

## CHAPTER 3: SOCIALIZATION

### MULTIPLE CHOICE

1. \_\_\_\_\_ is the process of learning the roles, statuses and values necessary for participation in society.
- Social interaction
  - Socialization
  - Institutionalization
  - Symbolic interaction

ANS: B                      REF: 56                      OBJ: 3.1

2. Socialization refers to:
- negotiating our self-concept as adults.
  - learning to have a good time at parties and social events.
  - learning to recognize our 撈 elf? as individuals.
  - a process through which we learn the rules and practices of our culture.

ANS: D                      REF: 56                      OBJ: 3.1

3. According to the text, what is the role of nature in the development of human beings?
- Nature determines who a person will become.
  - Nature gives humans potentials, but is not enough for their development.
  - Nature plays no significant role in human development.
  - Human beings are able to develop quite normally without 摧 erture? 摧 ature? is most important.

ANS: B                      REF: 56                      OBJ: 3.1                      MSC: NEW

4. Harlow found that infant monkeys raised in total isolation:
- could mate and care for their babies normally as adults.
  - formed strong attachments to their mechanical mothers.
  - developed normally except for a tendency to hide in corners when placed with other monkeys.
  - could recover from any ill effects if given a chance to be socialized with younger monkeys.

ANS: D                      REF: 56                      OBJ: 3.1                      KEY: WWW

5. A number of studies cited in your text lead to the conclusion that the normal intellectual and social development of children:
- depends largely on heredity.
  - requires nurturance.
  - is retarded by too much attention.
  - is accelerated by a large number of siblings.

ANS: B                      REF: 56-57                      OBJ: 3.1

6. Generalizing from what has been learned about monkeys, we can conclude that the effects of neglect:
- have been overestimated.
  - are so severe they are never reversible.
  - are severe but in some cases reversible.
  - always end in premature death.

ANS: C                      REF: 57                      OBJ: 3.1

7. In a study comparing orphans from high-quality orphanages to those from low-quality orphanages it was found that those from low-quality facilities were more likely to exhibit autistic and quasi-autistic patterns. It can be concluded that this was caused by:
- inadequate diet.
  - inadequate hygiene.
  - inadequate individual attention.
  - inadequate medical care.

ANS: C                      REF: 57                      OBJ: 3.1

8. Studies of children in orphanages who received little nurturing find that if they are adopted into good homes:
- they are able to catch up with children their age physically and mentally.
  - they will regain any lost cognitive abilities.
  - they eventually achieve the same mental abilities as other children, but are not adept at socializing with others.
  - they still experience learning and thinking difficulties, and have difficulty forming relationships.

ANS: D                      REF: 57                      OBJ: 3.1                      MSC: NEW

9. The tragic cases of deprived children like Genie and children in Romanian orphanages illustrate the fact that:
- physical and social development depend on interaction with other humans.
  - even the most extreme cases of deprivation may be reversed with the proper therapy.
  - it is only children without parents who suffer from a lack of nurturing.
  - physical deprivation is worse than emotional or social deprivation.

ANS: A                      REF: 58                      OBJ: 3.1                      MSC: NEW

10. Freud's theory of socialization links social development to:
- intelligence.
  - social norms.
  - region of the country.
  - biological cues.

ANS: D                      REF: 58                      OBJ: 3.2

11. In Freudian theory, the \_\_\_\_\_ is the natural, unsocialized, biological portion of self, including hunger and sexual urges.
- id
  - ego
  - superego
  - me

ANS: A                      REF: 58                      OBJ: 3.2

12. In Freudian theory, the superego:
- is the natural, unsocialized biological portion of the self.
  - is composed of internalized social ideas about right and wrong.
  - is an individual's thought regarding her/his personality and social roles.
  - refers to the self as a social object.

ANS: B                      REF: 58                      OBJ: 3.2

13. To achieve the balance between the id and the superego, Freud said a child must:
- have a parent who teaches him right from wrong.
  - learn to read.
  - respond successfully to a series of developmental stages associated with biological changes.
  - learn to interpret his/her own dreams.

ANS: C                      REF: 58                      OBJ: 3.2

14. One problem with Freud's theory was that it was:
- based upon the dream interpretations of convicted criminals.
  - not scientifically tested.
  - never published.
  - based upon a survey of drug abusers.

ANS: B                      REF: 58                      OBJ: 3.2

15. The psychological theory known as Cognitive Development was originated by:
- George Herbert Mead.
  - Georg Simmel.
  - John Piaget.
  - Sigmund Freud.

