

**FAYETTEVILLE STATE UNIVERSITY**  
**College of Arts and Sciences**  
**Department of Social Sciences**

**LOCATOR INFORMATION**

**Semester:** Spring 2012

**Course Number & Name:** SOCI 390 Social Behavior and Interaction (Sect. 1)

**Number of Semester Hours of Credit:** 3:0

**Total Contact Hours:** 37.5

**Time Class Meets:** 12:30-1:45 pm

**Instructor:** Dr. H. Griffiths

**E-mail:** [hgriffit@uncfsu.edu](mailto:hgriffit@uncfsu.edu)

**Office Location:** Taylor Science, Rm 210-A

**Office Phone:** 910-672-2972

When you call my office, please leave your name, your phone number, and specify the course name and section you are calling about. I check my phone three days a week, and your **FSU e-mail** is the preferred means of communication for this class.

**Office Hours:** TR 2-4, W 11-3

NOTE: If you want a quick response to a question, I recommend sending me an e-mail from your **FSU account**. I will respond within 24 hours, M-F, even if the response is only "I received your e-mail." If I do not respond in any way to an e-mail within 48 hours, I probably did not get your e-mail, please send it again.

Faculty webpage (includes ASA citation model and sociological sources):

<http://faculty.uncfsu.edu/hgriffit/>

Important Dates

Classes Begin	January 9
MLK, Jr. Holiday	January 16
Exam One	
Spring Break	March 3-March 9
Holiday	April 6
Exam Two	
Last day of classes	
Final (not cumulative)	

E-MAIL POLICY

FSU provides each student, free of charge, an e-mail account that is easily accessible via the Internet. The university has established e-mail as the primary mode of communicating with enrolled students about impending deadlines, upcoming events, and other information important to student progression at the university. **Students are responsible for reading their e-mail on a regular basis to remain aware of important class and university information.**

The university maintains computer labs for students use, and these are available for checking e-mail. Students making inquiries via e-mail to FSU faculty and staff about academic records, grades, bills, financial aid, and other matters of a confidential nature are required to use their FSU e-mail account.

Rule and regulations governing the use of FSU e-mail may be found at:  
<http://www.uncfsu.edu/PDFs/EmailPolicyFinal.pdf>

### COURSE DESCRIPTION

This course provides an analysis of the major scientific propositions, concepts, research methods, and theories developed to explain the behavior of individuals in relation to other individuals, groups, and culture. Emphasis will be placed on the relationship between social interaction and the behavior of individuals.

**Prerequisite:** SOCI 210.

**Disabled Student Services:** In accordance with Section 504 of the 1973 Rehabilitation Act and the Americans with Disabilities Act (ACA) of 1990, if you have a disability or think you have a disability to please contact the Center for Personal Development in the Spaulding Building, Room 155 (1<sup>st</sup> Floor); 910-672-1203.

### **TEXTBOOK**

DeLamater, John D. and Daniel J. Meyers. 2011. *Social Psychology*. 7<sup>th</sup> ed.  
Belmont, CA: Wadsworth.

### **COURSE OBJECTIVES**

#### **Learning Outcomes:**

Upon completion of the program, students should

- Be able to define and use appropriately basic concepts such as culture, ethnocentrism, status, roles, norm, socialization, self, stratification, social mobility, race, ethnic group.
- Be able to explain how social factors influence interactions and social behavior
- Be familiar with major social institutions such as the family, education, economics, religion, politics, and health care.
- Be able to explain the theoretical perspectives in sociology (structural-functionalism, conflict, interactionist).
- Be able to differentiate between statements based on scientific (empirical) evidence and those based on opinions.
- Be able to write clear, logical, analytic, and well-organized reports and papers.

### COURSE REQUIREMENTS

#### *What to do before your class begins*

- Read assigned chapters/readings prior to the start of class.
- Tests are based on readings, lectures, discussions, and any videos we may watch. Students who miss class are responsible for getting notes from other students and catching up before the next class.

#### *Happiness in the classroom*

- It is both disruptive and rude to walk in and out of the classroom during class time. Please, attend to all personal considerations before class begins.
- Be on time.
- Attend every class. I know who you are and I'll miss you if you don't attend. At any

point, if class attendance drops, or if students begin arriving late, students who do attend on time will be given an extra credit opportunity denied to late or missing students.

