

**UNIVERSITY OF COLORADO AT BOULDER**

Department of Sociology

**Social Psychology**

Fall 2009

SOCY 4031

Tuesday & Thursday 11-12:15

EDUC 220

**Dr. Leslie Irvine**

Ketchum 223

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Office hours: Thurs 12:30-1:30

**Matt Bear, Teaching Assistant**

Ketchum 414

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Office hours: Mon 2-3:30, Tues 12:30-2

**Course Description**

The text for this course defines social psychology as the systematic study of people's thoughts, feelings, and behavior in social contexts. Social psychologists include psychologists, who focus on how individual minds and selves function, and sociologists, who examine the influence of the social world on individuals. This course will introduce you to major approaches, debates, and theories of sociological social psychology. The course is organized into three sections:

Part I: Perspectives and Methods

Part II: The Individual and Society

Part III: Areas of Social Life

The course combines lecture and discussion of the readings with activities and film clips intended to bring social psychological concepts to life for you. It will not be a "memorize the lecture notes" course, and its success depends largely on your taking an active role in learning.

**Course goals**

- To understand how societal conditions affect individuals and groups
- To use the perspectives of social psychology to explore sociological questions
- To improve your abilities in writing, critical thinking, and analysis

**Course Text**

Rohall, David E., Melissa A. Milkie, and Jeffrey W. Lucas. 2007. *Social Psychology: Sociological Perspectives*. Boston: Pearson Education, Inc.

There are additional required readings posted on CULearn. These are marked with an asterisk in the reading schedule.

## **Course policies**

Attend class regularly. I will not post the notes online. If you miss a class, first contact a classmate for notes. After you have copied and reviewed the notes, see Matt or me for additional clarification of the material if needed.

This course requires a considerable amount of reading. It is important that you keep up. In addition to the text, the readings come from scholarly journals and books, and you will find them more difficult than the textbooks you might be accustomed to reading. They will require more time and attention, along with a different style of reading. You will find it helpful to see “How to Read a Journal Article in Social Psychology” on CU Learn. Please note that we may not review the details of each reading in class, but you are responsible for all content assigned. In some cases, we will discuss the material in considerable depth; in others, the reading will provide a platform for considering related issues.

Check CU Learn and your CU email account regularly for announcements relevant to the class. To send Matt or me an email, you *must* put SOCY4031 in the subject line of your message. You can follow this with other information (e.g., SOCY4031 paper question) but your message must start with SOCY4031. Messages with blank subject lines go directly into a spam folder. Matt and I will read and respond to email Monday through Thursday, 9-5, and Friday, 9-12. Please note that, by law, neither Matt nor I can discuss your grades through email.

Be courteous in class. Arrive on time. Turn phones off before the start of class. All cell phones must be put away during class, *not kept in your lap or on your desk*. Refrain from sleeping, holding conversations, reading newspapers, or doing work for other classes. Respect everyone in the learning environment.

Inform me immediately if you have a health problem or a disability that necessitates leaving the classroom during lectures/discussion.

I do not allow laptops in class. If you are required to use a laptop because of a disability, please provide documentation within the first two weeks of class.

Keep copies of all graded course work until you receive your final, official grade. In the case of an incorrect or missing grade, it is your responsibility to provide graded work to request a change.

## **Grading**

You will demonstrate mastery of course concepts through the following:

- Participation (including in-class writing and quizzes) (5%)
- Reading statements (20%)
- Midterm exam (in class) (35%)
- Final paper OR exam (40%)

## **Participation**

You are expected to come to class prepared to talk about course readings. Participation should reflect sociological thinking that moves beyond personal anecdotes. Participants should be

respectful of the instructor and other classmates. You will be evaluated on your ability to learn and to apply the sociological concepts in this course. Effective participation requires preparation, thoughtful contributions, careful listening skills, and continual reflection on the course material. Your participation grade will be posted twice during the semester: at midterm and at the end of the course. Because I do not know ahead of time how many quizzes and in-class assignments I will give, I cannot tell you the total number of points that will count for participation at this time.

### *Quizzes and in-class writing*

I will give short, in-class writing assignments and pop quizzes throughout the semester. Quizzes may assess your comprehension of reading and/or classroom material. Writing assignments might ask you to respond to a lecture topic or an exercise done in class. These will be factored into your participation grade. You cannot make up quizzes or writing assignments.

### **Reading Statements** (2 pages maximum, double-spaced, 12pt font)

Throughout the semester, you will write brief statements on the course readings. The paper should demonstrate that you have read and thought about the ideas conveyed in the material. It may include a combination of summary and critical thinking. As you read, pay attention to what's new in the reading or how the reading complements, contradicts, or strengthens other things you are learning in this course, and use the reading statement to develop those ideas. Reading statements are not the place to voice your opinions. You will submit your statements on dates marked in bold on the schedule below. Your statement should reflect any of the readings (text, articles, and web pages) that were assigned since the previous statement submission date. For example, the statement due on Sep 3 would cover chapters 1-2 and the additional reading. The statement due on Sep 29 covers chapters 3-5 and the additional readings. *Do not attempt to cover all the assigned readings in your statement.* Depth is more important than breadth, so you should focus on delving into an idea rather than summarizing everything. You must submit the reading statements through CU Learn, submitting them first through SafeAssign. Instructions and deadlines are on CU Learn. Observe them carefully. You cannot make up missed reading statements except in thoroughly documented, genuinely extenuating circumstances.

