SOCIOLOGY · STUDY GUIDE

Exam 3 Study Guide

This guide covers chapters 5 and 6. First you will see how a helpless infant becomes a person with a self, who does the shaping, and how a total institution tries to remake a self that already exists. Then you will move into groups and organizations: why two people feel different from three, why decent people conform and obey, and why modern life runs on rule bound machinery. Read the "what to know" paragraphs, copy the tables by hand, and work each case with the steps covered. Each chapter ends with ten self-test items, and the cram sheet holds every name and term.

WHAT THIS GUIDE COVERS

- Chapter 5 · socialization, nature and nurture, Anna, Isabelle, Genie and Harlow's monkeys, Cooley's looking-glass self, Mead's stages, the I and the Me, agents of socialization and the hidden curriculum, the life course, anticipatory socialization, rites of passage, resocialization and total institutions.
- Chapter 6 · groups, aggregates and categories, primary and secondary groups, in-groups, out-groups and reference groups, Simmel's dyad and triad, leadership functions and styles, Asch, Milgram and groupthink, Etzioni's three organizations, Weber's bureaucracy and its shadow, and Ritzer's McDonaldization.

CHAPTER 5

Socialization

Read it in full: **Chapter 5 in the textbook**. Practice it in the lab: **Building the Self** and **Inside the Total Institution**.

What to know

Socialization is the lifelong process of learning a society's culture: its language, norms, values, beliefs and skills. It is how society reproduces itself in each new generation and how a person acquires a **self**. The old **nature versus nurture** contest is now seen as a false one. Sociobiology (Edward O. Wilson) stressed evolved instinct, and sociologists pushed back. The consensus is that

both matter: biology supplies capacities, such as a brain wired for language, and socialization fills them with content, such as which language.

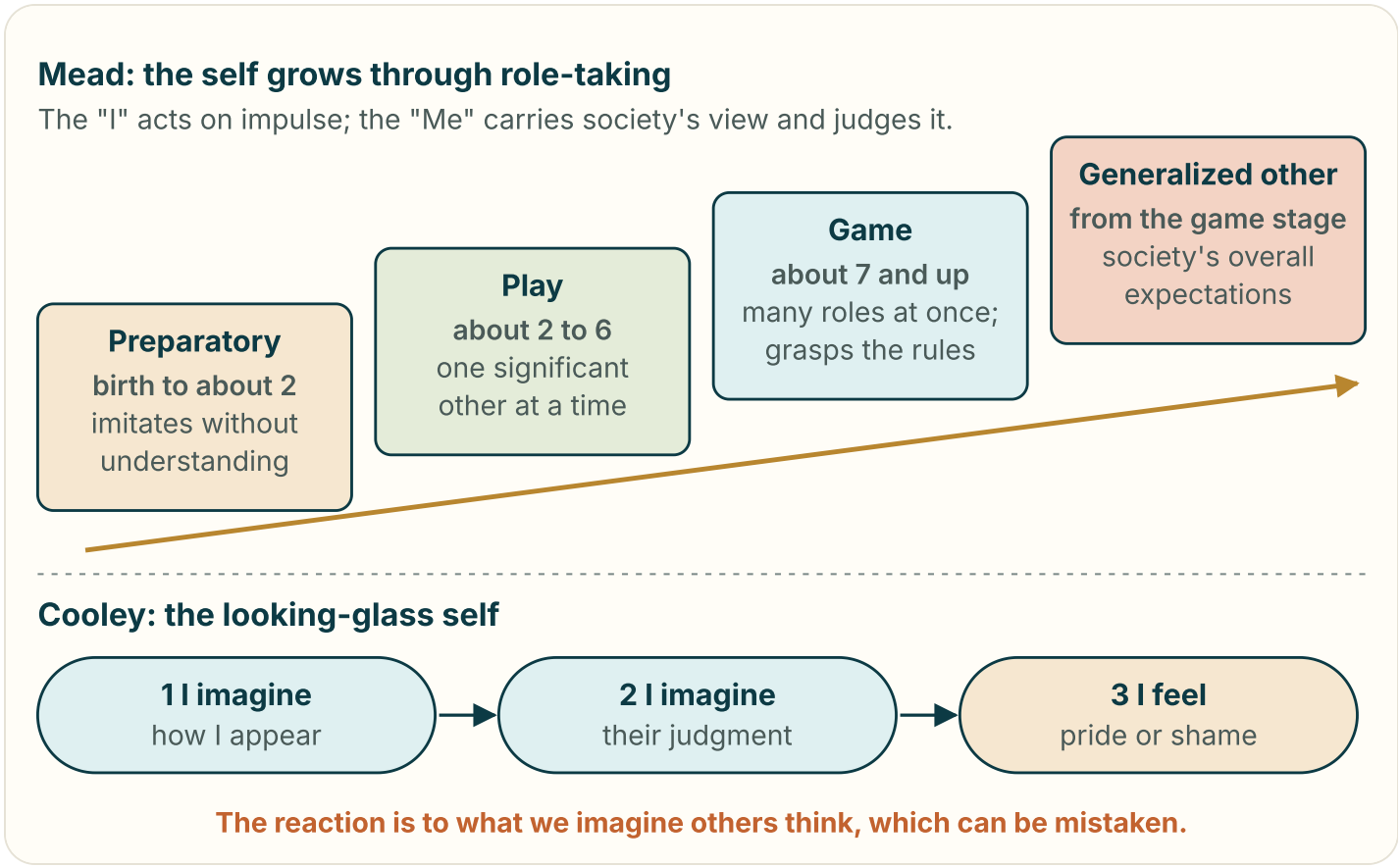
Cases of isolation show what socialization supplies. Kingsley Davis documented **Anna** and **Isabelle**, girls kept in near total isolation who could not speak or walk normally. **Genie**, found in California in 1970, never fully gained language despite intensive help, which suggests **critical windows**. Harry **Harlow's** infant monkeys clung to a soft cloth "mother" rather than a wire one that gave milk: comfort mattered as much as food. A so-called **feral child** is a human being who was never made social.

