

**San José State University**  
**Department of Sociology & Interdisciplinary Social Sciences**  
**Socialization, SOCI 173, Spring 2020**

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<b>Office Hours:</b>	Wednesdays 4:45-5:45pm (in person) Thursdays 3-4pm (virtual)
<b>Class Days/Time:</b>	ONLINE ONLY
<b>Classroom:</b>	ONLINE ONLY
<b>Prerequisites:</b>	SOCI 001 (or instructor consent) is a prerequisite for all SOCI upper division classes.

**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 values, norms, and behaviors. We will consider the connection between our own personal identities, or self, and social interactions with other individuals and institutions. Institutions that we will examine in this class include: the family, education, religion, peer groups, media, and corporations. We will also explore socialization through the life course. Much of our work in this class will 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. Because of this teaching style, classroom discussion, personal reflection, creativity, and a desire to learn are all requirements of this course.

## **REQUIRED COURSE MATERIALS**

Course materials such as additional readings, syllabus information, assignment instructions, assessments, grades, etc. can be found on the Canvas learning management system course website at <http://sjsu.instructure.com/>. You are responsible for regularly checking your email associated with Canvas for any course updates.

*A major part of your learning in this class will come from reading and digesting the weekly materials. You will find it **very** difficult to pass this class without consuming the weekly reading and digital media assignments!*

### **Audio Player**

Because this course requires students to listen to podcasts, all students must have access to an audio player. These include [iTunes](#) for Mac or [Window's Media Player](#) for PC. You may also use an app such as [Pocket Casts](#) for your handheld devices. There are also numerous other free audio players available on the Internet. This also means students will need access to an electronic device that plays audio (computer, tablet, laptop, smartphone, etc.).

### **Video Player**

Because this course requires students to watch videos, all students must have access to a video. Video players may include [iTunes](#) for Mac or [Window's Media Player](#) for PC. You **must** also download a free program called [VLC](#); it is the only program I know that will play all of the video formats in this class and works on both Mac and PC.

### **Internet/Computer Access**

All students will need consistent access to an electronic device with a strong Internet connection. Canvas runs best on a desktop/laptop. Please note, there are often glitches in the Canvas app. Therefore, you should not rely solely on your cell phone or tablet to complete the work of the class. Computers are available for free rental at the MLK library on campus.

### **Scanning Application**

Because your Writing Partners assignment requires you to submit handwritten letters, you will need to download a scanning app or have access to an electronic scanner. [Adobe Scan](#) is the best, free scanning app I have found. It works on cell phones using the device camera to take a photo and convert the image to a PDF. You can then easily share the file.

### **Dropbox**

[Dropbox](#) is a free cloud storage application. It allows you to access your files from any Internet device. It also acts as a backup for your files in case your computer is lost, stolen, or damaged. I highly recommend using Dropbox or a similar program like Google Drive. No assignments will be accepted late without penalty due to lost data/files.

### **Free Copy of MS Word**

<http://products.office.com/en-us/student/office-in-education>

Just use your [SJSU email address](#) for a free copy.

## **COURSE REQUIREMENTS**

Course requirements for your grade will consist of introductory assignments, regular module quizzes, a letter writing program with CommUniverCity, and a final essay exam.

<b>REQUIREMENT</b>	<b>DUE DATE</b>	<b>Weight</b>
Introductory Discussion	January 23 by 11:59pm	4%
Headshot Assignment	January 23 by 11:59pm	1%
Introductory Quiz	January 27 by 11:59pm	3%
Module Quizzes	Most Mondays by 11:59pm	36%
Letter #1	February 18 by 11:59pm	7%
Letter #2	March 17 by 11:59pm	7%
Letter #3	April 14 by 11:59pm	7%
Video Tour/Introduction	May 5 by 11:59pm	15%
Final Essay Exam	May 15 by 10:00pm	20%

## **INTRO ASSIGNMENTS**

**Students who fail to log into the course *and* complete this assignment may be dropped from class.**

This assignment has three parts.

