SOCIETY AND THE INDIVIDUAL (Spring, 2012)  
(SYP 3000, Section 1568x)

Course syllabus web address: http://web.clas.ufl.edu/users/marsig/society.html

When: Tues: 7th period (1:55 - 2:45 p.m.), Thurs: 7th & 8th periods (1:55 - 3:50 p.m.)
Where: Floyd 100

Dr. William Marsiglio
Office: Turlington 3108-A
Office Phone: 392-0251, x 233
E-mail: marsig@soc.ufl.edu
Home Page: http://web.clas.ufl.edu/users/marsig/

There may be times when I place announcements for students on my home page link for Student Information which I will mention in class. I will also correspond with students occasionally through a listserv created for this course by the UF administration. I will use your official UF email. Students are responsible for keeping their accounts in working order so they can receive class-related messages in a timely manner.

Office Hours:

Tuesday 11:45 a.m. - 1:30 p.m.
Thursday 9:30 a.m. - 10:30 a.m.
And by appointment

COURSE DESCRIPTION

This course explores one of the most fascinating aspects of social reality--the idea that, in an abstract sense, society and the individual cannot exist one without the other. We focus on this paradox by examining how individuals are influenced by social forces, how persons construct their interaction in everyday life, and how these activities either sustain or modify the prevailing social structures and culture. Particular attention is given to understanding how individuals' emotional and psychological well-being throughout their life course is affected by both their social surroundings and their efforts to cope with these circumstances. We address specific issues from a social psychological perspective, primarily symbolic interactionism and social exchange. We discuss a variety of topics including, socialization, identity, deviance, presentation of self, emotions, sexuality, primary relationships and networks, class, race, gendered life, exiting roles, power in social relations, stigma, childhood, adolescence, and aging.

COURSE READINGS

The required readings for the course are:
1. Albom, Mitch. (2007, 2nd edition). *Tuesdays with Morrie: An old man, a young man, and life's greatest lesson*. New York: DoubleDay. [Some used copies should be available] If you've already read the 1997 version and have a copy, that should be sufficient. Albom presents an "Afterward" in the newer version, but the rest is the same.

   **Note:** Please make sure you purchase the 6th edition.

   **Note:** Please make sure you purchase the 11th edition.

4. Other materials including several class handouts and in-class project assignments will be made available through a web link supplied in class. Students should print and bring this document to class every day. I will NOT bring extra copies of documents to class, so please make sure you assume personal responsibility for this task. Thanks!

**Concepts, Projects, and Questions**
**Selective Power Point Slides**

I ordered all three books from the University of Florida Book Store. There should be used copies available of all three books.

**Note:** There is a reasonable amount of reading for this course, especially in the first several weeks. If you do not like reading, you should not take the course.

**MAJOR COURSE OBJECTIVES**

1. Familiarize students with a sociological approach to social psychology.

2. Provide students with the theoretical and substantive insights necessary to think systematically about the interrelationships between the "self" and "society."

3. Encourage students to think systematically about their personal life experiences and situations from a social psychological perspective.

4. Introduce students to readings that provide them with an opportunity to reflect on different types of individuals and life experiences.

**COURSE REQUIREMENTS**

I will calculate your grade using a 1,000 point scale. Students cannot pass this course without completing both the midterm and final exams. The paper is optional but if a student turns it in, the assigned grade will count toward the student's final score.
1. **(100 pts., 10%)**
   In an effort to promote and reward attendance and reading course materials in a timing fashion, I will have 11 class sessions where I will assign points that require a student to be present in class. I will count 10 of these days (up to 10 points apiece) when I calculate your final grade (See section "Assignment Descriptions" for additional details).

2. **(300 or 450 pts, 30% or 45%)**
   The midterm exam will be multiple choice and will require students to have a working knowledge of the theories, concepts, and major findings discussed in the lectures and readings. If the paper assignment is completed (irrespective of grade) the midterm will be worth 300 points. If the paper is not completed, then the midterm will be worth 450 points.

3. **(300 pts, 30%)**
   Term Project (described below). **Optional.** Paper due April 3 and I will NOT accept papers beyond 3:30 p.m., April 5. Those received after the class period on April 3 will be considered late and a late penalty will be applied (see discussion below). All papers MUST BE SUBMITTED AS HARD COPY BY DUE DATE TO BE CONSIDERED “ON TIME.” I will NOT accept electronic versions of papers for grading.