ANS: C                      REF: 59                      OBJ: 3.2

16. Piaget's theory of cognitive development has been criticized for:
- being ethnocentric and being based on development in only one culture.
  - failing to recognize cultural and gender differences in cognitive development.
  - being overly simplistic.
  - All of these are criticisms of Piaget's theory.

ANS: D                      REF: 59                      OBJ: 3.2                      MSC: NEW

17. According to Piaget's stages of cognitive development:
- cause and effect is one of the first things learned by children.
  - the last thing to be acquired by children is the use of symbols.
  - understanding abstract concepts like truth and justice occurs in the highest stage of development.
  - boys and girls have separate stages of development from each other.

ANS: C                      REF: 59                      OBJ: 3.2                      MSC: NEW

18. According to \_\_\_\_\_ socialization benefits everyone by teaching people to be happy, productive members of society.
- symbolic interactionism
  - conflict theory
  - structural-functionalism
  - sociobiology

ANS: C                      REF: 59                      OBJ: 3.3

19. Schools teach children to obey the rules; parents teach children manners. According to \_\_\_\_\_ this is important so that children learn to fit into society.
- symbolic interactionism
  - conflict theory
  - structural-functionalism
  - sociobiology

ANS: C                      REF: 59                      OBJ: 3.3                      MSC: NEW

20. Critics of the structural-functional perspective on socialization argue that it:
- ignores the fact that socialization may teach people to accept inequality.
  - does not acknowledge the role of socialization in establishing social order.
  - only focuses on the individual and does not address how socialization works for society.
  - places too much emphasis on how socialization reinforces inequality.

ANS: A                      REF: 59                      OBJ: 3.3                      MSC: NEW

21. \_\_\_\_\_ focuses on how socialization reinforces unequal power relationships.
- Symbolic interactionism
  - Conflict theory
  - Structural-functionalism
  - Sociobiology

ANS: B                      REF: 60                      OBJ: 3.3

22. Johnathon believes that the socialization process teaches children that females are less capable than males. His perspective is most likely:
- a. symbolic interactionist
  - b. conflict theory
  - c. structural-functionalist
  - d. sociobiologist

ANS: B                      REF: 60                      OBJ: 3.3

23. According to \_\_\_\_\_, socialization benefits the wealthy and powerful.
- a. symbolic Interactionism
  - b. conflict theory
  - c. structural-functionalism
  - d. sociobiology

ANS: B                      REF: 60                      OBJ: 3.3

24. A sociologist is interested in why so many people accept widespread discrimination as a fact of life. The sociologist would be most likely to apply a \_\_\_\_\_ perspective to socialization.
- a. sociobiology
  - b. symbolic Interactionism
  - c. conflict theory
  - d. structural-functionalism

ANS: C                      REF: 60                      OBJ: 3.3                      MSC: NEW

25. According to sociologists using the symbolic interaction theory, in order to understand human behavior we must:
- a. learn what the behavior means to the individual actors.
  - b. become a member of the group that we are studying.
  - c. be critical of how society operates.
  - d. All of these are true from the perspective of symbolic interaction.

ANS: A                      REF: 60                      OBJ: 3.4

26. According to sociologists using symbolic interaction theory:
- a. meanings are fixed by the larger society.
  - b. socialization reinforces social inequalities.
  - c. people interacting negotiate their self-concepts.
  - d. to understand human behavior we must learn what role each individual plays in society.

ANS: C                      REF: 60                      OBJ: 3.4

27. From the perspective of symbolic interaction, the meanings that people attach to their behavior:
- a. are dictated by society.
  - b. are developed within social relationships.
  - c. are learned in early childhood socialization.
  - d. None of these; symbolic interaction does not address the meaning of behavior.

ANS: B                      REF: 60                      OBJ: 3.4                      KEY: WWW  
MSC: NEW

28. Jill is attending her first school dance. She doesn't know the new steps, imagines that her date is disappointed in her and feels that she is a complete failure. This is an example of:
- a. the looking glass self.
  - b. peer pressure.
  - c. impression management.
  - d. positive reinforcement.

ANS: A                      REF: 60                      OBJ: 3.4

29. Which of the following is NOT one of the three steps in Cooley's looking glass self theory:
- we see ourselves exactly as others see us.
  - we imagine how we appear to others.
  - we imagine how others judge our appearance.
  - we develop feelings and responses to the judgments of others.

