

SOCIOLOGY 328: INTRODUCTION TO SOCIAL PSYCHOLOGY

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Office hours: Tu & Th, 11:45 am – 12:45 pm
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CRN: 16088

THE COURSE IN GENERAL

The purpose of this class is for students to learn more about social influences of behavior. Psychology tends to view behavior as something that is largely determined by personality traits that are fairly consistent over time. Social psychology, in contrast, emphasizes the importance of social interaction for behavior. As a field, it suggests that people's behavior is as much (or oftentimes, more) a product of their situation as it is anything about them as “individuals” per se.

In this class, we will study major concepts of social psychology (such as power and conformity) and Symbolic Interactionism (the major theory associated with the field), examine how society is “socially constructed” through human interaction, and discuss some extensions of social psychological theory, such as in gender studies, Buddhism and existentialism. The major goal of the class is for students to learn who they are as [social] people, and come to understand more about how what we think of as “reality” is really created through interactions with other human beings.

REQUIRED READINGS

There are three required texts as well as some additional readings students will use for this course. All texts can be purchased at the UO Bookstore, and additional readings are available on the course Blackboard site.

Batchelor, Stephen. 1986. *Alone with Others: An Existential Approach to Buddhism*. New York: Grove Press.

Berger, Peter and Thomas Luckman. 1966. *The Social Construction of Reality: A Treatise in the Sociology of Knowledge*. New York: First Anchor Books.

Mead, George Herbert. 1934. *Mind, Self, & Society: From the Standpoint of a Social Behaviorist, volume 1*. Chicago: University of Chicago Press.

COURSE REQUIREMENTS AND EVALUATION

Students can earn up to 100 points in this class. The points are distributed as follows:

Reflection essays (two at 20 points each)	= 40 points
Exams (three exams at 20 points each)	= 60 points
Total	= 100 points

The following rubric will be used to assign letter grades:

A+	98-100	B	82.5-87.49	C-	70-72.49
A	92.5-97.99	B-	80-82.49	D+	67.5-69.99
A-	90-92.49	C+	77.5-79.99	D	60-67.49
B+	87.5-89.99	C	72.5-77.49	F	0-59.99

The instructor reserves the right to apply a curve at a level deemed appropriate. While a curve is a possibility, it should not be expected. Students should assume that their grades will be based solely on the points earned through class participation, and performance on exams and in the final paper.

Reflection papers: Some of the books for this course will hopefully inspire a good deal of introspection for students. These books – in particular *The Social Construction of Reality* and *Alone with Others* – encourage the reader to think about how we develop and maintain a “self-concept”, how we reflect opinions from others in our self-image, and who it is we really are once these social aspects of our identities are stripped away. The two reflection papers for this course are intended to facilitate some thinking about these topics. The first paper will be due on the Thursday of week five; it will deal primarily with Berger and Luckman's work, and how it compares to other social psychological research. The second paper will be due on the Thursday of week ten; it will focus on a comparison between Mead and Batchelor's theories of the self. More information about these assignments will be provided two weeks to prior the respective due dates. Students should make sure to follow the writing guidelines presented in this syllabus. These papers should be five pages long each.

Exams: Students will take three exams during the course. These exams will be administered in class. Exams may be composed of multiple choice, true/false, and short answer questions. Exams are NOT cumulative, meaning that each exam primarily covers material only since the previous exam (or beginning of course, in the case of the first exam). While exams are not designed to be cumulative, understand that some concepts from the course will intersect in a way that requires students to use ideas from any point in the course to inform an argument. The moral of this story is to remember what you learn throughout the course: don't just forget it after the test. *Students will receive zero points for any exam not taken, and make up exams will not be offered under any circumstances.* If a student knows that she/he cannot take an exam on the date listed in the course schedule, she/he must contact the instructor at least two weeks before the exam date to schedule an appointment to take the exam early. If due warning is not provided the instructor, there is no guarantee students will be offered an early exam date.

FINAL NOTES ABOUT THE COURSE AND POLICIES

A syllabus is a contract between a teacher and students that specifies what responsibilities enrollment in the course entails. In any circumstance, the instructor reserves the right to consult the syllabus regarding resolution of a question or dispute, and this word should be considered final. With that said, there are usually contingencies that merit slight revisions to the syllabus or (more often) the course schedule during the academic term. If possible, such changes will be subject to student input, but may also be exclusively the right of the instructor to change at his discretion. In short, by taking this course, each student agrees to what the syllabus has outlined. However, the instructor may change any aspect of the syllabus or schedule if he deems it necessary.

