CHAPTER 3
SOCIALIZATION

CHAPTER SUMMARY

- Scientists have attempted to determine how much of people's characteristics come from heredity and how much from the social environment. One way to examine this is through identical twins who have been reared apart. Observations of feral, isolated, and institutionalized children also help to answer this question as well as the Harlow’s research on deprived monkeys. These studies have concluded that language and intimate interaction are essential to the development of human characteristics.

- Humans are born with the capacity to develop a self, but this self must be socially constructed through social interaction. Charles H. Cooley, George H. Mead, Jean Piaget, Sigmund Freud and Lawrence Kohlberg provide insights into the social development of human beings. The work of Cooley and Mead demonstrates that the self is created through our interactions with others. Piaget identified four stages in the development of our ability to reason: (1) sensorimotor; (2) preoperational; (3) concrete operational; and (4) formal operational. Freud defined the personality in terms of the id, ego, and superego; personality developed as the inborn desires (id) clashed with social constraints (superego); the ego develops to balance the id and the superego. Kohlberg focused on stages of moral development: (1) amoral, (2) preconventional, (3) conventional, and (4) postconventional.

- Socialization influences not only how we express our emotions, but what emotions we feel. These vary based on gender, culture, social class, and relationships.

- Gender socialization is a primary means of controlling human behavior, and social institutions reinforce a society's ideals of sex-linked behaviors. Gender messages in the family, from peers, and in the mass media are very powerful influences in reinforcing gender roles.

- The main agents of socialization — family, the neighborhood, religion, day care, school, peer groups, the mass media, sports, and the workplace — together contribute to our socialization, enabling us to become full-fledged members of society.

- Resocialization is the process of learning new norms, values, attitudes and behaviors. Intense resocialization takes place in total institutions. Most resocialization is voluntary, but some is involuntary.

- Socialization, which begins at birth, continues throughout the life course; at each stage the individual must adjust to a new set of social expectations. Life course patterns vary by social location such as history, gender, race-ethnicity, and social class, as well as individual experiences such as health and age at marriage.

- Although socialization lays down the basic self and is modified by our social location, humans are not robots but rational beings who consider options and make choices.
LEARNING OBJECTIVES

After reading Chapter 3, you should be able to:

1. Discuss the ongoing debate over what most determines human behavior: “nature” (heredity) or “nurture” (social environment), and cite the evidence that best supports one position or the other. (64-68)

2. Discuss how studies of feral, isolated, and institutionalized children prove that social contact and interaction is essential for healthy human development. (64-67)

3. Identify key findings from Margaret and Harry Harlow’s research on deprived monkeys and how this research can be extrapolated to human beings. (67-68)

4. Explain Charles Horton Cooley’s theory on the looking glass self. (68)

5. Discuss the stages that George Herbert Mead has identified in role taking. (69)

6. Explain Jean Piaget’s research on the development of reasoning and identify what happens in each stage. (70)

7. Explain Freud’s view on the development of personality and sociologist view of Freud’s theory. (72)

8. Differentiate between Kohlberg and Gilligan’s theory on the development of morality. (72-73)

9. Talk about how socialization is not only critical to the development of the mind, but also to the development of emotions — affecting not only how people express their emotions, but also what particular emotions they may feel. (73-75)

10. Know what is meant by gender socialization and how the family, media, and other agents of socialization teach children, from the time of their birth, to act masculine or feminine based on their gender. (75-77)

11. Describe some of the “gender messages” in the family and mass media and discuss how these messages may contribute to social inequality between men and women. (75-78)

12. List the major agents of socialization in American society, and talk about how each of these teach — and influence — people’s attitudes, behaviors, and other orientations toward life. (78-85)

13. Define the term resocialization and provide examples of situations that may necessitate resocialization. (85)

14. Discuss how different settings, including total institutions, may go about the task of resocializing individuals. (84-85)

15. Understand why socialization is a lifelong process and summarize the needs, expectations, and responsibilities that typically accompany different stages of life. (86-90)

16. Identify changes that have occurred within society that have impacted how stages of the life course have changed over time. (86-90)

17. Discuss why human beings are not prisoners of socialization while providing examples of how people can — and do — exercise a considerable degree of freedom over which agents of socialization to follow and which cultural messages to accept — or not accept — from those agents of socialization. (91)

CHAPTER OUTLINE

I. What Is Human Nature?
   A. For centuries, people have tried to find an answer to the question of what is human about human nature. Studies of identical twins who have been reared apart help answer the question.
   B. Feral (wild) children have occasionally found children living in the woods who may have been raised by wild animals. These stories lead one to wonder what humans would be life if left untouched by society.
C. Isolated children show what humans might be like if secluded from society at an early age. Isabelle is a case in point. Although initially believed to be retarded, a surprising thing happened when she was given intensive language training. She began to acquire language and in only two years she had reached the normal intellectual level for her age. Without language there can be no culture or shared way of living.