ANS: A                      REF: 61                      OBJ: 3.4

30. Mona's mother tells her she's stupid, but 16-year old Mona doesn't believe her. Mona knows her mother is wrong about it. This:
- contradicts the idea of a looking-glass self.
  - is not relevant to symbolic interactionism.
  - supports the notion of negative reinforcement.
  - is an example of the looking-glass self.

ANS: A                      REF: 61                      OBJ: 3.4

31. The self-concept is best defined as:
- the way other people perceive us.
  - the spontaneous, creative part of the self.
  - the selfish, conceited part of the self.
  - an individual's thoughts regarding her/his personality and social roles.

ANS: D                      REF: 60                      OBJ: 3.4

32. According to Cooley, we develop our self-concept:
- by giving our best efforts in all situations and being proud of that.
  - by having our strengths reinforced by our parents.
  - by learning to see ourselves as we think others see us.
  - through anticipatory socialization.

ANS: C                      REF: 60                      OBJ: 3.4                      MSC: NEW

33. The concept of the looking glass self suggests that our self-concept:
- is determined by others.
  - is the result of our interpretation of the reactions of others.
  - is the result of our objective assessments of ourselves.
  - is personal and has nothing to do with other people.

ANS: B                      REF: 60                      OBJ: 3.4                      MSC: NEW

34. W. I. Thomas's statement that if people define situations as real, they are real in their consequences means that:
- if you believe in something enough, it will come true.
  - words and symbols only have consequences in real-life situations.
  - people's interpretation of words and gestures have real consequences even if they are misinterpretations.
  - if a person doesn't believe a situation is real, there will be no consequences.

ANS: C                      REF: 61                      OBJ: 3.4

35. According to the text, the most influential contributor to symbolic interaction theory during the last century was:
- George Herbert Mead
  - Charles Horton Cooley
  - Erving Goffman
  - W. I. Thomas

ANS: A                      REF: 62                      OBJ: 3.4                      MSC: NEW

36. The \_\_\_\_\_ is an individual's thoughts regarding her/his personality and social roles.
- I
  - me
  - self
  - self-concept
- ANS: D                      REF: 60                      OBJ: 3.4
37. In Mead's theory, the \_\_\_\_\_ is the:
- self that responds to others' actions.
  - self as social object.
  - spontaneous, creative part of the self.
  - selfless, other-centered part of the self.
- ANS: C                      REF: 62                      OBJ: 3.4
38. In Mead's theory the \_\_\_\_\_ is the spontaneous, creative part of the self.
- me
  - I
  - ego
  - superego
- ANS: B                      REF: 62                      OBJ: 3.4                      KEY: WWW
39. In Mead's theory, the \_\_\_\_\_ represents the:
- selfish part of the self.
  - self that responds to others' actions.
  - spontaneous, creative part of the self.
  - instinctual nature of the self.
- ANS: B                      REF: 62                      OBJ: 3.4
40. According to Mead, children learn to balance the desires of the \_\_\_\_\_ and the social awareness of the \_\_\_\_\_ through:
- developing greater cognitive skills.
  - the process of role taking.
  - parental authority.
  - instinct.
- ANS: B                      REF: 62                      OBJ: 3.4                      MSC: NEW
41. Children learn how to function in society through their play. Often their play focuses on \_\_\_\_\_, people with whom they have close personal relationships.
- role models.
  - role partners.
  - significant others.
  - generalized others.
- ANS: C                      REF: 62                      OBJ: 3.4                      MSC: NEW
42. Which of the following is an example of a significant other?
- your mother
  - your professor
  - your employer
  - None of these are examples of significant others.
- ANS: A                      REF: 62                      OBJ: 3.4
43. Mead's term for the composite expectations of all the other role players with whom we interact is:
- generalized other.
  - significant other.
  - role identity.
  - socialization.
- ANS: A                      REF: 62                      OBJ: 3.4

