

Sociology 582: Individual and Society

SYLLABUS

Semester: Spring 2015 (online)
Course Number: 31082

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“Knowledge is shaped by the social world.”

-Karl Mannheim

Course Description, Objectives, and Structure

This course focuses on the ways in which people influence one another through the mutual interaction of the individual and society. Students will examine this reciprocal relationship through a framework of symbolic interaction theories and basic social psychology. The primary objective of this course is to develop and utilize a sociological lens to learn and apply basic concepts, theories, and research pertaining to the individual and society. Students will contribute throughout to a professional, scholarly discourse. The course structure involves a combination of readings, discussions, and assignments. Students will also be responsible for two critical assessments to ensure comprehension, retention, and application of course content. Class topics include theories and research methods in social psychology, socialization, social influence and persuasion, symbolic communication, attitudes and social influence, performance, interpersonal relationships, small group structure and behavior, and social cohesion, conformity, and subversion.

Required and Recommended Course Readings

Required Articles: A collection of articles, book chapters, and scholarly as well as non-academic writings are required readings for this class. All are posted according to their designated week (see learning modules) on our Canvas course website. Students are encouraged to print off the articles, and are responsible for completing the readings by the date assigned!

Required/Recommended Textbook: The following is a required and highly recommended textbook for the course. It can be purchased at the NMSU bookstore, or online at amazon.com, powells.com, or another book supplier. Think of this of this book as your “go-to” for the bones of the course.

Rousseau, Nathan (ed.). 2002. *Self, Symbols, and Society: Classic Readings in Social Psychology*. Lanham: Rowman & Littlefield.

Course Components

- **Warm Up Assignment/Introduction Discussion (3%):** The warm up assignment will get your feet wet in the course and the introduction discussion will help us all welcome one another to the class. Make sure to take a look at the entire syllabus and course particulars as well!
- **Memos (50%):** **Five** separate critical thinking memos are required throughout the semester, and each memo is worth ten points. Memo due dates are designated on the course outline, and usually fall opposite the “discussion themes” assignments. Please be advised that your memos need to be uploaded by 11:59pm on the due date. The memos are a “main point” critique of the readings that will help you collect your thoughts on the week’s readings. Memos must be TWO pages in length; no more, no less. These memos are kept at two pages for a purpose. Please use Times New Roman 12-point font, one inch margins, and only your name on the header. **NO LATE MEMOS WILL BE ACCEPTED UNDER ANY CIRCUMSTANCES.**
- **Discussion Themes (12%):** **Four** discussion theme assignments are required throughout the semester, and each theme assignment is worth three points. Discussion theme due dates are designated on the course outline, and usually fall opposite the “response memos” assignments. Guidelines for writing the discussion themes are found at the end of the syllabus. The themes are a way to collect your thoughts and pose potential discussion points that reflect your synthesis of the readings. **NO LATE DISCUSSION THEMES WILL BE ACCEPTED UNDER ANY CIRCUMSTANCES.**
- **Scholarly Exchanges (10%):** **Two** scholarly exchanges are required throughout the class and each exchange is worth five points. This is an opportunity to communicate with each other in open, respectful dialogue surrounding a series of questions/themes from the class. In order to receive credit for each exchange, you must 1) post your own ideas/thoughts/comments to the questions and, 2) respond to at least two of your classmates' posts. Make sure to complete the components of each scholarly exchange by 11:59pm on the due date. **NO LATE SCHOLARLY EXCHANGE POSTS WILL BE ACCEPTED UNDER ANY CIRCUMSTANCES.**
- **Critical Assessment I (10%):** The Critical Assessment I is designed to assess your knowledge, skills, and progress roughly midway through the course. You will receive a set of questions and guidelines to prepare for the assessment. The assessment is due at 11:59pm on Friday, March 20th.
- **Critical Assessment II (15%):** The Critical Assessment II is designed to assess your knowledge, skills, and progress in the final weeks of the course. You will receive a set of questions and guidelines to prepare for the assessment. The assessment is due at 11:59pm on Friday, May 8th.