D. Institutionalized children show that traits such as intelligence, cooperative behavior, and friendliness are the result of early close relations with other humans. Research with children reared in orphanages and cases like Genie, the 13½-year-old who had been kept locked in a small room for years, demonstrate the importance of early interaction for human development.

E. The Harlow’s studies of monkeys reared in isolation have reached similar results. They concluded that if isolated for that longer than six months, the more difficult adjustment becomes.

F. Babies do not "naturally" develop into human adults; although their bodies grow, human interaction is required for them to acquire the traits we consider normal for human beings. The process by which we learn the ways of our society, through interaction with others, is socialization.

II. Socialization into Self, Mind, and Emotions

A. Charles H. Cooley (1864-1929) concluded that human development is socially created — that our sense of self develops from interaction with others. He coined the term "looking-glass self" to describe this process.
   1. According to Cooley, this process contains three steps: (1) we imagine how we look to others; (2) we interpret others' reactions (how they evaluate us); and (3) we develop a self-concept.
   2. A favorable reflection in the "social mirror" leads to a positive self-concept, while a negative reflection leads to a negative self-concept.
   3. Even if we misjudge others' reactions, the misjudgments become part of our self-concept.
   4. This development process is an ongoing, lifelong process.

B. George H. Mead (1863-1931) agreed with Cooley but added that play is critical to the development of a self. In play, we learn to take the role of others — to understand and anticipate how others feel and think.
   1. Mead concluded that children are first able to take only the role of significant others (parents or siblings, for example); as the self develops, children internalize the expectations of other people, and eventually the entire group. Mead referred to the norms, values, attitudes and expectations of people "in general" as the generalized other.
   2. According to Mead, the development of the self goes through stages: (1) imitation (children initially can only mimic the gestures and words of others); (2) play (beginning at age three, children play the roles of specific people, such as a firefighter or the Lone Ranger); and (3) games (in the first years of school, children become involved in organized team games and must learn the role of each member of the team).
   3. He distinguished the "I" from the "me" in development of the self: the "I" component is the subjective, active, spontaneous, creative part of the social self (for instance, "I shoved him"), while the "me" component is the objective part — attitudes internalized from interactions with others (for instance, "He shoved me").
4. Mead concluded that not only the self, but also the mind is a social product. We cannot think without symbols, and it is our society that gives us our symbols by giving us our language.

C. After years of research, Jean Piaget (1896-1980) concluded that there are four stages in the development of cognitive skills.
1. The sensorimotor stage (0-2 years): Understanding is limited to direct contact with the environment (touching, listening, seeing).
2. The preoperational stage (2-7 years): Children develop the ability to use symbols (especially language), which allow them to experience things without direct contact.
3. The concrete operational stage (7-12 years): Reasoning abilities become much more developed. Children now can understand numbers, causation, and speed, but have difficulty with abstract concepts such as truth.
4. The formal operational stage (12+ years): Children become capable of abstract thinking, and can use rules to solve abstract problems ("If X is true, why doesn't Y follow?").

D. Conclusions that Cooley, Mead, and Piaget came to regarding the self and reasoning appear to be universal. However, there is not consensus about the universality of Piaget's four stages of cognitive development.
1. Some adults never appear to reach the fourth stage, whether due to particular social experiences or to biology.
2. The content of what we learn varies from one culture to another; with very different experiences and the thinking processes that revolve around these experiences, we cannot assume that the developmental sequences will be the same for everyone.

E. Sigmund Freud (1856-1939) believed that personality consists of three elements: the id, ego, and superego.
1. The id, inherited drives for self-gratification, demands fulfillment of basic needs such as attention, safety, food, and sex.
2. The ego balances between the needs of the id and the demands of society.
3. The superego, the social conscience we have internalized from social groups, gives us feelings of guilt or shame when we break rules, and feelings of pride and self-satisfaction when we follow them.
4. Sociologists object to Freud's view that inborn and unconscious motivations are the primary reasons for human behavior, for this view denies the central tenet of sociology — that social factors shape people's behaviors.
5. Feminist sociologists have been especially critical of Freud. According to Freud, females are inferior, castrated males.

