COURSE DESCRIPTION

Socialization refers to the processes of preparing our “selves” to either become members of existing groups or to take on roles and positions in society. Socialization includes learning how to think, feel, and act in ways considered appropriate in those groups, positions, and roles. The term socialization has sometimes been used interchangeably with internalization, but it is analytically more useful to conceive of socialization as consisting of contexts, contents, and processes that may affect outcomes, including the possible internalization of values, norms, and behaviors. Furthermore, it’s important to consider individual agency despite the internalization and socialization processes.

In this class we will examine the processes through which we learn these value, norms, and behaviors. We will consider the connection between our own personal identities, or selves, and social interactions with other individuals and institutions. Institutions that we will examine in this class include: the family, education, peer groups, media, and corporation. We will also explore socialization through the life course. Much of our work in this class will also focus on how these processes vary depending on an individual’s race, class, gender, and/or sexual orientation.

Because I also practice feminist pedagogy I will expect you to take control of much of your own learning process. This is our class, not mine. Your contribution is necessary and important. This is a challenge for many students because they are not use to this teaching style, but I encourage you to embrace the opportunity. As a result of this teaching style, classroom discussion; personal reflection; creativity; and a desire to learn are all requirements of this course.
Goals and Student Learning Objectives

To facilitate student understanding and articulation of the following:

- Sociological theories of socialization
- The social processes through which individual identities are formed
- How social institutions act as socializing agents
- Diversities in the socialization processes and how these affect individual life outcomes
- How socialization of individuals supports wider social structures and institutions
- Socialization as an ongoing, complex process that occurs throughout the life course

Required Texts/Readings

No textbook is required for this class.

All course readings are posted to Canvas. See [https://sisu.instructure.com/](https://sisu.instructure.com/)

STUDENTS WILL BE EXPECTED TO READ THE ASSIGNMENTS BEFORE COMING TO CLASS.

In order to be an active participant in the classroom, you must come to class prepared – even if being prepared means simply having questions about what was confusing to you in the readings! In addition, I have chosen readings that deal with real-world examples of research for the purposes of enhancing our discussion in class; if you haven’t read them, it will be hard for us to discuss them.

*A major part of your learning in this class will come from reading and digesting the weekly reading assignments. You will find it very difficult to pass this class without doing the readings!*
Classroom Protocol and Course Requirements

Students learn best when presented with a variety of teaching strategies. Not everyone will like every strategy. As much as possible, given the constraints of time and room setup, classroom activities will be organized with a hands-on approach, asking students to engage in some of the day-to-day activities of sociologists (including reading, writing, discussion, and analysis). You will be asked to participate in various in- and out-of-class activities and discussions. If you are usually a talker, then your challenge will be to listen more and talk less. Please don’t be offended if I stop calling on you. If you are usually quiet or an observer, your challenge will be to take risks and speak up from time to time. As a class, we will engage in both small and large group discussions in order to build rapport and a sense of community in the classroom.

Attendance is NOT required. Frankly, if you do not want to be in our class, I do not want you in our classroom. Students who force themselves to sit in while disengaging in the classroom activities suck the life and energy out of the room. If you would rather be somewhere else, with someone else, doing something else, then you may kindly excuse yourself. However, please note that while attendance is not required, failing to attend class will likely negatively affect your course grade.

“While attendance isn't mandatory, she'd rather not have u in class if u won't pay attention, students WANT to go to class. I did. Expect to do work- just because she's fun, it doesn't mean she'll take your bs. Treat her like u want to be treated: respectfully.”

~Student on RateMyProfessor.com

Course requirements for your grade will consist of 30 reading journals, 4 mini-writing/oral assignments, a take-home final, and a course reflection.

<table>
<thead>
<tr>
<th>REQUIREMENT</th>
<th>DUE DATE</th>
<th>% OF TOTAL GRADE</th>
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<tbody>
<tr>
<td>Reading Journals</td>
<td>Beginning of class whenever readings have been assigned</td>
<td>30%</td>
</tr>
<tr>
<td>Writing/Oral Assignments</td>
<td>September 11&lt;sup&gt;th&lt;/sup&gt; @ 10:30am</td>
<td>10% each (40% total)</td>
</tr>
<tr>
<td></td>
<td>October 2&lt;sup&gt;nd&lt;/sup&gt; @ 10:30am</td>
<td></td>
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<tr>
<td></td>
<td>November 4&lt;sup&gt;th&lt;/sup&gt; @ 10:30am</td>
<td></td>
</tr>
<tr>
<td>Course Reflection Exercise</td>
<td>December 11 @ 10:30am</td>
<td>5%</td>
</tr>
<tr>
<td>Final Essay Exam</td>
<td>December 16&lt;sup&gt;th&lt;/sup&gt; @ 12pm</td>
<td>25%</td>
</tr>
</tbody>
</table>

