Socialization and Identity
Sociology 173 (Online)
San José State University, Fall 2017

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Email: rachel.bryantanderson@sjsu.edu
Office Hours: By appointment
Prerequisites: SOCI 1

COURSE DESCRIPTION
Socialization is one of the foundational concepts within sociology. It is also a foundational aspect of how we develop our “social selves.” In this course, we will examine the processes through which we learn the norms and expectations needed to function in society—or in smaller social groups—and the theories that explain these processes. We will consider how aspects of our individual identities are shaped by wider social interactions and structures.

Socialization happens at all levels of social structure and experience, and we will explore how socialization processes vary depending on factors such as race, class, and gender, as well as the consequences of diversity in socialization on individual outcomes. Socialization also occurs through many different institutions, and we will pay special attention to family, education, peers, mass media, and the workplace as socializing agents. Finally, socialization happens across a person’s lifespan; while we will primarily focus on the socialization that occurs during childhood and adolescence, we will also study socialization that takes place later in life.

COURSE GOALS AND STUDENT LEARNING OBJECTIVES

SOCI 173 Learning Objectives

Upon successful completion of this course, students will be able to:

1. Summarize, compare, and apply sociological theories of socialization
2. Explain the social processes through which individual identities are formed
3. Assess how various social institutions act as socializing agents, and to what

How We’ll Address These Objectives

Main course activities and assignments that will address these goals:

- Readings, reading quizzes, and module activities for socialization theories modules
- All course readings & assignments
- Final project
- All readings and assignments for the childhood, adolescence, adulthood,
4. Analyze diversities in socialization and the consequences of these diversities
   - Final project
   - Readings and assignments associated with the contemporary theories of socialization module; the childhood, adolescence, and adulthood modules also have readings and assignments specifically focused on diversities in socialization
   - Final project (optional)

5. Analyze how the socialization of individuals supports wider social structures
   - Final project (optional)
   - Readings within each module address this

REQUIRED READINGS & COURSE MATERIALS


*Unequal Childhoods: Race, Class, and Family Life*, by Annette Lareau

Other readings to be posted on Canvas

Very reliable computer/Internet access

Access to technology for video and audio recording

Access to your SJSU Canvas account

CLASSROOM PROTOCOL

Classroom Format

This class will only meet online and will be facilitated through the Canvas Learning Management System. You will not be required to attend class at specific times, as you would in a traditional face-to-face class. Instead of an in-person lecture, you will access course materials on the “Modules” section of Canvas. Instead of in-person class discussions, you will participate in online discussion boards and complete online activities. Because nearly all of our communication will be written, you will spend a great deal more time reading and writing in this online class than you would in a face-to-face class.
Workload and Time Requirements

You will spend a considerable amount of time writing and reading outside of class. You will have one or more assignments due every Monday, Wednesday, and Friday.

This is a 3 unit course. SJSU classes are designed such that in order to be successful, it is expected that students will spend a minimum of forty-five hours for each unit of credit (normally three hours per unit per week). Since our class is fully online, you should plan to spend 9 hours each week working independently on this class. Many assignments require interaction with peers, and your classmates will need your regular input during the semester. In order for you to be successful in this course and for the course to run effectively, falling behind is not an option.

More details about student workload can be found in University Policy S12-3 at http://www.sjsu.edu/senate/docs/S12-3.pdf.

Guidelines for Conduct

I am committed to fostering a learning environment that is respectful, productive, and inclusive. This requires each person in the class to behave in a way that is professional, respectful, and collegial. In order to achieve this, please observe the following norms:

- Pay close attention to what others have to say.
- Provide encouraging/kind but honest and critical feedback on your peers’ work when asked to do so.
- Allow others to share their opinions and observations, even if you disagree with them. We can respectfully ask others to critically examine their assumptions and beliefs in the face of empirical evidence or faulty logic.
- Do not demean or diminish the experiences that other people are willing to share. We can ask individuals to contextualize their experience within a larger social pattern.
- Participate in discussion board conversations in a thoughtful, timely, and ongoing manner in order to engage in meaningful dialogue with your peers.
- Have a sense of humor about our social world. Be willing to accept other people’s blunders without assuming they are trying to be offensive.
- Be committed to grow and learn about your own social self and world.