The self is social in origin. Charles Horton Cooley's **looking-glass self** has three steps: we imagine how we appear to others, imagine their judgment, and feel pride or shame. The twist is that we react to what we **imagine** others think, which can be wrong. George Herbert Mead said the self grows through **role-taking** in stages: **preparatory** (birth to about 2; imitation without understanding), **play** (about 2 to 6; one **significant other** at a time), and **game** (about 7 and up; many roles at once and the rules). The game stage yields the **generalized other**, society's overall expectations. Mead split the self into the spontaneous **"I"** and the socialized **"Me."**

Agents of socialization do the teaching. The **family** is the primary agent: language, first values and a social position. Melvin Kohn found working class parents stressed obedience and middle class parents stressed self-direction, matching their own jobs. **School** teaches academics plus a **hidden curriculum** of punctuality, obedience and competition; Bowles and Gintis argued schooling corresponds to the workplace and reproduces inequality. **Peer groups** are equals, not authorities, and peak in adolescence. **Mass and social media** reach every age with norms, ideals and stereotypes.

Socialization never ends. The **life course** is a socially constructed sequence of stages; Philippe Ariès argued childhood as a protected phase is fairly modern, and adolescence emerged with industrial society. **Primary socialization** is early childhood learning; **secondary socialization** is learning the norms of later settings. **Anticipatory socialization** (Merton) is rehearsing a role before you hold it. A **rite of passage** (Arnold van Gennep) moves a person between statuses in three parts: separation, transition and incorporation.

Resocialization sheds old norms and installs sharply new ones, voluntarily (monastery, military) or involuntarily (prison). Goffman's **total institution**, from *Asylums* (1961), encloses people under one authority: all of life in one place, done with others treated alike, on a schedule imposed from above, bent to the institution's goals. It works in two phases: **mortification of the self** (uniforms, numbers, standard haircuts; Garfinkel's **degradation ceremonies**) and then **rebuilding** through rewards and punishments. Functionalists see socialization as passing on shared values (Durkheim), conflict theorists see it reproducing hierarchy (Marx), and interactionists see it building the self (Mead, Cooley).



How the self is built. Mead traces the self from imitation through play and game to the generalized other. Cooley adds that we judge ourselves through what we imagine others see, so a self can rest on a misreading.

LOCK THESE IN

- Socialization turns a biological infant into a social person; nature gives capacities, nurture gives content.
- Anna, Isabelle (Davis), Genie and Harlow's monkeys show what isolation costs.
- Looking-glass self (Cooley): appear, judged, self-feeling, based on what we imagine.
- Mead: preparatory, play, game, then the generalized other; the "I" acts, the "Me" judges.
- The family is the primary agent; school adds a hidden curriculum.
- Anticipatory socialization (Merton) rehearses a future role.
- Rite of passage (van Gennep): separation, transition, incorporation.
- Total institution (Goffman): mortification of the self, then rebuilding.

