# SOCI 424 discussion questions—Oct 19, 2020

**Facilitator**:

*name*

**Secretary**:

*name*

**Other participants**:

*name*

*name*

*name*

## Prompts (try to respond to all of these)

* In *one sentence*, summarize Faris and Felmlee’s (2011) findings from the reading.
* Elaborate on Faris and Felmlee’s theoretical linkage between status and aggression. Why (in their argument) does increased status lead to increased aggression? How do the authors explain the tendency for the highest-status students to be *less* aggressive? What do they mean by “gender bridge”, an what is its relationship with status and with aggression?
* How do Faris and Felmlee measure students’ status? What *network relation* do they use for their measure (i.e. what do the edges represent)? What theoretical justification do they use to bolster their claim that theirs is a *good* measure of status? Knowing what you do about status dynamics in high school, do you think it is a good measure of status?
* ***Bonus question:*** *Could you make an argument that a different centrality measure, say eigenvector centrality, would be a better measure of status?*
* What role does a *gender binary* play in Faris and Felmlee’s analysis? Do the members of your group think that there is merit to the gendered aggression and friendship processes that the authors describe within that binary (E.g. same- and cross-gender relations, gender bridges, etc.)? What would a more accurate/nuanced way to collect data on students’ gender look like? Would that data be able to address the same questions Faris and Felmlee do?