Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**SOCIALIZATION: CHAPTER 4**

**SECTION 1: THE IMPORTANCE OF SOCIALIZATION**

**SOCIALIZATION & PERSONALITY**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_The process of learning to participate in a group

How do we know socialization is important?

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How do monkeys react to social isolation?

Harry Harlow

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Can we generalize from monkeys to humans?

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CASE STUDIES ON ISOLATED CHILDREN: ANNA & ISABELLE

Anna & Isabelle were \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ & \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_abused

Traumatic childhoods

|  |  |
| --- | --- |
| Anna | Isabelle |
| Second child born illegitimately, strict grandfather kicked them all out, but hard times drove them back. Anna’s mother was afraid the sight of her daughter would anger her father so she hid Anna in a small room on the 2nd floor of their farmhouse. For five years Anna only received milk to drink When she was found she was barely alive. She was skeletal, malnourished and was seldom moved from one position to another. She was living in filth. She did not know what it felt like to be held or comforted; she could not walk or talk and showed few signs of intelligence.  Five years later, she was living in a country home for children, learned to walk, and understand simple commands, and to feed herself. She could recall people she had seen but her speech was that of a one year old. She was transferred to a school for the learning disabled where she made some more progress, at age 7 she was mentally 19 months old. | Nine months after Anna had been  found, Isabelle was discovered. She too had  been hidden away because her mother was  unmarried. Her mother had been deaf since  the age of two and did not speak. She stayed  with her child in a dark room, secluded from  the rest of the family.  When found at age six, Isabelle was physically ill from lack of food and sunshine. She communicated with her mother by means of gestures. Like a wild animal, she reacted with fear and hostility to strangers, especially men. At first she was deemed severely disabled but with an intensive program of rehabilitation she progressed. It took her two years to acquire the skills mastered by normal six year old.  She eventually was at par educationally. She eventually became very socialized and normal. |

What are the implications of both upbringings?

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SECTION 2: SOCIALIZATION & THE SELF

THE FUNCTIONALIST & CONFLICT PERSPECTIVES ON SOCIALIZATION

How does the functionalist perspective explain socialization?

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Stresses the ways in which \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ to create a stable society

How does the conflict perspective explain socialization?

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Views socialization as perpetuating \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

SYMBOLIC INTERACTIONISM & SOCIALIZATION

How does symbolic interactionism help us understand socialization?

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\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (an image of yourself as having an identity separate from other people)

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (an image of yourself based on what you believe others think of you)

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (those people whose reactions are most important to you)

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (assuming the viewpoint of another person and using that viewpoint to shape the self concept)

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Mead’s first stage in the development of role taking, children begin to imitate behaviors without understanding why

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Mead’s second stage in the development of role taking, children act in ways they imagine other people would.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Mead’s third stage in the development of role taking, children anticipate the actions of others based on social rules

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (integrated conception of the norms, values, and beliefs of one’s community or society)

“\_\_\_\_\_\_\_\_\_\_\_\_\_” is the part of the self that is formed through socialization

“\_\_\_\_\_\_\_\_\_\_\_\_” is the part of the self that accounts for unlearned, spontaneous acts

FOCUS ON THEORETICAL PERSPECTIVES

Theoretical

Perspective

View of Socialization How the Media Influence Socialization

Functionalism: Stresses how socialization contributes to a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Programs encourage social integration by exposing the entire society to shared \_\_\_\_\_\_\_\_\_\_\_\_\_\_, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

Conflict Theory: View socialization as a way for the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ to keep things the same.

Newspaper \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ exercise power by setting the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ for a community

Symbolic Interactionism: Holds that socialization is the major \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_of human nature

Through \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_and \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, children’s books expose the young to the meaning of love, manners, and motherhood.

SECTION 3: AGENTS OF SOCIALIZATION

THE FAMILY & SOCIALIZATION

Within the family the child learns to:

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

4. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

5. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

SOCIALIZATION IN SCHOOLS

How do schools socialize students?

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\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (the informal and official aspects of

culture that children are taught in school)

John Holt

According to John Holt life in schools is run by the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ as it is in the working world.

PEER GROUP SOCIALIZATION

How do peer groups contribute to socialization?

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\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (set of individuals of roughly the same age and interests)

Do friends or family have more influence on young people?

 Judith Harris

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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THE MASS MEDIA AND SOCIALIZATION

What role do the mass media play to socialization?

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What about violence in the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (means of communication designed to reach the general population)?

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SECTION 4: PROCESSES OF SOCIALIZATION

DESOCIALIZATION & RESOCIALIZATION

How does desocialization prepare people for new learning?

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\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Places in which people are separated from the rest of society & controlled by officials in charge

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

The process of giving up old norms, values, attitudes & behaviors

How does resocialization help?

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\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ The process of adopting new norms, values, attitudes, and behaviors

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ The voluntary process of preparing to accept new norms, values, attitudes, and behaviors

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ group whose norms and values are used to guide behavior, group with whom you identify