F. Psychologist Lawrence Kohlberg concluded that humans go through a sequence of stages in the development of morality.
1. The amoral stage is when the child does not distinguish between right and wrong.
2. The preconventional stage is when the child follows the rules in order to stay out of trouble.
3. The conventional stage is when the child follows the norms and values of society.
4. The postconventional stage is when the child reflects on abstract principles of right and wrong, using these principles to judge behavior.

G. Carol Gilligan studied differences between males and females in how they view morality.
1. Gilligan disagreed with Kohlberg's conclusions because they did not match her own experience and he had only used boys in his studies.
2. She found that females tend to evaluate morality in terms of personal relationships and how actions will affect others.
3. Males think in terms of abstract principles of right and wrong.
4. Other researchers tested Gilligan's conclusions and found no gender differences. Based on this subsequent work, Gilligan no longer supports her original position.
5. Although it appears that the looking-glass self, role taking, and the social mind are universal phenomena,

H. Emotions are not simply the result of biology; they also depend on socialization within a particular society.
1. Anthropologist Paul Ekman concluded that everyone experiences six basic emotions: anger, disgust, fear, happiness, sadness, and surprise.
2. The expression of emotions varies according to gender, social class, culture, and relationships.
3. Socialization not only leads to different ways of expressing emotions but even to expressing what we feel.

I. Most socialization is meant to turn us into conforming members of society. We do some things and not others as a result of socialization. When we contemplate an action, we know the emotion (good or bad) that would result; thus society sets up controls on our behavior.

III. Socialization into Gender
A. By expecting different behaviors from people because they are male or female, society nudges boys and girls in separate directions from an early age, and this foundation carries over into adulthood.
B. Parents begin the process; researchers have concluded that in our society, mothers unconsciously reward their female children for being passive and dependent and their male children for being active and independent.
C. The mass media reinforce society's expectations of gender in many ways:
1. Ads perpetuate stereotypes by portraying males as dominant and rugged and females as sexy and submissive.
2. On television, male characters outnumber females and are more likely to be portrayed in higher-status positions.
3. Males are much more likely than females to play video games; we have no studies of how these games affect their players' ideas of gender.
4. Sociologist Melissa Milkie concluded that males use media images to discover who they are and what is expected of them as males.
5. We are not simply passive consumers of media images; we select those that are significant to our situation and use them to help us construct our understanding of the world.

IV. Agents of Socialization
A. Our experiences in the family have a lifelong impact on us, laying down a basic sense of self, motivation, values, and beliefs.
1. Parents — often unaware of what they are doing — send subtle messages to their children about society's expectations for them as males or females.
2. Research by Melvin Kohn suggests that there are social class and occupational differences in child rearing. The main concern of working-class parents often is their children's outward conformity while middle-class parents show greater concern for the motivations for their children's behavior. The type of job held by
the parent is also a factor: the more closely supervised the job is, the more likely
the parent is to insist on outward conformity.

B. The neighborhood has an impact on children’s development. Some neighborhoods are
better places for children to grow up than other neighborhoods. For example, residents
of more affluent neighborhood watch out for children more than do residents of poorer
neighborhoods.

C. Religion plays a major role in the socialization of most Americans, even if they are not
raised in a religious family. Religion especially influences morality, but also ideas about
the dress, speech, and manners that are appropriate.

D. With more mothers today working for wages, day care is now a significant agent of
socialization.
   1. One national study that followed 1300 children, in ten cities, from infancy into
      kindergarten found that the more hours per week that a child spends in day care, the
      weaker the bonds between mother and child and the greater the child’s behavior
      problems.
   2. Children who spent less time in day care were more affectionate to their mothers
      and more cooperative.
   3. This pattern held regardless of the quality of day care, the family’s social class, or
      whether the child is a boy or girl.
   4. We do not know how to explain these patterns. It could be that children who spend
      many hours in day care do not have their emotional needs met or that mothers who
      put their children in day care for more hours are less sensitive to their children in
      the first place.
   5. These same researchers also found that the more hours children spend in day care,
      the higher they score on language tests. This was especially true for children in low
      income or abusive homes.

E. Schools serve many manifest (intended) functions for society, including teaching skills
and values thought to be appropriate. Schools also have several latent (unintended)
functions.
   1. At school, children are placed outside the direct control of friends/relatives and
      exposed to new values and ways of looking at the world. They learn universality,
      or that the same rules apply to everyone.
   2. Schools also have a hidden curriculum — values not explicitly taught but inherent
      in school activities. For example, the wording of stories may carry messages about
      patriotism and democracy; by teaching that our economic system is just, schools
      may teach children to believe problems such as poverty are never caused by
      oppression and exploitation.
   3. Schools also have a corridor curriculum—where students are taught by one another
      outside of the classroom. Unfortunately, these are often not positive values.
   4. Conflict theorists note that schools teach children to take their place in the work
      force. Children of the wealthy go to private schools, where they acquire the skills
      and values appropriate to their eventual higher position, while children of working
      class parents attend public schools, where they are rarely placed in college prep
      classes.