4. **(300 or 450 pts, 30% or 45%)**
   A final exam will be given during the scheduled exam period. It will be based on a multiple choice format. It will cover the final 7-8 weeks of the semester and it may also include a small amount of material from the first part of the course (specific details about the exam will be given later). If the paper assignment is completed (irrespective of grade) the final will be worth 300 points. If the paper is not completed, then the final will be worth 450 points.

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**Due Dates**
- Midterm Exam: February 23rd (Thursday), in-class
- Term Paper: Due: April 3, Tuesday during class period (late otherwise)
- Final Exam: May 3 (Thursday 3:00 p.m. – 5:00 p.m.), in-class
  Final exam will be given in the same classroom as the lectures, Floyd 100

**EXAM, PAPER, AND FINAL GRADING POLICIES**

The exams will consist of 50 multiple choice questions apiece. These questions will require you to understand the meaning of concepts and theories. The final is NOT cumulative; it will cover material not covered on the midterm.

All exams are the property of this course. Students are not permitted to take an exam out of the classroom or office nor may they write down exam questions--failure to comply will result in an "E" since non-compliance is, in effect, cheating. Cheating or copying during an exam also results in an "E" for the exam and the entire course.
I expect all students to take the exams during the scheduled class periods. I do not give make-up exams except under the rarest of circumstances. You MUST NOTIFY ME IN ADVANCE that there is a very serious problem and I will decide if you are allowed to take a makeup. If I deny your request to take a make-up, and you do not take the scheduled exam, I will assign a grade of zero for your exam score. If I administer a make-up exam, I reserve the right to give an exam that is different from the exam the class had and to give an essay exam. Students who take make-up exams for ANY REASON will be graded on a straight percentage scale (i.e., any curve that is applied to students who take the exam during the scheduled period will NOT apply to students taking make-up exam). Do not take this class if you anticipate that you might miss an exam for any reason. Note that the final is on Thursday, December 17th. I will administer no early final exams (everyone, including seniors, will take the exam during the scheduled period).

A late penalty will be assigned to projects handed in after the announced due date. The penalty is 10 points per day. So, if the project is due on Tuesday and you don't get around to submitting it to me until Thursday you will be penalized 10 points apiece for Tuesday and Wednesday (20 points). For example, if you would have earned, say, 270 points out of a possible 300 (90% = A-), your final project score would be 250 due to the penalty (83% = B). A good strategy is to complete your paper a week in advance and then spend the last week making minor changes to it if necessary and having your friends proof-read it.

Your final grade will be based on your attendance, performance on the in-class projects and reading assignments, a personal analytic essay (if you choose this option), and two exams. In addition, I may, on rare occasions, award a student from 1-10 additional points if he/she has done an EXCEPTIONAL job in class discussions and has stellar attendance. Offering insightful comments and asking thought provoking questions on a regular basis throughout the course is required--simply talking a lot does not suffice nor will an occasional brilliant comment earn you any of the points. Being present and being prepared EVERY day (having read the material) is part of EXCEPTIONAL participation in my mind. To clarify my philosophy regarding these potential points, I'll describe a specific student I once had who would have risen to the level of being awarded some EXCEPTIONAL participation points (she actually earned an A so she didn't need them). The person attended class EVERY day; she was on time EVERY day; she did her readings on time throughout the ENTIRE semester; she actually read them early in the morning prior to each class period; she was able to answer EVERY question regarding the readings that other students could not; she offered insightful commentary on a consistent basis throughout the ENTIRE semester--not in spurts; she asked thought provoking questions at various points throughout the ENTIRE semester; and she was a leader in her small in-class group projects. This student is the standard I use to assess EXCEPTIONAL participation. There are some classes in which no students distinguish themselves as being eligible for these participation points.

There is absolutely NO additional extra credit for this course. Please do not ask me if you can do extra credit.

VERY IMPORTANT: Your final point total, and the letter grade associated with it, are FINAL. I will NOT simply add a point or two to someone's final point total so he or she can get a passing grade or a score that will enable the student to graduate that semester. Students should
not ask for preferential treatment; it's unfair to the other students and challenges the integrity of the grading scale. Students must complete ALL assignments to pass the course.

**SPECIAL CONSIDERATIONS**

Students are not permitted to sell class notes or tapes of lectures, presentations, or discussions.

I encourage students who have arranged a special needs accommodation letter through the Office of Student Disability Services (SDS) to see me immediately to present their paper work and to figure a plan of action. The SDS office is located in 001 Reid Hall, phone: 392-8565.

