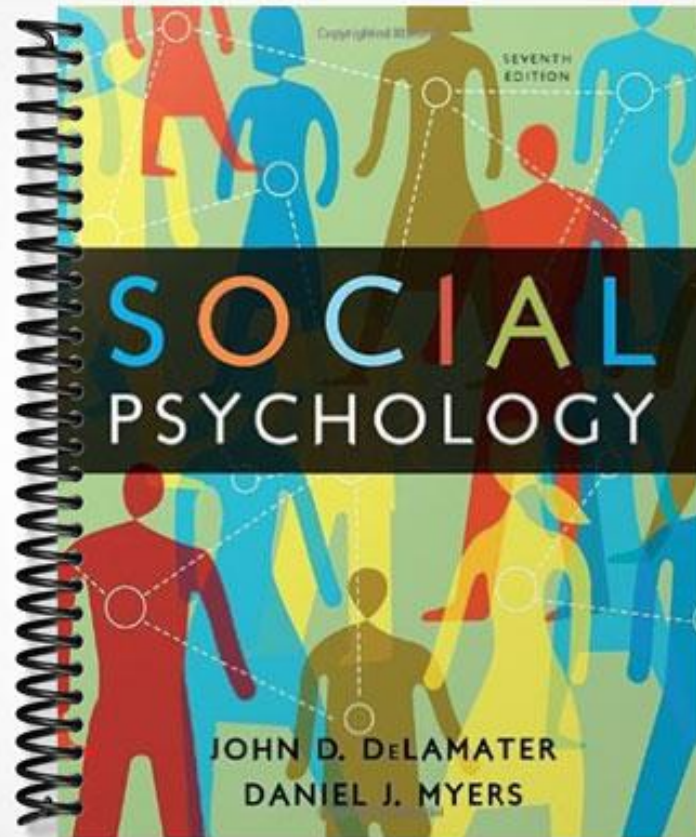


**SOLUTIONS MANUAL**



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SEVENTH EDITION

**SOCIAL  
PSYCHOLOGY**

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## **Chapter 2 Socialization**

### **BRIEF CHAPTER OUTLINE**

- I. Introduction
- II. Perspectives on Socialization
  - A. The Developmental Perspective
  - B. The Social Learning Perspective
  - C. The Interpretive Perspective
  - D. The Impact of Social Structure
- III. Agents of Childhood Socialization
  - A. Family
  - B. Peers
  - C. School
- IV. Processes of Socialization
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  - B. Observational Learning
  - C. Internalization
- V. Outcomes of Socialization
  - A. Gender Role
  - B. Linguistic and Cognitive Competence
  - C. Moral Development
  - D. Work Orientations
- VI. Components of the Life Course
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  - B. Identities and Self-Esteem
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- VII. Influences on Life Course Progression
  - A. Biological Aging
  - B. Social Age Grading
  - C. Historical Trends and Events
- VIII. Historical Variations
  - A. Women's Work: Gender Role Attitudes and Behavior
  - B. Impact of Events

### **LEARNING OBJECTIVES**

1. Understand socialization as the process in which individuals learn and recreate their position in a group or society.
2. Identify the four basic perspectives in the study of socialization: developmental, social learning, interpretive, and impact of social structure.
3. Examine the nature/nurture debate with a focus on the social aspects of socialization.
4. Identify and understand childhood socialization and the influence of various socializing agents: family, peers, and school.

5. Examine the impact of instrumental conditioning, observational learning, and internalization.
6. Understand the outcomes of socialization as they relate to gender, cognitive competence, moral development, and work orientations.
7. Recognize socialization as a life-long process.
8. Understand the components of the life course such as careers, identities and self-esteem, and stress and satisfaction.
9. Identify the influences on life course progression such as biological aging, and social age grading.
10. Understand the historical trends, events, and variations of socialization.

After reading Chapter 2, students should be able to comprehend what socialization entails as well as its processes and outcomes. They should also be able to utilize the four basic perspectives in the study of socialization, and identify which perspectives emphasize biological development (nature), and which ones emphasize social learning or the environment (nurture). Students should also be able to recognize socialization as a life-long process full of socializing agents that effect the development of personhood within society. They should be able to identify influences on life course progression, and understand the historical trends and events that influence the socialization process. Specifically, students should be able to recognize that socialization produces our individuality in as much as it makes us like most other members of society.

