

SOCI213

STUDENT WARNING: This course syllabus is from a previous semester archive and serves only as a preparatory reference. Please use this syllabus as a reference only until the professor opens the classroom and you have access to the updated course syllabus. Please do NOT purchase any books or start any work based on this syllabus; this syllabus may NOT be the one that your individual instructor uses for a course that has not yet started. If you need to verify course textbooks, please refer to the online course description through your student portal. This syllabus is proprietary material of APUS.

Course Summary

Course : SOCI213 **Title :** Society, Interaction, and the Individual

Length of Course : 8

Prerequisites : N/A **Credit Hours :** 3

Description

Course Description: This course surveys sociological theories and research on the relationship between the individual and society. It is a sociological approach to social psychology, emphasizing symbolic interactionism and social constructionism. Students will learn how individuals participate in the construction of society through interaction and the impact of cultures and social structure on our everyday lives including individual behavior in group processes. Core topics covered will include the Social Construction of Reality, Ethnography and other key methods in Symbolic Interactionism; the Self in Context; the Sociology of Emotions; Interaction and inequality.

Course Scope:

This 8-week course is designed to introduce students to the main perspectives, theories, methods, and areas of study in sociological social psychology. This course will help students recognize the ways in which individuals and groups view and interact with one another in everyday life. To this end, it will focus on explaining why people do the things they do and how they experience emotions and problems. It will examine the processes involved in the construction of attitudes, values, behaviors, sentiment, and emotion. It will also explore social psychological research on a wide variety of topics including socialization over the life course, deviance, mental health and illness, and collective behavior. These topics will be considered from the symbolic interaction, social structure and personality, and group processes perspectives.

Objectives

At the conclusion of the course, students should be able to:

CO1: Differentiate between micro and macro levels of analysis

CO2: Describe how individuals contribute to the construction and maintenance of society

CO3: Explain the 'self' as a key concept in interaction and socialization

CO4: Identify social psychological sources of and consequences of structural inequality

CO5: Compare and contrast key social psychological theories including Symbolic Interactionism, Exchange Theory, and Micro-structural Sociology as tools for analysis in varied areas of social life

CO6: Analyze interpersonal interaction from a variety of social psychological frameworks including dramaturgy, ethnomethodology and exchange approach

CO7: Critically evaluate sociological research and theories on how larger structural conditions impact the individual, emphasizing issues of race, class, and gender.

CO8: Apply concepts and theories to analysis of field observations, interviews, and archives

Outline

Week 1:

Topic(s)

-The relationship between Sociology, Psychology, and Social Psychology

-Perspectives in sociological Social Psychology
(Symbolic Interactionism, Social Structure and Personality, Group Processes)

Course Objectives

1, 4, 5

Reading(s)

1. Rohall, Ch 1

2. Oldmeadow, Platow, Foddy, & Anderson (2003)

3. Week 1 Lesson

Assignment(s)

1. Introduction Forum

2. Week 1 Forum

3. Quiz 1

Week 2:

Topic(s)

-Symbolic Interactionism

-Social Structure and Personality perspective

-The Group Process perspective

-Basic concepts and issues in studying people

-Qualitative, quantitative, and mixed methods

-Steps in developing research projects

Course Objectives

3, 4, 5, 7, 8

Reading(s)

1. Rohall, Ch 2&3
2. Cast (2003)
3. Week 2 Lesson

Assignment(s)

1. Week 2 Forum
2. Quiz 2

Week 3:

Topic(s)

- Social Psychology of stratification: sources and consequences of inequality
- Stratification processes in groups

Course Objectives

2, 7, 8

Reading(s)

1. Rohall, Ch. 4
2. Carter (2006)
3. Wacquant (2009)
3. Week 3 Lesson

Assignment(s)

1. Week 3 Forum
2. Assignment 1
3. Quiz 3

Week 4:

Topic(s)

- The Self as process
- The Self and social structure
- Identity and group processes

Course Objectives

5, 6, 7

Reading(s)

1. Rohall, Ch 5

2. Adler and Adler (1989)
3. Khanna and Johnson (2010)
4. Week 4 Lesson

Assignment(s)

1. Week 4 Forum
2. Post your Research Topic (Annotated Bibliography)
3. Quiz 4

Week 5:

Topic(s)

- Socialization over the life course
- Group processes in socialization

Course Objectives

2, 3, 7

Reading(s)

1. Rohall, Ch 6
2. Crosnoe & Elder, Jr. (2002)
3. Week 5 Lesson

Assignment(s)

1. Week 5 Forum
2. Assignment 2
3. Quiz 5

Week 6:

Topic(s)