F. One of the most significant aspects of education is that it exposes children to peer groups.
A peer group is a group of people of roughly the same age who share common interests.
Next to the family, peer groups are the most powerful socializing force in society.
   1. Research by Patricia and Peter Adler document how elementary age children
      separated themselves by sex and developed their own worlds and norms. They
found that popular boys were athletic, cool, and tough. Popular girls depended on family background, physical appearance, and the ability to attract popular boys.

2. It is almost impossible to go against a peer group, whose cardinal rule is to conform or be rejected. As a result, the standards of peer groups tend to dominate our lives.

G. Sports are also powerful socializing agents; children are taught not only physical skills, but also values. Boys often learn that masculinity is related to success in sports — the more successful a boy is in a sport, the more masculine he is considered, and the more he is accepted.

H. The workplace is a major agent of socialization for adults; from jobs, we learn not only skills, but also matching attitudes and values. We may engage in anticipatory socialization, learning to play a role before actually entering it, and enabling us to gradually identify with the role.

V. Resocialization

A. Resocialization refers to the process of learning new norms, values, attitudes and behaviors. Resocialization in its most common form occurs each time we learn something contrary to our previous experiences, such as going to work in a new job. It can be an intense experience, although it does not have to be.

B. Erving Goffman used the term total institution to refer to places such as boot camps, prisons, concentration camps, or some mental hospitals, religious cults, and boarding schools — places where people are cut off from the rest of society and are under almost total control of agents of the institution.

1. A person entering the institution is greeted with a degradation ceremony, which may include fingerprinting, shaving the head, banning personal items, and being forced to strip and wear a uniform. In this way, his current identity is stripped away and a new identity is created.

2. Total institutions are quite effective in isolating people from outside influences and information; supervising their activities; suppressing previous roles, statuses, and norms and replacing them with new rules and values; and controlling rewards and punishments.

VI. Socialization Through the Life Course

A. Socialization occurs throughout a person's entire lifetime and can be broken up into different stages.

B. Childhood (birth to 12): In earlier times, children were seen as miniature adults, who served an apprenticeship. To keep them in line, they were beaten and subjected to psychological torture. Industrialization changed the way we see children. The current view is that children are tender and innocent, and parents should guide the physical, emotional, and social development of their children while providing them with care, comfort, and protection.

C. Adolescence (13-17): Adolescence is a social invention. Economic changes resulting from the Industrial Revolution brought about material surpluses that allowed millions of teenagers to remain outside the labor force, while at the same time, increasing the demand for education. Biologically equipped for both work and marriage but denied both, adolescents suffer inner turmoil and develop their own standards of clothing, hairstyles, language, music, and other claims to separate identities.

D. Transitional Adulthood (18-29): Adult responsibilities are postponed through extended education such as college. Even after college, many young people are returning to live with parents in order to live cheaply and establish their careers.

E. The Middle Years (30-65): This can be separated into two periods.
1. Early Middle Years (30-49): People are more sure of themselves and their goals in life than before, but severe jolts such as divorce or being fired can occur. For U.S. women, it can be a trying period, as they try to "have it all" — job, family, and everything else.

2. Later Middle Years (50-65): A different view of life emerges, including trying to evaluate the past and coming to terms with what lies ahead. Individuals may feel they are not likely to get much farther in life, while health and mortality become concerns. However, for most people it is the most comfortable period in their entire lives.

F. Older years (65 and beyond): This can also be separated into two periods.
   1. The Early Older Years: Improvements in nutrition, public health, and medical care delay the onset of old age. For many, this period is an extension of middle years. Those who still work or are socially active are unlikely to see themselves as old.
   2. The Later Older Years: Growing frailty and illness, and eventually death marks this period.

G. The social significance of the life course is how it is shaped by social factors — the period in which the person is born and lives his or her life, as well as social location — social class, gender, and race.

VII. Are We Prisoners of Socialization?
   A. Sociologists do not think of people as little robots who simply are the result of their exposure to socializing agents. Although socialization is powerful and profoundly affects us all, we have a self, and the self is dynamic. Each of us uses his or her own mind to reason and make choices.
   B. In this way, each of us is actively involved even in the social construction of the self. Our experiences have an impact on us, but we are not doomed to keep our orientations if we do not like them. We can choose to change our experiences by exposing ourselves to other groups and ideas.

