

SOC 3721 PRINCIPLES OF SOCIAL PSYCHOLOGY

University of Minnesota

Fall 2004

Tuesdays & Thursdays 12:45-2:00

Blegen Hall 235

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COURSE DESCRIPTION:

This course is a survey of sociological social psychology, which is a field concerned with the nature and causes of human behavior, including relationships between individuals and society. How do individuals make sense of their social worlds? How do they go about interacting with one another, and how are those phenomena patterned? How do individuals affect groups, and how do groups affect individuals? How do groups influence one another? How do individuals relate to social institutions, and how are their perspectives influenced by stratification?

This course introduces students to major theories, methods, and concepts used by social scientists to study and answer these kinds of questions. Areas of study will include socialization; self & identity; social perception & cognition; attitudes; self-presentation; language & communication; attraction & interpersonal relationships; group conformity; and social structure & personality. Weekly class meetings will consist of lectures, discussion, demonstrations, experiments, and video presentations.

COURSE OBJECTIVES:

By the end of this course, you should have a working knowledge of:

- The scope of social psychological inquiry
- How the sub-field of social psychology is related to sociology as a whole
- Some important empirical research findings across a wide range of substantive topics
- Some major theoretical perspectives and analytic strategies used in social psychological research
- Some policy applications/implications of social psychology

MATERIALS:

There are two books required for this course, which are available at the Coffman bookstore.

- Cahill, Spencer E. 2004. *Inside Social Life: Readings in Sociological Psychology and Microsociology*, 4th Ed. Los Angeles, CA: Roxbury.
- Michener, H. Andrew, John D. DeLamater, and Daniel J. Myers. 2004. *Social Psychology*, 5th Ed. Belmont, CA: Thomson Wadsworth.

REQUIREMENTS:

1. Class participation and in-class assignments (100 points or 10% of total grade). The success of this class depends in part on your active and thoughtful participation. Class participation includes attending class, keeping up on assigned readings, and contributing to class discussions.

To facilitate this process, I ask that you come to each class meeting having prepared one written discussion question based on the assigned readings and/or previous lecture material. Your question does not have to be typed, but it should be on a piece of paper that could be turned in or traded with a classmate (keeping a running log of questions on one sheet of paper is fine, as long someone else reading the page can see which question is the most recent). By having prepared a question in advance, it is my hope that you will have given some thought to the material beforehand, and will be better prepared to engage in discussion of it, either with the whole class or in small group activities.

I will periodically collect these questions and assign points for them as part of your class participation grade. The remaining points for this portion of your grade will come from several additional sources, including in-class assignments I will give to you as individuals, pairs, or small groups, according to the things we are doing in class. These assignments are not scheduled in advance, must be turned in during class, and cannot be made up if you are absent from class unless you have provided a documented excuse for your absence (see make-up exam policy for excused absences).

2. Exams (300 pts or 30% of total grade EACH).

There will be 3 exams in this class. Each exam will be a combination of multiple choice, identification, short answer, and essay questions. The final exam will have a cumulative dimension in that I will expect your essay answers to reflect an awareness of earlier material where appropriate.

All materials covered in the assigned readings and during class meetings are eligible for inclusion in exams. If you know in advance that you will be absent for an exam, I urge you to make arrangements with me to take the exam in advance. Students who miss an exam without making prior arrangements with me must have a documented excuse (e.g., verified illness or family emergency) for missing class in order to receive a make-up exam. Make-up exams are generally different from in-class exams, both in the type and content of questions (e.g., more essays, fewer multiple choice questions).

GRADING:

There is a total of 1,000 points available in this course:

EXAM #1 = 300 points (Thursday, October 14)

EXAM #2 = 300 points (Thursday, November 18)

EXAM #3 = 300 points (Monday, December 20)

CLASS PARTICIPATION = 100 points

Please note that I reserve “A” grades for outstanding work that demonstrates mastery of course materials and creativity in engaging them. You can receive “B” grades by doing all of the work well, and “C” grades by adequately meeting all of the course requirements. I use the following grading scale, although I reserve the right to adjust it.

