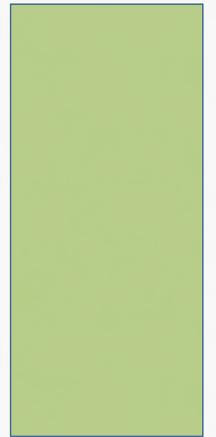


SOCIALIZATION

CHAPTER 3



SOCIALIZATION

- **Socialization** is the lifelong process of social interaction through which individuals acquire a self-identity and the physical, mental, and social skills needed for survival in society.
- Self Identity?
- Physical Skills?
- Mental Skills?
- Social Skills?

PURPOSE OF SOCIALIZATION

- Socialization is essential for the **survival of the individual** and for human development. The many people who met the early material and social needs of each of us were central to our establishing our own identity.
- Socialization is also essential for the stability and **survival of society**. Members must be socialized to support and maintain the existing social structure.

HOW DOES SOCIALIZATION OCCUR?

- **Agents of socialization** are the persons, groups, or institutions that teach us what we need to participate in society.
- We are exposed to many agents of socialization throughout our lifetime. Guesses?
- The most pervasive ones in childhood:
 - The family
 - The school
 - Peer groups
 - The mass media

GENDER

Gender refers to the culturally and socially constructed differences between males and females found in the meanings, beliefs, and practices associated with “femininity” and “masculinity”.

While sex is biologically determined, we acquire gender roles through socialization.

We learn gender appropriate behaviour from the agents of socialization that we have discussed: Family, School, Peers and Mass Media.

TERMINOLOGY

- **Gender role** refers to the attitudes, behaviours and activities that are socially defined as appropriate for each sex and are learned through the socialization process.
- **Gender identity** is a person's perception of the self as female or male. Typically this is established between 18 months and 3 years of age, gender identity is a powerful aspect of self-concept. Although this identity is an individual perception, it is developed through interaction with others.

TERMINOLOGY

- **Body Consciousness** is how a person perceives and feels about his or her body – it is a part of gender identity.
 - Why do women and men feel differently about their bodies?
- **Objectification** is the process of treating people as if they were objects or things, not human beings. We objectify people when we judge them based on their physical appearance rather than on the basis of their individual qualities or actions.

TERMINOLOGY

- **Gender bias** consists of showing favoritism toward one gender over another.
 - **Sexism** is the subordination of one sex, usually female, based on the assumed superiority of the other sex.
 - Sexism directed at women has three components
 1. negative attitudes toward women
 2. stereotypical beliefs that reinforce, complement, or justify that prejudice
 3. discrimination – acts that exclude, distance, or keep women separate
- (Lott, 1994).

TERMINOLOGY

- **Gender-segregated work** refers to the concentration of women and men in different occupations, jobs, and places of work.
 - According to the most recent census, women continue to occupy four out of five clerical jobs.
 - Men are over-represented in the natural sciences, engineering and mathematics, making up approximately 80% of the professionals in these fields.
- **Wage Gap**- the disparity between men and women's earnings.

GENDER SOCIALIZATION BY PARENTS

- Baby boys treated more roughly, while girls are “sweet, cute, and cuddly” and receive gentle treatment.
- Parents’ choices of toys are gender specific
- Chores assigned by parents are often gender specific, and may be linked to future occupational choices
- Many parents are making an effort to provide nonsexist experiences for their children, but peers or other agents of socialization are still influencing them in regards to gender roles.

PEERS AND GENDER SOCIALIZATION

- Children are more accepted by their peers when they conform to gender stereotypes.
- Boys in particular pressure other boys to be “masculine”. Girls can participate in “boy” activities, without criticism, but if a boy wears a dress or plays with barbies, he is ridiculed.
- Male-bonding often reinforces masculinity- ridiculing and bullying others- asserting dominance.
- Peers influence career choices and relationship choices.

TEACHERS, SCHOOLS. AND GENDER SOCIALIZATION

- Educational system contains gender biases.
- Studies have shown that favouritism exists for both genders.
- Teachers sometimes divide classes by gender.
- Teachers may have a “boys will be boys” attitude when it comes to discipline.
- Women are underrepresented in textbooks or stereotyped, but changes are being made to combat this. As a result, the number of women enrolled in university is increasing and previously male-dominated occupations are evening out.

