

## Introduction to Social Psychology – SOC 20722

Fall 2018, Jenkins and Nanovic Hall B079, M & W 11-12:15pm

### Contact Information:

Prof. Kayla Pierce

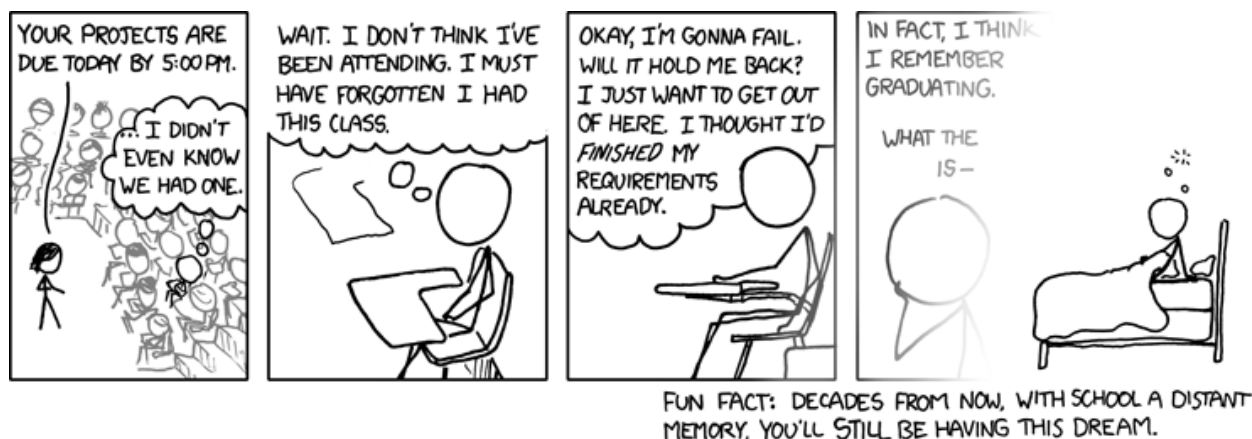
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Jenkins-Nanovic 4011

### Office Hours:

M & W 1:15-2:15pm

or by appointment



### Introduction

The goal of this course is to provide students with a working knowledge of social psychology and to cultivate 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, and the social structures around us. Interaction is a process between entities--a two-way street. Therefore, this course is about how our world shapes us and about how we can shape our world.

### Objectives:

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

- Understand and apply social psychological concepts, theories, and tools.
- Think 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 and Tools:

- Preves, Sharon E. and Jeylan T. Mortimer. 2010. *Classic and Contemporary Perspectives in Social Psychology: A Reader*. New York: Oxford. Available in the campus bookstore, but often less expensive on [Amazon](https://www.amazon.com) or [bookfinder.com](https://www.bookfinder.com) or [abebooks.com](https://www.abebooks.com).
- A cellphone/smartphone/tablet/laptop and a poll everywhere account. You will receive an invitation to set up a free poll everywhere account via email. Be sure to register with your ND email. If you would like to respond to polls with your cell phone, be sure to include your phone number in the registration form.

- This course is supplemented with materials on sakai.nd.edu. You will need to visit the website to access various course materials—powerpoint slides, eReserve readings, examples, and assignments—and to keep up with your grades.

### Contacting me:

I try to be very available to my students. However, like you, I have a life beyond this class. I have a family and friends, other classes, other students, and other obligations. Before emailing me with a question, please check the syllabus and/or Sakai to see if it has been answered. When you do email, please be patient. I might respond immediately, I might not. Give me 48 hours to respond (not including weekends). You do not need to schedule an appointment to come during office hours. If you would like to meet outside of regular office hours, email me to set up a time.

### Expectations and Procedures

#### 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 you miss. I do not provide lecture notes or re-lecture during office hours. In addition, remember that for the days you miss, you will not be here for in-class assignments and activities which—depending on your performance when you are here—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 the course. Students do better if people participate. The student who is participating gets the answers they need and the others in the class also gain a better understanding of the material. Each of you bring a unique perspective to the class—a perspective that can help others learn.



