**Course description.** Lifestyle – including patterns of behavior (such as consumption) and aesthetic orientation – reflects social statuses such as gender, race/ethnicity, class, marital status, sexuality and other social categories. Biology and personal choice do not explain why people practice various lifestyles and why the content of those lifestyles varies over time and place. Rather, people create and enact lifestyles based on their structural position in society, their cultural context, and their social relationships with one another. This course will explore different conceptions of lifestyle, how lifestyle can be measured and how people create lifestyles through interaction with other people. We will also discuss how lifestyles vary by social status and examine the implications of these variations for individuals’ income, psychological well-being, health, and even mortality. Readings will include both classical and contemporary sources.

**Course Objectives.** Students will:
1) Illustrate ways in which lifestyles emerge from social structures, statuses, and interaction.
2) Analyze and explain how lifestyles can perpetuate and contest social stratification and inequality.
3) Identify the social and economic consequences of different lifestyles for individuals and society.
4) Integrate theories, concepts, and methods from prior coursework and apply them to their own research on lifestyle.
5) Communicate effectively in discussions, presentations and written assignments and papers.

**Overview.** This course will be held in a seminar format. You are expected to come to meetings fully prepared and to be an active seminar participant. The reading list is manageable and I expect you to read and reflect on all of the required readings. Learning is maximized when every student feels comfortable talking about ideas and “thinking out loud.” So listen actively to what other students say and try to expand on their ideas to help advance the discussion. Though I will not “lecture” each week, I will assist student discussion leaders as they facilitate reading discussions to assure that all students are exposed to and think about major course ideas.

**Requirements.** You are expected to complete the following course requirements:
1) Read all assigned material each week prior to coming to class. Before each class you will submit to the Discussion Board on Blackboard at least one question about the readings for that day. It can be a question you have about how to interpret the author's work or something else. It should be framed to provoke discussion.
2) Attend and actively participate in seminar discussions on a regular basis and conduct yourselves in a professional manner, which includes showing respect for all participants in the course.
3) Write 3 “analytic memos” with reactions to readings for three sections of the course. The memos are designed help improve your writing, develop ideas, and help me ascertain your level of engagement with the material. Memos should be about three double-spaced pages. You must submit a copy in Word format to Turnitin by 11 PM on the due date. Memos should reflect thoughtful reading of the material including:
   - The key themes or message.
   - What you learned that was new – intellectually or practically
   - How this information might be useful in your own thinking, future research or understanding of social life.
   - An analysis of and reaction to the piece. What did you like or dislike about it? How does it extend particular sociological ideas, theories or findings? That is, do not just summarize the readings; analyze them.
4) Lead a discussion of the readings and course ideas for one or two class meetings (we will discuss in class).
5) Complete Assignment 1, a brief observational analysis and write-up of social class and consumption (directions on Blackboard and we will discuss in class).
6) Turn in a written proposal – a substantial “outline” of your paper (~3 double-spaced pages).
7) Provide editorial feedback on the research proposals of two students in the course during class.

Write a final paper based on your own research on lifestyles using concepts from the seminar. I expect your papers will be ~ 10 pages long, but we can discuss this in class. Since I believe that co-authorship often yields excellent work, I will allow you to do the paper in pairs if you wish but I will not resolve disputes over relative effort by each party. Please submit a short (1 page) description of the final paper you’re considering by the sixth class period. See directions posted in our course Bb site.

8) Using PowerPoint, give a brief (~10 minutes) presentation based on your paper and present it to the class. You may also create a multi-media presentation to accompany your “talk” if you wish.

Students also have the opportunity to present their research at the Undergraduate Research Symposium on 3/29/16 at the Civic Center. Details to follow during class and on Blackboard.
SYA 4935-1, Sociology of Lifestyle
Spring 2016
Florida State University

Dr. Annette Schwabe
Office: Bellamy 425
Phone: 850-645-0731 (UCA)

Office Hours: M, 1-3 (call 644-4456 if during office hours) or by appointment

Point Distribution and Calculation of Final Letter Grades

<table>
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<th>Graded Items</th>
<th>Points Possible</th>
<th>Percent of Total</th>
<th>Notes</th>
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<tr>
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<td>10%</td>
<td>Receive highest score of one or two reading leads</td>
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<tr>
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<td>25%</td>
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</tr>
<tr>
<td>Presentation of paper</td>
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<td></td>
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Topics, Schedule and Required Readings

Section I: Sociological Underpinnings and Conceptions of Lifestyle

January 11

TOPIC: Early Theories of Inequality: Marx, Durkheim, Simmel, Weber (brief overview by instructor)
READINGS: None assigned

January 18

NO CLASS– MLK Holiday

January 25

TOPIC: Sociological Conception of Lifestyle and Early Theories on Creating Status via Consumption
READINGS:
You can order this for $10 at Penguin's website.

February 1

DUE: Memo 1 on Section I of the course
TOPIC: Distinction: Markers of Status in Taste, Consumption, and Culture
READINGS:

Introduction, (pp. 1-17)
Chapter 3, The Habitus and Space of Life-Styles (169-225).
Chapter 4, The Dynamics of the Field (226-256 – but the details of “A Sociological Test,” pp. 236- top
239 are not important – skip or skim that part).