MASS MEDIA AND GENDER SOCIALIZATION

- Men outnumber women as leading characters
- Male characters are more aggressive, constructive, direct, and rewarded for their actions.
- Women characters are manipulative, using helplessness or seduction to get their way.
- Commercials are geared toward men, even though women hold more of the purchasing power.
- Children's programming is making an effort to be more gender neutral, but adult daytime and prime-time are not, especially soap operas.
- Women are overrepresented in managerial jobs on TV. It does not reflect reality.
- Advertising reinforces that women should be thin and young.

SOCIALIZATION THROUGH THE LIFE COURSE

- Why is socialization a lifelong process?
- Throughout our lives we continue to learn. Each time we experience a change in status we learn a new set of rules, roles, and relationships. (Examples?)
- Even before we achieve a new status, we often participate in ***anticipatory socialization*** – the process by which knowledge and skills are learned for future roles.

SOCIALIZATION THROUGH THE LIFE COURSE

- How old are you?
- What are some reasons that you might be asked this question?
- Age is socially significant because it defines what is appropriate for, or expected of people at various stages.

SOCIALIZATION THROUGH THE LIFE COURSE

- When we hear the word “age”, most think of ***chronological age*** – a person’s age based on date of birth.
- In everyday life, however we gain a general idea of a person’s age based on ***functional age*** – **observable individual attributes such as physical appearance, mobility, strength, coordination, and mental capacity that are used to assign people to age categories.**



- Functional age?
- Chronological age?

SOCIALIZATION THROUGH THE LIFE COURSE

- Many societies organize social experiences according to age.
- Birth, death, marriage, and entering adulthood are important occasions and are celebrated by special ceremonies or rites which help us cope with the changes in life.
- **Rites of passage** are ceremonies that mark a person's progression from one phase to another. Reasons for rites:
 1. for individuals going through changes in life, rites of passage relieve stress, and help us understand change
 2. help communities remain stable and united because the life changes are given a pattern and help people anticipate the consequences
 3. entertainment value as they are often public events and can be humorous or serious
 4. culture benefits because these events pass on traditions and religious or moral values.

INFANCY & CHILDHOOD

- Sense of self is formed, guided by family support
- Supportive home is able to nurture a strong sense of self and adequately prepare children for adolescence.
- “Let kids be kids”
- Other homes have children growing up in a setting characterized by instability, fear, danger, neglect, emotional abuse or premature economic or sexual demands.
- They are forced to “grow up too early”.
- These children may develop low self esteem, inability to trust, feelings of isolation and powerlessness.
- Big Brothers/Big Sisters is an organization that provides male and female role models for single-parent children to help fill the gaps in their socialization.

INFANCY AND CHILDHOOD

- Birth order can even affect a child's socialization.
- First-borns and only children are generally the highest achievers academically.
- Why are some possible explanations for this?

ADOLESCENCE

- Some sociologists have called adolescence a time of “storm and stress”. Others disagree and believe that for most people it is a relatively happy time.
- What do you believe?

ADOLESCENCE

- Adolescence is a time when teens must begin to make their own decisions and work through their own problems in preparation for the independence of adulthood.
- Teenagers today struggle with many of the same problems as their parents and grandparents did. In addition, they are forced to deal with a variety of new issues and problems.
- What is a real problem that is on your mind? Or that your friends are facing? Write it on a slip of paper. Be serious.
- Act as advice columnists and work together to determine the best way to solve the problems listed by your classmates.

ADULTHOOD

- In 1978, Daniel Levinson and his colleagues conducted a study of adults. These findings suggest that adults go through different stages. With each stage, they face new circumstances, change and adjust. Working through these periods is the essence of adulthood, according to Levinson.
- Consider the following age categories and make a list of stresses, concerns, or adaptations that are relevant to people at that age.
 - 18-22: Leaving Home
 - 23-28: Becoming an Adult
 - 29-34: Young Adulthood
 - 35-47: Middle Adulthood
 - 48-60: Later adulthood
 - 61+: Old Age

ADULTHOOD

- **Workplace or occupational socialization** is one of the most important types of adult socialization.
- This type of socialization tends to be most intense immediately after a person makes the transition from school to the workplace; however, this process continues through our years of employment.
- Today, many people will experience continuous workplace socialization as a result of individuals having more than one career in their lifetime (LeFrancois., 1993).