READING JOURNALS

This aspect of the class is meant to encourage collaborative learning, creative reflection, synthesis of material, and application of the readings to your everyday life. You must buy a packet of 4x6 index cards for this course requirement. For every reading assignment, you will be asked to respond to a question on one side of the notecard and complete reading notes on the backside of the notecard. This assignment is described more fully on the last page of the syllabus. Reading journals will be graded on your ability to accurately interpret and apply the material. They are due at the start of class on the day the reading is scheduled for. You must complete one journal per reading. Some days we will start the class with a discussion of your journals. If you’re late, so is your journal. Late journals may be submitted for half-credit up until the due date of the next exam.
WRITING/ORAL ASSIGNMENTS

Each of these assignments are worth 10% of your grade. The goal of these assignments is to get you to apply the theories and readings learned in class to the world around you in an artistic and meaningful way. Each assignment includes both a written/analytical portion (worth 5%) and an in-class oral component (worth 5%). There are NO make-ups for the in-class component, so it is very important that you attend class on the due dates. Late written assignments will receive a 10% deduction per class period that it is late. Late written assignments will only be accepted up until two weeks after the due date. All written assignments should be double-spaced with 1” margins all around using 12pt font in black ink. Please use Times New Roman or Cambria.

*Development of the Self Comic Strip Analysis* – Create a comic strip using one of the templates posted to Canvas. While you will not be graded on artistic ability, you should try your best to complete the assignment in a neat, orderly fashion. Using Mead, Cooley, or Goffman as support, create a comic strip that explores the development of your self. Include a one-page analysis and explanation of your comic using at least one quote from the above listed theorists. Come prepared to share your comic strip in a small group discussion on September 11th.

*Inequality Over the Life Course* – Think about how social inequality has affected you over your life course. For this assignment you should focus on race, gender, or sexuality. You can do socio-economic class, but the readings do not focus on this aspect of inequality until later in the term. Reflect on how you came to learn your race, gender, or sexuality status. Describe a defining moment for you in the socialization process, and use at least one quote from any reading assigned during weeks 4, 5, or 6 for support. Be prepared to participate in a large group discussion about your experience on October 2nd.

*Video Game Analysis* – Go and play a video game with a friend or family member. Write a two-page analysis of your experience using at least one quote from Spina. Come prepared to participate in a large group discussion about your experience and analysis on November 4th.

*Barbie/Princess/Bratz Analysis* – Find a fashion/princess doll to analyze for this assignment. Write a two-page analysis of your doll using at least one quote from the Steinberg or Orenstein articles. Come prepared to give a “show and tell” presentation on Tuesday, November 20th (don’t forget the doll).
COURSE REFLECTION

At the conclusion of this class you will be required to submit a 2-page (double-spaced, 1-inch margins, 12pt. font) reflection about the course. This reflection should focus on what you have learned over the semester. It should also include a discussion of what you think you will remember most about this class in 5 years. Finally, it should discuss how you plan to apply what you learned to your everyday life. We will share and discuss course reflections on the last day of instruction during the course wrap-up. There are no “wrong” answers, but you will be expected to submit two full pages. Deductions will be given for failure to meet the page minimum. 2.5% of your grade will come from the written reflection. 2.5% of your grade will come from the in-class discussion.

FINAL EXAM

Because multiple-choice tests and in-class essay writing exams often evoke extreme anxiety in students, the final examination will be a take-home essay. Please note that take-home exams are often more challenging, and I’ll expect you to submit a well-polished version of your exam answers. Plan on spending more preparation time on this exam than you would for ordinary in-class tests. All exam answers will be submitted to Canvas in order to avoid plagiarism and cheating. Late exams are only accepted with documentation of illness and/or emergency, and late exams will still receive a 10% deduction per day.

