

Chapter 4 Socialization

Why Is Socialization Important?

- **Socialization:** 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.
- It enables each of us to develop our human potential and learn the ways of thinking, talking, and acting that are essential for social living.
- Socialization is essential for the individual's survival and growth.
- It is essential for the stability of society.
- The kind of person we become is linked to the time and kind of society we live in.
- How people talk, eat, make love, and wage war are functions of the culture in which they are raised.
- Socialization is essential for the individual's survival and for human development.
- The many people who meet our early material and social needs are central to establishing our own identity.
- During the first three years of life, we begin to develop a unique identity, as well as the abilities to manipulate things and to walk. We acquire sophisticated cognitive tools for thinking and analyzing a wide variety of situations, and we learn effective communication skills.
- As we do so, we begin a relatively long socialization process that culminates in our integration into a complex social and cultural system.
- Socialization is also essential for the survival and stability of society. Members of a society must be socialized to support and maintain the existing social structure.
- The socialization process is most effective when people conform to the norms of society because they believe that doing so is the best course of action.
- Socialization enables a society to "reproduce" itself by passing on this cultural content from one generation to the next.
- The content of socialization differs greatly from society to society.
- We are also influenced by our exposure to subcultures of class, ethnicity, religion, and gender.
- What we believe about ourselves, our society, and the world is largely a product of our interactions with others.

Human Development: Biology and Society:

- We are products of biology, society, and personal experiences.
- Sociology focuses on nurture, culture, and society.
- Sociobiology is the systematic study of how biology affects social behaviour.
- Combined view: both nature and nurture shape us.
- Sociologists focus on how humans design their own culture and transmit it from generation to generation through socialization.

- According to zoologist Edward O. Wilson (1975), who pioneered sociobiology, genetic inheritance underlies many forms of social behaviour, such as war and peace, envy and concern for others, and competition and cooperation.
- Most sociologists disagree with the notion that biological principles can be used to explain all human behaviour. Obviously, however, some aspects of our physical makeup—such as eye colour, hair colour, height, and weight—are determined largely by our heredity.
- 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 help to mould an individual's human characteristics.

Isolation and Nonhuman Primates:

- The Harlow studies show that when young monkeys were 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 fearful of or hostile toward other monkeys.
- 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 of their species to develop properly.
- Appropriate social contact is even more important for humans.
- In a series of laboratory experiments, psychologists Harry and Margaret Harlow (1962, 1977) took infant rhesus monkeys from their mothers and isolated them in separate cages.
- Each cage contained two nonliving “mother substitutes” made of wire, one with a feeding bottle attached and the other covered with soft terry cloth but without a bottle.
- 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 went back to the cloth “mother,” seeking warmth, affection, and physical comfort.

Isolated Children:

- Cases in which parents or other caregivers failed to fulfill their responsibilities to provide insights into the importance of a positive socialization process and the negative effects of social isolation.
- Real life examples:
 - Anna
 - Genie
- Anna: Born in 1932 to an unmarried, mentally impaired woman, Anna was an unwanted child.
- She was kept in an attic-like room in her grandfather's house. Her mother, who worked on the farm all day and often went out at night, gave Anna just enough care to keep her alive; she received no other care.

- When she was placed in a special school and given the necessary care, Anna slowly learned to walk, talk, and care for herself. Just before her death at the age of 10, Anna reportedly could follow directions, talk in phrases, wash her hands, brush her teeth, and try to help other children.
- Genie: Almost four decades after Anna was discovered, Genie was found in 1970 at the age of 13.
- She had been locked in a bedroom alone, alternately strapped down to a child's potty chair or straitjacketed into a sleeping bag, since she was
- 20 months old.
- Extensive therapy was used in an attempt to socialize Genie and develop her language abilities.
- These efforts met with limited success: In the early 1990s, Genie was living in a board-and-care home for mentally challenged adults.

