**CROSS SECTION OF THE HUMAN BRAIN**

**Corpus callosum**
A large band of nerve fibres through which information flows back and forth between the left and right hemispheres of the brain.

**Thalamus**
The relay station for most information going into the brain.

**Hypothalamus**
Regulates sex hormones, blood pressure and body temperature.

**Pituitary Gland**
The master gland of the body - produces its own hormones and also influences the hormonal production of the other glands in the body.

**Amygdala**
Regulates the heartbeat and other visceral functions and process the emotion fear.

**Hippocampus**
Helps establish long-term memory regions of the cerebral cortex.

**Basal ganglia**
A control system for movement and cognitive functions.

**Cingulate gyrus**
Cooperation, cognitive flexibility, and ability to see options.

**Cerebellum**
Essential for coordination of movement.

**Pons**
Control of breathing, circulation, heartbeat and digestion.

**Medulla oblongata**
1) **Behavior is dependent on a named or classified world.** The names or class terms (e.g., race, marriage, adolescent, woman, father, religion) attached to aspects of the environment, both physical and social, carry meaning in the form of shared behavioral expectations. Individuals learn through social interaction how to classify these objects and how they are expected to behave toward them.
2) Among the class terms learned in interaction are the **symbols that are used to designate “positions”** (e.g., father, son, employee, student) which are relatively stable aspects or components of social structure. These positions carry the shared behavioral expectations that are conventionally labeled “roles” (e.g., fathers are expected to support their families financially, sons are expected to show their fathers respect)
3) Persons who act in the context of organized patterns of behavior, i.e., in the context of social structures, “name” one another by recognizing others as occupants of positions. When they “name” one another they invoke expectations about each others’ behavior.
4) Persons acting in the context of organized behavior apply names to themselves as well. Stryker calls these names “positional designations.” They become part of the “self” and people internalize expectations about their own behavior.
5) When entering interaction situations (e.g., classroom), persons define the situation by applying names to it (e.g., Society and the Individual, Intro), to the other participants in the interaction (e.g., students, professor, TA), to themselves (student), and to particular features of the situation (e.g., upper division course, lower division, elective, course for major), and use these definitions to organize their own behavior in the situation.
6) Social behavior is not completely determined by these definitions. However, initial definitions may constrain the possibilities for alternative definitions to emerge from interaction. **Behavior is the product of a role-making process,** initiated by the expectations people express as they define situations. This process may involve a tentative, sometimes extremely subtle, probing interchange among actors. It also can reshape the form and content of the interaction.
7) The degree to which roles are “made” rather than simply “played,” will depend on the larger social structures in which interactive situations are embedded. Some structures are \textit{open} (e.g., most college parties) and others relatively \textit{closed} (e.g., courtroom trial) with respect to novelty in roles and in role enactments or performances. \textbf{All structures impose some limits on the kinds of definitions} which may be called into play without disrupting the situation and thus the possibilities for interaction.
8) To the degree that roles are made rather than only played as given, changes can occur in the character of definitions, the names and the class terms used in those definitions, and the possibilities for interaction. Over time, such changes at the micro-level can lead to changes in the larger social structure within which interactions take place.
Mead’s Theoretical Model of Mind, Self, and Society

**Society** (organized social community characterized by members’ intersubjectivity)

**Selfhood**: reflexivity (subject and object), developmental phases—imitation, play, and game

**Mind**: acquired when person uses symbols, not merely signs; process involves internal conversation of significant gestures

**Taking the role of the other**: interpret meaning

**Significant gestures**: respond to perceived intent

**Social acts** (minimal social grouping)
Before Class, Please do the Following

• Think of two platonic friends whom you’ve met since graduating from high school, and have known for roughly the same amount of time, but one (Friend A) you consider to be a close friend and the other (Friend B) is not.
• List 1-2 significant favors you have done for “A” that you have NOT done for “B”.
• List 1-2 significant favors “A” has done for you that “B” has NOT done for you.
• Name 1-2 new and different favors that you might ask “A” to do but would probably not ask “B” to do.
• Describe what led you to be willing to have certain types of exchanges (favors) with “A” that you don’t have with “B”?
Physical Copresence

Common Focus of Attention and Mutual Awareness

Common Emotional Mood

Group Membership Symbols

Stratified: power/resources
Interaction Ritual Encounter

Person A

- Market opportunities
- Cultural capital
- Emotional energy

Person B

- Market opportunities
- Cultural capital
- Emotional energy

Interaction Ritual
Lessons on Living
• Select any 4 items from the following list:
  – Death
  – Aging
  – Marriage
  – Society
  – A meaningful life

• Identify and critically discuss how specific theoretical perspectives & concepts you’ve learned thus far in SYP3000 are relevant to issues/ideas raised in Tuesdays with Morrie

