

# Unit 4: The Individual in Society

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2. Identical Strangers
3. Notes: Personality Development
4. Nature vs Nurture

# Journal #1

What is one thing about yourself that makes you who you are?

How has it impacted your life? Is it positive or negative?

Explain

## Journal #2

What is a trait of yours that you were born with?

What is a trait of yours that is a product of your environment?

What impact do each of those traits have on you?

## Journal #3

Identify one of your personality traits.

What is a possible explanation of how you developed that personality trait?

Explain why you think so and why it makes sense.

## Journal #4

Which of your personality traits do you feel is your best? Why?

What personality trait of yours would you change? Why?

Journal 1/16 (1/17 B Day)

Which of your roles that you take on is the closest to your *true* personality? Explain

Journal 1/18 (1/22 B Day)

When you switch between your various roles, what do you often change besides your personality?  
Explain

Journal 1/23 (1/24 B Day)

Compare and contrast growing up and being socialized during the Civil Rights Movement of the 1950-1960s and growing up and being socialized during the 2000-2010s



Journal 1/25 (1/28 B Day)

What event, experience, or interaction had the biggest influence on your socialization?

Explain and use examples

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# Unit 4: The Individual in Society

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2. Identical Strangers

# Journal #1

What is one thing about yourself that makes you who you are?

How has it impacted your life? Is it positive or negative?

Explain

# Identical Strangers

Read the article “Identical Strangers”

Respond to the prompt:

Which do you think is more important, nature (heredity) or nurture (socialization)?

- Mini Essay
  - Includes a thesis (argument) that is supported with evidence
  - 2 paragraphs

## Journal #2

What is a physical trait of yours that you were born with?

What is a trait of yours that is a product of your environment?

What impact do each of those traits have on you?

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# Personality Development

## Unit 4: Socialization



# Personality Development

**Personality** – the behaviors, attitudes, beliefs, and values that are characteristic of an individual.

- Determines how we adjust/react to our environment
- Personality develops throughout a person's lifetime

# What determines personality?

## Nature

- **Heredity** – the transmission of genetic characteristics from parents to children
- **Instinct** – unchanging, biologically inherited behavior pattern
- **Sociobiology** – the biological basis of social behavior.
  - Sociobiologists argue that traits such as religion, cooperation, and competition are rooted in the genetic code of humans.

# What determines personality?

## **Nurture**

- Social Environment and Learning
  - Adapting and reacting to the environment

## **Socialization**

The interactive process through which people learn the basic skills, values, beliefs, and behavior patterns of a society



# Factors in Personality Development

Most social scientists assumes that personality and social behavior result from a blend of genetics and the environment.