Taking your daily journals and lecture notes seriously will significantly help your performance on the final. In many cases you can easily implement your notes/discussions into your exam answers. This course design is intentional. Being proactive and doing the work early will allow you to perform better on the exam with less stress. I also encourage you to seek help/clarification early and frequently. Having a firm grasp of the content as we move through the course will benefit you in the end. You will have approximately one week to complete the take-home exam. The exam is comprehensive and will potentially cover lectures, in-class films, and course readings.

COURSE GRADES

All assignments will be given point scores. These scores will be turned into percentages and weighted according to the table above to average your course grade. The course percentages will be assigned a letter grade as follows:

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Letter Grade</th>
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<tbody>
<tr>
<td>92-100%</td>
<td>A</td>
</tr>
<tr>
<td>90-91%</td>
<td>A-</td>
</tr>
<tr>
<td>88-89%</td>
<td>B+</td>
</tr>
<tr>
<td>82-87%</td>
<td>B</td>
</tr>
<tr>
<td>80-81%</td>
<td>B-</td>
</tr>
<tr>
<td>78-79%</td>
<td>C+</td>
</tr>
<tr>
<td>72-77%</td>
<td>C</td>
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<tr>
<td>70-71%</td>
<td>C-</td>
</tr>
<tr>
<td>68-69%</td>
<td>D+</td>
</tr>
<tr>
<td>62-67%</td>
<td>D</td>
</tr>
<tr>
<td>60-61%</td>
<td>D-</td>
</tr>
<tr>
<td>Below 60</td>
<td>F</td>
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</table>
I encourage you to separate yourself from mainstream ideologies about course grades. We are socialized to believe that grades reflect personal intelligence, abilities, and potential. In my class, grades are an evaluation of context-specific assignments measured against the course objectives. I view grades as a form of communication that, when combined with critical feedback, leads to meaningful learning. I encourage you to interpret them this way as well. Grades should serve as a reflection of your learning process, and act as motivation for improvement and/or continued learning.

**A note about Canvas:** Canvas is an online tool used to help you succeed in this class. While I post grades for individual assignments to Canvas, you should **NOT** trust the automatic calculations for the final course grade. Because my grading scheme is complicated, Canvas cannot calculate all of the weights and drops necessary for producing an accurate final course grade. I strongly suggest calculating this yourself using assignment weights and point totals. The final grade you have on Canvas is **NOT** your final course grade.

**Two Notes on Smarts:**

**Myth:** “A” students are smarter than other students.

**Fact:** College is a unique institution with its own rules and skills. You will not simply get an A because you are smart. Being smart at college means learning a specific skill set, especially conformance. Since you are competing with students who are also smart, getting an A in a course is a combination of effort, prior knowledge, experience, and luck. Grades are often nothing more than a reflection of your understanding and willingness to conform to the desired skill set. Don’t put pressure on yourself to get straight As. I encourage you to put pressure on yourself to LEARN something, anything. Acknowledge that there will be a learning curve, and give yourself some time to climb it. Do your best and look forward to when you will be the one with the knowledge and experience to speak intelligibly about the course topic. Your GPA does not reflect your worth in our class.

**Myth:** We are born with a certain level of intelligence that remains static throughout our lives.

**Fact:** The mind is like the body. If you use it, it becomes stronger. If it is strong in one area, it may be weak in another. You can improve your critical thinking, reasoning skills, ability to absorb new information, emotional intelligence, and more. But, this process isn’t necessarily fun. Like working out your body, working out your mind can be uncomfortable, even painful. You’re not really challenging and improving your mind until it hurts a little. So you may find that learning in this class (and others) is kind of like suffering. It’s okay. It doesn’t mean that you’re not smart; it means that you’re getting even smarter. Put in the work and you’ll reap the reward of a strong mind.
CLASSROOM RULES AND ETIQUETTE

1. Come to class prepared. This means having all of the tools you need to participate. At minimum, please bring something to take notes on and a writing utensil. I will contact students through Canvas if the reading(s) and/or book are required for classroom discussion.

2. Late arrivals to class are strongly discouraged. Late students are a disruption to the learning environment. I will not repeat important information provided at the start of class. It is in your best interest to arrive on time. If you are late, your reading journals are late.

3. Silence or turn off all electronic devices before entering the classroom. Do NOT leave them on vibrate. It is highly annoying and disruptive when such devices make noise.