Students interested in seeking writing assistance should consider visiting the UF Reading & Writing Center (RWC). It provides 30-minute consultations. The RWC is located in SW Broward Hall. Phone: 392-6420. [http://www.at.ufl.edu/rwcenter](http://www.at.ufl.edu/rwcenter)

**FINAL GRADE DISTRIBUTION**

In accordance with the Faculty Senate resolution of December 14, 2006, the University of Florida’s grading scale has been changed to include minus grades—effective summer 2009 term. The distribution I’ve listed below shows the new range of grades, the grade point value in terms of how a student’s grade will be calculated into his or her GPA, the percentage range I will be using to assign final grades, and the point value range that I’ll use to determine final grades. If you have taken a course with me in the past, note that I’ve modified my grade distribution to make it consistent with the university regulations. **PLEASE ALSO NOTE THAT IF YOU EARN A GRADE OF “C-“ OR BELOW IT WILL NOT BE COUNTED TOWARD YOUR GENERAL EDUCATION REQUIREMENTS OR YOUR SOCIOLOGY MAJOR REQUIREMENTS.** In other words, you will need at least 730 total points in this class in order for it to count toward your Gen Ed or sociology major requirements.

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<td>A</td>
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<td>A-</td>
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<td>B+</td>
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UNIVERSITY OF FLORIDA HONOR CODE

Found at: http://www.dso.ufl.edu/judicial/honorcode.php

Preamble: In adopting this Honor Code, the students of the University of Florida recognize that academic honesty and integrity are fundamental values of the University community. Students who enroll at the University commit to holding themselves and their peers to the high standard of honor required by the Honor Code. Any individual who becomes aware of a violation of the Honor Code is bound by honor to take corrective action. Student and faculty support are crucial to the success of the Honor Code. The quality of a University of Florida education is dependent upon the community acceptance and enforcement of the Honor Code.

The Honor Code: We, the members of the University of Florida, pledge to hold ourselves and our peers to the highest standards of honesty and integrity.

On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied:

"On my honor, I have neither given nor received unauthorized aid in doing this assignment."

(1) All students are required to abide by the Student Honor Code.
(2) The conduct set forth hereinafter constitutes a violation of the Student Honor Code. Those adjudged to have committed such conduct shall be subject to the sanctions provided in Rule 6C1-4.016, F.A.C.

Any form of "paper sharing," electronic paper purchasing, or plagiarism will not be tolerated. I will fail students for the entire COURSE for any form of academic misconduct regarding the preparation of their paper. Please do your own work!

ASSIGNMENT DESCRIPTIONS

In-Class Projects, Reading Assignments, Attendance

At various times throughout the course (11 times total--scores from the highest 10 I will count) I will ask students to complete projects during the class period or I will have students answer questions that they will need to bring to class. I will NOT accept assignments as EMAILS for the attendance related assignments after the class is over because they are ATTENDANCE-related. I want to encourage and reward students to read their assigned readings on time in order to improve the quality of our interactive class discussions. Some of the in-class projects will involve small group exercises.

Students who miss class will be responsible for checking their email for any possible questions I may post. In general, if you miss an announcement that I make at the beginning of class because you are late or did not attend, it is your responsibility to know what's going on in class. All students should make several "class-buddies" to keep them informed if they are late or miss a class. This is especially true for summer courses that move very quickly.
I will award up to 1-10 points for those persons who participate and satisfactorily complete their small group projects. Fewer points will be awarded to groups/persons that do only a mediocre job. For the written assignments on the readings, I will assign 0-10 points to students' work based on its quality.

**You cannot make-up these in-class projects under any circumstances.** Hence, if you miss class that day, you forfeit those 10 points (1% of your final grade). Do NOT email answers to me. If one of these in-class project days falls on a day when you have a UNIVERSITY AUTHORIZED absence for travel or illness, you must show me written documentation of this conflict and I will add 1% to the weight of your final exam if you have exceeded the 1 permitted absence.

In some instances I will simply take attendance and those who are present for the ENTIRE period(s) will receive 10 points. In fairness to the punctual students, if you come in late or leave early you will only receive partial credit. It is every student's responsibility to sign the attendance sheet when they are present. If your name does not appear, you will be marked absent.

**Honor code:** Students should NEVER sign the name of another student to the attendance list. This is considered academic misconduct and will result in dismissal from the course.

**Analytic Journal Concepts Paper (Optional, 300 points)**

See previous section for my policy on late papers.

