

Decoding Disney: Sociology of the Disney Universe Syllabus

Stephanie Medley-Rath

June 30, 2021

SUGGESTED CITATION

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Medley-Rath, Stephanie. 2021. "Decoding Disney: Sociology of the Disney Universe Syllabus". *TRAILS: Teaching Resources and Innovations Library for Sociology*, June. Washington DC: American Sociological Association. <https://trails.asanet.org/article/view/decoding-disney-sociology-of-the-disney-universe>.

Abstract

Decoding Disney is an 8-week course that involves a trip to Walt Disney World and is semi-co-taught with several other disciplines at IU Kokomo. Students must apply for the course because the university subsidizes student travel as part of the Kokomo and You Experience. Sociology students must meet several pre-requisites for the course: completion of introductory sociology, Research methods, and the completion of at least nine credit hours in sociology.

This course seeks to examine sociological topics and methods using the Disney universe (e.g., films, products, and parks) as the focus of inquiry. Course topics may include issues of diversity (including, but not limited to: race, gender, class, and age), emotion work, the presentation of the self, and others based on the expertise of the instructor of record. The course includes spending time on site at Walt Disney World where students will apply sociological concepts to the field site. Students will engage in fieldwork observations locally and at Walt Disney World and prepare an analysis suitable for formal presentations beyond the classroom. The course includes some interdisciplinary work with other disciplines (variable, but may include

criminal justice, hospitality and tourism, among others) also taking part in the trip.

Details

Subject Areas: Other
Resource Types: Syllabus
Class Levels: College 300
Class Sizes: Small

Usage Notes

See files

Learning Goals and Assessments

LEARNING GOALS

Understand the study of Walt Disney World from diverse perspectives.

Carryout fieldwork observations and visual research methods of the Disney universe

Create their own Disney autobiography and reflect on it sociologically

ASSESSMENTS

Students will complete “My Disney Autobiography – A Visual Sociology Project” (see separate TRAILS material).

Students will complete a “Reflection Paper and Exit Survey” (see syllabus).

Resource Files

PDF

PDF

TECHNIQUE

Decoding Disney: Sociology of the Disney Universe Syllabus

AS USED BY

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COURSES

Sociology of Disney

ABSTRACT

Decoding Disney is an 8-week course that involves a trip to Walt Disney World and is semi-co-taught with several other disciplines at IU Kokomo. Students must apply for the course because the university subsidizes student travel as part of the Kokomo and You Experience. Sociology students must meet several pre-requisites for the course: completion of introductory sociology, Research methods, and the completion of at least nine credit hours in sociology.

This course seeks to examine sociological topics and methods using the Disney universe (e.g., films, products, and parks) as the focus of inquiry. Course topics may include issues of diversity (including, but not limited to: race, gender, class, and age), emotion work, the presentation of the self, and others based on the expertise of the instructor of record. The course includes spending time on site at Walt Disney World where students will apply sociological concepts to the field site. Students will engage in fieldwork observations locally and at Walt Disney World and prepare an analysis suitable for formal presentations beyond the classroom. The course includes some interdisciplinary work with other disciplines (variable, but may include criminal justice, hospitality and tourism, among others) also taking part in the trip.

LEARNING GOALS

- Goal 1: Understand the study of Walt Disney World from diverse perspectives.
- Goal 2: Carryout fieldwork observations and visual research methods of the Disney universe.
- Goal 3: Create their own Disney autobiography and reflect on it sociologically.
- Goal 4: Work collaboratively with classmates to prepare a presentation that synthesizes their Disney autobiographies and fieldwork observations.
- Goal 5: Summarize and present major findings from the fieldwork observations of the Disney universe.

GOALS ASSESSMENT

- Students will complete “My Disney Autobiography – A Visual Sociology Project” (see separate TRAILS material).
- Students will complete a “Reflection Paper and Exit Survey” (see syllabus).

RELATED TRAILS RESOURCES

- Chernega, Jennifer N. and Aurea K Osgood. 2011. "Travel with Students: A Review of Existing Literature." Bibliography published in *TRAILS: Teaching Resources and Innovations Library for Sociology*. Washington DC: American Sociological Association. (<http://trails.asanet.org>)
- Hare, Sara. 2010. "Classroom Exercise: Recognizing Abuse Behavior – “Beauty and the Beast”". Class Activity published in *TRAILS: Teaching Resources and Innovations Library for Sociology*. Originally published 2007 in *Family and Gender Violence*, edited by B. Keating. Washington DC: American Sociological Association. (<http://trails.asanet.org>)
- Medley-Rath, Stephanie. 2020. “My Disney Autobiography – A Visual Sociology Project.” Assignment published in *TRAILS: Teaching Resources and Innovations Library for Sociology*. Washington DC: American Sociological Association. (<http://trails.asanet.org>)
- Wright, Rosemary. 2010. "CHILDREN AND SOCIETY." Syllabus published in *TRAILS: Teaching Resources and Innovations Library for Sociology*. Originally published 2003 in *Children & Childhood*, edited by S. M. Wright. Washington DC: American Sociological Association. (<http://trails.asanet.org>)

ASSIGNED READINGS AND LEARNING OBJECTIVES

Fieldwork Observations and Visual Research Methods

Readings

- McLeod, Saul. 2015. “Observation Methods.” *Simply Psychology*.
<https://www.simplypsychology.org/observation.html>
- DeVault, Marjorie L. 2000. “Producing Family Time: Practices of Leisure Activity beyond the Home.” *Qualitative Sociology* 23(4):485–503.
- DeLand, Michael and David Trouille. 2018. “Going Out: A Sociology of Public Outings.” *Sociological Theory* 36(1):27–47.
- Rose, Gillian. 2012. “Ethics and Visual Research Methodologies.” Pp. 328-44 in *Visual Methodologies: An Introduction to Researching with Visual Materials*. Los Angeles: SAGE.
- Kawulich, Barbara B. 2005. “Participant Observation as a Data Collection Method.” *Forum: Qualitative Social Research* 6(2). <https://www.qualitative-research.net/index.php/fqs/article/view/466/996>