4. Do not plan to use class time to read, surf the net, make grocery lists, plan your weekend, write letters, sleep, flirt, or catch up with friends. Mentally “checking out” of class in this way will make it difficult to do well in the course. It will be disruptive to your classmates. In addition, I find it incredibly annoying and boring. If you have a pressing need to do these things during class time, please do yourself, your classmates, and myself a favor and just don’t come to class.

5. Classroom discussion is to remain civil. We talk about a wide-array of sensitive and provocative subjects in this class. We are here to learn from each other. It is difficult to learn from others when they are rolling their eyes at you, yelling at you, ignoring you, or engaging in other disruptive behaviors. Disrespectful behaviors such as these will not be tolerated in our classroom.
University Policies

Dropping and Adding

Students are responsible for understanding the policies and procedures about add/drop, grade forgiveness, etc. Add/drop deadlines can be found on the current academic calendar web page. It is your responsibility to know the late drop policy. Students should be aware of the current deadlines and penalties for dropping classes.

Information about the latest changes and news is available at the Advising Hub.

Academic integrity

Students should know that the University’s Academic Integrity Policy. Your own commitment to learning, as evidenced by your enrollment at San Jose State University and the University’s integrity policy, require you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. The Student Conduct and Ethical Development website is available at http://www.sa.sjsu.edu/judicial_affairs/index.html.

Instances of academic dishonesty will not be tolerated. Cheating on exams or committing plagiarism (presenting the work of another as your own, or the use of another person’s ideas without giving proper credit) will result in a failing grade and sanctions by the University. For this class, all assignments are to be completed by the individual student unless otherwise specified. If you would like to include in your assignment any material you have submitted, or plan to submit for another class, please note that SJSU’s Academic Policy F06-1 requires approval of both instructors.

Campus Policy in Compliance with the American Disabilities Act

If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. Presidential Directive 97-03 requires that students with disabilities requesting accommodations must register with the Disability Resource Center (DRC) at http://www.drc.sjsu.edu/ to establish a record of their disability.

Campus Safety

On a campus as large as San Jose State University, emergency situations arise from time to time. Our community will be better prepared and able to handle these stressful situations if we are all informed about the resources and information available to work through a crisis. This site provides information about how to stay in communication with the university and provides guides on what to do during an emergency.

A special ‘thank you’ to Dr. Jen Myhre at De Anza College for her help in the creation of this syllabus.
# SOCI 173 / Socialization, Fall 2014

The schedule is subject to change with fair notice – Changes will be announced during class and/or through email.

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topics, Readings, Assignments, Deadlines</th>
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</table>
| 1    | August 26  | Introduction to the course – Review the syllabus  
No readings or journals due |
|      | August 28  | *Final Note on a Case of Extreme Isolation*  
*In-class film: Secret of The Wild Child* |
| 2    | September 2 | *Looking-Glass Self*  
*The Gloried Self* |
|      | September 4 | *Self and Society* |
| 3    | September 9 | *Presentation of Self* |
|      | September 11 | *Transsexuals’ Narrative Construction of the “True Self”*  
Development of self comic strip due in class |
| 4    | September 16 | *I Wanted a Soul Mate: Gendered Anticipation and Frameworks of Accountability in Parents’ Preferences for Sons and Daughters* |
|      | September 18 | *Using Racial and Ethnic Concepts: The Critical Case of Very Young Children*  
*In-Class Film: A Class Divided* |
| 5    | September 23 | *Dude! You’re a Fag* |
|      | September 25 | *Little Girls in Women’s Bodies: Social Interaction and the Strategizing of Early Breast Development* |
| 6    | September 30 | *Gendered Sexuality in Young Adulthood: Double Binds and Flawed Options*  
Growing Up is Harder to Do |
|      | October 2   | *Socialization for Impending Death in a Retirement Village*  
*Inequality over the life course analysis due in class* |
| 7    | October 7   | *Invisible Inequality: Social Class and Childrearing in Black and White Families* |
|      | October 9   | *‘She’s 16 Years Old and There’s Boys Calling Over to the House’: An Exploratory Study of Sexual Socialization in Latino Families* |
| 8    | October 14  | *Childfree and Feminine: Understanding the Gender Identity of Voluntarily Childless Women* |