*Part I* (1 point): Upload a headshot photo to your Canvas account. The photo should be of your face. Please do not include full body shots (they're too small), pictures of animals, or pictures of cartoons. Also, do not include other people in your image. The image you select should also have good lighting, i.e. don't stand in the shadows. Your face must be upright. See mine as an example. You do not need a professional photo, but the class should be able to see your face. Your picture will help to embody your digital work for your classmates and I. If you already have a photo on Canvas that meets these criteria, no action is necessary. Please plan to keep the photo posted through the duration of the course.

*Part II* (4 points): Write a 300-word introductory post describing yourself and any interest you have in micro sociology. You can also write about your hobbies, other life responsibilities, fears of taking an online course, strengths and weaknesses, why you're taking SOCI 173, etc. This is an open-ended response. Then, respond to (welcome) two of your peers. There is not a word count minimum for the response, but it should have enough narrative that convinces me you've read their post and personalized it.

*Part III* (3 point): Review the introductory module and complete the required quiz. The quiz will test you on important components of the course requirements and ask you to consent to the information outlined herein.

## **LETTER-WRITING PROGRAM**

This semester, we will be pairing up with CommUniverCity on campus for a letter-writing program. You'll be a "Writing Partner" to a student at CORAL who experiences disadvantages and barriers to higher education. The program is an experiment in socialization (by significant others) to help encourage these youth to aspire to college. This is a huge responsibility! I hope you find this an incredibly rewarding experience. You will communicate three times through handwritten letters. You will also create a video tour of campus for them. More information is available on Canvas.

## MODULE (CONTENT) QUIZZES - Due most Mondays by 11:59pm (see Canvas)

There will be a total of fourteen module content quizzes. However, you are only required to submit twelve content quizzes for credit. Your two lowest scores will be dropped. You must complete (submit) a quiz by 11:59pm on the date it is due (see schedule). The quiz will test your comprehension of that module's materials. There are six questions per quiz, and you will have 12 minutes to complete the quiz. Quizzes may not be submitted late. ***There are no make-ups for missed quizzes.*** Also, you will only have one attempt to take the quiz; there are no re-tests. I highly encourage you to prepare for these before beginning the quiz session. Watching the ***assigned*** lecture videos will help you do so. I also highly recommend that you ***use a desktop browser*** to complete the quizzes; the app often has glitches. You will not be excused from a quiz due to technical difficulties. You will also not be excused for starting the wrong quiz. So, please confirm before beginning that you are taking the correct one. Each quiz is worth 3% of your course grade for a total of 36%.

## ESSAY EXAM

You will have a final essay exam that will test you on major course concepts. The format offers a bit of leeway. There are six questions, and you choose three. Because you have approximately one week to work on the exam, it is expected that your exam will be well polished and thorough. More information may be found on Canvas after the release date.

### Late Assignment Policy:

Because this is an online class that does not require physical attendance, **late penalties will be assigned to all late work regardless of circumstance.** Please pay close attention to due dates. Also, please **do not wait until the last minute to upload/complete your assignments.** You will **NOT** be excused from lateness because of uploading/posting/submission problems. Furthermore, if you do not successfully upload the assignment, or if you upload a file/link that cannot be opened, your assignment will not be considered submitted. If you are having uploading problems, please email me your assignment before the due date and time.

Excuses due to lack of Internet access will not suffice as an acceptable reason for submitting late assignments – there are many local, free places to go that offer wi-fi (campus, Starbucks, Peet's Coffee and Tea, Panera, etc.). *No late quizzes are accepted under any circumstances.* All late essays and letters receive a 10% per 24-hour period deduction and will not be accepted after three days.

## CLASSROOM PROTOCOLS

***Emails*** – Due to the high volume of emails that I receive daily, I will not respond to requests for information that can be found in the syllabus or the assignment sheets. Please review all course documents before sending questions about course content/materials. Furthermore, to create a more balanced personal life, I will avoid answering emails on the weekends (Saturdays or Sundays) or during breaks/holidays. *Please include the course number and section in the subject line of your email correspondence.* You can expect an email response within 48-hours (excluding breaks, holidays, and weekends).