44. Learning the expectations of the generalized other is the same as:
- following our id.
  - learning language.
  - learning the norms and values of our culture.
  - imitation of a significant other.
- ANS: C                      REF: 62                      OBJ: 3.4                      MSC: NEW
45. The term for the people, groups, and media that teach us social norms is:
- socialization
  - agents of socialization
  - the looking glass
  - the generalized other
- ANS: C                      REF: 63                      OBJ: 3.5                      MSC: NEW
46. The text identifies all of the following as agents of socialization EXCEPT:
- religion.
  - peer groups.
  - voluntary associations.
  - the workplace.
- ANS: C                      REF: 63-68                      OBJ: 3.5
47. The MOST important agent of socialization in society is:
- church
  - peers
  - family
  - television
- ANS: C                      REF: 63                      OBJ: 3.5
48. What characteristic(s) of family are important in shaping the child's socialization experience?
- race or ethnicity
  - class
  - religion
  - All family characteristics are important.
- ANS: D                      REF: 63                      OBJ: 3.5
49. Which agent of socialization is largely responsible for primary socialization?
- mass media
  - schools
  - family
  - religion
- ANS: C                      REF: 63|69                      OBJ: 3.5|3.6                      KEY: WWW
50. Which of these is NOT TRUE in regards to primary socialization in the family?
- All families use the same approach to primary socialization.
  - The earliest socialization takes place indirectly through daily interactions.
  - Parents try to teach conformity and obedience.
  - Self-concept is first developed within the family.
- ANS: A                      REF: 63                      OBJ: 3.5                      MSC: NEW
51. Research on how girls, and the adults around them, view their hair reveals that:
- most girls could not care less about their hair.
  - hair is an important symbol for white girls, but not for black girls.
  - girls feel they are judged on whether or not they care about the appearance of their hair.
  - hair has the same meaning for boys? and girls? identities.
- ANS: C                      REF: 64                      OBJ: 3.5                      MSC: NEW

52. Research on spanking, reported in the text, finds that parents who graduate from college:
- are as likely as others to spank their children.
  - are less likely as others to spank their children.
  - are equally as likely as others to spank their children.
  - None of these; college education has no relevance for parenting behavior.

ANS: B                      REF: 65                      OBJ: 3.5                      MSC: NEW

53. Individuals of the same age and the same status are referred to as:

- a cohort.
- a peer group.
- significant others.
- an in-group.

ANS: B                      REF: 65                      OBJ: 3.5                      MSC: NEW

54. Peer group socialization appears to:

- have an important effect on the development of the self-concept.
- be much less important than other agents of socialization.
- have a negative effect on cognitive and moral development.
- be especially effective in teaching conformity.

ANS: A                      REF: 66                      OBJ: 3.5

55. What is the general pattern of peer influence?

- The younger the children, the more influence peers will have.
- Peers influence fashion and other aspects of lifestyle, but have little impact on self-concept.
- The more time peers spend together without adult supervision, the greater the likelihood of peer influence.
- There is no pattern to how peers influence one another.

ANS: C                      REF: 66                      OBJ: 3.5                      MSC: NEW

56. Peer groups are important in social development because:

- they are more powerful than the family in social development.
- they take the place of the family as one matures.
- they are a mechanism for teaching roles and values distinct from those of adults.
- None of these; peer groups are not particularly important to social development.

ANS: C                      REF: 66                      OBJ: 3.5                      KEY: WWW

57. In regards to adolescents and their peers, studies have found that \_\_\_\_\_ precedes \_\_\_\_\_.

- group membership; peer similarity
- peer pressure; group membership
- peer similarity; group membership
- group membership; peer pressure

ANS: C                      REF: 66                      OBJ: 3.5

58. Some researchers believe the influence of peers is overestimated because:

- adolescents remain concerned about their parents' opinions in addition to those of their peers.
- there has been little research done on the influence of peers.
- research indicates that peers actually have little influence on each other.
- None of these; researchers do not believe the influence is overestimated.

ANS: A                      REF: 66                      OBJ: 3.5                      MSC: NEW

59. Which of these is generally NOT something children learn from schools?
- basic developmental needs
  - nonconformity and how to challenge authority
  - how to deal with bureaucracies
  - how achievement affects status

ANS: B                      REF: 67                      OBJ: 3.5

60. In both poor and wealthier nations:
- many children attend school for only a few years.
  - school years have become accepted as a normal part of childhood.
  - schools teach society抐 central values in addition to basic skills.
  - All of these are true about schooling in all nations.

ANS: C                      REF: 66                      OBJ: 3.5                      MSC: NEW

61. The text argues that schools:
- treat all children equally regardless of social class.
  - are increasingly more able to give children individualized attention.
  - promote creativity and independent thinking.
  - prepare students for bureaucracies such as the workplace and the military.

ANS: D                      REF: 67                      OBJ: 3.5                      MSC: NEW

62. There is general agreement that television抐 role as an agent of socialization is to:
- provide material that challenges our beliefs and makes us think.
  - fill the social need for entertainment and relaxation.
  - validate and supplement our prior knowledge of American roles and norms.
  - reflect the reality of our social conditions and interactions.

