

## **SOCIETY AND THE INDIVIDUAL (Spring, 2017, SYP 3000, Section 1568x)**

When: Tues: 2<sup>nd</sup>-3<sup>rd</sup> periods (8:30 a.m. – 10:25 a.m.)

Thurs: 3<sup>rd</sup> period (9:35 – 10:25 a.m.)

Where: Turlington 2319

Dr. William Marsiglio

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Home Page: <http://web.clas.ufl.edu/users/marsig/>

**I will NOT use Canvas for this course.** Instead, I will correspond with students occasionally through a listserve 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. **I will assign students their own unique secret code and distribute grades to students via this code.**

Office Hours:

Tuesdays: 10:30 a.m. - 11:30 a.m.

Thursdays: 10:30 a.m. - 12:30 p.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.

2. Sandstrom, K. L., Lively, Kathryn J., Martin, Daniel D., and Fine, Gary Alan. (2014). *Symbols, Selves, and Social Reality (4<sup>th</sup> edition)*. Oxford: Oxford University Press. **Note: Please make sure you purchase the 4<sup>th</sup> edition.**

3. Cahill, Spencer E., Sandstrom, Kent, and Froyum, Carissa. (2014). *Inside social life: Readings in sociological psychology and microsociology (7th Edition)*. New York: Oxford University Press. **Note: Please make sure you purchase the 7th 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. I've used the Albom and Cahill et al. books in the past so I assume there are used copies available on the internet.

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. Attendance/Participation (100 pts., 10 %)

In an effort to promote and reward attendance and the reading of course materials in a timely fashion, I will have 11 class sessions in which 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. Midterm (300 or 450 pts, 30% or 45%)

The midterm exam will consist of multiple choice questions 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. Term Project (described below). Optional (300 pts, 30%).

Paper due March 30 (Thursday, class period) and I will NOT accept papers beyond 11:30 a.m., April 4.

Those received after the class period on March 30th 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. Final (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.

Due Dates

Midterm Exam	February 28 (Tuesday), in-class
Term Paper	Due: March 30, Thursday during class period (late otherwise)
Final Exam	April 27, Thursday (5:30 p.m. - 7:30 p.m.)

**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. They are also not allowed to 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 Monday, April 25th. 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 Thursday and you don't get around to submitting it to me until Tuesday you will be penalized 10 points apiece for Friday and Monday (20 points) and an additional 10 points total for the weekend. For example, if you would have earned, say, 270 points out of a possible 300 (90% = A-), your final project score would be 240 due to the penalty (80% = 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 required assignments to pass the course.

## **SPECIAL CONSIDERATIONS**

Students are not permitted to sell class notes or tapes of lectures, presentations, or discussions. Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, [www.dso.ufl.edu/drc/](http://www.dso.ufl.edu/drc/)) by providing appropriate documentation. Once registered, students will receive an accommodation letter which they need to present to me when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester. The SDS office is located in 001 Reid Hall.

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>

## **FINAL GRADE DISTRIBUTION**

The distribution I've listed below shows the 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. **PLEASE 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.

Grade	Grade Points	Percent	Points
A	4.0	93-100	930-1000
A-	3.67	90-92	900-929
B+	3.33	87-89	870-899
B	3.0	83-86	830-869
B-	2.67	80-82	800-829
C+	2.33	77-79	770-799
C	2.0	73-76	730-769
C-	1.67	70-72	700-729
D+	1.33	67-69	670-699
D	1.0	63-66	630-669
D-	.67	60-62	600-629
E	0	Below 60	599 and below

## **INCOMPLETE GRADES**

The College of Liberal Arts and Sciences has a specific policy and proceed regarding incomplete grades. Please see the following documents:

<http://www.clas.ufl.edu/forms/incomplete-grade-policy-clas.pdf>

<http://www.clas.ufl.edu/forms/incomplete-grade-contract.pdf>

## **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 effective 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 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 (worth 100 points)**

I will log point values for 11 random days and I will count the 10 highest point values for each student. Because this course will be discussion oriented and include a number of in-class exercises, attendance is CRITICAL. At various points throughout the course I will ask students to complete projects during the class period or I will request that students answer a question I pose in class and bring their answer to me the following class period. When I spontaneously assign something during the class for the next period, students are responsible for checking with their classmates for any possible questions I may ask. Some of the in-class projects will involve small group exercises. 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. Everyone should make at least two "class-buddies" to keep them informed of class assignments if they are late or miss a class.

