Social Psychology of Groups  
SYP 3000 ONLINE  
Spring Semester 2017  

Professor  
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Teaching Assistants (groups to be announced after drop/add)  
Groups 1-10: Katherine Tindell - kmt16c@my.fsu.edu  
Groups 11-20: Stephanie Otte – so13e@my.fsu.edu  
Groups 21-25: Keith Richard - kgr12@my.fsu.edu  

OVERVIEW  
Sociological social psychology investigates the paradox that people create society as they are created by it. How does your social environment continually influence the way you think and feel about yourself, others, and the larger social world? How do your interpretations, emotions, identities, and actions influence your relationships and larger social environment? Sociological social psychology views the self and society as two sides of the same coin. In this class we will focus on a version of social psychology called symbolic interactionism, which assumes that we all have agency, but our actions are constrained by social conditions. Symbolic interactionism also assumes that our collective actions can challenge and reproduce social inequalities.  

OBJECTIVES  
By the conclusion of the course, students who are successful will be able to:  
1. Discuss the central assumptions and insights of symbolic interactionism  
2. Apply central social psychological concepts and theories to their everyday lives.  
3. Understand how identities, emotions, and inequalities are interactionally produced.  
4. Evaluate the benefits and limitations of qualitative research in social psychology.  

REQUIRED READINGS  
ARTICLES: a number of articles can be accessed online in the “course library” area on Blackboard.  

GRADING  
6 Discussion Boards  18%  
6 Journal Entries  22%  
3 Exams 60%  
Total 100%  

Grades will be posted on Blackboard. Final grades will not be rounded up.  

A    92-100  
A-    90-91  
B+    88-89  
B     82-87  
B-    80-81  
C+    78-79  
C    72-77  
C-    70-71  
D+    68-69  
D     62-67  
D-    60-61  
F     0-59  

CLASS FORMAT AND STUDENT RESPONSIBILITIES  
Students must read this syllabus carefully; staying registered for the class indicates agreement to the guidelines set forth herein. And to stay registered, you must take the “Syllabus Quiz”—which can be found in the Exam folder—by Thursday, Jan. 12 by 7am. You will be dropped from the course and probably will not be able to get back in if you do not take this quiz by 7am Thursday, Jan 12! Every student is required to keep up with the reading, and
should do so with an eye toward answering the questions in each section of the course’s *Reading Guide* (available in the course library). NOTE: students must acquire a **fourth edition** of the required textbook, *but the first two chapters of an old edition of the book are available online in the course library* in case it takes a week to secure the book.

Students are also required to post 6 journal entries in which you apply reading concepts to your life (other students will not be able to read these), participate in six discussion board activities (some of which will require you to watch a film or video clips that you may have to rent from an online source), and complete three online multiple-choice exams. Every Sunday night of the semester (except the first Sunday of spring break) you will have an assignment or exam due by 11:59 pm. It is, thus, very important for you remember that **you have an assignment or exam due every Sunday night at 11:59 pm. Late assignments/exams will not be accepted** unless an authentic and verifiable official excuse is scanned and emailed immediately to your assigned Teaching Assistant (TA). *(note: April 16 is Easter, so that week’s journal is due April 17)*

**COMMUNICATION**

Because of the large number of students enrolled, communication requires a multi-tiered system. Violations of the communication guidelines will lead to points being deducted from your final grade.

*Communication Guidelines:*

1. If you have a question, first read over the syllabus again closely to make sure that it has not already been answered. This syllabus has been written to provide you with answers that other students have raised in the past, so you will likely find your answer here.

2. If you think your question may be something that one of the other 120 or so students might also have, make your way to the “Public Questions” area of the course website. Your question may have already been asked and answered, and thus you will not have to waste time writing an email and waiting for a response. If no one has posted the question, post it and it will be answered within 48 hours (not including weekends).

3. Third, if you have a question that is about your own *personal* participation and work in the class (issues that other students would *not* benefit hearing about, such as missing assignments and having documented excuses, or concerns about grading, problems with other students, etc.), email the teaching assistant who is in charge of your group (s/he will introduce her or himself to you after drop/add and periodically email you throughout the semester). If the TA believes the question is answerable in the syllabus, s/he may point you back to it. If s/he believes other students may benefit from the answer, s/he may ask you to post it in the Public Questions area and not answer it via email. If the TA cannot answer your question, s/he will consult with the professor and it may take an additional day to get a response.
4. Fourth, if you do not receive a response to a posting in the public questions area or from your assigned teaching assistant within 48 hours (not including weekends), are having issues with the TA, are needing to withdraw from the course, have not received clear answers to your questions, or have evidence that someone is buying/selling study guides or otherwise cheating, email the professor directly.