Grades

*Grades will be calculated in the following manner:**

Warm Up Assignment/Discussion	3%
Memos (5 total)	50%
Discussion Themes (4 total)	12%
Scholarly Exchanges (2 total)	10%
Critical Assessment I	10%
Critical Assessment II	15%

**Final course grades will follow a standard scale (90-80-70-60) and may be curved, depending on the overall class performance. However, this will only benefit you rather than place you at a disadvantage due to a particular student's exceptional course performance.*

Late Policy

Students are advised, once again, that **NO LATE ASSIGNMENTS** will be accepted under any circumstances. I will stand firm on this policy. *During the last week of class, you will have an opportunity to turn in either an additional memo or additional discussion theme assignment to make up for an assignment you may have missed throughout the semester.* It is a good idea to plan for computer/internet problems, etc. by finishing and uploading your assignments in advance of the due date. Documented cases of illness and bereavement will be handled on a case by case basis.

Students with Certain Needs

New Mexico State University is committed to providing reasonable accommodations for qualified students in accordance with state and federal laws. The Services for Students with Disabilities office offers a variety of services to students with documented physical, learning, or psychological disabilities. Feel free to call the Services for Students with Disabilities office at 575-646-6840 with any questions you may have on student issues related to the Americans with Disabilities Act (ADA) and/or Section 504 of the Rehabilitation Act of 1973. All medical confirmation will be treated confidentially. New Mexico State University is dedicated to non-discrimination and equal opportunity in education and employment in compliance with state and federal laws. Feel free to call the Institutional Equity office at 575-646-3635 with any questions you may have regarding NMSU's Non-Discrimination Policy.

Academic Integrity and Plagiarism

According to the New Mexico State University Student Code of Conduct, "Students at NMSU have an obligation to uphold the laws of the larger community of which they are a part." Therefore, incidences of academic dishonesty, collusion, and plagiarism WILL NOT be tolerated in this class. Refer to the university catalogue for a full explanation of academic dishonesty and subsequent consequences. If I find a student has committed a violation of academic integrity, the student will receive a zero on the assignment and may fail the course. Refer to the library's website for a comprehensive discussion of plagiarism at <http://lib.nmsu.edu/plagiarism/> Also, be aware that cheating, plagiarism, and collusion are serious matters that I do not take lightly; students who use someone else's work are not maximizing the class, the material, or the instructor. Do your own work and if you need help, please ask and/or be honest about your needs.

Class Logistics

Withdrawals and/or drops will not be allowed after the semester midpoint. Confirming deadlines, dates and rules for dropping and/or withdrawal classes are the responsibility of the student. Incompletes will not be given in this class unless there are extreme, documented circumstances that prevent a student from completing the course only after the student has completed at least 75% of the assignments and course duties.

A Word on Etiquette, "Netiquette," and Professional Communication

We all have many responsibilities that include other courses, jobs, families, friends, sports, music, entertainment, socializing, and living life. At the same time, this is a graduate-level course that involves exposure to scholarly content and skills, as well as the overall professionalization process. Please treat the professor and your fellow students with respect. This means: *respect each other in theory and practice, be timely with due dates and course duties, be accountable, responsible, and reliable, and be the best student you can be.* In return, I'll be the best professor I can be.☺ Good etiquette also involves respectful communication and appropriate expectations for interpersonal interactions. Also, please allow me 48 hours to respond to your emails and/or phone calls.

Course Outline

All readings are due at the beginning of the week indicated, and the articles can be found in the "Reading Collection" for each module on the website. "Rousseau" refers to the book, "Self, Symbols, and Society."

1/15-1/23 Warm Up Module: Introductions -The Course, Individuals, & Society Basics

→Warm Up Assignment/Introduction Discussion Due

- Allan, Kenneth. "Symbols, Meaning, and the Social Self." Pp. 1-24 in *Contemporary Social and Sociological Theory*.
- Cooley, Charles Horton. 1902. "The Looking-Glass Self. Pp. 129-130
- Mead, George Herbert. 1934. "The Fusion of the "I" and the "Me" in Social Activities. Pp. 180-184.
- Blumer, Herbert. 1962. "Society as Symbolic Interaction." Pp. 246-252.
- Rousseau: Introduction (*required*) and Chapter 4 (*recommended*)

1/26-1/30 Module 1: Theories and Research Methods in Social Psychology

→Memo #1 Due (This memo has a specific prompt on the course website!)