970-1,000	A+	870-899	B+	770-799	C+	670-699	D+	599 and below	F
930-969	A	830-869	B	730-769	C	630-669	D		
900-929	A-	800-829	B-	700-729	C-	600-629	D-		

WHAT I EXPECT OF YOU:

1. *Make a sincere effort to learn the course material.* This includes completing assigned readings on time and bringing your reader to each class session. It also includes making use of our TA and me so that we can help you if you are struggling with the course. I respect that students have family and work responsibilities, but to do well in this class you'll need to do the work.
2. *Treat everyone in the class with respect.* This includes listening to others when they are speaking, sharing the floor with other students, giving consideration to opinions which differ from yours, and not disrupting other student's learning experiences or my teaching.
3. *Behave with common courtesy.* Arrive to class on time and, barring emergency, remain for the entire class period. Don't read the newspaper, chit-chat, or snooze during class. Please turn off cell phones, beepers, or any other electronic devices that may disrupt class.

WHAT YOU CAN EXPECT OF ME:

1. *Make a sincere effort to teach this course to the best of my ability.* This includes teaching in a way that is appropriate for your skills and abilities, and in a way that is as responsive to your needs as is feasible. It also means that I strive to keep this class updated and interesting so it will be engaging for all of us.
2. *Treat you with respect and impartiality.* This especially includes being prepared for class, returning your written work in a timely way, and assuring fair, impartial, and consistent grading on exams and assignments. It also means that I will be open to diverse perspectives expressed in class.
3. *Behave with common courtesy.* This especially includes being on time to class & office hours, finishing class on time, and responding to your emails and phone calls in a timely way. It also means that I will do my best to make myself available to you for appointments outside of office hours when necessary.

UNIVERSITY AND COURSE POLICIES:

1. In this course, all exams and in-class assignments should be completed in class and therefore turned in directly to me. However, if you find yourself in the position of trying to turn something in at another time, please be aware that as a general policy *I do not accept assignments submitted electronically, by fax, or under my office door.* I do accept assignments submitted in class, to me personally, to the TA, or to my mailbox in the Sociology Department main office (909 Social Sciences), where an administrative assistant should sign and date the assignment before it is turned in. (See "Requirements" section for late and make-up exam policies.)
2. I do not authorize class notes generated by note-taking services for this course.
3. Accommodations will be made for students with disabilities, so please notify me in the first week of classes if you have specific needs.
4. Scholastic misconduct, which includes cheating and plagiarism, will not be tolerated and will be dealt with according to University policy. Instances of cheating or plagiarism will result in a failing grade for this course. (Please see attached page of University and Department policies.)
5. Incompletes are given only in the most extenuating of circumstances, and never in lieu of a failing grade. Legitimate reasons for incompletes include verified illnesses and family emergencies, which will require written documentation. (Please see attached page of University and Department policies.)

COURSE SCHEDULE (tentative and subject to minor adjustments):

NOTE: Worried that you're not going to finish all the reading for a given class period? Prioritize the Cahill readings over the textbook so that you can write a discussion question and participate in class activities.

WK: DATE: TOPIC: READINGS & ASSIGNMENTS:

I. INTRODUCTION TO SOCIAL PSYCHOLOGY

1	Tues 9/7	Overview of Course	Syllabus
	Thurs 9/9	The Field of Social Psychology	<u>Michener et al.</u> : Chapter 1 <u>Cahill reader</u> : Sacks, "Neurology & the Soul" (pp. 2-6)
2	Tues 9/14	Theories & Methods	<u>Michener et al.</u> : Chapter 2
	Thurs 9/16	Ethics	<u>Cahill reader</u> : Zerubavel, "Islands of Meaning" (pp.16-22)