ANS: C                      REF: 67                      OBJ: 3.5

63. The most important mass medium for socialization is:
- movies and Hollywood.
  - commercials and products.
  - television.
  - the Internet.

ANS: C                      REF: 67                      OBJ: 3.5                      MSC: NEW

64. Research on the impact of television finds that:
- there is no doubt that the media promote violence, racism, and sexism.
  - viewers tend to give special attention to content that supports their beliefs and self-concepts.
  - there is no evidence that television has any impact on socialization.
  - the mass media have no influence on our beliefs and behaviors.

ANS: B                      REF: 68                      OBJ: 3.5                      MSC: NEW

65. Which of the following is NOT TRUE of religion抐 role in socialization?
- Religion gives guidance about appropriate roles and behaviors.
  - Religion merely reinforces the ideals we learn from other agents of socialization.
  - Participation in religion can change a person抐 beliefs and self-concept.
  - Different religions impact the socialization experience differently.

ANS: C                      REF: 68                      OBJ: 3.5

66. As an agent of socialization, religion:
- has no real affect.
  - gives guidance as to appropriate values and behaviors.
  - merely reinforces the lessons of other agents of socialization.
  - is the most important influence.

ANS: B                      REF: 68                      OBJ: 3.5                      MSC: NEW

67. The text reports the research of Christine Williams who spent 12 weeks working in two toy stores. Williams found that:
- children paid little attention to the purchases of others.
  - white children, in particular, learned that they were more important than the store clerks.
  - children of all social classes were treated as valued customers because of their purchasing potential.
  - All of these were observations of Williams during her research.

ANS: B                      REF: 69                      OBJ: 3.5                      KEY: WWW  
MSC: NEW

68. In her research conducted in two toy stores, sociologist Williams found that:
- toys were considered by children as a measure of their worth.
  - children were far less interested in the purchase of toys than their parents were.
  - regardless of what others received, children were always satisfied with their purchases.
  - toys have a much less important role in socialization than previously thought.

ANS: A                      REF: 69                      OBJ: 3.5                      MSC: NEW

69. Learning that it is appropriate to wear enough clothes to cover yourself 措 ecently? is likely to take place during:
- primary socialization.
  - anticipatory socialization.
  - resocialization.
  - peer group socialization.

ANS: A                      REF: 69                      OBJ: 3.6

70. A critical stage during primary socialization for becoming a conforming member of society is:
- learning in childhood that conformity is the key to gaining love and acceptance.
  - developing self-esteem as an adult.
  - acquiring skills necessary for occupational success.
  - developing an identity salience hierarchy.

ANS: A                      REF: 69                      OBJ: 3.6

71. American kindergartens emphasize \_\_\_\_\_, Japanese kindergartens emphasize:
- individualism; cooperation
  - cooperation; individualism
  - individualism; individualism
  - cooperation; cooperation

ANS: A                      REF: 70                      OBJ: 3.5

72. How do teachers in Japan deal with unruly youngsters?
- They isolate them.
  - They quickly integrate them back into the group.
  - They expel them.
  - They fail them.

ANS: B                      REF: 70                      OBJ: 3.5

73. When do we develop a personality?

- a. childhood
- b. prior to birth
- c. young adulthood
- d. adolescence

ANS: A                      REF: 69                      OBJ: 3.6

74. The learning of appropriate values and behaviors that occurs during early childhood is a part of \_\_\_\_\_ socialization.

- a. primary
- b. secondary
- c. anticipatory
- d. developmental

ANS: A                      REF: 69                      OBJ: 3.6                      KEY: WWW

75. When children do not learn to be conforming members of their society during childhood:

- a. it takes them much longer to learn to conform during adulthood.
- b. they face ridicule from their peers and learn to conform during adolescence.
- c. conformity is unlikely to develop later in life.
- d. it is up to the schools to teach conformity.

ANS: C                      REF: 70                      OBJ: 3.6                      MSC: NEW

76. As an example of the critical importance of primary socialization, the text reports that the number of words we learn by the age of three:

- a. will determine our ability to learn in the future.
- b. is the same for children of all social classes.
- c. highly predicts future reading ability and likelihood of high school graduation.
- d. result in differences in intelligence that can never be overcome.

ANS: C                      REF: 71                      OBJ: 3.6                      MSC: NEW

77. In the discussion of the importance of primary socialization, the text reports that in general the number of words poor children learn by the age of three is \_\_\_\_\_ those learned by middle-class children.

