CHAPTER 3: SOCIALIZATION

World Wide Web Activity  Dead Sociologists Index: Charles Horton Cooley

Annotation: The "Dead Sociologists Index" provides extensive, authoritative summaries of the theoretical contributions of sixteen of the most influential sociologists: Comte, Martineau, Marx, Spencer, Durkheim, Simmel, Weber, Veblen, Addams, Cooley, Mead, Park, Thomas, Dubois, Pareto, and Sorokin. The Dead Sociologists Index is found at http://www2.pfeiffer.edu/~lridener/DSS/INDEX.HTML.

Learning Objective: To understand how Charles Horton Cooley's concept of "the looking-glass self" describes the process by which we develop a self concept.

Faculty Note: The exercise described below should be fun, but it might make some students uneasy. It is intended to help them appreciate the usefulness of Cooley's concept of the "looking-glass self," as well as the inaccuracy of the process by which we communicate about ourselves.

Activity: Have students choose a partner in the class from among the people that they do not know well. Have partners sit opposite one another.

1. Ask the partners to talk to one another for ten minutes about any issue that might interest them—you could choose the topic of conversation or have them choose it.
2. After the ten-minute conversations have ended, have each student write a paragraph on the topic, "My Partner's Personality." Be sure to urge students to be both truthful and gentle in their descriptions, and not to show what they have written to their partner just yet.
3. Next, have all students write a paragraph on the topic, "What My Partner Thinks of My Personality."
4. Have the partners exchange papers, read and discuss them.
5. Finally, as a class, discuss how accurate students' perceptions were of the image their partners formed of their personality. Have students describe the cues they used in assessing their partner's personality, and whether these cues provided accurate or inaccurate information.

Additional Resources: The "Self Magazine" web page has many examples of the strategies people use to influence people's opinions about themselves. See their homepage at http://www.phys.com and cruise around for ideas.

Video Activity  (Premium Resource CD Rom)  Resocialization in Youth Boot Camp

Annotation: This video shows scenes of a New Jersey boot camp for young, male offenders. Inmates tell about the harshness of boot camp life and their plans for the future. The web site includes three questions for students to answer about resocialization.

Learning Objective: To develop understanding of the strengths and limitations of brief, intense resocialization experiences.

Faculty Note: Boot camps are a good example of the "panacea phenomenon," the belief in simple, quick, cheap remedies for complex problems. The activity below will confront students with empirical evidence that challenges the intuitive appeal of such solutions. Video clips are provided on the Premium Resource CD Rom.

Activity: Have students view the video and discuss whether (and why) they think boot camps will effectively resocialize young offenders. Next have them read "Boot Camp Drug Treatment and Aftercare Interventions: An Evaluation Review" http://www.ncjrs.org/txtfiles/btcamp.txt, or "Boot Camps for Juvenile Offenders" http://ncjrs.org/txtfiles/evalboot.txt. These two National Institute of Justice publications review the effectiveness of boot camp programs for young offenders. Ask students to reconsider their initial opinions about the effectiveness of boot camps, in light of these evaluations. Ask them why boot camps are less successful than they (probably)
initially thought. To extend the discussion further, ask students why boot camps seemed so appealing, and then tell them about the "panacea phenomenon."

**Additional Resources:** James O. Finckenauer explains the panacea phenomenon and reviews research on "Scared Straight" programs, designed to deter juveniles from delinquency through brief, intense visits to adult prisons, in *Scared Straight and the Panacea Phenomenon* (Prentice-Hall, 1982). This work was updated as *Scared Straight; The Panacea Phenomenon Revisited*, by James O. Finckenauer and Patricia W. Gavin (Waveland Press, 1999).

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**World Wide Web Activity**  
**The Importance of Peer Pressure**

**Annotation:** This web link addresses the important subject of peer pressure on teenagers and how that pressure can be channeled into a positive force. Begin with an article by Bruce A. Epstein, M.D., on negative and positive peer pressure. It describes both the strong influence that peers can have in children's lives and strategies parents should follow in counteracting the negative influences of peers. It can be accessed at [http://parentingteens.about.com/library/weekly/aa010698.htm](http://parentingteens.about.com/library/weekly/aa010698.htm) Then turn to another article addressing peer pressure at [http://www.teachervision.com/lesson-plans/lesson-4737.html](http://www.teachervision.com/lesson-plans/lesson-4737.html)

**Learning Objective:** To identify the strategies parents use attempting to counteract the negative influence of teenagers' friends, and the effectiveness of these strategies.

**Faculty Note:** Students are very familiar with the influence of peer groups on their lives, as well as their parents' concerns about that influence. The exercise below will encourage them to reconsider their own parents' attempts to control and counteract the influence of their peers.

**Activity:** Have students read the articles cited above as well as others they can access using a search engine. This activity can be done either in a small group discussion format or as a writing assignment. Ask students to describe which of the strategies outlined by Epstein and others were used by their parents in trying to control or counteract the influence of their peers. Ask them to evaluate whether their parents' strategies were successful, and why these strategies were (or were not) successful.