II. INDIVIDUALS AND SOCIAL BEHAVIOR

3	Tues 9/21	Socialization	<u>Michener et al.</u> : Chapter 3 <u>Cahill reader</u> : Ausdale & Feagin, "Young Children's Use of Racial & Ethnic Identities" (pp. 36-45)
	Thurs 9/23	Socialization	<u>Cahill reader</u> : Milkie, "Media Images' Influence on Adolescent Girls' Self-Concepts" (pp. 46-62)
4	Tues 9/28	Self & Identity	<u>Michener et al.</u> : Chapter 4 <u>Cahill reader</u> : Cooley, "The Self as Sentiment and Reflection" (pp. 24-9)
	Thurs 9/30	Self & Identity	<u>Cahill reader</u> : Adler & Adler, "The Gloried Self" (pp. 117-126) <u>Cahill reader</u> : Snow & Anderson, "Salvaging the Self from Homelessness" (pp. 127-138)
5	Tues 10/5	Social Perception & Cognition	<u>Michener et al.</u> : Chapter 5 <u>Cahill reader</u> : Becker, "The Social Basis of Drug-Induced Experience" (pp. 70-7)
	Thurs 10/7	Social Perception & Cognition	<u>Cahill reader</u> : Smith & Kleinman, "Managing Emotions in Medical School" (pp. 92-106)
6	Tues 10/12	Attitudes	<u>Michener et al.</u> : Chapter 6
	Thurs 10/14	EXAM #1	---

III. SOCIAL INTERACTION

7	Tues 10/19	Language & Communication	<u>Michener et al.</u> : Chapter 7 <u>Cahill reader</u> : Vygotsky, “The Development of Language and Thought” (pp. 64-9)
	Thurs 10/21	Language & Communication	<u>Cahill reader</u> : Holtgraves, “Conversational Structure” (pp. 190-202)
8	Tues 10/26	Influence & Persuasion	<u>Michener et al.</u> : Chapter 8 <u>Cahill reader</u> : Adler & Adler, “Preadolescent Cliques, Friendships, and Identity” (pp. 258-278)
	Thurs 10/28	Influence & Persuasion	<u>Cahill reader</u> : Berkowitz & Padavic, “The Contrasting Agendas of Black & White Sororities” (pp. 279-292)
9	Tues 11/2	Presentation of Self	<u>Michener et al.</u> : Chapter 9 <u>Cahill reader</u> : Goffman, “The Presentation of Self” (pp. 108-116)
	Thurs 11/4	Presentation of Self	<u>Cahill reader</u> : Cahill, “The Interaction Order of Public Bathrooms” (pp. 167-177)
10	Tues 11/9	Altruism	<u>Michener et al.</u> : Chapter 10 <u>Cahill reader</u> : Karp, “Caring For and About the Mentally Ill” (pp. 230-46)
	Thurs 11/11	Attraction & Relationships	<u>Michener et al.</u> : Chapter 12
11	Tues 11/16	Attraction & Relationships	---
	Thurs 11/18	EXAM #2	---

IV. INDIVIDUALS, GROUPS & INSTITUTIONS

12	Tues 11/23	Group Cohesion & Conformity	<u>Michener et al.</u> : Chapter 13
	Thurs 11/25	THANKSGIVING	---
13	Tues 11/30	Group Cohesion & Conformity	<u>Cahill reader</u> : Goffman, “The Moral Career of the Mental Patient” (pp. 362-370)

	Thurs 12/2	Group Cohesion & Conformity	<u>Cahill reader</u> : Berger, "The Historical Construction of the Holocaust" (pp. 398-410)
14	Tues 12/7	Social Structure & Personality	<u>Michener et al.</u> : Chapter 17 <u>Cahill reader</u> : Fox, "Self Change and Resistance in Prison" (pp. 371-85)
	Thurs 12/9	Social Structure & Personality	<u>Cahill reader</u> : Anderson, "The Black Male in Public" (pp. 334-44)
15	Tues 12/14	Tie up loose ends & review for Final	---

FINAL EXAM (EXAM #3): Monday, December 20, 8:00-10:00a.m.