Key terms and comparisons: Mead's stages

Stage	Typical age	Key ability	Illustration
Preparatory	Birth to about 2	Imitation without understanding	Babbling into a toy phone like a parent
Play	About 2 to 6	One significant other at a time	"Playing house" as the parent
Game	About 7 and up	Many roles at once; grasps rules	Fielding a ball while tracking every teammate
Generalized other	Emerges from the game stage	Society's overall expectations	"What would people think?"

Agents and types of socialization

Term	What it is	Example
Family	Primary agent: language, values, position	Kohn: obedience versus self-direction
School	Academics plus a hidden curriculum	Raise your hand, wait your turn
Peer group	Equals in age and status	Teen slang and style
Media	Pervasive at every age	Beauty and success ideals
Anticipatory	Rehearsing a role before holding it	A student "acting professional"
Resocialization	Shedding old norms for sharply new ones	Military basic training

Worked cases

WORKED CASE 1 · WALK THE LOOKING-GLASS

Sam, a fictional first year student, gives a nervous class presentation. The professor frowns while writing notes.

STEP 1 · IMAGINE HOW WE APPEAR

Sam pictures himself as shaky and unprepared.

STEP 2 · IMAGINE THE JUDGMENT

He reads the frown as "this student is foolish."

STEP 3 · SELF-FEELING

He feels shame and decides he is "bad at speaking."

STEP 4 · THE TWIST

The professor was frowning at a dead pen. Sam reacted to an **imagined** judgment, which is exactly Cooley's point: the self can be built on a misreading.

WORKED CASE 2 · NAME MEAD'S STAGE

Place three fictional children in Mead's stages.

STEP 1 · AVA, 18 MONTHS, COPIES HER FATHER SWEEPING WITHOUT KNOWING WHY

Imitation without meaning: **preparatory** stage.

STEP 2 · LEO, 4, PLAYS "DOCTOR" AND TALKS LIKE HIS PEDIATRICIAN

Taking the role of one significant other: **play** stage.

STEP 3 · NIA, 9, PLAYS SHORTSTOP AND KNOWS WHERE EVERY TEAMMATE WILL THROW

Holding many roles at once and the rules: **game** stage.

NEXT

From the game stage comes the generalized other: the "people" in "what would people think?"

WORKED CASE 3 · IS IT A TOTAL INSTITUTION?

Test a fictional wilderness boot camp against Goffman's features.

STEP 1 · ONE PLACE, ONE AUTHORITY?

Recruits sleep, eat and train on the same base under one command. Yes.

STEP 2 · DONE WITH OTHERS TREATED ALIKE?

Everyone wears the same uniform and follows the same drills. Yes.

STEP 3 · SCHEDULE IMPOSED FROM ABOVE, AIMED AT OFFICIAL GOALS?

Every hour is set by staff to produce disciplined members. Yes.

STEP 4 · THE PROCESS

The first week strips old identity (head shaving, numbers): **mortification of the self**. Rewards and punishments then rebuild a new one.

TRAPS PEOPLE FALL INTO

- **Treating nature versus nurture as a contest one side wins.** The modern answer is both: capacities from biology, content from socialization.
- **Saying we react to what others really think.** Cooley says we react to what we imagine they think.
- **Swapping the play and game stages.** Play is one significant other at a time; game is many roles at once.
- **Mixing up the I and the Me.** The I is spontaneous; the Me is the socialized part that judges the I.
- **Confusing a significant other with the generalized other.** One specific person versus society's overall expectations.
- **Thinking socialization ends in childhood.** It is lifelong; adults keep learning new roles.
- **Calling any strict school a total institution.** It needs all of life in one place under one authority, cut off from the outside.
- **Putting mortification after rebuilding.** The old self is stripped first, then the new one is built.

