

Socialization

**The Process of Fitting into
Society**

TST

- Pick the 5 statements that best represent who you are
- Journal: In 2-3 sentences per statement, describe how you became this way (how did you come to hold those beliefs, how did you come to think that you should or should not act a certain way?)
- Is there a difference between the statements of boys and girls?
 - What does this say about our society?

What is Socialization?

Had you been born in another time, in another place, you might speak a different language, salute a different flag, and celebrate a different religion.

The language, values, and beliefs we all have are passed down to us through the process of socialization.

Think, Pair, Share:

- Discuss your reading with a partner: include at least three connections you each made in the reading and be prepared to share

Socialization

- Socialization is the process that teaches the norms, values, and other aspects of a culture to new group members.
- Socialization theory claims that the person we become is the result of our environment.

Talcott Parsons & Socialization

- According to sociologist Talcott Parsons, socialization requires people to learn and internalize society's values.
- We accept and integrate the values of the group as our own.
- These social values constantly surround us, but often go unexamined.

Primary Socialization

- Parsons & Bales argue that most socialization occurs during childhood.
- Orville Brim refers to this stage as primary socialization.
- Parents are the first teachers, but children also teach their parents.

Any parent of multiple children knows that no two children are alike!

Secondary Socialization

- Because socialization is an unending cycle, we are at times the “socializer” and at other times the “socialized”.
- This dynamic, whereby socialization continues throughout our lives is considered secondary socialization.
- As you experience life-changing events—like going to college, beginning a career, or getting married—new socialization occurs.

What does Socialization do?

- At each stage of life, we encounter new norms, values and expectations.
- We learn to accept and integrate them as we adapt to our environment.
- In a sense, the socialization process makes us who we are.

The Nature Vs. Nurture Debate— What makes us who we are?

- Richard Dawkins said, “We, and all other animals, are machines created by our genes.”
- Pure “nature” theorists believe that the genes we get from our parents at conception are the primary causes of human behaviors—in short, our genetic makeup determines who we are.

Nurture

- In the 20th century, social scientists began to fight biologists' belief that nature is the sole determinant of who we are.
- Those who believe in "nurture" like philosopher John Locke, propose that our environment influences the way we think, feel, and behave.

- Supporters of this idea assert that socialization molds us like pieces of clay, particularly during early childhood.
- Many nurture theorists believe that a social process teaches people who they are and how they fit into their world.

- Although it is true that our genes do not necessarily dictate our destiny, it is also true that our biological makeup is what interacts with the environment in the first place.
- Biologist **Paul Ehrlich** supports a blended point of view stating “we can’t partition the responsibility for aggression, altruism or charisma between DNA and upbringing...”

Theorists on Socialization

Charles H. Cooley
George Herbert Mead
Erik Erikson
Jean Piaget
Lawrence Kohlberg
Carol Gilligan

Cooley's Looking-Glass Self

- Charles H. Cooley's notion of the "looking-glass self" proposes that, like a mirror, the self develops through a process of reflection.
- That said, one's self is also established through interactions with others.

The “Looking-Glass Self” Process

- According to Cooley, the “looking-glass self” process contains three steps:
 1. We imagine how our behaviors will look to others
 2. We interpret other’s reactions to our behaviors
 3. We develop a self-concept

Modern Take of “Looking-Glass Self”

- King-To Yeung and John Levi Martin used Cooley’s theory to test the internalizations of self-understanding.
- They found general support for the theory and showed the importance of relationships in how we internalize other’s perceptions of US.

This is why parents influence us more than bank tellers do.

Looking-Glass Self Exercise

- Draw a hand-held mirror on a piece of paper, this will represent your looking-glass self.
- Step One: On the glass of your mirror, Write down 5 ways **you imagine you appear to others**
- Step Two: Around your mirror, write down 5 ways **you imagine how others react to your “imagined” appearance (what do other people think of you)**
- Step Three: Reevaluate yourself by combining step one and step two.
 - Write down 5 new sentences which describe your new, Looking-Glass Self (the combination of how you see yourself and how other see you)
 - A three stage, life-long process.
 - The result of this process is either a positive or negative self-evaluation

Applying the Looking-Glass Self

- Think of the following situations, for each situation write three statements– each statement should represent the three stages of the looking glass self
- Ex) losing a board game
 - Stage one: I really wanted to win. A lot.
 - Stage two: My friends will think I am being a sore loser if I complain. They expect me to lose graciously.
 - Stage three: I will congratulate the winners
- Being on a team
- Misbehaving as a child
- Forgetting to complete assigned homework

George Herbert Mead—The Three Stages of the “I-ME” Self

- George Herbert Mead's *Mind, Self, and Society* suggests that the self is the part of personal identity that has both self-awareness and self-image.

“I”

- For Mead, the self consists of two parts: the “I” and the “Me”.
- These two parts essentially create the self through their interaction.
- The “I” **Self** is the part of us that is an active subject, our subjective sense of who we are.
- It seeks self-fulfillment, asking “What do I want?”

