

# SOCI 305 Socialization

## Winter 2017

When: Monday and Wednesday, 1:05-2:25 PM  
Where: ENGMC 11  
Instructor: Alex Miltsov  
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Office Hours: Wednesday, 2:45-4:15 PM  
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Office Hours: TBA

### COURSE DESCRIPTION:

The primary aim of this course is to provide you with a sociological understanding of the socialization process. Briefly defined, socialization refers to the life-long, cumulative process of learning, relearning, and un-learning of the existing (and changing) knowledge, skills, attitudes, and behaviours. Sociologists study socialization processes at various levels, ranging from day-to-day interactions between individuals to the organisation of society as a whole. The first part of the course is going to look at these various theoretical perspectives on socialization. In the second part, we will analyse the process of socialization around various topics, and how certain demographic characteristics (such as class, gender and race) shape socialization processes.

By the end of this course, you should be familiar with major theories used in the study of socialization. You should also be able to apply this knowledge to a variety of concepts and topics, and be able to think critically about them.

### COURSE REQUIREMENTS:

#### 1) Weekly Readings:

All students are expected to complete weekly readings prior to the period for which they have been assigned so as to have a better grasp of the subject matter and participate in class. **All reading are mandatory** and can be downloaded and/or accessed from the course website.

#### 2) Class Participation:

All students are expected to attend class regularly and participate in class discussions. Participation requires that students have completed all assigned readings. It is recommended to write down questions and comments while going through the readings so as to have a more focused discussion. If you did not understand some concepts or theories, feel free to bring your questions to class.

**3) Exams:**

**In-class exam:** There will be one in-class closed-book examination (5 out of 6 short- to medium-length questions), worth **40%** of your final grade, on **February 8**. It will cover the first part of the course (Concept and Theories). Students can only make it up if they have a reason recognized by McGill as excusable, such as illness, family emergency, and natural disaster. Individuals who miss it because of health reasons must submit a note from a *doctor*. A note from health services will not be accepted.

**Take-home exams:** There will be two take-home exams (3 essay-style questions & 2 essay-style questions) during the second part of the course, worth **40%** and **10%** respectively (see the class schedule). These are individual assignments; you may not collaborate or receive any assistance in any way; the only things you can use to answer your questions are your class notes, powerpoint slides, and course readings. All late submissions will be graded down by 10% per day.

**4) Conferences:**

There will be **five** conferences throughout the term starting with the first conference on **February 6<sup>th</sup>**. They will serve as opportunities for in-depth discussions of readings and the course's major themes. Conference attendance will be marked and is worth **10%** of your final grade.

**Re-grade:** If students feel an exam was not accurately graded, they may request a regrade. However, in order to request a regrade, you must first submit a written letter indicating the reasons why you believe your work should be regraded. During the regrade process, the exam will be analyzed more closely, and the grade can either go up, stay the same, or go down.

**Note:** In the event of extraordinary circumstances beyond the University's control, the content and/or evaluation scheme in this course is subject to change.

**4) Summary:**

Assignment	Percentage	Date
In-class exam	40%	February 8
Take-home I	40%	March 8 – March 15
Take-home II	10%	April 5 – April 10
Conferences	10%	February 6, February 15, March 8, March 22, April 5
<b>Total</b>	<b>100%</b>	

Make sure to include references to sources in the text, even when paraphrasing. Failure to do so is plagiarism.

### **Academic Integrity and Rights:**

McGill University values academic integrity. Therefore, all students must understand the meaning and consequences of cheating, plagiarism and other academic offences under the Code of Student Conduct and Disciplinary Procedures (see [www.mcgill.ca/students/srr/honest/](http://www.mcgill.ca/students/srr/honest/) for more information). (approved by Senate on 29 January 2003)

L'université McGill attache une haute importance à l'honnêteté académique. Il incombe par conséquent à tous les étudiants de comprendre ce que l'on entend par tricherie, plagiat et autres infractions académiques, ainsi que les conséquences que peuvent avoir de telles actions, selon le Code de conduite de l'étudiant et des procédures disciplinaires (pour de plus amples renseignements, veuillez consulter le site [www.mcgill.ca/students/srr/honest/](http://www.mcgill.ca/students/srr/honest/)).

In accord with McGill University's Charter of Students' Rights, students in this course have the right to submit in English or in French any written work that is to be graded." (approved by Senate on 21 January 2009 - see also the section in this document on Assignments and evaluation.)

Conformément à la Charte des droits de l'étudiant de l'Université McGill, chaque étudiant a le droit de soumettre en français ou en anglais tout travail écrit devant être noté (sauf dans le cas des cours dont l'un des objets est la maîtrise d'une langue).

### **Conduct and Accommodation**

Students are expected to attend all classes, to arrive on time and to conduct themselves respectfully. Students who miss class are responsible for all announcements made during class, including slight changes to the course syllabus. I ask students to join me in creating a classroom space that is safe; that celebrates the diversity of everyone present; and one that is free from discrimination on the basis of sex, religion, race, ethnicity, nationality, sexual orientation, age, ability, or any other basis for discrimination.

As the instructor of this course, I endeavour to provide an inclusive learning environment. However, if you experience barriers to learning in this course, do not hesitate to discuss them with me and the Office for Students with Disabilities, 514-398-600

## **COURSE OUTLINE**

### **PART I: Concepts and Theories**

#### **Week 1 (January 4): Syllabus and Introduction**

- Sulik, G., & Keys, J. (2013). "Many Students Really Do Not Yet Know How to Behave!" The Syllabus as a Tool for Socialization. *Teaching Sociology*, 0092055X13513243.

