

SOC240 – INTRODUCTION TO SOCIAL PSYCHOLOGY
University of Washington
Winter 2020

Class Meetings:
Tues-Thurs 8:30am-10:20am
EXED 110

Instructor:
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Office Hours: Thursday, 1-3pm
Savery 252

Have you ever felt the need to suppress an emotion because you were around other people? Have you ever carefully monitored what you did or said around others because you were trying to make the right impression? Have you ever wondered about how you developed your self-concept, and how that affects what you do around other people?

Social Psychology might just have the answers for you!

Social psychology is an interdisciplinary field that tries to explain how other people influence our thoughts, feelings, and attitudes; how we form impressions of other people; and how we behave around other people. Social psychology research explores both (1) how society influences how individuals perceive themselves, their experiences, and their world, and (2) how social norms structure and shapes interaction between individuals. This course will have a focus on sociological social psychology, covering topics including self and identity, impression management, emotions, and stigma.

This is an introductory course, meaning students will learn the classical foundations of social psychology, but will also have the opportunity to explore contemporary social psychological research. By the conclusion of this course, students will understand key social psychological theories and be able to apply those theories to identify social factors that influence what people think, feel, and do in their day-to-day life.

Learning Goals. By the end of this course, you should be able to:

- *Understand the basic foundations of social psychology.*
- *Relate the foundations of social psychology to contemporary research.*
- *Apply social psychology theory to explain social phenomena.*
- *Read and understand research articles from peer-reviewed sociology journals.*

COURSE PHILOSOPHY

Classroom Environment

Active Learning. This course will engage you in active learning, so your attendance and participation are critical. In this class, we will work together to make sense out of the material. I value your input and want you to participate in discussion as much as possible. Ask questions, suggest ideas, help make this class interesting!

Discussion-Based Instruction. I prefer to lead discussions by asking questions. That means it's important for you to do the assigned readings and think about the concepts being discussed. I will come prepared with a series of questions to walk us through the material, but our discussions will be of higher quality and greater interest to you when you actively participate.

Be Respectful and Receptive. One of the most important aspects of our discussion-based class is that everyone comes to class with an open-mind about each others' ideas – myself included! We are discussing, interpreting, and applying sociological theories about attitudes, emotions, and behaviors. These are things about which reasonable people can disagree. I expect each one of you to be academic, mature, and open-minded. We should be able to have a lively debate with disagreement without getting personal or disrespectful.

How to Succeed.

I'm Here to Help! My goal is to support each of you while you learn this material, and I will do whatever I reasonably can to make this class a success for each one of you. If you're confused about anything, come talk to me. If you're having trouble keeping up, come talk to me.

Reading Guides. The assigned articles might be difficult to read and you might struggle – that's okay! One of the goals of this course is to make you more comfortable with reading articles from peer-reviewed academic journals. Start by reading (and taking notes on) the abstract, introduction, and conclusion, and pay attention to any terms authors define. To help you, I will post Reading Guides that briefly summarize the assigned readings and identify important concepts. I suggest you use these notes as a guide when you read each article.

Commit to the Class! It's important to put in the effort to make this class beneficial to you. This means doing the readings, coming to class with questions, and actively participating in our discussions. Be proactive about your education, and I'll do whatever I can to help you succeed!

COURSE REQUIREMENTS AND GRADING

Final Grade Breakdown

Participation	– 100 points
Exams	– 200 points
Writing Assignments	– 100 points

Participation – 100 Points. There are two components to the participation grade for this class: Writing Responses and Critical Reflections.

Writing Responses – 60 points. We will either begin or conclude most of our class meetings with a short writing response. I will give you a prompt based off of that day's readings, and you will spend about 5 minutes writing a response. This is a chance to me to check in on your thinking about the course content and provide feedback, if necessary. You must submit a total of **12 Writing Responses** (5 points each) throughout the quarter, and you will receive full credit for any reasonable attempt to address the prompt. You can miss up to 3 writing responses without it impacting your participation grade.

