

## Chapter 3 Socialization

---

### 3.1 True/False Questions

- 1) Identical twins share exactly the same genetic heredity.  
Answer: TRUE  
Diff: 1 Page Ref: 63  
Skill: Knowledge
- 2) Without language there can be no culture, no shared way of life.  
Answer: TRUE  
Diff: 1 Page Ref: 64  
Skill: Knowledge
- 3) The research of the Harlows demonstrated that the key to mother-child bonding is the ability of the mother to provide food and other nutrition to the offspring.  
Answer: FALSE  
Diff: 1 Page Ref: 65  
Skill: Knowledge
- 4) Mead's theory of personal development is based on the image that we present to those around us, the reactions of these people, and way that we interpret these reactions.  
Answer: FALSE  
Diff: 3 Page Ref: 66  
Skill: Application
- 5) Mead emphasized that in order to learn to take the role of the "other" a child must pass through three stages – imitation, play, and team game.  
Answer: TRUE  
Diff: 1 Page Ref: 67  
Skill: Knowledge
- 6) In Mead's theory of development, the "me" is the "object of action" or the "self as object."  
Answer: TRUE  
Diff: 1 Page Ref: 67  
Skill: Knowledge
- 7) In Piaget's model for children's development of reasoning skills, the term "reasoning skills" is synonymous with the term "operational" as it is used in the theory.  
Answer: TRUE  
Diff: 1 Page Ref: 68  
Skill: Knowledge
- 8) Cooley's conclusions about the looking-glass self appear to be true for people around the world.  
Answer: TRUE  
Diff: 1 Page Ref: 69  
Skill: Knowledge
- 9) Sociologists usually embrace Freudian theory on personality development because of its universal acceptance among the social sciences.  
Answer: FALSE  
Diff: 1 Page Ref: 69  
Skill: Knowledge

10) Freud assumed that what was male was "normal" and that females were "inferior, castrated males."

Answer: TRUE

Diff: 1 Page Ref: 69

Skill: Knowledge

11) Sociologists have clearly demonstrated that most emotions are universal and are "products of our genes."

Answer: FALSE

Diff: 1 Page Ref: 70

Skill: Knowledge

12) Parents are the first significant others to teach children about the fundamental symbolic division of the world.

Answer: TRUE

Diff: 1 Page Ref: 73

Skill: Knowledge

13) The research of Melissa Milkie demonstrated that there is little difference today in how boys and girls interpret the cultural expectations of gender.

Answer: FALSE

Diff: 1 Page Ref: 75

Skill: Knowledge

14) Gender serves as the primary basis for social inequality.

Answer: TRUE

Diff: 1 Page Ref: 73

Skill: Knowledge

15) The advent of Lara Croft and other women of action has clearly divided children with an interest in action films into two camps – one supporting male characters and the other the supporting emerging female characters.

Answer: FALSE

Diff: 1 Page Ref: 77

Skill: Knowledge

16) The research of sociologist Melvin Kohn and others demonstrates that the differences in the supervision of children are a matter of the race and ethnicity of the parents more than any other factor.

Answer: FALSE

Diff: 3 Page Ref: 78

Skill: Application

17) The latent function of formal education is to teach knowledge and skills, such as writing, reading, and arithmetic.

Answer: FALSE

Diff: 1 Page Ref: 79

Skill: Knowledge

18) The "corridor curriculum" often emphasizes racism, sexism, illicit ways to make money, and "being cool."

Answer: FALSE

Diff: 1 Page Ref: 81

Skill: Knowledge

19) Social class, gender, race, and ethnicity are aspects of one's life that fall into the category of social location.

Answer: TRUE

Diff: 3 Page Ref: 86

Skill: Application

20) Because of the power of peers and social institutions, we are all prisoners of socialization.

Answer: FALSE

Diff: 1 Page Ref: 86

Skill: Knowledge

### 3.2 Multiple Choice Questions

- 1) The sociologist who studied feral children, including the abused child Isabelle who was discovered in 1938 living in an attic with her deaf-mute mother, was \_\_\_\_\_.
- A) Michael Burawoy
  - B) Kingsley Davis
  - C) Wilbert Moore
  - D) Herbert Gans

Answer: B

Diff: 1 Page Ref: 61

Skill: Knowledge

- 2) In the "nature versus nurture" argument regarding socialization, the "nurture" component refers to \_\_\_\_\_.
- A) heredity
  - B) the social environment
  - C) instinct
  - D) genetic composition

Answer: B

Diff: 1 Page Ref: 62

Skill: Knowledge

- 3) Which of the following traits is least likely to be linked to "nature" (heredity) and most likely linked to "nurture" (the social environment)?
- A) vocational choice
  - B) temperament
  - C) ability at sports
  - D) aptitude for mathematics

Answer: A

Diff: 3 Page Ref: 62

Skill: Application

- 4) What term is used to describe children who are assumed to have been raised by animals in the wilderness and isolated from other children, such as the "wild boy of Aveyron"?
- A) mentally challenged
  - B) developmentally disabled
  - C) deprived
  - D) feral

Answer: D

Diff: 1 Page Ref: 62

Skill: Knowledge

- 5) The case study of Jack and Oskar provides support for which of the following explanations of behavior?
- A) Identical twins will always exhibit similar behavior because their gene complement is identical.
  - B) Environment has a significant influence on behavior, regardless of gene complement.
  - C) Behavior is the result of genetic influences.
  - D) The father's genetic influence is greater than the mother's as a determinant of behavior.

Answer: B

Diff: 4 Page Ref: 63

Skill: Analysis

- 6) Based on studies of isolated and institutionalized children, what is the key variable in acquiring the basic "human" traits we take for granted?
- A) biological makeup
  - B) basic intelligence
  - C) intimate early social interaction
  - D) strict discipline

Answer: C

Diff: 2 Page Ref: 64-65

Skill: Comprehension

- 7) What discovery did Skeels and Dye make when they administered intelligence tests to a sample of orphans cared for by trained professionals in a "good" orphanage and to a second sample of orphans raised by residents of an institution for mentally retarded women?
- A) The orphans raised by the mentally impaired scored an average of 25 points lower than those raised by trained professionals.
  - B) The orphans raised by the mentally impaired scored an average of 58 points higher than those raised by trained professionals.
  - C) There was no difference in the scores of the orphans raised by the mentally impaired compared to those raised by trained professionals.
  - D) The orphans raised by the mentally impaired scored an average of 47 points lower than those raised by trained professionals.

