

The Cycle of Socialization

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Introduction and Context

Often, when people begin to study the phenomenon of oppression, they start with recognizing that human beings are different from each other in many ways based upon gender, ethnicity, skin color, first language, age, ability status, religion, sexual orientation, and economic class. The obvious first leap that people make is the assumption that if we just began to *appreciate differences*, and *treat each other with respect*, then everything would be all right, and there would be no oppression. This view is represented beautifully by the now famous quote from Rodney King in response to the riots following his beating and the release of the police officers who were filmed beating him: "Why can't we all just get along?" It should be that simple, but it isn't.

Instead, we are each born into a specific set of *social identities*, related to the categories of difference mentioned above, and these social identities predispose us to unequal *roles* in the dynamic system of oppression. We are then socialized by powerful sources in our worlds to play the roles prescribed by an inequitable social system (Hardiman and Jackson 1997). This socialization process is *pervasive* (coming from all sides and sources), *consistent* (patterned and predictable), *circular* (self-supporting), *self-perpetuating* (intra-dependent) and often *invisible* (unconscious and unnamed) (Bell 1997). All of these characteristics will be clarified in the description of the *cycle of socialization* that follows.

In struggling to understand what roles we have been socialized to play, how we are affected by issues of oppression in our lives, and how we participate in maintaining them, we must begin by making an inventory of our own social identities with relationship to each issue of oppression. An excellent first learning activity is to make a personal inventory of our various social identities relating to the categories listed above—gender, race, age, sexual orientation, religion, economic class, and ability/disability status. The results of this inventory make up the mosaic of social identities (our *social identity profile*) that shape(s) our socialization. (Harro 1986, Griffin 1997).

We get systematic training in "how to be" each of our social identities throughout our lives. The cycle of socialization that follows is one way of representing how the socialization process happens, from what sources it comes, how it affects our lives, and how it perpetuates itself. The "Directions for Change" that conclude this chapter suggest ways for interrupting the cycle of socialization and taking charge of our own lives. For purposes of learning, it is often useful to choose only *one* of our social identities, and trace it through the cycle of socialization, since it can be quite overwhelming to explore seven identities at once.