Critical Reflections – 40 points. It's important that you start thinking critically; in other words, in addition to understanding the articles, you're going to try evaluating the quality of the arguments we read. For your Critical Reflections, you will select an assigned reading and evaluate the

strength of that argument. Your Reflection must include (1) Summary of the article and the author's argument, (2) your evaluation of that argument, and (3) your conclusion about whether the argument is persuasive as it is, needs revision, or should be rejected. In evaluating the argument, think about gaps in logic, inconsistent findings, issues with methods, or anything else about which you're skeptical. These reflections should be 2 pages (double-spaced). You must submit **2 Critical Reflections** directly to me via email, and you may submit them at any time. I will not remind you about completing the Reflections, so it's important you keep track of the calendar and the work you've submitted.

Exams – 200 points. There will be two exams in this class, each worth 100 points. The second exam is not cumulative, except that it may draw on fundamental concepts. The exams will include both multiple choice and short answer questions. There will be a review session the class before each exam, and I will give you specific details about the format of the exam at that time.

Exam Dates:

Midterm – **06 February 2020**

Final – **17 March 2020**

Writing Assignments – 100 points. You will be required to submit 2 Writing Assignment over the course of the quarter: *Topic Proposal* and *Article Analysis*.

Topic Proposal – 40 points. This is an introductory class and therefore cannot cover every topic in social psychology. For this assignment, you will propose a topic you wish we had been able to cover. You must pick a topic that is not included in the syllabus, but you can consult social psychology textbooks or syllabi from other classes as inspiration. Your Proposal must include: (1) Summary of the topic (1-2 paged, double-spaced), (2) 2-3 academic articles or book chapters to help explore the topic, (3) Reading Guides for each article, and (4) at least 5 discussion questions for that topic, based on the readings. You must submit your Topic Proposal on Canvas by 11:59pm on **04 February 2020**.

Article Analysis – 60 points. For this Writing Assignment, you will practice applying what we've learned in the course to something you find interesting about human thought or behavior. Your goal for this assignment is to find a news article or a blog post that discusses something about how people think, behave, or interact, and analyze that article from the perspective of a social psychologist. Your Analysis must include (1) summary of the behavior or phenomenon of interest, and (2) your analysis or explanation of the article. You must include both course material as well as at least some academic sources you've found on your own (in other words, you will be expected to do some library research). These Article Analyses must be 4-5 pages (double-spaced), and you must submit your Analysis by 11:59pm on **12 March 2020**.

Attendance Policy and Excused Absences. Because your contributions are critical to the success of classroom discussions, your attendance is required. Of course, if you have a reasonable excuse, like an illness, family or work emergency, or a similar unavoidable conflict, let me know as soon as possible. You will not be penalized for missing class for an excused absence. If you're unsure whether you have an excused absence, contact me as soon as you can and we'll discuss it!

Late-Work Policy. Deadlines are important because they make it possible to evaluate students' progress within a particular amount of time. For the sake of equity and fairness, all students will have the same amount of time to complete assigned work. That being said, life is complex and doesn't always go smoothly. If you have a serious illness, family emergency, or a similar problem, contact me as soon as possible and we'll figure it out. I will be as flexible as I can if you contact me in advance. Do NOT wait until the last minute to contact me.

Grading Scale. The following grading scale will be used to calculate final grades:

Points Earned	Numerical Grade	Characteristics of Work Evaluated
100-98	4.0	Excellent and exceptional work: unusually thorough, well-reasoned, sophisticated, and well written. Shows an incisive understanding of the topic, and demonstrates a high level of critical analysis, creativity and/or complexity.
97-96	3.9	
95-94	3.8	Strong work that shows creativity, and is thorough and well-reasoned. Demonstrates mastery of subject content beyond expected competency, and sound analytic skills, but room for further development in areas such as critical analysis, creativity, or complexity.
93-92	3.7	
91	3.6	
90-89	3.5	
88-87	3.4	
86	3.3	
85	3.2	
84	3.1	Competent and sound work; well-reasoned and thorough, sound content but not especially creative or sophisticated. Mastery of subject content at level of expected competency; meets basic course expectations.
83	3.0	
82	2.9	
81	2.8	Adequate work, though some weaknesses are evident. Moderately thorough and well-reasoned, but some indication that understanding of the important issues is less than complete. Less than adequate competency, but demonstrates student learning and potential for mastery of subject content.
80	2.7	
79	2.6	
78	2.5	
77	2.4	
76	2.3	Borderline work, barely meeting the minimal expectations. Understanding of key issues is incomplete, analytical work performed is minimally adequate. Technical competence uneven or poor. Significant areas need improvement to meet course expectations.
75	2.2	
74	2.1	
73	2.0	
72	1.9	
71	1.8	
70	1.7	
69	1.6	
68	1.5	
67	1.4	
66	1.3	Non-satisfactory work that does not meet minimal expectations. Work is inadequately developed or flawed by numerous errors and misunderstanding of important issues. Fails to demonstrate knowledge of course content or technical competence expected.
65	1.2	
64	1.1	
63	1.0	
62	.9	
61	.8	
60	.7	
<60	0.0	

