

Socialization

CHAPTER 3 - SOCIALIZATION

LEARNING OBJECTIVES

1. Discuss the extent to which people would become human beings without adequate socialization.
2. Compare Charles Horton Cooley's "looking-glass self" with George Herbert Mead's insights on "role-taking" and the "generalized other."
3. Contrast functionalist and conflict theorists' perspectives on the roles that families play in the socialization process.
4. Describe how schools socialize children in both formal and informal ways.
5. State the role that peer groups and media play in socialization now and predict the part that these agents will play in the future.
6. Identify ways in which gender socialization and racial/ethnic socialization occur in your school and community.
7. Discuss the stages in the life course and demonstrate why the process of socialization is important in each stage.
8. Distinguish between voluntary and involuntary resocialization, and give examples of each.

MULTIPLE CHOICE SECTION

1. A teenage boy, nervous because he is about to go out on his first date, receives advice from his older sister about how to act. This is an example of _____.

- a. self-representation
- b. acculturation
- c. socialization
- d. assimilation

Answer: c Page: 64 LO: 1 TYPE: Applied SOURCE: Pickup

2. _____ is 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.

- a. Acculturation
- b. Socialization
- c. Assimilation
- d. Self-representation

Answer: b Page: 65 LO: 1 TYPE: Conceptual SOURCE: Pickup

3. Which of these statements about socialization is *false*?

- a. Socialization involves both formal and informal processes.
- b. Socialization enables us to adapt to new environments.

- c. Socialization is complete by the time we reach late middle-age.
- d. Socialization is essential for an individual to live in society.

Answer: c Page: 64 LO: 1 TYPE: Conceptual SOURCE: New

4. Why is socialization such an important process for human beings?

- a. Unlike other animals, humans have no biological drives.
- b. Human beings are not capable of informal learning processes.
- c. Human beings have an instinctive knowledge of society that is triggered by socialization.
- d. Achieving full human potential requires interaction with others.

Answer: d Page: 66 LO: 1 TYPE: Conceptual SOURCE: New

5. Which of these statements about the importance of socialization for society is *false*?

- a. If a society is small enough, socialization is not essential to social stability.
- b. Members of a society must be socialized to support the existing social structure.
- c. Socialization enables society to reproduce itself by passing culture from one generation to the next.
- d. Without socialization human society could not survive.

Answer: a Page: 65 LO: 1 TYPE: Conceptual SOURCE: New

6. Socialization is essential for the survival and stability of society. This statement reflects the perspective on socialization and society.

- a. conflict theory
- b. postmodern
- c. functionalist
- d. symbolic interactionist

Answer: c Page: 65 LO: 1 TYPE: Conceptual SOURCE: New

7. In the “nature versus nurture” debate regarding socialization, the “nature” component refers to _____.

- a. cultural tradition
- b. heredity
- c. contact with others
- d. social environment

Answer: b Page: 67 LO: 1 TYPE: Conceptual SOURCE: Pickup

8. In the “nature versus nurture” argument regarding socialization, the “nurture” component refers to _____.

- a. social environment
- b. contact with others
- c. cultural tradition
- d. heredity

Answer: a Page: 67 LO: 1 TYPE: Conceptual SOURCE: Pickup

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9. _____ is the systematic study of how biology affects social behavior and asserts that nature, in the form of our genetic makeup, is a major factor in shaping human behavior.

- a. Psychophysiology
- b. Genetic analysis
- c. Sociobiology
- d. Cybernation

Answer: c Page: 67 LO: 1 TYPE: Conceptual SOURCE: Pickup

10. _____ focus on how humans design their own culture and transmit it from generation to generation through socialization. By contrast, _____ assert that nature, in the form of our genetic makeup, is a major factor in shaping human behavior.

- a. Psychologists / sociologists
- b. Sociologists / sociobiologists
- c. Sociobiologists / psychologists
- d. Sociobiologists / sociologists

Answer: b Page: 67 LO: 1 TYPE: Conceptual SOURCE: Pickup

11. _____ pioneered sociobiology, arguing that genetic inheritance underlies many forms of social behavior including war and peace, envy and concern for others, and competition and cooperation.

- a. Sigmund Freud
- b. Lawrence Kohlberg
- c. Jean Piaget
- d. Edward Wilson

Answer: d Page: 67 LO: 1 TYPE: Factual SOURCE: Modified

12. Which of these statements is the best explanation of the relative influence of biological and social factors in human development?

- a. Biological principles explain all forms of human behavior.
- b. There is hardly any human behavior that is influenced by biological factors.
- c. Heredity provides the basic material out of which social interaction shapes human characteristics.
- d. It is clear that biological principles have far greater ability to explain human behavior than does social interaction.

Answer: c Page: 67 LO: 1 TYPE: Conceptual SOURCE: New

13. Children whose biological and emotional needs are met in settings characterized by affection, warmth, and closeness see the world _____.

- a. as a non-trustworthy and abusive place
- b. with suspicion and fear
- c. as a safe and comfortable place
- d. as a hostile place

Answer: c Page: 67 LO: 1 TYPE: Factual SOURCE: Pickup

14. In a series of laboratory experiments, psychologists Harry and Margaret Harlow attempted to demonstrate _____.
- a. the effects of social isolation on nonhuman primates raised without contact with others of their own species
 - b. that human development occurs in three stages that reflect different levels of the personality
 - c. how conflicts that coincide with major changes in a person's social environment can be resolved in a positive manner
 - d. that cognitive development occurs in stages that are significantly different for human and nonhuman primates.

