**SO218A: Microsociology: Society & the Individual**

M 6:00 – 8:30 in Goulet 3105

Fall 2020

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Office Hours: Monday 10:00am-12:00pm

 Thursday 10:00am-11:00am (or by appointment)

**Course Description**

The course examines the interplay between individuals and the societies in which they live. We will focus on two types of processes: 1) How our society and social groups influence our understanding of who we are, our relationships to others, and how we are supposed to act. 2) How individuals shape and pattern the society around them. In this way, the individual and the society are both constantly being shaped by and shaping each other. The course is centered around the sociological social psychological perspective, which focuses on the process of meaning making, the interplay between social structure and individual/group processes, and the social influences on how we define social situation; social groups; and our own sense of self.

The course will cover a range of topics potentially including including: socialization, identity, culture, deviance, presentations of self, emotions, the family, sexuality, class, race, gender, politics, work, power, stigma, and aging.

**Required Text**

Rohall, David E., Melissa A. Milkie, and Jeffrey W. Lucas. *Social Psychology: Sociological Perspectives.* 3rd Edition. 2014. New Jersey: Pearson Education, Inc.

All other readings will be available on Canvas, and will be posted in the “Readings” folder under the “Resources” tab. The readings will be listed by the author’s last name. The readings to be downloaded from the Canvas site will be denoted as “Canvas” in the readings list.

**Course Requirements**

**Non-Service Learning Option**

*Exams:* We will have two exams in this course. The midterm exam is a take home exam. This will be distributed via Canvas. This exam is worth **250 points (or 25% of your grade).** We will discuss the exam in more detail as the date approaches.

The final exam will likely be a take home exam, and will be due by midnight on the day of our scheduled final exam time. This exam is worth **300 points (or 30% of your grade).** More information on the content and structure of each of the exams will be given as they approach.

*Short Reading Reflections:* Over the course of the semester, you will be required to complete 4 brief reading reflections. You can choose any of the readings marked as a “Reading Reflection Option) in the reading schedule. **The only exception to this is that you cannot complete a reflection for a day that you are one of the discussion leaders.**

The reflections will ask you to reflect on the readings for the day, and answer 2 questions (See below). **These must be by the start of the class that we discuss that reading** (They will be submitted on the Canvas site). To ensure that everyone is on pace, you must have 2 of your reflections completed by the midterm exam.

Your reading reflections should be about 1 page double spaced (same font and margin requirements as the final paper) and should answer these questions:

1. What is THE most important concept in the reading, and how does it help the author make their overall argument? (how does it help them justify their answer to their research question?)
	1. NOTE: **This part is important, view this as writing an argument, not summarizing the article. You are arguing why that concept is the most important, and your evidence is how it helps them answer their research question/make their overall argument.**
2. What is one question you would pose to the author? (This shouldn’t be a point of clarification about the reading, but a question about why they made a choice they did, how their findings might relate to some other social process, advice the author would give based on their findings, etc.)

Generally, the points will be allotted based on this framework:

 5 points for identifying a “most important concept”

 5 points for identifying the author’s overall argument

5points for making a strong argument for how the concept helps make their argument more than any other concept does

5 points for a good question to the author

*Scholarship in Art Project:* In addition to your exams and reflections, you will complete a project in which you find examples of art that exemplify, are explained by, or are examples of the material covered in class. Here, I am defining art as broadly as possible. You can use a song/music video, an episode of a TV show, a scene from a movie, a poem, sculpture, etc.