KEY TERMS
After studying the chapter, review the definition for each of the following terms.

agents of socialization: people or groups that affect our self-concept, attitudes, or other orientations towards life (78)

anticipatory socialization: because one anticipates a future role, one learns part of it now (84)

degradation ceremony: a term coined by Harold Garfinkel to describe an attempt to remake the self by stripping away an individual's self-identity and stamping a new identity in its place (85)

ego: Freud's term for a balancing force between the id and the demands of society (72)

feral children: children assumed to have been raised by animals, in the wilderness, isolated from other humans (65)

gender role: the behaviors and attitudes considered appropriate because one is male or female (77)

gender socialization: the ways in which society sets children onto different courses in life because they are male or female (75)

generalized other: the norms, values, attitudes, and expectations of people "in general"; the child's ability to take the role of the generalized other is a significant step in the development of a self (68)

id: Freud's term for our inborn basic drives (72)

latent function: unintended beneficial consequences of people’s actions (81)

life course: the stages of our life as we go from birth to death (87)
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**looking-glass self:** a term coined by Charles Horton Cooley to refer to the process by which our self develops through internalizing others' reactions to us (68)

**manifest function:** the intended consequences of people's actions designed to help some part of the social system (81)

**mass media:** forms of communication, such as radio, newspapers, and television, that are directed to mass audiences (77)

**peer group:** a group of individuals roughly the same age linked by common interests (77)

**resocialization:** process of learning new norms, values, attitudes, and behaviors (85)

**self:** the unique human capacity of being able to see ourselves "from the outside"; the picture we gain of how others see us (68)

**significant other:** an individual who significantly influences someone else's life (68)

**social environment:** the entire human environment, including direct contact with others (65)

**social inequality:** a social condition in which privileges and obligations are given to some but denied to others (78)

**socialization:** the process by which people learn the characteristics of their group — the attitudes, values, and actions thought appropriate for them (68)

**superego:** Freud's term for the conscience, the internalized norms and values of our social groups (72)

**taking the role of the other:** putting oneself in someone else's shoes; understanding how someone else feels and thinks and thus anticipating how that person will act (68)

**total institution:** a place in which people are cut off from the rest of society and are almost totally controlled by the officials who run the place (85)

**transitional adulthood:** a term that refers to a period following high school when young adults have not yet taken on the responsibilities ordinarily associated with adulthood; also called adulthood (88)

**KEY PEOPLE**

*Review the major theoretical contributions or findings of these people.*

**Patricia and Peter Adler:** These sociologists have documented how peer groups socialize children into gender-appropriate behavior. (83)

**Charles Horton Cooley:** Cooley studied the development of the self, coining the term "the looking-glass self." (71)

**Donna Eder:** She studied conversations between middle school girls and examined how girls reinforce what they think is appropriate for females. (77)

**Paul Ekman:** This anthropologist studied emotions in several countries and concluded that people everywhere experience six basic emotions — anger, disgust, fear, happiness, sadness, and surprise. (73)

**Sigmund Freud:** Freud developed a theory of personality development that took into consideration inborn drives (id), the internalized norms and values of one's society (superego), and the individual's ability to balance the two competing forces (ego). (72)

**Carol Gilligan:** Gilligan was uncomfortable with Kohlberg’s conclusions regarding the development of morality because they did not match her own experiences and Kohlberg had used only boys in his studies. She studied gender differences in morality, concluding that men and women use different criteria in evaluating morality. (72-73)

**Erving Goffman:** Goffman studied the process of resocialization in total institutions. (85)

**Susan Goldberg and Michael Lewis:** Two psychologists studied how parents' unconscious expectations about gender behavior are communicated to their young children. (75-76)
Harry and Margaret Harlow: These psychologists studied the behavior of monkeys raised in isolation and found that the length of time they were isolated affected their ability to overcome its effects. (68)

Lawrence Kohlberg: This psychologist studied the development of morality, concluding that individuals go through a sequence of developmental stages. (72-73)

Melvin Kohn: Kohn has done extensive research on the social class differences in child-rearing between working-class and middle-class parents. (80)

George Herbert Mead: Mead emphasized the importance of play in the development of the self, noting that children learn to take on the role of the other and eventually learn to perceive themselves as others do. (68-69)

Melissa Milkie: This sociologist studied how adolescent boys used media images to discover who they are as males. (77)