Answer: a Page: 67 LO: 1 TYPE: Factual SOURCE: Modified

15. Sociologist Kingsley Davis was interested in the case of Anna, a child who was kept in an attic-like room in her grandfather's house, because _____.
- a. he was studying the parenting habits of young, unmarried mothers
 - b. he wanted to know more about what happens when a child is raised in isolation
 - c. he was attempting to determine how children develop a generalized other
 - d. he was interested in the impact of sexual abuse on later human behavior

Answer: b Page: 68 LO: 1 TYPE: Factual SOURCE: Modified

16. The cases of Anna and Genie are presented in the text in order to illustrate the point that
- a. even negative abusive socialization will help an individual achieve their potential.
 - b. socialization is essential for normal human development.
 - c. the most neglected children can still be said to have been socialized.
 - d. the negative effects of social isolation can be overcome with the proper treatment.

Answer: b Page: 68 LO: 1 TYPE: Conceptual SOURCE: New

17. The case of Genie, a neglected and abused child, illustrates that
- a. with proper therapy, children who have been isolated can eventually become fully developed and independent.
 - b. children who have experienced extreme isolation do not live long enough to reach adulthood.
 - c. it is not possible for children who experience extreme social isolation and neglect to ever achieve their full human potential.
 - d. isolated children actually recover more quickly from cognitive damage than physical damage.

Answer: c Page: 68 LO: 1 TYPE: Conceptual SOURCE: Modified

18. What is the most frequent form of child maltreatment?
- a. physical abuse
 - b. emotional abuse
 - c. criminal sexual assault

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d. neglect

Answer: d Page: 68 LO: 1 TYPE: Factual SOURCE: Pickup

19. The basic assumption in the psychoanalytic approach of _____ is that human behavior and personality originate from unconscious forces within the individual.

- a. George Herbert Mead's
- b. Charles Horton Cooley's
- c. Jean Piaget's
- d. Sigmund Freud's

Answer: d Page: 69 LO: 1 TYPE: Factual SOURCE: Modified

20. According to psychologist Sigmund Freud, human development occurs in three states that reflect different levels of the personality. Which of the following is *not* one of the states?

- a. id
- b. superego
- c. libido
- d. ego

Answer: c Page: 69 LO: 1 TYPE: Factual SOURCE: Pickup

21. According to psychologist Sigmund Freud, human development occurs in three states that reflect different levels of the personality. The _____ is the component of personality that includes all of the individual's basic biological drives and needs that demand immediate gratification.

- a. id
- b. ego
- c. superego
- d. libido

Answer: a Page: 69 LO: 1 TYPE: Factual SOURCE: Conceptual

22. Within Freud's framework for understanding human development, the _____ is the rational, reality-oriented component of personality that imposes restrictions on the innate pleasure-seeking drives of individuals.

- a. id
- b. ego
- c. superego
- d. libido

Answer: b Page: 70 LO: 1 TYPE: Conceptual SOURCE: Modified

23. According to Freud, the _____ is expressed in recognition of parental control and later of the demands of society.

- a. id
- b. ego
- c. superego

d. libido

Answer: c Page: 70 LO: 1 TYPE: Conceptual SOURCE: Modified

24. Rachelle and Luis really want a new sports utility vehicle, but have recently had their first child. Luis says to Rachelle that the car will have to wait until sometime when they have more resources. His attitude is an illustration of the _____.

a. libido
b. ego
c. id
d. superego

Answer: b Page: 70 LO: 1 TYPE: Applied SOURCE: Modified

25. According to Freud, a well-adjusted individual successfully manages the opposing forces of the _____ and the _____.

a. psychic impulse / ego
b. id / ego
c. ego / superego
d. id / superego

Answer: d Page: 70 LO: 1 TYPE: Conceptual SOURCE: New

26. Psychologist Jean Piaget was a pioneer in the field of _____, which explores how people's ability to think and process information changes over time.

a. psychoanalysis
b. psychosocial development
c. cognitive development
d. symbolic interactionism

Answer: c Page: 70 LO: 1 TYPE: Factual SOURCE: Modified

27. Piaget believed that in each stage of human development (from birth through adolescence), children's activities are governed by their _____.

a. individual psyches
b. perception of the world around them
c. socialization
d. interactions with others

Answer: b Page: 70 LO: 1 TYPE: Conceptual SOURCE: Modified

28. Which of these is the correct sequence of psychologist Jean Piaget's stages of cognitive development?

a. preoperational, sensorimotor, formal operational, and concrete operational
b. concrete operational, preoperational, formal operational, and sensorimotor
c. preoperational, formal operational, concrete operational, and sensorimotor
d. sensorimotor, preoperational, concrete operational, and formal operational

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Answer: d Page: 71 LO: 1 TYPE: Conceptual SOURCE: Modified

29. According to Piaget, in the _____ stage, children are unable to engage in symbolic thought or use language.

- a. sensorimotor
- b. formal operational
- c. preoperational
- d. concrete operational

Answer: a Page: 71 LO: 1 TYPE: Conceptual SOURCE: Modified

30. According to psychologist Jean Piaget, toward the end of the second year of life, children begin to use words as mental symbols and to form mental images. He referred to this as the _____ stage.

- a. concrete operational
- b. preoperational
- c. sensorimotor
- d. formal operational

Answer: b Page: 71 LO: 1 TYPE: Conceptual SOURCE: Pickup

31. Psychologist Jean Piaget showed children two identical glasses filled with the same amount of water. After the children agreed that both glasses held the same amount of water, Piaget poured the water from one glass into a taller, narrower glass and then asked them about the amounts of water in each glass. Tyler thought that the taller glass held more water because the water line was higher than in the shorter, wider glass. This is an indication that Tyler is in the _____ stage of development.