Adams et al,
Readings in Diversity + Social Justice

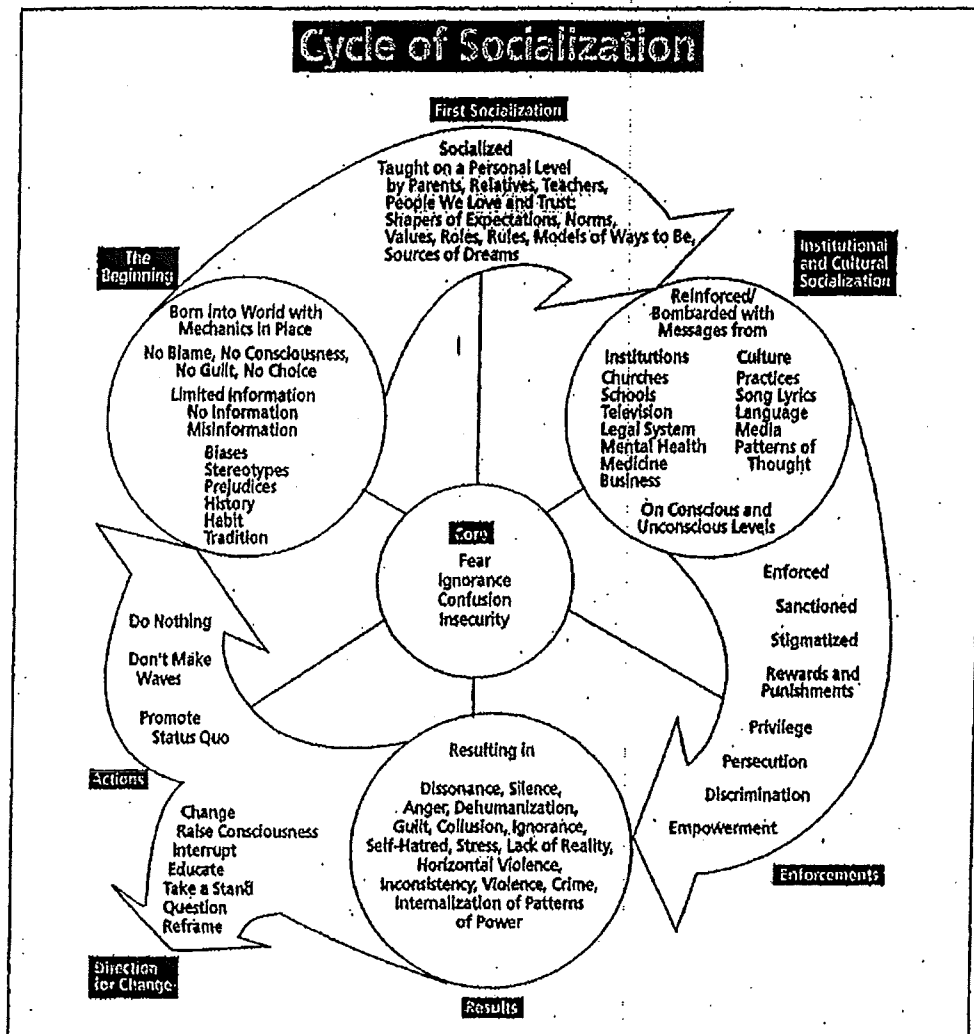


Fig. 2.1. The Cycle of Socialization.

The Beginning (Circle no.1)

Our socialization begins before we are born, with no choice on our part. No one brings us a survey, in the womb, inquiring into which gender, class, religion, sexual orientation, cultural group, ability status, or age we might want to be born. These identities are ascribed to us at birth through no effort or decision or choice of our own; There is, therefore, no reason to blame each other or hold each other responsible for the identities we have. This first step in the socialization process is outside our control. In addition to having no choice, we also have no initial consciousness about who we are. We don't question our identities at this point. We just *are* who we are.

On top of these givens, we are born into a world where all of the mechanics, assumptions, rules, roles, and structures of oppression are already in place and functioning; we have had nothing to do with constructing them. There is no reason for any of us to feel guilty or responsible for the world into which we are born. We are innocents, falling into an already established system.

The characteristics of this system were built long before we existed, based upon history, habit, tradition, patterns of belief, prejudices, stereotypes, and myths. *Dominant* or *agent* groups are considered the "norm" around which assumptions are built, and these groups receive attention and recognition. Agents have relatively more social power, and can "name" others. They are privileged at birth, and ascribed access to options and opportunities, often without realizing it. We are "lucky" to be born into these groups and rarely question it. Agent groups include men, white people, middle- and upper-class people, abled people, middle-aged people, heterosexuals, and gentiles.

On the other hand, there are many social identity groups about which little or nothing is known because they have not been considered important enough to study. These are referred to as *subordinate* groups or *target* groups. Some target groups are virtually invisible while others are defined by misinformation or very limited information. Targets are disenfranchised, exploited, and victimized by prejudice, discrimination, and other structural obstacles. Target groups include women; racially oppressed groups; gay, lesbian, bisexual and transgendered people; disabled people; Jews; elders; youth; and people living in poverty (Baker-Miller 1976; Hardiman and Jackson 1997). We are "unlucky" to be born into target groups and therefore devalued by the existing society. Both groups are dehumanized by being socialized into prescribed roles without consciousness or permission.

First Socialization (Arrow no. 1)

Immediately upon our births we begin to be socialized by the people we love and trust the most, our families or the adults who are raising us. They shape our self-concepts and self-perceptions, the norms and rules we must follow, the roles we are taught to play, our expectations for the future, and our dreams. These people serve as role models for us, and they teach us how to behave. This socialization happens both intrapersonally (how we think about ourselves), and interpersonally (how we relate to others). We are told things like, "Boys don't cry"; "You shouldn't trust white people"; "They're better than we are. Stay in your place"; "Don't worry if you break the toy. We can always buy another one"; "Christianity is the true religion"; "Children should be seen and not heard"; "Don't tell anyone that your aunt is mentally retarded. It's embarrassing"; and "Don't kiss other girls. You're supposed to like boys." These messages are an automatic part of our early socialization, and we don't initially question them. We are too dependent on our parents or those raising us, and we haven't yet developed the ability to think for ourselves, so we unconsciously conform to their views.

It is important to observe that they, too, are not to be blamed. They are doing the best they can to raise us, and they only have their own backgrounds from which to draw. They may not have thought critically about what they are teaching us, and may be unconsciously passing on what was taught to them. Some of us may have been raised by parents who *have* thought critically about the messages that they are giving us, but they are still not in the majority. This could be good or bad, as well, depending on what their views are. A consciously racist parent may intentionally pass on racist beliefs to his children, and a consciously feminist parent may intentionally pass on non-stereotypical roles to her children, so it can go either way.

