**Chapter Exercises**

**Chapter 4: Socialization and Social Interaction**

1. In the chapter, we discussed schools as agents of socialization. Our discussion was limited, however, to elementary through high school education. How do universities and colleges function as agents of socialization in the lives of students? How does this differ from early school socialization?
2. Keep a descriptive journal of your social interactions with 3 people who play different roles in your life (for instance, your significant other, your employer or employee, your sibling or parent) for 3–4 days. Note the key qualities of the interactions and the definition of the situation you are seeking to construct. At the end of the journaling period, look over your journal and assess it as Erving Goffman might. What observations would Goffman likely make about the techniques of impression management you utilized and your presentation of self?
3. Garfinkel’s ethnomethodology emphasizes the importance of effective meaning construction. New forms of communication present new problems with constructing meaning. With a group of peers, talk about the problem of meaning as it relates to text messaging and e-mail. How often is meaning misinterpreted or unclear in texts or e-mails? How do people feel when this happens? What do they do? How have the social practices of texting and e-mail changed to reflect the problem of meaning? How do acronyms such as LOL or BRB and emojis help or hurt meaning?
4. Heroes driven by moral concerns are a central plot device of many action, suspense, mystery, and detective films, televisions shows, and books. With a group of peers discuss the role of the hero driven by moral concerns in these forms of media by sharing specific examples of this plot device. Discuss what actions the heroes in these stories undertake and the reasons and justifications the stories provide for their heroes’ actions. Do you think the heroes’ actions are moral? At what level of Kohlberg’s morality scale are the heroes’ justifications for their actions? What would justifications at the other levels of the morality scale look like? Are there patterns to the moral representations presented in popular culture?