Due to the Family Educational Rights to Privacy Act (FERPA), I am not allowed to email or discuss grades through email. All grades are posted to Canvas, and you should calculate your course grade using that tool. Please note that I will not respond to emails about “improving your grade” or “extra credit opportunities” regardless of circumstance. Furthermore, I will not tolerate impulsive, disrespectful emails pertaining to grades received in this course. Disrespectful emails will be forwarded directly to the department chair (Dr. Carlos Garcia). *If you have concerns over an assigned grade or would like more personal feedback, you must visit me in person during office hours.* Please note that I do not change assigned grades unless I have made a legitimate error.

## Online Etiquette

1. Online discussions are 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 engaging in disruptive behaviors such as unprofessional banter, racist/sexist/homophobic language insults, harassment, etc. Disrespectful behaviors such as these will not be tolerated.
2. Reference your sources if you are re-posting word-for-word passages from course content. Copying another's work without correct citation is dishonest. Also, academic dishonesty of this sort could result in accusations of plagiarism, which could lead to disciplinary action.
3. Students are not allowed to intentionally post, upload, or disseminate materials containing obscene materials.
4. Avoid using all caps, sarcasm, and/or "text talk" in your work. All caps may be perceived of as yelling. Sarcasm is often misunderstood online, and "text talk" is not considered academic. Discussions and assignments that contain text talk will receive point deductions for grammatical/spelling errors.
5. Submitting an answer that is eerily similar to a classmate's could result in accusations of plagiarism.

***Recording/Documenting Lecture Materials*** – Per [University Policy S12-7](#), my lectures and slides are considered my legal, intellectual property. I will not allow students to share my lectures without first seeking written (email is fine) permission from me. The only exception to this rule is if you have a documented disability with audio-recording approval from Disability Services (please send documentation ASAP). Furthermore, I do not allow students to take photos of my lecture slides or lectures using a camera device. Publicly sharing my intellectual property without my permission also violates said policy. Violations are subject to review by the Office of Student Conduct and Ethical Development.

## **COURSE GRADES**

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 our 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. Grades *do not* signify my level of respect for you. I am not obligated to give you the grade *you* think you deserve. The grade you receive is the grade *you* earned.

***A note about Canvas and grade totals:*** 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 when calculating your future outcomes. Large assignments carry much more weight and can rapidly raise/drop your grade. Further, missed assignments do not affect your grade until a "0" is entered. I strongly suggest calculating this yourself using assignment weights provided above and point totals provided on Canvas. Your "current" grade may not actually reflect your position in the class.

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 then be assigned a letter grade as follows:

Percentage	Letter Grade	Percentage	Letter Grade
94-100%	A	74-77%	C
90-93%	A-	70-73%	C-
88-89%	B+	68-69%	D+
84-87%	B	64-67%	D
80-83%	B-	60-63%	D-
78-79%	C+	Below 60	F

*Note: Percentages are rounded to the nearest whole number. For example, if you receive a 93.3 your grade will be rounded to 93 as an A-. If you receive a 93.6 your grade will be rounded to a 94 as an A. Please do not email me and ask for an alternative rounding system.*

### **University Policies**

Per University Policy S16-9 (<http://www.sjsu.edu/senate/docs/S16-9.pdf>), relevant information to all courses, such as academic integrity, accommodations, dropping and adding, consent for recording of class, etc. is available on Office of Graduate and Undergraduate Programs' [Syllabus Information web page](http://www.sjsu.edu/gup/syllabusinfo/) at <http://www.sjsu.edu/gup/syllabusinfo/>” Make sure to review these university policies and resources with students.

Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course (normally three hours per unit per week) for instruction, preparation/studying, or course related activities, including but not limited to internships, labs, and clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus.

### **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

## COURSE SCHEDULE / SOCI 173 / Socialization / Spring 2020

The schedule is subject to change with fair notice.