## LECTURE OUTLINE

### I. Introduction

### II. Perspectives on Socialization

- A. **The Developmental Perspective** - The most biologically-oriented of all the perspectives in the text, the **developmental** perspective views socialization as largely dependent on the processes of physical and psychological maturation, which are biologically determined (see Table 2.1).
- B. **The Social Learning Perspective** - The **social learning** perspective emphasizes the child's acquisition of cognitive and behavioral skills from the environment.
- C. **The Interpretive Perspective** - Socialization occurs primarily through social interaction. The **interpretive perspective** draws on symbolic interaction theory (see Chapter 1). Development is a process of interpretive reproduction, which consists of children learning **cultural routines** and reinterpreting them to fit personal needs and the social context.
- D. **The Impact of Social Structure** – The **impact of social structure** perspective is sociological, and considers socialization as a product of group life.

### III. Agents of Childhood Socialization

- A. Family** - Socialization has four components. It always involves: (1) someone who serves as a source of what is being learned (an agent); (2) a learning process; (3) a person who is being socialized (a target); and (4) something that is being learned (an outcome).

To meet an infant's needs, adult caregivers must learn to read the infant's signals accurately. Thus, infants need a secure **attachment** or a warm, close relationship with an adult that produces a sense of security and provides stimulation in order to develop the interpersonal and cognitive skills needed for proper growth.

- B. Peers** - Peers become increasingly important socializing agents to a child as s/he grows older.
- C. School** - The school is intentionally designed to socialize children. There is a strict hierarchy in place within the classroom, and school is the child's first experience with formal and public evaluation of performance. Schools teach more than academics.

### IV. Processes of Socialization

- A. Instrumental Conditioning** - The process where a person learns what response to make in a situation in order to obtain a positive reinforcement or avoid a negative reinforcement is referred to as **instrumental conditioning**. This occurs through **shaping**, learning in which an agent initially reinforces any behavior that remotely resembles the desired response and later requires increasing correspondence between the learner's behavior and the desired response before providing reinforcement. **Punishment** is the presentation of a painful or discomforting stimulus that decreases the probability that the preceding behavior will occur.

Children learn most behaviors through instrumental learning. The performance of some of these behaviors will remain **extrinsically motivated**, that is, they are dependent on whether someone else will reward appropriate behaviors or punish inappropriate ones. However, the performance of other activities becomes **intrinsically motivated**, or performed in order to achieve an internal state that the individual finds rewarding. **Self-reinforcement** involves incorporating standards into the self and using those standards to judge one's own behavior.

- B. Observational Learning** - Also known as modeling, **observational learning** refers to the acquisition of behavior based on observation of another's behavior and of its consequences for that person. Many behaviors and skills are learned this way.
- C. Internalization** - The process by which externally imposed behavioral standards become internal, and guide the individual's behavior is called **internalization**.

## V. Outcomes of Socialization

- A. Gender Role** - Our **gender role**, or the behavioral expectations associated with one's gender has a major influence on the socialization of a child. Every society has differential expectations with respect to the characteristics and behavior of males and females. The mass media is a major influence on gender role socialization. The most stereotyped portrayals are found in music videos.
- B. Linguistic and Cognitive Competence** - The three main components of language are the sound system (*phonology*), the words and their associated meanings (*lexicon*), and the rules for combining words into meaningful utterances (*grammar*). Children must also develop *cognitive competence*, the ability to represent in their own minds the features of the world around them.
- C. Moral Development** - To interact effectively with others, people must learn the social rules that govern interactions, and in general, adhere to them. Beliefs about which behaviors are acceptable and which are unacceptable are termed **norms**. The process through which children become capable of making moral judgments is termed **moral development**. It involves two components: (1) the reasons one adheres to social rules; and (2) the bases used to evaluate actions by self or others as good or bad.

*Lawrence Kohlberg* argues for specific stages through which people develop successively more abstract moral evaluations, though it has been criticized. He proposed a developmental model with three levels of moral reasoning, each level involving two stages (see Table 2.3).

- D. Work Orientations** - Work is of central importance in social life. In recognition of this, occupation is a major influence on the distribution of economic and other resources. In general, middle-class occupations involve the manipulation of people as symbols and work that is not closely supervised. Working-class occupations are more routinized and more closely supervised.

## VI. Components of the Life Course

- A. Careers** - One of the three main components of the life course, a career is a sequence of roles, each with its own set of activities that a person enacts during his or her lifetime. Our most important careers are in three major social domains: family and friends, education, and work.
- B. Identities and Self-Esteem** - The second major component of the life course is identities and self-esteem. As we engage in career roles, we observe our own performances and other people's reactions to us. Using these observations, we construct role identities – conceptions of the self in specific roles.

- C. Stress and Satisfaction** - The third major component of the life course is stress and satisfaction. Performing career activities often produces positive feelings, such as satisfaction, and negative feelings, including stress. At times, the demands made on a person exceed the individual's ability to cope, and such a discrepancy is called **stress**.