CLASS GUIDELINES

Access and Accommodations. Your experience in this class is important to me. I will be happy to work with you to provide any academic accommodations you have approved through the Disability Resources for Students Office. Please feel free to talk to me after class, during office hours, or over email to discuss this. If you need to request accommodations, please contact DRS at 206-543-8924 or uwdrs@uw.edu or disability.uw.edu.

Religious Accommodations. The University has developed a centralized system for requesting accommodations for students observing religious holidays or traditions. This will help me make adjustments for any students whose religious practice might otherwise interfere with attending class or completing required work. Accommodations must be requested within the first two weeks of this course using the Religious Accommodations Request form available at <https://registrar.washington.edu/students/religious-accommodations-request/>.

Academic Honesty. The University of Washington’s Student Conduct code will be enforced, including the policy on plagiarism. The simple version is this: don’t cheat, do your own work, and cite your sources. The entire policy can be found at <http://www.washington.edu/admin/rules/policies/WAC/478-120TOC.html>.

Course Website. Take some time to get used to the Canvas page for this course. I will use Canvas to make announcements for the class, to provide all readings and Reading Guides, and to post grades.

READING SCHEDULE

Note: Recommended readings are entirely optional. You will not be tested on any material that appears only in Recommended readings. They are meant to be suggested starting points if you’d like to learn more about that week’s topic.

Week and Topic	Date and Readings	Deadlines
Week 1 Course Introduction	07 January – Syllabus Review and Course Overview <i>No Readings.</i>	

	<p>09 January – The Social Construction of the Person</p> <p>Berger, Peter. 1967. “Religion and World-Construction.” Pp 3-28 in <i>The Sacred Canopy: Elements of a Sociological Theory of Religion</i>. Garden City, NY: Anchor Books.</p> <p>Cahill, Spencer E. 1998. “Toward a Sociology of the Person.” <i>Sociological Theory</i> 16(2):131-48.</p> <p><u>Recommended:</u> Thoits, Peggy A. 1995. “Social Psychology: The Interplay between Sociology and Psychology.” <i>Social Forces</i> 73(4):1231-43.</p>	
<p>Week 2 Socialization</p>	<p>14 January – Community and Culture</p> <p>Cahill, Spencer E. 1999. “Emotional Capital and Professional Socialization: The Case of Mortuary Science Students (and Me)” <i>Social Psychology Quarterly</i> 62(2):101-16.</p> <p>Becker, Howard S. 1953. “Becoming a Marihuana User” <i>American Journal of Sociology</i> 59(3):235-42.</p> <p><u>Recommended:</u> Mortimer, Jeylan T., and Roberta G. Simmons. 1978. “Adult Socialization.” <i>Annual Review of Sociology</i> 4:421–454.</p> <p>Crocket, Hamish. 2015. “Foucault, Flying Discs, and Calling Fouls: Ascetic Practices of the Self in Ultimate Frisbee.” <i>Sociology of Sport Journal</i> 32(1):89-105.</p>	
	<p>16 January – Cooley-Mead Hypothesis</p> <p>Collins, Randall. 1994. “Society is in the Mind: Cooley” & “George Herbert Mead’s Sociology of Thinking.” Pp. 253-60 in <i>Four Sociological Traditions</i>. New York, NY: Oxford University Press.</p> <p>Lundgren, David C. 2004. “Social Feedback and Self-Appraisals: Current Status of the Mead-Cooley Hypothesis.” <i>Symbolic Interaction</i> 27(2):267-86.</p> <p><u>Recommended:</u> Cast, Alicia D., Jan E. Stets, & Peter J. Burke. 1999. “Does the Self Conform to the Views of Others?” <i>Social Psychology Quarterly</i> 62(1):68-82.</p>	