(Useful for discussion leader but not assigned: Ritzer, G. Pp. 437-442. in *Contemporary Sociological Theory*)
February 8

**TOPIC:** Empirical Analyses of Elements of Lifestyle: Appraisal and Distinction  
**NOTE:** Applications for UG research symposium are due at 4 PM on T, Feb. 16th.  
[http://our.fsu.edu/symposium.html](http://our.fsu.edu/symposium.html) "Works in Progress" are acceptable

February 15

**TOPIC:** Displaying Lifestyle in the Home  

February 22

**TOPIC:** Displaying Lifestyle via Cultural Consumption  
**DUE:** Research Proposal  

February 29

**DUE:** Memo 2 on Section II of the course  
**TOPIC:** Constructing Social Status in Public Displays  
**READINGS:** Abramson, Corey and Modzelewski. 2011. “Caged Morality: Moral Worlds, Subculture, and Stratification among Middle-class Cage Fighters.” *Qualitative Sociology,* 34:143-175.  

March 7  
**NO CLASS – FSU SPRING BREAK**

March 14

**DUE:** Assignment 1. Social Class in a Shopping Cart  
**TOPIC:** Schools: Living Labs for Distinction and Stratification  
March 21

**TOPIC:** The Workplace: Processes and Consequences of Distinction by Gender & **Research Session**

**READINGS:**


Be prepared to discuss and edit each other’s drafts of your final papers. Bring 2 hard copies to date.

March 28

**Research Day – Get advice on or help with research.** Please post a question (on your research or process)

**Section IV: Lifestyle Case Studies – Specific “styles of living”**

April 4

**TOPIC:** Constructing and Displaying Race/ethnicity, Sexuality, and Gender

**READINGS:**


April 11

**DUE:** Memo 3 on Section IV of the course

**TOPIC:** Health Lifestyles

**READINGS:**


April 18

It’s a Wrap!

- ✔ Final Paper due – You must submit it to the Turnitin link on our course Bb site.
- ✔ Begin Presentations

Please make sure to plan to attend your classmates’ presentations even if you will not be presenting during a certain class meeting period. **Missing any class period during which students present without documentation will result in a loss of at least 5 attendance points.**

**Final Exam Period: M, 4/25 from 10-Noon.** Finish presentations. I will serve pizza or sandwiches.
We will use our scheduled final examination time for presentations because we will not have enough time on 4/18. Please do not schedule anything formal on the day/time of the final and note that our session might run a bit later than Noon to give students enough time to present.

Other Important Course Information

**GRADES** I will give +/- grades in this course with allocations as follow: A = 94-100; A- = 90-93; B+ = 88-89; B = 84-87; B- = 80-83; C+ = 78-79; C = 74-77; C- = 70-73; D+ = 68-69; D = 63-67; D- = 60-62; F = below 60.

**INCOMPLETE GRADES**
Missing work or uncompleted assignments are insufficient reasons for a grade of Incomplete. An Incomplete grade will not be given except under extenuating circumstances at the instructor’s discretion. Note that College of Social Science guidelines require that students seeking an “I” must be passing the course.

**ATTENDANCE POLICY**
I will take attendance during every class period and will allocate participation points such that if you miss a class you receive zero points, if you come but do not participate you will receive 1 point and if you come and participate you will receive two points per session, not including the first and last class last meetings. Excused absences include documented illness, deaths in the family and other documented crises, call to active military duty or jury duty, religious holy days, and official University activities. These absences will be accommodated in a way that does not arbitrarily penalize students who have a valid excuse. Consideration will also be given to students whose dependent children experience serious illness. [This is FSU policy]

**ACADEMIC HONOR POLICY**
Students are expected to abide by the Academic Honor Policy of the Florida State University. The Academic Honor Policy outlines the University's expectations for students' academic work, the procedures for resolving alleged violations of these expectations, and the rights and responsibilities of students and faculty throughout the process. Please see the following website for a complete explanation of the Academic Honor Policy: [http://www.fsu.edu/~dof/honorpolicy.htm](http://www.fsu.edu/~dof/honorpolicy.htm)

**AMERICANS WITH DISABILITIES ACT**
Students with disabilities needing academic accommodation should: (1) register with and provide documentation to the Student Disability Resource Center; (2) bring a letter to the instructor indicating the need for accommodation and what type. This should be done during the first week of class. For more information about services available to FSU students with disabilities, contact:

Student Disability Resource Center, 108 Student Services Bldg., Florida State University
Tallahassee, FL 32306-4167, (850)644-9566 (voice), (850)644-8504 (TDD)
E-mail: SDRC@admin.fsu.edu
Website: [http://www.fsu.edu/~staffair/dean/StudentDisability/](http://www.fsu.edu/~staffair/dean/StudentDisability/)

**SYLLABUS CHANGE POLICY**: Except for changes that substantially affect implementation of the evaluation (grading) statement, this syllabus is a guide for the course and is subject to change with advance notice.
<table>
<thead>
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