Child Maltreatment:

- Child maltreatment and child abuse refer to the violence, mistreatment, or neglect that a child may experience while in the care of someone he or she trusts or depends on.
- Sociologists argue that child abuse is linked to inequalities in our society and the power imbalance that exists between adults and children.
- Recent studies indicate that neglect is the most frequent form of child abuse.
- Child neglect occurs when a child's basic needs—including emotional warmth and security, adequate shelter, food, healthcare, education, clothing, and protection—are not met, regardless of the cause.
- The neglect usually involves repeated incidents over a lengthy time.
- Any child—regardless of age, gender, race, ethnicity, socioeconomic status, sexual orientation, physical or mental abilities, and personality—may be at risk of being abused.
- Sociologists argue that child abuse is linked to inequalities in our society and the power imbalance that exists between adults and children.
- A child is usually dependent on his or her abuser and has little power to control the abusive circumstances. There is increasing understanding that a child's risk of being abused may be increased by other identifiable social factors, such as racism, sexism, homophobia, poverty, and social isolation.
- Throughout history and across cultures, perceptions of what constitutes abuse or neglect have differed. What might have been considered appropriate disciplinary action by parents in the past (such as following the adage "Spare the rod, spoil the child") is today viewed by many as child abuse.

Agents of Socialization:

- **Agents of socialization** are the persons, groups, or institutions that teach us what we need to know in order to participate in society.
 - The Family
 - The School
 - Peer Groups

- Mass Media

The Family:

- **Functionalist interpretation:**
 - Families are the source of procreation and socialization of children.
 - They are a source of emotional support.
- Families socialize their children somewhat differently based on ethnicity and class.
- A functionalist perspective emphasizes that families serve important functions in society because they are the primary focus for the procreation and socialization of children.
- Most of us form an emerging sense of self and acquire most of our beliefs and values within the family context.
- We also learn about the larger dominant culture (including language, attitudes, beliefs, values, and norms) and the primary subcultures to which our parents and other relatives belong.
- To a large extent, the family is where we acquire our specific social position in society.
- From birth, we are a part of the specific ethnic, economic, religious, and regional subcultural grouping of our family. Studies show that families socialize their children somewhat differently based on ethnicity and class.
- Melvin Kohn (Kohn et al., 1990) has suggested that social class (as measured by parental occupation) is one of the strongest influences on what and how parents teach their children.
- On the one hand, working-class parents, who are closely supervised and expected to follow orders at work, typically emphasize to their children the importance of obedience and conformity.
- On the other hand, parents from the middle and professional classes, who have more freedom and flexibility at work, tend to give their children more freedom to make their own decisions and to be creative. Kohn concluded that differences in the parents' occupations were a better predictor of child-rearing practices than was social class itself.

Conflict theorists:

- Socialization reproduces the class of the parents in their children.
- Socialization contributes to false consciousness—a lack of awareness and a distorted perception of class reality as it affects all aspects of social life.
- For example, children in poor and low-income families may be unintentionally socialized to believe that acquiring an education and aspiring to lofty ambitions are pointless because of existing economic conditions in the family.
- By contrast, middle- and upper-income families typically instill ideas of monetary and social success in children, as well as emphasizing the necessity of thinking and behaving in “socially acceptable” ways.

The School:

- As the amount of specialized technical and scientific knowledge has expanded rapidly, the amount of time children spend in educational settings has increased.

- A significant agent—most Canadians spend about 20 years in education.
- As the amount of specialized technical and scientific knowledge has expanded rapidly and the amount of time children spend in educational settings has increased, schools continue to play an enormous role in the socialization of young people. For many people, the formal education process is an undertaking that lasts up to 20 years.
- As the numbers of one-parent families and families in which both parents work outside the home have increased dramatically, the number of children in daycare and preschool programs has grown rapidly as well.
- Generally, studies have found that daycare and preschool programs may have a positive effect on the overall socialization of children.
- These programs provide children with the opportunity to have frequent interactions with teachers and to learn how to build their language and literacy skills. High-quality programs also have a positive effect on the academic performance of children, particularly those from low-income families.
- Many researchers have found that children from all social classes and family backgrounds may benefit from learning experiences in early childhood education programs outside their homes.
- **From a functionalist perspective**, schools are responsible for the following:
 1. Teaching students to be productive members of a society.
 2. Transmission of culture.
 3. Social control and personal development.
 4. Selection, training, and placement of individuals in social ranks.
- **Conflict perspective:**
 - Children have varied experiences dependent upon class, race, gender, and ethnicity.
 - Hidden curriculum concept—children learn the capitalistic system in school, including:
 - to value competition, materialism, work over play, obedience to authority, and attentiveness.
 - Much of what happens in school amounts to teaching a *hidden curriculum*. Thus, schools do not socialize children for their own well-being but rather for their later roles in the workforce. Students who are destined for leadership or elite positions acquire different skills and knowledge than those who will enter working-class and middle class occupations (Davies and Guppy, 2013).