<p>Week 3 Sociology of the Self</p>	<p>21 January – Culture and the Self</p> <p>Markus, Hazel Rose and Alana Conner. 2013. "Introduction: Culture Trouble." Pp.ix-xxiv in <i>Clash! 8 Cultural Conflicts that Make Us Who We Are</i>. New York, NY: Penguin Books.</p> <p>Markus, Hazel Rose and Alana Conner. 2013. "Chapter 2: A Spin through the Culture Cycle." Pp.14-36 in <i>Clash! 8 Cultural Conflicts that Make Us Who We Are</i>. New York, NY: Penguin Books.</p> <p>Plaut, V.C., Hazel R. Markus, J.R. Treadway, & A.S. Fu. 2012. "The Cultural Construction of Self and Well-Being: A Tale of Two Cities." <i>Personality and Social Psychology Bulletin</i> 38(12):1644-58.</p> <p><u>Recommended:</u> Markus, Hazel R. & Shinobu Kitayama. 1991. "Culture and the Self: Implications for Cognition, Emotion, and Motivation." <i>Psychological Review</i>, 98(2):224-53.</p>	
	<p>23 January – Change in Self-Concept</p> <p>Eliason, Scott R., Jeylan T. Mortimer, & Mike Vuolo. 2015. "The Transition to Adulthood: Life Course Structures and Subjective Perceptions." <i>Social Psychology Quarterly</i> 78(3):205-27.</p> <p>Harris, Alexes. 2011. "Constructing Clean Dreams: Accounts, Future Selves, and Social and Structural Support as Desistance Work." <i>Symbolic Interaction</i> 34(1):63-85.</p> <p><u>Recommended:</u> Granberg, Ellen. 2006. "'Is That All There Is?' Possible Selves, Self-Change, and Weight Loss." <i>Social Psychology Quarterly</i> 69(2):109-26.</p>	

<p>Week 4 Identity Theory</p>	<p>28 January – Identity Theory</p> <p>Howard, Judith A. 2000. “Social Psychology of Identities.” <i>Annual Review of Sociology</i> 26:367-95</p> <p>Hogg, Michael A, Deborah J. Terry, & Katherine M. White. 1995. “A Tale of Two Theories: A Critical Comparison of Identity Theory with Social Identity Theory.” <i>Social Psychology Quarterly</i> 58(4):255-69.</p> <p><u>Recommended:</u> Stryker, Sheldon & Peter J. Burke. 2000. “The Past, Present, and Future of Identity Theory.” <i>Social Psychology Quarterly</i> 63(4):284-97.</p> <p>Owens, Timothy J., Dawn T. Robinson, & Lynn Smith-Lovin. 2010. “Three Faces of Identity.” <i>Annual Review of Sociology</i> 36:477-99.</p>	
	<p>30 January – Identity Processes</p> <p>Vinitzky-Seroussi, Vered & Robert Zussman. 1996. “High School Reunions and the Management of Identity.” <i>Symbolic Interaction</i> 19(3):225-39.</p> <p>Stein, Karen. 2011. “Getting Away from It All: The Construction and Management of Temporary Identities on Vacation.” <i>Symbolic Interaction</i> 34(2):290-308.</p> <p><u>Recommended:</u> McLuhan, Arthur. 2018. “Generic Processes of Aligning the Multiple Bases of Identity: The Case of Becoming a Ministry Student.” <i>Symbolic Interaction</i> 41(3).</p> <p>Karp, David A., Lynda Lytle Holmstrom, & Paul S. Gray. 1998. “Leaving Home for College: Expectations for Selective Reconstruction of Self.” <i>Symbolic Interaction</i> 21(3):253-76.</p>	
<p>Week 5 Midterm</p>	<p>04 February – Review</p> <p><i>No Readings.</i></p>	<p><i>Bring questions for review!</i></p> <p>~</p> <p>Topic Proposal due by midnight</p>
	<p>06 February - Midterm</p> <p><i>No Readings</i></p>	<p>Midterm</p>