There are a number of ways 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 courses. If I have reason to believe that you have violated the honor code, I will follow through the guidelines in the academic code of honor handbook: <https://honorcode.nd.edu>. You should be familiar with the most punishable forms of cheating. If you have questions or are in doubt, please contact me.

**Class conduct:**

- Arrive on time.
- Avoid stepping out or leaving early.
- Put away laptops, cellphones, or other technology. Unless they are being used for poll everywhere, they are not permitted.
- Please don't talk to your friends, sleep, or text during class.
- Please don't begin packing your things until I have dismissed.

Not only are the above behaviors disrespectful and disruptive to me and your classmates, but they also limit your ability to participate in class and to engage with the course content.

**Assignments and Evaluations**

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

- In class exercises, quizzes, and activities: (19%): These exercises are varied and can include reading quizzes, group activities, applications of material, or your reactions to the material. There will be one almost every day (mostly in-class and a few outside of class). I will count your 15 best scores.
- Reflections (19%): During the semester, you are required to write 3 three-page papers that reflect on how class materials, lectures, and/or readings relate to your everyday experiences. There will be 6 paper prompts throughout the semester (the dates these will be posted are marked with an \* on the syllabus) and the papers are due on Sakai, at noon one week later. You will choose the three opportunities that work best for you based on your schedule or interest in the subject. The rubric is attached.
- Example for everyday life (6%): I will use a number of examples from the media (everything from Youtube to *The Observer* to the *New York Times*) in my lectures. This asks you to find your own examples of the class concepts. You will write a brief Sakai entry detailing what you found, how it is social psychological, and a link (or vivid description, if unavailable). Examples that help students understand or retain the material better than they would without it, or make social psychology come alive in a novel way, receive the highest scores.
- Exams (56%): There will be three exams for this course—two 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\*\***  
 Exception will only be made in the case of a documented illness or family emergency.  
*Please do not request extra-credit. Any opportunities will be offered to everyone.*

### 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.

Exercises (15, worth 5 points each)	75	A	>93%	C+	77-79.9%
Reflections (3, worth 25 points each)	75	A-	90-92.9%	C	73-76.9%
Example from Everyday life (1, worth 25 points)	25	B+	87-89.9%	C-	70-72.9%
Exams (3, worth 75 points each)	225	B	83-86.9%	D	65-69.9%
<b>TOTAL</b>	<b>400</b>	<b>B-</b>	<b>80-82.9%</b>	<b>F</b>	<b>&lt;65%</b>

### 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 Sakai readings are indicated by an (eR) following the title and author, with the original source provided below each of these readings. Readings listed must be read before class the day listed. For instance, students should come prepared on August 27<sup>th</sup> to discuss Body Ritual Among the Nacirema and The Smile Factory (less than 20 pages in all). Dates reflection prompts will be posted are marked with an asterisk (\*).

	Date	Topic	Reading Due for the Day
Week 1	08/22/2018	Course Introduction	---
<i>Section 1: Understanding and Studying Social Life</i>			
Week 2	08/27/2018	Social Construction of Reality	<i>Body Ritual Among the Nacirema</i> , Miner (pp.4-8) <i>The Smile Factory</i> , Van Maanen (pp.16-23)
	08/29/2018	Social Construction of Reality	<i>The Crack Attack</i> , Reinerman and Levine (eR) Excerpts from: Reinerman, Craig and Harry G. Levine. 1997. <i>Crack in America: Demon Drugs and Social Justice</i> . University of California.
Week 3	09/03/2018	Methodologies	<i>Methodological Approaches to Social Psychology</i> , Fine et al. (pp. 33-36) <i>Can You Really Study an Army in the Laboratory</i> , Zelditch (pp.31-33) <i>Getting a Job: Is There a Motherhood Penalty?</i> , Correll et al. (eR) From: Correll, Shelley J., Stephen Benard, and In Paik. "Getting a job: Is there a motherhood penalty?" <i>American journal of sociology</i> 112.5 (2007): 1297-1338.
<i>Section 2: The Person in Society</i>			
	09/05/2018	The Social Self	<i>The Social Self</i> , Cooley (pp. 222-224) <i>Play, the Game, and the Generalized Other</i> , Mead (pp. 225-227) <i>Becoming a Marijuana User</i> , Becker (pp. 40-47)
Week 4	09/10/2018*	Deviance and Labeling	<i>On Being Sane in Insane Places</i> , Rosenhan (pp. 238-242) <i>The Discovery of Hyperkinesis</i> , Conrad (pp. 243-248)