Peer Groups:

- From a young age, most of us rely heavily on peer groups as a source of information and approval regarding social behaviour.
- **Peer group:** A group of people who are linked by common interests, equal social position, and (usually) similar age.
- In early childhood, peer groups are composed of classmates in daycare, preschool, and elementary school.

- Studies have found that pre-adolescence—the latter part of the elementary school years—is a time in which the children’s peer culture has an important effect on how they perceive themselves and on how they internalize society’s expectations (Robnett and Susskind, 2010). In adolescence, peer groups are typically composed of people with similar interests and social activities. As adults, we continue to participate in peer groups of people with whom we share common interests and comparable occupations, income, and/or social position.
- Peer groups:
 - Contribute to our sense of “belonging” and self worth.
 - Give some sense of freedom from family.
 - Teach and reinforce cultural norms.
- Peer groups serve both as a product of the larger culture and as a conduit for passing on culture to young people.
- **Peer Pressure:**
 - Individuals must earn their acceptance with their peers by conforming to a given group’s norms, attitudes, speech patterns, and dress codes.
 - When we conform to our peer group’s expectations, we are rewarded; if we do not conform, we may be ridiculed or even expelled from the group.
 - Conforming to the demands of peers frequently places children and adolescents at cross purposes with their parents.

Mass Media:

- The media:
 1. Informs us about events.
 2. Introduces us to a wide variety of people.
 3. Provides a variety of viewpoints of the world around us.
 4. Makes us aware of products and services.
 5. Entertains us by providing the opportunity to live vicariously.

Social Media:

- In a 2013 survey of students from Grades 4 to 11, 99 percent reported that they used the Internet on a regular basis.
- On an average weekday, Canadian children between ages 8 and 18 spend an average of 7 hours daily (50 hours a week) using entertainment media.
- The use of social media such as Facebook and Twitter has grown exponentially in recent years.
- Although boys are more likely to play video games, girls lead the charge in the use of blogs. Social networking has added another layer on existing media forms, particularly among young people.
- Recent studies have shown that North American children are spending more time in front of TV sets, computers, and video games than they did in the past.

- All of this adds up to thousands of hours per year where children are interacting with these media influences; by contrast, Canadian children spend about 1200 hours per year in school.

Mass Media:

- Estimates of media exposure of Canadian children:
 - 2 hours a day watching TV
 - 2 hours a day on computers, video games, or DVDs
 - 1000s of hours per year where children are interacting with these media influences
 - In contrast, they spend 1200 hours a year in school.

Positives and Negatives of Mass Media:

- **Positives:** Can enhance children's development by improving their language abilities, concept formation skills, and reading skills, and by encouraging pro-social development.
- **Negatives:** Children and adolescents who spend a lot of time watching television and playing video games often have lower grades in school, read fewer books, exercise less, and are overweight.
- Television has been praised for offering numerous positive experiences to children.
- Undoubtedly, all mass media socialize us in many ways we may or may not realize.
- Cultural studies scholars and some postmodern theorists believe that "media culture" has in recent years dramatically changed the socialization process for very young children.

Gender Socialization:

- **Gender socialization** is the aspect of socialization that contains specific messages and practices concerning the nature of being female or male in a specific group or society.
- Important in influencing our beliefs about acceptable behaviours for males and females.
- There is evidence of the different ways parents relate to boys and girls and the various kinds of toys given to them dependent on gender.
- Sources: family, schools, peers, media.
- In some families, gender socialization starts before birth. Parents who learn the sex of the fetus through ultrasound or amniocentesis often purchase colour-coded and gender-typed clothes, toys, and nursery decorations in anticipation of their daughter's or son's arrival.
- After birth, parents may respond differently toward male and female infants; they often play more roughly with boys and talk more lovingly to girls. Throughout childhood and adolescence, boys and girls are typically assigned different household chores and given different privileges (such as how late they may stay out at night).
- Social class also plays a role in gender socialization.

