

# Introduction to Social Psychology – SOC 20722

Fall 2016, O'Shaughnessy 109, T/TH 5:05PM – 6:20PM

## I. Introduction

The overarching goal of this course is to provide students with a working knowledge of social psychology and to stimulate an interest in ourselves, the world around us, and the connections between the two. This is a course about how we become who we are – how our selves are shaped by others, the groups we belong to, the social structures around us, and our interactions as social beings. Because interaction is a process between entities, a two-way street, the course is not only about how the world around us shapes who we are but also about the potential that we have to shape the world we live in.

### Objectives:

When you have finished this course, you will be able to:

- Understand and apply social psychological concepts, theories, and tools, thinking critically about social life
- Appreciate the practical uses of social psychology for everyone, regardless of field.
- Recognize the work that social psychologists do, how they do it, and why they do it.

### Required Text & Tools:

- Preves, Sharon E. and Jeylan T. Mortimer. 2010. *Classic and Contemporary Perspectives in Social Psychology: A Reader*. New York: Oxford.
- Course eReserves (through Sakai)
- A cellphone that you can use to access PollEverywhere (via text or a web browser). If this is a problem, let me know today!

### Optional Text (a nice complement to lectures/reader, but not necessary for success in this course):

- DeLamater, John D., Daniel J. Myers, and Jessica L. Collett. 2014. *Social Psychology*, 8<sup>th</sup> Edition. Boulder: Westview Press.

### Web Tools:

This course is supplemented with materials on <http://sakai.nd.edu> (also accessible through insideND). You will need to visit the website to access various course materials – powerpoint slides, online readings, examples, and assignments – and to keep up with your grades. We will also utilize podcasts throughout classes. Here are a couple of podcasts which integrate social psychology into their programs.

[\*Invisibilia\*](#), [\*Hidden Brain\*](#), [\*On the Media\*](#), [\*This American Life\*](#)

### Contact Information:

Justin Van Ness

839 Flanner

[jvanness@nd.edu](mailto:jvanness@nd.edu)

Office Hours: Tues. 2-3pm & Thurs. 1130-1pm, or by appointment

### Contacting:

Before emailing me with a question, please check the syllabus and/or Sakai to see if it has been answered somewhere else. When you do email, please be patient and ***please write SOC 20722 in the subject of your e-mail.*** For example, your e-mail title might say 'SOC 20722 Exam Question'. I might respond immediately, I might not. Give me a day (or a weekend) to get back to you. You don't need to schedule an appointment to come by during office hours, but if you want to meet outside of my regular office hours, contacting me to set up an appointment is the best way to ensure I am available.

## II. Expectations and Policies:

### Attendance:

Since sociologists like statistical facts so much, I'll drop one here – the single largest predictor of a final grade in any course is attendance (Credé, Roch and Kiezczyńska 2010), with doing the reading following a close second. That said, I will not take attendance or reduce your grade simply because you do not show up for class. However, I will not be held responsible for anything that you miss. I will not provide lecture notes or review what you missed during office hours, and even if you miss class, it's not an excuse to skip the assigned readings. I strongly encourage you to find a few "soc buddies" in the class with whom you can contact when you need to miss a class. In addition, remember that the days that you miss you will not be here for in-class assignments and activities which – depending on your performance when here *or* if you're chronically absent – could adversely affect your grade.

### Participation:

Just being present is not enough. While you will not be evaluated directly on participation, it will surely factor in to your success in this course. Students do better if people participate. The student who is participating gets the answers they need and the others in the class gain a better understanding of something they might need help with as well.



There are a number of ways that you can participate: If you need me to slow down or to provide another example, *raise your hand and tell me.* If you have a question, *ask.* If you need something clarified, *let me know.* If you have an example that better illustrates what we're talking about, *share it.*

**Academic Integrity:**

Academic misconduct of any kind will not be tolerated in my course. If I have reason to believe that you have violated the honor code, I **will** follow through with the guidelines in the academic code of honor handbook: <http://honorcode.nd.edu>. You should all be familiar with the honor code and most punishable forms of cheating. If you have any questions or are in doubt, please ask me.