<p>Week 6 Social Interaction</p>	<p>11 February – Interaction in Context</p> <p>Reid, Julie, A., Gretchen R. Webber, & Sinikka Elliott. 2015. “‘It’s like being in church and being on a field trip’: The Date Versus Party Situations in College Students’ Accounts of Hooking Up.” <i>Symbolic Interaction</i> 38(2):175-94.</p> <p>Ictech, Brad. 2019. “Smartphones and Face-to-Face Interaction: Digital Cross-Talk During Encounters in Everyday Life.” <i>Symbolic Interaction</i> 42(1):27-45.</p> <p><u>Recommended:</u> Goffman, Alice. 2019. “Go to More Parties? Social Occasions as Home to Unexpected Turning Points in Life Trajectories.” <i>Social Psychology Quarterly</i> 82(1):51-74.</p> <p>Usher, Lindsay E. 2017. “‘Foreign’ Locals’: Transnationalism, Expatriates, and Surfer Identity in Costa Rica.” <i>Journal of Sport and Social Issues</i> 41(3):212-38.</p>	
	<p>13 February – Interaction and Social Relationships</p> <p>Stets, Jan E., Peter J. Burke, & Scott V. Savage. 2018. “Exchange, Identity Verification, and Social Bonds.” <i>Social Psychology Quarterly</i> 81(3):207-27.</p> <p>Rafalow, Matthew H. & Britni L. Adams. 2017. “Navigating the Tavern: Digitally Mediated Connections and Relationship Persistence in Bar Settings.” <i>Symbolic Interaction</i> 40(1):25-42.</p> <p><u>Recommended:</u> Cast, Alicia D. 2003. “Power and the Ability to Define the Situation.” <i>Social Psychological Quarterly</i> 66(3):185-201.</p>	

<p>Week 7 Performativity & Impression Management</p>	<p>18 February – Performativity</p> <p>Schweingruber, David, Sine Anahita, & Nancy Berns. 2004. “‘Popping the Question’ When the Answer is Known: The Engagement Proposal as Performance.” <i>Sociological Focus</i> 37(2):143-61.</p> <p>Vinson, Alexandra H. 2019. “Short White Coats: Knowledge, Identity, and Status Negotiations of First-Year Medical Students.” <i>Symbolic Interaction</i> 42(3):395-411.</p> <p><u>Recommended:</u> Crittenden, Kathleen S. 1983. “Sociological Aspects of Attribution.” <i>Annual Review of Sociology</i> 9:425-46.</p> <p>Ramirez, Michael. 2006. “‘My Dog’s Just Like Me’: Dog Ownership as a Gender Display.” <i>Symbolic Interaction</i> 29(3)373-91.</p>	
	<p>20 February – Impression Management</p> <p>Albas, Daniel & Cheryl Albas. 1988. “Aces and Bombers: The Post-Exam Impression Management Strategies of Students.” <i>Symbolic Interaction</i> 11(2):289-302.</p> <p>Collett, Jessica L. 2005. “What Kind of Mother Am I? Impression Management and the Social Construction of Motherhood.” <i>Symbolic Interaction</i> 28(3):327-47.</p> <p><u>Recommended:</u> Cahill, Spencer E. 1989. “Fashioning Males and Females: Appearance Management and the Social Reproduction of Gender.” <i>Symbolic Interaction</i> 12(2):281-98.</p> <p>Anderson, Leon & Jimmy D. Taylor. 2010. “Standing Out while Fitting In: Serious Leisure Identities and Aligning Actions Among Skydivers and Gun Collectors.” <i>Journal of Contemporary Ethnography</i> 39(1):34-59.</p>	