A note on emailing: If you choose to email the teaching assistants or the professor directly, make sure you clearly indicate what the message is about in the subject line and that this is for the “ONLINE” section of course. For example, if you are writing about being sick and are sharing documentation that would allow you to make up an assignment, your subject line might read: “ONLINE SOC PSYCH—Documentation for Making up Journal 2.” In the text of the message, please provide all necessary information about the issue, including background information and copies of past email chains if relevant, and compose a clearly written question that we can answer. Note: if you are emailing the professor, you must include the name of your TA and any correspondence you have had with him/her about the issue). For more info about composing emails to professors or teaching assistants, see: http://www.usnews.com/education/blogs/professors-guide/2010/09/30/18-etiquette-tips-for-e-mailing-your-professor

JOURNAL ENTREYS (22%)

Overview. Each student is required to post 6 journal entries in which you define and apply concepts from the readings to your past or present everyday life (each of the first two are worth 3% of final grade, each of the last 4 are worth 4%). All entries must be formatted according to the directions below. Due dates are listed in the schedule at the end of the syllabus. The 3 concepts for each journal entry must be found in the required readings scheduled on the same day that the journal entries are due. For example, if you were scheduled to post your first entry on the same day you are supposed to read Chapter 1, you must choose concepts from Chapter 1 to write about. Importantly, each journal entry must contain 3 concepts, 3 stories, and 3 interpretations and must be formatted correctly (see below).

No late journals will be accepted (unless you meet the requirements for makeup work, as explained near the end of the syllabus). You can write and post journal entries early, before your deadline, so make sure you do so if you know you are going to be busy or away. Note, it is important to write out and save your entry in a word processing program before you paste it into your online journal—otherwise a glitch in your Internet connection may erase all your work.

How do I format a journal entry? Each journal entry MUST be formatted as follows:

At the start of your entry, you must in bold write:

“CONCEPT 1: NAME OF CONCEPT HERE:” Then, write at least one paragraph (5-6 sentences) in which you define it in your own words, explain its nuances or variations, give examples, link it to the reading or give an example from the reading. The more in depth you get, the more likely you will receive full credit.

Then have a blank line, and on a new line write in bold:
“STORY 1:” And then paste your detailed story, which should be at least two paragraphs. Your story should be written in the first person (e.g., “I first noticed he was sort of odd when... I wondered if something was troubling him...”). It should be an account of a social situation, relationship, event in whatever setting you may have experienced and want to write about (family or work, college or elementary school, athletic teams or musical groups, religious organizations or party scenes). Write about what you saw, thought, felt, said, acted, and what others said, felt, or did. Your stories will be the data that you will—in the next section—use your concept(s) to analyze.

When you finish the story, insert a blank line. On a new line, write in bold:

“INTERPRETATION 1: NAME OF CONCEPT HERE” and then write one or two paragraphs in which you explain how the concept helps you understand something you discussed in the story. This involves stepping back and interpreting or analyzing your experience and explicitly referencing the concept and conveying it’s meaning. It’s NOT enough to use the concept name in passing; you must demonstrate your knowledge of it. So, for example, you might start this by saying something like, “My experience is a pretty good example of the looking glass self because when X happened, I took the perspective of my friend, imagined s/he thought I was cool, and then felt proud of myself. But then later I took the perspective of my boss, imagined s/he thought I was a fool, and felt embarrassed. Both of these different feelings were part of the same kind of looking glass process because they went through three stages, which are... This shows that I can often change my feelings just by deciding to take a different perspective. Now that I think about it, I can think of other times something like this has happened, including on time when... I see from these examples that I often change how I act due to how the looking glass process unfolds. If I feel embarrassed or could imagine feeling ashamed by acting one way, I try to avoid acting that way... In some ways, this process is connected to social control or power because it shapes how I act and people with authority...” In this example, the interpretation is a good one because it does the following: points to details in the story that are particularly relevant to the concept (e.g., took the perspective, imagined she thought I was cool, then felt proud), explained why it was an example of the concept and brought up it’s three stages, alluded to or brought up additional examples, discussed consequences or possible consequences for interaction (e.g., tried to avoid acting like that), and linked it to other sociological concepts or larger issues (e.g., social control and power). Try to do something similar when writing your interpretations.