ASSIGNMENTS

Reading Quizzes

You will complete online quizzes for each of the assigned course readings. These will include a combination of multiple-choice and short-answer questions.
Discussion Board Participation

This is a discussion-based course, and as such it requires students to engage in regular online discussions via our Canvas course site. You should be prepared to make multiple postings to the discussion board per week and to provide multiple responses to classmates’ posts each week.

I will provide detailed instructions about the expectations for each discussion, but you should keep in mind that in order to receive full credit for your posts and responses, you’ll need to: respond specifically and directly to the original question or post; provide a substantive contribution that moves the discussion forward; and incorporates relevant course materials, citing any sources used.

Module Activities

In addition to the discussion boards for each module, there will be additional activities to complete. These activities will test your completion, comprehension, and engagement in relation to the course materials. Some of these will be shared with classmates, and others will be submitted to me only.

Final Project

For your final project, you will teach the class something new about socialization and identity. This will be your chance to think about what particularly intrigues you about this subject, explore it in-depth, and share what you’ve learned with your peers. Several weeks prior to the final project deadline, I will ask you to submit a project proposal.

Final projects may be completed individually or in pairs/groups. I will post a final project prompt prior to asking for your project proposal.

Late Assignment and Make-up Work Policy

You may not complete quizzes, turn in module assignments, or contribute to online discussions after the deadline. You will receive one “free pass” (no points deducted for missing) for a missed assignment in each grading category (except for the final project), and I strongly suggest saving this for unforeseen circumstances that arise during the semester.

When Life Events Affect Your Class Performance

If you have an ongoing issue that will compromise your ability to complete the coursework, it’s important that you let me know as soon as possible and stay in touch with me.

Submitting Assignments: Guidelines & Policies

Unless otherwise noted, assignments are due by 11:59pm on the stated deadline. Assignments must be submitted on Canvas.
Please plan to complete all assignments well in advance of the deadline so that you have time to troubleshoot any technical difficulties that arise. E-mail me as soon as possible (before the deadline) if you are experiencing an issue with assignment submission. If you choose to wait until the last minute to submit an assignment, and you run into difficulties that prevent the submission (loss of Internet access, etc.), you are still responsible for any grade penalties that result from the missed deadline.

Assignment Format

Canvas will not read .pages format. Please submit your work in .doc or .pdf format.

GRADING

Your final course evaluation will be based on your performance on the above assignments. These assignments will be weighted as follows:

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<tr>
<th>Assignment</th>
<th>Weight</th>
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<tbody>
<tr>
<td>Reading Quizzes</td>
<td>25%</td>
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<tr>
<td>Module Activities</td>
<td>25%</td>
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<tr>
<td>Discussion Board Participation</td>
<td>25%</td>
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<tr>
<td>Final Project</td>
<td>25%</td>
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Final course grades will be assigned based on the following scale; grades below 60% will be considered failing (“F”):

- A+ = 98 – 100%
- A  = 92 – 97.9%
- A- = 90 – 91.9%
- B+ = 88 – 89.9%
- B  = 82 – 87.9%
- B- = 80 – 81.9%
- C+ = 78 – 79.9%
- C  = 72 – 77.9%
- C- = 70 – 71.9%
- D+ = 68 – 69.9%
- D  = 62 – 67.9%
- D- = 60 – 61.9%

A Grades

Grades in the “A” range will be granted only for exceptional work. Exceptional, or “A,” work refers to exemplary work that goes above and beyond requirements, demonstrating an outstanding understanding of course materials/concepts and deep engagement with these materials/concepts. For written assignments, exceptional work also involves advanced writing skills; for oral presentations, exceptional work also involves professional-level presentation skills and an ability to engage, in addition to inform, the audience. This is work that could serve as a model for other students.