<p>Week 8 Emotions</p>	<p>25 February – Emotional Experience and Interaction</p> <p>Robinson, Dawn T. & Lynn Smith-Lovin. 1992. “Selective Interaction as a Strategy for Identity Maintenance: An Affect Control Model.” <i>Social Psychology Quarterly</i> 55(1):12-28.</p> <p>Francis, Linda E. 1994. “Laughter, the Best Mediation: Humor as Emotion Management in Interaction.” <i>Symbolic Interaction</i> 17(2):147-63.</p> <p><u>Recommended:</u></p> <p>Turner, Jonathan H. 2009. “The Sociology of Emotions: Basic Theoretical Arguments.” <i>Emotion Review</i> 1(4):340-54.</p> <p>Robinson, Dawn T., Lynn Smith-Lovin, & Olga Tsoudis. 1994. “Heinous Crime or Unfortunate Accident.” <i>Social Forces</i> 73(1):175-90</p>	
	<p>27 February – Emotional Expression and Management</p> <p>Heise, David R. & Cassandra Calhan. 1995. “Emotion Norms in Interpersonal Events.” <i>Social Psychology Quarterly</i> 58(4):223-40.</p> <p>Cox, Amanda Barrett. 2016. “Correcting Behaviors and Policing Emotions: How Behavioral Infractions become Feeling-Rule Infractions.” <i>Symbolic Interaction</i> 39(3):484-503.</p> <p><u>Recommended:</u></p> <p>Hochschild, Arlie Russell. 1979. “Emotion Work, Feeling Rules, and Social Structure.” <i>American Journal of Sociology</i> 85(3):551-75.</p> <p>Smith, R. Tyson. 2008. “Passion Work: The Joint Production of Emotional Labor in Professional Wrestling.” <i>Social Psychology Quarterly</i> 71(2):157-176.</p>	

<p>Week 9 Deviance and Stigma</p>	<p>03 March – Constructing Deviance</p> <p>Link, Bruce G. and Jo C. Phelan. 2001. “Conceptualizing Stigma.” <i>Annual Review of Sociology</i> 27:363–385.</p> <p>Heckert, Druann Maria Heckert & Amy Best. 1997. “Ugly Duckling to Swan: Labeling Theory and the Stigmatization of Red Hair.” <i>Symbolic Interaction</i> 20(4):365-384.</p> <p>Casey, Michael. 2018. “Stigmatized Identities: Too Muslim to Be American, Too American to be Muslim.” <i>Symbolic Interaction</i> 41(1):100-19.</p> <p><u>Recommended:</u></p> <p>Battle, Brittany Pearl. “‘They look at you like you’re nothing’: Stigma and Shame in the Child Support System.” <i>Symbolic Interaction</i> 42(4):640-68.</p> <p>Sumerau, J.E., Grollman, Eric Anthony, & Ryan T. Cragun. 2018. “‘Oh my God, I sound like a horrible person’: Generic Processes in the Conditional Acceptance of Sexual and Gender Diversity.”</p>	
	<p>05 March – Managing Stigma</p> <p>Ezzell, M. 2009. “‘Barbie Dolls’ on the Pitch: Identity Work, Defensive Othering, and Inequality in Women's Rugby.” <i>Social Problems</i> 56(1), 111-131.</p> <p>Granberg, Ellen. 2011. “‘Now My Old Self Is Thin’: Stigma Exits after Weight Loss” <i>Social Psychology Quarterly</i> 74(1):29-52.</p> <p><u>Recommended:</u></p> <p>May, Hazel. 2000. “‘Murderers’ Relatives’: Managing Stigma, Negotiating Identity.” <i>Journal of Contemporary Ethnography</i> 29(2):198-221.</p>	
<p>Week 10 Managing Stigma (cont’d); Course Conclusion</p>	<p>10 March – Managing Stigma (continued)</p> <p>Trautner, Mary Nell & Jessica Collett. 2010. “Students who Strip: The Benefits of Alternative Identities for Managing Stigma.” <i>Symbolic Interaction</i> 33(2):257-79.</p> <p>Scull, Marin T. 2017. “Managing Identity in a Dirty Occupation: Male Strippers Experiences with Social Stigmas.” <i>Sociological Spectrum</i> 37(6):390-411.</p>	

	12 March – Final Review	<i>Bring questions for review!</i> ~ Article Analysis due by midnight
Week 11 Finals Week	17 March – Final Exam 10:30am-12:20pm	Final