When finished with your interpretation using your first concept and story, insert a blank line and start your second one by writing in bold:

“CONCEPT 2: NAME OF CONCEPT HERE:” After defining it, move on your second story and interpretation and then your third concept, story and interpretation using the same format. In other words, each journal entry MUST contain a total of three concepts, three stories, and three interpretations.
**What are concepts?** Concepts refer to terms or phrases, such as “the looking glass self,” “joint action,” or “othering,” “the religion of civility,” that sociological social psychologists have created to label and better understand basic internal, symbolic, and/or interactional processes. These concepts make up a symbolic interactionists’ tool kit for helping us understand how and why things happen, and they can help everyone make sense of their own lives. If you are not sure what constitutes a “concept,” ask yourself what the main point of the article or section of a textbook chapter is (e.g., managing emotions, parenting styles, etc.) and use those concepts or their variations (e.g., in the article about parenting styles, for example, it discusses two variations including “concerted cultivation” and “natural growth”). *It is also very useful to look at the reading guide questions, as these often use or point you to key concepts in each reading (appropriate concepts in the reading guide have been highlighted).* Because these journal entries are designed to help you learn key concepts that you will be tested on, try to choose main concepts from the readings, rather than ones that are only addressed in passing.

**How do I know what kinds of stories to write about?** Sometimes students are not sure what kinds of stories to write about. There are two basic ways you can approach writing a journal entry if you are unsure. First, reflect on your life experiences, whether good or bad, memorable or almost forgettable, and ask yourself “How might a concept from today’s reading help me understand this event/interaction/relationship.” Second, review the definition of a key concept from the reading and ask how the authors apply it and then ask, “Have I ever thought/felt/talked/interacted in a similar way?” You are free to write about your relatively distant past (things that happened when you were growing up or in high school), more recent past, or things going on in your life right now. Try to make the assignment useful by writing about things you want to reflect on, things you don’t want to forget (how you experienced family life, your favorite college memories, the birth of a child, etc.). A good story provides details surrounding who/what/where/how, paints a scene of what occurred, mentions what you were thinking and feeling, and should be at least couple paragraphs long. It should come from your own experience if possible. But if you can’t come up with anything in your own life, feel free write about something that you have witnessed or heard about form others.

**What if the readings are about groups I have never been a part of? How am I supposed to use concepts from those readings to interpret an experience from my own life?** Remember that when applying concepts used in an article about a group that you yourself have not participated in (e.g., college basketball players’ “gloried self” or a transgender support group’s “emotion work”), that the concepts in those articles likely help you explain some other aspect of your life (e.g., having a gloried self as part of a successful chorus or debate club or doing emotion work in a church group or work setting). In other words, when writing about concepts, do not get hung up on the particular group studied, but think about how the concepts the authors are writing about (emotion work, gloried selves, etc.) can be applicable to other types of experiences. If you are doing it right, your application or interpretation should explicitly address your reasoning about why you believe what happened in your story is an example of the concept (and how it is, perhaps, slightly different).
How do I go about posting journal entries? You can locate the journal through the “Private Journal” link area of the course website. From there, click on the appropriate journal number; for example, the first journal will be listed as “Journal 1.” To post a journal entry, once inside the corresponding journal (e.g., “Journal 1”), click on “create journal entry” which is at the upper left of the screen. Then in the “title” box, enter “Journal 1.” Note: do NOT attach files, make sure your text appears in the text box. Also, it is your responsibility to make sure that the journal entry is visible, appropriately formatted, submitted, and available to grade; if weeks after the due date you claim to have posted it but it has “disappeared,” we cannot give you credit. Importantly, to post your entry, you must click on the box that reads “Post Entry.”

How do I avoid technical difficulties when posting journal entries? To avoid problems, you may need to (1) use FIREFOX web browser, make sure you update it and turn off “block pop ups” and instant messaging; (2) do not type directly into the journal entry form as you could lose what you write if your lose your connection or accidentally hit the “back” button; instead (3) use a word processing program to write and save your entry, and then paste it into the text box. Note, to add bold or otherwise format your text after pasting it into Blackboard’s textbox, make sure the you have clicked “editor” located in the upper right hand corner of the text box, and then a window will appear to change the font, etc.

