

Socialization

Ch.3, Henslin, 2015

Professor Arellano

Society Makes us Human

- The nature vs. nurture debate!
- How much of a persons characteristics come from nature (hereditary), or from nurture (social environment) ?

Feral Children

- Reports over the centuries discuss this of feral children: Raised by Animals, Unable to Speak, & Walk on all Fours
- 1798, "The Wild Boy of Aveyron," a child was found in the forests in France & French Scientists studied him
- Genie (discovered in 1970)
- [Genie Wiley - TLC Documentary \(2003\)](#)

Isolated Children

- Isolated from others, Isabelle (from opening vignette) was unable to speak
- **Language is the Key to Culture** (Isabelle reached the intellectual level for a child her age 2 years after she was found)
- **Culture Makes us Human, and is the key to what we become**

Institutionalized Children

- The Skeels/Dye Experiment
 - “High intelligence” depends on early, close relations
- Data confirmed in India’s orphanages

Socialization

- It is through human contact that that people learn to be members of the community; the process by which we learn the ways of society (or groups) is called "*socialization*"

Cooley and the “Looking-Glass Self,” 1902

- Our sense of self develops from interaction with others
 - The Looking Glass Self contains 3 elements:
 - We Imagine How We Appear to Those Around Us
 - We Interpret Others’ Reactions
 - We Develop a Self-Concept
 - The development of self does **NOT** depend on accurate evaluations, even if we misinterpret what others think, our misjudgment will become part of our self concept.

Mead and Role Taking

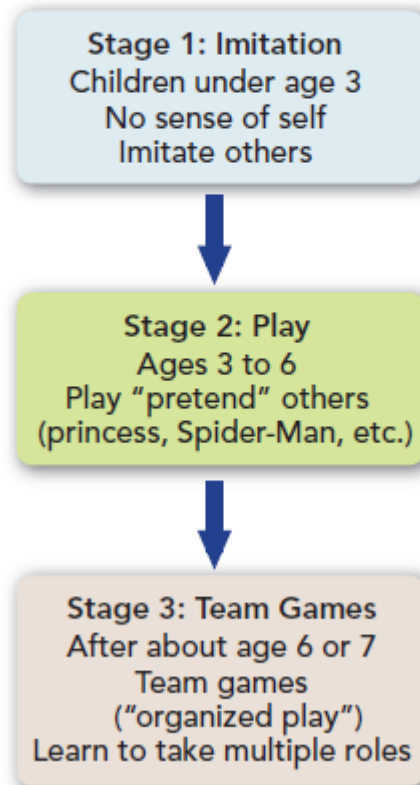
- Taking the Role of the Other
 - Imitation, Play, Team Games
- At first we can only take on the role of a Significant Other (parents, siblings)
- Generalized Other, our perception of how people think of us
- “I” and “Me”



Mead analyzed *taking the role of the other* as an essential part of learning to be a full-fledged member of society. At first, we are able to take the role only of *significant others*, as this child is doing. Later we develop the capacity to take the role of the *generalized other*, which is essential not only for cooperation but also for the control of antisocial desires.

FIGURE 3.1

How We Learn to Take the Role of the Other: Mead's Three Stages



Source: By the author.



To help his students understand the term *generalized other*, Mead used baseball as an illustration. Why are team sports and organized games excellent examples to use in explaining this concept?

Learning the Gender Map

- Gender: Attitudes and Behaviors Expected of Us Because We are Male/Female
- Gender Map/Gender Socialization
- We are nudged into certain boxes (masculine, feminine) & tend to act, think, and feel according to a cultures "appropriate" sex

Gender Messages in the Family

- Parents are first to introduce us to the gender map (significant)
- Parents: Keep young girls close.
- --What were some differences you noticed growing up between how you and a sibling of an opposite gender were treated/raised?
- Toys and Play: Action figures & Guns vs. Jewelry & Dolls
- Gay and Lesbian Parents: More tolerant of their children's behavior; however the research is limited
- Less gender stereotyping

“Cultural Diversity around the World” Activity

- Review the “Cultural Diversity around the World” text box on pg. 83 as a group, and answer the “For Your Consideration” questions. (This will be collected)
- How do the sworn virgins of Albania help to explain what gender is? Apply Functionalism: How was this custom functional for this society?
- Apply Symbolic Interactionism: How do symbols underlie and maintain a women’s shift to becoming a man in this society?
- Apply Conflict theory: How do power relations between men and women underlie this practice?



It is in the family that we first learn how to do gender, how to match our ideas, attitudes, and behaviors to those expected of us because of our sex. This photo is from Papua New Guinea.

Gender Messages from Peers

- **Peer Groups**

- Girls reinforce images of appearance and behavior appropriate for females
- Boys police one another's interests and ways of discussing sex and violence
 - Example: Focusing on TV programs w/ sex & violence, and acting out parts
 - Using media messages to develop their identity as males

Gender Messages in the Mass Media

- Television, Movies, and Cartoons
 - Messages portrayed; male dominance, females as less brave
 - Even though we see more female action figures, the females have to be skinny & gorgeous
- Video Games: 96% of the main characters are male (Kuchera, 2013)
- Advertising: Exposure to commercials can be up to 200,000 a year (Kacen, 2011)
- What is the gender message here?
- [Carl's Jr Commercial Kate Upton](#)

Agents of Socialization

- The Family
- The Neighborhood
- Religion

Agents of Socialization

- Day Care
- The School
- Peer Groups
- The Workplace

“Down –to-Earth Sociology” Activity

- Briefly review the “Down –to-Earth Sociology” box on page 91 of your textbook.
- Discuss in your groups the for your consideration questions: What was school like for you at this age? Why do you think peer groups at this stage in life are so critical, even vicious? Why do peer groups at all stages of life produce isolates?