Sociological Theories of Human Development:

- We cannot form a sense of self or personal identity without intense social contact with others.
- The self represents the sum total of perceptions and feelings that an individual has of being a distinct, unique person—a sense of who and what one is.
- Although social scientists acknowledge the contributions of psychoanalytic and psychologically based explanations of human development, sociologists focus on sociological perspectives in understanding how people develop an awareness of self and learn about the culture they live in.

Self-Concept:

- The sense of “self” (also referred to as self-concept) is not present at birth; it arises in the process of social experience.
- **Self-concept** is the totality of our beliefs and feelings about ourselves.
- Four components comprise our self-concept:
 1. the physical self
 2. the active self
 3. the social self
 4. the psychological self
- Between early and late childhood, a child’s focus tends to shift from the physical and active dimensions of self toward the social and psychological aspects. Self-concept is the foundation for communication with others; it continues to develop and change throughout our lives.

Self-Identity:

- Our self-identity is our perception about what kind of person we are.
- We gain information about the self largely through language, symbols, and interaction with others.
- Our interpretation and evaluation of these messages are central to the social construction of our identity.
- We are not just passive reactors to situations, but active agents.
- As we have seen, socially isolated children do not have typical self-identities because they have had no experience of “humanness.”
- According to symbolic interactionists, we do not know who we are until we see ourselves as we believe others see us.
- However, we are not just passive reactors to situations, programmed by society to respond in fixed ways. Instead, we are active agents who develop plans out of the pieces supplied by culture and strive to execute these plans in social encounters.

Cooley and the Looking-Glass Self:

- The **looking-glass self**: The way in which a person’s sense of self is derived from the perceptions of others.

- Our looking-glass self is based on our perception of how other people think of us.
- Charles Horton Cooley, George Herbert Mead, and symbolic interactionism are linked to the social constructionist theme that reflects the view that social life is socially created.
- The looking-glass self is a self-concept derived from a three-step process:
 1. We imagine how our personality and appearance will look to other people. We may imagine that we are attractive or unattractive, heavy or slim, friendly or unfriendly, and so on.
 2. We imagine how other people judge the appearance and personality that we think we present. This step involves our perception of how we think they are judging us. We may be correct or incorrect!
 3. We develop a self-concept. If we think the evaluation of others is favourable, our self-concept is enhanced. If we think the evaluation is unfavourable, our self-concept is diminished.
 - We use our interactions with others as a mirror for our own thoughts and actions; our sense of self depends on how we interpret what they do and say. Consequently, our sense of self is not permanently fixed; it is always developing as we interact with others.

Mead and Role-Taking:

- **Role-taking:** The process by which a person mentally assumes the role of another person in order to understand the world from that person's point of view.
- **Significant others:** Those persons whose care, affection, and approval are especially desired and who are most important in the development of the self.
- George Herbert Mead (1863–1931) extended Cooley's insights by linking the idea of self-concept to role-taking—the process by which a person mentally assumes the role of another person in order to understand the world from that person's point of view.
- Role-taking often occurs through play and games, as children try out different roles (such as being mommy, daddy, doctor, or teacher) and gain an appreciation of them.
- By taking the roles of others, the individual hopes to ascertain the intention or direction of the acts of others.
- Then the person begins to construct his or her own roles (role-making) and to anticipate other individuals' responses.
- Finally, the person plays at her or his particular role (role-playing) (Marshall, 1998).
- According to Mead (1962/1934), in the early months of life, children do not realize that they are separate from others.
- However, they do begin early on to see a mirrored image of themselves in others. Shortly after birth, infants start to notice the faces of those around them, especially the significant others, whose faces begin to have meaning because they are associated with experiences, such as feeding and cuddling.
- Significant others are those persons whose care, affection, and approval are especially desired and who are most important in the development of the self.
- Gradually, we distinguish ourselves from our caregivers and begin to perceive ourselves in contrast to them. As we develop language skills and learn to understand symbols, we begin to develop a self-concept.
- When we can represent ourselves in our own minds as objects distinct from everything else, our self has been formed.