Answer: B

Diff: 1 Page Ref: 64

Skill: Knowledge

- 8) The research in the early 1960s using rhesus monkeys to demonstrate the importance of intimate physical contact in the rearing of animals was conducted by \_\_\_\_\_.
- A) Sheldon and Eleanor Glueck
  - B) William and Helen Thomas
  - C) Harry and Margaret Harlow
  - D) William and Virginia Masters

Answer: C

Diff: 1 Page Ref: 65

Skill: Knowledge

- 9) What did the Harlow experiment conclude as being the key to infant-mother bonding?
- A) peer socialization
  - B) feeding and grooming
  - C) intimate social contact
  - D) intellectual development

Answer: C

Diff: 1 Page Ref: 66

Skill: Knowledge

- 10) What concept do sociologists refer to when they say that "society makes us human"?
- A) stratification
  - B) psychoanalysis
  - C) cultural tradition
  - D) socialization

Answer: D

Diff: 3 Page Ref: 66

Skill: Application

- 11) The process by which we develop a sense of self, referred to as the "looking-glass self," was developed by \_\_\_\_\_.
- A) George Herbert Mead
  - B) William I. Thomas
  - C) Charles Horton Cooley
  - D) Robert K. Merton

Answer: C

Diff: 1 Page Ref: 66

Skill: Knowledge

- 12) Our image of how others see us is called the \_\_\_\_\_.
- A) id
  - B) super ego
  - C) libido
  - D) self

Answer: D

Diff: 1 Page Ref: 66

Skill: Knowledge

- 13) Professor Zale bases her self-concept as a professor on the interactions she has with students and the reactions she receives from them during class. In view of this, which process is Professor Zale utilizing?
- A) Freud's psychoanalytic theory
  - B) Cooley's looking-glass self
  - C) Mead's "I" and "me" concept
  - D) Piaget's theory of moral reasoning

Answer: B

Diff: 4 Page Ref: 66

Skill: Analysis

- 14) The symbolic interactionist who taught at the University of Chicago and stressed that play was crucial to the development of the concept of self was \_\_\_\_\_.
- A) Charles Horton Cooley
  - B) Lester Ward
  - C) George Herbert Mead
  - D) Talcott Parsons

Answer: C

Diff: 1 Page Ref: 67

Skill: Knowledge

- 15) Bob's football coach is a very important influence in his life. Many of Bob's actions are attempts to win the approval of his coach. Mead would suggest that the coach is one of Bob's \_\_\_\_\_.
- A) generalized others
  - B) significant others
  - C) primary group members
  - D) reference group members

Answer: B

Diff: 2 Page Ref: 67

Skill: Comprehension

- 16) According to Mead's theory of development, individuals who have a profound influence on the lives of another person, such as parents or siblings, are referred to as \_\_\_\_\_.
- A) significant others
  - B) the person's reference group
  - C) the person's in-group
  - D) generalized others

Answer: A

Diff: 1 Page Ref: 67

Skill: Knowledge

- 17) Tory is 5 years of age. He loves to dress up like Batman and pretend to save Gotham City from the Penguin. According to Mead's theory, he is in the \_\_\_\_\_ stage.
- A) imitation
  - B) game
  - C) play
  - D) generalized

Answer: C

Diff: 3 Page Ref: 67

Skill: Application

- 18) What term would Mead use to refer to the norms, values, attitudes, and expectations of the public?
- A) primary group
  - B) generalized others
  - C) secondary group
  - D) significant others

Answer: B

Diff: 3 Page Ref: 67

Skill: Application

- 19) Of the following traits and abilities, which one would George Herbert Mead consider most essential for an individual to be a full-fledged member of society?
- A) the ability to take the role of another
  - B) an average or above-average IQ
  - C) a well-developed id
  - D) the influence of positive peers

Answer: A

Diff: 3 Page Ref: 67

Skill: Application

- 20) George Herbert Mead theorized that learning to take the role of the other entails three stages – the \_\_\_\_\_ stage, \_\_\_\_\_ stage, and \_\_\_\_\_ stage.
- A) primary; secondary; tertiary
  - B) id; ego; superego
  - C) sensorimotor; preoperational; operational
  - D) imitation; play; team games

Answer: D

Diff: 1 Page Ref: 67

Skill: Knowledge

- 21) Mead describes the active, creative, and spontaneous part of the self as the \_\_\_\_\_.
- A) I
  - B) me
  - C) id
  - D) ego

Answer: A

Diff: 1 Page Ref: 67-68

Skill: Knowledge

- 22) According to Piaget, the stage of development that is dominated by touching, listening, looking, and the inability to recognize cause and effect is the \_\_\_\_\_ stage.
- A) formal operational
  - B) preoperational
  - C) sensorimotor
  - D) concrete operational

Answer: C

Diff: 3 Page Ref: 68

Skill: Application

- 23) Jean Piaget's use of the term "operational" is most aligned with the concept of \_\_\_\_\_.
- A) motor skills
  - B) reasoning skills
  - C) language skills
  - D) social skills

Answer: B

Diff: 4 Page Ref: 68

Skill: Analysis

- 24) Morris is 3 years old and is just beginning to talk. He can count to 10 but is not altogether sure what numbers actually mean. According to Piaget, Morris is in the \_\_\_\_\_ stage.
- A) sensorimotor
  - B) concrete operational
  - C) preoperational
  - D) formal operational

Answer: C

Diff: 3 Page Ref: 68

Skill: Application

- 25) According to Piaget, when children are capable of abstract thinking, they have reached the level of development called the \_\_\_\_\_.
- A) sensorimotor stage
  - B) formal operational stage
  - C) preoperational stage
  - D) concrete operational stage

Answer: B

Diff: 3 Page Ref: 68

Skill: Application

- 26) The technique created by Sigmund Freud for the treatment of emotional problems through long-term, intensive exploration of the subconscious mind is referred to as \_\_\_\_\_.
- A) transactional analysis
  - B) rational emotive therapy
  - C) psychoanalysis
  - D) reality therapy

Answer: C

Diff: 1 Page Ref: 69

Skill: Knowledge

- 27) In Freud's theory, what part of the personality represents the pleasure-seeking aspect, demanding immediate fulfillment of basic needs such as attention, food, safety, and sex?
- A) the id
  - B) the ego
  - C) the superego
  - D) the libido

Answer: A

Diff: 1 Page Ref: 69

Skill: Knowledge

- 28) According to Sigmund Freud, when the id gets out of hand, individuals follow their desires for pleasure and \_\_\_\_\_.
- A) demand self-gratification
  - B) seek intimacy
  - C) break society's norms
  - D) need for isolation

Answer: C

Diff: 1 Page Ref: 69

Skill: Knowledge

- 29) Why do many sociologists object to psychoanalysis as a valid explanation for human behavior?
- A) Sociologists reject the notion that personality develops in stages.
  - B) Sociologists disagree on the influence of the super ego as a balancing force of behavior.
  - C) Sociologists argue that Freud failed to study a wide range of subjects before developing his theory.
  - D) Sociologists object to the view that inborn and subconscious motivations are the primary reasons for human behavior.

