

First Year Seminar
INTRODUCTION TO HUMAN SOCIALIZATION
(MWF, 9:35 - 10:25 a.m., Candler Library 101)

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Hours: 10:30 -11:30 a.m. Monday and Wednesday, and by appointment
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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 and interpersonal processes affect socialization?** Here we concentrate on theories of child development. These theories, however, do not specify the content of socialization. That content – what values, beliefs, and behaviors individuals learn and the identities that they claim depend on the contexts in which they are embedded. Subsequent parts of the course address the question: **how do the contexts – both immediate and more distant – affect what is learned?** The second part of the course looks at the immediate contexts of socialization: family, school, the media, peers. And, the course concludes by examining how structural (e.g., social class, economic development) and cultural (e.g., ethnicity, religion) contexts influence individuals.

In discussing the processes and contexts of socialization, we track changes across the life span. Thus we begin by focusing on childhood, then move to an analysis of adolescents, and conclude with issues that characterize adulthood. *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.

To gain this understanding requires the **active** participation of all class members. Students must review reading material and power point slides **prior** to coverage of topics in

class. By doing so, lecturing will be at a minimum and discussion of key questions will be at a maximum. In addition, many class sessions will involve “exercises” that require students to devise their own means to illustrate various theories and issues. Likewise, paper assignments will require application of ideas discussed in class and the active development of issues to be researched by class members. 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. You must complete the reading for a particular day prior to that class session. The textbook is available at the Emory bookstore. The readings are available at the Woodruff Reserve desk and online.

Shaffer, David R. 2005 (Fifth edition). *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)

Power point slides, sorted by topic (available on course Blackboard site)

The course outline lists readings by the abbreviated book title (SPD) and relevant chapter, or by or the full citation for articles on reserve.

2. **Participation.** I note several types of participation during the semester. First, and most obviously, is *timely* class attendance. The second type of participation involves contributions during class -- asking questions, responding to my questions, making comments, offering critiques. Attendance and class participation constitute **10 percent** of your grade.

The third form of participation focuses on involvement in groups to develop exercises to illustrate different topics. I will divide the class into teams, each consisting of four or five people. Each team will be responsible for developing (with the assistance of me or the TA) at least two exercises. An exercise should illustrate a concept or an issue, stimulate debate on a particular issue, or provide additional coverage of a specific topic (topics with an * on the course outline provide the basis for these exercises). More details on these exercises will be given. Team members will be able to communicate with each other through use of the class BlackBoard site. In addition, class members will be expected to participate in a class project involving the collection of data to be used for the third part of the course. This form of participation constitutes **15 percent** of your grade.

3. **Papers.** There will be three papers, **each worth 25 percent** of your grade (for a total value of 75 percent). These papers will vary in form so that you get opportunities to gain and use knowledge in different ways. Each paper will be about 4-6 pages in length (double-spaced, 12 point type). A brief description of each follows: 1) application of theories of socialization processes to something you know a great deal about, i.e., your life; 2) evaluation of research articles on factors in immediate contexts of socialization that influence an individual's socialization; and 3) analysis of survey data collected by the class on pertaining to factors affecting socialization. For each of these papers, more details will be forthcoming. The *tentative* due dates for each are:

Paper 1 (Application of socialization theories) – Friday, 13 October

Paper 2 (Evaluating research on immediate contexts) – Friday, 17 November

Paper 3 (Testing hypotheses about socialization) – Friday, 15 December

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

4. **Exams.** There are **no** exams currently scheduled for this course. Lack of participation as described above or lack of diligence on paper assignments, however, will stimulate an exam (perhaps a cumulative final!).

Course Outline

1 Sept. **INTRODUCTION:**

4 Sept. *Labor Day*

6 Sept. What is **socialization**? What are **life course** studies?

SPD -- Chapter 1, Chapter 3 (pp. 84-88)

8, 11 Sept. How do we **study** socialization and the life course?

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.

SOCIALIZATION PROCESSES: How do children learn to be a part of society?

13 Sept. Biology: How does **biology** contribute to socialization?

SPD -- Chapter 3 (pp. 65-84)

15,18 Sept. * Psychoanalysis: How does Freud explain the learning of **social values**?

SPD -- Chapter 2 (pp. 37-43)

20-25 Sept. * Cognitive Development: How do children develop **knowledge structures**?