How are journal entries graded? Each journal entry is worth 5% of your final grade. They will be graded with the following rubric, based on a 100-point scale:

- 30 pts: Each concept is clearly defined in own words. This should be at least one full paragraph and not only include a definition, but a discussion of the nuances of the concept (if it has sub-processes; e.g., types of emotion work) and examples from chapter/article/the larger culture.
- 30 pts: Stories are at least two paragraphs long and detailed and well written; no major spelling or grammatical errors.
- 30 pts: Use the concepts to interpret your experience. Explicitly link concept to experience, talk about consequences, link to related issues, examples, etc.
- 10 pts: Directions followed, formatted correctly, and grammatically correct.

6 DISCUSSION BOARD ACTIVITIES (18%)

Overview. After drop and add, you will be assigned to a group and required to participate in six group discussion board activities. Activities include answering questions about various scenarios or a film (some of which you may need to rent online for 2-4 dollars), and responding to other group members’ posts. Most activities apply concepts from readings or class lectures, and some are designed to kick off discussions about concepts that complement or extend the day’s required reading. Participation requires two phases: (1) initial posts: at least two paragraphs in which you answer a direct question, and (2) response posts: respond to 2 group member’s initial posts; each response must be at least two full paragraphs. (Note, if only one group member posted an initial post, respond to that post as well as your own initial post so that you have a total of two responses.) Unless you have a documented and approved excuse for the day the postings are due, you will NOT be able to make up any discussion board posts (initial or response posts) if you miss the deadlines. Remember, like journals, initial discussion board posts are due Sunday at 11:59 pm, but both response posts are due 24 hours later, Monday at 11:59pm.
**How do I know what questions to respond to?** All discussion board activities will have a few questions posted and explicit instructions in the PowerPoint Slides—available in the course library—related to the day’s readings. (They will also have links to the films or video clips if this is part of the required assignment.) Teaching assistants will open up the discussion board forums and grade them. If group members are supposed to answer different questions, the TA will let you know how to divide them up in the instructions area of the specific discussion board. If you have issues with the discussion board, email your TA directly.

**How long should my posts be?** Initial posts must be at least 2 paragraphs long. They need to provide enough detail to make a case clearly so that others have something to respond to (e.g., if you are writing about scene from film (or your life), you must spell out exactly what happened). Each of your two response posts must also be at least two paragraphs long.

**How will they be graded?** Each of the 6 discussion board activities will be worth 3% of your final grade. This means that it is crucial for you to take them seriously and craft well-written responses that demonstrate your mastery of the material. These are not just “free points” for writing anything down. They will be graded as if they are answers to essay questions on an exam, using the following rubric, based on a 100-point scale:

- **Initial Post (50 pts).** Did you answer the question accurately? Did you use concepts from the readings and clearly define them in your own words and unpack their nuances and/or variations? Did you go beyond the surface and demonstrate mastery of the material? Is your initial post at least two (real) paragraphs long? Is your post detailed and well written? Each one of the above five criteria will be worth 10% of each discussion board activity grade.

- **Response Posts (50 pts):** Did you respond thoughtfully and add something to the discussion (rather than just affirm or reword what someone else wrote)? Did you incorporate ideas and concepts from the reading? Did you go beyond the surface and demonstrate mastery of the material? Did you post two responses and was each of your responses at least two paragraph long. Are both of your responses detailed and well-written? Each one of the above five criteria will be worth 10% of each discussion board activity grade.

**EXAMS (60%)**

**Overview.** The first exam is worth 15% of your final grade, the second 20%, and the third 25%. Each will consist of 40-50 multiple-choice questions that cover about 1/3 of the course (the final is not cumulative, but it has about 5 more questions than second exam and 10 more questions than first exam). About the same number of questions will refer to each of the class’s required readings and discussion board activities/film clips—although there are likely to be a few more questions for textbook chapters than journal articles. Some of the questions will evaluate whether students are familiar with the main points of the readings/lectures/activities, some will test students’ ability to distinguish between more nuanced concepts from the readings or lectures/activities, and other questions evaluate students’ ability to apply concepts to real life or
fictional situations. Questions on journal articles will also include knowledge of the sociologists’ methods and theoretical contributions. Doing well on the exam requires knowing answers to the reading guide questions (available in the course library) and issues addressed in discussion board activities.

Disability Services. Students registered with disability services should contact me ASAP about this and provide me with the necessary documentation. I will give you a password that will be required for you to access your version of the exams. The questions SDRC students’ answer are exactly like the questions others answer, but they will be allotted more time to finish the exam. They can find their exams in the exam area of the website, but they should take the one’s titled SDRC#1 (the first exam), SDRC#2 (the second exam), and SDRC#3 (the third exam).