Answer: D

Diff: 6 Page Ref: 72

Skill: Evaluation

- 30) In psychoanalytic theory, the "culture within us" is represented by the \_\_\_\_\_.
- A) superego
  - B) id
  - C) ego
  - D) libido

Answer: A

Diff: 1 Page Ref: 69

Skill: Knowledge

- 31) In Kohlberg's theory of moral development, the stage in which the child has no sense of right or wrong and only personal needs to be satisfied is the \_\_\_\_\_ stage.
- A) amoral
  - B) preconventional
  - C) conventional
  - D) postconventional

Answer: A

Diff: 1 Page Ref: 70

Skill: Knowledge

- 32) In developing his theory on moral development, when did Kohlberg claim most people reach the postconventional stage?
- A) Most people reach this stage shortly after birth.
  - B) Most people reach this stage after passing through puberty.
  - C) Most people reach this stage during the "midlife crisis."
  - D) Most people do not reach this stage.

Answer: D

Diff: 1 Page Ref: 70

Skill: Knowledge

- 33) The social scientist who criticized the theory of Lawrence Kohlberg and developed an alternative theory on the development of morality based on personal relationships was \_\_\_\_\_.
- A) Jane Addams
  - B) Margaret Sanger
  - C) Carol Gilligan
  - D) Margaret Mead

Answer: C

Diff: 1 Page Ref: 70

Skill: Knowledge

- 34) What is the proposed source of the six specific emotions that Paul Ekman identified as being present in all cultures?
- A) They are based on the social environment.
  - B) They are a product of our genes.
  - C) They are based on common cultural values held worldwide.
  - D) They are based on intellectual capability.

Answer: B

Diff: 1 Page Ref: 71

Skill: Knowledge

- 35) A young woman is contemplating a particular behavior, in this case, dropping out of college. She is also considering an awareness of the self in relationship to others to avoid feelings of shame and embarrassment. This is referred to as her \_\_\_\_\_.
- A) socialized self as subject
  - B) self-actualized stage
  - C) social mirror
  - D) reality principle

Answer: C

Diff: 1 Page Ref: 72

Skill: Knowledge

- 36) What conclusion did psychologists Susan Goldberg and Michael Lewis make after observing the interactions of mothers and their children?
- A) Mothers socialized their sons to be passive and dependent.
  - B) Mothers tended to treat their children the same, regardless of sex.
  - C) Mothers unconsciously rewarded their daughters for being dependent.
  - D) Mothers felt their sons needed greater supervision when they played.

Answer: C

Diff: 1 Page Ref: 73

Skill: Knowledge



- 37) The Smiths are going Christmas shopping for their two children, Dick and Jane. They plan to buy Dick a Tonka truck and Jane a Barbie doll. Their selection of toys for their children is an example of \_\_\_\_\_ by parents.
- A) resocialization
  - B) role diffusion
  - C) ego identity
  - D) gender socialization

Answer: D

Diff: 3 Page Ref: 73

Skill: Application

- 38) Individuals who are approximately the same age and are linked by common interests, including friends, classmates, and the "kids in the neighborhood," are most appropriately referred to as \_\_\_\_\_.
- A) significant others
  - B) generalized others
  - C) peers
  - D) confederates

Answer: C

Diff: 1 Page Ref: 75

Skill: Knowledge

- 39) How does the mass media influence gender roles in contemporary American society?
- A) It encourages a sexless society.
  - B) It encourages women to assume male roles to be successful.
  - C) It reinforces gender roles considered appropriate for one's sex.
  - D) It encourages cross-gender behavior.

Answer: C

Diff: 2 Page Ref: 76

Skill: Comprehension

- 40) The average person is exposed to \_\_\_\_\_ commercials a year.
- A) 20,000
  - B) 30,000
  - C) 40,000
  - D) 50,000

Answer: B

Diff: 3 Page Ref: 75

Skill: Application

- 41) People and groups that influence our orientation to life – our self-concept, emotions, attitudes, and behaviors – are called \_\_\_\_\_.
- A) total institutions
  - B) generalized others
  - C) agents of socialization
  - D) out-groups

Answer: C

Diff: 1 Page Ref: 77

Skill: Knowledge

- 42) Video games have begun to portray women in changing gender roles, such as Lara Croft, the adventure-seeking archaeologist, and Xena, Warrior Princess. This change in roles may also serve as \_\_\_\_\_.
- A) an example of pornography
  - B) a way to confuse children about their sexuality
  - C) a way to motivate young women to play video games
  - D) the creation of a new stereotype of women as symbolic males

Answer: D

Diff: 2 Page Ref: 77

Skill: Comprehension

- 43) Frank is the son of a middle-class family. He took the family car without permission last night, returning home at 3 AM with the smell of alcohol on his breath. It is most likely, based on the research of Kohn, that the next day Frank's parents will \_\_\_\_\_.
- A) call the police and have their son arrested to impress upon him the error of his ways
  - B) buy him his own car and hold him to a higher standard of responsibility
  - C) physically punish their son using a culturally approved method
  - D) suspend Frank's driving privileges for a month and discuss with Frank the dangers of drinking and driving

Answer: D

Diff: 3 Page Ref: 78

Skill: Application

- 44) Based on the research of Kohn and his associates, how would working-class parents encourage their children to accept guidance when they have deviated from acting properly?
- A) They would probably use physical punishment.
  - B) They would rely on reasoning with the child.
  - C) They would probably deny privileges and "ground" the child.
  - D) They would offer verbal encouragement.

Answer: A

Diff: 1 Page Ref: 78

Skill: Knowledge

- 45) What was the result of research on mother-child bonding based on hours per week children spent in day care?
- A) As the number of hours in day care increased, the bond was stronger between mother and child.
  - B) As the number of hours in day care increased, the bond was weaker between mother and child.
  - C) The mother-child bond was based on the social class of the mother and not the hours the child spent in day care.
  - D) There was no relationship between mother-child bond and the hours a child spent in day care.