## VII. Influences on Life Course Progression

- A. Biological Aging** - Throughout the life cycle, we undergo biological changes in body size and structure, in the brain and central nervous system (CNS), in the endocrine system, in our susceptibility to various diseases, and in the acuity of our sight, hearing, taste, etc. Biological aging is inevitable and irreversible, but it is only loosely related to chronological age.
- B. Social Age Grading** - Age is the primary criterion that every known society uses to assign people to such activities and roles. Throughout life, individuals move through a sequence of age-graded social roles. Each role consists of a set of expected behavior, opportunities, and constraints. Pressure to make the expected transitions between roles at the appropriate times means that the life course consists of a series of **normative life stages**, which are discrete periods in the life course during which individuals are expected to perform the set of activities associated with a distinct age-related role.

Movement from one life stage to another involves a **normative transition**, or socially expected changes made by all or most members of a defined population, and are often marked by a ceremony (e.g., bar mitzvah, graduation, wedding, etc).

- C. Historical Trends and Events** - Another major influence on the life course are historical trends and events. The lives of individuals are shaped by trends that extend across historical periods (e.g., increasing equality of the sexes, improved nutrition), and by events that occur at particular points in history (e.g., recessions, wars, earthquakes, tsunamis). A **birth cohort** is a group of people who were born during the same period (i.e., one year or several years, depending on the issue under study).

## VIII. Historical Variations

- A. Women's Work: Gender Role Attitudes and Behavior** - By examining historical variations, we are able to see the influence of historical trends on the typical life course, and illustrate how to analyze the links between historical events and the life course. With regard to women in the labor force, there has been a substantial increase in the percentage of women who work outside the home in the U.S. since 1960.
- B. Impact of Events** – Life course researchers are also interested in the impact of events on those who experience them. One dimension of impact is the magnitude of the event, that is, the number of people who are affected. The events of September 11, 2001 affected millions of people across the U.S. and in other parts of the world.

## LECTURE/DISCUSSION SUGGESTIONS

1. Discuss socialization. How does socialization influence our likes/dislikes? How does it make us like all other members of society, but distinctive in other ways? Ask students to provide examples by highlight their likes and dislikes, and ethnic/cultural and religious backgrounds. (LO1)
2. Compare the developmental and social learning perspectives. What do these perspectives emphasize with regard to socialization? How would these perspectives help explain altruism? Provide examples. (LO2)
3. Identify the four basic perspectives of socialization. Briefly define and explain each in the context of the nature-nurture debate. What are some similarities and differences between the perspectives? (LO3)
4. Discuss how the interpretive perspective views deviation from the norm, or what is considered normal behavior. How can it explain unpopular ideas and actions in politics? What is likely to happen if a Democrat or Republican finds him-/herself in the minority within their own political party (e.g., disagrees with their own party's decision)? (LO2)
5. Discuss school as a socializing agent. What are some of the techniques used to socialize children in schools? Ask students to give examples from their own experiences in primary education (i.e., K-12). (LO4)
6. Discuss gender roles. How do the three primary agents of socialization reinforce traditional gender roles? Provide examples. (LO4)
7. Identify the three major processes of socialization. How could each of the processes (instrumental conditioning, observational learning, internalization) explain cult membership, or the reasons why people join cults? (LO5)
8. Discuss the process of borderwork with students. Have students to talk about their elementary school experiences with the opposite sex. Have students identify the things that children do to reinforce gender boundaries. (LO6)
9. Define the three levels of moral reasoning in Kohlberg's model of moral development. Using each level of the model, explain why some students would decide to cheat on an exam, while others would not cheat. (LO6)
10. Compare the process of socialization for children and adults. What are some of the similarities and differences between childhood and adulthood socialization? Why is the view that socialization is a life-long process significant? Raise this question in class and gauge students' responses. (LO7)