Learning Objectives

1. Describe participant observation methods
2. Practice doing participant observation methods

3. Explain how sociologists have observed leisure in public

Autobiographical Occasions and Autobiographical Work

Readings

- Medley-Rath, Stephanie. " 'Tell Something about the Pictures': The Content and the Process of Autobiographical Work among Scrapbookers." *Symbolic Interaction* 39(1):86-105.
- Zerubavel, Eviatar. 1997. "Social Memories." Pp. 81-99 in *Social Mindscapes: An Invitation to Cognitive Sociology*. Cambridge, MA: Harvard University Press.
- Zussman, Robert. 1996. "Review: Autobiographical Occasions." *Contemporary Sociology* 25(2):143-8.
- Zussman, Robert. 2000. "Autobiographical Occasions: Introduction to the Special Issue." *Qualitative Sociology* 23(1):5-8.
- Zussman, Robert. 2006. "Picturing the Self: My Mother's Family Photo Albums." *Contexts*. 5(4)28-34.
- Zussman, Robert. 2012. "Narrative Freedom." *Sociological Forum* 27(4):807-24.

Learning Objectives

1. Explain and give examples of autobiographical occasions
2. Explain and give examples of autobiographical work
3. Practice doing autobiographical work

Sociology and Psychology: Emotion Work and the Presentation of Self

Readings

- Goffman, Erving. [1959]2015. "*The Presentation of Self in Everyday Life: Selections*." Pp. 119-28 in *Sociology, Exploring the Architecture of Everyday Life: Readings*, edited by D. M. Newman, J. O'Brien, and M. Robertson. Thousand Oaks, CA: SAGE Publications.
- Hochschild, Arlie Russell. 1979. "Emotion Work, Feeling Rules, and Social Structure." *American Journal of Sociology* 85(3):551-75.
- Van Maanen, John. 1991. "The Smile Factory: Work at Disneyland." Pp. 58-79 in *Reframing Organizational Culture*, edited by P. J. Frost, L. F. Moore, M. R. Louis, C. C. Lundberg, and J. Martin. Newbury Park, CA: SAGE Publications.

Learning Objectives

1. Describe emotion work and identify examples from the Disney universe and other settings
2. Describe the presentation of self and identify examples from the Disney universe and other settings
3. Read about emotion work and the presentation of self among employees at Disneyland
4. Practice observing emotion work and the presentation of self by going to different campus offices and asking for help

The Roles of Gender and Social Class in Autobiographical Work

Readings

- di Leonardo, Micaela. 1987. "The Female World of Cards and Holidays: Women, Families, and the Work of Kinship." *Signs* 12(3):440-53.
- Shaw, Susan M., Mark E. Havitz, and Fern M. Delemere. 2008. "'I Decided to Invest in My Kids' Memories': Family Vacations, Memories, and the Social Construction of the Family." *Tourism, Culture & Communication* 8:13-26.
- Goodsell, Todd L. and Liann Seiter. 2011. "Scrapbooking: Family Capital and the Construction of Family Discourse." *Journal of Contemporary Ethnography* 40(3):318-41.
- Harwell, Drew. 2015. "How Theme Parks Like Disney World Left the Middle Class Behind." *The Washington Post*, June 12. <https://www.washingtonpost.com/news/business/wp/2015/06/12/how-theme-parks-like-disney-world-left-the-middle-class-behind/>.
- Smith, Kyle. 2018. "Disney World is Proof the Middle Class is Booming." *New York Post*, March 17. <https://nypost.com/2018/03/17/disney-world-is-proof-the-middle-class-is-booming/>.

Learning Objectives

1. Establish and analyze the gendering of family memory making, travel, and leisure
2. Investigate how social class status is established through participation in the Disney universe

ACKNOWLEDGEMENTS

I wish to thank the following people for generously sharing syllabi and other resources they had compiled for similar courses: Jamie Oslawski-Lopez, Indiana University Kokomo; Jeffrey Seymour, Carthage College; and Robert B. Pettit, Manchester University.

ESTIMATED TIME

- 8-week semester, including 1-week for travel (2 travel days plus 4 days in at Walt Disney World)
- The course could be expanded into a 16-week format or shortened to fit during an intersession timeframe.

PROCEDURE, POSSIBLE PITFALLS, AND ASSESSMENT

Application Process

Interested students applied for the opportunity to enroll in the course. The application process varied among the disciplines. In sociology, all students wrote a short essay of application to be considered. Applications addressed the following

1. Why are you interested in taking this course?
2. Why are you interested in this trip?

3. What is your career or educational goals after graduation? How might your participation in this course and trip help you achieve those goals?
4. What is your GPA?
5. What is your major? What is your minor?

Applications were submitted to me and shared with the other sociology faculty. We each evaluated the applications to determine which students would be accepted.

The course was offered during the spring semester, which is the same semester that Senior Seminar and Statistics are taught. We did not recommend students enroll in those courses in conjunction with the trip. However, about half of the students were enrolled in one of these courses (but none were enrolled in both).

I also ran into the problem of an accepted student that stopped coming to class after they were accepted into the trip. After talking with her, she voluntarily withdrew from the trip and course. Future applications will make clear that acceptance is contingent on both paying for the trip in advance, but also meeting course requirements the semester prior to the trip. I had enough notice that I was able to extend an invitation to the first student on the waiting list for the course.

The Cost of the Trip

IU Kokomo generously subsidized the trip as part of the Kokomo Experience and You program on our campus. Students only had to pay \$500 towards their trip. The Sociology Department paid for matching t-shirts for the group and a group meal at Walt Disney World. The School of Humanities and Social Science bought water bottles for all students in our school so that students would not need to purchase drinks while in the park. However, students still had to carefully budget and some did come close to running out of money while on the trip. I recommend that students budget at least \$50 per day for the trip to pay for any incidentals.

