

Identity and Socialisation

How individuals develop identity and a sense of self through:

- the processes of socialisation
 - church, religion role; about being “complete”;
 - higher levels of development – is this an assumed goal?;
 - time needed for socialisation to take place;
 - an individual thing – can be problem to treat everyone the same
 - can Martin Bryant (Tasmanian shooter – Port Arthur) ‘learn’ how to re-socialise
 - persons playing a part – being part of society and culture; adapting to the environment; over time
- the development of personality, identity and the social self
 - what does Bryant believe he is?
 - well rounded individuals or social misfits – what factors deliver the different outcomes?
 - Identity partly under our control/partly not – depends on age and life stage and other things; but we contribute heavily; make an identity;
 - Communication critical in this process
 - Choice
 - Share ideas and thoughts – we change; we acculturate with some level of control
 - We develop an identifiable identity – Aussie, Goth, Gay, Lebo, Surfie, etc
 - Subcultures – use of symbols
 - Role of multiculturalism
- understanding the ‘nature versus nurture’ debate
- the role of family and kinship
 - early input – refer models of development
 - interactions critical
 - power and authority – decision making and participation
 - institution input – church, school, clubs, sports
- the role of class and status
 - stereotypes, self image and self esteem

access to society and its culture – enculturation

rites of passage available to those who may wish to use them

physical, emotion, intellectual needs – role played by class? Status?

Factors of relevance – income, education, location, etc

Growing Up

Factors that influence the understanding of growth and maturity:

- physical, cognitive, moral, emotional and social development
- theoretical understanding of physical and social self through an overview and critique of the theories of Maslow, Piaget, Kohlberg, Erikson – see separate attachment
- the concept of ‘adolescence’ and its validity for different cultures
 - expected roles
 - tradition and history
 - Masai – roles clearly defined – new information limited
 - Gradual adjustment
 - Have we lost touch with more natural instincts – hunting, competing
 - Are our environments too artificial?
- ‘adolescence’ as a social construct
 - competition; individualisation; knowledge
 - troubled youth? Dysfunctional families – socialisation or deprivation?
 - Deficient youth – poor family
 - Rebellious youth? Normal?
 - Deviant youth – diseased? Drug and alcohol abuse?
 - Perverted – sexually, access to porn etc. – normal? Everyone class?
 - A social problem – situations from whom?
 - Need for managing individuals – did anyone see Bryant coming?
 - Managing the system – needs met?
 - Behaviour, aggression and gender

- Identifying socialisation by studying the influence of:
 - family - parenting styles; authoritative, permissive
 - school - friends, stages, drift from parents, authority, power
 - peers - support, understanding, surrogate roles
 - culture - is transmitted from generation to generation through socialisation processes; and socialisation is a way that humans learn patterns of behaviour, experienced and identities relevant to their culture
 - media - mass access; bending rules; new info/ideas
 - class - acting up or down; learning the rules
 - beliefs - what you can/will/won't/can't do
 - location - usually attached with other factors

Coming of Age

The process of coming of age as it relates to:

- life-stages
 - permission, consent, consultation, individuality
 - gender differences;
 - social changes
 - constant change – goal post shifting
- rites of passage
 - generally accepted/pushed the envelope
 - cultural differences
 - relevance – are we establishing our own RofP as we go?
 - Recognition?
- Changing rights and responsibilities
- Power and authority
 - Does Bryant have power or he as a mere victim – how is power used in this case? Control or out on control? Was he waiting to happen
- Gender – theories of development may have been gender biased (towards males)

can females become the worst of our societies mistakes – or is it a male domain?
eg. Murders etc.

do we/should we/will we socialise our children differently based on gender?

Outcomes of differences in socialisation

Cultural imperatives for men to be a certain way –strong, powerful, forceful

Do women intuitively know what to do in areas of socialisation

Changes in social roles – we taken on or they may be forced on us eg. single
father – outcomes?

Inheritance genetic weaknesses of males – mortality, illness?

Suicide? – relevant?

Girls need protection? Boys need to wake up?

Boys overrepresented in negative ways in criminal, health, accident and
emotional risk indicators

- Sexuality

Deliberate identity/closest identity

Whom benefits? Is the identity for an audience? Are people comfortable with the
sexual identity

Facilitating/barrier factors – rapid social change

Opportunity to alter sexual representation

Leading and following

- Ethnicity

World events/local events

When in Rome