When: M-F (2nd period, 9:30 a.m. - 10:45 a.m.)
Where: Turlington 2319

Dr. William Marsiglio
Office: Turlington 3108-A
Office Phone: 392-0251, x 233
E-mail: marsig@ufl.edu
Home Page: http://web.clas.ufl.edu/users/marsig/

There may be times when I place announcements for students on my home page link for Student Information which I will mention in class.

I will also correspond with students occasionally through a listserv 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.

Office Hours:
M, T, W, Th 11:00 a.m.- 12:00 noon.
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 can not exist one without the other. We focus on this paradox by examining how individuals are influenced by societal 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
**ATENTION STUDENTS:** This 3000 level course has a fair amount of reading associated with it. If you do not like to read or you will not have the time to concentrate on reading regularly for a 6 week period, you should NOT take this course.

The required readings for the course are:

1. Albom, Mitch. (2007). *Tuesdays with Morrie: An old man, a young man, and life’s greatest lesson.* New York: DoubleDay. [Some used copies should be available; try to get the most recent edition that includes an "Afterwards" section--the book was originally published in 1997; If you’ve already read the 1997 version and have a copy, that should be sufficient.]

   **Note:** Please make sure you purchase the 6th edition.


4. I ordered the books through the UF Bookstore (392-0194). I’ve been told the bookstore has the means to supply books to students who have financial aid pending, so please get your books asap. Other materials including several class handouts and in-class project assignments will be made available through the web links below. The materials include a list of key concepts, information about symbolic interactionism, complex diagrams, and general questions to guide student reading. Students should print and bring these documents to class every day. I will **NOT** bring extra copies of these documents to class, so please make sure you assume personal responsibility for this task. It is critical to acquire this material quickly so you can stay on top of the readings and notes. Thanks!

**Concepts, Projects, Questions**  
**Selective Power Point Slides**

**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 AND GRADING**

I will calculate your grade using a 1,000 point scale. Students cannot pass this course without taking all of the exams.

<table>
<thead>
<tr>
<th>NOTE:</th>
<th>The paper assignment is optional. If you turn in the paper it WILL count toward your final grade--no exceptions. If you complete the paper your paper will be worth 20% or 200 points out of 1,000. If you do NOT turn in the paper, then your point totals will be as follows: Exam 1 = 200 points, Exam 2 = 400 pts., and Exam 3 = 400 pts.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paper Mon, July 27 (200 pts, 20 %)</td>
<td>Personal analytic essay: description below, OPTIONAL</td>
</tr>
<tr>
<td>1. Exam 1</td>
<td>Multiple choice (40 questions, 5 pts apiece) and will require students to have a working knowledge of the theories, concepts, and major findings discussed in the lectures and readings.</td>
</tr>
<tr>
<td>2. Exam 2</td>
<td>Multiple choice (40 questions, 7.5 or 10 pts apiece) and will require students to have a working knowledge of the theories, concepts, and major findings discussed in the lectures and readings.</td>
</tr>
<tr>
<td>3. Exam 3</td>
<td>Multiple choice (40 questions, 7.5 or 10 pts apiece) will be given on the last day of class. It will be based on a multiple choice format. It will cover the final portion of the semester and it may also include a small amount of material from the first part of the course focusing on the theoretical perspectives. Students will need to have a working knowledge of the theories, concepts, and major findings discussed in the lectures and readings.</td>
</tr>
</tbody>
</table>

**Due Dates**

Exam 1     July 8th (Friday)
Exam 2       July 22rd (Friday)  
Paper        July 27th (Wednesday): optional  
Exam 3       August 5th (Friday)  

EXAM AND GRADING POLICIES

The exams will consist of multiple choice questions that will require you to understand the meaning and practical application of concepts and theories. Although Exam 3 is NOT cumulative; it will cover some selected material from the first few weeks of the course related to the theoretical perspectives.

All exams are the property of this course. Students are not permitted to take an exam out of the classroom or office nor may they 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. Recall that the Honor Code was endorsed by the student body in the fall, 1995. The oath reads:

    We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity.

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. I will administer no early final exams (everyone, including seniors, will take the exam during the scheduled period).

Your final grade is based solely on your exam scores and paper. However, I may, on rare occasions, award a student up to 10 additional points if he/she has done an EXCEPTIONAL job in class discussions (offering insightful comments and asking thought provoking questions on a regular basis--simply talking a lot does not suffice).