They believe that environmental factors have the greatest influence

## **Principal Factors:**

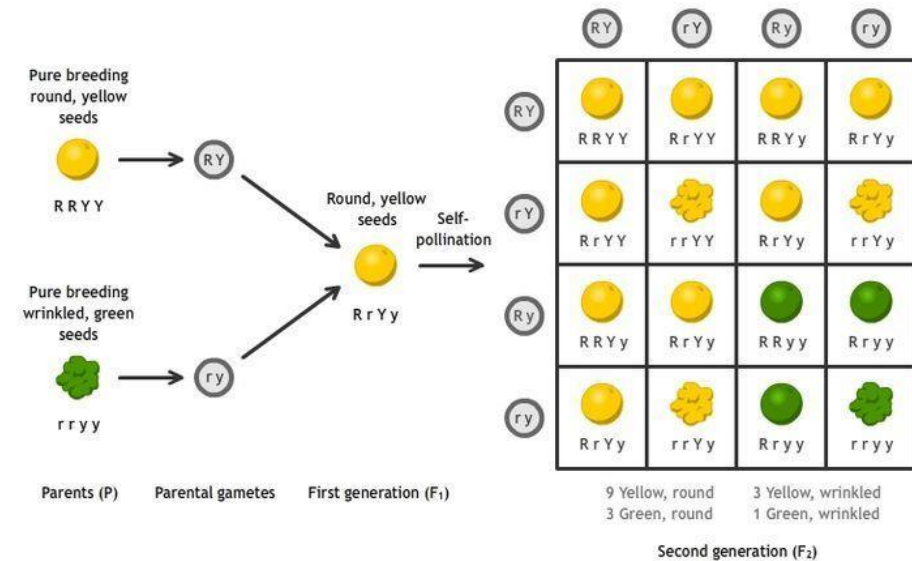
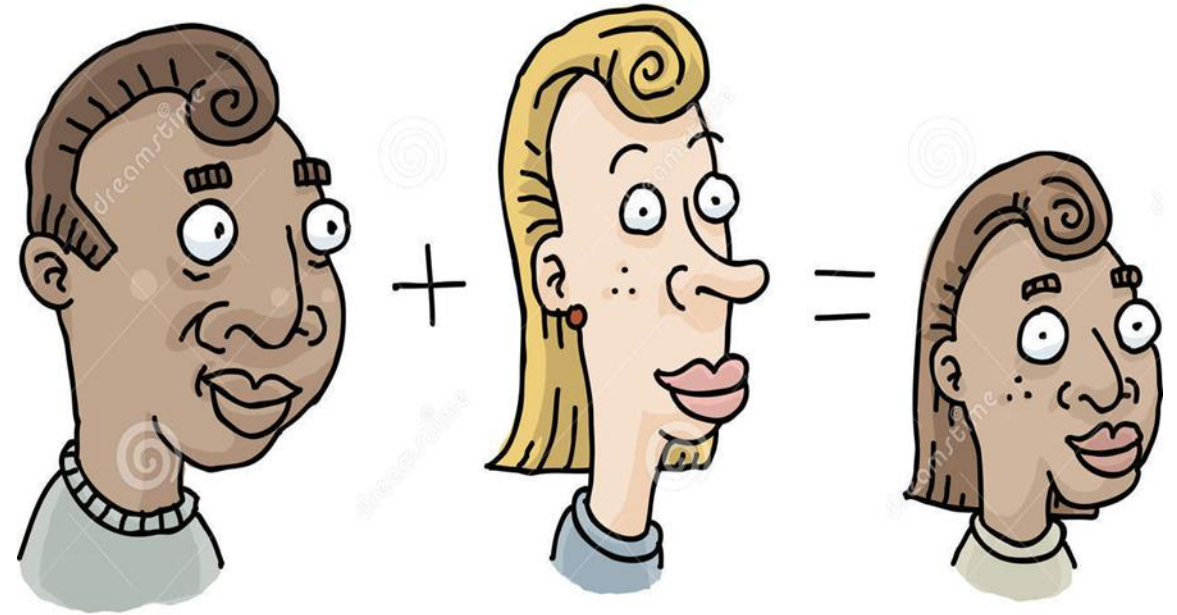
- Heredity
- Birth Order
- Parents
- The Cultural Environment

# Heredity

Characteristics that are present at birth

- Body build, hair type, eye color, skin pigmentation, aptitudes, etc.

**Aptitude** - capacity to learn a particular skill or acquire a specific body of knowledge



# Heredity

- Aptitudes develop due to environmental factors.
- Parents' responses can encourage or discourage development
- Parental reinforcement may affect how traits such as shyness, sociability, and aggression develop





# Heredity

- We inherit certain basic needs like the hunger drive
- Makes us want to eat, but doesn't determine when, how, or what we eat.
- Heredity provides biological needs, culture determines how to meet them







# Birth Order

- Personality is influenced whether we have brothers, sisters, both, or neither
- The order in which we are born influences our personality



## FIRST BORN

perfectionist  
achiever  
leader  
bossy  
responsible  
motivated  
conscientious  
controlling  
cautious  
reliable



## MIDDLE BORN

adaptable  
independent  
go-between  
people-pleaser  
can be rebellious  
feels left out  
peacemaker  
social



## LAST BORN

social  
charming  
outgoing  
uncomplicated  
manipulative  
seeks attention  
self-centered  
fun



## THE ONLY CHILD

confident  
conscientious  
responsible  
perfectionist  
center of attention  
mature for their age  
seek approval  
sensitive  
leader

# Parental Characteristics

- Personality development in children is influenced by the characteristics of their parents
- Factors include: Age, level of education, religious orientation, economic status, cultural heritage, and occupation



# Cultural Environment

- Each culture gives rise to a series of personality traits

For example:

- in the United States competitiveness, assertiveness, and individualism are common personality traits.
- A common personality trait in Australia is tall poppy syndrome where individuals do not want to stand out or be seen as special/superior.