Social Class Matters

We arrived at about lunchtime on the first day of our trip but did not have park passes that day. We visited Disney Springs for lunch. After, students were free to wander around, shop, go back to the hotel, and so on. After lunch, my students wandered a few shops as a group. Four students went into the Kate Spade shop. I was in another shop and caught up with them. I looked into the store and could see the sheer look of "I don't belong here" on two of my students' faces. They were overwhelmed by the prices of the items in the store, but more shocked that their classmates were intending to actually make a purchase. From that day forward, these two students stuck together, and the other four students stayed together. They were split along social class lines. One group had the funds to souvenir shop and the other group did not and therefore, had no interest in spending time in the shops at WDW. Even with the college subsidizing the trip, not all students felt like they belonged. Social class divisions still emerged.

Interdisciplinary

This course was coordinated with the following programs:

- Humanities and Social Sciences: Sociology, Psychology, Criminal Justice and Homeland Security
- Business: Hospitality and Tourism, Marketing, and Human Resources

We had eight faculty and 48 students. Each area was allowed to bring six students each.

The course was organized so that all students met once per week under the direction of a different pair of faculty members. This gave students the chance to meet students outside of their major before the trip and learn about how the different disciplines approached the study of the Disney Universe. The Humanities and Social Science faculty co-taught or taught their students on the other day each week.

It was difficult to ensure that students received sufficient discipline-specific content for their disciplinary credit. In the future, I will likely run the course as a hybrid course with more sociological content online in order to increase the amount of disciplinary coverage. Another option is to run the course for 16 weeks, but we timed the trip to be during the least expensive time period during the spring semester. The trip would have been cost prohibitive later in the semester.

Disney Education Programs – College Edition

The IU Kokomo group selected four of the Disney Education Programs for students to attend: Leadership Strategies, Techniques of Teamwork, Culture of Excellence, and Hospitality. Sociology elected to not participate in the Hospitality course. These courses provide students with a behind the scenes experience at Walt Disney World. For example, we saw the costuming room at Epcot. Sociology chose to participate in three of the four courses in an effort to balance time in class and free time at the parks. These courses run 2-3 hours and can easily take up a lot of the time on the trip.

In the future, I would like students to take the Culture of Excellence and the Hospitality course and not do the Leadership Strategies or Techniques of Teamwork. I believe there are on-the-ground experiences the group could have as a group, which I hesitated to add because so much of my students' time was tied up in these classes. For example, on a future trip, I would recommend a slow walk around Epcot to study how cultures are represented, appropriated, and commodified.

I also expected students to complete fieldwork observations at the parks (see separate TRAILS artifact: "My Disney Autobiography – A Visual Sociology Project"). Students struggled making the time to do these observations when they were already spending time in class and also wanted to have fun. I would like to either lengthen the trip or decrease the time in classes so that students had time to both have fun and do their fieldwork observations.

Itinerary

The syllabus includes the itinerary for the trip itself. FastPasses for rides and experiences can be reserved 90 days before the trip and dining reservations can be

made beginning six months before the trip. I made reservations for both for all of my students. Students could then adjust them, but most of my students just kept them and adjusted in the park. They were incredibly grateful that I had made these reservations for them in advance. I also assigned a primary park to each day we were there. We had park-hopper passes, but this way students could better decide what to do and where to go each day based on which park had extended hours or special events and which park we had FastPasses for or the College Program classes in.

Disney Memory Maker

I highly recommend building the cost of the Disney Memory Maker into the cost of the trip. One purchase works for up to 25 individuals. Access to the photos was important for the specific objectives of the course as I designed it. It was also an easy way to keep track of students. Their photos would appear on the stream for Memory Maker and I could see which park they were at and what kinds of experiences they were having. For example, I underestimated just how important character photos are for young female college students.

Course without the Trip and Other Possibilities

This syllabus could easily be adapted for a course on the Sociology of Disney without the trip to a Disney Park. The Disney universe is so infused in US culture, that students could be asked to still complete a My Disney Autobiography based on their interactions in the Disney universe during the course. Depending on your location, students may be able to visit a Disney Store to see some of the emotion work from Disney Store employees. Alternatively, they could visit another store or restaurant where the employees are expected to perform more explicitly, than say, employees at Wal-Mart (e.g., a hibachi-style restaurant or a restaurant known for how they sing happy birthday to guests).

The Imagineering Story on Disney+ could also be used as a text for the course with or without the trip. The show premiered too late for my course, but I plan to incorporate it in the future.

Because Disney also owns Marvel and Star Wars, the course could be expanded more directly to address these properties. A trip to a local comic con, comic book store, or both for observations could be incorporated. It is very likely that if a student did not have a Disney-themed birthday party that they did have a Marvel or Star Wars birthday party (or attended one). For younger college students, there have been classic Disney, Marvel, and Star Wars films frequently released during their lives.

Possible additional readings and topics

My course addresses social class and gender, but the focus is on how social class and gender relate to family and leisure. Both topics could be expanded to address additional sociological issues as they relate to the Disney universe (e.g., princess culture). I also located one article on race and aging in the Disney universe. Both areas could likely be developed into a full class day or a week of learning activities. Be forewarned, there is

very little written about the Disney universe from a strict sociological sense. You will likely need to go outside of sociology for readings on additional topics for the course. The readings listed below would allow you to focus more explicitly on inequality in the Disney Universe. Additional readings and topics could be pulled from the Sociology of Childhood and Sociology of Leisure subfields.

Race	Hebert-Leiter, Maria. 2014. "Disney's Cajun Firefly: Shedding Light on Disney and Americanization." <i>Journal of Popular Culture</i> 47(5):968–77.
Gender	England, Dawn Elizabeth, Lara Descartes, and Melissa A. Collier-Meek. 2011. "Gender Role Portrayal and the Disney Princesses." <i>Sex Roles</i> 64(7–8):555–67.
Social Class	Streib, Jessi, Miryeya Ayala, and Colleen Wixted. 2017. "Benign Inequality: Frames of Poverty and Social Class Inequality in Children's Movies." <i>Journal of Poverty</i> 21(1):1–19.
Aging	Robinson, Tom, Mark Callister, Dawn Magoffin, and Jennifer Moore. 2007. "The Portrayal of Older Characters in Disney Animated Films." <i>Journal of Aging Studies</i> 21(3):203–13.