- a. sensorimotor
- b. concrete operational
- c. preoperational
- d. formal operational

Answer: c Page: 71 LO: 1 TYPE: Applied SOURCE: Modified

32. Psychologist Jean Piaget showed children two identical glasses filled with the same amount of water. After the children agreed that both glasses held the same amount of water, Piaget poured the water from one glass into a taller, narrower glass and then asked them about the amounts of water in each glass. Tamara noted that both containers still had the same amount of water, even though they were different shapes and sizes. This would indicate that Tamara is in the _____ stage of cognitive development.

- a. sensorimotor
- b. concrete operational
- c. formal operational
- d. preoperational

Answer: b Page: 71 LO: 1 TYPE: Applied SOURCE: Modified

33. In psychologist Jean Piaget's theory, by the _____ stage, adolescents are able 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.

- a. sensorimotor
- b. preoperational
- c. formal operational
- d. concrete operational

Answer: c Page: 71 LO: 1 TYPE: Conceptual SOURCE: Pickup

34. Which of these is *not* one of the criticisms of Piaget's framework for understanding cognitive development?

- a. Piaget's approach does not account for individual differences among children.
- b. Piaget's stages of cognitive development do not apply equally well cross-culturally.
- c. The stages of cognitive development noted by Piaget do not take differences in gender socialization into account.
- d. The work of Piaget is largely a reconfiguration of the earlier work of Sigmund Freud.

Answer: d Page: 71 LO: 1 TYPE: Conceptual SOURCE: New

35. In psychologist Lawrence Kohlberg's theory, during the _____ level, children view evil behavior as that which is likely to be punished, and good behavior as obedience and avoidance of unwanted consequences.

- a. conventional
- b. subconventional
- c. postconventional
- d. preconventional

Answer: d Page: 71 LO: 1 TYPE: Conceptual SOURCE: Modified

36. Which of the stages in the theory of psychologist Lawrence Kohlberg is *not* reached by most adults?

- a. preconventional
- b. conventional
- c. postconventional
- d. subconventional

Answer: c Page: 71 LO: 1 TYPE: Applied SOURCE: New

37. According to Kohlberg's framework of moral development, most adults are governed by concern for how they are viewed by others and whether or not they will be punished for their behavior. This is termed the _____ level of moral development.

- a. subconventional
- b. conventional
- c. postconventional
- d. preconventional

Answer: b Page: 71 LO: 1 TYPE: Applied SOURCE: New

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38. According to psychologist Carol Gilligan, the key weakness of Lawrence Kohlberg's model was that it
- a. underestimated human potential for immorality.
 - b. was based on only male respondents.
 - c. ignored key social psychological insights.
 - d. overemphasized the subconscious mind.
- Answer: b Page: 72 LO: 1 TYPE: Conceptual SOURCE: Pickup
39. Psychologist Carol Gilligan concluded that women and men often have divergent views on morality based on differences in _____ and life experiences.
- a. social class
 - b. education
 - c. religion
 - d. socialization
- Answer: d Page: 72 LO: 1 TYPE: Conceptual SOURCE: Pickup
40. Psychologist Carol Gilligan believes that women and men often have divergent views on morality. She argued that men are more concerned with _____, while women are likely to consider the _____ involved in the situation.
- a. law and order / social relationships
 - b. social skills / social norms
 - c. social relationships / ethics
 - d. themselves / feelings of others
- Answer: a Page: 72 LO: 1 TYPE: Conceptual SOURCE: Modified
41. According to _____ we cannot form a sense of self without intense social interaction with others.
- a. psychoanalysts
 - b. sociologists
 - c. psychologists
 - d. sociobiologists
- Answer: b Page: 73 LO: 2 TYPE: Conceptual SOURCE: New
42. _____ is the term for the sum total of perceptions and feelings that an individual has of being a distinct and unique person (a sense of who and what one is).
- a. Personality
 - b. Psyche
 - c. Self
 - d. Individuation
- Answer: c Page: 73 LO: 2 TYPE: Conceptual SOURCE: Modified
43. According to the sociological perspective, four components make up our self-concept. Which of the following is *not* one of the components of our self-concept?

- a. physical self
- b. creative self
- c. active self
- d. social self

Answer: b Page: 73 LO: 2 TYPE: Conceptual SOURCE: Modified

44. Which of these statements about the “self” or self-concept is *false*?

- a. One’s sense of self is not present at birth.
- b. In early childhood one’s focus is on the physical and active self.
- c. Self-concept is the basis for communication with others.
- d. Self-concept is fixed in childhood and unchanging after.

Answer: d Page: 73 LO: 2 TYPE: Conceptual SOURCE: New

45. According to _____, we do not know who we are until we see ourselves as we believe that others see us. This perspective helps us understand how our self-identity is developed through our contact with others.

- a. functionalists
- b. conflict theorists
- c. symbolic interactionists
- d. postmodernists

Answer: c Page: 73 LO: 2 TYPE: Conceptual SOURCE: Pickup

46. According to sociologist Charles Horton Cooley, the _____ refers to the way in which a person’s sense of self is derived from the perceptions of others.

- a. subconscious
- b. looking-glass self
- c. process of role-taking
- d. significant other

Answer: b Page: 73 LO: 2 TYPE: Conceptual SOURCE: Pickup

47. Which of these is *not* a step in the process of the *looking-glass self*?

- a. We imagine how our personality and appearance look to others.
- b. We imagine how others judge the personality and appearance we present.
- c. We evaluate the attitudes that we perceive from others in terms of their correctness.
- d. We develop a self-concept based on our perception of the attitudes of others.