This assignment will enable you to choose an experience from your life and interpret it from a social psychological perspective. You will need to select some past or present personal experience (e.g., dating situation, uncoupling process, parents' or your own divorce, job interview, party, Thanksgiving dinner, family ritual, traveling adventure, personal crisis) that will enable you to illustrate and examine at least SEVEN key social psychological concepts (e.g., see the list of key terms provided in the handout, "keywords" listed at the end of Hewitt's chapters, and other concepts we discussed in class). I expect you to write a coherent essay that relates these concepts to one another and demonstrates not only your understanding of what these concepts mean in general but how they relate specifically to your real life experience. Furthermore, I expect you to organize your paper EXPLICITLY around at least one of the THEORETICAL MODELS discussed in class (e.g., symbolic interactionism, social exchange, interaction rituals). Your essay should be AT LEAST 5 typed pages but no more than 6, and it is due during the class period.

You should choose a subject that holds a great deal of meaning for you. You are likely to write a stronger paper, and learn more about yourself, if you write about something that has affected you in a profound way.

Your papers are confidential. I will collect and return them in a manner than ensures that no one else sees them. I will also be the only one to read them.
I will assess your journal concepts paper on the following criteria (use this as a check list):

1. Degree and quality of analytic effort (**most important**, 200 points)
   - how insightful is your SOCIAL PSYCHOLOGICAL analysis, ie., does it go beyond a superficial treatment of the subject and get at underlying themes and patterns
   - have you CLEARLY demonstrated that the course material has enlightened your analysis, i.e., to what extent does your paper represent a type of analysis that you could not have achieved without taking this course
   - do you present your ideas in a logical fashion--does your analysis make sense
   - does your analysis integrate key concepts in meaningful, thought-provoking ways
   - have you used the concepts and theoretical perspectives accurately?

2. Organizational structure and writing style (50 points)
   - is your paper easy to read, are your sentences lucid
   - is your paper well organized with topic sentences and logical transitions between paragraphs
   - is your paper free of grammatical errors
   - is there a sense of continuity from the beginning to the end
   - have you included a strong opening and conclusion?

3. Creativity of thought and presentation (25 points)
   - do you begin your paper in an imaginative way
   - do you keep my interest and motivate me to turn the pages
   - do you include thought provoking passages or questions that demonstrate original thinking?

4. Quality of professional presentation (25 points)
   - have you double and triple checked your paper to eliminate typos and misspellings
   - is your paper printed with neat and clear ink (no faded type please)
   - have you followed my directions for preparing your paper including a cover page, page numbers, double spacing WITHOUT extra spacing between paragraphs, correct margins and font size
   - have you submitted your paper on or before the due date?

**Things to Note:**

1. Make sure you include a cover page with the information listed below. Center this information on the page as the following template illustrates.
   - Title for Paper
   - Last Name, First Name
2. Do NOT use plastic or any other kind of cover.
3. Papers must be typed using 12 inch font and 1 inch top and bottom margins. Make sure the print is clearly legible (I have to do a lot of reading).
4. Paginate your pages beginning with the text (no number on cover page)
5. **Do NOT skip extra lines between paragraphs (make sure your software program does NOT do this for you automatically)**.
6. Attach a separate page to the end of your paper and assign a letter grade (e.g., A, A-, B+, B, B-, C+, C, C-, D+, D, D-, E) to your effort for each of the four criteria I describe below. In other words, I want you to evaluate your own work.

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<tr>
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<th>Student</th>
<th>Dr. Marsiglio</th>
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<tbody>
<tr>
<td>1. Analytic effort (200 pts)</td>
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<td>2. Organization and writing style (50 pts)</td>
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<td>3. Creativity (25 pts)</td>
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<tr>
<td>4. Professional presentation (25 pts)</td>
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6. Place in **bold** or underline the concepts in the text.

7. **Due date is the class period, April 3.**

**COURSE OUTLINE AND READING ASSIGNMENTS**

I have organized the readings according to our 16 week semester. You should plan to read the material before or during the week we are covering it. As the syllabus indicates, we will spend more than a week on some topics. Readings listed under ISL refer to the *Inside Social Life* (6th edition) edited by Spencer Cahill and Kent Sandstrom. Note that according to this syllabus, students are **NOT** required to read entries # 13, 14, 23, 25, 29, 30, 36, 39, 40 in the ISL text. As the course progresses, I may assign a few additional readings from this Reader (with a week or so advanced warning). A couple readings on this current list are NOT in the Reader but are accessible electronically through the UF Library system's online holdings. It is your responsibility to acquire those articles and read them.

The lectures and much of the reading during first 3-4 weeks deal primarily with theoretical perspectives and concepts. This material introduces abstract ideas and some students may find it a bit "dry" or "boring." However, I encourage you to wrestle with these ideas because they are very important. The theories and concepts will provide you with the conceptual tools you will need to think about subsequent issues in a social psychological manner.
Week 1 (Jan 9): Introduction: What is Social Psychology? Why is it Useful?