# Feral Children

**Feral Children** are raised without the influence of a social environment

- Few human characteristics other than appearance
- No reasoning ability
- No social skills
- No ability to control their bodily functions

Sociological studies of feral children suggest that our personality comes from our social environment

# Nature vs Nurture Debate

- Class will be divided into 10 groups
  - 5 arguing Nature, 5 arguing Nurture
  - 5 topics: Extrovert/Introvert, Artistic Ability, Professional Quarterback, Child Rearing (mother and/or father), Mathematics
- Prepare a debate with your group.
- Prepare by building a case and take notes in your notebook.
- Each person is required to speak at least once in a meaningful way



# Nature vs Nurture Debate

- Class will be divided into 10 groups
  - 5 arguing Nature, 5 arguing Nurture
  - 5 topics: Extrovert/Introvert, Artistic Ability, Professional Quarterback, Child Rearing (mother and/or father), Mathematics
- Discuss with your group the biological and social reasons for the development of the trait.
- Make a list of ways in which Nature influences the development of that trait and then Nurture
- Come up with a group consensus of which is the most impactful

## Journal #3

Identify one of your personality traits.

What is a possible explanation of how you developed that personality trait?

Explain why you think so and why it makes sense.

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## Journal #4

Which of your personality traits do you feel is your best? Why?

What personality trait of yours would you change? Why?

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# The Social Self

# The Social Self

## **Socialization**

The interactive process through which people learn the basic skills, values, beliefs, and behavior patterns of a society

## **Self**

Your conscious awareness of possessing a distinct identity that separates you and your environment from other members of society

# Theories of Socialization

## **Locke: Tabula Rasa**

- Newborns were born with a tabula rasa (clean slate)
- Born with no personality
- Acquire personality as a result of personal experiences
- Humans can be molded into any type of personality

# Theories of Socialization

## **Cooley: The Looking-Glass Self** (Interactionist Perspective)

- Develop an image of ourselves based on how we imagine we appear to others
- Other people act as a mirror reflecting back the image we project through their reactions to our behavior

# Theories of Socialization

## **Cooley: The Looking-Glass Self**

### 3 Step Process of Development of Self

1. Imagine how we appear to others
2. Based on their reactions to us, we attempt to determine whether others view us as we view ourselves
3. We use our perceptions of how others judge us to develop feelings about ourselves

# Theories of Socialization

## **Cooley: The Looking-Glass Self**

- Process begins very early in childhood
- A newborn has no sense of person or place
- Child's primary group (family) interact, talk, reward, punish



# Theories of Socialization

## **Mead: Role-Taking**

- Builds off Cooley's Looking-Glass Self
- Eventually we take on or pretend to take on the role of others (Role-Taking)
- Allows us to anticipate what others expect from us
- Learn to see ourselves through the eyes of others and act accordingly
  - Significant others then Generalized other

# Mead's Development of Self

## **Step 1: Imitation** (Under age 3)

- No sense of self and can only imitate

## **Step 2: Play** (ages 3 – 6)

- See themselves in relation to others
- Recognize specific roles and act out those roles

## **Step 3: Organized Games** (Over age 6)

- Take on their own roles as well as anticipate the actions of others

# Mead's Development of Self

## **I vs Me**

- According to Mead, the self consists of two related parts
- The “I” is the unsocialized, spontaneous, self-interested component of personality and self-identity
- The “me” is aware of expectations and attitudes of society, the socialized self

