



Syllabus: Introductory Social Psychology (Sociology 530) Spring 2012 Lecture 2 MWF 11:00-11:50

Course purposes: to engage social psychology and microsociology by in-depth sampling of theoretical perspectives, empirical research, current issues, and debates in the field. At the end of the course, students will have new lenses through which to see the social world. More specifically, we will be able to identify and assess theories, methods, and ethics in social psychology. On a more personal level, social psychology can lead to a better understanding of self and others as we traverse the fields of everyday life.

Instructor: Doug Maynard (maynard@ssc.wisc.edu)
office hours: 4:00-4:30 MW or appointment

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TA: Rob Chiles (rob.soc530@gmail.com)

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Books & Readings: Wayne Lesko (ed.) *Readings in Social Psychology* (RISP), 8th edition; Jodi o'Brien (ed.) *The Production of Reality* (POR), 5th edition. These books are at Underground Textbook Exchange on State St. <http://www.textbookunderground.com/> Some readings are at the course website: Learn@UW, listed by the week in which they are to be read. On the syllabus here, they are indicated with "L@UW" in square brackets. Besides acquiring these books and readings, you also need to have or buy a "I-clicker" and bring it to every class. I-clickers can be bought along with the books at Underground Textbook Exchange. They are available at other bookstores as well.

EXPECTATIONS

You are expected to do the assigned reading listed for each week prior to coming to class on Monday. You are expected to attend each and every class unless there is a medical injury or illness that prevents it. You are expected to do the readings for Discussion Sections prior to the week's meeting, and participate in class discussions. In addition to material discussed in class, all assigned reading (for lecture and discussion) may be used as the basis for exam questions.

No laptop or other computers (Ipads, etc.) are to be used during either lecture or discussion. Cellphones and any other electronic devices are to be turned off. Also, no newspaper or other type of reading materials should be used during lecture or discussion unless they are research articles for the class and are being discussed. You are encouraged to bring your readings to class, as there will be times when we will be referring to and talking about points they raise. Lectures and discussion sections will start on time. We ask and expect that you be in the classroom on time so that your entrance does not disrupt the class. We also ask and expect that you not leave early, as this also is disruptive.

CLICKERS

Some of you have already experienced the use of clickers, otherwise known as “student response systems.” I will be using clickers for assessing how well reading and lecture concepts are understood and also for attendance.

SCHEDULE

(There may be slight alterations to this schedule, including exam days. Be aware of changes.)

The readings are listed by weeks. For many weeks there are readings that pertain to the lectures for that week and readings that are for your Discussion sessions. To be prepared to discuss the readings, please have the readings done by Monday of the week under which they are listed.

The requirements for this course are listed after the Schedule.

Week 1 (1/23): Introduction

Lecture readings:

American Psychological Association, 2003. How to be a wise consumer of psychological research. RISP 2.

T. Gilovich. 1997. Some systematic biases of everyday judgment. RISP 37.

E. Wargo. 2007. Understanding the have-knots. RISP 290.

Discussion: Getting acquainted; Organizational meeting

No separate readings; concentrate on lecture readings

Week 2 (1/30): Social Constructionism

Lecture Readings:

V. Burr. 2003. What is social constructionism? [L@UW]

E. Babbie. 1986. Truth, objectivity, and agreement. POR 35.

J. Charon. 2008. The perspective of social science. POR 39.

Discussion: What about Culture? (1)

E. Zerubavel. 1991. Islands of meaning. POR 11.

Week 3 (2/6): Methodological Issues: Data Quality

Lecture Readings:

J. Delamater & D. Myers. Research methods in social psychology. [L@UW]

R.T. LaPiere. 1934. Attitudes vs. actions. RISP 110.

Discussion: Morality in research; social change by behavior change (2)

H. C. Helman. 1967. Human use of human subjects: The problem of deception in social psychological research. RISP 6.

M. Price. 2008. Changing behavior by degrees. RISP 65.

Week 4 (2/13): Social Cognition, Perception, Gestalt Theory

Lecture Readings:

- C. Flora. 2004. The once-over: Can you trust first impressions? RISP 21.
H. Kelley. 1950. The warm-cold variable in first impressions of persons. RISP 25.
M. Snyder. 1977. When belief creates reality: The self-fulfilling impact of first impressions on social interaction. POR 404.
L. Festinger & J.M. Carlsmith. 1959. Cognitive consequences of forced compliance. RISP 68.
L. C. Egan, L. R. Santos, and P. Bloom. 2007. The origins of cognitive dissonance: Evidence from children and monkeys. RISP 75.

Discussion: What is Attraction? (3)

- P. Shulman. 2004. Great expectations. RISP 142.
E. Hatfield, G.W. Walster, J. Piliavin, & L. Schmidt. 1973. "Playing hard to get": Understanding an elusive phenomenon. RISP 146.