- Participate in class. Participating means asking good questions, responding to questions that you are asked, and making thoughtful comments.
- Respect the instructor and each other. Students who fail to listen when others are talking, who insult others and students who are disruptive will be asked to leave.
- You should not have your cell phone in class, but if you do have your cell phone and it does ring, then I will use your cell phone at the end of class to call my best friend in Pennsylvania

#### *Getting a Good Grade in this class*

- Class notes are posted on Blackboard. Print them out and bring them to class.
- Class participation assignments are handed out regularly. It is the **sole responsibility** of the student to complete and turn in any assignments that can be completed outside of class; **the day you return from your absence. Each CP is worth approximately 10 pts. Provided you complete most CP assignments and attendance quizzes, you will receive 100 pts for your CP grade. You can miss a few of these assignments before your grade is affected.**
- **Policy on missed or late assignments:** There are many assignments that require active participation in a group setting. These assignments are not eligible for make-up work. With the appropriate FSU required documentation, students may submit other forms of missed and late work on a case-by-case basis after IMMEDIATELY notifying the instructor of his/her need to do so. I need proper documentation for my files before you may turn in missed work.
- Papers must be submitted ON PAPER. E-mail and other types of electronic paper delivery are unacceptable in this class (without prior, written/e-mailed permission).
- Late assignments and rewritten assignments are subject to penalties in the form of score reduction.
- I do not distribute grades over e-mail. Grades are available under My Grades on Blackboard. If you are unable to interpret your grades, please stop by my office hours and I will assist you in person.

**In the event that these policies require adjustment, a written amendment to the syllabus will appear on Blackboard.**

#### **Departmental Policies**

1. Children are not permitted in the classroom.
2. Eating and drinking are prohibited during class.
3. Pagers, cellular phones, other like devices should be turned off before entering class. Such devices are disruptive to the learning process.

#### **Academic Dishonesty/Attendance Policy (See Appendix B and C)**

Fayetteville State University's policy on academic dishonesty and attendance will be enforced. Please refer to the Student Handbook.

#### **COURSE COMPETENCIES**

SOCI 390 (Social Behavior and Interaction) contributes to the development of SDPI competencies 6.1, 6.2, 6.3, 8.1, 8.6, 9.1, 10.1.

## EVALUATION CRITERIA

### Course Grade (See Appendix B and C)

The course grade will be based on four (4) exams, a Weekly Blog (see Handout), and the successful completion of class participation assignments.

Exams will be online. Exams will cover materials from the textbook, lecture notes, class handouts, videos, and textbook website. The format of the exams may contain any combination of the following: multiple guess, true/false, short answer, identify.

The Final Exam will cover some mix of the Chapters included throughout the course; which chapters TBA.

1. The **first class participation requirement** is to complete the in-class participation assignments. If you miss a class, or part of a class, in which we have worked on a class participation assignment, check Blackboard. Some in-class assignments can be made up on your own time; although by doing so you will miss out on the class discussion of the exercise, from which test questions will be drawn. I do this partly to track attendance.

2. The **second class participation requirement** is to be in class at exactly 12:30 to take any quizzes. Quizzes are given at random, take no more than a few minutes, and cannot be made up. If you are not sitting in your chair when the quiz begins, then you are not eligible to take the quiz. I do this in order to track attendance, quizzes are open book and open note, and you do not need to get a perfect answer in order to receive full credit.

Requirements	Points
Exam 1	100
Exam 2 (Midterm)	100
Exam 3 (Final)	100
Weekly Blog	100
Class Participation	100
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Total Possible Points	500

Accumulation of your total earned points, divided by total possible points for the course will determine your course grade.

Total Earned Points

\_\_\_\_\_ X 100 = Your Semester Score

Total Possible Points

## FSU Grading Scale

A = 92-100    B = 83-91    C = 73-82    D = 64-72    F = 63 and below

COURSE OUTLINE: This schedule and test dates are flexible and are subject to change.

