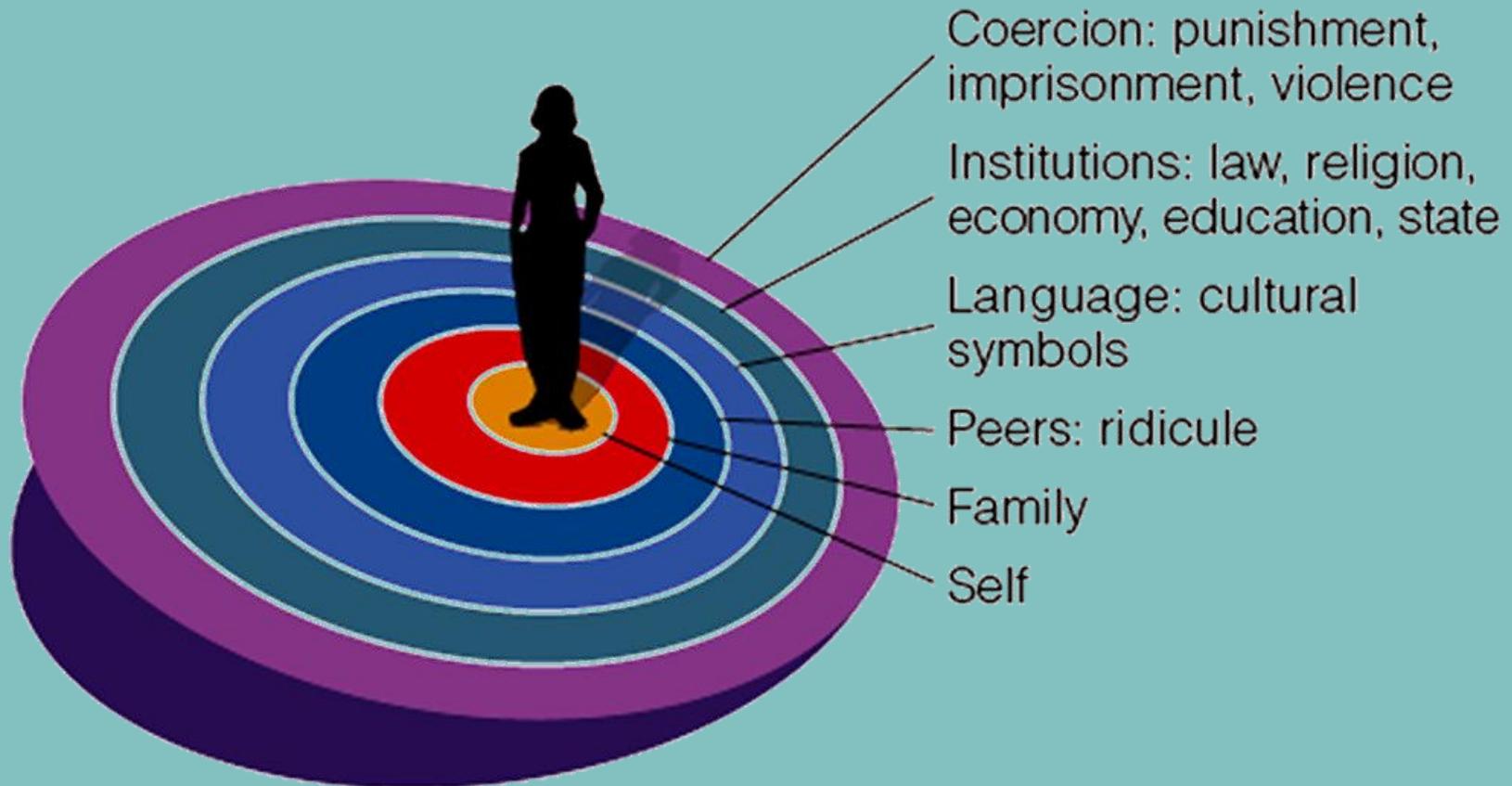
Results of Socialization

- **social control**: creates the tendency for people to act in socially acceptable ways
- creates a sense of **self**: the capacity for role taking
- **personality development**: establishes self-concepts
- **cultural transmission**: makes people bearers of culture