LATE ADULTHOOD

- One of the struggles of adapting to late adulthood is encountering **Ageism- prejudice and discrimination against people on the basis of age, particularly against older persons.**
- Ageism against older persons is rooted in the assumption that people become unattractive, unintelligent, asexual, unemployable, and mentally incompetent as they grow older.
- In terms of sexuality, ageism often occurs 10-15 years earlier for women. Men's sexual value comes from personality, intelligence, and earning power, which may improve with age. Women's sexual value is derived from their youthful appearance. Cosmetic industries help to perpetuate this myth.

LATE ADULTHOOD

- **Old Pat Moore Experiment**- At age 27, Patricia Moore disguised herself as an 85 year old woman and went to various locations to see how people responded to her.
- People treated Old Pat Moore differently and she found that she reacted to people differently. People were more likely to jockey in front of her in a checkout line, and she was less likely to say anything to them. The cashiers often spoke louder, or more slowly or look more impatient, assuming that it would take a long time for Old Pat Moore to get her money out.
- Old Pat Moore's experiences reflect what many older people already know- it is other people's reactions to their age, not their age itself that place them at a disadvantage.

LATE ADULTHOOD

- **Successful Aging**: Despite having some negative aspects, aging has many positive dimensions and most older people are quite content with their lives. Most report they are in good or excellent health (Norland).
- Northcott found that older Edmonton residents were actually happier with their lives than younger respondents.
- Health and Welfare Canada found that the vast majority (92%) reported they were pretty happy or very happy.
- This group of older people, like many, has succeeded in a process of **resocialization** to redefine their identities.
- **Maggie Kuhn** – Activist who started the **Grey Panthers**.

RESOCIALIZATION

- **Resocialization** is the process of learning a set of attitudes, values, and behaviours that is new and different from those in one's previous background and experience.

RESOCIALIZATION

- **Voluntary Resocialization** is when we assume a new status (such as becoming a student, an employee, a partner, or a retiree) of our own free will.
- It may also involve medical or psychological treatment or religious conversion.
- For example, someone who has been abused may undergo therapy to form a new pattern of thinking; Weight Watchers is another example, or Alcoholics Anonymous' 12 step programs.

RESOCIALIZATION

- **Involuntary Resocialization** occurs against a person's wishes or generally takes place within a total institution – a place where people are isolated from the rest of society for a set period of time and come under the control of people who run the institutions (Goffman, 1961).
- For example, military boot camps, jails and prisons, concentration camps, and some hospitals for people with mental illnesses
- In these settings, people are stripped of their former selves – or depersonalized – through a *degradation* ceremony (Goffman). Inmates entering prisons are searched, weighed, fingerprinted, photographed, and given no privacy even in showers and restrooms. Stripping people of their former identities is a way to try to make people more compliant, and a system of rewards and punishments encourages conformity to institutional norms.

RESOCIALIZATION

- Resocialization that occurs in prisons may not be effective. Many people who have spent a great deal of time in prison may find reintegration difficult, or restorative practices may be inadequate.
- A study of data from 1994-1997 showed that 41-44% of federal offenders in Canada reoffended within 3 years of release.
- In Manitoba, the recidivism rate for young offenders has not dropped below 75% since 2002, and has been as high as 100% in some quarterly reports.
- https://www.youtube.com/watch?v=FI3J_QDBRMs
- <https://www.youtube.com/watch?v=kotNxb2YApk>

NATURE VS. NURTURE

What does it mean to be “human”? To be human includes being conscious of ourselves as individuals with unique identities, personalities and relationships with others. As humans we have ideas, emotions and values. We have the capacity to think and make rational decisions. But what is the source of “human-ness”? Are we born with these human characteristics, or do we develop them through our interactions with others?