SOCIALIZING AGENTS - EDUCATION
<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topics, Readings, Assignments, Deadlines</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>October 16</td>
<td><em>I Need Help! Social Class and Children’s Help Seeking in Elementary School</em></td>
</tr>
<tr>
<td>10</td>
<td>October 21</td>
<td><em>Making it By Faking it: Working-Class Students in an Elite Academic Environment</em></td>
</tr>
<tr>
<td></td>
<td>October 23</td>
<td><em>Hidden Curriculum</em></td>
</tr>
</tbody>
</table>
|      | October 28 | **SOCIALIZING AGENTS – MEDIA**  
|      | | *Gold Digger or Video Girl: The Salience of an Emerging Hip-Hop Sexual Script*  
|      | | *In-Class Film: Beyond Beats and Rhymes*  
|      | | *Dilemmas of Femininity: Gender and the Social Construction of Sexual Imagery*  
|      | | *In-Class Film: Dreamworlds 3* |
| 11   | November 4 | *Power Plays: Video Games’ Bad Rap*  
|      | | *Video game analysis due in class*  
|      | November 6 | *Are Disney Movies Good for Your Kids?*  
|      | | *In-Class Film: Mickey Mouse Monopoly* |
| 12   | November 11 | **NO CLASS – VETERAN’S DAY** |
|      | November 13 | *McDonald’s, Power, and Children: Ronald McDonald/Ray Kroc Does it All For You* |
| 13   | November 18 | *The Bitch Who Has Everything*  
|      | | *What’s Wrong with Cinderella?*  
|      | November 20 | *Barbie/Princess/Bratz Show and Tell Paper/Activity Due* |
| 14   | November 25 | **NO CLASS – FLOATING HOLIDAY** |
|      | November 27 | **NO CLASS – THANKSGIVING HOLIDAY** |
| 15   | December 2 | **SOCIALIZING AGENTS – TOTAL INSTITUTIONS**  
|      | | *Asylums: The Moral Career of the Mental Patient*  
|      | December 4 | *Graduate School and The Self: A Theoretical View of Some Negative Effects of Professional Socialization* |
| 16   | December 9 | **SOCIALIZING AGENTS – PEER GROUPS**  
|      | | *Violence, Older Peers, and the Socialization of Adolescent Boys in Disadvantaged Neighborhoods*  
|      | December 11 | *Socialization to Gender Roles: Popularity Among Elementary School Boys and Girls*  
|      | | *Course Reflection due at start of class*  
| Final Exam | December 16 | **NO CLASS ATTENDANCE REQUIRED**  
|      | | **SUBMIT TO CANVAS BY 12pm** |
READING JOURNALS (NOTECARDS)

You will need to buy a packet of 4x6 (NOT 3x5) notecards for this assignment. You will turn in one card per reading each class period. These are due at the start of class in order to be considered on time. Late journals will be accepted until the date of the next exam for up to half credit.

The purpose of this assignment is to help you prepare for class and critically engage with the reading assignments. Completing these journals should help you stay up-to-date with the readings, as well as think about and digest them. This assignment will also help you study and prepare for other components of the course. Occasionally, I will use submitted journals to help guide our class discussions.

These cards will be totaled over the semester for 30% (up to 30 points total) of your grade. Therefore, each journal is worth up to 1% (1 point each) of your course grade. There are 30 readings. Incomplete journals, or journals that do not meet the expectations of the assignment will receive partial credit. You will not receive full credit if you do not answer one of the three questions posed below or if you do not complete both sides of the notecard. Late journals (even by a couple of minutes) receive half-credit maximum. I am not responsible for lost or unnamed notecards.

ON THE FRONT OF THE CARD:
Answers must be legible. Place your name, date, and the title of the reading at the top of the card (DO NOT use half the card for this information!). You must choose ONE of the following questions, LABEL the number of the question you are answering, and answer the question on the card:

1. How do you personally relate to this reading? What ideas, concepts, theories, or information have personal relevance for you? How might the ideas, concepts, theories, or information be useful in your own life? Do not answer this question if you cannot relate!
2. What critiques might you make of the arguments or evidence presented in this reading? What flaws do you see in the author’s argument or evidence? What counter-arguments might you develop?
3. How do the ideas, concepts or theories in this reading relate to other readings we have done this semester or to course material you have learned in other classes? Be specific!

ON THE BACK OF THE CARD
Take reading notes. Write down the most important points from the reading. Define the major concepts and terms. Summarize the evidence the author offers for his/her points. Do not simply copy the abstract or “summary” paragraph of the article.