Answer: B

Diff: 1 Page Ref: 79

Skill: Knowledge

- 46) Although formal education is intended to transmit knowledge and skills, it unintentionally teaches students that the same rules apply to everyone. This universality reflects what sociologists describe as \_\_\_\_\_.
- A) a signaling system
  - B) a pattern variable
  - C) a latent function
  - D) a manifest function

Answer: C

Diff: 2 Page Ref: 79-81

Skill: Comprehension

- 47) As a third grader, Henry is reading stories about the American Revolution and how the early Americans were willing to fight to gain their freedom. According to conflict theorists, Henry is not only learning to read, but is also absorbing lessons in patriotism and democracy. These lessons would be referred to by conflict theorists as \_\_\_\_\_.
- A) a latent dysfunction of U.S. education
  - B) a part of the hidden curriculum in U.S. schools
  - C) a manifest function of education
  - D) a manifest dysfunction of education

Answer: B

Diff: 3 Page Ref: 81

Skill: Application

- 48) Frankie and Johnnie are both above-average students, but they feel that they learn much more about life, success, and relationships with others from other students outside of the classroom. In this sense, Frankie and Johnnie are relying on the \_\_\_\_\_ for their education.
- A) hidden curriculum
  - B) corridor curriculum
  - C) manifest function
  - D) latent function

Answer: B

Diff: 2 Page Ref: 81

Skill: Comprehension

- 49) When young people enter college as resident students, they must learn new norms, values, attitudes, and behaviors. This is an example of \_\_\_\_\_.
- A) resocialization
  - B) socialization
  - C) the "looking-glass self"
  - D) anticipatory socialization

Answer: A

Diff: 3 Page Ref: 82

Skill: Application

- 50) Fred has just joined a fraternity. As part of his initiation, he has been forced to cook for the fraternity brothers, clean the frat house, and address the fraternity members as "sir." This is an example of what Harold Garfinkel termed \_\_\_\_\_.
- A) learning conformity
  - B) a personal identity kit
  - C) anticipatory socialization
  - D) a degradation ceremony

Answer: D

Diff: 3 Page Ref: 82

Skill: Application

- 51) John joined the military this year. When he arrived at boot camp he was immediately greeted with a degradation ceremony and came under total control of the officials. The military is an example of a(n) \_\_\_\_\_.
- A) social institution
  - B) agent of socialization
  - C) social location
  - D) total institution

Answer: D

Diff: 3 Page Ref: 82

Skill: Application

- 52) What are the starting and stopping points of the development of the self during the life course?
- A) The self-concept begins prior to conception and concludes at birth.
  - B) The self-concept begins at birth and concludes by age 5 or 6.
  - C) The self-concept begins at birth and continues as a life-long process until death.
  - D) The self-concept begins when a child is able to reason and concludes at about age 18.

Answer: C

Diff: 3 Page Ref: 84-87

Skill: Application

- 53) What term applies to the stages that people pass through from birth to death, beginning with "childhood" and concluding with "the older years"?
- A) rites of passage
  - B) life theme
  - C) the life course
  - D) stages of development

Answer: C

Diff: 1 Page Ref: 84-87

Skill: Knowledge

54) Another term used for the stage of development called transitional adulthood, which is between the ages of 18 and 29, is \_\_\_\_\_.

- A) the middle years
- B) adulescence
- C) the sandwich generation
- D) mid-life crisis

Answer: B

Diff: 1 Page Ref: 85

Skill: Knowledge

55) The period following high school when young adults have not yet taken on the responsibilities ordinarily associated with adulthood is called \_\_\_\_\_.

- A) transitional adulthood
- B) puberty
- C) adolescence
- D) the middle years

Answer: A

Diff: 1 Page Ref: 85

Skill: Knowledge

### 3.3 Short Answer Questions

1) In the "nature versus nurture" argument, what is another term for "nurture"?

Answer: social environment, or socialization

Diff: 1 Page Ref: 62

Skill: Knowledge

2) What is the difference between feral children and "regular" children?

Answer: Feral children are assumed to have been raised by animals in the wilderness, isolated from other humans.

Diff: 6 Page Ref: 62

Skill: Evaluation

3) What was the physical makeup of the two "mother" monkeys the Harlows developed for their experiment?

Answer: One was a wire frame monkey with a wooden head and nipple for nourishment. The other "mother" monkey was made of soft terrycloth and had no capability of feeding the infant monkeys.

Diff: 4 Page Ref: 65

Skill: Analysis

4) What are the three elements of Cooley's looking-glass self concept?

Answer: (1) we imagine how we appear to those around us;

(2) we interpret the reactions of others;

(3) we develop a self-concept

Diff: 1 Page Ref: 66

Skill: Knowledge

5) What is the difference between significant others and generalized other?

Answer: Significant others are individuals who greatly influence our lives, such as parents or siblings. Generalized other refers to our perception of how people in general think of us.

Diff: 4 Page Ref: 67

Skill: Analysis

6) What are the three stages of George Herbert Mead's theory of development?

Answer: (1) imitation stage;

(2) play stage;

(3) team games stage

Diff: 1 Page Ref: 67

Skill: Knowledge

7) In Mead's theory of development, what is the difference between the "I" and the "me"?

Answer: The "I" is the self as subject, which is the active, spontaneous, creative part of the self. The "me" is the self as object or object of action.

*Diff: 4 Page Ref: 67*

*Skill: Analysis*

8) What are the three elements of Freud's theory on the development of personality?

Answer: (1) id;  
(2) ego;  
(3) superego

*Diff: 1 Page Ref: 69*

*Skill: Knowledge*

9) What are the four stages in Kohlberg's theory of development?

Answer: (1) amoral stage;  
(2) preconventional stage;  
(3) conventional stage;  
(4) postconventional stage

*Diff: 1 Page Ref: 70*

*Skill: Knowledge*

10) What were the six "global emotions" identified by anthropologist Paul Ekman?

Answer: (1) anger;  
(2) disgust;  
(3) fear;  
(4) happiness;  
(5) sadness;  
(6) surprise

*Diff: 1 Page Ref: 71*

*Skill: Knowledge*

11) What is another name for "the society within us"?

Answer: the "social mirror"

*Diff: 1 Page Ref: 72*

*Skill: Knowledge*

12) The ways in which society sets children onto different courses in life because they are male or female is referred to as \_\_\_\_\_.

Answer: gender socialization

*Diff: 1 Page Ref: 73*

*Skill: Knowledge*

13) What are the characteristics of a "peer group"?

Answer: (1) individuals roughly the same age;  
(2) linked by a common interest;  
(3) sharing the same neighborhood or physical environment

*Diff: 3 Page Ref: 75*

*Skill: Application*

14) List four of the seven agents of socialization discussed in the textbook.

Answer: (1) family;  
(2) neighborhood;  
(3) religion;  
(4) day care;  
(5) school;  
(6) peers;  
(7) workplace

*Diff: 1 Page Ref: 77-82*

*Skill: Knowledge*

15) What is the manifest function of school?