Statement on Academic Dishonesty: All work submitted in this course must be your own and produced exclusively for this course. In addition, cheating on examinations will not be tolerated – such actions will merit the student a “0” or “F” for the course immediately, and the instructor will report the incident appropriately. For the consequences of academic dishonesty, refer to the Schedule of Classes published quarterly. Violations will be taken seriously and are noted on student disciplinary records. If students are not entirely clear on what academic dishonesty is, they should review UO policies and documents on the matter. These can be found at the following addresses:

http://www.uoregon.edu/~stl/programs/student_judi_affairs/academic-dishonesty.htm

http://studentlife.uoregon.edu/programs/student_judi_affairs/

<http://libweb.uoregon.edu/guides/plagiarism/students/>

Written work guidelines: Unless otherwise specified, all written work should be typed, double-spaced, in 11- or 12-point black font, with 1” margins (NOT 1.25” margins), void of unnecessary spaces, and paginated and stapled (if more than one page). Points may be deducted if any of these conditions are not met. Further, papers should be free of grammatical errors and written at a collegiate level. Your instructor recommends Lynn Truss' *Eats Shoots and Leaves* for a language crash course and as a handy and humorous reference manual.

Blackboard: By enrolling in this class, you are automatically enrolled in the course Blackboard website. You can login at <http://blackboard.uoregon.edu/>. It is solely the student’s responsibility to make sure that his/her Blackboard account is set up correctly. If it is not, the student should email blackboard@ithelp.uoregon.edu or visit the website for Scholarly Communications and Instructional Support at <http://libweb.uoregon.edu/scis/>; do NOT email your instructor about it. These folks can also help you learn how to use Blackboard if you don't know how. Grades will not necessarily be posted on Blackboard: students should always keep track of their grades themselves. The instructor will not email students their grades during the term. Students should come to the instructor’s office during scheduled office hours regarding grade-related questions. Finally, students should make sure that their email address is current with Blackboard and the University of Oregon; not “getting the emails” for class is not a legitimate excuse for missing a course deadline.

Academic assistance: If you have a documented disability and anticipate needing

accommodations in this course, please make arrangements to meet with me in the first week of class. Please bring a notification letter from Disability Services outlining your approved accommodations. Information about academic assistance is available at <http://ds.uoregon.edu/>.

Office hours: Office hours are an excellent and under-utilized resource for students. If you have a major question about course organization or material, office hours are the time to bring them up. You can also discuss grades during office hours. During regular office hours, come to the instructor's office. During electronic office hours, your instructor will immediately respond to any inquiries, by email, regarding topics appropriate for an office hour visit.

Email: I receive many emails daily, and delete as many as possible without reading them. Do not email me to simply chat or be friendly. You should email me only if (1) you are sick and cannot attend class, or (2) have a short, substantive question about class material. Do not email me with questions about assignments or grades: students should consult the syllabus or Blackboard, or come to office hours to discuss such issues. Finally, if you do send me an email, do not title it "hey!" - there is a good chance I will delete an email with that title without reading it. Instead, make sure to include some identifying information, such as "question about soc 491 paper". Email submission of course work is NOT acceptable unless explicitly approved by the instructor before the due date. Finally, if you get an email response that says "Consult the syllabus", it means that the answer to your question is already contained in the syllabus, and that you should look there.

General guidelines for assessment of student work: The following information offers students an idea of how their work is assessed (i.e. graded) for this course.

"A" = Exceed expectations

Completes entire assignment and follows instructions
Demonstrates thorough understanding of assignment's purpose and innovative thinking
All calculations are complete and accurate
Accurately and thoroughly interprets results, and extends results through critical discussion
Demonstrates excellent listening and sharing skills in discussions; excellent classroom etiquette

"B" = Meets expectations

Completes most parts of the assignment and follows most instructions
Demonstrates adequate and accurate understanding of assignment's purpose
Most calculations are complete and accurate
Accurately and thoroughly interprets results; meets explanatory requirements
Demonstrates good listening and sharing skills in discussions; rarely misses or disrupts class

"C" = Approaching expectations

Completes the main parts of the assignment and misses some instructions
Understanding of assignment's purpose is inconsistent and/or off-base
Some calculations are complete and accurate
Some results interpreted accurately; lacks explanatory insight
Demonstrates adequate listening and sharing skills; misses or disrupts class regularly

“D” = Does not meet expectations

Does not complete the main parts of the assignment and misses major instructions

Demonstrates little understanding of assignment's purpose

Most calculations are inaccurate

Most results interpreted inaccurately; lacks explanatory insight

Shuts down group discussion or does not participate at all; misses or disrupts class regularly

Late work: No late work is accepted, except under serious and documented circumstances. No partial credit is awarded for late work: any work turned in after the due date will receive zero points. Any derivation from this policy is at the sole discretion of the instructor, and may be applied in an *ad hoc* basis. If there is some set of consequential circumstances that prevents work from being completed in a timely fashion, students should provide to the instructor written documentation of the incident. Only at that time will a postponement of deadlines be considered. Again, any credit for late work will be given at the sole discretion of the instructor.