NATURE VS. NURTURE

Every human being is a product of biology and society and personal experiences – **that is, of heredity and environment or, in even more basic terms “nature” and “nurture.”** How much of our development can be explained by socialization? How much by our genetic heritage? There is hardly a behaviour that is not influenced socially. Social environment probably has a greater effect than heredity on the way we develop and the way we act. However, heredity does provide the basic material from which other people mould an individual's human experiences.

NATURE VS. NURTURE

Our biological and emotional needs are related in a complex equation. Children whose needs are met in settings characterized by affection, warmth, and closeness see the world as a safe and comfortable place and other people as trustworthy and helpful. By contrast, infants and children who receive less-than-adequate care or who are emotionally rejected or abused often view the world as hostile and have pervasive feelings of suspicion and fear.

Social environment then, is a crucial part of an individual's socialization. Even, nonhuman primates such as monkeys and chimpanzees need social contact with others to develop properly.

ISOLATION AND PRIMATES

- Researchers have attempted to demonstrate the effects of social isolation on primates raised without contact with their own species.
- In a series of laboratory experiments, **Harry and Margaret Harlow** took infant rhesus monkeys from their mothers and isolated them in separate cages.
- Each cage contained two non-living “mother substitutes”: one made of wire with a feeding bottle attached and the other covered with soft terry cloth but without a bottle.
- https://www.youtube.com/watch?v=_O60TYAlgC4
- The infant monkeys instinctively clung to the “cloth mother” and would not abandon it until hunger drove them to the bottle attached to the “wire mother.” As soon as they were full, they would go back to the cloth mother, seeking warmth, affection, and physical comfort.

ISOLATION AND PRIMATES

- The Harlows' experiments show the harmful effects of isolation on primates. When the young monkeys were later introduced to other members of their species, they cringed in the corner. Having been deprived of social contact with other monkeys during their first six months of life, they never learned how to relate to other monkeys or to become well adjusted adult monkeys – they were either fearful of or hostile toward other monkeys.
- Because humans rely more heavily on social learning than do monkeys, the process of socialization is even more important to us.

ISOLATION AND HUMANS- ANNA

- **Anna** – born in 1932 kept in an attic – like room. She was given just enough care to keep her alive; she received no other care. She was found in 1938. [Anna] had no glimmering of speech, absolutely no ability to walk, no sense of gesture, not the least capacity to feed herself even when food was put in front of her, and no comprehension of cleanliness. She was so uninterested that it was hard to tell whether or not she could hear. And, all of this at the age of nearly six years.

ISOLATION AND HUMANS- GENIE

- **Genie** – Almost four decades later – Genie was found in 1970, at the age of thirteen. She had been locked in a bedroom alone, alternately strapped down to a potty chair or straitjacketed into a sleeping bag. She had been fed only baby food and was beaten with a wooden paddle when she whimpered. She had not heard the sounds of human speech because no one talked to her and there was no television or radio in her home. Genie was placed in a pediatrics hospital, where one of the psychologists described her condition:
- At the time of her admission, she was virtually unsocialized. She could not stand erect, salivated continuously, had never been toilet trained and had no control over her urinary or bowel functions. She was unable to chew solid food and had the weight, height and appearance of a child half her age.

ISOLATION AND HUMANS- GENIE

- In addition to her physical condition, Genie showed psychological traits associated with neglect. As documented by one of her psychiatrists:
 - If you gave [Genie] a toy, she would reach out and touch it, caress it with her fingertips, as though she didn't trust her eyes. She would rub it against her cheek to feel it. So, when I met her and she began to notice me standing beside her bed, I held my hand out and she reached out and took my hand and carefully felt my thumb and fingers individually, and then put my hand against her cheek. She was exactly like a blind child.
- Extensive therapy was used in an attempt to socialize Genie and develop her language abilities. These efforts met with limited success. She now lives in a board—and – care home for adults with mental challenges.

TLC DOCUMENTARY ON FERAL CHILDREN

- <https://www.youtube.com/watch?v=cymZq1VblU0>