

Year: Winter 2013-2014, Term 2
 Course Title: SOCI 240a - 001 Social Interaction
 Course Schedule: M/W/F 2:00-2:50pm
 Location: HENN 200

Instructor: Silvia Bartolic
 Office location: ANSO 2220

Office phone: none

Office hours: Mon/Wed 4:15-5:30pm

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TA: Sherrie Dilley; Will Keats-Osborne
 Office location: Hennings lobby (Sherrie); ANSO 3112 (Will)
 Office hours: Friday 1-2 (Sherrie); Wednesday 3-4 (Will)
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Course Description: This course is an empirically based introduction to the study of the social and personal dimensions of social interaction. We begin by examining some of the major sociological perspectives available for studying social interaction. Students are asked to question commonplace assumptions about the ways humans interact with one another, and be attentive to the need to link personal experience with research evidence. The course will examine a range of personal, social and structural factors that mediate the process of social interaction. For example, we will examine gendered aspects of social interaction and the role of social class. We will also explore social interaction within the context of health and illness. In particular, we will examine the health benefits of social networks, the medicalization of social interaction, and explore how interaction is disrupted and/or repaired.

Prerequisites and/or Course Restrictions: None

Format of the course: The format of the course will be lectures with some group exercises. I strongly believe students learn in a variety of ways and that students can learn as much from each other as from the instructor through the exchange of ideas and by building on those ideas through collaboration. My role is to help you learn new information and to help you learn to apply that information in various contexts. Regardless of class size, lectures will be interactive to the extent possible. I have also created a connect course where I will post interactive exercises you can work on with your classmates. I strongly urge you to 'meet' online and work together to help facilitate your learning of the course materials. The success of this will depend on you. Regular attendance is expected. I urge you to make the most of your learning experience!

Course Assignments, Due dates and Grading:

Mid-term examination 1: (February 12 th)	30%
Mid-term examination 2: (March 21 st)	30%
Final exam (TBA, Scheduled by the registrar)	40%

Grading Guidelines: (see http://www.arts.ubc.ca/Grading_Guidelines.81.0.html)

90-100% = A+	64-67% = C+
85-89% = A	60-63% = C
80-84% = A-	55-59% = C-
76-79% = B+	50-54% = D
72-75% = B	00-49% = F
68-71% = B-	

Scaling of Grades: Faculties, departments and schools reserve the right to scale grades in order to maintain equity among sections and conformity to university, faculty, department or school norms. Students should therefore note that an unofficial grade given by an instructor might be changed by the faculty, department or school. Grades are not official until they appear on a student's academic record.

Required Reading:**Required texts:**

Sandstrom, K. L., Lively, K.J., Martin, D. D., & Fine, G. A. (2014). *Symbols, selves, and social reality: A symbolic interactionist approach to social psychology and sociology*. 4th Edition. New York: Oxford University Press. (third edition is also acceptable)

Custom course reader: *Introduction to social interaction*. 4th Edition. Pearson Ed.

Participation: During the term, I may ask you to engage in short participatory learning activities in conjunction with our classes. There will also be opportunities to participate via questions and comments in class. I will give participation credits to students who stand out in this regard.

Exams: Exams will consist of a combination of multiple choice, short answer, and essay questions. Exams will cover the text, readings, and lecture materials. Lectures and the text will partially overlap (but not completely). The final exam will primarily focus on the material covered after the mid-term exam but there will be a portion of the final exam dealing with the overarching theories/patterns of the course.

Beyond learning specific facts presented in the text and lectures, you should strive to see a broader picture of social interaction in various settings. As you work through the course, you should be developing your critical, analytical, and methodological skills; noting similarities and differences in viewpoints, etc. In both exams, some of the questions will be designed to assess your critical thinking and application of the principles studied in class. The final exam may include an essay question designed to have you reflect on the main ideas presented throughout the term.