1. Over the course of the semester, we will cover a number of theoretical perspectives, empirical analyses, and arguments addressing a range of issues and relationships. You’ll select 4 works of scholarship that we discuss in the course and identify a piece of art that addresses, questions, elaborates on, or highlights the content of that day’s readings/class discussion.
2. With your 4 works of scholarship selected, you’ll create a virtual “portfolio”. In this portfolio you’ll provide first, the piece of art (in the case of something that can be shown in a photo or is a written art form) or provides the necessary information for me to view the piece of art (a link to a youtube video, the name of the film [one that is easily accessible] along with a timestamp for the scene in question, etc.]. Then, you’ll write 1.5-2 pages that explain how the piece of art is connected to, explains, and addresses social theory. (Do this for all 4 of your works). **This is due by the start of class on November 14th** and will be submitted via the assignments tab on Canvas.
3. To make sure that you are on task, and to allow me to give you feedback, a draft write-up of one of your examples is due by the start of class on September 21st. This is worth **20** of the full 220 points for the
4. In the final week of the semester, you will present your portfolio work to the class. In the presentation, you should note what your 4 themes and artistic examples are, but should focus on providing an oral explanation of about 2 works and the connection between the artistic example and that particular piece of scholarship. Each person will present for 12 – 15 minutes. Your portfolio is worth **220 points (or 22% of your final grade)** and your presentation is worth **50 points (or 5% of your final grade)**.
	1. Note: As we progress through the semester, I will get a better feel for how best to “do” the presentations. So, the actual way that you present or view the presentations may differ.

*Attendance:*  Under normal circumstances, we would follow the official policy of the College (page 8 of the student handbook), which would you are permitted to miss a total of 1 class for any reason. Given that we find ourselves in the midst of a pandemic, we will relax this requirement. If you are not feeling well and/or are exhibiting symptoms of Covid-19, you should not attend class and you should contact the student health center. You should alert me to this issue, if you are physically able, I can provide you with a link to participate with the class via zoom.

*Participation:* Especially in small classes, it is vital that all students are active participants in the classroom. **To this end, each student will be required to lead class discussion twice over the course of the semester. Doing so will be worth 50 of the total 100 participation points.**

Outside of your discussion leader role, participation involves not only completing the required readings and actively listening, but also raising questions and participating in the discussions. This requires that you **must complete the readings before** class in order to adequately participate. You should bring the readings with you to class, to reference during discussion if necessary. Active participation in the class (including discussion leading) is worth **100 points (or 10%** **of your final grade)**. Reading materials not relevant to the day’s content, sleeping, talking, texting, and otherwise violating the electronic devices policy laid out below will result in you being asked to leave class. If this occurs, you will be counted as absent for that day.

**Service-Learning Option**

I believe that service-learning is a valuable experience and tool that allows students to observe the course concepts in the real world.  Equally important, it provides you with the opportunity to use your time at Saint Anselm to meaningfully engage the local community.  Students who opt into the service-learning option for this class will volunteer for a local non-profit organization.  This will provide you with an introduction to how local organizations operate and seek to meet the needs of the local community and clients.  It also helps bring the course material “to life.”  If you decide to participate in the service-learning option, you will work directly with the Meelia Center in order to find a service site.  You will be required to complete at least **20 volunteer hours**.  To participate, you **MUST** commit to this option by \_\_\_\_\_\_\_\_\_ {Date to be provided by Meelia Center representative}.

Those completing the service-learning option will have a different set of requirements, which are outlined below.

*Exams*:  Same as listed above.

*Reading Reflections*: Not required.

\*Final Paper:  Each student choosing to participate in the service-learning option will complete a 4 to 5 page (double spaced) analysis and evaluation of your experience.  This paper should focus on “Service-Learning Goals” #1 and any two of goals #2-5 (On the handout from the Meelia Center).  This final paper is due on 11/14. Completing your service learning hours and the final paper are worth **220 points** (or **22% of your final grade**).

In addition to completing your final paper, you will give a presentation of your experience and relate it to the concepts that we discussed in class The final presentation is are worth **50 points** (or **5% of your final grade**).

\*Service-Learning Journal:  Starting in week 5 of the semester, after each visit to your service-learning site, you should complete a journal entry.   These should be roughly 1 page double spaced and will be submitted through the assignments tab on Sakai.  In these entries I would like you to reflect on your experience serving your organization and tie the concepts that we’ve discussed in class to your service-learning experience.  Your service-learning journal is worth **80 points** (or **8% of your final grade**).   I will provide specific instructions for the journal entries for those taking this option.

\* *Out of Class Reflections*:  You will also need to attend one of the out of class reflections offered by the Meelia Center.  Completing this reflection is a requirement for meeting your service obligation.