Michael Messner: He notes that girls are more likely to construct their identities on meaningful relationships whereas the identity for boys develops out of competitive success. (84)

Jean Piaget: Piaget studied the development of reasoning skills in children and identified four stages. (70-71)

H. M. Skeels and H. B. Dye: These psychologists studied how close social interaction affected the social and intellectual development of institutionalized children. (66-67)

Colin Turnbull: This anthropologist studied the Ik, a nomadic people found in northern Uganda. Due to devastating conditions, their society became one in which the only good is the pursuit of food. (74)

STUDENT APPLICATION PROJECTS

This is your opportunity to apply the sociological perspective to the world around you. The projects in this section refer to material introduced in this chapter of your text. These projects help you apply the sociological perspective “down to your earth...down to your daily life.”

1. Watch one afternoon and one evening of television. (Some people might say you ought not to be encouraged to do this!) Note the time of the day or evening, what day or night of the week it is, and the type of program (soap opera, or sit-com, etc.). What are images of men and women on the programs? Refer to gender, age/aging, and social class. Log your observations, and relate them to your text’s discussions of socialization.

2. Think about the agents of socialization that you have experienced in your life. Which one has been the most influential? Explain why? Which agent do you think was more important for your parents? Explain why?

3. Think about yourself, your family, and the different generations. Perhaps you could interview a parent and grandparent. Ask them to describe what life was like for them at your age and what society was like(norms, technology, etc.). Discuss the similarities and differences as they have moved through stages of the life course and examine what challenges each generation faces.

SELF-TEST

MULTIPLE CHOICE QUESTIONS

1. Which of the following statements best describes feral children? (65)
   a. after their parents supposedly abandoned them, they were reared by someone else.
   b. they supposedly were abandoned by their parents and then reared by animals.
c. they are viewed as significant for our understanding of human nature by most social scientists.
d. they quickly recovered from their experiences of deprivation once they were rescued.

2. From the case of Isabelle, it is possible to conclude that: (65)
   a. humans have no natural language.
   b. Isabelle was retarded.
   c. a person who has been isolated cannot progress through normal learning stages.
   d. all of the above.

3. What conclusions can be made from Skeels and Dye's study of institutionalized children? (66)
   a. mental retardation was biological.
   b. early physical contact did little to change the intelligence levels of these children.
   c. the absence of stimulating social interaction was the basic cause of low intelligence among these children, not some biological incapacity.
   d. children who are cared for by a mentally retarded adult will "learn" to be retarded, while those who are cared for by professional staff will not.

4. What do studies of isolated rhesus monkeys demonstrate? (68)
   a. the monkeys were able to adjust to monkey life after a time.
   b. they instinctively knew how to enter into "monkey interaction" with other monkeys.
   c. they knew how to engage in sexual intercourse.
   d. the monkeys were not able to adjust fully to monkey life and did not know instinctively how to enter into interaction with other monkeys.

5. Which of the following statements about the looking-glass self is incorrect? (68)
   a. the development of self is an ongoing, lifelong process.
   b. we move beyond the looking-glass self as we mature.
   c. the process of the looking-glass self applies to old age.
   d. the self is always in process.

6. According to Mead's theory, at what stage are children able to really play organized team activities? (69)
   a. imitation
   b. game
   c. play
   d. generalized other

7. To Mead, what is the “me”? (70)
   a. it is the self as subject.
   b. it is the self as object.
   c. it is the same as the id.
   d. it represents the passive robot aspect of human behavior.

8. According to Mead, which of the following is a product of society? (70)
   a. language
b. the mind  
c. the self  
d. According to Mead, all three are products of society.

9. According to Piaget, at what stage do children develop the ability to use symbols? (70)  
a. sensorimotor  
b. preoperational  
c. concrete operational  
d. formal operational

10. Using Piaget’s theory, at which stage of cognitive development are children likely to become “young philosophers,” able to talk about abstract concepts, come to conclusions based on general principles, and use rules to solve abstract problems? (70-71)  
a. sensorimotor  
b. preoperational  
c. concrete operational  
d. formal operational

11. What is the term Freud used to describe the balancing force between the inborn drives for self-gratification and the demands of society? (72)  
a. id  
b. superego  
c. ego  
d. libido

12. Larry is 8 years old. He tries very hard to be nice to his younger sister, because he knows that his mother gets very upset when the two of them fight and hit each other. According to Lawrence Kohlberg, which stage of moral development is reflected in Larry’s behavior? (73)  
a. amoral  
b. preconventional  
c. conventional  
d. postconventional

13. Which of the four stages of moral development are most people unlikely to ever reach, according to Kohlberg? (73)  
a. amoral  
b. preconventional  
c. conventional  
d. postconventional

14. Gilligan’s early research suggests that women evaluate morality in terms of: (73)  
a. abstract principles.  
b. a code of ethics.  
c. personal relationships.  
d. concrete values.