**Class Conduct:**

As a sign of respect to me and to your fellow classmates, please get to class on time. Do your best to avoid walking in late, stepping out, or leaving early. Put away laptops when class begins – as they are not allowed during class time unless you have an accommodation from the university – and only use cell phones for approved uses. Please don't read *The Observer*, talk to your friends, text, sleep, listen to music, or pass notes during class. Not only are those things disrespectful and disruptive to me and your classmates, but they also limit your ability to participate in class and understand the material – it's basically a bad time for everyone. If you think you're being sneaky, you're not – I was a student once too.

**III. Assignments & Evaluations:**

Realizing that students have various strengths and weaknesses, I incorporate a number of different evaluation styles in my grading system:

- **In-Class Quizzes, Activities, and Responses (22%):** These exercises are varied and can be anything from quizzes on the readings to activities to class reactions to applications of what we are discussing. We will have these *nearly* every non-exam day, meaning there should be more than 20 opportunities (mostly in-class and a few out of class) for these. I will only count your 20 *best* scores.
- **Reflections (17%):** A crucial skill you must learn in college is how to write clearly, persuasively, and succinctly (and in this class, thoughtfully). The best way to acquire this skill is through practice. To this end, during the semester you are required to write three 3 page papers that reflect on how class materials, lectures, and/or readings relate to your everyday experience. There will be five opportunities. You will choose the opportunities that work best for you (whether based off due-date, topic, or procrastination comfort level). Due dates – when reflections must be turned in at the beginning of class – are marked with an asterisk (\*) in the syllabus.
- **Examples from Everyday Life (4%):** I will use a number of examples from everyday life in lectures. This asks you to find your own examples of the concepts or theories that we are talking about in lecture or the readings to post on Sakai. You'll post a brief entry detailing what you found, how it is social psychological, and a link (if it's from the media).

- **Exams (57%):** There will be four exams for this course – three given during the semester and one during finals week. The exams will be comprised of three sections – multiple choice & true/false, short answer, and essay. The final is cumulative only in the sense that sociological concepts build on each other and that students *can* draw on all the readings (but won't be required to).

**\*\*No late assignments will be accepted\*\***  
**Exams – including the final – will only be administered on the scheduled dates**  
**Be sure to check the syllabus and plan accordingly**  
 (Exceptions will only be made with a documented *official* university excuse.)

**Grading:**

Final grades will be determined based on the total number of points that you earn on exams and assignments. Please note that I do not round grades up.

<i>In-Class Exercises</i> (20, worth 5 points each)	100
<i>Reflections</i> (3, worth 25 points each)	75
<i>Example from Everyday Life</i> (1, worth 20 points)	20
<i>Exams</i> (3, worth 60 points each)	180
Final Exam (worth 75 points)	75
<b>Total</b>	<b>450</b>

A	>93%	C+	77-79.9%
A-	90-92.9%	C	73-76.9%
B+	87-89.9%	C-	70-72.9%
B	83-86.9%	D	60-69.9%
B-	80-82.9%	F	<60%

Sometimes students have questions about what particular grades mean. According to Notre Dame's Faculty Handbook, letter grades reflect the following:

- A Truly Exceptional** – Work that meets or exceeds the highest expectations.
- A- Outstanding** – Superior work in *all* areas.
- B+ Very Good** – Superior work in *most* areas.
- B Good** – Solid work across the board.
- B- More than Acceptable** – More than acceptable, but falls short of solid work.
- C+ Acceptable: Meets All Basic Standards** – Work meets all the basic requirements and standards.
- C Acceptable: Meets Most Basic Standards** – Work meets most of the basic requirements and standards in several areas.
- C- Acceptable: Meets Some Basic Standards** – While acceptable, work falls short of meeting basic standards in several areas.
- D Minimally Passing** – Work just over the threshold of acceptability.
- F Failing** – Unacceptable performance.

#### IV. Topics, Assigned Readings, and Due Dates



Articles out of the *Classic and Contemporary Perspectives in Social Psychology* reader simply include the page numbers after the title and author. The readings which are uploaded to Sakai are indicated by (Sakai) following the title and author. Readings listed must be read before class the day listed. For instance, student should come prepared on August 25<sup>th</sup> to discuss *Invitation to Sociology* and *Body Ritual Among the Nacirema* (about 10 pages in all). Due dates and exam dates have an asterisk next to the date.

#### I. INTRODUCTION TO SOCIAL PSYCHOLOGY

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08.23.16      **Class Cancelled**

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08.25.16      **Introduction**

*Class Syllabus*

*Invitation to Sociology*, Berger (Sakai)

Berger, Peter L. 1963. *Invitation to Sociology: A Humanistic Perspective*. Pelican.