Answer: c Page: 73 LO: 2 TYPE: Conceptual SOURCE: New

48. George Herbert Mead breaks down the development of the self into three stages. Which of these is *not* one of them?

- a. preparatory
- b. conventional
- c. play
- d. game

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Answer: b Page: 74 LO: 2 TYPE: Conceptual SOURCE: Pickup

49. According to sociologist George Herbert Mead, _____ refers to the process by which a person mentally assumes the role of another person or group in order to understand the world from that person's or group's point of view.

- a. role-exploration
- b. role-assumption
- c. role-taking
- d. role-searching

Answer: c Page: 74 LO: 2 TYPE: Conceptual SOURCE: Pickup

50. Sociologist George Herbert Mead coined the term _____ others for those persons whose care, affection, and approval are especially desired and who are most important in the development of the self.

- a. significant
- b. perceived
- c. generalized
- d. primary

Answer: a Page: 74 LO: 2 TYPE: Conceptual SOURCE: Pickup

51. Aaron's football coach is a very important influence in his life. Many of Aaron's actions are attempts to win the approval of his coach. Sociologist George Herbert Mead would suggest that the coach is one of Aaron's _____.

- a. generalized others
- b. secondary group members
- c. significant others
- d. reference group members

Answer: c Page: 74 LO: 2 TYPE: Applied SOURCE: Modified

52. Sociologist _____ divided the self into the "I" and the "me."

- a. Charles Horton Cooley
- b. Erik Erikson
- c. Neil Smelser
- d. George Herbert Mead

Answer: d Page: 74 LO: 2 TYPE: Conceptual SOURCE: Pickup

53. The "I" is the _____ element of the self and represents the spontaneous and unique traits of each person.

- a. subjective
- b. objective
- c. imaginary
- d. neutral

Answer: a Page: 74 LO: 2 TYPE: Conceptual SOURCE: Pickup

54. The "me" is the _____ 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.

- a. imaginary
- b. subjective
- c. objective
- d. neutral

Answer: c Page: 74 LO: 2 TYPE: Conceptual SOURCE: Pickup

55. According to sociologist George Herbert Mead, in the _____ stage of self-development, interactions lack meaning and children largely imitate the people around them.

- a. play
- b. preparatory
- c. game
- d. assimilation

Answer: b Page: 74 LO: 2 TYPE: Conceptual SOURCE: Pickup

56. Cory is four years of age. He loves to dress up like Batman and pretend to save Gotham City from The Penguin. According to sociologist George Herbert Mead's theory, he is in the _____ stage of self-development.

- a. preparatory
- b. assimilation
- c. play
- d. game

Answer: c Page: 74 LO: 2 TYPE: Applied SOURCE: Pickup

57. In the framework presented by sociologist George Herbert Mead, when young children join T-ball teams and begin to learn to play baseball they are entering the _____ stage of self-development.

- a. preparatory
- b. play
- c. assimilation
- d. game

Answer: d Page: 75 LO: 2 TYPE: Applied SOURCE: Pickup

58. Sociologist George Herbert Mead's concept of the _____ other refers to the child's awareness of the demands and expectations of the society as a whole or of the child's subculture.

- a. generalized
- b. perceived
- c. secondary
- d. significant

Answer: a Page: 75 LO: 2 TYPE: Conceptual SOURCE: Pickup

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59. From a contemporary _____ perspective, children are active and creative agents, not just passive recipients of the socialization process. From this view, children construct their own peer culture by borrowing from adult culture.

- a. postmodernist
- b. functionalist
- c. symbolic interactionist
- d. conflict

Answer: c Page: 76 LO: 2 TYPE: Conceptual SOURCE: Modified

60. Sociologist William Corsaro states that _____ is a stable set of activities or routines, artifacts, values, and concerns that children produce and share, and that emerges through interaction as children “borrow” from the adult culture.

- a. peer culture
- b. universal society
- c. social culture
- d. transitional society

Answer: a Page: 76 LO: 2 TYPE: Conceptual SOURCE: Modified

61. The research of sociologist William Corsaro suggests that the _____ is the most significant arena in which children and young people acquire cultural knowledge.

- a. peer group
- b. mass media
- c. family
- d. school

Answer: a Page: 76 LO: 2 TYPE: Factual SOURCE: Pickup

62. _____ is the term for the persons, groups, or institutions that teach us what we need to know in order to participate in society.

- a. Interaction forum
- b. Agent of socialization
- c. Social reference
- d. Significant other

Answer: b Page: 76 LO: 3 TYPE: Factual SOURCE: Modified

63. We are exposed to many _____ throughout our lifetime. According to the text, the most pervasive ones in childhood include the family, the school, peer groups, and the mass media.

- a. total institutions
- b. moral structures
- c. agents of socialization
- d. counter groups

Answer: c Page: 76 LO: 3 TYPE: Conceptual SOURCE: Pickup

64. According to the text, the _____ is the most important agent of socialization in all societies.

- a. school
- b. peer group
- c. family
- d. mass media

Answer: c Page: 76 LO: 3 TYPE: Conceptual SOURCE: Pickup

65. Theorists using a _____ perspective emphasize that families are important for society because they are the primary source for the procreation and socialization of children.

- a. conflict
- b. symbolic interactionist
- c. postmodern
- d. functionalist

Answer: d Page: 77 LO: 3 TYPE: Conceptual SOURCE: Pickup

66. _____ theorists emphasize that socialization reaffirms and reproduces the class structure in the next generation rather than challenging the conditions that presently exist.

