

Sociology 21800
Individual and Society: Sociological Approaches to Social Psychology
Spring 2008
MWF 9:00 – 9:50

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Office Hours: Tuesday 10:00-12:00, Thursday 1:00-2:00, and by arrangement.

COURSE ASSIGNMENTS and other course information can be found on WebCT **online** at:

<http://courses.ithaca.edu>

You will be asked for your username (same as your IC3 username) and a password (your Ithaca College I.D. number - once at the site, you can change your password)

In this course we will explore the dynamic relationship between the individual and society. Beginning with the fundamental and age-old question, “How is social order possible?” we will examine the ways groups form and elaborate distinctive codes -- norms, roles, and values -- as well as the ways groups exert control over members' behavior. This leads to a second related question, “How are individuals trained (i.e. socialized) for participation in society and for different positions in society?” We will see that childhood socialization can be powerful and yet can be overwhelmed by situational forces and by various forms of immediate social influence. We also will take a look at interaction in everyday life by focusing on a perspective that sees individuals playing an active role in managing their behavior and their emotions. Finally, we study how people, individually and collectively, influence and change society.

COURSE OUTLINE AND READINGS

I Introduction

a) The Sociological Imagination

READ:

Mills, C. Wright, *The Sociological Imagination*, pages 1-12.

b) Social Structure & Social Control

c) Introduction to Symbolic Interaction

READ:

Sandstrom, Martin, & Fine, *Symbols, Selves, and Social Reality*, Chapter 1: “The Meaning of Symbolic Interactionism,” pages 1-13, 19-22.

Herbert Blumer. “Society in Action,” in CAHILL, pages 312-316.

d) Who are we? Nature and Nurture

READ:

Gerald Handel, Spencer Cahill, and Frederick Elkin. “Human Neural Plasticity and Socialization” in CAHILL, pages 11-17

Clifford Geertz. “Culture and Human Nature” in WebCT.

e) Language and the Creation of Social Reality

READ:

Sandstrom, Martin, & Fine, Chapter 2: “People as Symbol Makers and Users: Language and the Creation of Social Reality,” pages 27-47.

II Socialization: Society & the Development and Transformation of Self

READ:

- Sandstrom, Martin, & Fine, Chapter 3: "Socialization: The Creation of Meaning and Identity." Charles Horton Cooley. "The Self as Sentiment and Reflection," in CAHILL, pages 26-30.
- George Herbert Mead. "The Self as Social Structure," in CAHILL, pages 31-36.
- Patricia Adler and Peter Adler. "Preadolescent Cliques, Friendships, and Identity," in CAHILL, pages 252-272.
- Debra Van Ausdale & Joe Feagin. "Young Children's Racial and Ethnic Definitions of Self," in CAHILL, pages 37-49.
- Melissa Milkie. "Media Images' Influence on Adolescent Girls' Self-Concepts," in CAHILL, pages 50-64.
- Barrie Thorne. "Borderwork Among Girls and Boys," in CAHILL, pages 317-325.
- Dennis Waskul. "Cyberspace and Cyberselves," in CAHILL, pages 119-128.
- Patricia Adler and Peter Adler. "The Glorified Self," in CAHILL, pages 129-138.
- Leslie Irvine. "Narratives of Self in Codependents Anonymous," in CAHILL, pages 139-152.
- Kenneth Gergen. "The Dissolution of the Self," in CAHILL, pages 411-418.
- Jaber Gubrium and James Holstein. "The Self in a World of Going Concerns," in CAHILL, pages 419-431.

III Managing Self in Social Contexts

READ:

- Sandstrom, Martin, & Fine, Chapter 4: "The Nature and Significance of the Self," pages 91-113, 117-119.
- Erving Goffman. "Presentation of Self in Everyday Life," in CAHILL, pages 110-118.
- Erving Goffman. "Face-Work and Interaction Rituals," in CAHILL, pages 154-164.
- Spencer Cahill. "The Interaction Order of Public Bathrooms," in CAHILL, pages 165-175.