Please do NOT ask about extra credit. There is absolutely NO extra credit for this course.

SPECIAL CONSIDERATIONS

Students are not permitted to sell class notes or tapes of lectures, presentations, or discussions.

I encourage students who have arranged a special needs accommodation letter through the Office of Student Disability Services (SDS) to see me immediately to present their paper work and to figure a plan of action. The SDS office is located in 001 Reid Hall, phone: 392-8565.
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**

In accordance with the Faculty Senate resolution of December 14, 2006, the University of Florida’s grading scale has been changed to include minus grades—effective summer 2009 term. The distribution I’ve listed below shows the new 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. If you have taken a course with me in the past, note that I’ve modified my grade distribution to make it consistent with the university regulations. **PLEASE ALSO 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.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Grade Points</th>
<th>Percent</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.0</td>
<td>93-100</td>
<td>930-1,000</td>
</tr>
<tr>
<td>A-</td>
<td>3.67</td>
<td>90-92</td>
<td>900-929</td>
</tr>
<tr>
<td>B+</td>
<td>3.33</td>
<td>87-89</td>
<td>870-899</td>
</tr>
<tr>
<td>B</td>
<td>3.0</td>
<td>83-86</td>
<td>830-869</td>
</tr>
<tr>
<td>B-</td>
<td>2.67</td>
<td>80-82</td>
<td>800-829</td>
</tr>
<tr>
<td>C+</td>
<td>2.33</td>
<td>77-79</td>
<td>770-799</td>
</tr>
<tr>
<td>C</td>
<td>2.0</td>
<td>73-76</td>
<td>730-769</td>
</tr>
<tr>
<td>C-</td>
<td>1.67</td>
<td>70-72</td>
<td>700-729</td>
</tr>
<tr>
<td>D+</td>
<td>1.33</td>
<td>67-69</td>
<td>670-699</td>
</tr>
<tr>
<td>D</td>
<td>1.0</td>
<td>63-66</td>
<td>630-669</td>
</tr>
<tr>
<td>D-</td>
<td>.67</td>
<td>60-62</td>
<td>600-629</td>
</tr>
<tr>
<td>E</td>
<td>0</td>
<td>Below 60</td>
<td>599 and below</td>
</tr>
</tbody>
</table>

**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 corrective 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 the 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!

TERM PROJECT: JOURNAL CONCEPTS PAPER (200 POINTS, DUE JULY 27)

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 that are either discussed in class and/or your readings for this course. 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, you will be expected to incorporate themes from at least one of the theoretical models discussed in class (e.g., symbolic interactionism, social exchange, interaction rituals) into your essay. In other words, you will need to select one of the perspectives and indicate explicitly in your essay how this perspective informs the way you are thinking about and analyzing your situation. Your essay should be AT LEAST 5 typed pages but absolutely no more than 6, and it is due during the class period (see late penalty below).
You should choose a subject that holds a great deal of meaning for you. You are likely to write a better paper, and learn more about yourself, if you write about something that has affected you profoundly.

Your papers are confidential. I will collect and return them in a manner than 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)
   - 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
   - do you present your ideas in a logical fashion
   - does your analysis integrate key concepts in meaningful ways
   - have you clearly and explicitly shown which perspective you're using and why
   - have you used the concepts and theoretical perspective(s) accurately?

2. Organizational structure and writing style
   - is your paper easy to read, are your sentences clear
   - is your paper well organized with topic sentences and logical transitions between paragraphs
   - 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
   - do you begin the paper in a novel way
   - do you keep my interest and motivate me to read the next sentence and to turn the pages
   - do you include thought provoking passages or questions that demonstrate original thinking?

4. Quality of professional presentation
   - 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 all of my directions for preparing your paper
   - 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.
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. 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.

   1. Analytic effort (100 points) ______
   2. Organization and writing style (50 points) ______
   3. Creativity (25 points) ______
   4. Professional presentation (25 points) ______

5. Place in bold or underline the concepts in the text.

6. Number your pages at the bottom of the page beginning with the first page of text (i.e., do not number the cover page).

7. Due date is the class period, Wednesday, July 27th during the class period!

   LATE PENALTY POLICY: I expect to receive all student papers by the assigned due date. I will assign a late penalty of 20 points per DAY for papers handed in after the announced due date (regardless of your excuse so please plan ahead). If you hand in a paper a day late, for example, and you would have earned a score of 180 out of 200 if you had honored the due date (90%, A-), you will wind up with a score of 160, 80, B-). A good rule of thumb, then, is to plan to hand the paper in a few days in advance and then spend those last few days making minor changes to it if necessary.