*Body Ritual Among the Nacirema*, Miner (pp. 4-8)

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08.30.16      **Social Construction of Reality**

*The Smile Factory*, Van Maanen (pp. 16-23)

**Critical Thinking**

*The Crack Attack*, Reinerman and Levine (Sakai)

Reinerman, Craig and Harry G. Levine. 1997. *Crack in America: Demon Drugs and Social Justice*. University of California.

**\*Reflection #1 (Critical Thinking) Assigned\***

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09.01.16      **Studying Social Life**

*Methodological Approach to Social Psychology*, Fine et al. (pp. 33-36)

*Conventional Wisdom Tells Us Numbers Don't Lie*, Ruane and Cerulo (Sakai)

*Why College Students Don't Participate*, Karp and Yoels (Sakai)

*Can You Really Study an Army in the Laboratory*, Zelditch (pp. 31-33)

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#### II. THE SOCIAL SELF

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09.06.16\*      **The Self**

*The Social Self*, Cooley (pp. 222-224)  
*Becoming a Marijuana User*, Becker (pp. 40-47)  
**\*Reflection #1 (Critical Thinking) Due\***

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09.08.16      **The Self**  
*Play, the Game, and the Generalized Other*, Mead (pp. 225-227)  
*From 'Nerds' to 'Normals'*, Kinney (pp. 109-115)  
*The Gloried Self*, Adler and Adler (Sakai)  
Adler, Patricia and Peter Adler. 1989. "The Gloried Self." *Social Psychology Quarterly* 52:299-310.

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09.13.16      **Deviance and Labeling**  
*On Being Sane in Insane Places*, Rosenhan (pp. 238-242)  
*The Discovery of Hyperkinesis*, Conrad (pp. 243-248)

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09.15.16\*      **EXAM #1**

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### III. THE PERSON IN SOCIETY

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09.20.16      **Socialization**  
*Final Note on a Case of Extreme Isolation*, Davis (pp. 76-81)  
*Fashioning Gender Identity*, Cahill (Sakai)  
Cahill, Spencer E. 1989. "Fashioning Gender Identity." *Symbolic Interaction* 12:281-98.  
*Gang Related Gun Violence and the Self*, Stretesky and Pogrebin (Sakai)  
Stretesky, Paul B. and Mark R. Pogrebin. 2007. "Gang Related Gun Violence: Socialization, Identity, and Self." *Journal of Contemporary Ethnography* 36:85-114.

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09.22.16      **Socialization**  
*Invisible Inequality*, Lareau (pp.47-65)

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09.27.16      **Social Perception and Cognition**  
*Forming Impressions of Personalities*, Asch (pp. 88-96)  
*When the Light's On and Nobody's Home*, Langer (pp. 96-99)  
**\*Reflection #2 (The Self as Social Product) Assigned\***

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09.29.16      **Self-Presentation and Impression Management**  
*Regions and Region Behavior*, Goffman (pp. 105-108)  
*Death as Theater*, Turner and Edgley (pp. 8-15)  
*What Kind of Mother Am I?*, Collett (Sakai)  
Collett, Jessica L. 2005. "What Kind of Mother Am I? Impression Management and the Social Construction of Motherhood." *Symbolic Interaction* 28:327-47.

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10.04.16\*      **Embarrassment**  
*Face-Work and Interaction Rituals*, Goffman (Sakai)  
Excerpts from: Goffman, Erving. 1967. *Interaction Ritual: Essays in Face-to-Face Behavior*. Garden City, NY: Anchor.  
**\*Reflection #2 (The Self as Social Product) Due\***

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10.06.16      **Stigma**  
*Passage Through Abortion*, Zimmerman (pp. 255-269)  
*Confronting Deadly Disease*, Sandstrom (pp. 280-289)  
Suggested Listening:  
Podcast: Invisibilia Episode: "How to Become Batman"  
<http://www.npr.org/podcasts/510307/invisibilia>

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10.11.16      **Emotions**  
*Self-Processes and Emotional Experiences*, Rosenberg (pp. 100-103)  
*Managing Emotions in Public*, Cahill and Eggleston (pp. 269-279)

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10.13.16\*      **EXAM #2**

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10.18.16      **No Class – Mid Term Break**

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10.20.16      **No Class – Mid Term Break**