I do not recommend adding readings and topics to the 8-week version of the course but adding them to a 16-week version of the course. The readings in this course were assigned for one class day, but there was enough material to fill two class days on each topic. To teach this as a strictly sociological course, I would assign each topic for the full week of classes instead of to a single class meeting like I do in my syllabus.

THUMBNAIL IMAGE

Image is by the author.

Decoding Disney: Sociology of the Disney Universe¹

SOC-S 360 (33134)

Spring 2020

TuTh 1:00 – 2:15

8-Week (Jan. 13 – Mar. 6)

KO 103 and Kresge

INSTRUCTOR INFORMATION

Instructor Name and Contact Information

Dr. Stephanie Medley-Rath

Office: KE 360

Phone: 765-455-9285

smedleyr@iuk.edu

Office Hours

Monday	1:00 – 2:15
Tuesday	9:30 – 11:00

Contents

INSTRUCTOR INFORMATION	1
Instructor Name and Contact Information	1
Office Hours	1
COURSE INFORMATION	3
Course Description	3
Required Texts and Materials	3
Online Resources	4
LEARNING OUTCOMES	4
Interdisciplinary Learning Outcomes	4
Instructor of Record Learning Outcomes	4

¹ Title adapted from Seymour, Jeffrey and Danielle Geary at Carthage College
(<https://www.carthage.edu/live/events/25048-decoding-disney-j-term-study-tour-meeting>)

Resume Items/Marketable Skills	4
COURSE REQUIREMENTS AND GRADING POLICY	5
My Disney Autobiography – A Visual Sociology Project (70 percent)	5
Reflection Paper and Exit Survey (10 percent)	5
Grading Scale	6
COURSE SCHEDULE	7
Required Activities at Disney World	12
Leadership Strategies – Disney Style	12
Program Overview	12
Key Learning Points.....	12
Techniques of Teamwork – Disney Style	13
Program Overview	13
Key Learning Points.....	13
Culture of Excellence – Disney Style	13
Program Overview	13
Key Learning Points.....	13
Disney KEY Trip – Sociology Itinerary.....	15
CLASSROOM POLICIES	19
Fragrance Sensitivity - Scented Products	19
INSTRUCTOR POLICIES	19
Email	19
Attendance and Participation	19
Late Work	20
Electronic Devices (e.g., cell phones, laptops, tablets)	20
Policy on Academic Honesty	21
Turnitin.....	21
Technical Assistance	21
Canvas Feedback	21
Course Copyright	22
Ground Rules	22
Basic Needs	23
Campus Resources	23

Community Resources	23
IU KOKOMO STUDENT POLICIES	24
Accessibility Statement	24
Sexual Misconduct Statement	24
Civility Statement	25
Withdrawal Dates	25
Student Handbook	25
FLAGS: Student Engagement Roster	25

The course syllabus provides a general plan for the course; deviations may be necessary.

COURSE INFORMATION

Course Description

(3 cr.) P: Completion of SOC-S 100 or 101; SOC-S 252; completion of a minimum of 9 credit hours in sociology, and consent of instructor. Students must apply to join this course. This course seeks to examine sociological topics and methods using the Disney universe (e.g., films, products, and parks) as the focus of inquiry. Course topics may include issues of diversity (including, but not limited to: race, gender, class, and age), emotion work, the presentation of the self, and others based on the expertise of the instructor of record. The course includes spending time on site at Walt Disney World where students will apply sociological concepts to the field site. Students will engage in fieldwork observations locally and at Walt Disney World and prepare an analysis suitable for formal presentations beyond the classroom. The course includes some interdisciplinary work with other disciplines (variable, but may include criminal justice, hospitality and tourism, among others) also taking part in the trip.

Required Texts and Materials

- Readings are on Canvas
- A small notebook (sized 6x8 or so. The goal is that it is small, unobtrusive, and can easily be carried in a bag).

- Something to write with

Online Resources

1. **Canvas:** You will turn in your out of class work on Canvas. You will also find most handouts posted to Canvas. You can communicate with me through Canvas.

LEARNING OUTCOMES

Interdisciplinary Learning Outcomes

1. Understand the study of Walt Disney World from diverse perspectives.

Instructor of Record Learning Outcomes

2. Carryout fieldwork observations and visual research methods of the Disney universe
3. Create their own Disney autobiography and reflect on it sociologically
4. Work collaboratively with classmates to prepare a presentation that synthesizes their Disney autobiographies and fieldwork observations
5. Summarize and present major findings from the fieldwork observations of the Disney universe

Resume Items/Marketable Skills

Upon successful completion of this course and all course requirements, you should be able to include the following items on a resume:²

1. Critical thinking and analytic reasoning
2. Written communication
3. Oral communication
4. Data collection and analysis (qualitative fieldwork observations, visual research methods)

I suggest opening a word document with the above items noted and begin keeping a record of the ways in which you practice these skills during this course (and others). At

² American Sociological Association. 2009. *21st Century Careers with an Undergraduate Degree in Sociology*. Washington DC.

the end of the semester, you will be the best judge as to whether you can demonstrate these skills and talk about them in a job interview. You might also specify your degree of skill: beginner, intermediate, advanced, expert, and so on.

COURSE REQUIREMENTS AND GRADING POLICY

My Disney Autobiography – A Visual Sociology Project (70 percent)

Complete instructions are available on Canvas.

Attendance and Participation (20 percent)

Due to the nature of this course, attendance and participation is a major part of your grade.

The following will result in an automatic F in the course and your money will not be refunded:

- More than one absence prior to the Walt Disney World trip
- Any absences at required activities at Walt Disney World

For each absence after the Walt Disney World trip, your final grade will be reduced by one letter grade.

University-Sanctioned Activities, Religious Holidays, and Medical Hardships

Students who must miss class due to university-sanctioned activities or religious holidays must arrange to make up in-class work and submit any out-of-class work ahead of time. Make-up work will not be allowed after the missed class. Make-up work due to medical hardship will be dealt with on a case-by-case basis.