B Grades

Grades in the “B” range are earned with work submitted on time that is of very good quality. “B” work meets all the requirements and demonstrates an excellent understanding of the
course materials and concepts and engagement with these materials/concepts. For written assignments, “B”-level work also involves clear, coherent, carefully edited writing; for oral presentations, it also involves executing a clear and informative presentation.

C Grades
Grades in the “C” range are earned with work submitted on time that fulfills basic requirements and is of satisfactory to good quality. This work demonstrates a good understanding of course materials.

GETTING YOUR QUESTIONS ANSWERED

General Questions
Most of your course-related questions should be answered on this syllabus. If you have additional general questions about the course or particular assignments, please post them on the discussion board thread “General Questions and Sharing.” This will allow your peers to quickly answer the question and for everyone to view the responses to questions that more than one student may be wondering about. If your question on the General Questions and Sharing board doesn’t receive a response within 24 hours, feel free to contact me through e-mail to let me know.

Technical Issues
For technical questions with Canvas, check the Canvas Student Resources or contact eLearning for help.

Office Hours
I strongly encourage you to check in with me. We’ll be using the “Conference” feature in Canvas for office hours, and one or more students can virtually meet with me at a time. In order to best meet the needs of students with varied schedules, I will be scheduling office hours as requested by students wishing to meet with me.

E-mail
You are welcome to e-mail me, but please note that I do not provide assignment/draft feedback over e-mail. Before you send your e-mail, please check to make sure that you have:

- Included the course (SOCI 173) in the subject line.
- Followed general correspondence guidelines, such as including a salutation.
- Proofread your message.
• Reviewed the course syllabus and any relevant assignment prompts to make sure your question hasn’t already been answered in one of those documents and, if you have a general course question, posted your question on the “General Questions and Sharing” discussion board.

I will respond to your e-mail within 24 hours on weekdays IF you follow the above guidelines. If you don’t, I may ask you to review these guidelines and send a revised version.

How NOT to Contact Me

Canvas gives you lots of options for leaving me messages; unfortunately, many of these methods never reach me. Using “Conversations” (your Canvas “Inbox”) will send me an e-mail, and I will regularly check the “General Questions and Sharing” discussion board. **These are the only effective methods for reaching me from within Canvas.**

If you leave a comment on an assignment that has already been graded, reply to an announcement that I post, or use a method other than those listed in the paragraph above, I will likely not receive your message.

**UNIVERSITY POLICIES AND PROCEDURES**

**General Expectations, Rights and Responsibilities of the Student**

As members of the academic community, students accept both the rights and responsibilities incumbent upon all members of the institution. Students are encouraged to familiarize themselves with SJSU’s policies and practices pertaining to the procedures to follow if and when questions or concerns about a class arises. To learn important campus information, view University Policy S90–5 at http://www.sjsu.edu/senate/docs/S90-5.pdf and SJSU current semester’s Policies and Procedures, at http://info.sjsu.edu/static/catalog/policies.html. In general, it is recommended that students begin by seeking clarification or discussing concerns with their instructor. If such conversation is not possible, or if it does not address the issue, it is recommended that the student contact the Department Chair as the next step.

**Dropping and Adding**

Students are responsible for understanding the policies and procedures about add/drop, grade forgiveness, etc. Refer to the current semester’s Catalog Policies section at http://info.sjsu.edu/static/catalog/policies.html. Add/drop deadlines can be found on the current academic year calendars document on the Academic Calendars webpage at http://www.sjsu.edu/provost/services/academic_calendars/. The Late Drop Policy is available at http://www.sjsu.edu/aars/policies/latedrops/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 at http://www.sjsu.edu/advising/.
Consent for Recording of Class and Public Sharing of Instructor Material

University Policy S12-7 requires students to obtain instructor’s permission to record the course. Common courtesy and professional behavior dictate that you notify someone when you are recording her/him. You must obtain the instructor’s written permission to make audio or video recordings in this class. Such permission allows the recordings to be used for your private, study purposes only. The recordings are the intellectual property of the instructor; you have not been given any rights to reproduce or distribute the material.

Course material developed by the instructor is the intellectual property of the instructor and cannot be shared publicly without her approval. You may not publicly share or upload instructor generated material for this course such as exam questions, lecture notes, or homework solutions without instructor consent.