*Attendance:*  Same as listed above.

*Participation*:  Same as listed above.

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**Grading**

Your grade will be based on the above requirements in the following manner:

*Traditional Option*

Requirement Points Each Total Points

Midterm Exam 250 250

Reading Reflections (4) 20 80

Scholarship in Art Paper 220 220

Scholarship in Art Presentation 50 50

Final Exam 300 300

Participation & Attendance 100 100 \_\_\_

Total 1000

*Service-Learning Option*

Requirement Points Each Total Points

Midterm Exam 250 250

Service Learning Journal 80 80

Service Learning Paper 220 220

Service Learning Presentation 50 50

Final Exam 300 300

Participation & Attendance 100 100 \_\_\_

Total 1000

Letter grades will be assigned as follows:

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| A | 100-95% | (1000-950) |  | C | 76.9-73% | (769-730) |
| A- | 94.9-90% | (949-900) |  | C- | 72.9-70% | (729-700) |
| B+ | 89.9-87% | (899-870) |  | D+ | 69.9-67% | (699-670) |
| B | 86.9-83% | (869-830) |  | D | 66.9-63% | (699-630) |
| B- | 82.9-80% | (829-800) |  | D- | 62.9-60% | (629-600) |
| C+ | 79.9-77% | (799-770) |  | F | <60% | (<600) |

**Additional Policies**

­*Makeup Policy:* Our exams will be take-home, so you will be able complete them on your own schedule. In most cases, this will mean that there will not be a need for a makeup exam. If you have either a health or family emergency that will require you to miss an extended period of time, please contact me. We will work out a plan to make sure that you remain on track once you are able to return to class.

In the absence of a health or family emergency, take home exams and final papers that are turned in late will be subject to the following procedure. Work that is turned in within 24 hours of the deadline will receive a **ten percentage point reduction** in the score. **An additional ten percentage point reduction** will be applied for each additional day that the work is late.

*Academic Integrity/Plagiarism:* Plagiarism will absolutely not be tolerated in this class. All work in assignments and exams MUST be your own. In your written work, if you are presenting the ideas of someone else or providing a quotation, you must properly cite the author using a consistent format (ASA, APA etc.). Presenting the work of someone else as your own or cheating on an exam will result in a failing grade (potentially for the course depending on the severity) and potential recourse by the college. (See page 11 of the Student Handbook). For more information on Saint Anselm’s policy on academic integrity see the following link:

http://www.anselm.edu/Library/Research-Help/Research-Tutorials/Academic-Integrity.htm

*Student Disabilities:* Saint Anselm College is committed to meeting the needs of students with documented physical, sensory, psychiatric, and learning disabilities. To disclose a disability and request academic accommodations, please email or call Kenneth Walker, who will assist you in making contact with faculty members and/or arranging support services and accommodations available within the Academic Resource Center (ARC) and elsewhere. To ensure that accommodations are arranged in a timely manner, you are encouraged to make your request at the beginning of each semester.

**For questions concerning support services, documentation guidelines, or disability:**

Academic Resource Center (ARC)

Kenneth J. Walker, Director

Jean Student Center Complex, Top Floor

Tel. (603) 641-7193

kwalker@anselm.edu

**For additional information on documentation guidelines:**

<https://www.anselm.edu/academics/academic-resources/disability-services>

*Electronic Devices:* “As a member of the learning community, each student has a responsibility to other students who are members of the community. When cell phones or pages ring and students respond in class or leave class to respond, it disrupts the class. Therefore, the Office of the Dean prohibits the use by students of cell phones, pagers, PDA’s, or similar communication devices during scheduled classes. Text messaging or accessing information on these devices is likewise forbidden. All such devices must be put in a silent (vibrate) mode and ordinarily should not be taken out during class. Given the fact that these same communication devices are an integral part of the College’s emergency notification system, an exception to this policy would occur when numerous devices activate simultaneously. When this occurs, students may consult their devices to determine if a college emergency exists. If that is not the case, the devices should be immediately put away. Other exceptions to this policy may be granted at the discretion of the instructor” (Student Handbook, p.13).

