

**SOC 321: Society and the Individual, Spring 2011**  
**Monday, Wednesday, Friday 1:00-1:50pm**  
**Instructor: Kristi Brownfield**

If you need to contact me:

Faner Hall 3433

Mon: 12PM to 1PM, 2PM to 5PM

Wed: 11AM to 1PM or by appt.

kabrown@gmail.com (preferred) or 453-7620

Sociology Dept. Phone #: 453-2494

**Required Texts:**

Cahill, Spencer E. and Kent Sandstrom. 2011. "Inside Social Life: Readings in Sociological Psychology and Microsociology." New York, NY: Oxford University Press.

Goffman, Irving. 1963. *Stigma*. Englewood Cliff, NJ: Prentice Hall.

Mda, Zakes. 1995. *She Plays With the Darkness*. New York, NY: Picador.

Nakamura, Lisa. 2008. *Digitizing Race: Visual Cultures of the Internet*. Minneapolis: University of Minnesota Press.

Westerfeld, Scott. 2005. *Uglies*. New York, NY: Simon and Schuster.

**Course Objectives:**

This course will introduce you to some of the basic concepts of micro-sociology (the nexus between sociology and psychology). We will examine and learn to apply concepts--such as symbolic environment, definition of the situation, reality construction, culture, cultural relativism, identity, social location, stigma and vocabularies of motive--to our "face to face" interactions with others and the patterned social arrangements in which we participate. We will thus be exploring the social processes that influence the acquisition of self, the socialization of selves, and the ongoing interrelationship of selves and societies. That is, we will consider how individuals create and shape the social world which simultaneously shapes and creates individuals.

**Plagiarism:**

See the student handbook for a definition of plagiarism. Taking another person's work and passing it off as your own will not be tolerated in this class. You will receive an immediate zero for plagiarized work. The second attempt at plagiarism will be reported to the university and I reserve the right to give a failing grade for the course at that point.

**Electronics:**

Electronics are welcome and, on some days, will be encouraged in this class. However, your electronics use should be *related to* this class and should not be disruptive to other students. This means please turn off cell phone ringers. Do not play music or videos. No headphones. Be respectful of the classroom as a learning environment. Please note that if you're being disruptive enough I notice your inattention you will be required to write a thousand-word essay relating this page to a sociological concept of my choosing.

**Acknowledging Differences:**

During the semester students will be able to share thoughts, opinions, and beliefs about their own experiences. We will also read articles and books that will offer academic perspectives. The differences

in these perspectives will add depth and richness to this course. Please be respectful of those differences.

**Americans with Disabilities (ADA) Statement:**

To meet the expectations of this course, persons with disabilities requiring special accommodations are encouraged to bring this to my attention as soon as possible. Written documentation of the disability should be submitted during the first week of the semester along with a request for special accommodations. Contact the SIU Disability Support Services (DSS) to facilitate requests:

Woody Hall B-150, Carbondale, IL 62901, Mail Code: 4705  
DSSsiu@siu.edu Ph: (618) 453-5738 Fax: (618) 453-5700 TTY: (618) 453-2293

**Emergency Procedures:**

Southern Illinois University Carbondale is committed to providing a safe and healthy environment for study and work. Because health and safety circumstances are beyond our control, we ask that you become familiar with the SIUC Emergency Response Plan and Building Emergency Response Team (BERT) program. Emergency response information is available on posters in buildings on campus, on BERT's website at [www.bert.siu.edu](http://www.bert.siu.edu), Department of Safety's website [www.dps.siu.edu](http://www.dps.siu.edu), and in Emergency Response Guideline pamphlet. Know how to respond to each type of emergency.

The instructor will provide guidance and direction to students in the classroom in the event of an emergency affecting your location. It is important that you follow these instructions and stay with your instructor during an evacuation or sheltering emergency. The BERT Emergency Response Team will provide assistance to your instructor in evacuating the building or sheltering within the facility.

**Course Requirements and Grading:**

*Participation and Attendance:*

I expect students to attend class every day and to come to class on Mondays having reviewed the assigned readings for that week, which we will discuss with greater specificity as the week progresses. Obviously, students often have other priorities or circumstances that interfere with meeting these expectations. I keep track of attendance, participation in classroom discussions, and visits to my office, all of which I take into consideration if your final grade is borderline. The more often you are here, participate, and come see me if needed, the more likely I am to raise a borderline grade. The more frequently you are absent without telling me why, you come in late, or your cell phone rings, the less likely I am to raise a borderline grade. Do not be late for class. Being late is disruptive and disrespectful.

*Microsociology Journal (25% of course grade):*

Journal entries are based on the readings. For each journal, you will compose three (3) entries in which you describe an abstract idea (a concept) from the reading in a sentence or two, in your own words. Then you will illustrate the concept with an example from your own experience. In addition, you will explain how the example illustrates the concept. Journal entries are approximately 250-300 words in length, so each journal that you turn in will be about 750-900 words, and there are three in all, for a total of about 2250-2700 words (10-12 pages) over nine (9) different articles or readings of your choice. All journal entries must include the name of the article and the author's name.