- a. Conflict
- b. Postmodern
- c. Functionalist
- d. Symbolic interactionist

Answer: a Page: 77 LO: 3 TYPE: Conceptual SOURCE: Modified

67. _____ theorists emphasize that the family is the source of our specific social position in society.

- a. Postmodern
- b. Functionalist
- c. Conflict
- d. Symbolic interactionist

Answer: c Page: 77 LO: 3 TYPE: Conceptual SOURCE: Modified

68. From a _____ perspective, schools are responsible for teaching students to be productive members of society, the transmission of culture, social control and personal development, and the selection, training, and placement of individuals into different levels in society.

- a. functionalist
- b. conflict
- c. postmodern
- d. symbolic interactionist

Answer: a Page: 77 LO: 4 TYPE: Conceptual SOURCE: Modified

69. _____ theorists assert that students have different experiences in the school

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system depending on their social class, their racial/ethnic background, the neighborhood in which they live, and their sex/gender.

- a. Postmodern
- b. Conflict
- c. Symbolic interactionist
- d. Functionalist

Answer: b Page: 78 LO: 4 TYPE: Conceptual SOURCE: Pickup

70. According to sociologists Samuel Bowles and Herbert Gintis, much of what happens in school amounts to teaching children to be neat, to be on time, to be quiet, to wait their turn, and to remain attentive to their work. They term this the _____.

- a. discipline scenario
- b. authoritarian agenda
- c. hidden curriculum
- d. media program

Answer: c Page: 78 LO: 4 TYPE: Conceptual SOURCE: Modified

71. A _____ is a group of people who are linked by common interests, equal social position, and (usually) similar age.

- a. reference group
- b. peer group
- c. social group
- d. primary group

Answer: b Page: 78 LO: 5 TYPE: Conceptual SOURCE: Pickup

72. What is it that sets peer groups apart from schools and families as agents of socialization?

- a. Peer groups tend to be larger than most families.
- b. Unlike schools and families, peer groups are sources of informal socialization.
- c. Peer groups are more likely to teach cultural norms than are families or schools.
- d. Unlike schools and families, peer group allow children a degree of freedom from authority.

Answer: d Page: 79 LO: 5 TYPE: Conceptual SOURCE: New

73. You are studying for an important exam. Three of your friends convince you to go out drinking although you really feel like you should study. The sociological term for what you have experienced is _____.

- a. anticipatory strain
- b. anomie
- c. peer pressure.
- d. interactional strain

Answer: c Page: 79 LO: 5 TYPE: Conceptual SOURCE: Modified

74. The term that may be used inclusively to refer to television, radio, movies, Internet,

Twitter, Facebook, and video games is _____.

- a. cyberspace
- b. media
- c. social media
- d. new technologies

Answer: b Page: 79 LO: 5 TYPE: Conceptual SOURCE: New

75. Which of these is not one of the socializing functions of the media discussed in the text?

- a. providing the emotional support lacking in many families
- b. introducing us to a wide variety of people
- c. providing an array of viewpoints on current issues
- d. making us aware of products and services

Answer: a Page: 79 LO: 5 TYPE: Conceptual SOURCE: New

76. Research indicates that children in the U.S. ages 8 to 18 spend an average of _____ a week using entertainment media.

- a. 10 hours
- b. 26 hours
- c. 41 hours
- d. 53 hours

Answer: d Page: 79 LO: 5 TYPE: Factual SOURCE: New

77. Which of these statements about the use of media by different racial/ethnic groups is *true*?

- a. White children media on a daily basis more often than children of other racial/ethnic groups.
- b. Black children are the least likely of any group to use media on a daily basis.
- c. Latino children are the least likely of any racial/ethnic group to use daily media.
- d. African American and Latino children spend more time with media than do white non-Latino children.

Answer: d Page: 79 LO: 5 TYPE: Factual SOURCE: New

78. Sociologists use the term _____ for the specific messages and practices that teach what it means to be female or male in a specific group or society.

- a. sexual development
- b. gender socialization
- c. cultural acquisition
- d. developmental psychology

Answer: b Page: 80 LO: 6 TYPE: Conceptual SOURCE: Modified

79. Throughout childhood and adolescence, boys and girls typically are assigned different household chores and given different privileges (such as how late they may stay out at night). This is an example of _____.

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- a. sexual development
- b. gender socialization
- c. cultural acquisition
- d. developmental psychology

Answer: b Page: 80 LO: 6 TYPE: Applied SOURCE: Modified

80. In a study of African American families, sociologist Janice Hale-Benson found that

- a. children are taught to think of gender strictly in "male-female" terms and very conventional roles.
- b. both daughters and sons are socialized toward autonomy, independence, self-confidence, and nurturance of children.
- c. children had "othermothers" who played an important role in their socialization.
- d. gender socialization followed the same pattern as in white, middle-class families.

Answer: b Page: 80 LO: 6 TYPE: Applied SOURCE: Modified

81. Which of these statements about racial socialization is *false*?

- a. The most important aspects of racial identity are learned within one's family.
- b. Racial socialization involves direct statements and indirect activities.
- c. Racial attitudes must be taught intentionally, using direct messages.
- d. Ethnic values and attitudes began to solidify within children as early as age 4.

Answer: c Page: 81 LO: 6 TYPE: Applied SOURCE: Modified

82. A young woman decides that she wants to become a professional basketball player. She joins her school basketball team, reads articles about the best basketball players, and attends basketball camps. This is an example of _____.