Socialization as Social Control





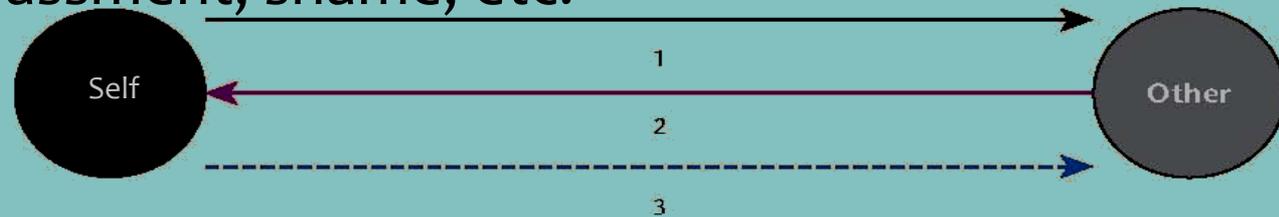
Creating a Sense of Self

- Social experience is a foundation for the **personality**: a person's fairly consistent patterns of thinking, feeling and acting.
- Biology and sociology both contribute to the development of the self.
- the formation of the **self**: the set of concepts we use in defining who we are ... a central part of the socialization process
- The self emerges in the course of interaction with other people and represents the ideas we have regarding our attributes, capacities and behavior. It typically includes an egocentric bias.



Creating a Sense of Self: Cooley

- Charles Horton Cooley's notion of the **looking glass self** highlights the point of view that our consciousness arises in a social context, the idea that self-image is based on how others respond to us.
 - We imagine how we appear to others.
 - We interpret the reactions of others.
 - We react to our interpretation of those reactions: pride, embarrassment, shame, etc.
 - We develop a self-concept.



1. We imagine how we appear to others.

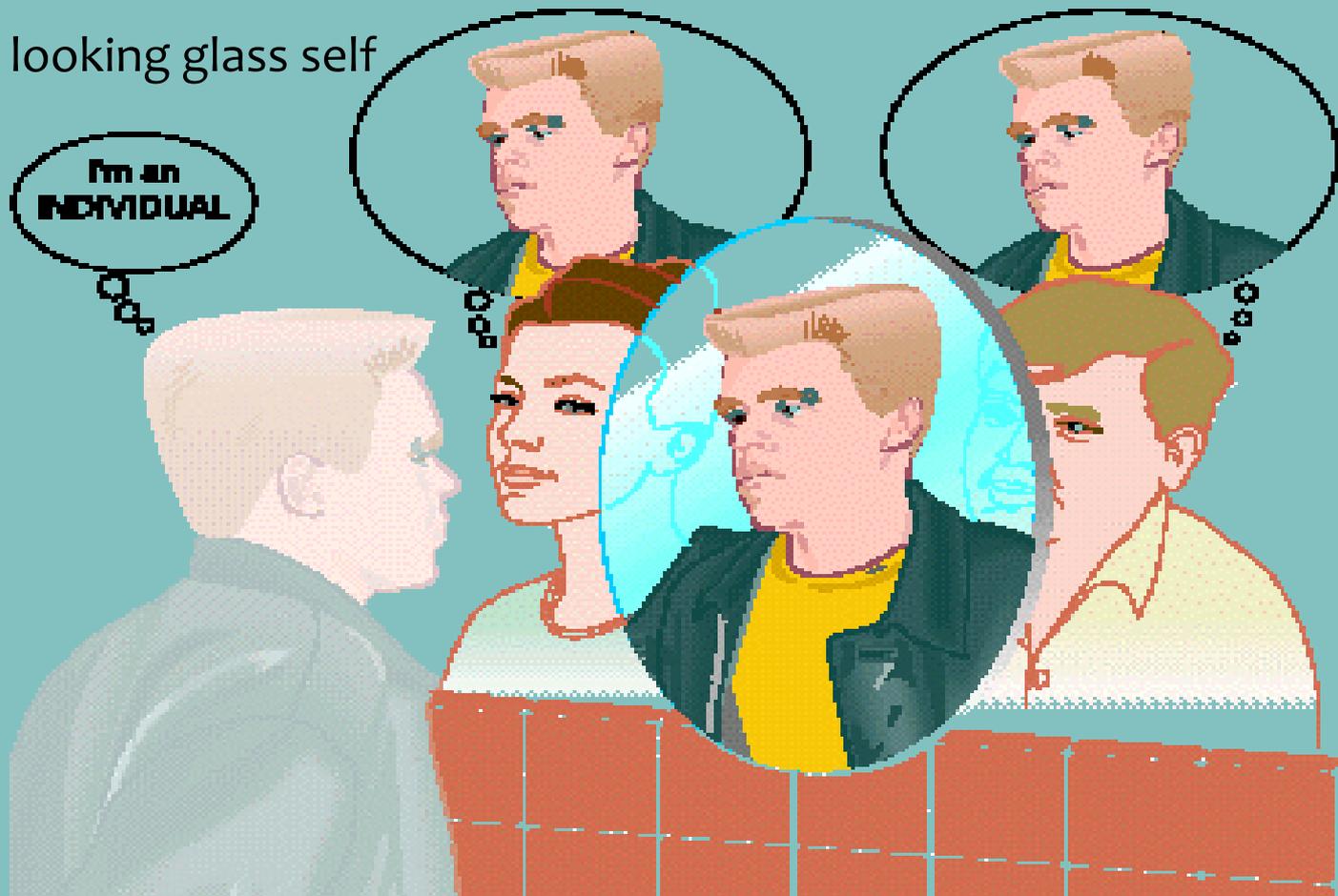
2. Others interpret judgments and respond.

