

Do Now :-)

1-26-11

- On a separate sheet of paper, write your **NAME, DATE, and BLOCK at the top.**
 1. How has your own social environment affected your personality?
 2. What is a feral child?
 3. Describe one of the feral children we have looked at
 - a) What was her/his social environment
 - b) What specific effects did that environment have on her/him?

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The Social Self

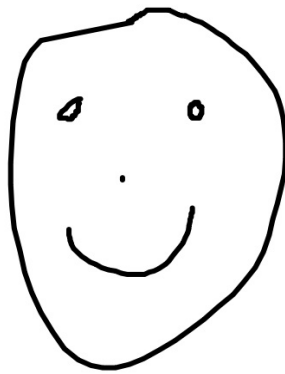
1-26-10

Agenda

1-26-11

- ~~1. Do Now~~
- ~~2. Agenda~~
3. Socialization: The Development of Self
4. 3 Main Theories on the Development of Self
5. 1 Theory on the Presentation of Self
6. Closing
7. Exit Slip
8. Participation Grades

Video Preview



1: Socialization: The Development of Self

- 2: **-Socialization:** (the interactive process through which people learn the basic skills, values, beliefs, and behavior patterns of a society)

ex: Josiah is taken to the park
-socialization leads to the development of your **self**

-There are many theories of how individuals gain a **self**: (your unique identity that separates you from other people)

3 Main Theories on The Development of Self

1. **Locke: The Tabula Rasa**

- Babies are “clean slates” onto which anything can be written
- Babies are born without personalities
- Adults can shape newborns’ personality
- Babies absorb the aspects of the culture they are in contact with

Socialization: The Development of Self

- Socialization:** (the interactive process through which people learn the basic skills, values, beliefs, and behavior patterns of a society)
- socialization leads to the development of your **self**
- There are many theories of how individuals gain a **self**: (your unique identity that separates you from other people)

3 Main Theories on The Development of Self

2: 2. Cooley: The Looking-Glass Self

- Process by which we develop an idea of **self** based on how we think we appear to others
- Three-step process (begins in infancy and continues throughout life)
 1. We imagine how we appear to others
 2. Based on others' reactions, we determine how others view us
 3. Use our perceptions of how others view/judge us to develop feelings about ourselves



**SOCIOLOGY
CLOSE UP**

Mirror, Mirror on the Wall



How do you think other people see you?

(write down some initial thoughts)

Ask a classmate how she/he sees you?

Compare you own idea of self with your classmates view of you.

BS start 1/27/11

1: 3 Main Theories on The Development of Self

~~2~~ Mead: Role-Taking

- Step #1. Imitation (Under 3 years old) (no sense of self)
- We see ourselves the way others see us, and this leads to imitation: (copying something)

Step 1: Imitation

Under age 3 When they are very young, children do not see themselves as separate from other people. They do not yet have a sense of self and can only imitate other people's gestures and speech. This mimicking is not role-taking, but rather preparation for it.



3 Main Theories on The Development of Self

3. Mead: Role-Taking

Step #2. ~~Play~~ (3-6 years old) (sense of self is beginning to develop)

- **Role-taking:** (pretending to take on the roles, attitudes, and beliefs of **significant others**)

-Kids do this through *play*

- **Significant others** are the people who are closest to us who directly influence our socialization
 - Ex: parents, siblings, grandparents, etc.
- Role-taking allows us to figure out the general expectations for different roles in life
 - Ex: if a boy takes on the role of “Dad” he will try to be tough, protecting, the provider, etc.

Step 2: Play

Ages 3 to 6 At this age, children begin to see themselves in relation to others. They are able to recognize specific roles and begin to act out those roles by dressing up. These roles can range from the everyday, such as pretending to be a doctor, to the more fantastic, such as playing princess.



3 Main Theories on The Development of Self

3. Mead: Role-Taking

- Step #3 Organized Games (age 6 or 7) (sense of self more fully developed and will continue throughout life)
- Because children have taken on many different roles, the child begins to develop an understanding of the **generalized other**
 - Generalized Other: (an imaginary person who holds Society's average attitude, expectation, viewpoint, and beliefs)
- Now, instead of taking on the role of significant others, children begin to anticipate what others expect and align their actions with the **generalized other**
 - People continue to do this throughout life
 - What would the Generalized Other do?
 - A 7 year-old is playing on a soccer team. Her mom tells her to put on her uniform. The little girl thinks about the *generalized other* and decides to _____
 - a 15 year old boy see's a piece of candy on the teacher's desk. The candy is not his. He thinks about the generalized other and decides to _____

Step 3: Organized Games

Over age 6 or 7 About the time children reach school age, they begin to take part in organized games and team sports. These activities require children to take on their own roles as well as to anticipate the actions of others.



1. How might growing up around poor role models affect your sense of the generalized other?
2. What consequences may this have?

B2 Start 1/27/10

3 Main Theories on The Development of Self


3. Mead: Role-Taking

- Mead says the Self consists of “I” and “me”
 - The **I**: (is the spontaneous, self-interested component of personality)
 - The **me**: (the part that is aware of the Generalized Other)
Remember:
Generalized Other: (an imaginary person who holds Society's average attitude, expectation, viewpoint, and beliefs)

- Mead says the “me” is the *socialized* self
- The self that knows

Remember:

Socialization: (the interactive process through which people learn the basic skills, values, beliefs, and behavior patterns of a society)



Reading Check

Contrast

How do the three theories of socialization differ?

Answer: *Locke—born a blank slate, molded through interaction; Cooley—self-image based on how we look to others; Mead—anticipate what others expect*

The Presentation of Self

Dramaturgy

- Theory suggested by Erving Goffman
- States that social interaction is similar to a drama performance
- Suggests people are an audience, judging each others' performances, trying to determine each individual's true character

Impression Management

- Attempt to play the role well and manage the impressions that the audience receives
- States that much of our time with others is spent trying to manage their impressions

Goffman's theory suggests that an individual's self can be changed according to audience.

SOCIALIZATION AND THE SELF

QUICK
FACTS

There are several theories about how the self emerges and **develops**.

Development of Self

John Locke: The Tabula Rasa

Each person is born as a blank slate. Humans, who acquire their personalities through interaction, can be molded into any type of character.

Development of Self

Charles Horton Cooley: The Looking-Glass Self

Humans form images of themselves based on how they seem to others. We imagine how we appear to others, judge whether they see us as we see ourselves, and use our judgments to form our sense of self.

Development of Self

George Herbert Mead: Role-Taking

Beyond seeing ourselves as others do, we begin to anticipate what others expect. After a three-step process, we take on the roles of others.

Presentation of Self

Erving Goffman: Impression Management

Social interaction is like performing for an audience. We change our personalities based on what impression we want to convey.

Reading Check

Analyze

Why would we ever try to change our presentation of self change?

Answer: *We want to be seen differently by different audiences.*