“Me”

- In contrast, the “Me” Self is the objective part of the self; the part of our self-concept that questions how others might interpret our actions.
- The “Me” understands the symbols that others give us, and seeks to find favorable reactions to our behaviors from others.

Three Stages of Self Development

- According to Mead, the self develops in three stages:
 1. Imitation stage → the period from birth to about age 2, and it is the stage which children merely copy the behaviors of those around them.
 2. Play Stage → occurs around the ages of 2-4 years, during which children play roles and begin to take on the characteristics of important people in the world.
 3. Game stage → this stage begins at 4 years and never truly ends, it is the stage in which we begin to understand that others have expectations and demands placed on them– called "the generalized other"

In your journal

- Sketch the difference between the “I” and the “me”

Erik Erikson's Eight Stages of Development

- Erik Erikson proposed that humans develop a personality in eight psychosocial, or psychological and social, stages.
- During each stage, we experience a particular psychosocial crisis that will be resolved either positively or negatively, and each outcome will have an effect on our ability to deal with the next one.

Erikson's 8 Stages

1. Trust vs. Mistrust
2. Autonomy vs. Shame & Doubt
3. Initiative vs. Guilt
4. Industry vs. Inferiority
5. Identity vs. Role Confusion
6. Intimacy vs. Isolation
7. Generativity vs. Stagnation
8. Integrity vs. Despair

Stage 1-Trust vs. Mistrust

- Birth to 1 year
- When all an infant's needs are met, trust develops.
- Although Erikson argued that some mistrust is necessary to exist in the world, infants who learn mistrust lack self-confidence and eventually become frustrated, withdrawn, suspicious adults.

Stage 2- Autonomy vs. Shame & Doubt

- 2-3 years of age
- Parents who create supportive environments allow toddlers to learn self-sufficiency and gain confidence.
- Overprotective or disapproving parents can lead to children who second-guess themselves.

Stage 3- Initiative vs. Guilt

- 4-5 years of age
- Children who receive encouragement and consistent discipline gain esteem while learning to take chances.
- If children receive nothing but scolding, they may develop an overriding sense of guilt.
- Children at this stage improve their motor skills and become more interested in social interaction.

Stage 4- Industry vs. Inferiority

- 6 years to puberty
- Doing well in school and making friends help children develop a sense of competence or industry.
- If, however, children have difficulty socializing, they will likely feel a sense of inadequacy.

Stage 5- Identity vs. Role Confusion

- Teen years into 20s
- If teens successfully answer the question “Who Am I?” they develop a strong sense of self.
- If, however, they remain confused about their identity, they will likely grow up with an inability to make crucial decisions.

Stage 6- Intimacy vs. Isolation

- 20s into early 40s
- Intimacy (both sexual and nonsexual) is possible with a more-or-less solid sense of identity gained in earlier stages.
- If young adults still harbor doubts about who they are, then they are likely to become isolated, fear commitments, and root themselves in egocentrism.

Stage 7- Generativity vs. Stagnation

- 40s into early 60s
- Adults in this stage may dedicate their lives to rearing children, to their work, or to some special cause, all in hope of leaving their "mark" on the world.
- People resolve conflict of generativity versus stagnation by giving something of themselves to future generations.
- If adults fail to make a contribution to the world, then they remain mired in egoism and a self-centered lifestyle.

Stage 8- Integrity vs. Despair

- Late 60s to early 80s
- At this time of life, adults look back on their lives and evaluate their effect on the world.
- If the previous stages have been resolved positively, adults are able to approach their deaths from a healthy point of view.
- If, however, they have failed to resolve the conflicts of the previous developmental stages, then they may fear death and regret their lives.

Jean Piaget's Theory of Cognitive Development

- While Erikson's research focused on personality development, the work of Jean Piaget focused on cognitive development, which relates to a person's ability to think and reason.
- Since the way we think helps shape our self-concept, cognition (thinking) plays a significant role in socialization.

- Piaget found that children don't think like adults.
- His four-stage theory of cognitive development has become an important basis for much education theory, particularly as it applies to teaching young children.

Stage 1- Sensorimotor Stage

- Sensorimotor stage → the stage (birth to 2 years) at which infants learn to experience and think about the world through their senses and motor skills.

Stage 2- Preoperational Stage

- Preoperational Stage → the stage (ages 2-7 years) which the ability to speak grows rapidly.

Stage 3- Concrete Operational Stage

- Concrete Operational Stage → (7 through 12 years old) at which children can think about objects in the world more than one way and start to understand causal connections in their surroundings.

Children learn that even though a plain sheet of white paper is folded into a paper airplane, it is still that same piece of white paper.

Stage 4: Formal Operational Stage

- Formal Operational Stage → (12 years and above) where people become able to comprehend abstract thought.

Piaget's Arguments

- Piaget argued that it could be **frustrating** and **traumatizing** to force children to learn ahead of their cognitive capacities.
- In other words, it serves no purpose to try to teach geometry to a first grader.
- Expecting a child to act like an adult is both **impossible** and **unfair**.