Reflection Paper and Exit Survey (10 percent)

Your reflection paper should be 2-3 pages. You should write 1-2 paragraphs answering each of the questions listed below:

1. How did this course and trip relate to your major and/or your career goals?
2. What did you learn by creating My Disney Autobiography (about yourself, sociology, and Disney)?

3. How did the YES programming at WDW connect to your major and/or your career goals?
4. How would you summarize the skills and knowledge you gained from this course and trip to an employer?
5. Would you recommend this course and trip to other students? Why or why not?
6. What grade do you believe you should earn in this course? Explain.

Your Reflection paper is due by 11:59 pm on Mar. 5.

Grading Scale

****Do not count on your grade being rounded up.****

A+	100 %	to 97.0%
A	< 97.0 %	to 93.0%
A-	< 93.0 %	to 90.0%
B+	< 90.0 %	to 87.0%
B	< 87.0 %	to 83.0%
B-	< 83.0 %	to 80.0%
C+	< 80.0 %	to 77.0%
C	< 77.0 %	to 73.0%
C-	< 73.0 %	to 70.0%
D+	< 70.0 %	to 67.0%
D	< 67.0 %	to 63.0%
D-	< 63.0 %	to 60.0%
F	< 60.0 %	to 0.0%

COURSE SCHEDULE

It is expected that the reading is completed before we discuss it in class.

All readings are on Canvas.

Week	Tues	Topic	Readings/Home work	Where	Thur	Topic	Readings/Homework	Where
Week 1	1/14	HSS Syllabus and Introduction, Expectations, Information how Work		KE (East) 103	1/16	Security and Emergency Management		Kresge Auditorium
Week 2	1/21	Fieldwork Observations and Visual Research Methods	1. Observation Methods (McLeod)	KE (East) 103	1/23	Food & Beverage, Tourism, and Event Management	My Disney Autobiography (Steps 1 & 2)	Kresge Auditorium
			2. Producing Family Time: Practices of Leisure Activity Beyond the Home					
			3. Going Out: A Sociology of Public Outings					

			4. Ethics and Visual Research Methodologies					
			5. (Recommended) Participant Observation as a Data Collection Method					
Week 3	1/28	Autobiographical Occasions and Autobiographical Work	1. Autobiographical Occasions (1996)	TBD		Sociology and Psychology: Emotion Work and the Presentation of Self	1. Emotion Work, Feeling Rules, and Social Structure	Kresge Auditorium
			2. Autobiographical Occasions: Introduction to the Special Issue (2000)				2. The Smile Factory: Work at Disneyland	
			3. Picturing the Self: My Mother's Family Photo Albums (2000)		1/30		3. "The Presentation of Self in Everyday Life, Selections" by Erving Goffman	

			4. Narrative Freedom (2012)					
			5. "Tell Something About the Pictures": The Content and the Process of Autobiographical Work Among Scrapbookers					
			6. Social Memories (Zerubavel)					
Week 4	2/4	The Roles of Gender and Social Class in Autobiographical Work	1. The Female World of Cards and Holidays: Women, Families, and the Work of Kinship	TBD		Human Resources and Marketing	My Disney Autobiography (Step 3)	Kresge Auditorium
			2. "I Decided to Invest in My Kids' Memories":		2/6			

		<p>Family Vacations, Memories, and the Social Construction of the Family</p> <p>3. Scrapbooking: Family Capital and the Construction of Family Discourse</p> <p>4. How Theme Parks Like Disney World Left the Middle Class Behind</p> <p>5. Disney World is Proof the Middle Class is Booming</p>					
<p>Week 5</p>	<p>2/9 - 2/14 Walt Disney World (See separate WDW schedule)</p>					<p>My Disney Autobiography (Step 4)</p>	

Week 6	2/18	No Class	My Disney Autobiography (Step 5)		2/20	No Class	My Disney Autobiography (Step 6)	
Week 7	2/25	Come prepared to work on My Disney Autobiography (Step 7)		KE (East) 103	2/27	Come prepared to work on My Disney Autobiography (Step 7)		KE (East) 103
Week 8	3/3	Presentations		Kelley Center - IQ Wall	3/5	Presentations		Kelley Center - IQ Wall
						Reflection paper & Exit Survey		

Required Activities at Disney World³

Please note, the following is not an exhaustive list of required activities at WDW. You will receive a separate WDW schedule with required activities.

Leadership Strategies – Disney Style

Program Overview

See how effective leadership produces innovation as you investigate proven leadership strategies employed by The Walt Disney Company. During this 3.5-hour program, college students gain the skills to become the business leaders of tomorrow by identifying traits and behaviors they can use to promote their own personal and professional success.

Key Learning Points

After completing Leadership Strategies - Disney Style, participants will:

- Understand Disney's three key concepts for a successful business, along with the primary tool utilized by great leaders to maintain balance
- Be able to identify and give examples of the four Disney leadership strategies discovered and discussed in the program
- Be able to articulate the pervasive and critical need for clear and precise communication between a leader and his/her team, as well as the necessity for comprehensive communication flow within a team
- Gain insights into the nature of confidentiality and the need for a leader to properly identify the level of confidentiality required for various types of information
- Be able to describe the four specific leadership styles discussed in the program and give examples—in addition to identifying which of these is closest to their own style
- Understand that great leaders recognize the need to adapt their leadership style to fit the situation—and are comfortable with many modes
- Get a start on developing their own strategic plan for great leadership and effective communication with their team

³ From: <https://www.disneyyouth.com/programs/education/college-edition/>

Techniques of Teamwork – Disney Style

Program Overview

This program will focus on teamwork and communication. It's all about individual accountability for the choices we make. This program will include a Disney Leader Guest Speaker, who will present strategies for developing and maintaining high-performance teams. This program will also include an exciting strategic challenge.