Chapter 5 self-test · ten items

1. Which statement best fits today's view of nature and nurture?

A. Biology gives capacities and socialization fills them
B. Biology and culture each work in separate areas of life
C. Social learning matters only after a child turns ten
D. Genes fix nearly every behavior a person will show

A. Biology gives capacities and socialization fills them Nature and nurture are partners, not rivals.

2. Genie never fully gained language even with intensive help. This case suggests:

A. Isolation has little lasting effect on children
B. Speech depends only on the genes a child inherits
C. Language is learned the same way at every age
D. Some learning must happen within critical windows

D. Some learning must happen within critical windows Her incomplete recovery points to critical developmental periods.

3. Harlow's infant monkeys preferred a soft cloth mother to a wire one that gave milk. This shows that:

A. Feeding is the only need an infant really has
B. Comfort and social bonds matter as much as food
C. Monkeys cannot tell which mother provides food
D. Wire mothers are simply too cold to stand near

B. Comfort and social bonds matter as much as food The social bond of comfort mattered as much as nourishment.

4. In Cooley's looking-glass self, the final step is:

A. Imagining how we appear to another person nearby
B. Imagining what that person thinks of how we look
C. Feeling pride or shame from the imagined judgment
D. Asking the person directly what they think of us

C. Feeling pride or shame from the imagined judgment The three steps end in a self-feeling based on what we imagine others think.

5. A five year old plays "teacher," copying her own teacher's phrases. In Mead's terms she is in the:

A. The game stage
B. The preparatory stage
C. The play stage
D. The final stage

C. The play stage She takes the role of one significant other at a time.

6. Mead's "Me" is best described as:

A. The socialized self that judges our actions
B. The body and its inborn drives and needs
C. The spontaneous self that acts on impulse
D. A single parent whose view shapes a child

A. The socialized self that judges our actions The Me has internalized society's expectations; the I is the spontaneous part.

7. Lessons such as punctuality, obedience and waiting your turn, taught without being named, form:

A. The looking-glass self
B. The generalized other
C. A rite of passage
D. The hidden curriculum

D. The hidden curriculum These unstated lessons travel alongside academics.

8. A senior starts dressing and speaking like the professionals she hopes to join. This is:

A. Secondary socialization
B. Anticipatory socialization
C. Primary socialization
D. Resocialization of self

B. Anticipatory socialization Merton's term for rehearsing a role before holding it.

9. Van Gennep's rites of passage move through which three phases, in order?

A. Discovery, invention, diffusion
B. Separation, transition, incorporation
C. Mortification, rebuilding, release
D. Preparation, imitation, play and game

B. Separation, transition, incorporation A person is separated from an old status, passes through an in-between phase, then joins the new one.

10. On arrival at a prison, inmates surrender their clothes, receive numbers and get standard haircuts. Goffman called this:

A. Primary socialization
B. Anticipatory socialization
C. Mortification of the self
D. The looking-glass self

C. Mortification of the self Stripping the old identity is the first phase of resocialization in a total institution.

CHAPTER 6

Groups and Organizations

Read it in full: **Chapter 6 in the textbook**. Practice it in the lab: **Group Size: Dyad, Triad, Crowd** and **Bureaucracy & McDonaldization**.

What to know

A **social group** is two or more people who identify with one another and interact regularly. An **aggregate** shares a place but no lasting tie (strangers at a bus stop). A **category** shares a trait but need never meet (all left-handed people). Either can become a group once identification and interaction appear.

Cooley coined **primary group** in 1909: small, enduring, emotionally close, valued for its own sake, the nursery of the self (family, close friends). A **secondary group** is larger, impersonal, often temporary and goal oriented (coworkers, classmates, a committee). These are endpoints, and groups can move between them. Sumner (*Folkways*, 1906) named the **in-group** ("us") and **out-group** ("them"); the boundary breeds ethnocentrism. A **reference group** (Merton) is any group we use to judge ourselves, even one we never join, which is why a B can crush you in a class of straight A peers.

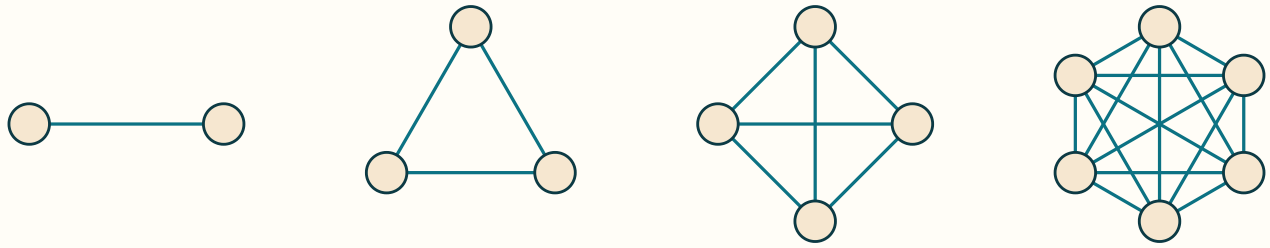
Georg **Simmel** showed that size changes everything. A **dyad** (two) is the most intimate and the most unstable group: if either leaves, it vanishes. A **triad** (three) is more stable, since a third can mediate, but it allows coalitions (two against one) and a third who profits from the others' quarrel (*tertius gaudens*). As groups grow, possible relationships rise far faster than members, intimacy drops and groups must formalize. Robin Dunbar put the ceiling on personal relationships near **150**.

