

```
+++++
      TIMESTAMPSTR: [Mon Feb  1 10:02:55 2016]
      #####Last Save: [Mon Feb  1 10:03:01 2016]#####
+++++
```

## Values

- [] Ideas of what is desirable in life
- [] Good/bad, wants/fears, beautiful/ugly
- [] Norms: expectations, rules of behavior governed by a culture's values
- [] sanctions:
  - [] reactions to following or breaking norms
  - [] positive and negative sanctions
- [] norms:
  - [] formal norms are laws
  - [] informal norms
    - [] things frowned upon by society or others
- [] Moral Holidays
  - [] okay, accepted, expected to break the norms
  - [] spring break
  - [] april fools
  - [] marti gras
  - [] halloween
- [] Folkways and Mores
  - [] Folkways: Norms that are not strictly enforced
    - [] bathroom etiquette
    - [] about (personal) spacing
  - [] Mores
    - [] MORE-rays
    - [] Norms that are essential to our core values
    - [] conformity is enforced
      - [] formal norms
      - [] clothing
      - [] (no shirt, no shoes, no service)
      - [] Murder
- [] Taboo:
  - [] Strongly ingrained norm; violation is offensive
    - [] Cannibalism
    - [] Incest

## Subcultures

[->>

- [] a word within the larger world of a dominant culture
- [] experiences create distinctive views of life
- [] many subcultures in the USA

- []religion
- []work groups
- []age groups
- []ethnic groups
- []hobby groups
- []etc.

```
+++++
      TIMESTAMPSTR: [Wed Feb  3 10:04:03 2016]
      Last Save: [Wed Feb  3 10:04:05 2016]
+++++
```

## --[Socialization]--

- []What is human nature

- []How much of human behavior comes from:

- []Nature(heredity)

- []Nurture(Socialization)

- []Various studies

- []Identical Twins raised apart

- []Feral and isolated children

- []Feral children

- []Many stories over the centuries

- []First recorded example

- []1798

- []The Wild Boy of Aveyron (france)

- []walked on all fours

- []Could not speak

- []Gave no indication of feeling cold

- []this is a social construct,
        - temperature

- []Jean-Marc Gaspard Itard

- []Brought the boy to the National  
Institution for Deaf-Mutes

- []Devoted the next five years to an  
intensive, individualized education  
program

- []never got to full individualization

- []Named him Victor

- []Victor improved, but never approached  
normalcy

- []After 5 years

- []read

- []speak a few words

- []demonstrated affection for his  
caretakers

↳ carry out simple commands

↳ Isabella

↳ Ohio

↳ 1938

↳ discovered in the attic with her deaf-mute mother

↳ age 6 1/2

↳ could not talk

↳ used gestures to communicate with mother

↳ Significant progress after discovered

↳ looking glass self

↳ fully "normal" after 2 years of intensive individual schooling

↳ contact with another person is important in these cases

↳ Skeeles and Dye (1939)

↳ intelligence as a result of human interaction

↳ Genie (1970)

↳ Isolated from age 20 mos. to 13 yrs.

↳ Oskar and Jack

↳ twins raised apart

↳ both similarities and differences

↳ Development of self

↳ Charles Horton Cooley

↳ The Looking Glass Self

↳ We imagine how we appear to others around us

↳ We interpret their reactions

↳ We Develop a self concept

↳ ^^^^^ This is an Important Concept: The Looking Glass Self

↳ <

↳ Role Taking

↳ George Herbert Mead

↳ Play is essential in development

↳ children learn to:

↳ take the role of the other

↳ to imagine/try to understand how someone else will act, feel, respond, etc.

↳ the ability to do this is gradually

attained

```
+++++
      TIMESTAMPSTR: [Fri Feb  5 10:02:17 2016]
      Last Save: [Fri Feb  5 10:43:09 2016]
+++++
```

- The Ability to do this is gradually attained
- First, they only take the role of "Significant Others" (ie parents)
- As children develop they internalize the expectations/perspectives of more people
  - occupations
  - fictional characters
- Eventually children develop an understanding of the others as a whole group
- Generalized Other: Our perception of how others think of us in general
  - doing things based on what others will think of you, like even if no one sees it
  - "consciousness"
  - norms that can and cannot be breached
  - how people will react to actions
- 3 Stages
  - 1: Imitation
    - children under 3
    - not yet attained sense of self separate from others
    - not actually role taking
      - ie: parents cursing around children, and they learn to do so as well
  - 2: Play
    - Ages 3 to 6
    - Pretend to take the roles of specific people
    - From parents, to fictional characters, to community figures (Police, Firefighter, etc.)
    - Frequent use of costumes
      - using props
  - 3: Games
    - After age 6 or 7
    - Organized play, or games
    - Child must be able to understand and take multiple roles
      - tag
      - hide and seek
      - duck duck goose
- I and Me
  - 2 parts of the self: Me and I

▯I: Self as the Subject

- ▯Active, creative part of the self
- ▯how we do things regardless of others

▯Me: Self as object

- ▯Attitudes we internalize from our interactions with others
- ▯what society tells you you are
- ▯how has social location and experiences influenced the self
  - ▯I as Biology
  - ▯I as biography
  - ▯Me as history

▯I is what makes you different

▯The "I" is what evaluates social interactions to construct the "Me"

▯I is construction, Me is reaction

▯Socialization into Gender

▯Theories about learning gender

▯Identification Theory

- ▯Attributes gender differences in personality traits and behavior to biological differences between men and women
- ▯Specifically attributes gender differences to children's awareness of differences in external genitals