Mead: The “I” and the “Me”:

- Mead divided the self into the “I” and the “me”. The “I” is the subjective element of the self that represents the spontaneous and unique traits of each person. The “me” is the objective element of the self, which is composed of the internalized attitudes and demands of other members of society and the individual’s awareness of those demands. Both the “I” and the “me” are needed to form the social self.
- The “I” develops first and the “me” takes form during the three stages of self development:
 - 1. Preparatory stage (no role)
 - 2. Play (taking the role of another person)
 - 3. Game (taking the role of others in many situations)

Recent Symbolic Interactionist Perspectives:

- Children create and recreate constructs in their daily lives through the organization and meanings of social situations and collective practices, meaning childhood is a socially constructed category.
- The symbolic interactionist approach emphasizes that socialization is a collective process in which children are active.
- Orb Web Model: Children’s cultural knowledge reflects not only beliefs of the adult world but also the unique interpretations and aspects of their own peer culture (Corsaro, 2011).
- This peer culture emerges through interactions as children “borrow” from the adult culture but transform it so that it fits their own situation. For example, when playing together, children often permit some children to gain access to their group and play area while preventing others from becoming a part of their group.
- Corsaro believes that the peer group is the most significant arena in which children and young people acquire cultural knowledge.

Freud and the Psychoanalytic Perspective:

- The basic assumption is that human behaviour and personality originate from unconscious forces within individuals.
- Freud based his ideas on the belief that people have two basic tendencies:
 - To survive
 - To procreate
- Sigmund Freud (1856–1939), known as the founder of psychoanalytic theory, lived in the Victorian era, when biological explanations of human behaviour were prevalent.
- It was also an era of extreme sexual repression and male dominance when compared to contemporary North American standards.
- Freud’s theory was greatly influenced by these cultural factors, as reflected in the importance he assigned to sexual motives in explaining behaviour.
- **According to Freud (1924), human development occurs in three stages that reflect different levels of the personality, which he referred to as the id, ego, and superego.**

- The **id** is the component of personality that includes all of the individual's basic biological drives and needs that demand immediate gratification. For Freud, the newborn child's personality is all id, and from birth the child finds that urges for self-gratification—such as wanting to be held, fed, or changed—are not going to be satisfied immediately. However, the id remains with people throughout their lives in the form of psychic energy, the urges and desires that account for behaviour.
- By contrast, the second level of the personality, the **ego**, develops as infants discover their most basic desires are not always going to be met by others. The ego is the rational, reality-oriented component of personality that imposes restrictions on the innate pleasure-seeking drives of the id. The ego channels the desire of the id for immediate gratification into the most advantageous direction for the individual.
- The third level of the personality, the **superego**, is in opposition to both the id and the ego. The superego, or conscience, consists of the moral and ethical aspects of personality. It is first expressed as the recognition of parental control and eventually matures as the child learns that parental control is a reflection of the values and moral demands of the larger society.
- When a person is well adjusted, the ego successfully manages the opposing forces of the id and the superego.

Jean Piaget (1896–1980) and Cognitive Development

- A theory of the development of our cognitive skills. As we age, we change how we think.
- Key concepts (stages):
 1. Sensorimotor (birth to age 2)
 2. Preoperational (age 2–7)
 3. Concrete operational (age 7–11)
 4. Formal operational (age 12 through adolescence)
- According to Piaget (1954), in each stage of development (from birth through adolescence), children's activities are governed by their perception of the world around them. His four stages of cognitive development are organized around specific tasks that, when mastered, lead to the acquisition of new mental capacities, which then serve as the basis for the next level of development.
 1. Sensorimotor stage (birth to age 2). Children understand the world only through sensory contact and immediate action; they cannot engage in symbolic thought or use language. Children gradually comprehend object permanence—the realization that objects continue to exist even when the items are placed out of their sight.
 2. Preoperational stage (ages 2 to 7). Children begin to use words as mental symbols and to form mental images. However, they are still limited in their ability to use logic to solve problems or to realize that physical objects may change in shape or appearance but still retain their physical properties.
 3. Concrete operational stage (ages 7 to 11). Children think in terms of tangible objects and actual events. They can draw conclusions about the likely physical consequences of an action without always having to try out the action. Children begin to take the role of others and start to empathize with the viewpoints of others.