- Interactionist approaches to deviance
- Social structure and deviant behavior
- Group relationships and deviance
- The social construction of mental health
- Social causes of stress
- Mental health as a status characteristic

4, 5, 7

Course Objectives

4, 5, 7

Reading(s)

1. Rohall, Ch 7&8
2. Marcussen(2005)
3. Zimmerman and Messner (2010)
4. Week 6 Lesson

Assignment(s)

1. Week 6 Forum
2. Quiz 6

Week 7:

Topic(s)

- The construction of attitudes
- Social structure, attitudes, and behavior
- Group processes and attitudes
- Constructing and using sentiment and emotions
- Structural conditions affecting emotions
- Group processes and emotions

Course Objectives

1, 2, 4, 5, 8

Reading(s)

1. Rohall, Ch 9&10
2. Hochschild (1979)
3. Orzechowicz (2008)
4. Sharp (2010)
5. Week 7 Lesson

Assignment(s)

1. Week 7 Forum
2. Assignment 3
3. Quiz 7

Week 8:

Topic(s)

- Constructing collective behavior
- Structure of crowds and social movements
- Group processes and collective behavior

Course Objectives

1, 2, 4, 5, 8

Reading(s)

1. Rohall, Ch 11
2. Altheide and Grimes (2005)
3. Schwartz (2009)
3. Week 8 Lesson

Assignment(s)

1. Week 8 Forum
 2. Quiz 8
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Evaluation

Quizzes:

This course includes Quizzes, located under the Tests & Quizzes tab in the classroom. Quizzes are designed to facilitate engagement with the course textbook.

Forums:

Participation in classroom dialogue on threaded Forums is required. Forums are scheduled weekly and found in the Forums tab in the classroom. Initial Forum posts are due Thursdays, peer responses are due Sundays. Specific instructions and the grading rubric are located on each Forum.

Assignments

This course includes three Assignments. Instructions and specific grading rubrics are found under the Assignments tab in our classroom.

Grading:

Name	Grade %
Forums	30.00 %
Week 1 Introduction	1.77 %
Week 1 Forum	3.53 %
Week 2 Forum	3.53 %
Week 3 Forum	3.53 %
Week 4 Forum	3.53 %
Week 5 Forum	3.53 %
Week 6 Forum	3.53 %

Week 7 Forum	3.53 %
Week 8 Forum	3.53 %
Assignments	40.00 %
Assignment 1: Field Observation I	13.33 %
Assignment 2: Field Observation II	13.33 %
Assignment 3: Annotated Bibliography	13.33 %
Quizzes	30.00 %
Quiz 1	3.75 %
Quiz 2	3.75 %
Quiz 3	3.75 %
Quiz 4	3.75 %
Quiz 5	3.75 %
Quiz 6	3.75 %
Quiz 7	3.75 %
Quiz 8	3.75 %

Materials

Book Title: Social Psychology: Sociological Perspectives, 3rd ed - The VitalSource eBook will be available through the APUS Bookstore.

Author: Rohall, Milkie, Lucas

Publication Info: Pearson

ISBN: 9780205235001

Book Title: You must validate your cart to get access to your VitalSource e-book(s). If needed, instructions are available here - <http://apus.libguides.com/bookstore/undergraduate>

Author: N/A

Publication Info: N/A

ISBN: N/A

APA formatted reference for our textbook:

Rohall, D.E., Milkie M.A. & Lucas, J.W. (2014). *Social Psychology: Sociological perspectives* (3rd. ed.). Upper Saddle River, NJ: Pearson Education, Inc.

The **electronic Rohall, Milkie, & Lucas textbook** required for this course is available through [Vital Source Bookshelf](#). If you have not yet registered for Vital Source Bookshelf, you will need to register. View the [tutorials on our Library page](#) for assistance. Once inside the Vital Source Bookshelf site, your books will be in a shopping cart. You must accept your books in order for them to be placed on your virtual Bookshelf so that they are accessible for reading. If you do not accept your books, you will not be able to read your books.