Early Alert:

During the term, I will do my best to reach out and offer support if I am concerned about your academic performance or wellbeing. I also encourage you to come and speak with me if you need assistance.

In addition, I may identify my concerns using Early Alert. The program allows academic, financial, or mental health concerns to be identified sooner and responded to in a more coordinated way. This provides you with the earliest possible connection to resources like academic advising, financial advising, counseling, or other resources and support to help you get back on track.

The information is treated confidentially and is sent because I care about your academic success and wellbeing. For more information, please visit earlyalert.ubc.ca.

Course Policies:

Attendance: The calendar says: "Regular attendance is expected of students in all their classes (including lectures, laboratories, tutorials, seminars, etc.). Students who neglect their academic work and assignments may be excluded from the final examinations. Students who are unavoidably absent because of illness or disability should report to their instructors on return to classes". **Regardless of the reason for your absence, you are responsible for finding someone in class that is willing to share missed lecture notes with you.**

Access and Diversity: The University accommodates students with learning challenges who have registered with the Access and Diversity Centre. The University accommodates students whose religious obligations conflict with attendance, submitting assignments, or completing scheduled tests and examinations. Please let me know in advance, preferably in the first week of class, if you will require any accommodation on these grounds. Students who plan to be absent for varsity athletics, family obligations, or other similar commitments, cannot assume they will be accommodated. Please discuss your commitments with me **at least one week** in advance of the scheduled assignment or exam.

Academic Dishonesty: Please review the UBC Calendar "Academic regulations" for the university policy on cheating, plagiarism, and other forms of academic dishonesty. Also visit www.arts.ubc.ca and go to the students' section for useful information on avoiding plagiarism and on correct documentation.

Students should **retain a copy of all submitted assignments** (in case of loss) and should also retain all their marked assignments in case they wish to apply for a Review of Assigned Standings. Students have a right to view their marked examinations with their instructor, providing they apply to do so within a month of receiving their final grades. This review is for pedagogic purposes. The examination remains the property of the university.

Submission of assignments: Paper assignments must be submitted as **hard copy** to me personally in class or date and time stamped and dropped off at the Sociology main office. Assignments are due **no later than 4:00pm** on the due date. **Papers put in my mailbox, slipped under my door, or sent by email will NOT be accepted.**

Late assignments: Failure to present **on the due date will result in a grade of 0 (zero) for the assignment.** Changes will only be granted for medical and other such excused absences (**bone fide documentation is required**).

Missed Exams: You will receive a **grade of 0 (zero) on a missed exam** unless you have an excused absence (medical reason, emotional hardship, death of a family member). Make-up assignments will be given to students only with a bona fide medical, counselor's note, obituary, etc. – **documentation is required and must be given to me BEFORE you are given the make-up assignment.** If you miss a mid-term exam, you must contact me as soon as possible to arrange for the make-up. If you miss the final exam, contact the appropriate administrative officer in your faculty (e.g. Arts advising office if you are an Arts student) to request a 'standing deferred'. Note that make-up assignments are costly to administer and lead to concerns about fairness in grading. Also, I generally do not allow make-up grades to increase students' averages over what they obtain in the other parts of the course (e.g. if you have a 70% average on the rest of the course and receive a 75% of the make-up exam, your course average will be 70%)

Final Exam Hardships: A student facing an examination hardship defined as three or more exams scheduled **within a 24-hour period**, shall be given an alternative date for the second exam only. The student must **notify the instructor of the second exam** no later than **one month prior** to the second examination date. You are expected to write the first and third exam as scheduled.

