

INTRODUCTION TO HUMAN SOCIALIZATION
(Tarbutton Hall, Room 120, MWF 10:40-11:30 a.m.)

Instructor: Dr. Karen A. Hegtvedt
Office: Tarbutton Hall, Room 227
Hours: 9:30-10:30 a.m. Monday and Wednesday, and by appointment
Phone: 404-727-7517 E-mail: khegtv@emory.edu
TA: Ashby Walker, Tarbutton Hall, Room B5
Hours: 12-1 p.m. Wednesday E-mail: afarmer@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 more distant 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 of the course examines how more distant structural (e.g., social class, level of economic development) and cultural (e.g., ethnicity, religion) contexts impinge upon our 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. This sort of 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, films, 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. 2000. *Social and Personality Development*. Belmont, CA: Wadsworth/Thomson Learning. (*SPD*)

Other readings are available online (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.

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 (25 percent of your grade). *Tentative* exam dates are:

Exam 1 -- Friday, 4 October
Exam 2 -- Friday, 8 November
Exam 3 -- Monday, 9 December

Note: Make-up exams will *not* be given, except under extenuating, uncontrollable circumstances (e.g., professionally diagnosed illness, documented family death, local nuclear disaster, earthquake). 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 25 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, 22 November.

Note: Like the exams, I expect the paper to be turned in **the day it is due** (by 10:30 a.m.). Papers will be penalized 5 points for each day late.

4. **Participation.** I will note several types of participation during the semester. First, is *timely* class attendance. The second type of participation involves contributions during

class -- asking questions, responding to my questions, making comments, offering critiques. And the third type is 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. The class will not work without participation. Those excelling in participation will benefit while those failing to participate (i.e., through nonattendance, lack of involvement in exercises) will lose 5 points at the end of the semester.

Course Outline

- O. Introduction: (30 September)
 - A. What is socialization? What are life course studies? (4 September)

SPD -- Chapter 1, Chapter 3 (pp. 86-90)
 - B. How do we study socialization and the life course? (6-9 September)

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? (11 September)

SPD -- Chapter 3 (pp. 67-85)
 - B. Psychoanalysis: How does Freud explain the learning of **social values**? (13 September)

SPD -- Chapter 2 (pp. 37-43)
 - C. Cognitive Development: How do children develop **knowledge structures**? (16-20 September)

SPD -- Chapter 2 (pp. 50-65), Chapter 3 (pp. 91-94), Chapter 10 (pp.326-352)

- D. Social Cognitive (Learning) Theory: What roles do reinforcement/punishment and modeling play in learning **behaviors**? (23-25 September)

SPD (third edition -- online) -- Chapter 3, Environmental perspectives: Social learning theory and the ecological approach.

- E. Symbolic Interaction: How do children develop a sense of **self**? (27-30 September)

Hewitt, John P. 1991. *Self and Society* (Socialization and the self -- pp. 109-163). Boston: Allyn Bacon.

Karp, David, et al. 2001. Leaving home for college: Expectations for selective reconstruction of self. *SO*. pp. 112-122.

Comparison and Review (2 October)
EXAM 1 (4 October)

- 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 over time? (7 October)

Shorter, Edward. 1975. *The Making of the Modern Family*. (Introduction [pp. 3-21] and Chapter 7 [pp. 255-268]). New York: Basic Books, 1975.

Cosaro, William A. 1997. *The Sociology of Childhood*. (Historical views of childhood and children [pp. 45-67]). Thousand Oaks, CA: Pine Forge Press.

- B. Family Contexts: Family Structure and Interaction (9-16 October)
How does family composition affect socialization?
What are the consequences of divorce?
How do parenting styles influence children's behaviors?

SPD -- Chapter 11 (pp. 356-366, 379-398)

MacLeod, Jay. 1995. *Ain't No Makin' It*. (Chapter 4: The influence of the family). Boulder, CO: Westview Press.

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.

- C. Family Contexts: (18 October)
 What roles do siblings play in who we become?
SPD – Chapter 11 (pp. 373-379)
 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. Extrafamilial Contexts: Child Care (21 October)
 What are the consequences of child care for children?
SPD -- Chapter 3, pp. 157-161
 Zinsmeister, Karl. 1991. Day care harms children. Pp. 225-230 in *America's Children: Opposing Viewpoints*, edited by C. Wekesser. San Diego, CA: Greenhaven Press.
 Lewin, Tamar. 1991. Day care does not harm children. Pp. 231-238 in *America's Children: Opposing Viewpoints*, edited by C. Wekesser. San Diego, CA: Greenhaven Press.
- E. Extrafamilial Contexts: School (23-25 October)
 What roles does school play in socialization?
SPD -- Chapter 12, pp. 416-434
 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 (28 October)
SPD -- Chapter 12, pp. 401-415
- G. Converging Extrafamilial Contexts in Adolescence (30 October-4 November)
 What do individuals experience in the transition into and from adolescence?
 Are peers good or bad influences on a child/adolescent?
SPD -- Chapter 8 (pp. 263-268), Chapter 11 (pp. 371-373), Chapter 13
 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.
 Karp, David, et al. 2001. Leaving home for college: Expectations for selective reconstruction of self. *SO*. pp. 112-122. (AGAIN!)

Review
EXAM

(6 November)
(8 November)

- 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 (11 November)
How do societal expectations affect adult family roles?
- 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: Employment (13 November)
What are the implications of work and the nature of work for men and women and their children?
- Reskin, Barbara and Irene Padavic. 2001. Sex differences in moving up and taking charge. *SO*. pp. 265-272.
- Parcel, Toby L. and Elizabeth G. Menaghan. 1994. *Parents' Jobs and Children's Lives* (Parents' jobs and children's behavior problems -- pp. 87-105). New York: Aldine De Gruyter.
- C. Social Structure: Social Class (15-18 November)
How does social class affect the lives of children?
- Elkin, Frederick and Gerald Handel. 1989. *The Child and Society*. (Socialization and subcultural patterns -- pp. 85-101). New York: Random House.
- Rubin, Lillian. 1976. And how did they grow? *Worlds of Pain* (Chapter 3). New York: Basic Books.
- Rank, Mark. 2001. Welfare recipients living on the edge. *SO*. pp. 207-215.
- D. Culture: Sub-Cultural Contexts (20-22 November)
How does membership in a minority or ethnic group influence socialization processes and outcomes?
- 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.

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.

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

Kim, Ilsoo. 2001. Koreans in small entrepreneurial businesses. *SO*. pp. 230-237.

- E. Culture: Cross-Cultural Contexts (25 November-2 December)
 How and why do nation states vary in their socialization practices?

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 (December 4-6)
 How do gender roles emerge and change?
 What influences stem from social structure and culture?

SPD -- Chapter 8 (pp. 231-263)

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? (9 December)
EXAM 3 (8:30 a.m., 16 December)