- a. approximately the same as
- b. 10 percent fewer than
- c. 20 percent fewer than
- d. 50 percent fewer than

ANS: D                      REF: 71                      OBJ: 3.6                      MSC: NEW

78. Research on the types of chores assigned to adolescents find that:

- a. boys and girls today are equally likely to clean house and care for younger children.
- b. while many tasks follow traditional gender divisions, girls today are just as likely as boys to be assigned to mow the lawn.
- c. boys are more likely to learn mechanical skills while girls are more likely to learn caregiving behavior.
- d. past gender differences in household chores have virtually disappeared today.

ANS: C                      REF: 71                      OBJ: 3.6                      MSC: NEW

79. Which of the following statements is TRUE about anticipatory socialization?

- a. Anticipatory socialization is completed during adolescence.
- b. Anticipatory socialization is preparation for roles we are likely to assume in the future.
- c. Anticipatory socialization occurs prior to primary socialization.
- d. Anticipatory socialization completely prepares us for future roles.

ANS: B                      REF: 71                      OBJ: 3.6

80. Role learning that prepares individuals for roles they are likely to assume in the future is known as:

- a. advance socialization.
- b. anticipatory socialization.
- c. developmental socialization.
- d. preparatory socialization.

ANS: B                      REF: 71                      OBJ: 3.6

81. Lateesha's father has her work part-time in the family store. "It will help you when you take over the business," he tells her. This is an example of:

- a. developmental socialization.
- b. professional socialization.
- c. primary socialization.
- d. preparatory socialization.

ANS: B                      REF: 71                      OBJ: 3.6

82. The socialization process:

- a. continues throughout the life cycle.
- b. is virtually complete by adolescence.
- c. is finished in childhood.
- d. has no meaning for people after the age of 65.

ANS: A                      REF: 71                      OBJ: 3.6                      MSC: NEW

83. Role learning that provides individuals with both the knowledge and a cultural understanding of their profession is referred to as:

- a. primary socialization.
- b. professional socialization.
- c. resocialization.
- d. role exit.

ANS: B                      REF: 71                      OBJ: 3.6

84. Tonya is a graduate student in sociology. She has been working with professors on their research projects and has begun to develop and conduct her own projects. Recently she presented a research paper at a professional meeting to other sociologists. She is doing these things because she believes they will prepare her for her future career. These behaviors are consistent with:

- a. primary socialization.
- b. resocialization.
- c. role exit.
- d. professional socialization.

ANS: D                      REF: 71                      OBJ: 3.6

85. The purpose of professional socialization is to learn:

- a. the knowledge and skills of a profession.
- b. the culture of a profession.
- c. both the knowledge and skills, and the culture of a profession.
- d. a totally new way of life, including new professional skills.

ANS: C                      REF: 71                      OBJ: 3.6                      KEY: WWW  
MSC: NEW

86. The text describes the process of socialization in medical school during which new students are shown partially dissected human cadavers. According to the text, one of the functions of this is to teach new students:

- a. compassion for their patients.
- b. that the medical profession stigmatizes weakness.
- c. the importance of doing research.
- d. to work through their emotions.