Regardless of the content of the teaching, we have been exposed, without initial question, to a strong set of rules, roles, and assumptions that cannot help but shape our sense of ourselves and the world. They influence what we take with us when we venture out of our protected family units into the larger world of other institutions.

A powerful way to check out the accuracy of these assertions is to choose one of our social identities and write down at least ten examples of what we learned about being that identity. It's helpful to consider whether we chose an agent or a target identity. We

may find that we have thought more about our target identities, and therefore they are easier to inventory. Gender rules are sometimes the easiest, so we might start there. We might also consider doing it for an agent group identity, like males, white people, heterosexuals, gentiles, adults, middle-class people, able-bodied or able-minded people. Most likely, we will find it easier to list learnings for targeted groups than for agent groups.

Institutional and Cultural Socialization (Circle no. 2)

Once we begin to attend school, go to a place of worship, visit a medical facility, play on a sports team, work with a social worker, seek services or products from a business, or learn about laws and the legal system, our socialization sources are rapidly multiplied based on how many institutions with which we have contact. Most of the messages we receive about how to be, whom to "look up to" and "look down on," what rules to follow, what roles to play, what assumptions to make, what to believe, and what to think will probably reinforce or contradict what we have learned at home.

We might learn at school that girls shouldn't be interested in a woodworking shop class, that only white students go out for the tennis team, that kids who learn differently or think independently get put in special education, that it's okay for wealthy kids to miss classes for a family vacation, that it's okay to harass the boy who walks and talks like a girl, that most of the kids who drop out are from the south side of town, that "jocks" don't have to do the same work that "nerds" do to pass, or that kids who belong to another religious group are "weird." We learn who gets preferential treatment and who gets picked on. We are exposed to rules, roles, and assumptions that are not fair to everyone.

If we are members of the groups that benefit from the rules, we may not notice that they aren't fair. If we are members of the groups that are penalized by the rules, we may have a constant feeling of discomfort. We learn that these rules, roles, and assumptions are part of a structure that is larger than just our families. We get consistent similar messages from religion, the family doctor, the social worker, the local store, or the police officer, and so it is hard to not believe what we are learning. We learn that black people are more likely to steal, so store detectives follow them in stores. Boys are expected to fight and use violence, so they are encouraged to learn how. We shouldn't stare at or ask questions about disabled people; it isn't polite. Gay and lesbian people are sick and perverted. Kids who live in certain sections of town are probably on welfare, taking our hard-earned tax dollars. Money talks. White means good; black means bad. Girls are responsible for birth control. It's a man's world. Jews are cheap. Arabs are terrorists. And so on.

We are inundated with unquestioned and stereotypical messages that shape how we think and what we believe about ourselves and others. What makes this "brainwashing" even more insidious is the fact that it is woven into every structural thread of the fabric of our culture. The media (television, the Internet, advertising, newspapers, and radio), our language patterns, the lyrics to songs, our cultural practices and holidays, and the very assumptions on which our society is built all contribute to the reinforcement of the biased messages and stereotypes we receive. Think about Howard Stern, Jerry Springer, *Married with Children*, beer and car advertising, talk radio, *girl vs. man*, Christmas vacation, the Rolling Stones' "Under My Thumb," the "old boy's network," and websites that foster hate. We could identify thousands of examples to illustrate the oppressive messages that bombard us daily from various institutions and aspects of our culture, reinforcing our divisions and "justifying" discrimination and prejudice.

Enforcements (Arrow no. 2)

It might seem logical to ask why people don't just begin to think independently if they don't like what they are seeing around them. Why don't we ignore these messages if we are uncomfortable with them, or if they are hurting us? Largely, we don't ignore the messages, rules, roles, structures, and assumptions because there are enforcements in place

to maintain them. People who try to contradict the "norm" pay a price for their independent thinking, and people who conform (consciously or unconsciously) minimally receive the benefit of being left alone for not making waves, such as acceptance in their designated roles, being considered normal or "a team player," or being allowed to stay in their places. Maximally, they receive rewards and privileges for maintaining the status quo such as access to higher places; attention and recognition for having "made it" or being the model member of their group; or the privilege that brings them money, connections, or power.