**Additional Resources:** See the "Parenting of Adolescents" web site. This site offers a wide variety of advice on dealing with the challenge of parenting teens [http://parentingteens.about.com/parenting/parentingteens/msub24.htm](http://parentingteens.about.com/parenting/parentingteens/msub24.htm)

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**The Video Professor**  
**Trading Places**

**Annotation:** This 1983 comedy stars Eddie Murphy and Dan Aykroyd as pawns in the chess game of two wealthy stockbroker brothers who are obsessed with the Nature v. Nurture argument.

**Learning Objective:** To increase the students’ understanding of the nature v. nurture argument as it may apply to a modern example and to have the students develop their own perspective on it.

**Faculty Note:** This video should be available at any video rental store. It may also be available through the university library or a local public library.

**Activity:** In class discussion or through short essays, have the students analyze how valid each brother’s perceptions of the argument were valid. Have the students include their own evaluation of the nature v. nurture argument to pick the one they feel has the most impact on socialization.

**Additional Resources:** Direct the students to read a psychological perspective on this argument at [http://www.age-of-the-sage.org/psychology](http://www.age-of-the-sage.org/psychology) and to also consult their textbook.
Video Activity  (VHS Interactive Video for Introductory Sociology)  

**Children Becoming Citizens**

**Annotation:** This short video clip features adopted children becoming citizens of the United States.

**Learning Objective:** To illustrate the concept of resocialization and make a comparison between this method of resocialization and the process of resocialization described in the video clip on boot camp.

**Faculty Note:** Resocialization is often associated with traumatic events. This clip shows how resocialization can be a positive and gradual process and provide greater opportunity to the individual.

**Activity:** Have the students answer the questions at the conclusion of the clip on the VHS Interactive Video and then compose a short essay comparing and contrasting the two forms of socialization. How is resocialization through adoption as illustrated in the film clip similar as well as different from the resocialization process in boot camp?

**Additional Resources:** There is a clip on resocialization in a juvenile boot camp immediately prior to this clip on the VHS Interactive Video and a second clip on youth boot camp on the Premium Resource CD ROM. Additional information on teen boot camps can be found at [http://boot-camps-advisor.com/](http://boot-camps-advisor.com/) For additional information on international adoption, take a look at the sites Children’s Hope International at [http://childrenshope.com/](http://childrenshope.com/) and the Adopt a Child Program at [http://www.adopt-a-child.org/?source=google](http://www.adopt-a-child.org/?source=google).  

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Video Activity  (Premium Resource CD ROM)  

**Kids in Gangs**

**Annotation:** The video clip on the Premium Resource CD ROM provides a description of youth gangs and the reasons for their effectiveness from the viewpoint of students in a suburban school.

**Learning Objective:** To recognize the stereotypes of gang behavior and how youth gangs are changing in their organization and recruitment methods.

**Faculty Note:** Students may have a more accurate perception of current gang activity in the cities and suburbs than the instructor. Use this exercise as a learning experience for all.

**Activity:** Provide students a synopsis of the research on gangs by Frederick Thrasher and Albert Cohen. Include the basic organization of gangs as described by Thrasher and Cohen, their purpose, organization, and recruitment methods. Compare these classical writings to the modern gang activity. Try to find a guest speaker from the local police department who specializes in youth gang activity or juvenile crime.

**Additional Resources:** A summary of Thrasher’s theory on gangs is provided by Lisa Smith at [http://www.criminology.fsu.edu/crimtheory/thrasher.htm](http://www.criminology.fsu.edu/crimtheory/thrasher.htm) Cohen’s Subculture of Delinquency theory is summarized on the web site [http://home.attbi.com/~ddemelo/crime/cohen.html](http://home.attbi.com/~ddemelo/crime/cohen.html)

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**Web Link**  

**Code of the Street**

**Annotation:** This link is a reprint from *The Atlantic Monthly*. It is an article by Elijah Anderson, a noted authority on juvenile delinquency and the subculture of the inner city juvenile population. The article discusses gang culture and influence on urban youth.

**Learning Objective:** To more fully understand and appreciate how inner city youth qualify as their own subculture with distinctive norms, values, and a lifestyle different from the dominant middle class culture.

**Faculty Note:** Anderson has several books published on the topic of juvenile delinquency and the subculture of inner city youth. Among them is a book by the same title, *Code of the Street*. Juvenile delinquency has long been a concern for sociologists. It was one of the major social problems of the day examined by the scholars at the
University of Chicago at the time the first sociology curriculum developed in the United States. Edwin Sutherland referred to juvenile delinquents when he coined the term “subculture” in 1924.

**Activity:** Assign the students to read the article found on the web link. As a part of this assignment, have them develop a list of the types of things juveniles in the inner city would consider as essential elements of their material culture. Also have the students describe the non-material culture of this group, including the norms, values, beliefs, and lifestyle that inner city youth follow as described in the article. Have the students concentrate on the emphasis on respect as it is described by Professor Anderson. How did the youth in his study achieve this respect? In addition, examine how the “trial for manhood” among inner city youth is similar as well as different for middle class youth and inner city youth. Anderson also refers to the code of the street being “the only game in town”. What does he mean by this? Do inner city youth have alternatives they are overlooking?

**Additional Resources:** Click on the web link addressing *Resocialization: The Rehabilitation Model* that describes the Rehabilitation Model employed by the Texas Youth Commission. Also examine the video clips found on the Premium Resource CD-ROM including *Kids in Gangs* and *Resocialization in Youth Boot Camp*. 