How do I take the exam? It is important for you to read this carefully before you take the exam, or else you may not be able to complete the exam due to technical difficulties. Do NOT try to take the exam using a phone or tablet or Microsoft’s Internet Explorer software on a computer, because doing so generally freezes the exam and you will not be able to complete it. Download and use the free web browser called Firefox. Also, never use a Wi-Fi connection, as it is susceptible to interruption and problems. Never hit the web browser’s back or forward buttons as this freezes the exam. If you have a touch sensitive mouse or pad that enables you to swipe it, disable this function as accidently doing so can freeze the exam.

You must take the exam between 1pm and 11:59 pm on the Sunday it is scheduled to be completed. A link to the exam can be found on the course website, in the “EXAM” area, and will also appear in the announcements section and you should receive an email when it is made available. The exam will be timed, limited to 1 hour for the first, 1 hour and ten minutes for the second, and 1 hour 20 minutes for the third exam. Importantly, you will not be able to pause the exam. Furthermore, the questions will be randomized and you will not be able to go back and review or change your answers once they are submitted. It is each student’s responsibility to make sure your home computer meets the above criteria or make alternative arrangements (go to a library or friend’s house) BEFORE YOU TAKE THE EXAM.

What if a problem happens when taking the exam? If you are taking your exam and it freezes, you will need to have your exam reset, which means you will have to start over from the beginning. If this is the case, you will need to contact one of the class TA’s, according to the schedule listed in the announcement’s area of the website. More specifically, before each exam, the announcement area will have a schedule that lists the name and email of Teaching Assistants and what time of the day s/he will be responsible for checking emails and resetting exams. If your exam freezes, email the TA who is “on duty” during that time, and they will email you back when they finish resetting the exam. If there are too many people who have problems and ask us to reset the exam, we may change our policy and require students to take the rest of the exams at a supervised location. Importantly, if your exam freezes it likely means that you have not followed all of the above directions about how to avoid having your exam freeze. So do not attempt to take the exam on the same computer without double-checking to make sure you did not do something wrong, as it will likely just freeze again.
POLICIES

Software Requirements: Participating in this online course requires accessing the internet, reading PDF documents, viewing PowerPoint Slides, streaming audio and video, as well as using basic word processing programs. If you do not have a high-speed Internet connection at home, you need to set aside time in your schedule to access some online material from a computer with sufficient connection speed. **Slow connection speeds or problems with your personal computer are not a valid excuse for failing to complete a course requirement on time.** You are also responsible for gaining access to the movies and shows that are required viewing, although we will provide you some options. You may need to rent one or two films, but they are generally less than $3.

Courtesy: Students cannot harass other students for their religious or political beliefs, personal appearance, race/ethnicity, gender, or sexuality, on discussion boards or other communications. Civil disagreement is expected with talking about some issues, such as politics, but attacking or harassing others is unacceptable. If you feel someone has violated this rule, you are required to contact the professor ASAP. Violators will be barred from participating and thus fail activities.

Academic Honesty: Students must abide by the Academic Honor Policy of the Florida State University. Violations may result in a "zero" for that assignment or an "F" for the course. This includes plagiarizing definitions of concepts, copying things from the Internet or articles/chapters. I have had a problem with talking about some issues, such as politics, but attacking or harassing others is unacceptable. If you feel someone has violated this rule, you are required to contact the professor ASAP. Violators will be barred from participating and thus fail activities. Put things in your own words! In addition, **it is a violation of course policy to sell or buy class notes, study guides, answers to the reading guide, etc.** Violators will fail; tattletales receive extra credit.

Americans with Disabilities Act: Students with disabilities needing academic accommodation should: (a) register with and provide documentation to the Student Disability Resource Center; (b) email a letter to the instructor indicating the need for accommodation and what type. This should be done during the first week of class. E-mail: SDRC@admin.fsu.edu Website: http://www.fsu.edu/~staffair/dean/StudentDisability/