**With the exclusion of documented medical issues requiring the use of a laptop computer in class, I do not permit the use of laptops during the class period.** Tablets that lay flat on the desk and serve the function of either a notebook or an e-reader for the class readings are allowed.

The reasons for this are twofold: 1. Empirical studies demonstrate that the use of a laptop during a lecture period is associated with poorer performance in the class (ex. Hembrook 2003, Mueller and Oppenheimer 2014). 2. Relatedly, the temptation to use the computer for non-lecture related material distracts not only the student using the computer, but also those around them.

*Communication:* The best way to contact me is through email. I will check my email at least twice per day (once in the morning and once in the evening) and will respond to most emails within 24 hours. I will use email as the primary means of communication with you outside of the classroom, and will do so with the assumption that you will check your email at least once per day.

**Tentative Reading Schedule\***

\*This schedule is subject to change depending on the progression of the course

**Week 1 No Meeting, Semester Starts on Wednesday**

**Week 2 (8/24) Introduction and Methods**

SPSP – Chapter 1: Introduction to Sociological Social Psychology

**Week 3 (8/31) Key Perspectives and Concepts**

SPSP – Chapter 2: Perspectives in Sociological Social Psychology

 Chapter 3: Studying People

Canvas - Excerpt from Goffman: “The Presentation of Self” (Reading Reflection Option)

**Week 4 (9/7) Stratification (Theories of “Doing Stratification”)**

SPSP – Chapter 4: The Social Psychology of Stratification

Canvas - Omi and Winant: “Racial Formation” (Reading Reflection Option)

Canvas - West and Zimmerman: “Doing Gender” (Reading Reflection Option)

**Week 5 (9/14) Stratification (“Doing Stratification” & Examples of Process)**

Canvas – Wilson, Hugenberg, and Rule: “Racial Bias in Judgments of Physical Size and

 Formidibility” (Reading Reflection Option)

Canvas – Quadlin: “The Mark of a Woman’s Record” (Reading Reflection Option)

Canvas – Excerpt from Barber: “The Well-Coiffed Man: Class, Race, and Heterosexual Masculinity

 in the Hair Salon” (Reading Reflection Option)

**Week 6 (9/21) Self and Identity/Socialization**

SPSP – Chapter 5

SPSP - Chapter 6

**Week 7 (9/28) Socialization and Identities: Example cases**

Canvas – Calarco: “’I Need Help!’ Social Class and Children’s Help-Seeking in Elementary School”

 (Reading Reflection Option)

Two other readings TBD: Based on class vote/preference

**Week 8 (10/5) Midterm Exam**

**Week 9 (10/12) Socialization and Identities: Example cases**

Readings TBD: Based on class vote/preference Readings TBD: Based on class vote/preference

**Week 10 (10/19) Social Attitudes (Focus on Group Conflict)**

SPSP - Chapter 9

Canvas - Sherif: “Superordinate Goals in the Reduction of Intergroup Conflict” (Reading Reflection Option)

Canvas – Bobo and Hutchings – “Perceptions of Racial Group Competition” (Reading Reflection Option)

**Week 11 (10/26) Deviance**

SPSP - Chapter 7

Canvas – Snow and Anderson: “Salvaging the Self from Homelessness” (Reading Reflection Option)

Canvas – Mosher and Hermer: “Welfare Fraud: The Constitution of Social Assistance as Crime” (Reading Reflection Option)

**Week 12 (11/2) Mental Health**

SPSP – Chapter 8

Canvas – Loe and Cuttino: “Grappling with the Medicated Self” (Reading Reflection Option)

Canvas - Barker and Galardi: “Autism Spectrum Disorder and the DSM-5” (Reading Reflection Option)

**Week 13 (11/9) Mental Health/Emotions**

SPSP – Chapter 10

TBD – Will depend on class preference

**Week 14 (11/16) Emotions/Collective Behavior**

SPSP - Chapter 11

TBD – Will depend on class preference

Second half of class: Scholarship in Art presentations/discussion

**Final Exam: Friday, Due by midnight on 12/3 (our scheduled final exam time)**