IV Situated Behavior and Structures of Social Life

READ:

- Sandstrom, Martin, & Fine, Chapter 5: "Role Taking, Role Making, and the Coordination of Action."
- Amy Best. "Parents, Kids, and Cars," in CAHILL, pages 202-213.
- Sheldon Stryker. "Social Structure and Experience," in WebCT.
- George Orwell. "Shooting an Elephant."
- Phillip Zimbardo. "A Pirandellian Prison."
- Latane and Darley. "Social Determinants of Bystander Intervention in Emergencies."
- Stanley Milgram. "Obedience and Disobedience to Authority"

V Managing Emotions in Social Contexts

- Sandstrom, Martin, & Fine, Chapter 2: "People as Symbol Makers and Users: Language and the Creation of Social Reality," pages 47-50.
- Arlie Russell Hochschild, *The Managed Heart: Commercialization of Human Feeling*, University of California Press, 1983. Pages 3-23.
- Peter Stearns. "The Historical Transformation of American Grief," in CAHILL, pages 72-85.
- Allen C. Smith, III and Sherryl Kleinman. "Managing Emotions in Medical School," in CAHILL, pages 86-99.
- Spencer Cahill and Robin Eggleston. "Wheelchair Users' Interpersonal Management of Emotions," in CAHILL, pages 176-187.
- Arnold Arluke. "Managing Emotions in an Animal Shelter," in CAHILL, pages 337-352.

VI The Social Construction of Reality

READ:

Sandstrom, Martin, & Fine, Chapter 6: "The Politics of Social Reality: Constructing and Negotiating Deviance."

Peter Berger and Thomas Luckmann. "The Social Foundations of Human Experience," in CAHILL, pages 2-10.

David Karp. "Mental Illness, Psychiatric Drugs, and the Elusive Self," in CAHILL, pages 100-108.

Erving Goffman. "The Moral Career of the Mental Patient," in CAHILL, pages 355-363.

Elijah Anderson. "The Black Male in Public," in CAHILL, pages 326-336.

VII Resistance & Rebellion

READ:

Greta Paules. "Working and Resisting a Route Restaurant," in CAHILL, pages 287-297.

Kathryn Fox. "Self Change and Resistance in Prison," in CAHILL, pages 364-378.

Sandstrom, Martin, & Fine, Chapter 7: "Collective Behavior and Social Movements," pages 183-187, 193-204.

BOOKS RECOMMENDED FOR PURCHASE

Sandstrom, Kent L., Daniel D. Martin, & Gary Alan Fine (Eds.), *Symbols, Selves, and Social Reality*. Second Edition. Los Angeles: Roxbury Publishing Company, 2006.

Cahill, Spencer (Ed.). *Inside Social Life: Readings In Sociological Psychology and Microsociology*, Fifth Edition. Los Angeles: Roxbury Publishing Company, 2007.

COURSE REQUIREMENTS

Quizzes (40%) - Five quizzes each worth 8% of the final grade. The fifth quiz will be given during finals week on Friday, May 9th at 4:30 p.m.

Three papers (60%) - There will be six paper assignments. You must write a total of three papers. Each paper is worth 20% of the final grade.

You must write either Paper #1 or Paper #2 and you must write either Paper #3 or Paper #4.

You may fulfill any one of the paper assignments by doing the "Sociological Analysis of a Literary Work" as described on the last page of this syllabus. (*I strongly recommend that you wait until after Unit IV before choosing this option.*) You are not required to do the "Sociological Analysis of a Literary Work." Since the "Sociological Analysis of a Literary Work" requires somewhat more work than the other assignments, if you choose this option and if you so desire, I will weight that paper more heavily than the other two papers or lower the final percentage of the quiz grade.