I will award up to 10 points for those persons who participate and satisfactorily complete their small group projects. Fewer points will be awarded to persons who are part of a group that does a mediocre job. For the written assignments on the readings, I will assign 0-10 points to students' work based on its quality. **You can NOT 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. Also, if you miss class you cannot give your material to another student to bring to class. The reason for this policy is that you cannot contribute to the class discussion if you are absent and I want to encourage attendance. On those days when students have written assignments due, the entire attendance score will be based on the quality of the written work. So, if you attend but do not bring your TYPED assignment with you, you would not be eligible for any attendance points because you would be unprepared for the class. You will earn "0" points for that day. If you attend and bring your assignment, but it is of poor quality, you'll earn 6 or 7 points. If it is of reasonable quality you'll earn 8 or 9 points, and if you do an excellent job on the assignment, you'll earn all 10 points.

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. Missing class because your car isn't working, you overslept, your girlfriend/boyfriend broke up with you, your dog died, you need to work at your job, you were tired, etc. are not UNIVERSITY AUTHORIZED excuses. I will need written documentation. In those rare instances where you show me written documentation for a legitimate absence, and you have more than one absence, I will add 1% to the weight of your final exam for each instance for no more than 2 classes.

Completing in-class group projects will also influence your attendance score in a manner similar to the reading reflections. Everyone in the group will get the same score (unless someone comes in late or leaves early).

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.

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. Purpose: I require attendance to reinforce the importance of learning as an interactive process and secure your commitment to the success of this course. I also want to encourage and reward students to read their assigned readings on time. By attending and participating in class discussions and group projects, students will have the opportunity to develop their critical thinking and team-work skills. These skills are essential for today's labor market.

**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 that 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, i.e., 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  
email address  
UF ID#  
Society and the Individual  
Dr. William Marsiglio  
Date

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.

	Student	Dr. Marsiglio
1. Analytic effort (200 pts)	_____	_____
2. Organization and writing style (50 pts)	_____	_____
3. Creativity (25 pts)	_____	_____
4. Professional presentation (25 pts)	_____	_____

7. Place in bold or underline the concepts in the text.
8. Due date is the class period, March 31st.

### **ONLINE COURSE EVALUATION PROCESS**

Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at <https://evaluations.ufl.edu>. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results/>.

### **COURSE OUTLINE AND READING ASSIGNMENTS**

I have organized the readings according to our 16 week semester (includes spring break). 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* (7th edition) edited by Spencer Cahill, Kent Sandstrom, and Froyum.

Note that according to this syllabus, students are NOT required to read entries # 13, 14, 15, 26, 32, 35, 36, 37, 41 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.

Although I have not yet assigned Chapter 9 of Sandstrom, K. L., Lively, Kathryn J., Martin, Daniel D., and Fine, Gary Alan's (2014) book, *Symbols, Selves, and Social Reality* (4<sup>th</sup> edition), the possibility exists that I may ask students to read this toward the end of the semester.

### **Week 1 (Jan 2-6): Introduction: What is Social Psychology? Why is it Useful?**

Sandstrom, K. L., Lively, Kathryn J., Martin, Daniel D., and Fine, Gary Alan. (2014). *Symbols, Selves, and Social Reality* (4<sup>th</sup> edition).

Chapter 1: “The Meaning of Symbolic Interactionism” (pp 1-23).

### **Week 2 (Jan 9-13): Theoretical Perspectives**

Sandstrom, K. L., Lively, Kathryn J., Martin, Daniel D., and Fine, Gary Alan. (2014). *Symbols, Selves, and Social Reality* (4<sup>th</sup> edition).

Chapter 2: “The Interactionist Toolkit: Methods, Strategies, and Relevant Perspectives” (pp. 24-55).

### **Week 3 (Jan 16-20): Theoretical Perspectives**

Sandstrom, K. L., Lively, Kathryn J., Martin, Daniel D., and Fine, Gary Alan. (2014). *Symbols, Selves, and Social Reality* (4<sup>th</sup> edition).

Chapter 3: “People as Symbol Makers and Users: Language and the Creation of Reality” (pp. 56-84).

### **Week 4 (Jan 23-27): Applying the Theoretical Approaches**

Albom, Mitch (2007, 2nd edition). Tuesdays with Morrie: An old man, a young man, and life's greatest lessons. 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 (Jan 30 - Feb 3): 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 6-10): The Social Construction of Self**

Sandstrom, K. L., Lively, Kathryn J., Martin, Daniel D., and Fine, Gary Alan. (2014). *Symbols, Selves, and Social Reality* (4<sup>th</sup> edition).

Chapter 4: “Socialization: The Creation of Meaning and Identity.” (pp. 85-122)

Zussman, Robert (2005). *The Self*. *Contexts*, 4, 48-50. (Available online through UF Smathers library)

Cooley, Charles Horton (reading # 16). *The self as sentiment and reflection*. ISL.