3. We experience feelings and respond based on our interpretations.



Creating a Sense of Self: Cooley

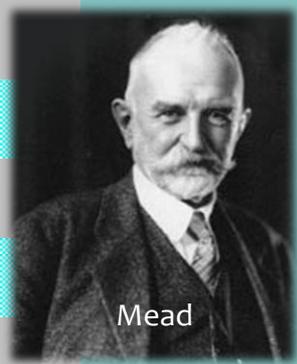
the looking glass self





Creating a Sense of Self: Mead

- George Herbert Mead maintained that we gain a sense of self by acting toward ourselves in much the same fashion that we act toward others.
 - The “I” is the self as subject: spontaneous, unpredictable, impulsive, acts without considering social consequences.
 - The “me” is the self as object: knows the rules of society, attempts to channel the impulses of the “I” into socially acceptable behavior that still meets the “I’s” needs, requires the ability to take the role of the other.
- Self-image is different from self-conception.



Creating a Sense of Self: Mead

- Self-esteem is governed by reflected appraisals, social comparisons and self-attribution.
- Personal efficacy is another aspect of self-evaluation.
- The self is a dimension of personality composed of an individual's self-awareness and self-image.
- It emerges from social experience.
- This social experience is based on the exchange of symbols.
- Understanding someone's intentions requires imagining the situation from that person's point of view, a process called **taking the role of the other**.



Creating a Sense of Self: Mead

- Mead showed that symbolic interaction is the foundation of both self and society.
- When humans can symbolically recognize objects, they can then view the self as an object.
- This process begins with having a name, which differentiates the self from other objects.
- Only humans use symbols.
- We imagine ourselves being others: role playing.
- We imagine ourselves from the point of view of others and assume the role we think we are.





Creating a Sense of Self: Mead

- Mead envisioned this process as a series of stages:
 - **imitation**: imitate behavior of those around them
 - **play**: actually take on the role of others but don't understand complex relationships
 - **games**: children internalize an abstract understanding of how society sees them, children can take the role of multiple others at once and understand the **generalized other**: a composite of societal expectations
 - **acquisition of the generalized other**: widespread cultural norms and values we use as references in evaluating ourselves



Creating a Sense of Self: Mead

How We Learn to Take the Role of the Other

Stage 1: Imitation
Children under age 3
No sense of self
Imitate others



Stage 2: Play
Ages 3 to 6
Play "pretend" others
(princess, Spiderman, etc.)