Key Learning Points

After completing Techniques of Teamwork - Disney Style, participants will:

- Understand the need for building a consensus as a team, and their individual responsibility to help achieve this
- Be able to articulate the value of encouraging and supporting individual strengths and talents on a team
- Be able to share a comprehensive definition of what a team is
- Understand some basic elements in their team's dynamic—including trust, support and mutual concern.
- Share their learnings from the Disney leader's conversation with them
- Identify some key challenges their team faces now
- Be able to articulate the advantages of effective strategic planning, and a team member's responsibilities in creating and utilizing that plan
- Develop a strategic plan to address one of their team's specific challenges

Culture of Excellence – Disney Style

Program Overview

This program explores the concept of a purposefully created culture to achieve goals—using Disney culture as a model for success.

Key Learning Points

After completing Culture of Excellence - Disney Style, participants will:

- Understand the concept of a purposefully created culture and its advantages
- Utilize a more structured approach to examining their own culture's elements and the purpose served by each of those elements
- Articulate the four Disney cultural elements they explored during the program

- Be able to identify what currently exists in their college, university or organization's culture that relates to these four elements
- Be able to define employee/Cast Excellence, both for Disney and for their own college, university or organization
- Be able to define Guest Satisfaction for both Disney and their own college, university or organization
- Understand a leader's role in creating both internal and external brand loyalty
- Articulate the role of encouragement, positive reinforcement and rewards in promoting desired cultural behaviors
- Understand their role in helping to define and participate in the culture of their college, university, organization or company.

Disney KEY Trip – Sociology Itinerary

Hotel Information:

Disney's Pop Century Resort
1050 Century Drive
Lake Buena Vista, Florida 32830-8433
(407) 938-4000

Stephanie Medley-Rath's cell phone: [REDACTED].

FastPass+ Reservations:

You may change your FastPass+ reservations. However, you can only reserve FastPass+ in the same park on the same day. Do not change anyone else's FastPass+ reservation without their permission. Once you give up your spot on a FastPass+, you likely will not get it back. Once you use a FastPass+, you can then reserve another FastPass+. If you want to ride any of the rides already reserved, you should likely keep the FastPass+ reservation for that ride.

Social Media:

#myiuk

#myiukkey

Sunday, Feb. 9th

(Dinner or Lunch Card Provided)

Meet at IUK and get on bus to airport 3:00 am

FLIGHT INFORMATION:

Sat Feb. 9 Travel to Orlando (MCO) on Southwest Flight #WN5070 departs 6:20 a.m., arrive
8:45 a.m.

Take Disney's Magical Express to Disney's Pop Century Resort and check in.

Be sure to pack anything you need today in your carry-on (medications, phone chargers, sunscreen, swimsuit).

Meet at TBD to take shuttle to Disney Springs

Lunch at Disney Springs with sociology students

Hotel check-in after 3:00 pm

Free-time after check in.

Dinner at hotel

Monday, February 10th

(Park Hopper Ticket / Lunch & Dinner Card Provided)

Primary Park: Animal Kingdom

Wear your Sociology t-shirt today for a group photo in front of the Tree of Life. (time TBD)

Recommendation:

Get on the bus/gondola close to 7 am to get to the park when it opens. Go left when you get into the park. The animals are more active in the morning, so you may try to go on the Kilimanjaro Safari earlier. Or, try to get on the Avatar rides.

I plan to end my day at Hollywood Studios so I can see the fireworks there.

Optional

8:00 pm Fireworks: Star Wars: A Galactic Spectacular (Hollywood Studios)

Notes: Extra Magic Hours are at Animal Kingdom from 8:00 – 9:00 am

FastPass+ are for Animal Kingdom:

9:20 – 10:20 am FastPass+ for Dinosaur ([REDACTED])

10:25 – 11:25 am FastPass+ for Na'vi River Journey ([REDACTED])

11:45 am – 12:45 pm FastPass+ for Kilimanjaro Safaris ([REDACTED])

1:10- 2:10 pm FastPass+ for Na'vi River Journey ([REDACTED])

Tuesday, February 11th

(Park Hopper Ticket / Lunch Card Provided)

Primary Park: EPCOT

Wear your KEY T-shirt today for a group photo at Spaceship Earth.

Required

6:50 a.m. For Epcot, we take the Skyliner and the Disney College Program people will meet us at the International Gateway, where the Skyliner drops off.

7:45 am – 10:45 am Disney Leadership Strategies (EPCOT)

11:00 am Group photo at Spaceship Earth

12:45 – 3:45 pm Techniques of Teamwork (EPCOT)

4:20 pm Rose & Crown Dining Room

Guarantees seating at the 8:00 pm Disney on Broadway Performance

You will need money for dinner. Price range: \$15 – 34.99

Menu: <https://disneyworld.disney.go.com/dining/epcot/rose-and-crown-dining-room/menus/dinner/>

8:00 pm Disney on Broadway Performance (EPCOT)

Optional

9:00 pm Fireworks: EPCOT Forever (EPCOT)

Notes: Extra Magic Hours are at Epcot from 9:00 – 11:00 pm

FastPass+ are for EPCOT

11:25 am -12:25 pm Spaceship Earth ([REDACTED])

5:50 pm – 6:50 pm Soarin' Around the World ([REDACTED])

6:55 pm – 7:55 pm Mission: SPACE ([REDACTED])

Wednesday, February 12th

(Park Hopper Ticket / Lunch Dinner Card Provided)

Primary Park: Hollywood Studios

Required

4:45- 5:45 pm TBD – Sociology students meet at Hollywood Studios

Optional

8:00 pm Fireworks: Fantasmic! (Hollywood Studios)

Notes:

Extra Magic Hours are 8:00 pm to 10:00 pm at Magic Kingdom

FastPass+ are for Hollywood Studios

12:45 – 1:00pm Indiana Jones Epic Stunt Spectacular (Showtime 1:15 – 1:45) (Hollywood Studios) ([REDACTED])

2:15 – 3:15 pm Star Tours – The Adventures Continue (Hollywood Studios) ([REDACTED])

4:00 – 5:00 pm Slinky Dog Dash (Hollywood Studios) ([REDACTED])

Thursday, February 13th

(Park Hopper Ticket / Lunch & Dinner Card Provided)

Primary Park: Magic Kingdom

Wear your HSS t-shirt today for a group photo in front of Cinderella's Castle.