ANS: B                      REF: 72                      OBJ: 3.6                      MSC: NEW

87. For most people, after age 65 the socialization process is focused on:
- learning a new profession.
  - learning ways to stay young.
  - developing a new identity as a retiree.
  - anticipatory socialization toward dying.
- ANS: C                      REF: 72                      OBJ: 3.6                      MSC: NEW
88. Common challenges for people over the age of 65 include:
- learning new roles if both spouses are now at home full-time.
  - adjusting to living alone after the death of a spouse.
  - filling days that are no longer structured by work.
  - All of these are challenges for those over age 65.
- ANS: D                      REF: 72                      OBJ: 3.6                      MSC: NEW
89. The process of learning beliefs and values associated with a new way of life is termed:
- resocialization.
  - anticipatory socialization.
  - advanced socialization.
  - neo-socialization.
- ANS: A                      REF: 73                      OBJ: 3.7                      MSC: NEW
90. The term resocialization typically refers to circumstances of people making lifestyle changes:
- due to a change in occupation.
  - with advanced age.
  - that are rapid and against one's will.
  - as adults.
- ANS: C                      REF: 73                      OBJ: 3.7                      MSC: NEW
91. Mr. Nguyen and his family have come to the U.S. as refugees from Vietnam. In addition to the culture being so dramatically different, Mr. Nguyen is not permitted to practice his medical profession in the U.S. Mr. Nguyen and his family must go through a process of \_\_\_\_\_ to adjust to the American way of life.
- cultural orientation
  - exploitation
  - primary socialization
  - resocialization
- ANS: D                      REF: 73                      OBJ: 3.7
92. Which of the following is most likely to require a process of resocialization?
- starting a new career
  - becoming permanently disabled
  - moving from adolescence into adulthood
  - All of these require resocialization.
- ANS: B                      REF: 73                      OBJ: 3.7                      KEY: WWW  
MSC: NEW
93. Persons who abandon their self-concept and way of life for one that is radically different experience:
- resocialization.
  - environmental deprivation syndrome.
  - negative reinforcement.
  - the development of a situated self.
- ANS: A                      REF: 73                      OBJ: 3.7
94. A total institution is one:
- in which a person undergoes a religious conversion.
  - that controls all aspects of a person's life.
  - that is comprehensive, yet voluntary.
  - that is always entered into against one's will.
- ANS: B                      REF: 73                      OBJ: 3.7                      MSC: NEW

95. Which of these are NOT total institutions?  
 a. monasteries  
 b. factories  
 c. prisons  
 d. mental hospitals  
 ANS: B REF: 73 OBJ: 3.7
96. Facilities in which all aspects of life are strictly controlled for the purpose of radical resocialization are called:  
 a. bureaucracies.  
 b. total institutions.  
 c. institutions.  
 d. deprived environments.  
 ANS: B REF: 73 OBJ: 3.7
97. How do boot camps propose to help young offenders cast off their old deviant identities?  
 a. By changing their appearance.  
 b. By changing their name.  
 c. By making them accept religion into their lives.  
 d. By allowing them freedom to interact with others.  
 ANS: A REF: 74 OBJ: 3.7
98. What makes boot camps so successful?  
 a. They force the individual to take on a new appearance.  
 b. They force the individual to respect the law and hard work.  
 c. They force the individual to become disciplined.  
 d. They are not very successful.  
 ANS: D REF: 74 OBJ: 3.7
99. The use of boot camps to treat young offenders was not successful primarily because:  
 a. there was not adequate funding for the amount of programming needed.  
 b. the law prevented youth from being kept as long as was necessary for rehabilitation.  
 c. the camps did not teach youth the skills necessary to succeed outside of the camps.  
 d. they were not harsh enough in their treatment of the offenders.  
 ANS: C REF: 74 OBJ: 3.7 KEY: WWW  
 MSC: NEW
100. Programs that are directed at rehabilitation of young offenders, rather than punishment:  
 a. have resulted in fewer incidences of repeat offenses.  
 b. are cheaper to run than prisons and detention centers.  
 c. teach nonviolent methods of handling interpersonal conflict.  
 d. All of these are true about rehabilitation programs.  
 ANS: D REF: 74 OBJ: 3.7 MSC: NEW

**TRUE/FALSE**

1. Biology is more important than socialization in the development of human beings.  
 ANS: F REF: 56 OBJ: 3.1 MSC: NEW
2. When children lack the proper nurturing during infancy, even if cared for later they are likely to have problems thinking and socializing throughout their lives.  
 ANS: T REF: 57 OBJ: 3.1 MSC: NEW

3. Freud's theory of human development was never tested scientifically.  
ANS: T                      REF: 58                      OBJ: 3.2                      MSC: NEW
4. Piaget's theory of cognitive development is applicable to all children, regardless of sex or culture.  
ANS: F                      REF: 59                      OBJ: 3.2                      MSC: NEW
5. From a structural-functional perspective, socialization of members into society's norms is necessary for the good of society.  
ANS: T                      REF: 59                      OBJ: 3.3                      MSC: NEW
6. Conflict theorists and structural-functionalists agree that socialization works for the good of all in society.  
ANS: F                      REF: 60                      OBJ: 3.3                      MSC: NEW
7. According to Cooley's looking-glass Self theory, once we fully develop our self we can see ourselves exactly as others see us.  
ANS: F                      REF: 61                      OBJ: 3.4
8. According to Mead, children's play is an important part of the socialization process.  
ANS: T                      REF: 62                      OBJ: 3.4                      MSC: NEW
9. Your close friends and family would be examples of generalized others.  
ANS: F                      REF: 62                      OBJ: 3.4
10. Learning the values and norms of one's society makes members of society behave and think alike.  
ANS: F                      REF: 62                      OBJ: 3.4                      MSC: NEW
11. For adolescents in the modern world, peers and media are the most important agents of socialization.  
ANS: F                      REF: 63                      OBJ: 3.5                      MSC: NEW
12. Young people tend to make friends with others who share their same attitudes and behaviors.  
ANS: T                      REF: 66                      OBJ: 3.5                      MSC: NEW
13. Sociologists agree that television has a negative impact if children are overexposed to violence, racism and sexism.  
ANS: F                      REF: 67                      OBJ: 3.5                      MSC: NEW
14. Anticipatory socialization fully prepares us for future new roles.  
ANS: F                      REF: 71                      OBJ: 3.6