Answer: its intended purpose, which is to teach knowledge and skills to students as a part of the socialization process  
*Diff: 1 Page Ref: 79*  
*Skill: Knowledge*

16) In school, what is the "corridor curriculum"?

Answer: what students teach each other outside the classroom  
*Diff: 1 Page Ref: 81*  
*Skill: Knowledge*

17) A mental rehearsal for some future activity, or the attempt to learn to play a role before entering it, is called \_\_\_\_\_.

Answer: anticipatory socialization  
*Diff: 1 Page Ref: 82*  
*Skill: Knowledge*

18) What is resocialization?

Answer: the process of learning new norms, values, attitudes, and behaviors  
*Diff: 3 Page Ref: 82*  
*Skill: Application*

19) What do military boot camps, prisons, concentration camps, religious cults, and many private boarding schools have in common?

Answer: They are all total institutions.  
*Diff: 2 Page Ref: 82*  
*Skill: Comprehension*

20) What are the five basic stages in the life course?

Answer: (1) childhood;  
(2) adolescence;  
(3) transitional adulthood;  
(4) the middle years;  
(5) the older years  
*Diff: 1 Page Ref: 84-87*  
*Skill: Knowledge*

### 3.4 Essay Questions

1) Discuss the "nature versus nurture" argument and provide support for each aspect of the controversy.

Answer: Nature refers to the influence of heredity and genetics on the development of self as well as evolution, natural selection, survival of the fittest, and other aspects of Darwinism. Nurture refers to the impact that the social environment, socialization, and culture have on one's development. Supporters of the nature argument point to studies of identical twins separated at birth and compare their similarities. Certain traits appear to be clearly linked to genetics, including limits to certain physical and mental abilities. Supporters of the nurture aspect of the controversy also use studies of identical twins separated at birth to support their position. This includes studies that have revealed how identical twins grew up to choose very different occupations, interests, and lifestyles.

*Diff: 2 Page Ref: 62*  
*Skill: Comprehension*

- 2) Discuss the classic experiment that the Harlows conducted on social development using monkeys. Compare their results to the effects that lack of social contact had on isolated and feral children discovered in Ohio (Isabelle), France (the wild boy of Aveyron), and California (Genie).

Answer: The monkeys in the Harlow experiment were offered two artificial mothers, one that was cuddly and made of terrycloth but did not have the means to feed the infant monkeys. The other "mother" had feeding capability but was made of wire mesh with a wooden head. In the experiment, the monkeys were separated from their natural mothers and placed in isolation with the two artificial mothers. The Harlows found that the monkeys would cling to the terrycloth mother, and would only approach the wire mesh monkey for feeding. When frightened, the monkeys always ran to the terrycloth mother for security and comfort. The monkeys raised in isolation never adjusted to monkey life and, when impregnated, they were hostile and confused mothers. In cases of feral children and isolated children, it was noted that the children were fearful of other humans, did not know how to adjust to them, and were unable to relate to them. The children were fearful, confused, and frightened. They lacked even the simplest socialization skills. (The text did not indicate whether any of the children cited in the case studies eventually became parents.) Both experiments demonstrated the need for nurturing and supportive contact with others, especially during the developmental years.

*Diff: 6*      *Page Ref: 62, 65–66*

*Skill: Evaluation*

- 3) Discuss the principle aspects of Charles Horton Cooley's looking-glass self.

Answer: Cooley said that our sense of self develops from interaction with others. The looking-glass self concept has three elements:

- (1) We imagine how we appear to those around us. We may feel others think of us as being good-looking or unattractive, intellectual or shallow, athletically gifted or inept.
- (2) We interpret others' reactions. Do others desire my companionship because I am beautiful or handsome? Am I popular or despised because I am among the brightest students in the class? Does the fact that I am on the first string of our football team impress anyone?
- (3) We develop a self-concept. Interpretations may result in the feeling that people like me and want to be with me, that I am a valuable person. Or, if I am blowing the curve on every exam, I may be rejected by my peers and feel awkward, developing a confused self-image.

*Diff: 2*      *Page Ref: 66–67*

*Skill: Comprehension*

- 4) Explain Mead's theory of social development and the process by which we learn to "take the role of the other."

Answer: According to Mead, as we develop this ability, at first we can only take the role of significant others, such as parents or siblings. As the self develops, the ability to take the role of others extends to being able to take the role of "the group as a whole." A child goes through a three-stage process in learning to "take the role of the other." The first stage is the imitation stage (under the age of 3), in which the child can only mimic others but does not have a sense of self separate from others. During the second stage, or play stage, (from about 3 to 6), children pretend to take on the roles of specific people, though they can only pretend to be one role at a time. In the third stage, or team games stage, they gain the ability to take on multiple roles; this eventually extends to being able to take the role of an abstract entity, which Mead termed the "generalized other."

*Diff: 4*      *Page Ref: 67–68*

*Skill: Analysis*

- 5) Piaget's outlines four stages in acquiring the ability to reason. List each of these four stages and describe what reasoning skills are acquired in each stage.

Answer: Piaget theorizes that children pass through four stages in acquiring the ability to reason. In stage one, the sensorimotor stage (which lasts until about age 2) children's understanding is limited to direct contact with the environment. They cannot recognize cause and effect, and so are not aware that their actions cause something to happen. In stage two, the preoperational stage (which lasts from age 2 to 7), they develop the ability to use symbols but do not understand ideas such as size and speed. In the third stage, the concrete operational stage (between ages 7 and 12), their reasoning abilities are more developed but they still cannot reason abstractly. In the final stage, the formal operational stage (after age 12), children develop the ability to think abstractly, to come to conclusions based on general principles, and to use rules to solve abstract problems.

*Diff: 2*      *Page Ref: 68*

*Skill: Comprehension*

- 6) Briefly summarize Freud's theory of personality and explain why most sociologists have negative reactions to his analysis.

Answer: Freud believed that personality consists of three elements:

- (1) the id includes the inborn basic drives;
- (2) the ego is the balancing force between the id and the demands of society; and
- (3) the super ego is the conscience, which represents the internalized norms and values of our social groups.

The underlying principle of Freud's theory of personality development is that inborn and unconscious motivations are the primary reasons for human behavior. This theory denies the central principle of sociology, that factors such as social class and people's roles in groups influence their behavior. Further, Freud's elements of personality are not observable or measurable. Their very existence cannot even be proven. Sociological factors are all observable, and many of them are measurable. In view of this, Freud's theory violates one of the major requirements of a theory – that it is testable.