Required

6:50 am Meet Bus to Magic Kingdom

7:45 -10:45 am Culture of Excellence at Magic Kingdom

6:00 – 7:00 pm TBD – Sociology students meet for dinner

Optional

FastPass+ are for Magic Kingdom

11:10 am – 12:10 pm Peter Pan's Flight (Magic Kingdom) ([REDACTED])

12:20 – 1:20 pm Seven Dwarfs Mine Train (Magic Kingdom) ([REDACTED])

1:30 – 2:30 pm Space Mountain (Magic Kingdom) ([REDACTED])

3:00 pm Parade: Disney Festival of Fantasy Parade (Magic Kingdom)

8:00 pm Fireworks: Happily Ever After (Magic Kingdom)

Friday, February 14th

Fri Feb. 14 Travel to IND on Southwest flight #WN300 depart 11:45 a.m., arrive 2:10 p.m.

After flight Collect luggage and load bus back to IUK

CLASSROOM POLICIES

In general, for most policies, failure to comply may result in your removal from the course. If this occurs, you will not be allowed to attend the trip to Walt Disney World and any money paid for the class or trip will be forfeited.

Fragrance Sensitivity - Scented Products

Due to fragrance sensitivities among individuals associated with this course, you are not allowed to wear scented products to our classroom, the third floor of the East building, or while on the trip to Walt Disney World. You should refrain from wearing perfumes, hand sanitizers, etc. Failure to comply will result in your removal from class that day.

INSTRUCTOR POLICIES

Email

You need to use your Indiana University Kokomo email account or Canvas to communicate with me. Make sure that you include your course name and section number in the subject of your email. This way, I can quickly best address your concern. I will not discuss grades via email. I will discuss your grade in Canvas or in-person only. I will respond to your email between 24-48 hours M-F.

Attendance and Participation

Due to the nature of this course, attendance and participation is a major part of your grade.

The following will result in an automatic F in the course and your money will not be refunded:

- More than one absence prior to the Walt Disney World trip
- Any absences at required activities at Walt Disney World

For each absence after the Walt Disney World trip, your final grade will be reduced by one letter grade.

University-Sanctioned Activities, Religious Holidays, and Medical Hardships

Students who must miss class due to university-sanctioned activities or religious holidays must arrange to make up in-class work and submit any out-of-class work ahead of time. Make-up work will not be allowed after the missed class. Make-up work due to medical hardship will be dealt with on a case-by-case basis.

Late Work

All assignments are due by the start of class on their due date on Canvas unless otherwise specified. You will earn a bonus on some assignments for submitting complete work on time. See specific assignment guidelines for grace period submissions of late work.

Electronic Devices (e.g., cell phones, laptops, tablets)

Cell phones, laptops, and other electronic devices are allowed to be used for this course and in case of emergency. You are expected to be considerate of your classmates. Please check with your instructor of record for instructor-specific policies.

1. You may keep your cell phone on but set to silent for emergency-use only. If possible, set up Priority Mode on Android phones (<http://www.cnet.com/how-to/setup-interruptions-android-lollipop-do-not-disturb/>) or Do Not Disturb on iPhones (<https://support.apple.com/en-us/HT204321>).
2. I do not allow this class to be recorded (audio or visual) unless you have documentation requiring it to be recorded that you have cleared with me beforehand.
3. You are not allowed to take photographs of any of the course materials (i.e., PowerPoint slides, exams).
4. Students choosing to use laptops and tablets for note making may sit in the back row or the sides of the classroom to reduce distractions to your classmates. Studies⁴ show that students who make notes on a computing device learn and retain less.

⁴Mueller, Pam A. and Daniel M. Oppenheimer. 2014. "The Pen is Mightier than the Keyboard: Advantages of Longhand over Laptop Note Taking." *Psychological Science* 25(6):1159-1168. Retrieved December 19, 2014 (<http://pss.sagepub.com/content/early/2014/04/22/0956797614524581.abstract>).

Violation of these policies may result in you being asked to leave class that day or removed from the class permanently.

Policy on Academic Honesty

Academic misconduct includes cheating, fabrication, facilitation, interference, plagiarism, violation of course rules. Response to academic misconduct on coursework shall be per school policy with the following faculty options:

- resubmit assignment, paper or project
- retake exam
- complete additional assignment, course work, exam or paper
- lower grade on assignment, exam, or paper involved
- failing grade on assignment, exam, or paper involved
- required to withdraw from course with W or F, at faculty member's discretion

Additional penalties may be imposed by the department or the dean of students.

If in doubt, ask. If quoting material, any repetition of three or more words should be included in quotations and citations should be used.

Indiana University Kokomo's Student Handbook Conduct Code with more details can be found at <http://www.iuk.edu/~code/code/responsibilities/academic/index.shtml>.

Turnitin

Most assignments will be submitted to Turnitin to check for plagiarism.

Technical Assistance

I am not tech support. Please contact UITS@IU Kokomo at (765) 455-9315 or kohelp@iu.edu. For Canvas assistance: You can also use the "Help" feature in Canvas to answer many of your Canvas-technical questions.

Canvas Feedback

Canvas recently introduced a new page design called the New Canvas User Interface (UI). Depending on your Canvas view, your page design may vary from the images shown in this lesson. However, the functionality and location of the components remain the same.

On the assignment submission details page, some of your graded assignments may appear as file upload attachments that include a **View Feedback** button. Instead of

leaving comments directly on the assignment, your instructor may choose to include comments directly in the assignment using annotations, or inline comments. These comments are made using Crocodoc, which you can also use to reply to any comments or make your own annotations.

Some browsers may not initially render comments correctly when viewing feedback. If your browser includes a built-in PDF viewer, select the option to view the PDF in the system viewer. You can also download PDF files with comments to view on your computer. To view downloaded PDF files, you must have Adobe Reader installed on your device. To print annotations, you must enable commenting as part of the PDF print options.