Instrumental leaders drive the task; **expressive** leaders tend morale. Kurt Lewin's three styles: **authoritarian** (leader decides; best in a crisis), **democratic** (group decides with guidance; best for buy-in), and **laissez-faire** (leader steps back; best with skilled experts). **Asch** (early 1950s) found about a third of answers conformed to an obviously wrong majority on a line test, and about three quarters of subjects went along at least once; one dissenting ally broke the spell. **Milgram** (early 1960s) found about 65 percent obeyed to the 450 volt maximum; he described an **agentic state**. Irving Janis named **groupthink**, when a group prizes agreement over accuracy.

A **formal organization** is a large secondary group built to reach goals efficiently. Amitai **Etzioni** sorted them by why members comply: **utilitarian** (pay; businesses), **normative** or voluntary (a shared cause; charities, churches, parties), and **coercive** (held involuntarily; prisons, some psychiatric hospitals), which often act as total institutions. Every formal organization hides an informal one of favors and unwritten rules.

Weber's ideal type of **bureaucracy** has six features: division of labor, hierarchy of offices, written rules, impersonality, technical competence and formal records. It rests on **rational-legal authority**. Weber feared an **iron cage** of rationality. Merton named **bureaucratic ritualism** (following the rule replaces the goal), and Robert Michels the **iron law of oligarchy** (large organizations drift toward rule by a small elite). George Ritzer's **McDonaldization** has four dimensions: **efficiency**, **calculability**, **predictability** and **control**, and warns of the **irrationality of rationality**.

Simmel: adding members multiplies the possible one to one ties

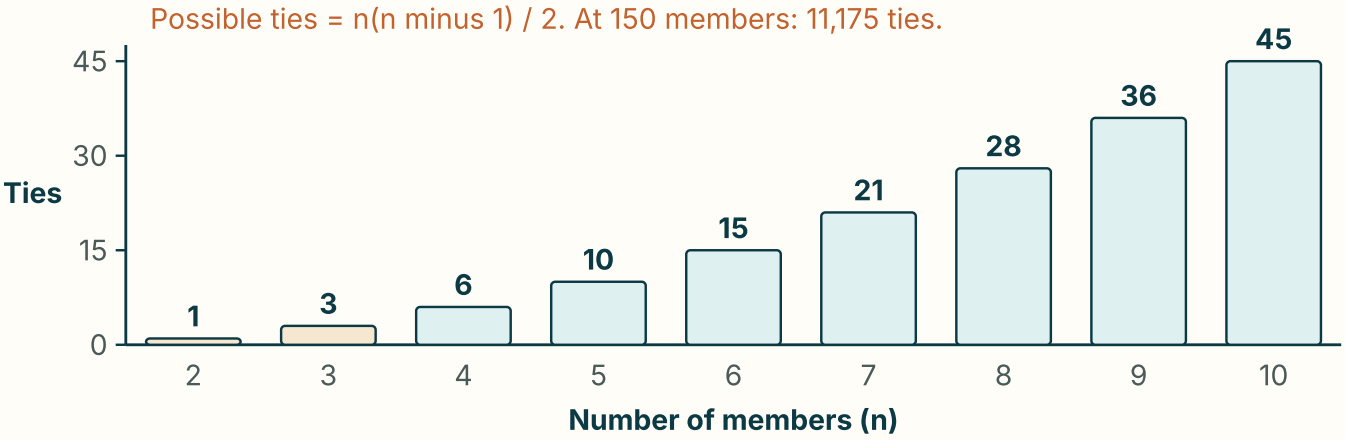


Dyad
1 tie

Triad
3 ties

Four people
6 ties

Six people
15 ties



Size changes the group. Members add one at a time, but possible ties grow much faster. A dyad hangs on one tie; by six people there are fifteen, which is why big groups need rules and records.