Mead, George Herbert (reading #17). *The self as social structure*. ISL.

### **Week 7 (Feb 13-17): The Social Construction of Self**

Sandstrom, K. L., Lively, Kathryn J., Martin, Daniel D., and Fine, Gary Alan. (2014). *Symbols, Selves, and Social Reality (4<sup>th</sup> edition)*.

Chapter 5: "The Nature and Significance of the Self" (pp. 123-163)

Vaccaro, Christian, Schrock, Douglas, and McCabe, Janice. (reading #9). *Managing emotional manhood*. ISL.

Martin, Daniel D. (reading #10). *The organizational management of shame*. ISL.

Martin, Karin A. (reading #11). *Becoming a gendered body*. ISL.

Waskul, Dennis D., Vannini, Philip, and Wiesen, Desiree. (reading #12). *Women and their clitoris*. ISL.

Van Ausdale, Debra and Feagin, Joe (reading #18). *Young children's racial and ethnic definitions of self*. ISL.

### **Week 8 (Feb 20-24): The Social Construction of Subjective Experience and Emotions**

Sandstrom, K. L., Lively, Kathryn J., Martin, Daniel D., and Fine, Gary Alan. (2014). *Symbols, Selves, and Social Reality (4<sup>th</sup> edition)*.

Chapter 7: "Interactionist Approaches to the Study of Emotion: Emotion in Everyday Life." (pp. 193-232)

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.

Simon, Robin W., Eder, Donna, and Evans, Cathy. (reading #8). *Feeling norms and romantic love*. ISL.

Gottschalk, Simon (reading #24). *The presentation of self in virtual spaces*. ISL.

### **Week 9 (Feb 27 - Mar 3): The Self and Social Interaction**

Stretesky, Paul B. and Pogrebin, Mark R. (reading #19). Gang-related gun violence and the self. ISL.

Goffman, Erving. (reading #21). The presentation of self. ISL.

Grazian, David. (reading #22). The girl hunt. ISL.

Adler, Patricia & Adler, Peter (reading #23). The glorified self. ISL.

### **Week 10 (Mar 6-10): Spring Break: No readings**

### **Week 11 (Mar 13-17): The Organization of Social Interaction**

Sandstrom, K. L., Lively, Kathryn J., Martin, Daniel D., and Fine, Gary Alan. (2014). *Symbols, Selves, and Social Reality* (4<sup>th</sup> edition).

Chapter 6: "Role Taking, Role Making, and the Coordination of Action." (pp.164-192)

Goffman, Erving. (reading #25). Face-work and interaction rituals. ISL.

Cahill, Spencer E. & Eggleston, Robin. (reading #27). Wheelchair users' interpersonal Management of emotions. ISL.

Jones, Nikki. (reading #28). Working 'the code' in the inner city. ISL.

### **Week 12 (Mar 20-24): 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 #30). Collective emotions and boundary work among evangelical Christians. ISL.

Francis, Ara A. (reading #39). The dynamics of family trouble: Middle-class parents whose children have problems. ISL.

### **Week 13 (Mar 27 – Mar 31): Primary Relationships and Networks**

McPherson, 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): Marsiglio, William and Scanzoni, John H. (1995). *Families & Friendships: Applying the Sociological Imagination*. New York: HarperCollins College Publishers.

**Week 14 (Apr 3-7): Interpreting and Responding to Social Structures**

Bllumer, Herbert. (reading #29). Society in Action. ISL.

Arluke, Arnold. (reading #31). Managing emotions in an animal shelter. ISL

Thorne, Barrie. (reading #33). Borderwork among girls and boys. ISL.

Kusenbach, Magarethe. (reading #34). Salvaging decency. ISL.

**Week 15 (Apr 10-14): The Politics of Social Reality/Postmodern Social Reality**

Sandstrom, K. L., Lively, Kathryn J., Martin, Daniel D., and Fine, Gary Alan. (2014). *Symbols, Selves, and Social Reality (4<sup>th</sup> edition)*.

Chapter 8: "The Politics of Social Reality: Constructing and Negotiating Deviance." (pp. 233-272)

Gergen, Kenneth. (reading #20). The dissolution of the self. ISL.

Goffman, Erving. (reading #38). The moral career of the mental patient. ISL.

Marvasti, Amir (reading #40). Being middle Eastern American in the context of the war on terror. ISL.

Schwartz, Barry (reading #42). Collective forgetting and the symbolic power of oneness. ISL.

**Week 16 (April 17-21): Summary: Class held on Tuesday, no class on Thursday, April 20th**

No readings