4. Formal operational stage (age 12 through adolescence). Adolescents have the potential to engage in highly abstract thought and understand places, things, and events they have never seen. They can think about the future and evaluate different options or courses of action.

- Older children are more likely to consider principles, including the intentions and motives behind other people's behaviour.
- He asserted that children move from being totally influenced by external factors to being more autonomous, thinking and acting based on their own moral judgments about behaviour.
- Piaget asserted that children move from being totally influenced by external factors, such as parental and other forms of moral authority, to being more autonomous, thinking and acting based on their own moral judgments about behaviour.
- However, critics have pointed out that Piaget's theory fails to address individual differences, including how gender or culture may influence children's beliefs and actions.

Lawrence Kohlberg (b. 1927) and the Stages of Moral Development:

- A theory of the development of our moral or ethical skills. As we age, we change our moral behaviour.
 - Classification of moral reasoning:
 1. Preconventional level (age 7–10)
 2. Conventional level (age 10 through adulthood)
 3. Postconventional level (adult life but few attain it)
1. Preconventional level (ages 7 to 10). Children's perceptions are based on punishment and obedience. Evil behaviour is that which is likely to be punished; good conduct is based on obedience and avoidance of unwanted consequences.
2. Conventional level (age 10 through adulthood). People are most concerned with how they are perceived by their peers and with how to conform to rules.
3. Postconventional level (few adults reach this stage). People view morality in terms of individual rights; "moral conduct" is judged by principles based on human rights that transcend government and laws.
- Although Kohlberg presents interesting ideas about the moral judgments of children, some critics have challenged the universality of his stages of moral development.
 - They have also suggested that the elaborate "moral dilemmas" he used are too abstract for children.

Carol Gilligan's View on Gender and Moral Development:

- Gilligan is a major critic of Kohlberg's theory—Kohlberg's model was developed solely on the basis of research with male respondents.
- Women and men often have diverging views on morality based on differences in socialization and life experiences.
- Males
 - More concerned about justice, law, and order.

- Abstract standards of right and wrong.
- Females
 - More focused on relationships.
 - Concerned about what the consequences of wrongdoing, such as stealing, might have on persons and their relationships.
- Subsequent research that directly compared women's and men's reasoning about moral dilemmas has supported some of Gilligan's assertions but not others.
- Some other researchers have not found that women are more compassionate than men.
- Overall, however, Gilligan's argument that people make moral decisions according to both abstract principles of justice and principles of care is an important contribution to our knowledge about moral reasoning.

Socialization Through the Life Course:

Why is socialization a lifelong process?

- Throughout our lives, we continue to learn.
- **Anticipatory socialization:** The process by which knowledge and skills are learned for future roles.
- Each time we experience a change in status (such as becoming a university student or getting married), we learn a new set of rules, roles, and relationships.
- Many societies organize social experience according to age. Some have distinct rites of passage, based on age or other factors, that publicly dramatize and validate changes in a person's status.
- In Canada and other industrialized societies, the most common categories of age are infancy, childhood, adolescence, and adulthood (often subdivided into young adulthood, middle adulthood, and older adulthood).

Childhood:

- Interactionists emphasize that during infancy and early childhood, family support and guidance are crucial to a child's developing self-concept.
- Interactionists also stress that mutual interaction with a caring adult—and preferably a number of nurturing adults—is essential for a child's emotional, physical, intellectual, and social growth.
- In some families, children are provided with emotional warmth, feelings of mutual trust, and a sense of security. These families come closer to our ideal cultural belief that childhood should be a time of carefree play, safety, and freedom from economic, political, and sexual responsibilities.
- However, other families reflect the discrepancy between cultural ideals and reality—children grow up in a setting characterized by fear, danger, and risks that are created by parental neglect, emotional abuse, or premature economic and sexual demands.