LOCK THESE IN

- A group needs identification and interaction; aggregates share a place, categories a trait.
- Primary (Cooley): small, intimate, expressive. Secondary: large, impersonal, instrumental.
- In-group and out-group (Sumner); reference group (Merton).
- Dyad: most intimate and most fragile. Triad: more stable, but coalitions and mediation.
- Lewin's styles: authoritarian, democratic, laissez-faire.
- Asch: about one third of answers conformed; one ally breaks it. Milgram: about 65 percent obeyed to 450 volts.
- Etzioni: utilitarian (pay), normative (cause), coercive (force).
- Weber's six features and the iron cage; Ritzer: efficiency, calculability, predictability, control.

Key terms and comparisons: Asch and Milgram

Feature	Asch (1951)	Milgram (1961 to 63)
Pressure from	Peers, an equal group	Authority, an expert in charge
Task	Match a line: obviously easy	Shock a "learner" on command
Key finding	About 1/3 of answers conformed	About 65% obeyed to 450 volts
What breaks it	One ally who dissents	Weak or absent authority; a defiant peer
Lesson	We conform to belong	We obey to defer

Organizations and rationalization

Term	Meaning	Example
Utilitarian	Join for material reward	A corporation
Normative	Join for a shared cause	A charity or church
Coercive	Held involuntarily	A prison
Bureaucratic ritualism (Merton)	Rule replaces the goal	"Sorry, that's our policy"
Iron law of oligarchy (Michels)	Rule drifts to a small elite	A union run by a few officers
Efficiency	Fastest route to the goal	Drive-thru, self-checkout
Calculability	Quantity stands in for quality	"Billions served," star ratings
Predictability	Same everywhere, every time	Identical burgers in two cities
Control	Rules and machines replace skill	Scripted service, automated fryers

Worked cases

WORKED CASE 1 · GROUP, AGGREGATE OR CATEGORY?

Label three fictional sets of people.

STEP 1 · EVERYONE IN A MOVIE THEATER ON FRIDAY NIGHT

Same place, no lasting tie: an **aggregate**.

STEP 2 · ALL LEFT-HANDED STUDENTS ON CAMPUS

A shared trait, no need to meet: a **category**.

STEP 3 · A FIVE PERSON LAB TEAM THAT MEETS WEEKLY AND HAS A GROUP CHAT

Identification and regular interaction: a **social group**, and a secondary one since it is goal oriented.

WATCH

If the lab team becomes lifelong friends, the secondary group has warmed into a primary one.

WORKED CASE 2 · COUNTING RELATIONSHIPS

Why does adding members change a group so much? Count the possible one to one ties, using $n(n - 1) \div 2$.

STEP 1 · DYAD

$2 \times 1 \div 2 =$ **1** tie. Lose either person and the group is gone.

STEP 2 · TRIAD

$3 \times 2 \div 2 =$ **3** ties. A third person can mediate, or join a coalition.

STEP 3 · SIX PEOPLE

$6 \times 5 \div 2 =$ **15** ties. Members tripled from two to six, but ties rose fifteen times.

STEP 4 · DUNBAR'S 150

$150 \times 149 \div 2 =$ **11,175** ties. No one can keep these personal, so large groups need rules and records.

WORKED CASE 3 · NAME ETZIONI'S TYPE

Tariq, a fictional man, works at a bank, volunteers at a food pantry, and once spent a month in county jail.

STEP 1 · THE BANK

He takes part for pay: **utilitarian**; control rests on money.

STEP 2 · THE PANTRY

He takes part for a cause he values: **normative**; control rests on shared values.

STEP 3 · THE JAIL

He was held against his will: **coercive**; control rests on force.

LINK

The jail also fits Goffman's total institution, which strips and rebuilds the self.

TRAPS PEOPLE FALL INTO

- **Calling any crowd a group.** Without identification and interaction it is an aggregate.
- **Thinking a dyad is the most stable group.** It is the most intimate and the most fragile.
- **Reading the triad as purely good.** It adds stability but also coalitions and two against one politics.
- **Thinking a reference group must be one you belong to.** You can judge yourself against a group you never join.
- **Saying Asch's task was hard.** It was obviously easy; that is what makes the conformity striking.
- **Saying most Milgram subjects refused.** About 65 percent obeyed to the maximum.
- **Swapping normative and coercive.** Normative members join for a cause; coercive members are held by force.
- **Treating Weber's ideal type as praise.** It is a pure model of features, not a compliment; Weber feared its iron cage.