- Thoits, Peggy A. 1995. "Social Psychology: The Interplay between Sociology and Psychology." *Social Forces*, 73 (4): 1231-1243.
- Kohn, Melvin L. 1989. "Social Structure and Personality: A Quintessentially Sociological Approach to Social Psychology." *Social Forces*, 68(1): 26-33.
- Cartwright, Dorwin. 1979. "Contemporary Social Psychology in Historical Perspective." *Social Psychology Quarterly*, 42(1): 82-93.
- Rousseau: Chapter 8 (*required*)

2/2-2/6 Module 2: Socialization - Childhood & Life Course

→Discussion Themes #1 Due

- Berger, Peter L. & Luckman, Thomas. 1966. "Socialization: The Internalization of Reality." P.141- 152.
- Brint, Steven, Contreras, Mary F., and Michael T. Matthews. 2001. "Socialization Messages in Primary Schools: An Organizational Analysis." *Sociology of Education*, 74 (3): 157-180.
- Daly, Kerry J. 1996. "Spending Time with the Kids: Meanings of Family Time for Fathers." *Family Relations*, 45(4): 466-476.
- Laz, Cheryl. 1998. "Act Your Age." *Sociological Forum*, 13(1): 85-113.
- Rousseau: Chapter 7 (*recommended*)

2/9-2/13 Module 3: Socialization - Self and Identity

→Memo #2 Due

- Howard, Judith A. 2000. "Social Psychology of Identities." *Annual Review of Sociology*, 26: 367-393.
- Demo, David H. 1992. "The Self-Concept Over Time: Research Issues and Directions. *Annual Review of Sociology*, 18: 303-326.
- Marsiglio, William, Hutchinson, Sally, and Mark Cohan. 2000. "Envisioning Fatherhood: A Social Psychological Perspective on Young Men without Kids." *Family Relations*, 49 (2): 133-142.
- Rousseau: Chapter 6 (*required*) and Chapter 3 (*recommended*)

2/16-2/20 Module 4: Individual as Social Actor - Symbolic Communication & Attitudes

→ Discussion Themes #2 Due

- Goffman, Erving. 1973. "Performances." Pp. 253-258 in *Social Theory: Roots and Branches*.
- Goffman, Erving. "The Presentation of Self in Everyday Life." Pp 187- 196.
- Shrum, Wesley, and Kilburn, John. 1996. "Ritual Disrobement at Mardi Gras: Ceremonial Exchange and Moral Order." *Social Forces*, 75 (2): 423-458.
- Wosick-Correa, Kassia. 2006. "Identity and Community: The Social Construction of Bisexuality in Women." Pp. 42-54 in *Sex Matters*.
- Rousseau: Chapter 10 (*recommended*)

2/23-2/27 Module 5: Individual as Social Actor - Social Influence & Perception

→ Memo #3 Due

- Oldmeadow, Julian A., Platow, Michael J., Foddy, Margaret, and Donna Anderson. 2003. "Self-Categorization, Status, and Social Influence." *Social Psychology Quarterly*, 66(2): 138-152.
- Foss, Robert. 1973. "Personality, Social Influence and Cigarette Smoking." *Journal of Health and Social Behavior*, 14(3): 279-286.
- Lyman, Stanford M. 1990. "The Drama in the Routine." Pp.259-265 in *Social Theory:Roots &Branches*.
- Cerulo, Karen A. 1990. To Err is Social: Network Prominence and Its Effects on Self-Estimation. *Sociological Forum*, 5(4): 619-634.