### • **Week One, January 9-13**

- Introduction
- How to Study
- Classmate Phone Numbers
- The Use of Blackboard
  - Please take the syllabus quiz for class participation credit
- [www.cheapesttextbooks.com](http://www.cheapesttextbooks.com)
- Read Chapter One for January 12

### **Week Two, January 17-20**

- Finish Chapter One, Read Chapter Two
- **Blog One due January 20**

### **Week Three, January 23-27**

- Finish Chapter Two, Read Chapter Three and Chapter Five
- **Blog Two due January 27**

### **Week Four, January 30-February 3**

- **IMPORTANT: the movie will start precisely on time and end at end of class.**
- *Mean Girls* (1 hour, 37 minutes)
- **Blog Three Due February 3**

### **Week Five, February 8-12**

- February 9<sup>th</sup>, review
- Exam One February 11
- **Blog Four Due February 12**

### **Week Six, February 13-17**

- Read Chapter Six

### **Week Seven, February 20-24**

- Read Chapter Seven
- **Blog Five Due February 24**

### **Week Eight, February 27-March 2**

- *Film* TBA
- **Blog Six Due March 2**

### **Spring Break, March 3- March 11**

**Week Nine, March 12-16**

- Read Chapter Eight
- **Blog Seven Due March 16**

**Week Ten, March 19-23**

- Read Chapter Nine
- **Blog Eight Due March 23**

**Week Eleven, March 26-30**

- Review March 27
- **Exam Two March 29**

**Week Twelve, April 2-5 (April 6 is a holiday)**

- Chapter Nine  
**Blog Nine Due April 5**

**Week Thirteen, April 9-13**

- Read Chapter Ten and Chapter Eleven

**Week Fourteen April 16-20**

- Film TBA  
**Blog Ten Due April 20**

**Week Fifteen, April 23-27**

- Read Chapter Twelve
- Review for final if time allows

***Final: Tuesday May 1, 12-1:50***

**TEACHING STRATEGIES**

The teaching strategies used in the class will include a combination of Lectures, Discussions, Papers, class participation, and Films.

**SELECTED REFERENCES (Suggested Readings, Internet and or/Multi-media Resources)**

Adams, Bert and R. A. Sydie. 2001. *Sociological Theory*. Thousand Oaks, CA: Pine Forge Press.

Anderson, Margaret L. 2000. *Thinking About Women: Sociological Perspectives on Sex and Gender*. 5th ed. New York: MacMillan Publishing Company.

Anderson, Margaret L. and Patricia H. Collins. 1999. *Race, Class, and Gender*. Belmont, CA: Wadsworth Publishing.

Berger, Peter. 1963. *Invitation to Sociology*. New York: Doubleday.

Blackwell, James and Morris Janowitz. 1974. *Black Sociologists: Historical and Contemporary Perspectives*. Chicago: University of Chicago Press.

- Coltrane, Scott. 2001. Marketing the Marriage Solution: Misplaced Simplicity in the Politics of Fatherhood. *Sociological Perspectives*. 44(4), 387-418.
- Coontz, Stephanie, ed. 1999. *American Families: a Multicultural Reader*. New York: Routledge.
- Gabbidon, Shaun L. 2000. An Early American Crime Poll by W. E. B. DuBois. *Western Journal of Black Studies*. 24(3), 167-174.
- Goffman, Erving. 1959. *The Presentation of Self in Everyday Life*. New York: Doubleday/Anchor,
- Heywood, Elizabeth M. 1999. Custodial grandparents and Their Grandchildren. *The Family Journal: Counseling and Therapy For Couples and Families*. 7(4), 367-372.
- Jackson, Susan M., Fiona Cram, and Fred Seymour. 2000. Violence and Sexual Coercion in High School Students= Dating Relationships. *Journal of Family Violence*. 15(1), 23-37.
- Lee, Jennifer and Frank D. Bean. 2003. Beyond Black and White: Remaking Race in America. *Contexts*. 2(3), 6-33.
- Migliaccio, Todd A. 2002. Abused Husbands: A Narrative Analysis. *Journal of Family Issues*. 23(1), 26-52.
- Mills, C. Wright. 1959. *The Sociological Imagination*. New York: University Press.
- Miner, Horace. 1956. Body Ritual of the Nacirema. *American Anthropologist*. June.
- Newby, John H. et al. 2000. Spouse Abuse by Black and White Offenders in the U. S. Army. *Journal of Family Violence*. 15(2), 199-208.
- Pauley, Garth E. 2000. W. E. B. DuBois on Woman Suffrage: A Critical Analysis of His *Crisis* Writings. *Journal of Black Studies*. 30 (2), 383-410.
- Rohall, David, Mady Segal, and David Segal. 1999. Examining the Importance of Organizational Supports on Family Adjustment to Army Life in a Period of Increasing Separation. *Journal of Political and Military Sociology*. Vol. 27(1), 49-65.
- Scanzoni, John. 2001. From the Normal Family to Alternate Families to the Quest for Diversity With Interdependence. *Journal of Family Issues*. 22(6), 688-710.
- Shapiro, Thomas M. 2004. *The Hidden Cost of Being African American: How Wealth Perpetuates Inequality*. New York: Oxford University Press.
- West, Candace and Don H. Zimmerman. "Doing Gender." *Gender and Society*. Vol. 1, No. 2 (June 1987).