• Choose any aphorism in the book that you find appealing/intriguing and clarify how one of the theoretical perspectives and one or more of the concepts can be used to interpret/explain the aphorism’s significance and meaning.
While You’re Waiting, Please Reflect on These Questions for *Tuesdays with Morrie*

- What useful life lessons did you take from this book?
- How was the S.I. and IRC models relevant to Morrie’s approach to his situation?
- Identify some of the concepts that were indirectly illustrated in the book (even though they were not explicitly referenced in the book).
View of identities as cybernetic control systems

Identity Settings
“Self Meanings”

Desired State

Congruency Adjustment
a) Behavior
b) Perceptions

Reflected Appraisals
Goffman: “The nature of ‘good adjustment’ is now apparent. It requires that the stigmatized individual cheerfully and unself-consciously accept himself as essentially the same as normals, while at the same time he voluntarily withholds himself from those situations in which normals would find it difficult to give lip service to their similar acceptance of him.

Since the good-adjustment line is presented by those who take the standpoint of the wider society, one should ask what the following of it by the stigmatized means to normals. It means that the unfairness and pain of having to carry a stigma will never be presented to them; it means that normals will not have to admit to themselves how limited their tactfulness and tolerance is; and it means that normals can remain relatively uncontaminated by intimate contact with the stigmatized, relatively unthreatened in their identity beliefs.” (p. 121)
First Doubts

- Organizational changes
- Burnout
- Changes in relationships
- Events

Cuing behavior

Positive reactions of others → Reinforcement of doubts → Negative reactions of others

Seek out individuals to reinforce doubts

Reevaluate situation, temporarily halt doubting process

Further reinforcement of doubts

Seeking role alternatives

Negative interpretation of subsequent events
Seeking Alternatives

Turning point

Role rehearsal

Shifting reference groups

More serious weighing of pros and cons of specific choices

Focus on specific choice

Realization of freedom choice

Conscious cuing

Positive social support

Negative social support

Interrupt or retard process

Turning point

Role rehearsal

Shifting reference groups

More serious weighing of pros and cons of specific choices

Focus on specific choice

Realization of freedom choice

Conscious cuing

Positive social support

Negative social support

Interrupt or retard process
**Turning Point**

- Role exit
- New Bridges
- “the vacuum”
- Mobilization of resources

**Turning points**
- Specific events
- Final straw
- Time factors
- Either or situations

**Announcement to others**

**Reduction of cognitive dissonance**
Few People
Many Threads

Many People
Many Threads

Many People
Few Threads
Relationships and Sympathy Biography

- Sympathy Etiquette
  - Do not make false claims
  - Do not claim too much sympathy
  - Claim some sympathy
  - Reciprocate to others for the gift of sympathy
Model 3

Primary Network Properties
a) Size
b) Kin/Non kin ratio
c) Overlap
d) Substitutability

Dynamic Aspects of Relationships
a) Development
b) Decision-making dialectics

Interaction Rituals

Personal Well-Being And Development
Model 4

Societal Context: Cultural/Structural Processes and Patterns

Factors Affecting Person’s Ability to Control Life

Primary Network Properties

Social Movements, Interest Groups, and Secondary Networks

Dynamic Aspects of Relationships
a) Development
b) Decision-making dialectics

Personal Well-Being And Development

[Interaction] Rituals
I would like you to demonstrate your understanding of Ebaugh's role exit process. As a group I want you to choose one main role exit experience (in some cases you may also want to identify other role exit experiences that are associated with the primary one). You need to choose something other than divorce (be creative). I then want you to develop an essay that describes and sociologically examines how a particular hypothetical person might experience this role exit. Prepare this report using bullet points and brief comments on a separate sheet of paper and print your names at the top.
You will need to address and say something about the following:

- **Key themes of disengagement and disidentifcation**
- **Major moments** (first doubts, seeking alternatives, the turning point, and creating the ex-role)
- **Descriptive properties** that are related to the role exiting phenomenon (reversibility, duration, single versus multiple exits, individual versus group, voluntariness, degree of control, social desirability, degree of institutionalization, degree of awareness, sequentiality, and centrality of the role)
- Incorporate at least **five other social psychological concepts** that you have learned in this course into your analysis
“the boundary work of home and work is the process of creating and maintaining more or less distinct ‘territories of the self.’ This implies that much of what we see in our boundary work is the classification of certain forms of self, as well as time and space. Moreover, the idea of a ‘territory’ is important because it implies that a self does not equate with a mentality, alone. Rather, we portray and reinforce a self through our bodies and our physical, tangible surroundings. As a particular sense of self extends outward, manifesting in visible artifacts and behavior, it can be located in space and time. It becomes associated with a particular environment and its contents, including the people and objects appearing there. So much so, that any of the contents of this particular environment can ‘trigger’ or evoke the sense of self embedded there.”