3/2-3/6 Module 6: Social Interaction - Interaction as Exchange

→ Scholarly Exchange #1 Due

- Wosick-Correa, Kassia R., and Joseph, Lauren J. 2009. "Sexy Ladies Sexing Ladies: Women as Consumers in Strip Clubs." *Journal of Sex Research*, 45(3):203-216.
- Maynard, Douglas W. 1996. "On 'Realization' in Everyday Life: The Forecasting of Bad News as a Social Relation." *American Sociological Review*, 61 (1): 109-131.
- Meyer, John W., and Jepperson, Ronald L. 2000. "The "Actors" of Modern Society: The Cultural Construction of Social Agency." *Sociological Theory*, 18 (1): 100-120.
- Henson, Kevin D., and Rogers, Jackie Krasas. 2001. "'Why Marcia You've Changed!' Male Clerical Temporary Workers Doing Masculinity in a Feminized Occupation." *Gender and Society*, 16(2):218-38

3/9-3/13 Module 7: Social Interaction - Impression Management

→ Discussion Themes #3 Due

- Epstein, Cynthia Fuchs. 1986. "Symbolic Segregation: Similarities and Differences in the Language and Non-Verbal Communication of Women and Men." *Sociological Forum*, 1(1): 27-49.
- Largey, Gale Peter, and Watson, David Rodney. 1972. "The Sociology of Odors." *The American Journal of Sociology*, 77 (6): 1021-1034.
- Kinney, David A. 1993. "From Nerds to Normal: The Recovery of Identity among Adolescents from Middle School to High School." *Sociology of Education*, 66(1): 21-40.
- Gove, Walter R, Hughes, Michael, and Geerken, Michael R. 1980. "Playing Dumb: A Form of Impression management with Undesirable Side Effects." *Social Psychology Quarterly*, 43(1): 89-102.
- Rousseau: Chapter 10 (*required*)

3/16-3/20 Midterm Assessment: Content Knowledge & Skills -The Individual & Society

→ Critical Assessment I Due by 11:59pm on Friday, March 20th

3/23-3/27 SPRING BREAK! (No Class)

3/30-4/3 Module 8: Social Interaction - Interpersonal Relationships

→ Memo #4 Due

- Haas, David F., and Deseran, Forrest A. 1981. "Trust and Symbolic Exchange." *Social Psychology Quarterly*, 44(1): 3-13.
- Ritchie, Ani, and Barker, Meg. 2006. "'There Aren't Words for What We Do or How We Feel So We Have To Make Them Up': Constructing Polyamorous Languages in a Culture of Compulsory Monogamy." *Sexualities*, 9: 584-601.
- King, Neal. 2003. "Knowing Women: Straight Men and Sexual Certainty." *Gender and Society*, 17(6): 861-877.
- Rousseau: Chapter 14 (*required*)

4/6-4/10 Module 9: The Individual in Society - Social Structure & Personality

→ Discussion Themes #4 Due

- Conley, Dalton Clark. 1996. "Getting It Together: Social and Institutional Obstacles to Getting Off the Streets." *Sociological Forum*, 11(1): 25-40.
- Schneider, Lawrence J., Mori, Lisa T, Lambert, Paul L., and Anna O. Wong. 2009. "The Role of Gender and Ethnicity in Perceptions of Rape and Its Aftereffects." *Sex Roles*, 60: 410-421.
- Haworth-Hoeppner, Susan. 2000. "The Critical Shapes of Body Image: The Role of Culture and Family in the Production of Eating Disorders." *Journal of Marriage and the Family*, 62 (1): 212-227.
- Rousseau: Chapter 9 (*required*)

4/13-4/17 Module 10: Small Groups - Leadership, Productivity, Cohesion & Conformity

→ Memo #5 Due

- Francis, Linda E. 1997. "Ideology and Interpersonal Emotion Management: Redefining Identity in Two Support Groups." *Social Psychology Quarterly*, 60(2): 153-171.
- Harrington, Brooke, and Fine, Gary Alan. 2000. "Opening the 'Black Box': Small Groups and Twenty-First-Century Sociology." *Social Psychology Quarterly*, 63 (4): 312-323.
- Greene, Steven. 2002. "The Social Psychological Measurement of Partisanship." *Political Behavior*, 24 (3): 171-197.
- Rousseau: Chapter 12 (*required*)

