1. The relative importance of the contributions of "nature" (i.e., heredity) and "nurture" (i.e., social environment) to "human nature" has been argued for many years. Considering the evidence relating to "feral," isolated, and institutionalized children, as well as the studies of twins, what conclusions would you draw? Support your answer.

2. Theorists have proposed competing theories on how a person’s "self" develops. Identify the main idea(s) of each of the following and the author with whom it is associated. Provide examples to illustrate the concept or idea wherever possible.
   (a) looking-glass self
   (b) taking the role of the other
   (c) significant other
   (d) generalized other
   (e) preoperational vs concrete operational vs formal operational stages
   (f) Kohlberg’s stages of moral development and Gilligan’s critique
   (g) id vs ego vs superego

3. The fact that you are male or female significantly affects how you are socialized in any society. Various socialization agents contribute to how you view yourself and your understanding of how you are supposed to act as a member of your particular gender. Using your own experience, discuss how each the following portrayed or expected different behaviors, attitudes, etc. from males and females.
   (a) mass media (books, television, music)
   (b) family (parents)
   (c) religion
   (d) school (teachers)
   (e) peers
   (f) workplace

4. The socialization of a number of students in the class has been influenced by the values and attitudes of an ethnic subculture (e.g., Hispanic, Asian). If you have not experienced this personally, you probably know friends who have (also see the “Cultural Diversity” box on page 85). Discuss in what major ways being influenced by two different cultures affects what a person learns during the socialization process. For example, in what ways, if any, is gender socialization different? Is the family more or less important (and what effects does that produce)? Are the experiences associated with education, dating, and marriage different? Provide specific comparative examples.

5. Socialization not only determines what skills we need to learn to become productive members of society, it also affects how we show emotions and with whom we engage in intimate behaviors (e.g., touching, hugging, kissing). For example, hugging or kissing a same-sex relative may be considered acceptable, while showing similar emotions to a comparable person who is not a relative is not. Similarly, it may be expected that a married couple have sex in the privacy of their home, but not in a restaurant. Provide examples showing acceptable and unacceptable emotional behaviors in our society.

6. What are “total institutions,” what are their functions, and how do they work?

7. Identify the major stages of socialization throughout the life cycle, suggest what major changes occur during each, and briefly describe how the experience may be (or have been) different for people in a different historical period or in a different culture.