- a. resocialization
- b. occupational socialization
- c. anticipatory socialization
- d. a rite of passage

Answer: c Page: 82 LO: 7 TYPE: Applied SOURCE: Modified

83. Which of these is *not* an example of a rite of passage?

- a. an annual dinner honoring all retiring employees
- b. a *quinceañera*
- c. a weekly religious service
- d. a wedding

Answer: c Page: 82 LO: 7 TYPE: Applied SOURCE: New

84. _____ are the most likely to emphasize that during infancy and early childhood, family support and guidance are crucial to a child's developing self-concept

- a. Conflict theorists
- b. Functionalists
- c. Symbolic interactionists

d. Postmodern theorists

Answer: c Page: 82 LO: 7 TYPE: Conceptual SOURCE: Modified

85. The significant difference between childhood socialization and adult socialization is

- a. there is much less to learn during adulthood.
- b. childhood socialization is fairly complete, there is little left for adulthood.
- c. family is more involved in adult socialization than in childhood socialization.
- d. adult socialization involves greater freedom of choice than does childhood socialization.

Answer: d Page: 83 LO: 7 TYPE: Conceptual SOURCE: New

86. _____ is the process of learning a new and different set of attitudes, values, and behaviors from those in one's background and previous experience. It may be voluntary or involuntary.

- a. Social reevaluation
- b. Resocialization
- c. Value clarification
- d. Social devaluation

Answer: b Page: 85 LO: 8 TYPE: Conceptual SOURCE: Pickup

87. A(n) _____ is a place where people are isolated from the rest of society for a set period of time and come under the control of the officials who run the institutions.

- a. bureaucratic institution
- b. social institution
- c. total institution
- d. universal institution

Answer: c Page: 86 LO: 8 TYPE: Conceptual SOURCE: Pickup

88. Joe has decided to join a monastery. At this monastery there will be silence for eight hours a day and fast from food on a regular basis. Joe will experience _____ resocialization.

- a. voluntary
- b. involuntary
- c. forced
- d. anticipatory

Answer: a Page: 86 LO: 8 TYPE: Conceptual SOURCE: Pickup

89. The first step in the resocialization process is often a _____ in which individuals are stripped of their former selves by being denied privacy and being assigned institutional clothing.

- a. desocialization pattern
- b. resocializing process
- c. degradation ceremony
- d. devaluation ritual

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Answer: c Page: 86 LO: 8 TYPE: Conceptual SOURCE: Modified

90. Which of these is *not* an example of a total institution?

- a. a university residence hall
- b. a monastery
- c. basic training for the military
- d. a prison

Answer: a Page: 87 LO: 8 TYPE: Applied SOURCE: New

TRUE-FALSE SECTION

1. The socialization process yields the same outcomes in all societies.

Answer: False Page: 66 LO: 1 TYPE: Conceptual SOURCE: New

Rejoinder: The techniques involved in teaching beliefs, values, and rules for behavior are similar everywhere, but the content that is taught varies from society to society. Socialization leads to different specific outcomes depending on where it takes place

2. Biological inheritance is more important than social interaction in establishing an individual's human nature.

Answer: False Page: 67 LO: 1 TYPE: Conceptual SOURCE: New

Rejoinder: Every human being is the product of biology, society, and personal experiences. There is little or no general agreement on which aspect is most important.

3. There is hardly any human behavior that is not influenced by social interaction.

Answer: True Page: 67 LO: 1 TYPE: Conceptual SOURCE: New

4. The most frequent form of child maltreatment is neglect rather than physical abuse.

Answer: True Page: 68 LO: 1 TYPE: Factual SOURCE: New

5. Freud's psychoanalytic theory of human development was a product of the Victorian era and has little or no relevance for understanding human development today.

Answer: False Page: 70 LO: 1 TYPE: Conceptual SOURCE: New

Rejoinder: Although Freud's theory was influenced by the culture of the Victorian era and has been harshly criticized today, his argument that childhood experiences have a profound effect on human development is still relevant and has shaped many current mental health approaches.

6. Applying the framework for cognitive development created by Jean Piaget, it is possible for a child to be in several stages at the same time, depending on their individual personalities.

Answer: False Page: 71 LO: 1 TYPE: Conceptual SOURCE: New

Rejoinder: Piaget stressed that children must master the tasks at each stage in his sequence of development before they can successfully move on to the next.

7. Piaget's stages of cognitive development in humans apply equally well across cultures because he developed them using research on groups throughout the world.

Answer: False Page: 71 LO: 1 TYPE: Conceptual SOURCE: New

Rejoinder: A weakness noted in Piaget's framework is that it does not account for cross-cultural differences.

8. There is general agreement that children are incapable of sophisticated levels of moral reasoning.

Answer: False Page: 72 LO: 1 TYPE: Conceptual SOURCE: New

Rejoinder: In contrast to the perspective of Kohlberg, others argue that when simpler questions are asked, or when observed in natural settings children are capable of sophisticated levels of moral reasoning.

9. Research subsequent to the work of Carol Gilligan, directly comparing men's and women's styles of moral reasoning, has consistently supported her assertion of different styles.

Answer: False Page: 72 LO: 1 TYPE: Factual SOURCE: New

Rejoinder: Some researchers have not found that women are more compassionate than men.

10. From a sociological perspective, we cannot form a sense of self or personal identity without intense social contact with others.

Answer: True Page: 73 LO: 2 TYPE: Conceptual SOURCE: Modified

11. According to the symbolic interactionist perspectives of sociologists Cooley and Mead, our sense of self is permanently fixed once we reach adulthood.