4/20-4/24 Module 11: The Individual in Society - Deviant Behavior

→ Scholarly Exchange #2 Due

- Fox, Cybelle, and Harding, David J. 2005. "School Shootings as Organizational Deviance." *Sociology of Education*, 79 (1): 68-97.
- Beauboeuf-Lafontant, Tamara. 2003. "Strong and Large Black Women? Exploring Relationships between Deviant Womanhood and Weight." *Gender and Society* 17(1): 111-121.
- Wells, L. Edward. 1978. "Theories of Deviance and the Self-Concept." *Social Psychology*, 41 (3): 189-204.
- Colwell, Brian. 2007. "Deference or Respect?" Status Management Practices among Prison Inmates." *Social Psychology Quarterly*, 70 (4): 442-460.
- Rousseau: Chapter 13 (*required*)

4/27-5/1 Module 12: Summaries & Conclusions - The Individual & Society

→ Extra Credit Memo/Discussion Themes Due

- Durlauf, Steven N. 2001. "A Framework for the Study of Individual Behavior and Social Interactions." *Sociological Methodology*, 31: 47-87.
- House, James S. and Mortimer, Jeylan. 1990. "Social Structure and the Individual: Emerging Themes and New Directions." *Social Psychology Quarterly*, 53 (2): 71-80.
- Kelley, Harold H. 2000. "The Proper Study of Social Psychology." *Social Psychology Quarterly*, 63 (1): 3-15.
- Rousseau: Pages 345-354 (*required*) and Chapter 15 (*recommended*)

5/4-5/8 Final Assessment: Content Knowledge & Skills - Individual & Society

→ Critical Assessment II Due by 11:59pm on Friday, May 8th

COURSE COMPONENT GUIDELINES

Memo Guidelines

Each student is responsible for writing FIVE separate critical thinking memos. Memos must be TWO pages in length; no more, no less. Please use double-spaced, Times new Roman 12-point-font, one inch margins, and only your name on the header. Here are a few guidelines to help with the memos:

- Reflect a critical reading and synthesis of the assigned readings.
- Possibly choose two (or three) articles to compare and contrast with one another.
- Address the main points the authors make, noting data the authors use to draw conclusions.
- Articulate how the authors of all assigned readings inform and engage with one another.
- Identify the strengths and weaknesses of the authors' arguments, perspectives, etc.
- Make sure to: PROBLEMATIZE, CONTEXTUALIZE, SYNTHESIZE, ANALYZE, ARTICULATE, DIALOGUE, CRITIQUE, AND ARGUE!!! These are your responsibilities for being a graduate student.

PLEASE NOTE: Your memos need to be uploaded **by 11:59pm** on the day they are due. NO LATE MEMOS WILL BE ACCEPTED UNDER ANY CIRCUMSTANCES. *During the last week of class, you will have an opportunity to turn in either an additional memo or additional discussion theme assignment to make up for an assignment you may have missed throughout the semester.*

Discussion Themes

Each student will be responsible for writing THREE separate discussion theme assignments. These assignments will require you to think of broad themes, specific dialogues, issues, critiques, concerns, etc. in the readings. Each assignment involves you writing down 5-7 discussion themes numbered and in complete sentences. You may wish to think of these themes as the basis for potential future discussions! Make sure to PROBLEMATIZE, CONTEXTUALIZE, SYNTHESIZE, ANALYZE, ARTICULATE, DIALOGUE, and CRITIQUE in creating these discussion themes. Don't ask for someone's opinion; rather, frame each discussion theme as if you were the professor teaching the course or leading a discussion.

PLEASE NOTE: Your discussion themes need to be uploaded **by 11:59pm** on the day they are due. NO LATE DISCUSSION THEMES will be accepted. *During the last week of class, you will have an opportunity to turn in either an additional memo or additional discussion theme assignment to make up for an assignment you may have missed throughout the semester.*

Scholarly Exchange Guidelines

Each student is responsible for engaging in TWO scholarly exchanges. These exchanges are an opportunity for you to discuss with your fellow graduate students key points/issues/concerns in the readings for that week and may include certain discussion themes presented by other students.

It is your responsibility to 1) post your own ideas/thoughts/comments to the questions and, 2) respond to at least two of your classmates' posts. You may wish to start these exchanges sooner in the week so you have enough time to respond!

PLEASE NOTE: Your scholarly exchange posts need to be completed by **11:59pm** on the day they are due. NO LATE SCHOLARLY EXCHANGE POSTS WILL BE ACCEPTED UNDER ANY CIRCUMSTANCES.