#### **Week 2 (January 9, 11): Socialization: Basic Concepts**

- Chalari, A. (2016). Chapter 3: Socialization. *The Sociology of the Individual: Relating Self and Society*. SAGE. Pp. 38-58.

#### **Week 3 (January 16, 18): Theories of Socialization: Micro-level analyses**

- Goffman, E (1959). Introduction. *The Presentation of Self in Everyday Life*. Doubleday: Garden City, New York, 1959. Pp. 1-9.
- Mead, G. H. (1962). The Self (Sections 20—22). In C. W. Morris (Ed.), *Mind, self & society from the standpoint of a social behaviorist*. Chicago: The University of Chicago Press. Pp. (reprinted) 152-178.
- Berger, P. L., & Luckmann, T. (1966). Society as subjective reality. *The social construction of reality: a treatise in the sociology of knowledge*. London, England: Penguin Books. Pp. 147-182.

#### **Week 4 (January 23, 25): Theories of Socialization: Macro-level analyses; Review of Part 1**

- Van de Walle, G. (2008). Durkheim and socialization. *Durkheimian Studies/Études Durkheimiennes*, 35-58.
- Bourdieu, P. (1977). Cultural reproduction and social reproduction. In J. Karabel & A. H. Halsey (Eds.), *Power and ideology in education*. New York: Oxford University Press. Pp. 487-507.

### **PART II: Agents of Socialization**

#### **Week 5 (January 30, February 1): The family**

- Zelizer, V. A. R. (1985). *Pricing the Priceless Child: The Changing Social Value of Children*. New Jersey: Princeton University Press. Pp. 22-27, 56-72.
- Hughes, D. (2003). Correlates of African American and Latino parents' messages to children about ethnicity and race: A comparative study of racial socialization. *American journal of community psychology*, 31(1-2), 15-33.

**Week 6 (February 6, 8): In-class Exam**

**Monday, February 6: Conference I**

**\*\*\*\*\*February 8: In-class Exam\*\*\*\*\***

**Weeks 7 (February 13, 15): Schooling**

- Thorne, B. (1992). Girls and boys together... but mostly apart: Gender arrangements in elementary schools. *Education and gender equality*, 2, 115-130.
- Halse, C., Honey, A., & Doughtwood, D. (2007). The paradox of virtue: (Re)thinking deviance, anorexia and schooling. *Gender and Education*, 19(2), 219-235.

**Wednesday, February 15: Conference 2**

**Weeks 8 (February 20, 22): The media I: Mass media**

- Herman, E. S., & Chomsky, N. (1988, 2011). *Manufacturing Consent: The Political Economy of the Mass Media*. Toronto: Random House. Pp. 1-37
- The Propaganda Model after 20 Years (Interview)
- Tankard, J. W. (2001). The empirical approach to the study of media framing. In Reese, S. D., Gandy Jr, O. H., Gandy Jr, O. H., & Grant, A. E. (Eds.). (2001). *Framing public life: Perspectives on media and our understanding of the social world*. Routledge. Pp. 95-106.

**Week 9: No classes. Study break February 27-March 3.**

**Weeks 10 (March 6, 8): The media II: Consumer culture**

- Baudrillard, J. (1998). *The consumer society: Myths and structures* (Vol. 53). Sage. Pp. 49-86.
- John, D. R. (1999). Consumer socialization of children: A retrospective look at twenty-five years of research. *Journal of consumer research*, 26(3), 183-213.

**Wednesday, March 8: Conference 3**

**\*\*\*\*March 8: Take-Home 1 distributed\*\*\*\***

**Weeks 11 (March 13, 15): The Media III: Social & digital media**

- 15, S. (2012). *Alone together: Why we expect more from technology and less from each other*. Basic books. Pp. 1-20; 187-209.

- Haridakis, P., & Hanson, G. (2009). Social interaction and co-viewing with YouTube: Blending mass communication reception and social connection. *Journal of Broadcasting & Electronic Media*, 53(2), 317-335.

\*\*\*\*\***March 15: Take-Home I due in-class at 1:05 PM**\*\*\*\*\*

### **Week 12 (March 20, 22): Collective action**

- McAdam, D. (1986). "Recruitment to High-Risk Activism: The Case of Freedom Summer." *American Journal of Sociology* Vol. 92 (1): 64-90.
- Smith, J., & Glidden, B. (2012). "Occupy Pittsburgh and the Challenges of Participatory Democracy." *Social Movement Studies* Vol. 11 (3-4): 288-294.
- Habermas, J. (1981). New social movements. *Telos*, 1981(49), 33-37.

### **March 22: Conference 4**

### **Week 13 (March 27, 29): Workplaces I**

- Acker, J. (2006). Inequality regimes gender, class, and race in organizations. *Gender & society*, 20(4), 441-464.
- Myers, K. K., & Sadaghiani, K. (2010). Millennials in the workplace: A communication perspective on millennials' organizational relationships and performance. *Journal of Business and Psychology*, 25(2), 225-238.

### **Week 14 (April 3, 5): Workplaces II**

- Berardi, F. (2009). *The Soul at Work. From Alienation to Autonomy*. Semiotext(e). 74-105.
- Ambrose, M. L., Seabright, M. A., & Schminke, M. (2002). Sabotage in the workplace: The role of organizational injustice. *Organizational Behavior and Human Decision Processes*, 89(1), 947-965

### **April 5: Conference 5**

\*\*\*\*\***April 5: Take-Home II distributed**\*\*\*\*\*

### **Week 15 (April 10): Wrap up & Review**

\*\*\*\*\***April 10: Take-Home II due in-class at 1:05 PM**\*\*\*\*\*