

INTRODUCTION TO HUMAN SOCIALIZATION
(Tarbutton Hall, Room 106, MWF 9:35 -10:25 a.m.)

Instructor: Dr. Karen A. Hegtvedt
Office: Tarbutton Hall, Room 227
Hours: 10:30-11:30 a.m. Monday and Wednesday, and by appointment
Contact: 404-727-7517 E-mail: khegtv@emory.edu
TA: Christie Parris, Tarbutton Hall, Room B5
Hours: 11-1:00 p.m. Tuesday E-mail: cparri3@emory.edu

Course Objectives

Socialization refers to the process by which individuals acquire the values, beliefs, and behavioral patterns of the social groups to which they belong. We will explore a wide variety of factors that influence who we are as individuals and as members of particular social groups. In doing so, we will also examine the means by which social scientists study socialization.

In this course we will take an ecological approach to socialization, beginning with a focus on the individual as a child and then expanding to cover the immediate and larger contexts of socialization. First, we ask, **how do biological, cognitive, and social processes affect socialization?** Here we concentrate on theories of child development. These theories, however, do not specify the content of socialization. What individuals learn and who they become depends upon the contexts in which they are embedded. The subsequent parts of the course address the question: **how do contexts -- both immediate and more distant -- affect our actions and beliefs?** The second part of the course looks at the immediate contexts of socialization: family, school, peers, the media. And, the final part examines how structural (e.g., social class) and cultural (e.g., ethnicity, religion) contexts impinge on socialization.

In discussing processes and contexts, we will track development across the life span. *Life course analysis* refers to age-graded life patterns embedded in social institutions and subject to historical change. Such analysis includes the effects of socio-historical factors on life transitions.

By the end of the course, students should comprehend how an individual fits into the world as both a product of society as well as a producer of it. In addition, students should gain a greater understanding of their own backgrounds and futures.

Materials will be presented in lectures, demonstrations, discussions, in-class exercises, and readings. I expect students to participate actively in the learning process. Classroom participation is strongly encouraged and duly noted at the end of the semester. Thus an additional objective of the course is to stimulate intellectual exchange and critical thinking.

Course Requirements

1. **Readings.** The course outline lists required readings. Please complete the reading for a particular day prior to that class session. The following textbook is available at the Emory bookstore.

Shaffer, David R. 2009. *Social and Personality Development*. Belmont, CA: Wadsworth, Centage. (6th edition) (*SPD*)

Other readings are available through ReservesDirect (you need Adobe Acrobat to read the files). Some may be added as the semester progresses. Many of these additional readings are from:

Adler, Patricia A. and Peter Adler. *Sociological Odyssey: Contemporary Readings in Sociology*. Belmont, CA: Wadsworth/Thomson Learning. (*SO*)

The course outline lists readings by the abbreviated book title (*SPD* and *SO*) and relevant chapter or page numbers, or by the full citation. An “*” indicates that time will be devoted in class to a specific discussion of the article.

2. **Exams.** There will be three exams, each pertaining to one of the major sections of the course. The exams are noncumulative. Each will consist primarily of multiple choice and short answer questions for a total of 40 points (22 percent of your grade). *Tentative* exam dates are:

Exam 1 -- Friday, 2 October

Exam 2 -- Friday, 6 November

Exam 3 – Monday, 14 December (4:30-7 p.m.)

Note: Make-up exams will *not* be given, except under extenuating, uncontrollable circumstances (e.g., professionally diagnosed illness, documented family death, local natural disasters). If you are affected by such circumstances, notify me **prior** to the exam (leave a message on my voice mail if necessary). Failure to notify me results in forfeiting your opportunity for a make-up exam. Make-up exams may be of a different format.

3. **Paper.** One short paper constitutes about 22 percent of your grade (40 points). The essay will require you to apply materials presented for the class to something with which you have a great deal of familiarity: your own life. More details will be given for this assignment. The *tentative* deadline is Friday, 20 November.