People who go against the grain of conventional societal messages are accused of being troublemakers, of making waves, or of being "the cause of the problem." If they are members of target groups, they are held up as examples of why this group is inferior to the agent group. Examples of this include the significantly higher numbers of people of color who are targeted by the criminal justice system. Although the number of white people who are committing crimes is just as high, those whites are much less likely to be arrested, charged, tried, convicted, or sentenced to jail than are people of color. Do different laws apply depending on a person's skin color? Battering statistics are rising as more women assert their equal rights with men, and the number one suspect for the murder of women in the United States is the husband or boyfriend. Should women who try to be equal with men be killed? The rationale given by some racists for the burning of black churches was that "they were getting too strong." Does religious freedom and the freedom to assemble apply only to white citizens? Two men walking together in a southeastern U.S. city were beaten, and one died, because "they were walking so close, they must be gay." Are two men who refuse to abide by the "keep your distance" rule for men so threatening that they must be attacked and killed? These examples of differential punishment being given to members or perceived members of target groups are only half of the picture.

If members of agent groups break the rules, they too are punished. White people who support their colleagues of color may be called "n — — — lover." Heterosexual men who take on primary child-care responsibilities, cry easily, or hug their male friends are accused of being dominated by their spouses, of being "sissies," or being gay. Middle-class people who work as advocates on economic issues are accused of being do-gooders or self-righteous liberals. Heterosexuals who work for the rights of gay, lesbian, bisexual, or transgendered people are immediately suspected of being "in the closet" themselves.

Results (Circle no. 3)

It is not surprising that the results of this systematic learning are devastating to all involved. If we are examining our target identities, we may experience anger, a sense of being silenced, dissonance between what the United States stands for and what we experience, low self-esteem, high levels of stress, a sense of hopelessness and disempowerment that can lead to crime and self-destructive behavior, frustration, mistrust, and dehumanization. By participating in our roles as targets we reinforce stereotypes, collude in our own demise, and perpetuate the system of oppression. This learned helplessness is often called *internalized oppression* because we have learned to become our own oppressors from within.

If we are examining our agent identities, we may experience guilt from unearned privilege or oppressive acts, fear of payback, tendency to collude in the system to be self-protective, high levels of stress, ignorance of and loss of contact with the target groups, a sense of distorted reality about how the world is, fear of rising crime and violence levels, limited worldview, obliviousness to the damage we do, and dehumanization. By participating in our roles as agents, and remaining unconscious of or being unwilling to interrupt the cycle, we perpetuate the system of oppression.

These results are often cited as the problems facing our society today: high drop-out rates, crime, poverty, drugs, and so on. Ironically, the root causes of them are inherent in

the very assumptions on which the society is built: dualism, hierarchy, competition, individualism, domination, colonialism, and the scarcity principle. To the extent that we fail to interrupt this cycle we keep the assumptions, the problems, and the oppression alive.

A way that we might personally explore this model is to take one of the societal problems and trace its root causes back through the cycle to the core belief systems or patterns in U.S. society that feed and play host to it. It is not a coincidence that the United States is suffering from these results today; rather, it is a logical outcome of our embracing the status quo, without thinking or challenging.

Actions (Arrow no. 3):

When we arrive at the results of this terrible cycle, we face the decision of what to do next. It is easiest to do nothing, and simply to allow the perpetuation of the status quo. We may choose not to make waves, to stay in our familiar patterns. We may say, "Oh well, it's been that way for hundreds of years. What can I do to change it? It is a huge phenomenon, and my small efforts won't count for much." Many of us choose to do nothing because it is (for a while) easier to stay with what is familiar. Besides, it is frightening to try to interrupt something so large. "What does it have to do with me, anyway?" say many agents. "This isn't my problem. I am above this." We fail to realize that we have become participants just by doing nothing. This cycle has a life of its own. It doesn't need our active support because it has its own centrifugal force. It goes on, and unless we choose to interrupt it, it will continue to go on. Our silence is consent. Until our discomfort becomes larger than our comfort, we will probably stay in this cycle.

Some of us who are targets have been so beaten down by the relentless messages of the cycle that we have given up and resigned ourselves to survive it or to self-destruct. We are the victims of the cycle, and are playing our roles as victims to keep the cycle alive. We will probably go around a few more times before we die. It hurts too much to fight such a big cycle. We need the help of our brothers and sisters and our agent allies to try for change.

The Core at the Center of the Cycle

We are blocked from action by the fear and insecurity that we have been taught. We have been kept ignorant and confused by the myths and misinformation that we have been fed, and we lack a core of confidence and vision to guide us. We don't know how to take action against a system so powerful and pervasive. As long as our core is filled with these negative elements, we will be paralyzed and will re-create the same cycle again.