# Theories of Socialization

## **Goffman: Impression Management**

- Builds off Mead's Role Taking
- “Dramaturgy” – social interaction is like a drama being performed on a stage for an audience
- We change our personalities based on what impression we want to convey
- Each role has a setting and props

# Agents of Socialization

## **Agents of Socialization**

- The specific individuals, groups, and institutions that enable socialization to take place

### **In the United States they include**

- The Family
- The Peer Group
- The School
- The Mass Media

# The Family

- The principal socializer of young children
- First interaction
  - First learn values, norms, and beliefs of society
- Deliberate and unintended socialization
- Subgroups of family
  - Racial or ethnic group, social class, religion, and geographic region



# The Peer Group



## Peer Group

Roughly equal age and similar social characteristics

- As children grow older, they begin to relate more to their peer group
- Very influential during pre-teenage and teenage years
- Without peer acceptance, may be labeled as a misfit, loner, etc.
- Willing to adopt new norms and values
- Norms and values focus on subculture



# The School

- Major role in socialization due to large amount of time spent in school
- Class activities teach skills
- Extracurricular activities prepare students for life in society
- Transmit cultural values such as patriotism, responsibility, and citizenship
- Large amount of unintended socialization



# The Mass Media



## Mass Media

Instruments of communication that reach large audiences with no personal contact

**Includes:** books, films, TV, internet, magazines, podcasts, newspapers, radio etc.

TV (including YouTube/Netflix/etc.) is the most influential

- Children watch 24.7 hours each week
- Primary after school activity

# The Mass Media



- Studies suggest that television violence encourages aggression
  - Desensitizing
  - Fearful of the world around them
- Life experiences depicted are generally limited to an image of white upper middle-class values
  - Other groups are ignored or portrayed in a negative light

# Resocialization



## **Resocialization**

A break with past experiences and learning new values and norms

### **Voluntary:**

- College

### **Involuntary:**

- Prison

## **Total Institutions**

Isolated from the rest of society for a specific period of time and are subject to tight control

Ex: Prison, Military, Monastery

# Activity: Fairy Tales

- Fairy tales serve to help children begin to learn about socialization and how to behave in certain situations
  - For example: “Jack and the Beanstalk” shows a young boy standing up to a bully.

## Assignment

- In a group, choose a well-known fairy tale that portrays elements of socialization
- Write a 2-4 minute skit of the fairy tale (listing props and settings)
- Performs the skit

Journal 1/18 (1/22 B Day)

When you switch between your various roles, what do you often change besides your personality?  
Explain



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# Code Switching



# Code Switching

**Code-switching** is the practice of moving between variations of languages in different contexts.

- Everyone who speaks has learned to code-switch depending on the situation and setting.
- In an educational context, code-switching is defined as the practice of switching between a primary and a secondary language or discourse.

# Socratic Seminar

## **Assignment (in notebook) – 10 points**

1. Write two open-ended questions to ask to the group that will start or continue a discussion
2. What are MLK Jr's intentions?
3. Is this relevant today? Compare and Contrast 1960s and today
4. Choose two excerpts (1-2 sentences from speech) to dissect/interpret/explain/critique/etc.

## **Socratic Seminar – 15 points**

Each group will have 15 minutes

Every student must contribute 3 times during their seminar.

- Refer to evidence from the text to support your ideas

# Socratic Seminar

1. The Civil Rights Movement needs the help of social scientists

Role for the Social Scientist

2. Urban Riots, Vietnam War, Unemployment, Civil Disobedience

3. Political Action and Creative Maladjustment

Journal 1/23 (1/24 B Day)

Compare and contrast growing up and being socialized during the Civil Rights Movement of the 1950-1960s and growing up and being socialized during the 2000-2010s

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# Journal 1/16/18

- Write about an event of the Civil Rights Movement of the 1950s-1960s
- What were the short term and long term (if any) effects of that event?

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Journal 1/18/18

No Journal Today

Refresh yourself with the MLK Speech and your notes  
Get ready for the Socratic Seminar

# Your Experience with Code-Switching

- Write a paragraph about one or more ways in which you code-switch