Classroom Etiquette: Many students do not need me to remind them about basic classroom civility. However, there are enough students that seem to be unaware of such norms that they deserve mention. Here they are:

- Do not eat during class: eat beforehand, as snacking in class is disruptive to others. You may bring a drink to class.
- Do not leave and reenter the classroom: walking across the class and banging the door as you exit and re-enter distracts everyone else. Go to the restroom before class if needed.
- Arrive to class on time. If for some reason you cannot, do not allow the door to bang shut announcing your late appearance. If you will be more than ten minutes late, do not attend at all.
- Speak only when appropriate.
 - If you don't hear something in lecture, raise your hand immediately and ask me. Don't ask your neighbor.
 - Notice when class begins and immediately stop chatting with your friend or neighbor.
 - If you need to borrow a pen, paper, stapler, tissue, or whatever - ask your neighbor before or after class, not during it.
- Turn off your cell phone and put it away for the entirety of class.
- Take lecture notes by hand and leave your laptop computer at home. Why? Students who use laptops in class regularly receive the lowest grades, because they surf the internet and send/read email, instead of typing notes. Laptops are also distracting to other students in the class.
- Do not rip pages out of your notebook, rearrange your backpack, trim your toenails, or stand to dress or undress during class.
- Turn in your assignments before class, after class, or when asked to do so instead of striding to the front of the classroom to put it on the podium during a video, lecture, or presentations.
- If you have a complaint, speak to me directly. Loudly grumbling about “unfair” grades or that “grader jerk” is passive (and possibly passive aggressive). Only actively asking me about the problem will result in a genuine reassessment. Sometime graders do err, in

which case I will handle it honestly and immediately.

- Inevitably, some students participate more than others, and many smart people are shy. *Take care to avoid dominating discussion* and gently encourage your quieter classmates to participate.

Remember, every student has paid more for this class than for any concert ticket or sporting-event ticket they have ever purchased. Every student has the right to get their money's worth. If you find another student's behavior rude or disruptive to your learning, call them on it (after class) - or ask me to do so. Such students will, ultimately, get their comeuppance, for those who do not focus on the course do not learn the material well and will get bad grades. However, they have no right to distract others from learning what this course has to offer and getting a good grade. If you are a student who is just going through the hoops and does not really care about what you learn, a different class will suit you better than this one. Infractions of classroom etiquette may negatively affect student grades.

COURSE SCHEDULE

Notes: This schedule is divided according to weeks one through ten of the academic quarter. The "A" for each week signifies the Tuesday class meeting, and the "B" for each week represents the Thursday class meeting. Note when exams are administered and papers due. All readings other than the books for the course are available as .pdf files on the course Blackboard site. Readings should be completed for the day they are listed.

Week 1 – Introduction to the topic

A – Introduction, review syllabus

B – Social psychology versus psychology, an overview

Reading: From Mead's *Mind, Self and Society*, chapters 1, 2, 3, 5

Week 2 – Basic concepts of social psychology

A – What influences people's behavior?

Reading: Hollander, "Social Exchange and Related Theories"

B – What influences people's behavior?

Film: "The ad and the ego"

Reading: Begin Berger and Luckman's *The Social Construction of Reality*

Week 3 – The social construction of reality

A – What influences people's behavior? Nature, nurture and conformity

Reading: Reading modules 11, 17, 21

B – The social construction of reality

Reading: Module 6; Berger and Luckman's *The Social Construction of Reality*, pages 1-128

Week 4 – The social construction of reality

A – The social construction of reality

Reading: Berger and Luckman's *The Social Construction of Reality*, pages 129-190

B – Exam 1, Thursday 10/23

Week 5 – Symbolic Interactionism

A – SI – The symbol, meaning and universality

Reading: From Mead's *Mind, Self and Society*, chapters 9-12

B – SI – The Mind

Reading: From Mead's *Mind, Self and Society*, chapters 16, 17, 24

Paper 1 due, Thursday, 10/30

Week 6 – Symbolic Interactionism; the Dramaturgical Model

A – SI – The Self

reading: From Mead's *Mind, Self and Society*, chapters 18-22, 25, 27

B – Goffman and dramaturgy

Reading: Goffman's "The Presentation of Self in Everyday Life" and "Impression Management"

Week 7 – Empirical studies of social constructionism: ethnomethodology

A – Exam 2, Tuesday, 11/10

B – Ethnomethodology: the empirical proof of social construction

Reading: Garfinkel, “Rules of Jurors”

Week 8 – The effects of capitalism

A – Topic: Media and the creation of consumer culture

Reading: Croteau, “Active Audiences” from *Media/Society*; “*Selling Shyness*” and “*Shiny Happy People*”

B – Topic: The salesman and sales culture

Reading: Mills, from *White Collar*

Video: *Advertising and the End of the World*

Week 9 – Gender

A – The social construction of gender

Reading: Hollander's “Doing Studs” and Thorne and Luria's “Sexuality and Gender in Children's Everyday Worlds”

B – The destructiveness of hyper-masculinity

Video: *Tough Guise*

Week 10 – Philosophical reflections on the self

A – Religion and philosophy – answers to questions of connectedness

Reading: *Alone with Others*, 1 and 2

B – Being with others and connectedness

Reading: *Alone with Others*, 3-5

Paper 2 due, Thursday 12/3

Final exam day and time: TBA