

Sociology 2730 ~ Spring 2009

Social Interaction

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| Professor: | Dr. Dawn T. Robinson | Classroom: | Baldwin 307 |
| Office: | 217A Baldwin Hall | Class meets: | 12:20-1:10 pm |
| Phone: | 542-8948 | Office Hours: | 3:00-4:00 pm Mondays 10:00-11:00am Wednesdays and by appointment* |
| e-mail: | sodawn@uga.edu | | |

*I also welcome brief drop-in visits at your convenience. However, please make an appointment for more involved meetings. You can make an appointment email, phone, or by catching me before or after class. E-mail is also a great way to ask quick questions, or to share brilliant insights.

I. Course Overview and Objectives

This course will introduce you to sociological theories and research about social interaction. We will cover a mixture of contemporary and classical research literature that attempts to make sense of interactions in everyday social life.

This is a general (or “survey”) course designed to introduce students to theory, methods, key substantive areas, and research in social psychology. Consequently, we will emphasize breadth rather than depth of coverage. Sociologists study social psychology at various levels of analysis. Some researchers focus on the impact of social structure on individual behavior, others on the interactional processes themselves. Still others study the impact of individual behaviors on larger group outcomes. In this course we will attend to investigations of social interaction at each of these levels of analysis.

The key goals of this course are: (1) to introduce students to major research topics and findings in social psychology; (2) to teach students about prominent theoretical perspectives and varied methods used to understand social interaction; (3) to encourage students to think critically about social research and the conclusions drawn from it; and (4) to through classroom discussions, participation in discussion sections, lectures, readings, experiential activities, and individual projects, invite students to think analytically about events in their own social lives.

II. Course Materials

Course Web Site

On the course website you will find the expanded course syllabus, guidelines for assignments, on-line quizzes, surveys and activities, study guides, links to course related information, a bulletin board for forming virtual study groups, and more. *You are required to check the course website at least once per week and to check your email at least twice per week.* Please forward your WebCT mail to the email address of your choice. To access the course web site, go to the following url: <https://webct.uga.edu/www/> Log on using your UGA myID and password. This course should appear as one of your courses. If you successfully log on and do not see this course listed, please email me so that I can make sure you are registered. If you follow the above procedures but cannot successfully log on, then check this website for help: <https://webct.uga.edu/www/student/guide/#login-mywebct>

Required Books

Rohall, Milkie, Lucas. 2007. Social Psychology. Allyn & Bacon.

Lovaglia, Michael. 2006. Knowing People. 2nd Edition. Rowman & Littlefield.

III. Class Activities and Evaluation

Participation Keep in mind that each semester hour of discussion or lecture normally entails at least two hours of outside preparation for the average student. In this class that means that in a typical week you will spend six or more hours per week reading assigned course materials, taking surveys and quizzes, conducting and writing projects, studying lecture notes, and interacting with course materials on the web. Occasionally throughout the semester, you may be asked to participate in some classroom activity that demonstrates some phenomenon of interest to the course. These activities may take the form of participating in simulations, taking course surveys or quizzes, watching films, discussing readings, etc. Your participation in these activities will be counted toward your grade in your discussion section. Your discussion section grades will contribute 20% of your total course grade. A fuller description of discussion section requirements and grading will be provided in your section syllabus available on the first day of your discussion section.

Exams There will be 3 exams covering material from lectures, class discussion, and readings. Each exam will determine 25% of your course grade. The exams will be similar in format, length, and identical in weight. The third exam will take place in our regular classroom and during the officially scheduled final exam period. A student with three final examinations scheduled within the same calendar day or two examinations at the same time may petition to reschedule one exam to a different time or day. Instructions for these requests may be found at <http://www.curriculumsystems.uga.edu/FinalExamConflicts/FinalExamConflicts.html>

Extra Credit Mini-Project One aspect of this course designed to engage you in the material is the opportunity to do your own short Mini-Projects. Mini-projects take on a variety of formats, but typically result in a 2 to 6 page final product. You may only submit a mini-project using the WebCT electronic drop box. The completion of one Mini-Project is a requirement of this course, and will contribute 5% of your total course grade. In addition, actual points earned on the required (as well as optional) mini-projects will be added to your total course grade as extra credit at the end of the semester. On the course website is a fuller description of the Mini-Projects, including with some suggested project ideas, and information about how to submit using the online dropbox.