Somehow, however, change and hope still find their way to the surface. Perhaps someone's discomfort or pain becomes larger than her complacency. Perhaps strength, encouragement, determination, love, hope, or connection to other people begin to grow in someone's core, and he decides to take a different direction, and to interrupt this cycle.

Direction for Change

Some of us who are targets try to interrupt the cycle, because for us the discomfort has gotten larger than the comfort. If we try this alone, or without organization, we may be kicked back down to our powerless positions. If we begin a new direction, and even work with our agent allies, however, we can create our own hope.

Some of us who are agents may decide to use our power and privilege to try to make change—either out of guilt, moral values, or vision. If our motivation is guilt, we are doomed to fail, but if we operate from a strong moral base and vision, and if we work together with our targeted brothers and sisters, we create hope. We become allies with our target groups, and build coalitions for success.

When groups begin to empower themselves—by learning more about each other, by unlearning old myths and stereotypes, by challenging the status quo—we make the diffi-

will decision to interrupt the cycle of socialization. We begin to question the givens, the assumptions of the society, the norms, the values, the rules, the roles, and even the structures. As we attempt this, it becomes obvious that we cannot do it alone. We must build coalitions with people who are like us and people who are different from us. We will not be the minority if we work in coalitions. We will gain the necessary vision and power to reconstruct new rules that truly are equal, roles that complement each other instead of competing, assumptions that value all groups instead of ascribing value to some and devaluing others, and structures that promote cooperation and shared power instead of power over each other.

For this new direction of action to work, we need education for critical consciousness for all groups. We need to take a stand, reframe our understandings, question the status quo, and begin a critical transformation that can break down this cycle of socialization and start a new cycle leading to liberation for all. This is possible. We can change the world (see Harro, "The Cycle of Liberation," chapter 87 of this volume).

END

References

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Cultural Plunge Experience

Paraprofessionals often work in teams, whether to plan programs or to respond to problems in the community. This assignment will give students an opportunity to work individually or together in teams of 2 to explore a campus population.

The population should be of a social identity of which neither teammate belongs.

The components of the experience include:

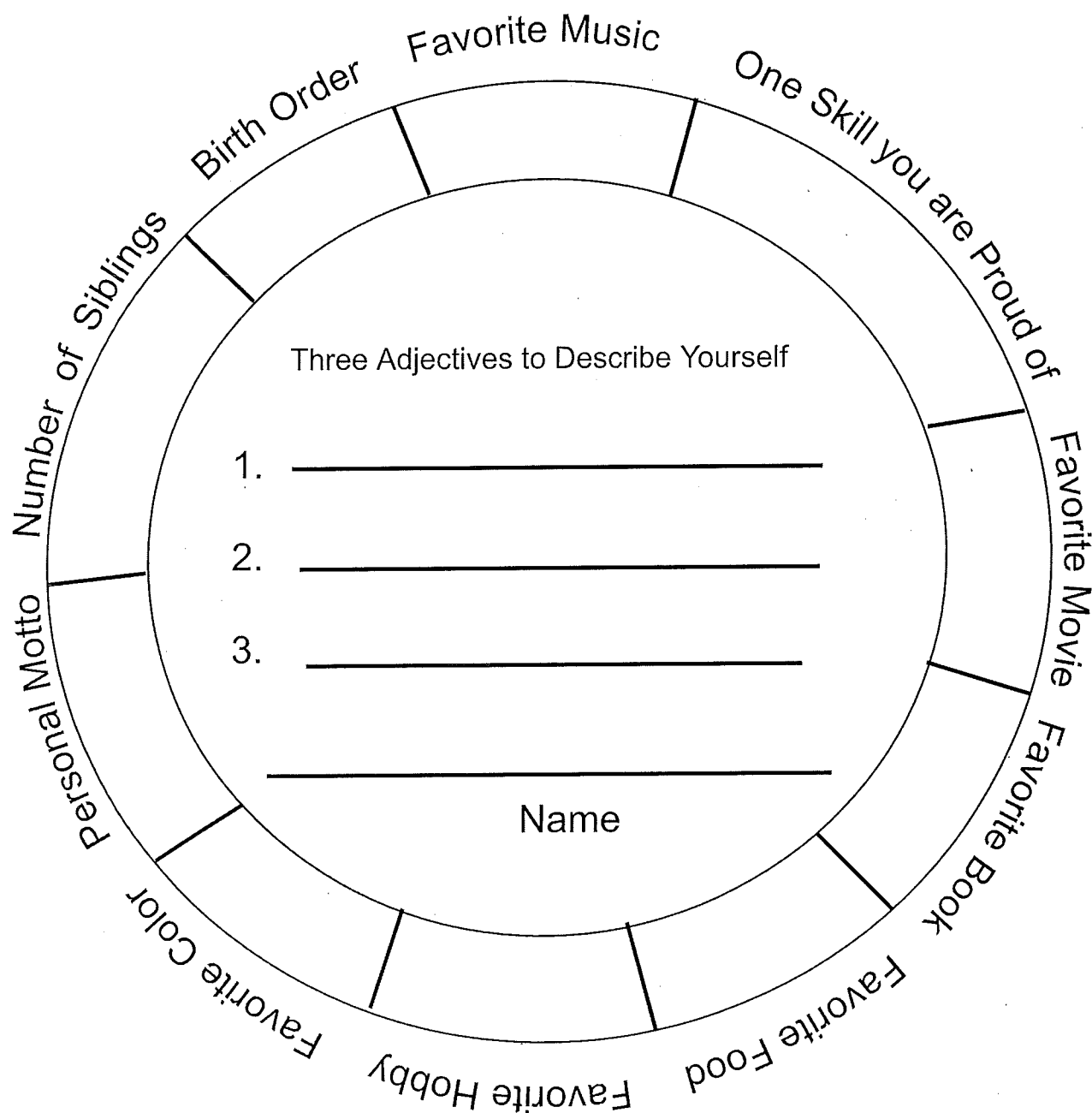
1. Preliminary research about the target population (through websites, researching Registered Student Organizations, literature, articles about the population, understanding its purpose, challenges, advantages, general experiences on a college campus etc.,)
2. "Immersion" into the culture through experiencing at least 2 programs, meetings, ceremonies, social gatherings, etc., (within respectful boundaries the population may have).
3. Interviewing at least one member of the population about their experiences here at George Mason University.
4. Each experience should be approximately one hour in length, resulting in 3-4 hours of work outside of class.
5. These experiences need to take place after the class has started, do not use past experiences.
6. A 7-10 minute presentation including the following:
 - a. A brief description of the experience
 - b. Reasons for selecting the experience, why you expected it to push your "comfort zone," and if it did, how?
 - c. Your assumptions and biases about the focal community members and how they were challenged by this experience.
 - d. Your emotional response to the plunge (e.g., before, during & after such as fear, anxiety, surprise, shock, disturbed, comfort/discomfort, joy, elation).
 - e. Value to you (e.g., what did you learn? have you changed as a result of the activity? what new educational understandings do you have?).
 - f. Relationship of experience to specific class readings and discussions, and implications for you as a student leader.
7. You are to use an audio/visual aid during your presentation (e.g. Prezi, Powerpoint, YouTube Clip, handout, etc.)

Each class each team will present to their classmates and allow for questions during the presentation. Both members of the team must participate in some way in the project "plunge" and presentation.

Values	Budgeted	Top amount I Bid	Purchase Price
A sense of accomplishment			
Impacting other people			
Family Relationships			
Financial Stability			
Having time for yourself			
Being trusted by others			
Work ethic			
Physical appearance			
Loyalty			
Learning new things			
Punctuality			
Maintaining friendships			
Having a plan			
Unique self-expression			
Helping others			
Keeping traditions			
Being spontaneous			
Education			
Trying new things			

Personal Identity Wheel

(Adapted from "Voices of Discovery", Intergroup Relations Center, Arizona State University)



The diagram is a circular 'Personal Identity Wheel' divided into ten segments. The segments, starting from the top and moving clockwise, are: 'Favorite Music', 'One Skill you are Proud of', 'Favorite Movie', 'Favorite Book', 'Favorite Food', 'Favorite Hobby', 'Favorite Color', 'Personal Motto', 'Number of Siblings', and 'Birth Order'. The center of the wheel contains the text 'Three Adjectives to Describe Yourself' followed by three numbered lines (1., 2., 3.) for writing. Below these lines is a horizontal line for the 'Name'.

Three Adjectives to Describe Yourself

1. _____
2. _____
3. _____

Name

Favorite Music

One Skill you are Proud of

Favorite Movie

Favorite Book

Favorite Food

Favorite Hobby

Favorite Color

Personal Motto

Number of Siblings

Birth Order