## **Appendix B**

### REVISION OF GRADES – STUDENT RESPONSIBILITIES The following revisions become effective on August 16, 2007.

#### WN GRADE DISCONTINUED:

- WN - Withdrawal due to non-attendance - discontinued, effective August 16, 2007.

STUDENTS: Do not expect faculty to withdraw you for non-attendance. Drop or withdraw\* from classes according to the deadlines published in the catalog. \*See warning below about class withdrawals.

**NEW TYPE OF GRADE: INTERIM GRADES** – (New name for “midterm grade,” with additional purposes). Interim grades will be assigned from the first week of the semester until the deadline for class withdrawals. Interim grades are used for informational and warning purposes only; they are not part of your permanent transcript and have no effect on your GPA. Instructors may assign interim grade of F to warn students of poor academic performance or they may assign “X” or “EA” grades. (See below for explanations) After midterm, faculty will assign all students an interim grade of A – F to inform students of their academic status as of midterm.

- **INTERIM GRADE X = NO SHOW** – Assigned to students who are on a class roster, but never attend class. For warning purposes only; NOT a final grade.

STUDENTS: Check interim grades early in the semester. If you have an X grade, either begin attending the class or withdraw\* from it. *\*See warning below about class withdrawals.* If you do not take action in response to an X grade, you will receive a final grade of FN. (See “FN” below)

- **INTERIM GRADE EA = EXCESSIVE ABSENCES** - Assigned to students whose class absences exceed 10% of the total contact hours. For warning purposes only, NOT a final grade.

STUDENTS: Check your interim grades often. If you have an “EA” grade for a class, you are in jeopardy of failure if you do not take immediate actions. Either resume attending the class or withdraw from it. *\*See warning below about class withdrawals.*

**NEW FINAL GRADE:**

- **FN = FAILURE DUE TO NON-ATTENDANCE** – Assigned to students who are on class roster, but never attend the class. An FN grades is equivalent to an F grade in the calculation of the GPA.

STUDENTS: You must attend (or withdraw\* from) all the classes for which you are enrolled. *\*See warning below about class withdrawals.*

**WARNING ABOUT CLASS WITHDRAWALS:**

- When you withdraw from a class, you are wasting your money and time. You receive no refund for withdrawing from individual classes and you slow your progress toward degree completion.
- If you withdraw from or fail more than one-third of your classes, you will no longer be eligible for financial aid.
- **STRIVE TO EARN CREDIT FOR ALL THE CLASSES IN WHICH YOU ENROLL; WITHDRAW FROM CLASSES ONLY WHEN IT IS ABSOLUTELY NECESSARY!**

**Appendix C**

Final grades are calculated on a four-point system and affect a student’s grade point average as indicated below. Faculty members will delineate in each class syllabus the methods and evaluative criteria for determining final grades in the class.

<b>Grade</b>	<b>Credit Hours</b>	<b>Quality Points</b>	<b>Meaning</b>
A	Hours attempted and earned	4 per credit hour;	Exceptionally high
B	Hours attempted and earned	3 per credit hour	Good
C	Hours attempted and earned	2 per credit hour	Satisfactory
D	Hours attempted and earned	1 per credit hour	Marginally passing

F	Hours attempted – Not earned	0 per credit hour	Failing
FN	Hours attempted – Not earned	0 per credit hour	Failing due to non-attendance. (Student registered, but <u>never</u> attended.)
W	Hours attempted – Not earned	No impact on GPA	Class withdrawal prior to deadline (see Academic Calendar)
P	Hours attempted and earned	No impact on GPA	Satisfactory - Assigned only in classes specified as Pass/Fail
WU	Hours attempted – Not earned	No impact on GPA	Withdrawal from all classes for semester or term
AU	Hours attempted – Not earned	No impact on GPA	Auditing

## Appendix D

### 5. SCHOOL OF EDUCATION’S CONCEPTUAL FRAMEWORK

The program prepares knowledgeable, reflective, and caring education professionals to support student learning and family participation in a diverse, technological and global society.