### **Midterm exam**

The midterm exam will draw on lecture and reading (50/50). It will consist of an in-class portion, incorporating multiple choice and T/F questions, and a short essay question that you will answer at home, prior to the exam, and submit with the in-class section. You cannot make up exams except in thoroughly documented, genuinely extenuating circumstances.

**Final paper or exam:** At the end of the semester, students have the option of taking a final exam or writing a paper (not both).

### **Final Paper:** *Analysis of a social institution* (10-12 pages including references, double-spaced, 12pt font)

Taking a specific social institution, draw on material covered in the course and analyze the practices (and/or other relevant aspects) of that institution. Include a discussion of existing research in social psychology where relevant. Example topics might include the following: sororities as total institutions, the social stigma of special education, or the presentation of self in organized

sports. While outside research on the selected social institution is required, first-hand experience with the institution is also welcome in the paper.

You must inform me of your decision to write a paper by October 1. The paper is due in stages (i.e., statement of topic, literature review, introduction, rough draft, final draft), but you will be graded on the final draft only. Submit your final paper through CU Learn, using the steps outlined on the site. (Links for submission will be created after October 1.) Format your paper using the guidelines of the American Sociological Association (see link on CU Learn).

### Final Exam

As with the midterm, the final exam will draw on lecture and reading (50/50). It will consist of an in-class portion, incorporating multiple choice and T/F questions, and a short essay question that you will answer at home, prior to the exam, and submit with the in-class section. You cannot make up exams except in thoroughly documented, genuinely extenuating circumstances.

### Final Grade Scale

A: 94-100%	B: 84-86%	C: 73-76%	D: 64-66%
A-: 90-93%	B-: 80-83%	C-: 70-72	D-: 60-63%
B+: 87-89%	C+: 77-79%	D+: 67-69	F: 59% or less

### Course Schedule

Subject to change. I will announce any changes in class and post them on CU Learn. Course text is designated as SP. Required readings posted on CU Learn are designated with \*. TBA means “to be announced.” Dates in **bold** indicate due dates for Reading Statements.

Aug 25	Introduction to the course
Aug 27	SP chap. 1; Mills*
Sep 1	SP chap 2 (up to 37); Dingwall*; Fine*
<b>Sep 3</b>	SP chap 2 (to end); Weber*; Marx*; Cooley*
Sep 8	SP chap 3; Adler & Adler*; Lovaglia*
Sep 10	SP chap 4 (to 91); West & Zimmerman*
Sep 15	SP chap 4 (91-99); Schooler, Mulatu, & Oates*
Sep 17	SP chap 4 (to end); Lucas*
Sep 22	SP chap 5 (up to 125, bottom); Holstein & Gubrium*
Sep 24	SP chap 5 (125-136); Nagel*
<b>Sep 29</b>	SP chap 5 (136 to end); Hawkins, Krueger, & Irvine*
Oct 1	SP chap 6 (to 150); Corsaro*; Piaget* (Wikipedia)
Oct 6	SP chap 6 (150-166); McAdams*; Erikson* (Wikipedia)
Oct 8	SP chap 6; TBA
Oct 13	No reading; review for exam
Oct 15	Midterm exam
Oct 20	SP chap 7; TBA
Oct 22	SP chap 7; TBA
Oct 27	SP chap 8; TBA
Oct 29	SP chap 8; TBA
<b>Nov 3</b>	SP chap 8; TBA
Nov 5	SP chap 9; Perry*

Nov 10	SP chap 9; TBA
Nov 12	SP chap 9; Sherif*
Nov 17	SP chap 10 (to 265); Thoits*
Nov 19	SP chap 10 (to end); Hochschild*; Cahill*
Nov 24 -26	TG Holiday
Dec 1	SP chap 11 (to 293); Haenfler*
Dec 3	SP chap 11; TBA
<b>Dec 8</b>	SP chap 11; TBA
Dec 10	Bringing it all together
Dec 12	Final Exam, 7:30-10 p.m.

## **Relevant University Policies**

### **Academic Integrity and Honor Code**

Plagiarism and cheating will be grounds for receiving a failing grade on the relevant exam or assignment and possibly failing the course. To ensure academic integrity, students in this course *must* observe the Honor Code in all work.

### **Disability Policy**

Students with *documented* disabilities, including non-visible disabilities such as chronic diseases, learning disabilities, head injury, attention deficit/hyperactive disorder, or psychiatric disabilities should see me after class or during my office hours (preferably during the first two weeks of class) to discuss possible reasonable accommodations. For more information, consult the Office of Disability Services, Willard 322 (303-492-8671).

### **Discrimination and Harassment**

The University of Colorado at Boulder policies on Discrimination and Harassment (<http://www.colorado.edu/policies/discrimination.html>) Sexual Harassment, and Amorous Relationships apply to all students, staff, and faculty. Any student who believes s/he has been the subject of discrimination or harassment based upon race, color, national origin, sex, age, disability, religion, sexual orientation, or veteran status should contact the Office of Discrimination and Harassment (ODH) at 303-492-2127 or the Office of Judicial Affairs at 303-492-5550. For information about the ODH and the campus resources available to assist individuals regarding discrimination or harassment, see <http://www.colorado.edu/odh>

### **Religious Observances**

Campus policy regarding religious observances requires that faculty make every effort to reasonably and fairly deal with all students who, because of religious obligations, have conflicts with scheduled exams, assignments, or attendance. Please notify me early in the semester if you will need accommodations for religious observance. For more information, see [http://www.colorado.edu/policies/fac\\_relig.html](http://www.colorado.edu/policies/fac_relig.html)