Additional Assignments - There will be a number of short assignments. Satisfactory work will receive a √. Work that is of exceptionally high quality will receive a √+. Unsatisfactory work will receive a √-. A student who fails to do an assignment will receive a √- for that assignment. Final grades will be adjusted based on the quality of these additional assignments.

Class attendance - More than three unexcused absences will result in the lowering of your final grade. Participation in sports events or in other extracurricular activities will not be considered as excused absences.

Academic Honesty:

You must not plagiarize, which means using another's words or ideas without proper citation. (SEE BELOW.) You must also adhere to the campus rules for using computers, software, and electronic communication. Violations of academic honesty must be reported to the Ithaca College Conduct Review Board and can result in failing grades, suspension, or expulsion. See the 2007-2008 Ithaca College Student Handbook for details.

http://www.ithaca.edu/attorney/policies/vol7/Volume_7-70104.htm

PLEASE NOTE, WHEN WRITING PAPERS FOR THIS COURSE:

- When you use someone else's words you must put them in quotations (or present them in a separate, single spaced, indented paragraph if they are more than three lines) and clearly indicate the source and page number of the quote. For example: "Blah, blah blah," (Ritzer, p. 33).
- When you use someone else's idea you must clearly indicate the source of the idea. For example, you might write: Orenstein (p. 62) argues that... Or you might simply state an idea and then note the source at the end of the sentence or paragraph.
- Do not paraphrase. Either use your own words and indicate the original source or use quotation marks. However, a paper should not be a set of quotes linked together. Most of it should be your own words.
- For books and articles assigned in this course, the last name of the author and page numbers are sufficient (e.g. Goffman, p. 116). You do not need to include these references in a bibliography.
- For a source other than those assigned, indicate the source by author's last name in the text and then include a full reference in an attached bibliography (author's name, title, publisher, and date of publication).
- For ideas presented in class, give lecturer's name (or that of a fellow student or guest lecturer or simply "class") and the date of the class (e.g. Rothenberg, 2/20/08 or class discussion, 3/5/08).

Ithaca College Policy on Plagiarism in Collaborative Projects: In a collaborative project, all students in a group may be held responsible for academic misconduct if they engage in plagiarism or are aware of plagiarism by others in their group and fail to report it. Students who participate in a collaborative project in which plagiarism has occurred will not be held accountable if they were not knowledgeable of the plagiarism.

SOCIOLOGICAL ANALYSIS OF A LITERARY WORK

Step 1. Read *one* of the novels listed below, and pay close attention to the sociological elements represented in the work. In particular, keep the questions and issues described below in mind as you read.

Brave New World, Aldous Huxley

1984, George Orwell

One Day in the Life of Ivan, Denisovich, Aleksandr Solzhenitsyn

Lord of the Flies, William Golding

The Dispossessed, Ursula LeGuin

Step 2. Write a five page paper analyzing the novel from a sociological perspective utilizing ideas from the readings and class discussions/lectures. The focus of your paper will vary depending on the particular book you read but there are several important issues you should consider.

Identify the nature and characteristics of the **social structure**, i.e., the pattern of roles, stratification and power relations that are described by the author. What are the dominant values and beliefs of the society (or group), and who is most responsible for determining which values and norms are most important?

Discuss the ways in which **social order** is **maintained** in the group or society represented, including the types of external control mechanisms used and the degree to which internal means of control (forms of socialization) are used to obtain compliance to an acceptance of the society's (or the group's) norms and values.

Explore issues of **socialization**. How are members socialized for participation in their society? What happens to prior socialization as the central characters face new situations or new realities? To what extent do individuals resist efforts to socialize them in particular ways?

Use any other concepts from the course that are relevant: the impact of **situational factors** and **social influence** on behavior; Goffman's concepts about interaction and the **presentation of self**; Hochschild's notions about **managing emotions**; and theories about **why people rebel** (or, in the case of some of these books, why people fail to rebel collectively).