15. Which of the following statements about emotions is correct? (73-74)  
a. people around the world feel the same emotions and express them in the same way.
b. how we express emotions depends on our culture and our social location.
c. for the most part, emotions are the result of biology.
d. socialization has little to do with emotions.

16. According to this chapter, what is one of the most effective ways in which society sets controls over our behavior? (75)
   a. hiring police officers and other law enforcement officials
   b. defining those who do not abide by the rules as "deviants"
   c. socializing us into self and emotions
   d. using the media effectively

17. What do we call the ways in which society sets children onto different courses for life purely because they are male or female? (75)
   a. sex socialization
   b. gender socialization
   c. masculinization and feminization
   d. brainwashing

18. What conclusions did psychologists Susan Goldberg and Michael Lewis reach after observing mothers with their six-month-old infants in a laboratory setting? (76)
   a. the mothers kept their male children closer to them.
   b. they kept their male and female children about the same distance from them.
   c. they touched and spoke more to their sons.
   d. they unconsciously rewarded daughters for being passive and dependent.

19. Which of the following statements reflects Melissa Milkie’s research findings? (77)
   a. young males actively used media images to help them understand what was expected of them as males in our society.
   b. young males avoided talking about male images in television and movies because they wanted to avoid being labeled a "weenie."
   c. young females are passive consumers of media images, rather than active ones.
   d. young males were very similar to young females in how they used media images as role models for "cool" behavior.

20. What do middle-class parents try to develop in their children, according to Melvin Kohn? (80)
   a. outward conformity
   b. neatness and cleanliness
   c. curiosity, self-expression, and self-control
   d. obedience to rules

21. Melvin Kohn suggests that the key to understanding social class differences in child rearing is: (80)
    a. the income level of the parents.
    b. the type of job the parents’ have.
    c. the amount of education the parents have.
    d. the parents’ access to expert advice on how to raise children.

22. Which of the following statements is false regarding religion in the U.S.? (81)
    a. religious teaching has become a substitute for what parents teach
23. Which of the following statements summarizes the research findings on the impact that day care has on preschool children? (81)
   a. the number of hours a child spends in day care does not seem to matter in terms of their observed behavior.
   b. the more hours per week a child spends in day care, the weaker the bond is between mother and child.
   c. the more hours per week a child spends in day care, the more social is the child.
   d. the more hours per week a child spends in day care, the more prepared the child is to learn once he/she gets to primary school.

24. When students teach one another values and behaviors outside of the classroom, this is known as: (83)
   a. following a formal curriculum
   b. teaching a corridor curriculum
   c. fulfilling the hidden curriculum
   d. satisfying a latent function of education

25. What conclusions can be drawn about peer groups and academic achievement from Adler and Adler's research? (83-84)
   a. both boys and girls avoid doing well academically.
   b. boys want to do well academically in order to boost their standing in the peer group, but girls avoid being labeled as smart, because it will hurt their image.
   c. both boys and girls believe that good grades will translate into greater popularity among their respective peer groups.
   d. for boys, to do well academically is to lose popularity, while for girls, getting good grades increases social standing.

26. According to Michael Messner, sports encourage boys to develop: (84)
   a. a love of physical fitness.
   b. a competitive spirit.
   c. instrumental relationships.
   d. a keen appreciate for teamwork.

27. Under which of the following conditions is resocialization likely to occur? (85)
   a. when we take a new job.
   b. if we were to join a cult.
   c. when we are sent to military boot camp.
   d. all of the above would involve resocialization.

28. Which of the following statements about total institutions is incorrect? (85-86)
   a. they suppress preexisting statuses, so that the inmates will learn that previous roles mean nothing and that the only thing that counts is their current role.
   b. they are not very effective in stripping away people's personal freedom.
c. they are isolated, with barriers to keep inmates in and keep outsiders from interfering.
d. they suppress the norms of the "outside world," replacing them with their own values, rules and interpretations.