*Diff: 6*      *Page Ref: 69*

*Skill: Evaluation*

- 7) Sigmund Freud's theory of personality – involving the three elements of id, ego, and superego – has been criticized as being unscientific. Why are Freud's three elements of personality less scientific than sociological factors such as income, education, occupation, and roles?

Answer: Freud's elements of personality are not observable or measurable. Their very existence cannot even be proven. Sociological factors are all observable, and many of them are measurable. In view of this, Freud's theory violates one of the major requirements of a theory – that it is testable. It is also noted that Freud's theory can be subjectively interpreted.

*Diff: 6*      *Page Ref: 69*

*Skill: Evaluation*

- 8) Discuss the stages in Kohlberg's theory of moral development and the influences that affected its formulation.

Answer: Kohlberg was influenced by Jean Piaget's model of moral development. His stages included the following:

- (1) the amoral stage: a child focuses on immediate gratification and has little or no concern for others and no sense of right and wrong, just personal needs to be satisfied;
- (2) the preconventional stage: the child learns and follows rules but does so only to stay out of trouble, and the concern for what is right or wrong is to avoid punishment;
- (3) the conventional stage: morality means following norms and values that have been learned;
- (4) the postconventional stage: Kohlberg said that most people do not reach this stage, but those who do reflect on abstract principles of right and wrong and judge a behavior according to these principles.

*Diff: 2*      *Page Ref: 70*

*Skill: Comprehension*

- 9) Why is there controversy over the source of emotions and whether they are products of biological instinct or products of socialization?

Answer: There is evidence that emotions are the result of both biological factors and socialization. Support for emotion as being "the product of our genes" can be traced to the work by Ekman in identifying six global emotions (anger, disgust, fear, happiness, sadness, surprise). These are expressed similarly all over the world, regardless of one's race, ethnicity, or social location. Emotions and their expression are also affected by culture and socialization. Men are generally more subdued in expressing emotion. Differences in social class also affect the ways in which emotion is expressed.

*Diff: 6*      *Page Ref: 71-72*

*Skill: Evaluation*

- 10) Discuss how mass media and media images affect gender socialization.

Answer: (Refer to the subsection of the chapter, "Socialization into Gender.") Define gender socialization, which refers to different attitudes and behaviors expected because of one's sex. (Continue with a summarization of the next subsection, "Gender Messages in the Mass Media.") Indicate the vast exposure to media events, such as 20,000 commercials a year, the amount of television typically viewed by boys and girls, and the content of this exposure. There is a spectrum of stereotypical, culturally molded images for boys as well as girls. Indicate specifically the nature of these stereotypes and the ways in which they are transmitted. Include in your answer the different ways in which the media portrays boys as being aggressive and girls as being cooperative, and the ways that boys are shown in various social locations while girls are often featured as being at home. In primetime TV, males are portrayed in higher status than females and in greater frequency than females, who tend to be portrayed in supportive positions and in roles of victims who must be rescued by the male hero.

*Diff: 2*      *Page Ref: 75-76*

*Skill: Comprehension*



- 11) Identify the major agents of socialization in U.S. society today and briefly describe the role of each in the socialization process.

Answer: (Refer to the subsection of the chapter "Agents of Socialization.") Include family, neighborhood, religion, day care, school, the workplace, and peer groups. Describe the role that each of these plays in an individual's socialization. Indicate how the effects of these agents are dependent upon one's social location.

*Diff: 2*      *Page Ref: 77-82*

*Skill: Comprehension*

- 12) Recent studies on the effects of day care on young children seem to indicate that children who spend more time in daycare have weaker bonds and more negative interactions with their mothers. It is suggested that the "quality" of home care should be evaluated as a potential factor influencing this finding. How would you define the quality of home care?

Answer: The quality of home care could include the amount of time parents spend actively involved with their children, the kinds of activities parents do with their children, the attitude about childcare that parents display to their children, the amount of affection parents give to their children, and the amount of physical and intellectual stimulation parents provide their children.

*Diff: 3*      *Page Ref: 79*

*Skill: Application*

- 13) What are the manifest and latent functions of the university? What are some of the "corridor curriculum" topics discussed by college students?

Answer: Every answer will be slightly different, but would probably include the following: The manifest function of the university is to prepare the student for a professional career and/or for advanced studies in highly skilled professions such as medicine, law, or engineering. The latent functions include keeping nearly 20 million young people out of the job market, meeting a potential mate, and developing social networks. The "corridor curriculum" in the university probably includes student opinions of professors, which professors select for courses, enforcement of stereotypes about different groups of students, information about parties and social events, and other nonacademic issues.

*Diff: 3*      *Page Ref: 81*

*Skill: Application*

- 14) Explain what is meant by the "hidden curriculum" in our schools. What is the hidden curriculum in a private university as compared to that in a state-supported university?

Answer: The "hidden curriculum" refers to the values that are implicitly taught through the stories and examples that are used to teach math and English grammar. These stories and examples teach children lessons in patriotism, democracy, justice, and honesty, in addition to math and English grammar. As we are taught to take our place in the workforce, we are also learning "correct" attitudes toward our economic system. In a private, high-priced university, the students are more likely to be groomed for leadership positions. They are a part of a social network that includes parents who are CEOs, doctors, lawyers, and other members of the upper class. State-supported universities are composed of students from less influential backgrounds who will make up the bulk of the workforce responsible for doing the routine, basic work needed by society. These positions include teachers, nurses, caseworkers, and others.

*Diff: 6*      *Page Ref: 81*

*Skill: Evaluation*

- 15) Discuss why total institutions are effective in stripping away people's personal freedom.

Answer: Total institutions are effective in stripping away a person's personal freedom by isolating the person from the public world and suppressing his or her preexisting statuses and replacing them with a new status and its expected roles. The individual loses all contact with former support systems and becomes an anonymous figure, stripped of power and influence. New rules, values, and versions of life replace the norms of the outside world. The individual's entire life as a resident is closely supervised, and information, rewards, and punishments are controlled by those in charge of the total institution. The resident is provided only the information that his or her supervisors wish to share. Supervisors are also placed in positions of unquestioned power that is often accompanied by a lack of accountability. Rules are often enforced not because they make sense or are effective, but because "we always did it that way." This experience leaves a permanent mark on the individual's self that colors the way he or she now views the world.

*Diff: 2*      *Page Ref: 82*

*Skill: Comprehension*

### 3.5 Open Book Questions

- 1) After reading "Down-to-Earth Sociology: Heredity or Environment? The Case of Jack and Oskar, the Identical Twins," discuss the environmental influences that affected Oskar and Jack. Include others that might be considered in addition to those discussed in the textbox.