Note: If the assignment attachment displays a **Preview** button instead of the **View Feedback** button, your file is not Crocodoc compatible and will not include any annotated comments.

See more: <https://guides.instructure.com/m/4212/l/352349-how-do-i-view-assignment-feedback-comments-from-my-instructor-using-crocodoc-annotations>

Course Copyright

You do not have permission to share, sell, copy, or republish any course materials electronically or by any other method. To do so, constitutes theft. They are for your use in this course.

Ground Rules

1. Do not interrupt your fellow students or myself.
2. No personal conversations during lecture (this includes texting).
3. We will not accept any discrimination, intimidation, or harassment of fellow students.
4. Remember, just because something does not apply to you, does not make it any less true. Keep an open mind.

Consequences: you may be asked to leave class that day.

Basic Needs⁵

Any student who has difficulty affording groceries or accessing sufficient food to eat every day, or who lacks a safe and stable place to live, or has unreliable transportation or childcare, and believes this may affect their performance in the course, is urged to contact the Dean of Students (Audra Dowling, 765-455-9204, aedowlin@iu.edu, KC 210 G) for support. Furthermore, please notify the professor if you are comfortable.

Campus Resources

1. [Student in Crisis Fund](http://www.iuk.edu/psc/crisis-fund.php) (<http://www.iuk.edu/psc/crisis-fund.php>) provides recipients up to \$200 once per calendar year. You can self-identify your critical need to the Office of Financial Aid, KC 230. I can help you if you would like.
2. [Cougar Cupboard](http://www.iuk.edu/cougar-cupboard/index.php) (<http://www.iuk.edu/cougar-cupboard/index.php>) is a No Questions Asked cupboard that provides essentials (i.e., non-perishable food, school supplies, and hygiene items). Locations and Hours:
 - Testing Center in the Kelley Student Center Room 250, Monday - Friday 8 a.m.-5 p.m.
 - Cole Fitness Center below the Library, Monday - Thursday 6 a.m.- 9 p.m., Friday 6 a.m. - 7 p.m., Saturday 9 a.m.- 3 p.m.

Community Resources

[2-1-1 United Way of Howard County](http://unitedwayhoco.org/get-help/2-1-1) (<http://unitedwayhoco.org/get-help/2-1-1>) makes referrals to Howard, Tipton, Miami, Clinton, and Cass Counties. You can contact them by dialing 211, or you can text them. To start, text your zip code to 898211 (available 10 am – 4 pm).

⁵ Adapted from Goldrick-Rab, Sara. 2017. "Basic Needs Security and the Syllabus." *Medium*. Aug. 7. Retrieved December 29, 2017 (<https://medium.com/@saragoldrickrab/basic-needs-security-and-the-syllabus-d24cc7afe8c9>).

IU KOKOMO STUDENT POLICIES

Accessibility Statement

Students with some special reason for modified testing procedures, note-taking procedures, or other accommodations should contact me as soon as possible, so appropriate arrangements can be made. Every attempt will be made to accommodate qualified students with disabilities (e.g., mental health, learning, chronic health, physical, hearing, vision neurological, etc.) You must have established your eligibility for support services through the appropriate office that services students with disabilities. Note that services are confidential, may take time to put into place and are not retroactive; Captions and alternate media for print materials may take three or more weeks to get produced. Please contact your campus office as soon as possible if accommodations are needed. Find your office at <http://ada.iu.edu/students/index.shtml> Students who need accommodations at IUK should call or email to schedule an appointment with the Coordinator of Accessibility Services (765-455-9301 or disserv@iuk.edu). More information is available at <http://www.iuk.edu/admin-services/disability-services/>.

Sexual Misconduct Statement

As your instructor, one of my responsibilities is to help create a safe learning environment on our campus. Title IX and our Sexual Misconduct policy prohibit sexual misconduct. If you have experienced sexual misconduct, or know someone who has, the University can help.

If you are seeking help and would like to speak to someone confidentially, you can make an appointment with Beth Barnett, Room KC234, Kelley Student Center, 765-455-9553. **More information about available resources can be found here: <http://stopsexualviolence.iu.edu/help/index.html>**

It is also important that you know that federal regulations and University policy require me to promptly convey any information about potential sexual misconduct known to me to our campus' Deputy Title IX Coordinator or IU's Title IX Coordinator. In that event, they will work with a small number of others on campus to ensure that appropriate measures are taken, and resources are made available to the student who may have

been harmed. Protecting a student's privacy is of utmost concern, and all involved will only share information with those that need to know to ensure the University can respond and assist.

I encourage you to visit **[stopsexualviolence.iu.edu](http://www.iuk.edu/stopsexualviolence)** to learn more. Student Handbook Visit <http://www.iuk.edu/advising/handbook/> to review the Student Handbook.

Civility Statement

Indiana University Kokomo encourages a climate of respect and inclusiveness that welcomes and embraces community members with diverse backgrounds and life experiences; deliberately seeks multiple perspectives; and supports the free and open exchange of ideas and civil discourse. Our community encompasses the life of the classroom including but not limited to an engagement in student life, service learning, travel abroad, and social media reflections. This community will thrive when we approach each interaction and conversation with an open mind and when each member respects the inherent dignity and worth of all people. Respect and civility should therefore be afforded to all individuals regardless of age, disability, educational background, family status, gender, gender identity and expression, nationality, race/ethnicity, religion, position, sex, sexual orientation, socioeconomic level, or veteran status at Indiana University Kokomo.

Withdrawal Dates

See Academic Calendar at <http://www.iuk.edu/registrar/academic-calendars.php>.

Student Handbook

See the Student Handbook at <http://www.iuk.edu/advising/handbook/>

FLAGS: Student Engagement Roster

The Student Engagement Roster (SER; aka FLAGS) is IU's online platform where faculty inform students of their progress in each course. I will give you constructive feedback on your attendance and overall course performance. I will also give you

recommendations that suit your progress. You can use my feedback to reach out to campus offices and services for resources and support. I may report feedback whenever I feel you will benefit. When I enter feedback, you will receive notification via IU email containing a link to your report.