Week 2 (Jan 16): Theoretical Perspectives


Week 3 (Jan 23): Theoretical Approaches


Week 4 (Jan 30): Applying the Theoretical Approaches


We will use examples from this book at various points throughout the course to illustrate key concepts. We may also use it in conjunction with an in-class project.

Week 5 (Feb 6): Human Beings and Social Reality

Schwalbe, Michael (reading #1). Sociological mindfulness. Inside Social Life (ISL).
Berger, Peter and Luckman, Thomas (reading #2). The social foundations of human experience. ISL.
Sandstrom, Kent (reading #3). Symbols and the creation of reality. ISL.
Zerubavel, Eviatar (reading #4). Islands of meaning. ISL.

Week 6 (Feb 13): The Social Construction of Self

Cooley, Charles Horton (reading #15). The self as sentiment and reflection. ISL.  
Mead, George Herbert (reading #16). The self as social structure. ISL.

**Week 7 (Feb 20): The Social Construction of Self**

Karp, David A. (reading #9). Mental illness, psychiatric drugs, and the elusive self. ISL.  
Martin, Daniel D. (reading #10). The organizational management of shame. ISL.  
Waskul, Dennis D., Vannini, Philip, and Wiesen, Desiree. (reading #11). Women and their clitoris. ISL.  
Martin, Karin A. (reading #12). Becoming a gendered body. ISL.  
Van Ausdale, Debra and Feagin, Joe (reading #17). Young children's racial and ethnic definitions of self. ISL.

**Week 8 (Feb 27): The Social Construction of Subjective Experience**

Gottschalk, Simon (reading #5). Speed culture. ISL.  
Waskul, Dennis D. and Vannini, Philip. (reading #6). Smell, odor, and somatic work. ISL.  
Hochschild, Arlie Russell (reading #7). Emotion work and feeling rules. ISL.  
Smith, Allen C. & Kleinman, Sherryl. (reading #8). Managing emotions in medical school. ISL.

**Week 9 (Mar 5, Spring Break): No readings**

**Week 10 (Mar 12): The Self and Social Interaction**

Stretesky, Paul B. and Pogrebin, Mark R. (reading #18). Gang-related gun violence and the self. ISL.  
Goffman, Erving. (reading #20). The presentation of self. ISL.  
Waskul, Dennis (reading #21). Cyberspace and cyberselves. ISL.  
Adler, Patricia & Adler, Peter (reading #22). The glorified self. ISL.

**Week 11 (Mar 19): The Organization of Social Interaction**

Goffman, Erving. (reading #24). Face-work and interaction rituals. ISL.  
Cahill, Spencer E. & Eggleston, Robin. (reading #26). Wheelchair users' interpersonal Management of emotions. ISL.  
Hallett, Tim (reading #27). Between difference and distinction. ISL.

**Week 12 (Mar 26): Social Interaction and Relationships**

Marsiglio, William and Hinojosa, Ramon (2007). Managing the multifather family:  
Stepfathers as father allies. *Journal of Marriage and Family*, 69, 845-86.  
(Available online through UF Smathers library)  
Wilkins, Amy C. (reading #31). Collective emotions and boundary work among evangelical Christians. ISL.
**Week 13 (Apr 2): Primary Relationships and Networks**

McPhereson, Miller, Smith-Lovin, Lynn, and Brashears, Matthew (2008). *the ties that bind are fraying*. *Contexts, 7*(no. 3), 32-36. (Available online through UF Smathers library)

An OPTIONAL reading related to this section is listed below (we will cover the key features of this published material in lectures but you are not required to read the published material):


**Week 14 (Apr 9): Interpreting and Responding to Social Structures**

Weitz, Rose (reading #34). Women, power, and hair. ISL.
Carter, Prudence (reading #35). Straddling racial boundaries at school. ISL.
Blumer, Herbert. (reading #28). Society in Action. ISL.
Arluke, Arnold. (reading #32). Managing emotions in an animal shelter. ISL
Thorne, Barrie. (reading #33). Borderwork among girls and boys. ISL.

**Week 15 (Apr 16): The Politics of Social Reality/Postmodern Social Reality**

Gergen, Kenneth. (reading #19). The dissolution of the self. ISL.
Goffman, Erving. (reading #37). The moral career of the mental patient. ISL.
Marvasti, Amir (reading #38). Being middle Eastern American in the context of the war on terror. ISL.
Schwartz, Barry (reading #41). Collective forgetting and the symbolic power of oneness. ISL.

**Week 16 (April 23): Summary: Class held on Tuesday, no class on Thursday**

No readings