IV. Student Rights and Obligations

Your responsibilities to this class – and to your education as a whole – include attendance and participation. You are also expected to be honest and honorable in your fulfillment of assignments and in test-taking situations. You have a responsibility to the rest of the class– and to the instructor– to help create a classroom environment where all may learn. At the most basic level, this means that you will respect the other members of the class and the instructors, and treat them with the courtesy you hope to receive in turn. Please turn off pagers and cell phones when you enter the classroom and refrain from disruptive or distracting behavior that might diminish the educational experience of your classmates.

Students with disabilities I would like to hear from anyone who has a disability which may require some modification of seating, testing, or other class requirements so that appropriate arrangements can be made. Please see me after class or during my office hours.

Academic Misconduct Policy *All academic work must meet the standards contained in “A Culture of Honesty.” Each student is responsible to inform themselves about those standards before performing any academic work.* I will assume that all work submitted during the semester – including work on exams, quizzes, observations, and mini-projects is your own. I will also assume that no student in this class will allow another student to copy or plagiarize from his/her work (outside of explicitly permitted collaborations). I have a responsibility to report any alleged violations of this policy to the Office of the Vice President of Instruction, and will do so. If you have any questions about what constitutes academic misconduct please refer to the University Honor Code and Academic Honesty Policy, or consult with me.

Questions or Concerns If you have questions or concerns about this course, please bring them to my attention. If you remain concerned, you may contact Dr. William Finlay, Head of the Department of Sociology. If the matter remains unresolved, you may submit a written complaint to the Chair of the Human Rights Committee, Department of Sociology, University of Georgia. For more information, see the human rights statement on the course webpage.

Tentative Course Outline

(exact dates and topic order subject to change as needed during the semester)

Part One:

Elements of Social Life: Thinking, Feeling, Communicating

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| January 9-16 | <i>Introduction: Theoretical Perspectives, Methodology</i> | (Rohall 1,2, 3; Lovaglia 1) |
| January 19 | <i>NO CLASS</i> MARTIN LUTHER KING DAY | |
| January 21-23 | <i>Social Cognition & Socialization</i> | (Rohall 6; Lovaglia 2; Nisbett & Ross) |
| January 26-28 | <i>Social Emotions and Social Attitudes</i> | (Rohall 9, 10; Lovaglia 4, 10) |
| January 30 - February 2 | <i>Self and Identity</i> | (Rohall 5; Lovaglia 3) |
| February 4 | <i>Catch up & Review</i> | |
| February 6 | EXAM 1 | |

Part Two:

The Structure of Social Interaction

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| February 9-16 | <i>Language and Communication</i> | (Robinson et al.) |
| February 23- March 6 | <i>Status, Power, and Influence</i> | (Rohall 4; Lovaglia 5-7) |
| March 9 - 13 | <i>NO CLASS</i> SPRING BREAK | |
| March 16-27 | <i>Groups, Networks, and Relationships</i> | (Lovaglia 9; see website) |
| March 30 | <i>Catch up & Review</i> | |
| April 1 | EXAM 2 | |

Part Three:

Individuals in Society

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| April 3-10 | <i>Social Psychology of Deviance</i> | (Rohall 7; see website) |
| April 13-17 | <i>Inequality, Prejudice, and Discrimination</i> | (see website, Lovaglia 8) |
| April 20-22 | <i>Health & Mental Health</i> | (Rohall 8; see website) |
| April 24-29 | <i>Collective Action and Social Movements</i> | (Rohall 11; see website) |
| May 5 12:00 - 3:00 pm | EXAM 3 | |