Answer: False Page: 73 LO: 2 TYPE: Conceptual SOURCE: New

Rejoinder: According to symbolic interactionists Cooley and Mead, our sense of self depends on how we interpret what others say and do; consequently, our sense of self is not permanently fixed; it is always developing as we interact with others in society.

12. The family is the most important agent of socialization in all societies.

Answer: True Page: 76 LO: 3 TYPE: Conceptual SOURCE: New

13. There are different patterns of socialization that are correlated with families of different social classes.

Answer: True Page: 77 LO: 3 TYPE: Conceptual SOURCE: New

14. Generally, studies have found that putting pre-school children in day-care and preschool programs has a negative impact on their academic performance.

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Answer: False Page: 78 LO: 4 TYPE: Factual SOURCE: Modified

Rejoinder: Actually studies have found that quality day-care and preschool programs 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.

15. According to sociologists, there is no such thing as “peer pressure.”

Answer: False Page: 79 LO: 5 TYPE: Factual SOURCE: New

Rejoinder: Individuals earn acceptance by conforming to group norms. Conformity is rewarded with acceptance; nonconformity may result from expulsion from the group. The demands for conformity with a peer group often put young people at cross-purposes with their parents.

16. Today, African American and Latino children are spending more time with various types of media than are white non-Latino children.

Answer: True Page: 79 LO: 5 TYPE: Factual SOURCE: New

17. The relationship between gender socialization and social class is very clear—higher income families are less likely to apply rigid gender stereotypes than lower-income families.

Answer: False Page: 80 LO: 6 TYPE: Factual SOURCE: New

Rejoinder: Research on the relationship between gender socialization and social class is inconsistent. The relationship is complex; it is not clear that higher-income families of all races are less likely than lower-income families to apply rigid gender stereotypes.

18. The most important aspects of racial identity and attitudes toward other racial-ethnic groups are passed down from generation to generation within the family.

Answer: True Page: 81 LO: 6 TYPE: Factual SOURCE: New

19. Studies in gerontology and the sociology of medicine find that most adults may be categorized according to their age, health status, and lifestyle.

Answer: False Page: 84 LO: 7 TYPE: Factual SOURCE: New

Rejoinder: Gerontologists and other social scientists have come to question arbitrary classification of older adults, as increasing people are defying stereotypes and expectations for their age group.

20. Resocialization is always involuntary.

Answer: False Page: 86 LO: 7 TYPE: Factual SOURCE: New

Rejoinder: Resocialization may be voluntary or involuntary. Examples of voluntary resocialization include when one joins a military or religious organization.

21. In the future the family is likely to remain the primary agent of socialization that shapes an

individual's self-concept and personal values.

Answer: True Page: 87 LO: 8 TYPE: Conceptual SOURCE: New

SHORT RESPONSE SECTION

1. Define socialization and explain why this process is essential for the individual and society.

Answer: Socialization is the lifelong process through which individuals acquire a self-identity and the physical, mental, and social skills needed for survival in society. It is the essential link between the individual and society. Socialization enables each of us to develop our human potential and to learn the ways of thinking, talking, and acting that are necessary for social living. Members of a society must be socialized to support and maintain the existing social structure.

Page: 65 LO: 1 TYPE: Conceptual SOURCE: Modified

2. Distinguish between sociological and sociobiological perspectives on the development of human behavior.

Answer: Every human being is a product of biology (nature), society, and personal experiences (nurture)—that is, of heredity (nature) and/or environment (nurture). Sociologists focus on how humans design their own culture and transmit it from generation to generation through socialization (nurture). By contrast, sociobiologists assert that nature, in the form of our genetic makeup, is a major factor in shaping human behavior. Most sociologists disagree with the notion that biological (nature) principles can be used to explain all human behavior.

Page: 67 LO: 1 TYPE: Conceptual SOURCE: Modified

3. Explain why cases of isolated children are important to understanding the socialization process.

Answer: Analysis of situations in which children were deliberately raised in isolation provides important insights into the importance of socialization and the negative effects of social isolation. Even with intervention and intensive rehabilitation, children who suffer isolation early in their lives are not able to achieve their full potential.

Page: 68 LO: 1 TYPE: Conceptual SOURCE: Modified

4. Explain psychologist Sigmund Freud's views on human development through the conflict between individual desires and the demands of society.

Answer: According to Freud, human development occurs in three states that reflect different levels of the personality: 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. By contrast, the ego develops as infants discover that 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 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

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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.

Pages: 69-70 LO: 1 TYPE: Conceptual SOURCE: Modified

5. Outline the stages of cognitive development as set forth by psychologist Jean Piaget.

Answer: Cognitive development relates to changes over time in how we think. According to Piaget, in each stage of human 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. In the sensorimotor stage (birth to age two), children understand the world only through sensory contact and immediate action; they cannot engage in symbolic thought or use language. In the preoperational stage (age two to seven), children begin to use words as mental symbols and to form mental images. They have limited 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. In the concrete operational stage (age seven to eleven), children think in terms of tangible objects and actual events. They can draw conclusions. Children begin to take the role of others and start to empathize with the viewpoints of others. In the formal operational stage (age twelve 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 opinions or courses of action. Piaget's stages of cognitive development provide us with useful insights on children's logical thinking and how children invent or construct the rules that govern their understanding of the world.

Pages: 70-71 LO: 1 TYPE: Conceptual SOURCE: Modified

6. Describe the moral development theory of psychologist Lawrence Kohlberg and discuss psychologist Carol Gilligan's view on gender and moral development.