Academic Integrity

Your commitment, as a student, to learning is evidenced by your enrollment at San Jose State University. The University Academic Integrity Policy S07-2 requires 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.sjsu.edu/studentconduct/.

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 at http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf requires that students with disabilities requesting accommodations must register with the Accessible Education Center (AEC) at http://www.sjsu.edu/aec to establish a record of their disability.

Accommodation to Students’ Religious Holidays

San José State University shall provide accommodation on any graded class work or activities for students wishing to observe religious holidays when such observances require students to be absent from class. It is the responsibility of the student to inform the instructor, in writing, about such holidays before the add deadline at the start of each semester. If such holidays occur before the add deadline, the student must notify the instructor, in writing, at least three days before the date that he/she will be absent. It is the responsibility of the instructor to make every reasonable effort to honor the student request without penalty, and of the student to make up the work missed. See University Policy S14-7 at http://www.sjsu.edu/senate/docs/S14-7.pdf.
UNIVERSITY RESOURCES

Student Technology Resources

Computer labs for student use are available in the Academic Success Center at http://www.sjsu.edu/at/asc/ located on the 1st floor of Clark Hall and in the Associated Students Lab on the 2nd floor of the Student Union. Additional computer labs may be available in your department/college. Computers are also available in the Martin Luther King Library. A wide variety of audio-visual equipment is available for student checkout from Media Services located in IRC 112. These items include DV and HD digital camcorders; digital still cameras; video, slide and overhead projectors; DVD, CD, and audiotape players; sound systems, wireless microphones, projection screens and monitors.

SJSU Peer Connections

Peer Connections, a campus-wide resource for mentoring and tutoring, strives to inspire students to develop their potential as independent learners while they learn to successfully navigate through their university experience. You are encouraged to take advantage of their services which include course-content based tutoring, enhanced study and time management skills, more effective critical thinking strategies, decision making and problem-solving abilities, and campus resource referrals.

In addition to offering small group, individual, and drop-in tutoring for a number of undergraduate courses, consultation with mentors is available on a drop-in or by appointment basis. Workshops are offered on a wide variety of topics including preparing for the Writing Skills Test (WST), improving your learning and memory, alleviating procrastination, surviving your first semester at SJSU, and other related topics. A computer lab and study space are also available for student use in Room 600 of Student Services Center (SSC).

Peer Connections is located in three locations: SSC, Room 600 (10th Street Garage on the corner of 10th and San Fernando Street), at the 1st floor entrance of Clark Hall, and in the Living Learning Center (LLC) in Campus Village Housing Building B. Visit Peer Connections website at http://peerconnections.sjsu.edu for more information.

SJSU Writing Center

The SJSU Writing Center is located in Clark Hall, Suite 126. All Writing Specialists have gone through a rigorous hiring process, and they are well trained to assist all students at all levels within all disciplines to become better writers. In addition to one-on-one tutoring services, the Writing Center also offers workshops every semester on a variety of writing topics. To make an appointment or to refer to the numerous online resources offered through the Writing Center, visit the Writing Center website at http://www.sjsu.edu/writingcenter.

SJSU Counseling Services

The SJSU Counseling and Psychological Services is located on the corner of 7th Street and San Carlos in the new Student Wellness Center, Room 300B. Professional psychologists, social workers, and counselors are available to provide confidential consultations on issues of student
mental health, campus climate or psychological and academic issues on an individual, couple, or group basis. To schedule an appointment or learn more information, visit Counseling and Psychological Services website http://www.sjsu.edu/counseling.

**COURSE SCHEDULE**

This schedule is subject to change. Please note that this schedule only lists the readings and major course assignment; there will be additional smaller assignments due every Monday, Wednesday, and Friday (the full list of assignments and due dates will be outlined at the beginning of each module). There will also be quite a bit of reading to complete within the module content. Since I will be communicating with you primarily through writing rather than oral lectures, your “lessons” within each module will involve lots of reading. You will also be regularly reading your peers’ work.