29. Which stage of the lifecourse is a period of extended youth? (88)
a. childhood
b. adolescence
c. transitional adulthood
d. pre-adolescence

30. Which stage of the life poses a special challenge for women? (89)
a. early middle years
b. later middle years
c. early older years
d. later older years

TRUE-FALSE QUESTIONS

1. _____Language is the key to human development. (65)
2. _____Studies of institutionalized children demonstrate that some of the characteristics that we take for granted as being "human" traits result from our basic instincts. (65-66)
3. _____The Harlow’s found that when monkeys when frightened they ran to the wire frame “mother” with the bottle. (67)
4. _____Charles H. Cooley introduced the concept of the generalized other to sociology. (68)
5. _____According to Freud, the ego is the balancing force between the id and the demands of society that suppress it. (72)
6. _____Despite research that demonstrates both men and women use personal relationships and abstract principles when they make moral judgments, Gilligan stands behind her original claims of gender differences. (73)
7. _____Since emotions are natural human responses, socialization has very little to do with how we feel. (73)
8. _____Many of our socialization is intended to turn us into conforming members of society. (75)
9. _____Parents may give their sons and daughters different toys to play with, but they do not have different expectations about how they will behave or the kind of play in which they engage. (75-76)
10. _____Advertisements have made a concerted effort to not perpetuate gender stereotypes by portraying males as dominant and rugged and females as sexy and submissive. (77-78)
11. _____The first agent of socialization to have a major impact on us is our peer group. (78)
12. _____The benefits of day care depend in part on the child’s background. (81)
13. _____A latent function of education is transmitting the skills and values appropriate for earning a living. (81)
14. _____Next to the family, the peer group is the most powerful socializing force in society. (81)
15. _____Work gives us the opportunity to learn anticipatory socialization. (84)
16. _____Total institutions are very effective in stripping away people's personal freedom. (85)
17. _____Adolescence is a social creation in industrialized societies. (88)
18. _____In the middle years, some U.S. women find that "having it all" may be somewhat of a myth. (8)
19. _____Industrialization brought with it a delay in the onset of old age. (90)
20. _____Most sociologists view humans as little robots: the socialization goes in and the expected behavior comes out. (91)
CHAPTER 3

FILL-IN-THE-BLANK QUESTIONS

1. Without ___________, people have no mechanism for developing thought. (65)
2. The ____________ experiments with monkeys support what we know about children raised in isolation. (67)
3. Charles H. Cooley coined the term _________________________ to describe the process by which a sense of self develops. (68)
4. To put yourself in someone else’s shoes is to learn how to ___________________. (68-69)
5. Mead used the term ____________________ to refer to our perception of how people in general think of us. (69)
6. In the ________________ stage of Piaget’s model of reasoning, children develop the ability to use symbols. (70)
7. One of the main findings of the sociologist Kohn was that socialization depends on a family’s __________________________. (80)
8. By influencing values, ________________ becomes a key component in people’s ideas of right and wrong. (81)
9. The process of learning new norms, values, attitudes, and behaviors to match new life situations is ________________. (85)
10. An attempt to remake the self by stripping away the individual’s current identity and stamping a new one in its place is a __________________________. (85)
11. Stages, from birth to death, are called ___________________________. (86-87)
12. The life course stage between childhood and transitional adulthood is _________________. (88)
13. The stage of the life course that poses a special challenge for United States women is _________________. (89)
14. In pre-industrial societies, old age was thought to begin around age ___________________________. (90)
15. Because individuals are not robots, their ________________ is difficult to predict. (91)

MATCH THESE SOCIAL SCIENTISTS WITH THEIR CONTRIBUTIONS

_____ 1. Melvin Kohn a. concluded that people everywhere experience six basic emotions
_____ 2. Erving Goffman b. conducted studies of isolated rhesus monkeys
_____ 3. Melissa Milkie c. Studies adolescent boys’ use of media images
_____ 4. Paul Ekman d. studied gender differences in moral development
_____ 5. Jean Piaget e. studied total institutions
_____ 6. Harry and Margaret Harlow f. found social class differences in child rearing
_____ 7. H.M. Skeels and H.B. Dye g. carried out research on the Ik of Uganda
_____ 8. Lawrence Kohlberg h. studied institutionalized children
_____ 9. Carol Gilligan i. discovered that there are four stages in
ESSAY QUESTIONS

1. Explain what is necessary in order for us to develop into full human beings.

2. Why do sociologists argue that socialization is a process and not a product?

3. Having read about how the family, the media, and peers all influence our gender socialization, discuss why gender roles tend to remain unchanged from one generation to the next.

4. As the text points out, the stages of the life course are influenced by the biological clock, but they also reflect broader social factors. Identify the stages of the life course and indicate how social factors have contributed to the definition of each of these stages.

5. Do you think that it is possible that society in the United States would ever be like that of the Ik? Please explain.