SPD -- Chapter 2 (pp. 50-62), Chapter 3 (pp. 88-95), Chapter 10 (pp.320-344)

27,29 Sept.* Behaviorism and Social Cognitive (Learning) Theory: What roles do reinforcement/punishment and modeling play in learning **behaviors**?

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

Also, review 5th edition, Chapter 2 (pp. 43-49)

2, 4 Oct. * Symbolic Interaction: How do children develop a sense of **self**?

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.

6 Oct. **Work Day**

IMMEDIATE CONTEXTS OF SOCIALIZATION: How do contexts of daily life affect the content of what children learn?

9 Oct. *Fall Break*

11,13 Oct. **Historical Contexts:** How has socialization content changed over time?

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.

13 Oct. PAPER 1 due

- 16 Oct. * Family Contexts: How does **family composition/structure** affect socialization?
SPD -- Chapter 11 (pp. 347-356, 367-376)
- 18 Oct. Family Contexts: How do **parenting styles** influence children's behaviors?
 MacLeod, Jay. 1995. *Ain't No Makin' It*. (Chapter 4: The influence of the family). Boulder, CO: Westview Press.
- 20 Oct. * Family Contexts: What are the causes and consequences of **divorce**?
 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.
- 23 Oct. DISCUSS STUDY DESIGN
- 25 Oct. * Family Contexts: What roles do **siblings** play in who we become?
SPD – Chapter 11 (pp. 363-366)
 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
- 27 Oct. * Extrafamilial Contexts: What are the consequences of **school** for children?
SPD -- Chapter 3 (pp. 155-159)
SPD -- Chapter 12 (pp. 402-416)
 Kozol, Jonathan. 2001. Savage inequalities. *SO*. pp. 325-331.
- 30 Oct. * Extrafamilial Contexts: How do **peers and cliques** affect children?
SPD – Chapter 13 (pp. 419-454)
 Adler, Patricia A. and Peter Adler. 2001. Inclusion and exclusion pre-adolescent cliques. *SO*. pp. 151-164.
- 1 Nov. DISCUSS SURVEY
- 3 Nov. * Extrafamilial Contexts: How does the **media** affect socialization?
SPD -- Chapter 12 (pp. 385-401)
 Milkie, Melissa. 2001. The impact of pervasive beauty images on Black and White girls' self concepts. *SO*. Pp. 123-131.

- 6,8 Nov. * Converging Extrafamilial Contexts in Adolescence
How are actions and transitions during **adolescence** affected by family and peers?
- SPD* -- Chapter 8 (pp. 261-265), Chapter 11 (pp. 361-363)
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.
- 9 Nov. **Work Day**
- DISTANT CONTEXTS OF SOCIALIZATION AND LIFE TRANSITIONS**
How does social *structure* and *culture* affect what children and adults learn?
- 13 Nov. * Society and Adulthood: 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.)
Risman, Barbara. 2001. Playing fair. *SO*. Pp. 286-291.
- 15 Nov. * Society and Adulthood: How does **work** affect adults 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.
- 17 Nov. Social Structure: What explains the effects of **social class** on the lives of children?
- SPD*, Chapter 11 (pp. 357-361)
Elkin, Frederick and Gerald Handel. 1989. *The Child and Society*. (Socialization and subcultural patterns -- pp. 85-101). New York: Random House.
- 17 Nov. PAPER 2 due
- 20 Nov. * Social Structure: How do children “live” in families of different classes?
- 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.
- 22 Nov. COLLECT DATA

- 25 Nov. *Thanksgiving holiday*
- 27, 29 Nov. Culture: What does membership in a **subculture** (e.g., a minority or ethnic group) have to do with socialization?
- 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.
- 1 Dec. Culture: How do **dimensions of culture** characterize socialization in different nation states?
- Heath, D. Terri. 2004. Parents' socialization of children in global perspective. Pp. 86-90 in *Seeing Ourselves*, edited by John J. Macionis and Nijole V. Benokraitis. New Jersey: Pearson/Prentice Hall.
- 4 Dec. DATA INPUT & ANALYSIS
- 6, 8 Dec. * **Gender Roles:** How do processes and contexts of socialization affect gender roles?
- SPD* -- Chapter 8 (pp. 227-260)
- 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.
- 11 Dec. **Conclusion:** So why are you as you are?
- 15 Dec. PAPER 3 due