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<thead>
<tr>
<th>Module</th>
<th>Dates</th>
<th>Readings</th>
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<tr>
<td><strong>One: Introductions</strong></td>
<td>Weeks 1-2</td>
<td>Canvas: Syllabus</td>
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<td>8/23-8/28</td>
<td>Canvas: Pappas, “10 NetiquetteTips for Online Discussion”</td>
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<td><strong>Two: Classic Theories of Socialization</strong></td>
<td>Weeks 2-3</td>
<td>ISL 2: Berger &amp; Luckmann, “The Social Foundations of Human Experience”</td>
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<td>8/28-9/8</td>
<td>ISL 16: Cooley, “The Self as Sentiment and Reflection”</td>
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<td>ISL 17: Mead, “The Self as Social Structure”</td>
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<td><strong>Three: Contemporary Theories of Socialization</strong></td>
<td>Weeks 4-5</td>
<td>ISL 20: Gergen, “The Dissolution of Self”</td>
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<td>9/11-9/22</td>
<td>Canvas: Lorber, “Night to His Day”</td>
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<td>Canvas: Moraga, “La Güera”</td>
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<td><strong>Four: Childhood &amp; Family</strong></td>
<td>Weeks 6-7</td>
<td>Lareau, <em>Unequal Childhoods</em>, Chapters 3, 4 &amp; 5</td>
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<td>9/25-10/6</td>
<td>Canvas: Kane, “‘No Way My Boys Are Going to Be Like That!’”</td>
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<td><strong>Five: Childhood &amp; Education</strong></td>
<td>Week 8</td>
<td>ISL 11: Martin, “Becoming a Gendered Body”</td>
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<td>10/9-10/13</td>
<td>Selections from Lareau, <em>Unequal Childhoods</em></td>
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<td>Module</td>
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<td>Six:</td>
<td>Week 9</td>
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<td>Childhood &amp; Media</td>
<td>10/16-10/20</td>
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<td>Seven:</td>
<td>Week 10</td>
<td>ISL 33: Thorne, “Borderwork among Girls and Boys”</td>
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<td>Eight:</td>
<td>Week 11</td>
<td>Canvas: Wright, “Facebook and Social Comparison Theory”</td>
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<tr>
<td>Adolescence &amp; Media</td>
<td>10/30-11/3</td>
<td>ISL 24: Gottschalk, “The Presentation of Self in Virtual Spaces”</td>
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<tr>
<td>Nine:</td>
<td>Week 12</td>
<td>Canvas: Carter, “Straddling Racial Boundaries at School”</td>
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<tr>
<td>Adolescence &amp; Education</td>
<td>11/6-11/10</td>
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<td>Ten:</td>
<td>Week 13</td>
<td>Canvas: Miceli, “In the Trenches: LGBT Students Struggle with School and Sexual Identity”</td>
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<td>Eleven:</td>
<td>Weeks 14-15</td>
<td>Canvas: Kimmel, “Guyland”</td>
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<td>ISL 37: Tibbals, “Doing Gender as Resistance”</td>
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<tr>
<td>Adulthood &amp; Emotions</td>
<td>11/29-12/1</td>
<td>ISL 8: Simon, Eder &amp; Evans, “Feeling Norms and Romantic Love”</td>
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<td>ISL 9: Vaccaro, Schrock &amp; McCabe, “Managing Emotional Manhood”</td>
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<td>ISL 10: Martin, “The Organizational Management of Shame”</td>
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<td>Thirteen:</td>
<td>Week 16</td>
<td>ISL 41: Lifton, “Nazi Doctors at Auschwitz”</td>
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<td>Total Institutions &amp; Resocialization</td>
<td>12/4-12/8</td>
<td>Canvas: Dyer, “Anybody’s Son Will Do”</td>
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<td>Module</td>
<td>Dates</td>
<td>Readings</td>
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<tr>
<td>Fourteen: Student-Directed Learning</td>
<td>Finals Week 12/13-12/15</td>
<td><strong>Final Projects Due</strong></td>
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“ISL” indicates that the reading is in your *Inside Social Life* textbook.