   **COURSE OUTLINE, READING ASSIGNMENTS, AND READING TIPS**

   I have organized the readings according to our 6 week semester. You should plan to read the material before or during the week we are covering it. As the syllabus indicates, we will spend
more time on some topics than others. Readings listed under ISL refer to the *Inside Social Life* (6th edition) edited by Spencer Cahill and Kent Sandstrom. Note that according to this syllabus, students are **NOT** required to read entries #13, 14, 23, 25, 29, 30, 36, 39, 40 in the ISL text. 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 the first 5-7 days deal primarily with theoretical perspectives and concepts. This material introduces abstract ideas and some students may find it a bit "dry" or "boring." This material is quite important and can be fun to learn if you apply it to your everyday life experiences. I encourage you to wrestle with these ideas because your performance in the course will be influenced considerably by your understanding of the theories and related concepts. The theories and concepts will provide you with the conceptual tools you will need to think about subsequent issues in a social psychological manner and to appreciate the *Tuesdays with Morrie* book.

I will **NOT** discuss in class all of the required readings. However, you are responsible for all of the assigned material and there will be exam questions from all of the readings. You should outline your readings and pay particular attention to the summaries that Cahill and Sandstrom (editors of *Inside Social Life*) provide before every essay entry in their collection of essays. Focus on the main ideas in these readings.

**Week 1 (June 27)**

**Introduction: What is Social Psychology? Why is it Useful?**


We will use examples from this book at various points through the course to illustrate key concepts. We may also use it in conjunction with an in-class project.

**Human Beings and Social Reality**


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 2 (July 4)**
Theoretical Approaches


Chapter 2: Basic concepts of symbolic interactionism (pp. 32-60).
Chapter 3: Identity, social settings, and the self (pp. 61-115).
Chapter 4: Defining reality and accounting for behavior (pp. 116-152).
Chapter 5: Understanding and constructing social order (pp. 153-180).

**Week 3 (July 11)**

The Social Construction of Self


Cooley, Charles Horton (reading # 15). The self as sentiment and reflection. ISL.

Mead, George Herbert (reading #16). The self as social structure. ISL.

Karp, David A. (reading #9). Mental illness, psychiatric drugs, and the elusive self. ISL.

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

Waskul, Dennis D., Vannini, Philip, and Wiesen, Desiree. (reading #11). Women and their clitoris. ISL.

Martin, Karin A. (reading #12). Becoming a gendered body. ISL.

Van Ausdale, Debra and Feagin, Joe (reading #17). Young children's racial and ethnic definitions of self. ISL.

The Social Construction of Subjective Experience

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.

Smith, Allen C. & Kleinman, Sherryl. (reading #8). Managing emotions in medical school. ISL.

**Week 4 (July 18)**

The Self and Social Interaction

Stretesky, Paul B. and Pogrebin, Mark R. (reading #18). Gang-related gun violence and the self. ISL.

Goffman, Erving. (reading #20). The presentation of self. ISL.

Waskul, Dennis (reading #21). Cyberspace and cyberselves. ISL.

Adler, Patricia & Adler, Peter (reading #22). The glorified self. ISL.

The Organization of Social Interaction
Week 5 (July 25)

Social Interaction, Primary Relationships, and Networks


Wilkins, Amy C. (reading #31). Collective emotions and boundary work among evangelical Christians. ISL.

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)

Week 6 (August 1)

Interpreting and Responding to Social Structures

Weitz, Rose (reading #34). Women, power, and hair. ISL.

Carter, Prudence (reading #35). Straddling racial boundaries at school. ISL.

Blumer, Herbert. (reading #28). Society in Action. ISL.

Arluke, Arnold. (reading #32). Managing emotions in an animal shelter. ISL.

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

The Politics of Social Reality/Postmodern Social Reality

Gergen, Kenneth. (reading #19). The dissolution of the self. ISL.

Goffman, Erving. (reading #37). The moral career of the mental patient. ISL.

Marvasti, Amir (reading #38). Being middle Eastern American in the context of the war on terror. ISL.

Schwartz, Barry (reading #41). Collective forgetting and the symbolic power of oneness. ISL.