Answer: Oskar was raised by his mother's mother in a strict Catholic environment in a nation that was eventually annexed by Adolph Hitler and subjected to the Nazi philosophy and the German war machine. He joined the Hitler Youth. Jack was raised by his Jewish father, served in the Israeli army, and was a member of a Jewish settlement called a kibbutz. Oskar was indoctrinated with violence and hate, the concept of a "master race," and a strict regimentation that discouraged individual thinking and encouraged tunnel vision. His peers and immediate supervisors were probably loyal members of the Nazi party. Any deviation from a firm "party line" could have resulted in execution for treason. He probably lost his affiliation with Catholicism as a result of his transformation to a Nazi. He saw his entire world transformed from a proud and effective conquering army to a defeated nation in disgrace and ruin. Jack worked his way up from being an "underdog," a Jew who was threatened with death by the Nazis. He learned to embrace his father's religion, was influenced by other members of the faith, and had to take a survivalist frame of mind in his involvement with the Israeli army and in the kibbutz. For his work as a Jew, Jack received positive sanctions and recognition, while Oskar was disgraced.

*Diff: 4*      *Page Ref: 63*

*Skill: Analysis*

- 2) Skeels and Dye conducted an experiment involving babies raised in an orphanage. (Refer to the section on "Institutionalized Children"). This experiment demonstrated that babies given loving care, even by mentally retarded adults, develop normally. What assumptions about child development does this finding place into doubt?

Answer: The results of this experiment call into question the necessity of mothers to be well informed about, and practice, particular methods of child rearing. The emotional bond between child and parent, and the caring attention given by the parent, is apparently more important than any method. The fact that the children developed normal intellects calls into question the assumption that children need intellectual stimulation by adults of normal intellect to develop normally. The fact that children developed normal social skills calls into question the necessity of being provided normal models of social behavior early in life.

*Diff: 5*      *Page Ref: 64–65*

*Skill: Synthesis*

- 3) Why do we need to be careful about extrapolating the results of experiments on monkeys to human behavior, such as the research conducted by Harry and Margaret Harlow?

Answer: Humans have a more complex brain than monkeys and other animals. Only humans are capable of thinking abstractly and learning languages, so the physical and emotional development of humans is more complex than that of other animals.

*Diff: 5*      *Page Ref: 65–66*

*Skill: Synthesis*

- 4) Use the looking-glass self concept to evaluate yourself as a member of the class in which you are participating.

Answer: The three components of the looking-glass self are  
 (1) to imagine how we look to those around us;  
 (2) interpret others' reactions; and  
 (3) develop a self-concept. Every student's self-evaluation using the looking-glass self concept will be different, but each requires employing these three steps. As an example, if a female student "dresses up" for class, she will be concerned about whether others notice and about their opinion. If peer opinion is positive, they will develop a positive self-concept and continue the behavior. Other personal qualities that a student may assess include their membership on an athletic team (if it is known by their classmates), their status as the class scholar, the class clown, the "teacher's pet," or other qualities. Each has a different interpretation and a different impact on the individual's self-concept.

*Diff: 5*      *Page Ref: 66–67*

*Skill: Synthesis*

- 5) In George Herbert Mead's theory of social development, the third stage involves team games, in which the child learns to take the role of the other players. Describe the likely thoughts of one player in a baseball game – the first baseman – as the first batter in an inning comes up to bat.

Answer: The first baseman must anticipate that the ball may be hit to him or to any of the other players. If the ball is hit to him on the ground, he must catch it and touch first base. If the ball is hit on the ground to any other fielder, he must anticipate that the fielder will catch it and throw it to him, so he must get back to first base.

*Diff: 2*      *Page Ref: 67–68*

*Skill: Comprehension*

- 6) At what stage are you on Kohlberg's scheme of moral development? Why?

Answer: Students at the amoral stage do not know the difference between right and wrong. Students at the preconventional stage follow rules merely to avoid punishment. Students at the conventional stage follow rules based on norms and values they have learned. Students at the postconventional stage judge behavior by abstract principles of right and wrong. Students can be at any of these stages because human development, although associated with age, is not bound by age. It is most likely that college students should not be in stage one, the amoral stage. It is possible for students to be in the preconventional stage, but it is unlikely that they would describe themselves as being in that stage. Most students would describe themselves as being in either the conventional or postconventional stage.

*Diff: 4*      *Page Ref: 70*

*Skill: Analysis*

- 7) In "Mass Media in Social Life, Lara Croft, Tomb Raider: Changing Images of Women in the Mass Media," nontraditional images of powerful female action characters are described. Why did a sociologist who reviewed this segment comment, "It seems for women to be defined as equal, we have to become symbolic males- warriors with breasts"?

Answer: Although Lara Croft can hold her own in any hostile environment, she is equally well known (and desired) for her attractive feminine qualities and her spandex accents them. The same can be said for Xena (although she prefers armor plating and a robe-like outfit). If a woman warrior were less attractive in reference to attributes society considers desirable, it is likely that neither Lara, Xena, nor any other female "action hero" would be as successful on the silver screen or in the media. Some other action heroes who demonstrated desirable feminine characteristics include Catherine Zeta Jones as the wife of Zorro, Halle Berry in Catwoman and as Jinx in the James Bond film, "Die Another Day," and Linda Carter in Wonder Woman. It is difficult to find a male or female action hero who is not attractive or does not have great sex appeal.

*Diff: 3*      *Page Ref: 77*

*Skill: Application*

- 8) In "Cultural Diversity in the United States, Immigrants and Their Children: Caught Between Two Worlds," the dilemma of children of immigrants is described. What are the costs and benefits of choosing either strategy: abandoning the culture of their parents in favor of the culture of their new home, or rejecting the culture of their new home in favor of embracing the culture of their parents?

Answer: Answers might include: If they abandon the culture of their parents, they cut themselves off from their cultural heritage and the social life of their parents' community. In return, they may find greater social acceptance and economic opportunities in their new home. If they reject the culture of their new home, they retain the connection with their cultural heritage and continue in the social life of their parents' community. They may, however, be denied social acceptance, suffering greater degrees of prejudice and discrimination that adversely affect economic opportunities outside that community.

*Diff: 3*      *Page Ref: 82*

*Skill: Application*

- 9) In "Down-to-Earth Sociology: Boot Camp as a Total Institution," the author discussed how boot camps, prisons, concentration camps, religious cults, and some boarding schools are examples of total institutions. Based on your university's image in the community, its unique individual characteristics, and a general stereotype of universities and university students, how does your institution qualify as a total institution, even if it isn't West Point?