Stage 3: Team Games
After about age 6 or 7
Team games
("organized play")
Learn to take multiple roles



Creating a Sense of Self: Goffman

- Erving Goffman emphasized the presentation of self through a process he called impression management.
- Goffman studied a series of total institutions starting with a mental hospital.
- His point of view is embodied in what he called the dramaturgical approach.





Creating a Sense of Self: Goffman

- **dramaturgical approach:** study interaction as if we are all actors on a stage
- **impression management:** alter presentation of self to create distinctive appearances and satisfy particular audiences
 - **face work:** efforts people make to maintain a proper image and avoid public embarrassment



Creating a Sense of Self: Freud

- Sigmund Freud believed that we internalize norms and his idea that childhood experiences have lasting importance in the socialization process remains critical. (Some of his work has been criticized as reflecting a sexist bias.)
- Freud's psychoanalytic theory of personality: the personality is shaped by two opposed forces:
 - eros: the life instinct
 - thanatos: the death instinct





Creating a Sense of Self: Freud

- According to Freud, the personality includes three basic components.
 - the **id**: a human's basic drives
 - the **ego**: a person's conscious efforts to balance innate pleasure-seeking drives with the demands of society (Note how different this is from the contemporary use of *having a big ego* which really means a very positive self image.)
 - the **superego**: the operation of culture within the individual



Creating a Sense of Self: Iowa School

- twenty statements test (TST): a research instrument, statements about human behavior
- Our sense of self is defined by our social positions within organizations and institutions in society.
- The self is relatively stable because a **core self** develops.
- Because those organizations are so important to our core self, we have a vested interest in their preservation.





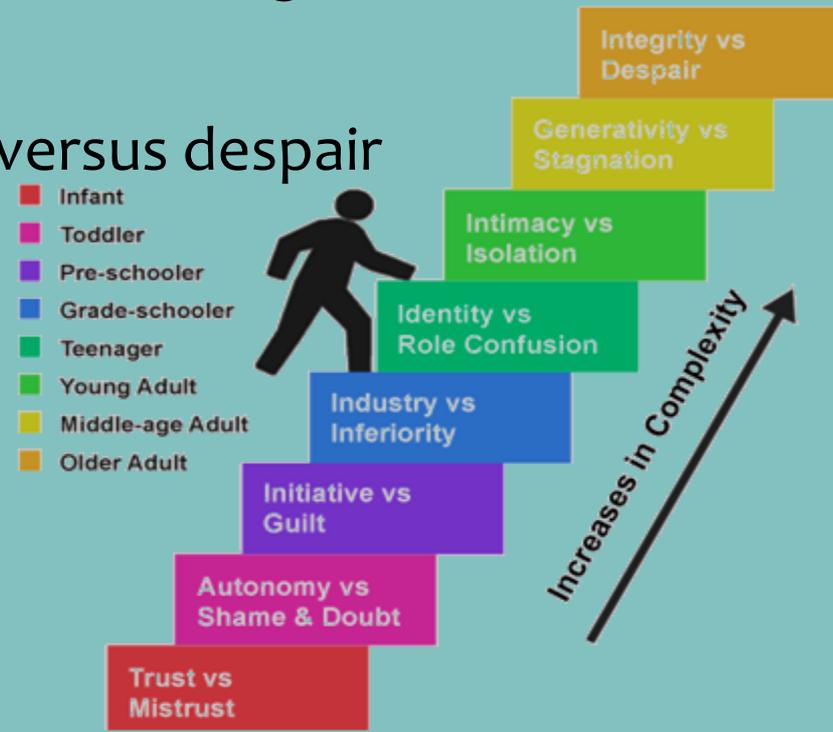
Stages of Personality Development: Erickson

- Erik Erickson's stages of personality development
 - **infancy**: challenge of trust versus mistrust
 - **toddlerhood**: challenge of autonomy versus doubt and shame
 - **preschool**: challenge of initiative versus guilt
 - **preadolescence**: challenge of industriousness versus inferiority
 - **adolescence**: challenge of gaining identity versus confusion