Missed work: The following and only the following are eligible to be excused: Religious holidays, as specified in FSU policy; absences due to representing FSU at official functions, verified emergencies and/or medical illness, being deployed with a military unit, or attending the funeral of a family member. Medical illness refers to conditions that are serious in nature and require treatment by medical professionals and/or surgical or other treatments. Because many absences are known in advance (traveling, etc), you should complete work (journal entries, etc.). For an absence to be excused you must email your group’s TA verifiable documentation (scan of a funeral pamphlet, a doctor’s note, a subpoena, etc.) within 1-2 days of returning/feeling better and they will work out if/how you can make up the missed work. If, for example, the TA allows you to post a Journal entry late, when you finish and post it you must email them immediately to let them know they need to grade it. If you wait a couple weeks or until the end of the semester and claim that you deserve to make up missed work from weeks earlier because you have documented excuse, you will be denied the opportunity.
Work obligations, medical checkups, routine dental work, meetings, personal travel schedule, or making up an exam for another class does **not count** as an excused absence. Look at the exam schedule now, and make sure you will be available to take the exams on the dates/times listed—if you cannot, it is your responsibility to drop this class as you will not have an opportunity to make up the exams. Problems with your personal computer is not a sufficient excuse; have contingency plans in place (e.g. library, friend’s computer, etc.). Deciding to visit friends or family out of town and finding out that they do not have an Internet connection is also not a sufficient excuse and you will not be able to make up work for this reason.

**Incomplete grades.** Missing exams, journals, or activities are insufficient reasons for a grade of “Incomplete.” An Incomplete grade will not be given except under extenuating circumstances, backed up by documentation. Note that the College of Social Science guidelines require that students seeking an “I” must be passing the course and must have completed most of the assignments. I rarely give incompletes. What this means is that if you find that you cannot keep up with the workload or if major personal issues arise (whether emotional or physical health problems) that make it so you cannot complete most of the requirements, secure help and documentation and work with the registrars office in order to withdraw from the course.

**Syllabus:** This syllabus is a guide. I reserve the right to change it. It is the student’s responsibility to make adjustments accordingly. I will announce any changes to the syllabus.

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**CLASS SCHEDULE**

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<tr>
<th>Date</th>
<th>Required Reading / Viewing</th>
<th>Assignments and due times</th>
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| **Thur/ Jan 11** | Syllabus  
(note: if you add the course late, complete the syllabus quiz by Friday, Jan 13) | Complete online Syllabus Quiz by 7 AM. Failing to take the quiz by then will result in being dropped from course. |
| **Sun / Jan 15** | TEXT # 1 The Meaning of Symbolic Interactionism  
TEXT # 2 The Interactionist Toolkit (pg. 24-33) *Not whole chapter* | Post Journal 1 by 11:59 pm                                                                 |
| **Sun / Jan 22** | TEXT # 3 People as Symbol Makers and Users  
TEXT # 4 Socialization: The Creation of Meaning and Identity | Discussion Board 1. Initial posts due by 11:59 pm (responses due 24 hours later)          |
| **Sun / Feb 5**   | ARTICLE Cahill, Spencer E. “Children and Civility.” *Social Psychology Quarterly* 50:312-321.  
| **Sun / Feb 12**   | EXAM 1                                                                                     | Exam 1 must be completed between 1pm and 11:59pm                                          |
### Part 2: Identity and Emotion

<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
<th>Assignment Due</th>
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<tbody>
<tr>
<td>Sun / Feb 19</td>
<td>TEXT # 5 The Nature and Significance of the Self</td>
<td>Post Journal 3 by 11:59 pm</td>
</tr>
<tr>
<td>Sun / March 5</td>
<td>TEXT # 7 Interactionist Approaches to the Study of Emotion</td>
<td>Post Journal 4 by 11:59 pm</td>
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<tr>
<td>Sun / March 19</td>
<td>Spring Break Week (March 13-17)</td>
<td>No assignment due</td>
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<tr>
<td>Sun / March 26</td>
<td>EXAM 2</td>
<td>Exam 2 must be completed between 1pm and 11:59 pm</td>
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### Part 3: Inequality and Social Movements

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<tr>
<th>Date</th>
<th>Activity</th>
<th>Assignment Due</th>
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<tr>
<td>Sun / April 2</td>
<td>TEXT #6 Role Taking, Role Making, and the Coordination of Action</td>
<td>Discussion Board 5. Initial posts due by 11:59pm (responses due 24 hours later)</td>
</tr>
</tbody>
</table>
| Sun / April 9 | ARTICLE Schwalbe et al. “Generic Processes in the Reproduction of Inequality: An Interactionist Analysis.” Social Forces 79:419-452  
| Mon/ April 17 | ARTICLE Schwalbe, Michael. “Regulating the Action.” Excerpt from Rigging the Game. | Post Journal 6 by 11:59 pm                  |
| Sun / April 23 | TEXT # 9 Collective Behavior and Social Movements                         | Discussion Board 6. Initial posts due by 11:59pm (responses due 24 hours later) |
| Sun / April 30 | Exam 3                                                                    | Exam 3 must be completed between 1pm and 11:59 pm |