Answer: Every university has its own qualities and characteristics, which will make each student's answer different. Many universities require all first-year students to participate in an orientation program that can be degrading in some respects. Some schools require first-year students to wear some form of identifiable clothing (we had to wear "beanies"). In high school, a student's personal identity kit may have included being the outstanding academic student or star athlete, which now means very little in a new class where everyone starts out fresh and unknown to the professor. Some private schools also have dress codes and rules of conduct that must be strictly followed.

*Diff: 3*      *Page Ref: 83*

*Skill: Application*

- 10) Using a timeline, trace your own socialization through your life course. Begin with a definition of your social location, followed by the socialization process to which you were exposed from birth to present. Anticipate the agents of socialization and other influences that you experienced during the periods of the life course, including those that you have not yet experienced.

Answer: Social location will differ for each student, including year born, social class, race, sex, and other factors. The major periods of the life course that all students will need to address include childhood, adolescence, and young adulthood. Anticipated periods of the life course for most students will include the middle years and older years, although there may be some nontraditional students in the class who can relate to these periods. For comparison, the instructor should also complete the assignment and share his or her results with the students in a class discussion that demonstrates the most significant events and agents of socialization.

*Diff: 5*      *Page Ref: 83-87*

*Skill: Synthesis*

## 3.6 Line Art Questions



Source: By the author.

- 1) Frank is 10 years old and is an excellent chess player. He is able to anticipate the moves of his opponents before they make them. Based on Figure 3.1, "How We Learn to Take the Role of the Other: Mead's Three Stages," Frank is functioning in the \_\_\_\_\_ stage.
- A) imitation
  - B) play
  - C) team games
  - D) adolescence

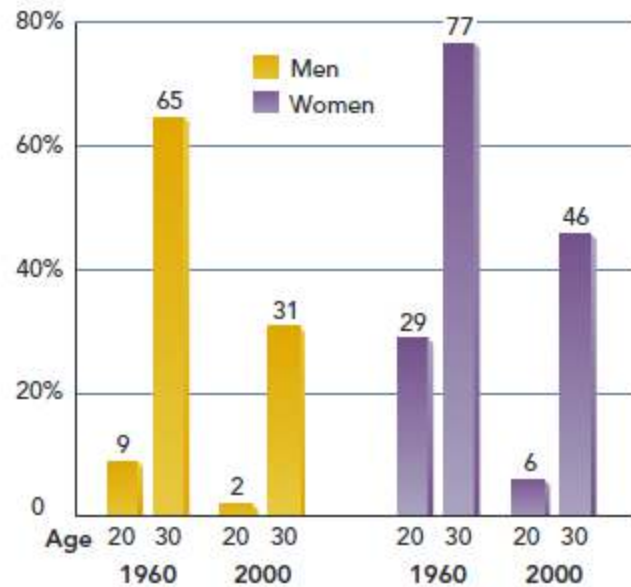
Answer: C

Diff: 3 Page Ref: 67

Skill: Application

**FIGURE 3.2** Transitional Adulthood:  
A New Stage in the Life Course

Who has completed the transition?



The bars show the percentage who have completed the transition to adulthood, as measured by leaving home, finishing school, getting married, having a child, and being financially independent.

Source: Furstenberg et al. 2004.

- 2) Based on Figure 3.2, "Transitional Adulthood: A New Stage in the Life Course," which statement best summarizes the graph?
- More women than men make the transition to adulthood and do so at an earlier age than men.
  - Women are more likely than men to live at home and be financially dependent on a spouse or their parents.
  - The percentage of men who make the transition to adulthood is greater than the transition of women of the same age.
  - Men and women make the transition to adulthood at approximately the same rate for the same age group.

Answer: A

Diff: 6 Page Ref: 86

Skill: Evaluation

- 3) Based on Figure 3.2, "Transitional Adulthood: A New Stage in the Life Course," what stage shows the greatest difference between men and women making the transition into adulthood?
- at age 20 in 1960
  - at age 30 in 1960
  - at age 20 on 2000
  - at age 30 in 2000

Answer: A

Diff: 2 Page Ref: 86

Skill: Comprehension

## 3.7 Matching Questions

*Skill: Knowledge***Match the term with the definition.**

- |   |   |
|---|---|
| 1) social environment<br><i>Diff: 1 Page Ref: 62</i>          | A) the process by which people learn the characteristics of their group, as well as the knowledge, attitude, skills, values, and actions thought to be appropriate for them |
| 2) feral children<br><i>Diff: 1 Page Ref: 62</i>              | B) people or groups that affect our self-concept, attitudes, behaviors, or other orientations towards life  |
| 3) socialization<br><i>Diff: 1 Page Ref: 66</i>               | C) Freud's term for a balancing force between the id and the demands of society   |
| 4) id<br><i>Diff: 1 Page Ref: 69</i>                          | D) students teach each other outside the classroom that may address sexism, racism, illicit ways to make money, and how to "be cool"  |
| 5) ego<br><i>Diff: 1 Page Ref: 69</i>                         | E) another name for transitional adulthood  |
| 6) super ego<br><i>Diff: 1 Page Ref: 69</i>                   | F) children assumed to have been raised by animals, in the wilderness, isolated from other humans   |
| 7) culture within us<br><i>Diff: 1 Page Ref: 69</i>           | G) the norms and values we have internalized from our social groups   |
| 8) agents of socialization<br><i>Diff: 1 Page Ref: 77</i>     | H) an attempt to remake the self by stripping away an individual's identity and stamping a new identity in its place  |
| 9) hidden curriculum<br><i>Diff: 1 Page Ref: 81</i>           | I) the process of learning new norms, values, attitudes, and behaviors to fit a new life situation  |
| 10) corridor curriculum<br><i>Diff: 1 Page Ref: 81</i>        | J) the stages of our life as we move from birth to death  |
| 11) anticipatory socialization<br><i>Diff: 1 Page Ref: 25</i> | K) Freud's term for the inborn basic drives   |
| 12) degradation ceremony<br><i>Diff: 1 Page Ref: 82</i>       | L) the process by which one intends to assume a future role, learning of the role before it is actually achieved  |
| 13) resocialization<br><i>Diff: 1 Page Ref: 82</i>            | M) values not explicitly taught in school but as part of the school's message of patriotism, democracy, justice, and honesty  |
| 14) life course<br><i>Diff: 1 Page Ref: 83</i>                | N) Freud's term for the conscience, including the internalized norms and values of our social groups  |
| 15) adultolescence<br><i>Diff: 1 Page Ref: 85</i>             | O) the entire human environment, including direct contact with others   |

1) O; 2) F; 3) A; 4) K; 5) C; 6) N; 7) G; 8) B; 9) M; 10) D; 11) L; 12) H; 13) I; 14) J; 15) E