Answer: Kohlberg conducted a series of studies in which children, adolescents, and adults were presented with moral dilemmas that took the form of stories. He classified moral reasoning into three sequential levels: At the preconventional level (age seven to ten), children's perceptions are based on punishment and obedience. At the conventional level (age ten through adulthood), people are most concerned with how they are perceived by their peers and on how one conforms to rules. Few adults reach the postconventional level at which one views morality in terms of principles based on human rights that transcend government and laws. According to Gilligan, Kohlberg's model was developed solely on the basis of research with male respondents. She argued that women and men often have divergent views on morality based on differences in socialization and life experiences. Gilligan believes that men become more concerned with law and order but that women analyze social relationships and the social consequences of behavior.

Pages: 71-72 LO: 1 TYPE: Conceptual SOURCE: Modified

7. Explain the key components of sociologist Charles Horton Cooley's looking-glass self theory and explain its contribution to our understanding of the socialization process.

Answer: Cooley's looking-glass self refers to the way in which a person's sense of self is derived from the perceptions of others. He asserted that we base our perception of who

we are on how we think other people see us and whether this opinion seems good or bad to us. 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; 2) we imagine how other people judge the appearance and personality that we think we present; and 3) we develop a self-concept. We use our interaction with others as a mirror for our own thoughts and actions; our sense of self depends on how we interpret what others do and say. Consequently, our sense of self is not permanently fixed; it is always developing as we interact with others in the larger society.

Pages: 73-74 LO: 2 TYPE: Conceptual SOURCE: Modified

8. Outline the key components of sociologist George Herbert Mead's role-taking theory and explain its contribution to our understanding of the socialization process.

Answer: According to Mead, role-taking is the process by which a person mentally assumes the role of another person or group in order to understand the world from that person's or group'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. First, people come to take the role of the other (role-taking). 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 assumes her or his particular roles (role-playing).

Pages: 74-75 LO: 2 TYPE: Conceptual SOURCE: Modified

9. Describe sociologist George Herbert Mead's concept of the significant others and generalized other, and explain socialization as an interactive process.

Answer: 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 minds as objects distinct from everything else, our self has been formed. Generalized other refers to the child's awareness of the demands and expectations of the society as a whole or of the child's subculture. According to Mead, socialization is a two-way process between society and the individual.

Page: 75 LO: 2 TYPE: Conceptual SOURCE: Modified

10. Identify the major agents of socialization, and describe their effects on children's development.

Answer: 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 is the most important agent of socialization in all societies. From infancy, our families transmit cultural and social values to us. As the amount of time that children are in educational settings has increased, schools continue to play an enormous role in the socialization of young people. Although schools teach specific knowledge and skills, they also have a profound effect on children's self-image, beliefs, and values. As soon as we are old enough to have acquaintances outside the home, most of us begin to rely heavily on peer groups as a source of information and approval about social behavior. A peer group is a group of people who are linked by common interests, equal social position, and (usually) similar

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age. Recent studies have found that preadolescence is an age period in which children's peer culture has an important effect on how children perceive themselves and how they internalize society's expectations. In adolescence, peer groups are typically made up 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 function as agents of socialization by contributing to our sense of "belonging" and our feelings of self-worth. The media function as socializing agents in several ways: 1) they inform us about events; 2) they introduce us to a wide variety of people; 3) they provide an array of viewpoints on current issues; 4) they make us aware of products and services that, if we purchase them, will supposedly help us to be accepted by others; and 5) they entertain us by providing the opportunity to live vicariously (through other people's experiences). We frequently underestimate the enormous influence this agent of socialization may have on children's attitudes and behaviors.

Pages: 76-79 LO: 4-5 TYPE: Conceptual SOURCE: Modified

11. Discuss the process of gender socialization.

Answer: 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. In some families, gender socialization starts before birth. Parents who learn the sex of the fetus often purchase color-coded and gender-typed clothes, toys, and nursery decorations in anticipation of their daughter's or son's arrival. After the child has been born, 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). The relationship between gender socialization and social class is complex. We are limited in our knowledge about gender socialization practices among racial/ethnic groups because most studies have focused on white, middle-class families. Like the family, schools, peer groups, and the media contribute to our gender socialization.

Pages: 80-81 LO: 6 TYPE: Conceptual SOURCE: Modified

ESSAY SECTION

1. Discuss the difference between psychological and sociological perspectives on human development, using the work of Freud, Piaget, Cooley, and Mead as examples. Be sure to emphasize the significant differences between these types of approaches.

Answer: Will vary Pages: 69-75 LO: 1-2 TYPE: Conceptual
SOURCE: New

2. Describe Kohlberg's research and conclusions about moral development. Explain the major criticisms of Kohlberg's work, including that of Gilligan from the perspective of gender differences.

Answer: Will vary Pages: 71-72 LO: 1 TYPE: Conceptual
SOURCE: New

3. Identify the major agents of socialization. Describe their role in the socialization process of children and adults. Discuss the differences in the socialization process for adults and children.

Answer: Will vary Pages: 76-80 LO: 3-5 TYPE: Conceptual
SOURCE: New

4. Discuss the process of racial socialization, including when it occurs and the types and forms of messages that are involved.

Answer: Will vary Pages: 80-81 LO: 6 TYPE: Conceptual
SOURCE: New

5. Describe socialization through the life course. Include the process of resocialization, and explain voluntary and involuntary forms of resocialization.

Answer: Will vary Pages: 81-86 LO: 7-8 TYPE: Conceptual
SOURCE: Modified