Chapter 6 self-test · ten items

1. Shoppers in the same store aisle at noon, who do not know each other, are a(n):

A. Primary group
B. Reference group
C. Category
D. Aggregate

D. Aggregate They share a place but no identification or interaction.

2. Which pair best describes a primary group?

A. Large and impersonal, organized for a goal
B. Temporary and formal, run by written rules
C. Small and intimate, valued for its own sake
D. Linked only by a shared trait such as age

C. Small and intimate, valued for its own sake Cooley's primary group is small, enduring and expressive.

3. A law student judges her progress by the habits of senior partners at a top firm. The partners are her:

A. Primary group
B. Reference group
C. Secondary group
D. Out-group

B. Reference group A reference group is a yardstick, whether or not you belong to it.

4. According to Simmel, why is a dyad so unstable?

A. It ends the moment either member leaves
B. It always splits into two against one fights
C. It grows too large for anyone to keep track of
D. It needs written rules that no one will follow

A. It ends the moment either member leaves A dyad depends entirely on both members.

5. A third roommate gains favors by playing two quarreling roommates off each other. Simmel called this:

A. Tertius gaudens, the third who enjoys
B. Groupthink, agreement over accuracy
C. An agentic state, handing off blame
D. Bureaucratic ritualism, rule over goal

A. Tertius gaudens, the third who enjoys The triad lets a third party profit from the others' conflict.

6. During a building fire, which leadership style fits best?

A. Laissez-faire
B. Expressive
C. Authoritarian
D. Democratic

C. Authoritarian When speed and clarity are urgent, a leader who decides and directs works best.

7. What single change sharply reduced conformity in Asch's line experiments?

A. Making the lines nearly equal in their length
B. One confederate who broke with the majority
C. A much larger majority giving the wrong answer
D. Asking the subject to answer before the group

B. One confederate who broke with the majority One visible ally made it far easier to stand firm.

8. About what share of Milgram's subjects obeyed all the way to the maximum shock?

A. About 10 percent
B. About 33 percent
C. About 95 percent
D. About 65 percent

D. About 65 percent Roughly two thirds obeyed, though many protested along the way.

9. A food bank people join because they believe in its mission is, in Etzioni's terms, a:

A. Normative organization
B. Total institution
C. Coercive organization
D. Utilitarian organization

A. Normative organization Members join for a shared cause rather than pay.

10. Star ratings and "billions served" replace judgments of quality with counts. Ritzer calls this:

A. Efficiency
B. Calculability
C. Control
D. Predictability

B. Calculability Calculability means quantity stands in for quality.

ONE PAGE

Cram sheet

Everything from chapters 5 and 6 in one place. Cover the right column and see if you can rebuild each row.

Socialization

Name or term	Idea	Remember
Davis; Genie; Harlow	Isolation cases; cloth mother	No contact, no social self
Cooley	Looking-glass self	Appear, judged, self-feeling
Mead	Preparatory, play, game; generalized other	"I" acts, "Me" judges
Kohn	Class shapes parents' values	Obedience versus self-direction
Bowles and Gintis	School corresponds to the workplace	Hidden curriculum
Ariès	Childhood is a modern construction	Life course is social
Merton	Anticipatory socialization	Rehearse before you hold it
Van Gennep	Rite of passage	Separation, transition, incorporation
Goffman (1961)	Total institution	Mortification, then rebuilding
Garfinkel	Degradation ceremony	Public status lowering

Groups and organizations

Name or term	Idea	Remember
Cooley (1909)	Primary group	Secondary group is its opposite
Sumner (1906)	In-group and out-group	Breeds ethnocentrism
Simmel	Dyad and triad	Tertius gaudens
Dunbar	About 150 personal ties	Beyond it, formalize
Lewin	Authoritarian, democratic, laissez-faire	Fit style to the situation
Asch; Milgram	Conformity; obedience	About 1/3 of answers; about 65%
Janis	Groupthink	Agreement over accuracy
Etzioni	Utilitarian, normative, coercive	Pay, cause, force
Weber	Bureaucracy; rational-legal authority	Iron cage
Merton; Michels	Ritualism; iron law of oligarchy	Rule over goal; rule by a few
Ritzer	McDonaldization	Efficiency, calculability, predictability, control

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