OTHER REQUIRED READINGS:

Week 1

Oldmeadow, J.A., Platow, M.J., Foddy, M. and Anderson, D. (2003). Self- categorization, status, and social

influence. *Social Psychology Quarterly*, 66(2), 138-152. Retrieved from <http://www.jstor.org/stable/1519844?origin=JSTOR-pdf>

Week 2

Cast, A. D. (2003). Power and the ability to define the situation. *Social Psychology Quarterly*, 66(3), 185-201. Retrieved from <http://www.jstor.org/stable/1519821>

Week 3

Carter, P.L. (2006). Straddling boundaries: Identity, culture, and school. *Sociology of Education*, 79(4), 304-328. Retrieved from <http://www.jstor.org/stable/25054322?origin=JSTOR-pdf>

Wacquant, L. (2009). Urban Desolation and Symbolic Denigration in the Hypergetto. *Social Psychology Quarterly*, 73(3), 215-219. Retrieved from <http://www.jstor.org/stable/27896250>

Week 4

Adler, P.A. and Adler P. (1989). The gloried self: The aggrandizement and the constriction of self. *Social Psychology Quarterly*, 52(4), 299-310. Retrieved from <http://www.jstor.org/stable/2786993?origin=JSTOR-pdf>

Khanna, N. and Johnson, C. (2010). Passing as Black: Racial identity work among Biracial Americans. *Social Psychology Quarterly*, 73(4), 380-397. Retrieved from <http://www.jstor.org/stable/27896256?origin=JSTOR-pdf>

Week 5

Crosnoe, R. & Elder Jr., G. H. (2002). Successful adaptation in the later years: A life course approach to aging. *Social Psychology Quarterly*, 65(4), 309-328. Retrieved from <http://www.jstor.org/stable/3090105>

Week 6

Marcussen, K. (2005). Explaining differences in mental health between married and cohabiting individuals. *Social Psychology Quarterly*, 68(3), 239-257. Retrieved from <http://www.jstor.org/stable/4148772?origin=JSTOR-pdf>

Zimmerman, G.M. and Messner, S.F. (2010). Neighborhood context and the gender gap in adolescent violent crime. *American Sociological Review*, 75(6), 958-980. Retrieved from <http://www.jstor.org/stable/25782174>

Week 7

Hochschild, A.R. (1979). Emotion work, feeling rules, and social structure. *American Journal of Sociology*, 85(3), 551-575. Retrieved from <http://www.jstor.org/stable/2778583?origin=JSTOR-pdf>

Orzechowicz, D. (2008). Privileged emotion managers: The case of actors. *Social Psychology Quarterly*, 71(2), 143-156. Retrieved from <http://www.jstor.org/stable/20141827?origin=JSTOR-pdf>

Sharp, S. (2010). How does prayer help manage emotions? *Social Psychology Quarterly*, 73(4), 417-437. Retrieved from <http://www.jstor.org/stable/27896258?origin=JSTOR-pdf>

Week 8

Altheide, D.L. and Grimes, J.N. (2005). War programming: The propaganda project and the Iraq War. *The Sociological Quarterly*, 46(4), 617-643. Retrieved from <http://www.jstor.org/stable/4121509?origin=JSTOR-pdf>

Schwartz, B. (2009). Collective forgetting and the symbolic power of oneness: The strange apotheosis of

Course Guidelines

Citation and Reference Style

- Students will follow APA format as the sole citation and reference style used in written assignments submitted.
- Please note that no formal citation style is graded on Forums in the School of Arts & Humanities.

Tutoring

- [Tutor.com](https://www.tutor.com) offers online homework help and learning resources by connecting students to certified tutors for one-on-one help. AMU and APU students are eligible for 10 free hours of tutoring provided by APUS. Tutors are available 24/7 unless otherwise noted. Tutor.com also has a SkillCenter Resource Library offering educational resources, worksheets, videos, websites and career help. Accessing these resources does not count against tutoring hours and is also available 24/7. Please visit the APUS Library and search for 'Tutor' to create an account.

Late Assignments

School of Arts & Humanities Late Policy

Students are expected to submit classroom assignments by the posted due date and to complete the course according to the published class schedule. As adults, students, and working professionals, I understand you must manage competing demands on your time. Should you need additional time to complete an assignment, please contact me before the due date so we can discuss the situation and determine an acceptable resolution.

Work posted or submitted after the assignment due date will be reduced by 10% of the potential total score possible for each day late up to a total of five days, including forum posts/replies, quizzes, and assignments. ***Beginning on the sixth day late through the end of the course, late work, including forum posts/replies, quizzes, and assignments, will be accepted with a grade reduction of 50% of the potential total score earned.***

Turn It In

Assignments are automatically submitted to Turnitin.com within the course. Turnitin.com will analyze an assignment submission and report a similarity score. Your assignment submission is automatically processed through the assignments area of the course when you submit your work.

Academic Dishonesty

- Academic Dishonesty incorporates more than plagiarism, which is using the work of others without citation. Academic dishonesty includes any use of content purchased or retrieved from web services such as CourseHero.com or Scribd. Additionally, allowing your work to be placed on such web services is academic dishonesty, as it is enabling the dishonesty of others. The copy and pasting of content from any web page, without citation as a direct quote, is academic dishonesty. When in doubt, do not copy/paste, and always cite.

University Policies

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