Extra credit:

You have the opportunity to earn a maximum of 2% extra credit points in this class by completing an *observational analysis*. To be eligible for this extra credit, your evaluation must be turned in **no later than 4:00pm March 28th**. **Further details on the extra credit assignment are provided at the end of the syllabus.** *This assignment is completely optional.*

Schedule	Class Schedule and Assigned Readings Topic	Required Readings
Jan 6, 8, 10 Jan 13, 15, 17	Introduction: Overview of course content and requirements; Perspectives	Sandstrom: Chapter 2; Reading: 1
Jan 20, 22, 24	Theoretical foundations: Symbolic Interaction theory	Sandstrom: Chapter 1; Reading: 2
Jan 27, 29, 31	Social interaction and communication: Language and the creation of reality	Sandstrom: Chapter 3
Feb 3, 5, 7	Social interaction and the self: Defining the self; self and social identity	Sandstrom: Chapter 4 pp. 85- 96; 107- 115 and ch 5; Readings: 3-7
Feb 10, 12, 14	February 10th – no class – Family Day Midterm 1: February 12th	
Feb 17, 19, 21	SPRING BREAK	
Feb 24, 26, 28	Social interaction and role taking/making; Definition of the situation; Formation of conduct	Sandstrom: Chapter 6 Readings: 10-11
Mar 3, 5, 7	Social interaction and sex and gender	Sandstrom: Chapter 4 pp. 96-107; Readings: 8-9
Mar 10, 12, 14	Social Influence	Readings: 12-13
Mar 17, 19, 21	Social Influence cont. Midterm 2: Mar 21st	
Mar 24, 26, 28	Group behavior; inclusion and exclusion Extra Credit Due March 28th	Sandstrom: Chapter 9 Readings: 14-16
Mar 31, Apr 2, 4	Social interaction and deviance	Sandstrom: Chapter 8 Readings: 17-18
April 7	Catch up	
	FINAL EXAM (Scheduled by the registrar (April 12-30))	

Extra Credit Paper Assignment Guidelines – Due March 28th

Your paper should be 4-5 pages in length (excluding title page and reference section), typed (12 point font), double spaced, 1 inch margins. You are to do an **OBSERVATIONAL ANALYSIS**.

The primary objective of this paper is to have you do an analysis of a specific social interaction applying the ideas and concepts covered in this class. To do this, you will need to select an interaction – it may be a one time event or have a historical context (e.g. a developed relationship); it can be 'real' or taken out of a fictional context. Describe multiple aspects of this interaction such as the symbols involved, definition of the situation, roles, identity portrayed etc. Interpret the descriptive aspects of this interaction **using the theory and research covered in this course** – what is occurring – socialization, social control, influence, deviance? How is it occurring? Academic sources may be used to support your paper.

Description of the interaction (3 marks)

- Describe the interaction that occurred from your observational standpoint. What was said, done? Who was there? Give enough detail so that the reader understands the context of the interaction but do not exceed one page for this section. **DO NOT** interview the people involved in the interaction – this is based on **OBSERVATION** only.

Introduction and Synthesis/critique of relevant materials (10 marks)

This is the most important part of the paper. In this section, relevant research literature should be discussed and critically evaluated in relation to the observation being analyzed. This section should:

- Introduce the reader to the argument of your paper (thesis)
- Inform the reader of the relevant theoretical background applicable to the observation
- Provide an integrated discussion of research findings in relation to the observation being analyzed
- Prepare the reader for conclusions you will make in the last part of your paper

Conclusions (5 marks)

- A paragraph which affirms the purpose or argument of the introductory paragraph. Integrate and summarize how the ideas presented are connected and linked
- Consideration of the limitations and flaws of your case analysis
- Suggestions for further inquiry (what would you **ASK** to find out more about this situation/what further research needs to be done in this area)?

Style (2 marks)

- References made according to APA style conventions
- Writing skills (spelling, grammar, sentence structure etc) without flaws
- Presented in a professional manner

Carefully proofread your papers before you hand them in!

Students should retain a copy of all submitted assignments (in case of loss), or the need for a Review of Assigned Standing arises

Writing and Reference Resources:

- American Psychological Association (2009). Publication Manual of the APA (6th ed.). Washington, DC: Author.