Note: Like the exams, I expect the paper to be turned in **the day it is due** in class. Papers will be penalized 5 points for each day late.

4. **Participation.** About 12 percent (or, about 20 points) of your grade depends upon your participation, which includes:

- *Timely* class attendance. (I will circulate a roll sheet, once I learn students' names. Please let me know if you fall ill.)

- Contributions during class -- asking questions, responding to my questions, making comments, offering critiques.
- Participation in voluntary and mandatory active learning exercises. Voluntary exercises require volunteers for dramatic demonstration of concepts and/or role-play situations. Mandatory exercises are those in which I expect all students to participate. Such exercises may involve providing information in writing (which we will later analyze) or participating in small or large group discussions of particular readings. There will be 1-2 active learning exercises every two weeks.
- Group presentations on issues of adolescence. (10 points; more details to come)
- Analysis of a difference in socialization processes, norms, or outcomes cross-culturally. (5 points; more details to come; assignment to replace class session on Wednesday, November 25)

General Information

1. ***Classroom norms.*** In order to ensure everyone's full, undistracted attention during class, please silence your phones and set-up your computers to take notes (not browse the internet, do email, etc.)
2. ***Course Blackboard site.*** The syllabus, lecture slides, course assignments, exam review sheets, and exam sample questions will be posted to the course Blackboard site. I will occasionally post announcements there as well. You can use Blackboard to send emails to members of the class. (This course will not have a Learnlink site.)
3. ***Accommodating disabilities.*** If you have or acquire any sort of condition that may require special accommodation(s), please inform me as soon as possible so that we may make the appropriate arrangements. Proper documentation from the Office of Disabilities Services will be required. They can be reached at 404-727-1065 or via the web at: <http://www.emory.edu/EEO/ODS/>
4. ***Academic conduct.*** Students are expected to abide by the policies of Emory College with respect to conduct and academic honesty. Anyone engaging in acts that violate these policies, such as plagiarism or cheating will be referred to the Honors Council. For more information see: http://www.college.emory.edu/current/standards/honor_code.html

Course Outline

- O. Introduction: (28 Aug.)
- A. What is socialization? What are life course studies? (31 Aug.)
SPD -- Chapter 1, Chapter 3 (pp. 86-90)
- B. How do we study socialization and the life course? (2, 4 Sept.)
Adler, Emily Stier and Paula J. Foster. 2001. Anatomy of an experiment: Values through literature. *SO*. pp. 33-41.
Laumann, Edward O. et al. 2001. Survey of sexual behavior in America. *SO*. pp. 42-50.
Adler, Patricia A. 2001. Researching dealers and smugglers. *SO*. pp. 51-65.
- I. Socialization Processes: By what means do children learn to participate in society?
- A. Biology: How does **biology** contribute to socialization? (9 Sept.)
SPD -- Chapter 3 (pp. 68-85)
- B. Psychoanalysis: How does Freud explain the learning of **social values**? (11 Sept.)
SPD -- Chapter 2 (pp. 38-43)
- C. Cognitive Development: How do children develop **knowledge structures**? (14, 16, 18 Sept.)
SPD -- Chapter 2 (pp. 51-64), Chapter 3 (pp. 90-96), Chapter 10 (pp.341-366)
- D. Behaviorism and Social Cognitive (Learning) Theory: (21, 23 Sept.)
What roles do reinforcement/punishment and modeling play in learning **behaviors**?
SPD -- Chapter 2 (pp. 44-50)
(for a more complete review, see *SPD*, 3rd edition, Chapter 3 -- online)
- E. Symbolic Interaction: How do children develop a sense of **self**? (25, 28 Sept.)
Hewitt, John P. 2000. *Self and Society* (The self and its social setting – pp. 79-130). Boston: Pearson.
*Karp, David, et al. 2001. Leaving home for college: Expectations for selective reconstruction of self. *SO*. pp. 112-122.
* Discussion, 28 Sept.