### 6. NCATE, NCDPI SPECIALTY AREA STANDARDS

Include the NCDPI Specialty Area Standards, the NCATE Standards, and the assessment(s). Only include the standard or standards you will address in this course.

NCDPI Social Studies Standards	NCATE Standard(s)	Assessment(s)
1. Social studies teachers have a broad knowledge of content.	Content Knowledge	Exams; Quizzes; Journal Article Analysis; Classroom Discussions
2. Social studies teachers know the content appropriate to their teaching specialty.	Content Knowledge	Exams; Quizzes; Journal Article Analysis; Classroom Discussions
3. Social studies teachers connect social studies with the broad curriculum.	Content Knowledge Professional Knowledge	Exams; Quizzes; Journal Article Analysis; Classroom Discussions

### 7. NATIONAL COUNCIL FOR THE SOCIAL STUDIES STANDARDS (NCSS)

Include the NCSS standards and the assessment(s). Only include the standard or standards you will address in this course.

National Council for the Social Studies Standards	Assessment (s)
<b>1.1 Culture and Cultural Diversity.</b>	Exams; Quizzes; Classroom discussions; In-class exercises.
<b>1.5 Individuals, Groups, and Social Institutions.</b>	Exams; Quizzes; Journal article analysis; Classroom discussions; Reflective assignment.
<b>1.9 Global Connections.</b>	Exams; Quizzes; Classroom discussions; In-class exercises.

### 8. NCDPI CORE STANDARDS

Include the NCDPI Core Standards, and the assessment(s). Only include the standard or standards you will address in this course.

<b>NCDPI Core Standards</b>	<b>Assessment(s)</b>
1. Teachers know the content they teach.	Exams; Quizzes; classroom Discussions; In-class exercises.
6. Teachers respect and care about students	Classroom discussions; In-class exercises

### 9. NCDPI DIVERSITY STANDARDS

Include the NCDPI Diversity Standards, and the assessment(s). Only include the standard or standards you will address in this course.

<b>NCDPI Diversity Standards</b>	<b>Assessment(s)</b>
1. Teachers understand the central concepts, tools of inquiry, and structures of the discipline(s) they teach and can create classroom environments and learning experiences that make these aspects of subject matter accessible, meaningful, and culturally relevant for diverse learners.	Exams; Quizzes; Journal article analysis; Classroom discussions; In-class exercises; Reflective assignment; Case studies.

### 10. TECHNOLOGY AND TECHNOLOGICAL APPLICATIONS

Include the NCDPI Technology Standards, and the assessment(s). Only include the standard or standards you will address in this course. Some technologies for the course may include: productivity tools (Power Point, presentation software), Internet, web page construction, e-mail, on-line course applications, Blackboard, grade book, video camera, Smart board. Please list any technologies that you will use in the course.

<b>NCDPI Technology Standards</b>	<b>Technological Applications Used in this Course</b>
1. Teachers demonstrate a sound understanding of technology operations and concepts.	Internet; Blackboard; Email; PowerPoint; Grade book.

### 11. DISPOSITIONS

Directions: Check all that apply. Dispositions will be addresses through the readings, modeling, reflecting, field experiences, discussion and other approaches. This course will seek to enhance and strengthen the dispositions checked below.

<b>Professional Competence</b>		<b>Professional Responsibility</b>	
X	Appreciates and engages in self-reflection		Dresses appropriately for the setting
X	Shows a commitment to ongoing learning	X	Is punctual
X	Desires to learn and apply new technologies	X	Attends class regularly and participates in class
X	Is receptive to new ideas and feedback	X	Completes assignments and tasks in a timely manner
X	Writes and speaks clearly and effectively	X	Willing to go beyond required assignments
	Uses culturally sensitive language when communicating with families		Shows imitative and motivation
<b>Professional Dispositions and Qualities</b>		<b>Professional Integrity</b>	
X	Believe all children can learn	X	Displays high and ethical professional standards
X	Understands the culture of students and their families	X	Is honest and dependable
X	Values and respects diversity and individual differences	X	Is courteous and respectful
X	Demonstrates flexibility and adaptability	X	Has a positive professional attitude
	Treats all students fairly and equitably	X	Accepts and uses constructive criticism
X	Is sensitive to the feelings of others	X	Maintains emotional control and appropriate behavior

X	Interacts appropriately and positively with others		
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