Stages of Personality Development: Erickson

- young adulthood: challenge of intimacy versus isolation
- middle adulthood: challenge of making a difference versus self-absorption
- old age: challenge of integrity versus despair





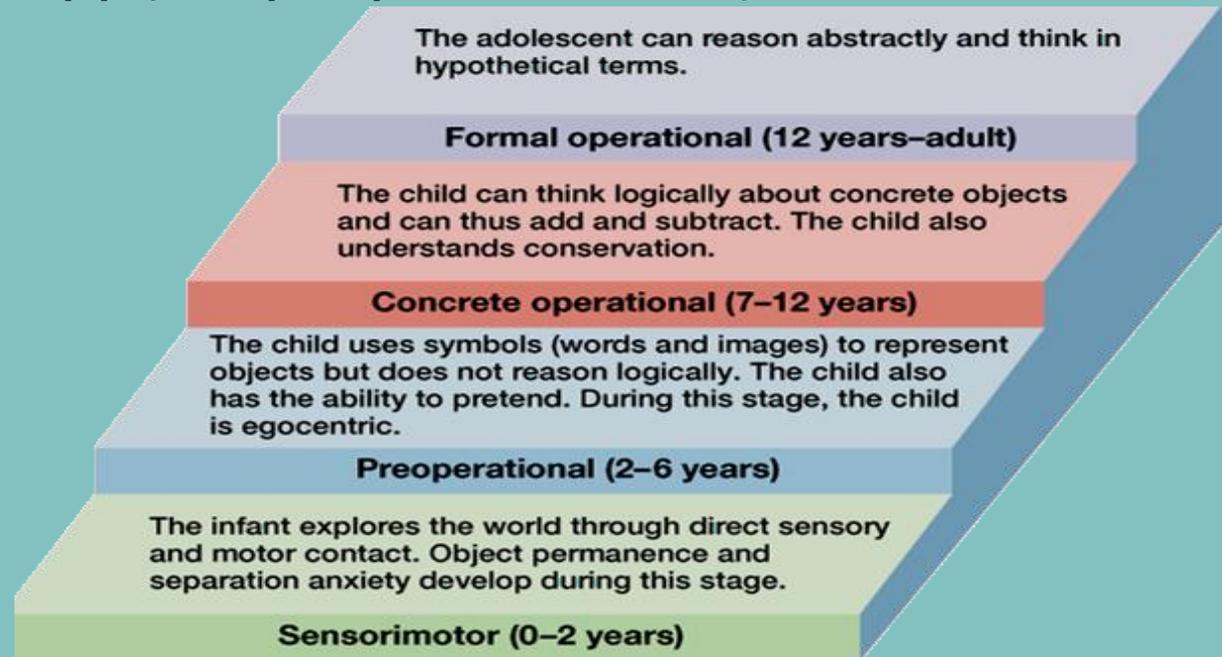
Stages of Personality Development: Piaget

- Jean Piaget identified four stages of cognitive development.
 - **sensorimotor stage**: experience the world only through sensory contact
 - **preoperational stage**: first use language and other symbols
 - **concrete operational stage**: perceive causal connections in surroundings
 - **formal operational stage**: think abstractly and critically



Stages of Personality Development: Piaget

- Piaget showed that a human's ability to shape the social world unfolds gradually as the result of both biological maturation and social experience.
- His theory may not apply to people in a society.





The Development of Morality: Kohlberg

- Lawrence Kohlberg's model presents moral development in distinct stages. He suggests that the moral development of children passes through 3 levels.
 - **preconventional morality:** obedience and punishment orientation, self-interest orientation
 - **conventional morality:** interpersonal accord and conformity, authority and social-order maintaining orientation
 - **postconventional morality:** social contract orientation, universal ethical principles
- **critique:** based on research using only male subjects