Module	Date	Topics, Readings, Assignments, Deadlines
Introductory	Jan 23	<b>Headshot assignment due by 11:59pm</b> <b>Introductory discussion due by 11:59pm</b>
	Jan 27	<b>Introductory quiz due by 11:59pm</b>
1	BECOMING A MEMBER OF SOCIETY	
	Feb 3	<i>Becoming a Member of Society through Socialization</i> Film: <i>Secrets of the Wild Child</i> <i>Final Note on a Case of Extreme Isolation</i> <b>Module 1 Quiz due by 11:59pm</b>
2	LEARNING GROUP BEHAVIOR	
	Feb 10	<i>Learning the Script</i> <i>Reference Groups</i> <b>Module 2 Quiz due by 11:59pm</b>
3	MENTORING AND SOCIALIZATION	
	Feb 17	<i>The Positive Effects of Mentoring Economically Disadvantaged Students</i> Film: <i>A Head Full of Doubt</i> <b>Module 3 Quiz due by 11:59pm</b>
	Feb 18	<b>Letter #1 to CORAL students due by 11:59pm</b>
4	PRIMARY SOCIALIZATION	
	Feb 24	<i>I Wanted a Soul Mate: Gendered Anticipation and Frameworks of Accountability in Parents' Preferences for Sons and Daughters</i> <i>Using Racial and Ethnic Concepts: The Critical Case of Very Young Children</i> <b>Module 4 Quiz due by 11:59pm</b>
5	CHILD'S PLAY AND TOY SOCIALIZATION	
	Mar 2	<i>Boys and Girls, Constrained by Toys and Costumes</i> <i>The Bitch Who Has Everything</i> <i>What's Wrong with Cinderella?</i> <b>Module 5 Quiz due by 11:59pm</b>
6	PEER SOCIALIZATION	
	Mar 9	<i>Dude, You're a Fag</i> <i>Little Girls in Women's Bodies: Social Interaction and the Strategizing of Early Breast Development</i> <b>Module 6 Quiz due by 11:59pm</b>
7	SOCIALIZATION AND WORK	
	Mar 16	<i>The Managed Heart: Commercialization of Human Feeling</i> <i>Socialization to Work in Late Adolescence: The Role of Television and Family</i> <b>Module 7 Quiz due by 11:59pm</b>

Module	Date	Topics, Readings, Assignments, Deadlines
	Mar 17	<b>Letter #2 to CORAL students due by 11:59pm</b>
8	END OF LIFE SOCIALIZATION	
	Mar 23	<i>Socialization for Impending Death in a Retirement Village</i> <i>Negotiating Life for the Dying: Hospice and the Strategy of Tactical Socialization</i> <b>Module 8 Quiz due by 11:59pm</b>
<b>NO CLASS OR OFFICE HOUR – SPRING BREAK</b>		
9	THE SOCIALIZED SELF	
	Apr 6	<i>Looking-Glass Self</i> <i>The Digital Self: Through the Looking Glass of Telecopresent Others</i> <b>Module 9 Quiz due by 11:59pm</b>
10	FAMILY SOCIALIZATION	
	Apr 13	<i>Unequal Childhoods</i> <i>Food, the Family, and Childhood</i> <b>Module 10 Quiz due by 11:59pm</b>
	Apr 14	<b>Letter #3 to CORAL students due by 11:59pm</b>
11	TECHNOLOGY AND SOCIALIZATION	
	Apr 20	<i>Buying Attention</i> <i>Close Enough: The Lure of Living Through Others</i> <i>Schadenfacebook</i> <b>Module 11 Quiz due by 11:59pm</b>
12	TOTAL INSTITUTIONS AND RESOCIALIZATION	
	Apr 27	<i>Anybody's Son Will Do</i> <i>On Being Sane in Insane Places</i> <b>Module 12 Quiz due by 11:59pm</b>
13	EDUCATION AND SOCIALIZATION	
	May 4	<i>Graduate School and The Self: A Theoretical View of Some Negative Effects of Professional Socialization</i> <i>Hidden Curriculum</i> <b>Module 13 Quiz due by 11:59pm</b>
	May 5	<b>Video Tour/Introduction for CORAL due by 11:59pm</b>
14	MEDIA AND SOCIALIZATION	
	May 11	<i>Power Plays: Video Games' Bad Rap</i> <i>Are Disney Movies Good for Your Kids?</i> <b>Module 14 Quiz due by 11:59pm</b>
Final	May 15	<b>Essay due by 10:00pm (time required by CSU)</b>