**The Birth of the Social Self**

* **Socialization**: Process by which we learn and reproduce the culture of our society
  + Primary way of reproducing norms and cultural values
  + Principal agents of socialization exert major influence
    - Ex. Parents, teachers, religious institutions, peers, media
* **Nature vs Nurture**
  + Interaction exists, but which is more influential?
    - Nature: Genetic inheritance and biological predispositions
    - Nurture: Cultural and social experiences
  + Capacity for behavior is biological, but little of human nature is “natural”, rather it is learned
* **Behaviorism and Social Learning Theory**
  + Behaviorism: Psychological perspective that emphasizes effect of rewards and punishments on human behavior
    - Both animal and human behavior works this way
    - Dinner bell with dogs
  + Social Learning: People adapt their behavior in response to social rewards and punishments
  + Behaviorist theories violate Popper’s principle of falsification
* **Socialization vs Symbolic Interaction**
  + Symbolic interactionism: Views the self and society as resulting from social interaction based on language and other symbols
  + Looking-Glass Self: The self-image that results from our interpretation of other people’s views of us
    - Primary Groups: Small groups characterized by emotional ties, face to face interaction, intimacy, and a strong sense of commitment
    - Secondary Groups: Groups that are impersonal and characterized by functional or fleeting relationships
    - Reference Groups: Groups that provide standards for judging our attitudes or behaviors
* **Socialization AS Symbolic Interaction**
  + George Herbert Mead
    - Self and society shape one another
    - The self comprises of two parts
      * I: The part of the self that is impulse to act; it is creative, innovative, unthinking, and unpredictable
      * Me: The part of the self through which we see ourselves as others see us
      * Role-Taking: The ability to take the role of others in interaction
* **Stages of Growth**
  + Physical
    - Sensory/Motor: Can sense organs, gain the 5 senses
    - Preoperational: Language, memory, and imagination
    - Concrete-Operational: Logically manipulate and understand symbols
    - Formal-Operational: Understand abstract concepts
  + Social
    - Preparatory: 0-3, Self-centered, response to immediate environment
    - Play Stage: 3-4, take on attitudes and roles of significant others (parents, siblings)
    - Game Stage: 5-6, take on roles of multiple others, aware of societal positions and perspectives
    - Adult Stage: take on generalized other, sense of society’s norms and values
* **Stages of Development: Piaget and Kholberg**
  + Jean Piaget
    - Cognitive Development: The theory that an individual’s ability to make logical decisions increases as the person grows older
    - Egocentric: Experiencing the world as if it were centered entirely on oneself
    - Theory of Moral Development
  + Lawrence Kholberg
    - 3 Stages of Moral Development
      * Pre-conventional stage: 7-10, seek either personal gain or to avoid punishment
      * Conventional Stage: 10-adult, feel shame or guilt about violating societal norms and values
      * Post-Conventional Stage: Higher set of abstract notions of right and wrong
    - Criticized by Carol Gilligan
      * Women scored lower because the test was for male based moral reasoning
        + Women are more care-based
        + Men are more justice-based
* **Biological Needs Versus Social Constraints: Freud**
  + Psychoanalysts: Psychological perspective that emphasizes the complex reasoning processes of conscious and unconscious mind
  + Three Components of the Mind
    - Id: Basic biological drives and needs, sexual energy
    - Ego: The “self”, core of a person’s personality
    - Superego: Internalized values and norms of society, conscience
      * Socialization: Ego controls Id for Superego

**Agents of Socialization**

* **The Family**
  + Primary socialization group and key in transmitting norms, values, and culture
  + Stereotypical gender roles and behaviors
  + Childhood experience linked to homicide, suicide, aggression, drug use, etc.
* **Teachers and School**
  + Hidden Curriculum: Unspoken classroom socialization to norms, values, and roles of a culture
* **Peers**
  + People of the same age and often of the same social standing
  + Adolescent subculture
  + Anticipatory socialization: Adoption of the behaviors or standards of a group one emulates or hopes to join
* **Organized Sports**
  + Participation presumed to “build character” and to contribute to hard work, competitiveness, and ability to perform in stressful situations
* **Religion**
  + Teaches fundamental values and beliefs that contribute to a shared normative culture
* **Gives**
  + A sense of right and wrong, how to conduct self in society, and how to organize lives
  + Rules about dress, hairstyles, and diet
  + Rules for behavior
* **Mass Media and Social Media**
  + Mass Media: Medium of public communication intended to reach and influence a mass audience
* **Unprecedented levels of Internet Use**
  + Positive: Anonymity, bridge distance, form new relationships, build stringer communities, and freedom from stigmatization
  + Negative: Decline in face-to-face communication, depression, loneliness, internet addiction, poor socialization, and cyberbullying
* **Work**
  + For most adults, post adolescent socialization begins with entry into the workforce
  + Expectations at work can differ from those experienced in family and peer groups
  + Even “occupations” outside the bonds of legality are governed by rules and roles learned through socialization

**Socialization and Aging**

* People do not stop changing once they become adults
  + Work, relationships, and the media, change who a person becomes
* Resocialization**:** Process of altering an individual’s behavior through total control of environment

**Social Interaction**

* **What is it?**
  + Ordinary, everyday rules that enable people to live, work, and socialize together
    - Spoken words, gestures, and body language
    - Requires conformity to social conventions
    - Differs across cultures: Eye contact, standing close, and displaying intimacy
* **Studies of social interaction**
  + Draw on symbolic interactionist perspective
* **The Dramaturgical Approach**
  + Study of social interaction as if it were a theatrical performance
* **Presentation of self**
  + Creation of impressions in the minds of others to define and control a social situation
* **Techniques employed by social actors**
  + Dramatic realization
  + Idealization
  + Misrepresentation
  + Mystification
* **Ethnomethodology**
  + Study of commonsense knowledge and procedures by which ordinary people make sense of social circumstances and interactions
  + Conversation analysis: Study of the way people recognize and produce coherent conversation