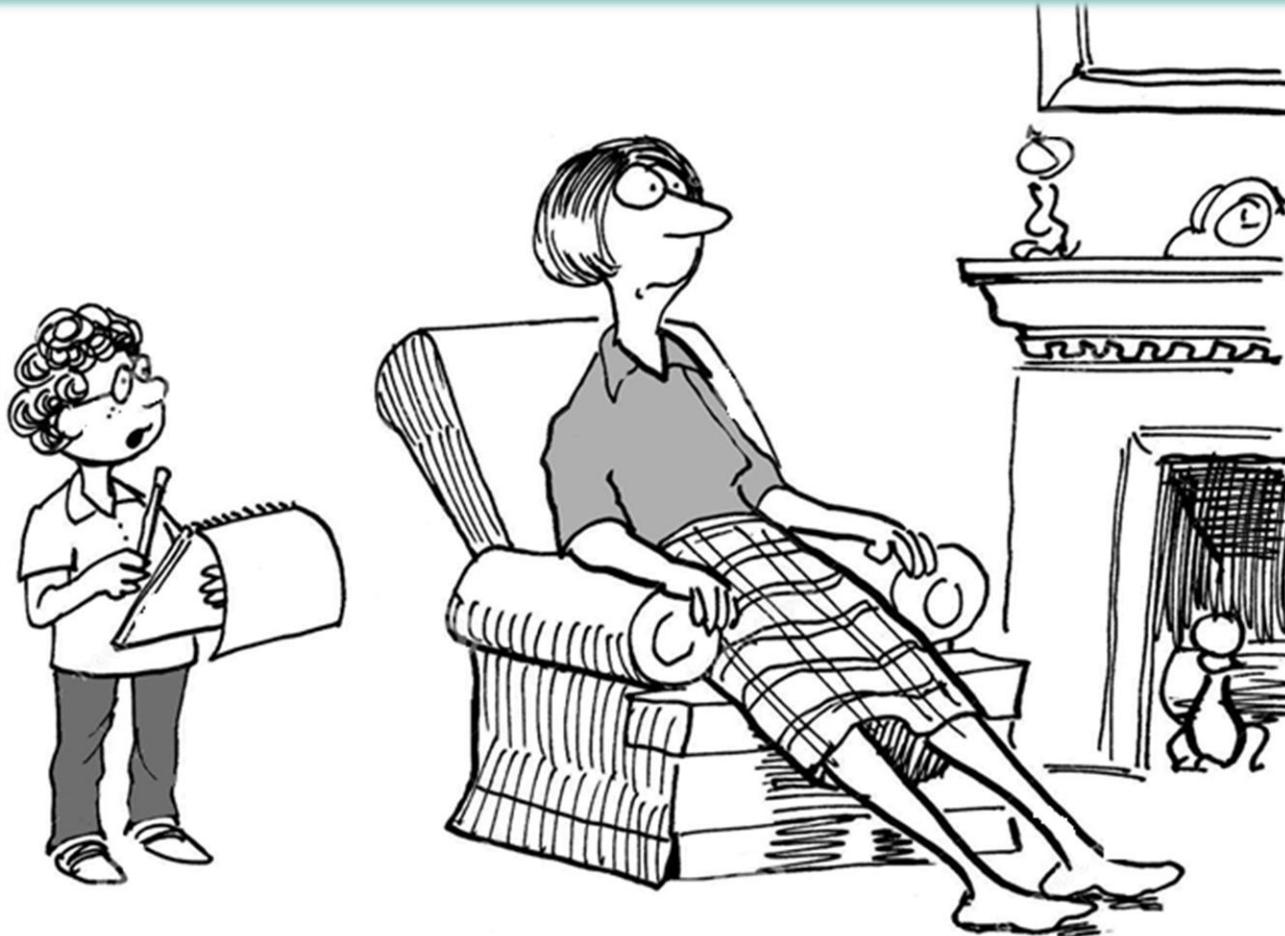


The Development of Morality: Gilligan

- Carol Gilligan found that boys' moral development reflects a justice model which stresses formal rules, whereas girls put more emphasis on caring and responsibility and less on the rules.
- critique: Gilligan's work enhances our understanding of gender issues. However, she does not adequately address the issue of the origin of the gender-based differences that she has identified.



Gilligan



"I'm bringing litigation against everyone who is responsible for my overly demanding socialization."

continued in
SOCIALIZATION PART II