15. Resocialization is always an involuntary process.

ANS: F

REF: 69

OBJ: 3.7

MSC: NEW

### SHORT ANSWER

1. What is socialization?

ANS:

The process of learning roles, statuses, and values necessary for participation in social institutions.

REF: 56

2. How do structural-functionalism and conflict theory differ in their views of socialization?

ANS:

Structural-functionalism views socialization as positive for everyone in society as it promotes conformity to social norms and values. Conflict theory views socialization as beneficial for those with power in society since it promotes acceptance of the status quo, including inequality.

REF: 59-60

MSC: NEW

3. What is a self-concept?

ANS:

The self-concept is our view of ourselves as individuals, including our personalities and our position in society.

REF: 60

MSC: NEW

4. What are the three steps in the formation of the looking-glass self?

ANS:

We imagine how we appear to others, we imagine how others judge our appearance, and we develop feelings about and responses to these judgments.

REF: 61

5. What is role-taking?

ANS:

Role-taking involves imaging ourselves in the role of the other in order to determine the criteria others will use to judge our behavior.

REF: 62

6. Give an example of a significant other AND a generalized other.

ANS:

An example of a significant other might be one's parents whereas an example of a generalized other might be the attendant at a toll booth.

REF: 62

7. What is the most important agent of socialization?

ANS:

The family is the most important agent of socialization.

REF: 63

8. Why are peers an important agent of socialization?

ANS:

The opinions of peers are not based on love or duty (as those of parents might be), so peers function to give us an accurate view of how we appear to others.

REF: 66                      MSC: NEW

9. How does primary socialization differ from anticipatory socialization?

ANS:

Primary socialization involves the individual learning the norms and values of a society whereas anticipatory socialization involves the individual preparing for specific roles that he or she might assume in the future.

REF: 69|71

10. Define the term total institution and give an example of a total institution.

ANS:

Total institutions are facilities in which all aspects of life are strictly controlled for the purpose of radical resocialization. Examples might be a monastery, a prison, or the military

REF: 73

## ESSAY

1. Explain the different roles of nature and nurture in the development of human beings. Describe the evidence that nurturing is essential for healthy development.

ANS:

Not provided

REF: 56                      MSC: NEW

2. Define the parts of the self and the process of social development according to Freudian theory. Explain criticisms of Freud's theory.

ANS:

Not provided

REF: 58                      MSC: NEW

3. Describe the process of cognitive development, according to Piaget. Explain the criticisms of Piaget's theory.

ANS:  
Not provided

REF: 59                    MSC: NEW

4. Define the three basic premises of symbolic interactionism, and explain how they apply to the process of socialization.

ANS:  
Not provided

REF: 60                    MSC: NEW

5. Explain the process of developing self-concept according to the looking glass self. Discuss the role of the individual in the process, and whether or not it is important to have an accurate understanding of how others view us.

ANS:  
Not provided

REF: 61                    MSC: NEW

6. Discuss Mead's theory of socialization using the "I" and the "me" describe the process of role-taking, and the role of significant others.

ANS:  
Not provided

REF: 62                    MSC: NEW

7. Select two of the agents of socialization and describe what type of socialization they are most involved with, and what types of behavior is influenced by them.

ANS:  
Not provided

REF: 63-69                MSC: NEW

8. Explain the difference between anticipatory and professional socialization; give an example of each.

ANS:  
Not provided

REF: 71-72

9. Describe the differences in the type of socialization that takes place in American and Japanese kindergartens. Explain how are the differences connected to the respective cultures.

ANS:  
Not provided

REF: 70                    MSC: NEW

10. Define the concept of a total institution and explain under what circumstances a total institution would be used for resocialization.

ANS:  
Not provided

REF: 73                    MSC: NEW