Review
EXAM 1

(30 Sept.)
(2 Oct.)

II. Immediate Contexts of Socialization and Life Transitions: How do contexts of daily life affect the content of what children learn?

- A. Historical Contexts: How has socialization content changed? (5 Oct.)

Handel, Gerald, Spencer Cahill, and Frederick Elkin. 2007. *Children and Society*. (Cultural and historical constructions of childhood – pp. 65-76 only). Los Angeles: Rosbury Publishing.

- B. Family Contexts: Family Structure and Interaction (7, 9 Oct.)
How does family composition affect socialization?
How do parenting styles influence children's behaviors?

SPD -- Chapter 11 (pp. 370-386, 392-401)

FALL BREAK (12 October)

- C. Family Contexts: How do siblings affect who we become? (14 Oct.)

SPD Chapter 11 (pp. 388-392)

Cicirelli, Victor G. 1995. *Siblings Relationships Across the Life Span* (Siblings in childhood and adolescence; Siblings in adulthood and old age -- pp. 41-67). New York: Plenum Press.

- D. Family Contexts: What are the consequences of divorce? (16 Oct.)

Arendell, Terry. 1995. Downward mobility. Pp. 330-344 in *Diversity and Change in Families*, edited by M. R. Rank and E. L. Kain. Englewood Cliffs, NJ: Prentice Hall.

- E. Family Contexts: What are the implications of family life for behavior in school? (18 Oct.)

*MacLeod, Jay. 1995. *Ain=t No Makin= It*. (Chapter 4: The influence of the family). Boulder, CO: Westview Press.

- F. Extrafamilial Contexts: Child Care and School (21 Oct.)
What are the consequences of child care for children?

SPD -- Chapter 5 (pp. 161-166)

- G. Extrafamilial Contexts: School and Social Groups (23 Oct.)
What roles does school play in socialization?

SPD -- Chapter 12 (pp. 433-449), Chapter 13

Kozol, Jonathan. 2001. Savage inequalities. *SO*. pp. 325-331.

*Adler, Patricia A. and Peter Adler. 2001. Inclusion and exclusion pre-adolescent cliques. *SO*. pp. 151-164.

- F. Extrafamilial Contexts: The Media (26 Oct.)

SPD -- Chapter 12 (pp. 414-432)

*Milkie, Melissa. 2001. The impact of pervasive beauty images on Black and White girls self concepts. *SO*. Pp. 123-131.

- G. Converging Extrafamilial Contexts: Images of Adolescence (28 Oct.)
What do individuals experience in the transition into and from adolescence?

Giordano, Peggy C., Stephen A. Cernkovich, and Alfred DeMaris. 1993. The family and peer relations of Black adolescents. *Journal of Marriage and the Family* 55: 277-287.

- H. Converging Extrafamilial Contexts: Issues of Adolescence (30 Oct.)
(2 Nov.)

SPD – Chapter 8 (pp. 275-281)

Group presentations on issues (e.g., parents vs. peers, sex, alcohol/drug use, delinquency). See *Marriage and Family Review*, v. 36, issue 3-4, 2004 for ideas.

Review (4 Nov.)

EXAM (6 Nov.)

- III. Distant Contexts of Socialization and Life Transitions: How does the *structure* and *culture* of society affect what children learn?

- A. Society and Adulthood: Family Roles (9 Nov.)
How do societal expectations affect adult family roles?

Risman, Barbara. 2001. Playing fair. *SO*. Pp. 286-291.

Belsky, Jay and John Kelly. 1995. The his and hers transition. Pp. 278-294 in *Diversity and Change in Families*, edited by M. R. Rank and E. L. Kain. Englewood Cliffs, NJ: Prentice Hall. (Excerpt from: Belsky, Jay and John Kelly, *The Transition to Parenthood*. Delacourt Press.)