**STUDENT ACTIVITIES**

1. Ask 8-10 people (family, friends) if they can define socialization and write their responses on a piece of paper. Afterwards, compare the responses you received with the formal definition from Chapter 2. What were some of the similarities and differences between peoples' responses and the actual definitions provided in the text? (LO1)
2. If you were abducted by aliens who told you that you had 10 minutes to live, and who were interested in picking your brain about socialization, how would you explain it from the perspectives offered in the text? Set a timer for 10 minutes, and write down your explanations on a piece of paper. (LO2)
3. Contemplate a trait like empathy. How would the different perspectives on socialization view the development of that trait? Is it nature, nurture, or both? Write down your responses and share them with your classmates. (LO2)
4. Make a list of the following: (1) One thing you like; (2) One thing you dislike; (3) One belief; and (4) One value. For each of the four, write a paragraph on which of the major socializing agents (family, peers, school) were most influential in shaping your views. (LO4)
5. Make a list of five positive behaviors you exhibit (e.g., kindness, patience, truth-telling). Now go back and provide an explanation of how each of these behaviors was internalized. At what age did this occur for you? Were these behaviors modeled by powerful and nurturant adult caregivers? (LO5)
6. In groups of three or more, go observe children at a playground. Note their approximate ages, and the patterns of play and interaction between and within genders. Are the patterns of interaction you witness the same or different from those described in Chapter 2? If not, what are the differences? (LO5)
7. Watch children's cartoons on a Saturday morning, or anytime on the *Cartoon Network*, and pay particular attention to the commercials. Observe how toys are marketed for different genders. What messages do boys and girls receive? Are there toys that are marketed to both genders? If so, how are these commercials different from gender-specific advertisements? (LO6)
8. Choose a topic such as capital punishment or abortion. Make a list of 3-4 reasons why it would be considered moral and why it would be considered immoral. Then identify what level of Kohlberg's moral development the reasons you have provided would be categorized in. In what ways would this be helpful, and in what ways would this be problematic? (LO6)
9. Examine the three major components of the life course: (1) careers; (2) identities and self-esteem; and (3) stress and satisfaction. Trace the continuities and changes that have



occurred in your life in the context of these three major components. What were some of the major changes you faced? (LO8)

10. Identify an individual in their 60s; one in their 30s, and one in their teenage years. Make a list of the historical trends and events they have lived through in the U.S. (e.g., recession, war, plagues), and discuss the positive and negative influences of such events on their individual life. (LO10)

## KEY TERMS

attachment (p. 28)	life events (p. 53)
birth cohort (p. 56)	moral development (p. 47)
borderwork (p. 34)	normative life stage (p. 54)
career (p. 51)	normative transition (p. 55)
cultural routines (p. 26)	norms (p. 45)
extrinsically motivated (p. 38)	observational learning (p. 39)
gender role (p. 41)	punishment (p. 37)
instrumental conditioning (p. 35)	self-reinforcement (p. 38)
internalization (p. 40)	shaping (p. 36)
intrinsically motivated (p. 38)	socialization (p. 23)
life course (p. 51)	stress (p. 53)

## INTERNET ACTIVITIES

### 1. Self-Esteem Test

Learn more about how you perceive yourself, and how you think others perceive you. Upon completion of the test, self-esteem is defined, and you will be given a numerical score as well as an explanation of that score.

#### Discovery Health

[http://discoveryhealth.queendom.com/self\\_esteem\\_abridged\\_access.html](http://discoveryhealth.queendom.com/self_esteem_abridged_access.html)

This site includes a plethora of information on physical and psychological well-being, as well as interactive health tools for those interested in maintaining a healthy lifestyle.

### 2. TV/Print Advertisement Analysis

Do a search under “children” to locate the print (or TV) advertisements targeting children, and analyze the extent to which such ads adhere to stereotypical gender role (e.g., trucks for boys, dolls for girls).

#### Best Ads on TV

<http://www.bestadsontv.com/main.php>

Next to *YouTube.com*, this comprehensive site allows individuals to view some of the best print and TV advertisements.

3. **Morals – Social Responsibility**

This questionnaire is designed to test your morality, and to find out how socially responsible you are. Read the statements provided and ascertain how important you think they are.

**BBC Science & Nature: Human Body & Mind**

<http://www.bbc.co.uk/science/humanbody/mind/surveys/morals/index.shtml>

Comprehensive site focused on the human body and mind, with a plethora of information, tips and questionnaires. Also includes online psychological tests.

4. **Predicting Feelings**

Indicate your feelings for each of the situations listed, and upon completion, your results will be given compared to others' responses.

**Social Psychology – Indiana University**

<http://www.indiana.edu/~socpsy/ACT/predict1.htm>

Indiana University's social psychology site focusing on *Affect Control Theory*.

5. **Cyberstalking**

Partake in this online survey examining intrusive internet behaviors and endeavors.

**Psychology Department – Creighton University**

<http://www.creighton.edu/psychology/studies/huss/introduction/>

Creighton University's psychology department site, with information on their cyberstalking study.

**Key Words for INFOTRAC® COLLEGE EDITION Searches**

Developmental Perspective and Social Psychology

Interpretive Perspective and Social Psychology

Life Course and Social Psychology

Learning and Social Psychology

Modeling and Social Psychology

Moral Development and Social Psychology

Operant Conditioning and Social Psychology

Socialization and Social Psychology

Socialization and Families

Socialization and Media

Socialization and Peers

Socialization and Schools