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IV. INTERACTION IN GROUPS

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10.25.16      **Interpersonal Attraction and Relationships**  
*The Nature of Love: A Researcher's Odyssey*, Rubin (pp. 120-125)  
*"Cooling Out" Men in Singles Bars and Night Clubs*, Snow et al. (pp. 125-133)  
*Is Hooking Up Bad For Young Women?*, Armstrong et al. (Sakai)

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10.27.16      **Interpersonal Attraction and Relationships, II**  
*Modern Romance*, Aziz Ansari (Sakai)  
*Emotional Contagion and Empathy*, Hatfield et al. (Sakai)

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11.01.16\*      **Interaction Rituals**  
*Interaction Ritual Chains*, Collins (Sakai)  
*Deception, Lying, and Demeanor*, Ekman (Sakai)  
**\*Reflection #3 (Microsociology) Assigned\***

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11.03.16      **Definition of the Situation**  
*The Psychology of Imprisonment*, Zimbardo et al. (pp. 142-149)  
*When Women Abuse Power, Too*, Embser-Herbert (pp. 149-152)  
*The Lucifer Effect*, Zimbardo (pp. 153-157)

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11.08.16\*      **Conformity and Obedience**  
*Effects of Group Pressure upon the Modification and Distortion of Judgments*, Asch (pp. 159-163)  
*Behavioral Study of Obedience*, Milgram (pp. 163-171)  
*The My Lai Massacre*, Kelman and Hamilton (pp. 171-182)  
**\*Reflection #3 (Microsociology) Due\***

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11.10.16\* **Face-to-Face Violence**  
*Violence: A microsociological theory*, Collins (Sakai)  
*Rise of the Warrior Cop* (Sakai)  
Podcast:Begin 37:27  
<http://www.thirdcoastfestival.org/explore/feature/whatever-suits-you-show>

**\*Reflection #4 (Social Influence) Assigned\***

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11.15.16 **Helping and Altruism**  
*Social Determinants of Bystander Intervention*, Latané and Darley (pp. 184-192)  
*Aid in the Aftermath of Hurricane Katrina*, Cuddy et al. (pp. 192-197)  
*Giving to Others during National Tragedy*, Piferi et al. (pp. 197-204)  
*Terrorism, Identity, and Public Order: A Perspective from Goffman*, Weigert (pp. 409-414)

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11.17.16\* **Group Processes and Group Performance**  
*A Social Distance Scale*, Bogardus (pp. 399-402)  
*Atheists as "Other,"* Edgell et al. (pp. 403-408)  
*Superordinate Goals in the Reduction of Intergroup Conflict*, Sherif (pp. 206-210)  
*Unfulfilled Prophecies and Disappointed Messiahs*, Leon Festinger et al. (416-422).

**\*Reflection #4 (Social Influence) Due\***

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11.22.16\* **EXAM #3**

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11.24.16 **Thanksgiving Break**

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V. SOCIAL STRUCTURE AND SOCIAL PSYCHOLOGY

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11.29.16 **Race**  
*That Powerful Drop*, Hughes (pp. 296-298)  
*What of the Children? Emerging Homes and Identities*, Espiritu (pp. 380-390)  
*Medicalization of Racial Features*, Kaw (pp. 298-307)  
*The Blacker the Berry*, Thompson and Keith (pp. 308-312)

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12.01.16 **Class**  
*Social Class and Parental Values*, Kohn (pp. 314-318)  
*The Interactive Relationship between Class Identity and the College Experience*, Aries and Seider (pp. 319-331)

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12.06.16 **Materiality and Cohort**  
*The Comfort of Things*, Miller (Sakai)

*The New Adulthood?*, Hartmann and Swartz (pp. 390-397)

*From Tony the Tiger to Slime Time Live*, Schor (Sakai)

Schor, Juliet. 2004. Chapter 3 in *Born to Buy: The Commercialized Child and the New Consumer Culture*.  
Scribner.

**\*Reflection 5 Assigned\***

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12.08.16

**Gender**

*Men and Women in the Corporation*, Kanter (pp. 344-352)

*Still a Man's World*, Williams (pp. 353-366)

*Language and Patriarchy*, O'Barr (pp. 81-87)

*Coming Out and Crossing Over*, Gagné et al. (pp. 248-253)

**\*Reflection #5 (Reflections) Due 12/15 by e-mail\***

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12.13.16\*

**FINAL EXAM 730pm O'Shag 109**

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