- B. Society and Adulthood: Work Roles (11 Nov.)

What factors affect the development of work role identities?

Reskin, Barbara and Irene Padavic. 2001. Sex differences in moving up and taking charge. *SO*. pp. 265-272.

*Scales, Coco Henson. 2007. My hostess diaries: My year at a hot spot. Pp. 362-373 in *The New Kings of Nonfiction*, edited by Ira Glass. New York: Riverhead Books.

- C. Social Structure: Social Class (13 Nov.)
What explains the effects of social class on children?

SPD, Chapter 11 (pp. 381-385)

Elkin, Frederick and Gerald Handel. 1989. *The Child and Society*. (Socialization and subcultural patterns -- pp. 85-101). New York: Random House.

- D. Social Structure: Social Class
How do children live in families of different classes?
(16 Nov.)

Lareau, Annette. 2002. Invisible inequality: Social class and childrearing in Black and White families. *American Sociological Review* 67:747-76.

Rank, Mark. 2001. Welfare recipients living on the edge. *SO*. pp. 207-215.

- E. Culture: Sub-Cultural Contexts (18 Nov.)
How does the context affect socialization in minority or ethnic groups?

Handel, Gerald, Spencer Cahill, and Frederick Elkin. 2007. *Children and Society*. (Ethnic groups, minorities, and neighborhood communities – pp. 265-286). Los Angeles: Rosbury Publishing.

Harrison, Algea O., Melvin N. Wilson, Charles J. Pine, Samuel Q. Chan, and Raymond Buriel. 1990. Family ecologies of ethnic minority children. *Child Development* 61:347-362.

Anderson, Elijah. 2001. The code of the street. 2001. *SO*. pp. 80-91.

- F. Culture: Sub-Cultural Contexts
How do children develop racial identities? (19 Nov.)

Grant, Linda. 1994. Helpers, enforcers, and go-betweens: Black females in elementary school classrooms. Pp. 43-63 in *Women of Color in U.S. Society*, edited by M.B. Zinn. Philadelphia: Temple University Press.

*Lewis, Amanda. 2010. Constructing and negotiating racial identity in school. Pp. 266-280 in *Childhood in American Society: A Reader*, edited by Karen Sternheimer. Boston: Pearson Education.

- E. Culture: Cross-Cultural Contexts (23, 25 Nov.)
How and why do nation states vary in their socialization

practices?

Handel, Gerald, Spencer Cahill, and Frederick Elkin. 2007. *Children and Society*. (Cultural and historical constructions of childhood – pp. 57-65 & 76-79). Los Angeles: Rosbury Publishing.

THANKSGIVING HOLIDAY (27. Nov.)

F. Culture: Cross-Cultural Outcomes (30 Nov.)
How does socialization in East Africa, Japan, and the U.S. compare?

Harkness, Sara and Charles M. Super. 1991. East Africa. Pp. 217-239 in *Children in Historical and Comparative Perspective*, edited by J. M. Hawes and N. R. Hiner. New York: Greenwood Press.

Befu, Harumi. 1986. The social and cultural background of child development in Japan and the United States. Pp. 13-27 in *Child Development and Education in Japan*, edited by H. Stevenson, H. Azuma, and K. Hakuta. New York: W.H. Freeman.

F. Combined Effects: Gender Roles (2, 4 Dec.)
How do gender roles emerge and change?
What influences stem from social structure and culture?

SPD -- Chapter 8 (pp. 241-274)

Adler, Patricia A. and Peter Adler. 2001. Girls and boys popularity. *SO*. pp. 247-258.

Platt, Katie. 1986. Cognitive development and sex roles on the Kerkennah Islands of Tunisia. Pp. 120-131 in *Ethnic Minorities and Immigrants in a Cross-Cultural Perspective*, edited by L. H. Ekstrand.

Review and Summary So why are you as you are? (6 Dec.)
EXAM 3 (4:30-7 p.m., 14 Dec.)