	09/12/2018	Identities	<i>Roles, Stets and Thai</i> (eR) Excerpts from: Stets, Jan E. and Yvonne Thai. "Roles." Pp. 709-713 in <i>Encyclopedia of Group Processes and Intergroup Relations</i> , edited by John Levine and Michael Hogg. Thousand Oaks, CA: Sage.
Week 5	09/17/2018	Identities	<i>Heinous Crime or Unfortunate Accident?</i> , Robinson et al (eR) From: Robinson, Dawn T., Lynn Smith-Lovin, and Olga Tsoudis. "Heinous crime or unfortunate accident? The effects of remorse on responses to mock criminal confessions." <i>Social Forces</i> 73.1 (1994): 175-190.
	09/19/2018*	Self-Presentation and Impression Management	<i>Regions and Region Behavior</i> , Goffman (pp. 105-108) <i>Death as Theater</i> , Turner and Edgley (pp. 8-15)
Week 6	09/24/2018	EXAM 1	
	09/26/2018	Social Perception and Cognition	<i>Islands of Meaning</i> , Zerubavel (eR) Excerpts from: Zerubavel, Eviatar. 1991. <i>The Fine Line: Making Distinctions in Everyday Life</i> . Free Press. <i>When the Light's On and Nobody's Home</i> , Langer (pp.96-99)
Week 7	10/01/2018	Socialization	<i>Final Note on a Case of Extreme Isolation</i> , Davis (pp. 76-81) <i>Becoming a Gendered Body</i> , Martin (eR) From: Martin, Karen A. 1998. "Becoming a Gendered Body: Practices of Preschools." <i>American Sociological Review</i> 63: 494-511.
	10/03/2018*	Socialization	<i>Invisible Inequality</i> , Lareau (pp. 47-65)
Week 8	10/08/2018	Stigma	<i>Identity Work Among the Homeless</i> , Snow, (eR) (pp. 1336-1340) From: Snow, David A. and Leon Anderson. 1987. "Identity Work Among the Homeless: The Verbal Construction and Avowal of Personal Identities." <i>American Journal of Sociology</i> 92:1336-1371. <i>Confronting Deadly Disease</i> , Sandstrom (pp. 280-289)
	10/10/2018*	Emotions	<i>Emotion Work and Feeling Rules</i> , Hochschild (eR) Excerpts from: Hochschild, Arlie Russell. 1979. "Emotion Work, Feeling Rules, and Social Structure." <i>American Journal of Sociology</i> 85: 551-75. <i>Managing Emotions in Public</i> , Cahill and Eggleston (pp. 269-279) <i>Managing Emotions in Public</i> , Cahill and Eggleston (pp. 269-279)
Week 9	10/15/2018	Fall break	---
	10/17/2018	Fall break	---
Section 2: Interaction in Groups			
	10/22/2018	Interpersonal Attraction and Relationships	<i>Face-Work and Interaction Rituals</i> , Goffman (eR) Excerpts from: Goffman, Erving. 1967. <i>Interaction Ritual: Essays in Face-to-Face Behavior</i> . Garden City, NY: Anchor <i>"Cooling Out" Men in Singles Bars and Night Clubs</i> , Snow et al. (pp. 125-133)
	10/24/2018	Interpersonal Attraction and Relationships	<i>The Nature of Love: A Researcher's Odyssey</i> , Rubin (pp. 120-125) <i>Changing Our Yesterdays</i> , Holmberg et al. (pp. 133-140)
Week 10	10/29/2018	EXAM 2	
	10/31/2018	Definition of the Situation	<i>The Psychology of Imprisonment</i> , Zimbardo et al. (pp. 142-149)