*Article Presentations (25%):*

Everyone will be responsible for presenting at least one reading to the class over the course of the semester. There will be approximately three presentations every Friday. Presentations should cover a

*brief* overview of the main points of the reading, an example to illustrate those concepts, and at least two substantive questions to be posed to the class. Your questions will be due the Wednesday before you present. If class is cancelled on Friday, presentations will be scheduled for Wednesday of the same week and questions will be due on Monday.

*Take-Home Exams (Midterm and Final) (25% each):*

There will be two exams in the course. The exams will be a mix of short answer questions and essay. Exams should be typed using 12-point, double-spaced font. The short answer questions will cover material from the readings, lectures, class discussions, movies, or online materials and *will be cumulative*. The essay portions of the exam will ask you to analyze and apply concepts of the course in a manner similar to the journals to the two works of fiction (*She Plays With the Darkness* and *Uglies*) assigned. You are expected to do your own work! No blocks of quotes from the course materials! No use of Wikipedia!

**Turning Work In:**

I ask that students turn their work in digitally through email [kabrown@gmail.com]. All work will be due by 2:00PM on the day that it is due. Assignments should be turned in as PDF or Word (.doc or .docx) files.

**Late Work:**

Turn in your assignments when they are due! **Late work will received a point deduction. If the work is more than a week late, you will receive a zero for that assignment.**

**Tentative Course Schedule:** (topics/readings subject to change)

**ER: Electronic Reserves**

**ISL: Inside Social Life**

Week	Topic	Readings	Due
Jan 18-23	Introduction to Microsociology	The Three Faces of Social Psychology, House (ER)	
Jan 24-28	Self/Social Interaction/Society	The Self as Sentiment and Reflection, Charles Horton Cooley (ISL 15), The Self as Social Structure, Mead (ISL 16), Shooting an Elephant, George Orwell ( <a href="http://www.online-literature.com/orwell/887/">http://www.online-literature.com/orwell/887/</a> )	
Jan 31-Feb 4	The Presentation of Self	The Presentation of Self, Irving Goffman (ISL 20), Digitizing Race, chapters 1-3	
Feb 7-Feb 11	The Presentation of Self	Digitizing Race, chapters 4-5, epilogue	Journal #1 Due: Feb 11
Feb 14-Feb 18	Social Location: Introduction	Young Children's Racial and Ethnic Definitions of Self, Ausdale and Feagin (ISL 17), Gang-Related Gun Violence and the Self (ISL 18), Her Son/Daughter, Bornstein (ER)	
Feb 21-Feb 25	Social Location: Culture	Metaphors We Live By, Lakoff and Johnson ( <a href="http://theliterarylink.com/metaphors.html">http://theliterarylink.com/metaphors.html</a> ),	

		Consuming Terrorism, Altheide (ISL 39) Becoming a Marihuana User, Becker (ER)	
Feb 28-Mar 4	Social Location: Hierarchy	Nazi Doctors at Auschwitz, Lifton (ISL 40) Behavioral Study of Obedience, Milgram (ER) Emotion Work and Feeling Rules, Hochschild (ISL 7)	
Mar 7-Mar 11, NO CLASS MARCH 11	Social Location: Hierarchy	Being Middle Eastern American in the Context of the War on Terror, Marvasti (ISL 38) Borderwork Among Girls and Boys, Thorne (ISL 33) Straddling Racial Boundaries At School, Carter (ISL 35)	Midterm Exam Due: Mar 11
Mar 14-Mar 18	Spring Break		
Mar 21-Mar 23, NO CLASS MARCH 25	Reality Construction	The Social Foundations of Human Experience, Berger and Luckmann (ISL 1) Symbols and the Creation of Reality, Sandstrom (ISL 3) Islands of Meaning, Zerubavel (ISL 4)	Journal #2 Due: Mar 25
Mar 28-Apr 1	Definition of the Situation	The Moral Career of a Mental Patient, Goffman (ISL 37) The Organizational Management of Shame, Martin (ISL 10) Risky Lessons, Fields (ISL 13)	
Apr 4-Apr 8	Identities	The Dissolution of the Self, Gergen (ISL 19) Cyberspace and Cyberselves, Waskul (ISL 21) Society in Action, Blumer (ISL 28)	
Apr 11-Apr 15	Constructing the Self	Face-Work and Interaction Rituals, Goffman (ISL 24) Interaction Order of Public Bathrooms, Cahill (ISL 25) The Cyber Worlds of Self-Injurers: Deviant Communities, Relationships, and Selves, Adler and Adler (ER)	
Apr 18-Apr 22	Identity Management	Situated Actions and Vocabularies of Motive, Mills (ER) Accounts, Scott and Lyman (ER) Aligning Actions, Stokes and Hewitt (ER)	Journal #3 Due: Apr 22
Apr 25-April 29	Stigma	Stigma, Goffman	
May 2-May 6	Summary and Review		Final Exam Due: May 6