Adolescence:

- In industrialized societies, this stage represents a buffer between childhood and adulthood.
- Many young people spend much of their time planning for future roles.
- Adolescence is often characterized by emotional and social unrest.
- In the process of developing their own identities, some young people come into conflict with parents, teachers, and other authority figures who attempt to restrict their freedom.
- Adolescents may also find themselves caught between the demands of adulthood and their own lack of financial independence and experience in the job market.
- The experiences of individuals during adolescence vary according to their ethnicity, class, and gender.

Adulthood:

- One of the major differences between child and adult socialization is the degree of freedom of choice.
- In early adulthood, people work toward their own goals of creating meaningful relationships with others, finding employment, and seeking personal fulfillment.
- In early adulthood (usually until about age 40), people work toward their own goals of creating meaningful relationships with others, finding employment, and seeking personal fulfillment.
- Young adults continue to be socialized by their parents, teachers, peers, and the media, but they also learn new attitudes and behaviours.

Workplace (or Occupational) Socialization:

- **Workplace (occupational) socialization:** One of the most important types of adult socialization.
- Four phases:
 1. Career choice
 2. Anticipatory socialization
 3. Conditioning and commitment
 4. Continuous commitment
- (1) career choice, (2) anticipatory socialization (learning different aspects of the occupation before entering it), (3) conditioning and commitment (learning the ups and downs of the occupation and remaining committed to it), and (4) continuous commitment (remaining committed to the work even when problems or other alternatives may arise).
- 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 throughout our years of employment.
- Nowadays, many people experience continuous workplace socialization as a result of individuals having more than one career.

Social Devaluation:

- **Social devaluation:** A situation in which a person or group is considered to have less social value than other individuals or groups.
 - A frequent phenomenon among elderly Canadians.
- Adult socialization is diverse: it varies with gender, class, ethnicity, and religion.
- Between the ages of 40 and 60, people enter middle adulthood, and many begin to compare their accomplishments with their earlier expectations. At this point, people either decide that they have reached their goals or recognize that they have attained as much as they are likely to achieve.
- In older adulthood, some people are quite happy and content; others are not.
- Erik Erikson noted that difficult changes in adult attitudes and behaviour occur in the last years of life, when people experience decreased physical ability, lower prestige, and the prospect of death.

Resocialization:

- **Resocialization:** The process of learning a new and different set of attitudes, values, and behaviours from those in one's previous background and experience.
- Voluntary resocialization: When we receive a new status of our own free will.
- Involuntary resocialization: When we receive a new status not of our own free will.
- For many new parents, the process of resocialization involved in parenting is the most dramatic they will experience in their lifetimes.
- Voluntary: becoming a student, an employee, or a retiree. Sometimes, voluntary resocialization involves medical or psychological treatment or religious conversion, in which case the person's existing attitudes, beliefs, and behaviours must undergo strenuous modification to a new regime and a new way of life.
- For example, resocialization for adult survivors of emotional or physical child abuse includes extensive therapy to form new patterns of thinking and action.

Total Institution:

- **Total institution:** A place where people are isolated from the rest of society for a set period of time and come under control of the officials who run the institution.
- Military boot camps, jails and prisons, concentration camps, and some mental hospitals are total institutions.
- In these settings, people are totally stripped of their former selves—or depersonalized—through a degradation ceremony (Goffman, 1961a).
- Inmates entering prison, for example, are required to strip, shower, and wear assigned institutional clothing.
- The depersonalization process continues as they are required to obey rigid rules and to conform to their new environment.
- After stripping people of their former identities, the institution attempts to build a more compliant person.
- A system of rewards and punishments (such as providing or withholding cigarettes and television or exercise privileges) encourages conformity to institutional norms.

- Some individuals may be rehabilitated; others become angry and hostile toward the system that has taken away their freedom. Although the assumed purpose of involuntary resocialization is to reform persons so that they will conform to societal standards of conduct after their release, the ability of total institutions to modify offenders' behaviour in a meaningful way has been widely questioned.