			<i>When Women Abuse Power, Too</i> , Embser-Herbert (pp. 149-152) <i>The Lucifer Effect</i> , Zimbardo (pp. 153-157)
Week 11	11/05/2018	Conformity and Obedience	<i>Effects of Group Pressure upon the Modification and Distortion of Judgments</i> , Asch (pp. 159-163) <i>Behavioral Study of Obedience</i> , Milgram (pp. 163-171) <i>The My Lai Massacre</i> , Kelman and Hamilton (pp. 171-182)
	11/07/2018*	Helping and Altruism	<i>Social Determinants of Bystander Intervention</i> , Latané and Darley (pp. 184-192) <i>Aid in the Aftermath of Hurricane Katrina</i> , Cuddy et al. (pp. 192-197) <i>Giving to Others during National Tragedy</i> , Piferi et al. (pp. 197-204)
Week 12	11/12/2018	Group Processes	<i>Beauty as Status</i> , Webster and Driskell (eR) From: Webster Jr, Murray, and James E. Driskell Jr. "Beauty as status." <i>American Journal of Sociology</i> 89.1 (1983): 140-165.
	11/14/2018	Group Processes	<i>Superordinate Goals in the Reduction of Intergroup Conflict</i> , Sherif (pp. 206-210) <i>Shared Fantasy: Role Playing Games as Social Worlds</i> , Fine (pp.211-218)
<b>Section 3: Social Structure and Social Psychology</b>			
Week 13	11/19/2018	Race and Ethnicity	<i>That Powerful Drop</i> , Hughes (pp. 296-298) <i>Medicalization of Racial Features</i> , Kaw (pp. 298-307) <i>The Blacker the Berry</i> , Thompson and Keith (pp. 308-312)
	11/21/2018	Thanksgiving break	---
Week 14	11/26/2018	Social Class	<i>Social Class and Parental Values</i> , Kohn (pp. 314-318) <i>The Saints and the Roughnecks</i> , Chambliss (eR) From: Chambliss, William J. 1973. "The Saints and the Roughnecks." <i>Society</i> 11:24-31.
	11/28/2018	Gender	<i>Men and Women in the Corporation</i> , Kanter (pp. 344-352) <i>Still a Man's World</i> , Williams (pp. 353-366)
Week 15	12/03/2018*	Cohort and the Internet	From Tony the Tiger to Slime Time Live, Schor (eR) From: Schor, Juliet. 2004. Chapter 3 in <i>Born to Buy: The Commercialized Child and the New Consumer Culture</i> . Scribner. <i>Social Space, the Final Frontier: Adolescents on the Internet</i> , Kate Hellenga (pp. 228-236)
	12/05/2018	You Decide!	TBA
Final	<b>12/12/2018 @ 4:15-6:15pm</b>	<b>Final exam</b>	---

**Rubric for Reflections:**

Criteria	Qualities			
	Excellent (4)	Good (3)	Fair (2)	Poor (1)
Originality	Develops fresh insight that challenges the reader's thinking.	Topic is somewhat original.	Topic may be obvious or unimaginative.	Unclear what the topic is or a repeat of a previous assignment, reading or lecture.
Concepts	Integrates and applies the basic concepts, ideas, and theories.	Shows clear comprehension of the basic concepts, ideas, and theories.	Able to state the basic concepts, ideas, and theories.	Lacks understanding of basic concepts, ideas, and theories.
Reasoning	Substantial, logical, and concrete development of ideas. Details are germane and enhance reasoning.	Offers solid but less developed reasoning. Contains some appropriate details and examples.	Offers somewhat obvious support that may be too broad. Details are too general, are irrelevant to thesis, or inappropriately repetitive.	Offers simplistic, undeveloped or cryptic support for the ideas. Inappropriate or off-topic generalizations, faulty assumptions, or factual errors.
Clarity	Engagingly written, immediately understandable.	Clearly written. Understandable	Less fluid writing. Perhaps confusing at points.	Lacks a coherent structure. Confusing.
Style and Mechanics	Essentially error-free in terms of mechanics. Models the style and format appropriate to the assignment	While there may be minor errors, the paper has been proofread and is written in an appropriate style.	Multiple errors in spelling, grammar, sentence structure or other writing conventions distract the reader	Writing contains numerous errors in spelling, grammar, and or/sentence structure. Style is inappropriate for the assignment.

Total: \_\_\_\_\_ + 5 = \_\_\_\_\_/\_\_\_\_\_

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

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