Week 5 (2/20): Psychology and Social Influence

Lecture Readings:

- P. Watzlawick. 1984. Self-fulfilling prophecies. POR 392.
S. Milgram. 1963. Behavioral study of obedience. RISP 168.
P.G. Zimbardo. 2007. Revisiting the Stanford prison experiment: A lesson in the power of the situation. RISP 164.
G. Moorhead, R. Ference, & C. P. Neck. 1991. Group decision fiascoes continue: Space shuttle *Challenger* and a revised groupthink framework. RISP 226.

Discussion: Helping Behavior (4)

- J. M. Darley & C.D. Batson. 1973. "From Jerusalem to Jericho": A study of situational and dispositional variables in helping behavior. RISP 187.
N. Gueguen & M-A. De Gail. 2009. The effect of smiling on helping behavior: smiling and good samaritan behavior. RISP 243.
B. J. Bushman & C.A. Anderson. 2009. Desensitizing effects of violent media on helping others. RISP 196.

Week 6 (2/27): Symbolic Interactionism

***1st exam: February 27**

Lecture Readings:

- C.H. Cooley. 1902 [1983]. Looking-glass self. POR 126.
G.H. Mead, 1934. The self, the I, and the Me. POR: 121.
S. Zhao. 2005. The digital self. POR 153.
J. Dewey. 1896. The reflex arc concept [L@UW]

Discussion: What is identity and how does it work? (5)

- D. Rosenfeld. 2003. Identity careers of older gay men and lesbians. POR 161.
A. Marvasti. 2006. Being Middle Eastern American: Identity negotiation in the context of the "war on terror." POR 306
J. O'Brien. 2004. Wrestling the angel of contradiction: Queer Christian identities. POR 479
J. Hopper. 2001. Contested selves in divorce proceedings. POR 494.

Week 7 (3/5): Ethnomethodology/Conversation Analysis

Lecture Readings:

A. Gurwitsch.

H. Mehan & H. Wood. 1975. Five features of reality. POR 363.

H. Garfinkel. 1963. A conception of and experiments with “trust” as a condition of concerted stable actions. POR 379.

D.W. Maynard. 2005. Cognition on the Ground. *Discourse Studies* 8: 105-115. [L@UW]

Discussion: Data session (6)

Steven E. Clayman and V.T. Gill. 2012. Conversation analysis. Chapter 3 in J.P. Gee and M. Handford (eds.) *The Routledge Handbook of Discourse Analysis*. New York: Routledge.

Week 8 (3/12): Socialization—Focus on Autism

Lecture Readings:

P.L. Berger & T. Luckmann. 1966. Socialization: The internalization of society. POR 189.

K. Davis. 1947. Final note on a case of extreme isolation. POR 74.

O. Sacks. 1970. Yes, father-sister. POR 72.

T. Grandin. 2006. Thinking in pictures. [L@UW]

E. Langer. 1990. Mindfulness and mindlessness. POR 82.

Discussion: Autism (7)

Autism Now (PBS)

Week 9 (3/19): Deviance—the Flip Side of Socialization?

Lecture Readings:

A. Bandura, D. Ross, & S.A. Ross. 1959. Transmission of aggression through imitation of aggressive models. RISP 68.

H. Becker. 1953. Becoming a marijuana user. POR 221.

S. Schachter & S. Singer. 1962. Cognitive, social, and physiological determinants of emotional states. RISP 43.

Discussion: Deviance and social control (8)

R.P. Brown, L.L. Osterman, & C.D. Barnes. 2009. School violence and the culture of honor. RISP 217.

A. Goffman. 2009. On the run: Wanted men in a Philadelphia ghetto. [L@UW]

E. Anderson. 2011. The color line and the canopy. Chapter 5 from *The Cosmopolitan Canopy: Race and Civility in Everyday Life*. [L@UW]

Week 10 (3/26) Intergroup Conflict: Race & Ethnicity 2nd exam: March 26

Lecture Readings:

W.E.B. DuBois. 1903. Double consciousness and the veil. POR 474.

T. DeAngelis. 2009. Unmasking “Racial micro aggressions.” RISP 106

R.B. Moore. 1976. Racism in the English language. POR 98.

bell hooks. 1989. Talking back. POR 513.

N.J. Shook & R.H. Fazio. 2008. Interracial roommate relationships: An experimental field test of the contact hypothesis. RISP 116.

Discussion: Discuss readings above and review for exam
No separate readings; concentrate on lecture readings

SPRING BREAK

Week 11 (4/9): Biology

Lecture Readings:

J. Freese, J.A. Li, & L.D. Wade. The potential relevances of biology to social inquiry.
[Learn@UW]

Discussion: What is biological about beauty (9)

M. Levine with H.E. Marano. 2001. Why I hate beauty. RISP 126.
K. Dion, E. Berscheid, & E. Walster. 1972. What is beautiful is good. RISP 130.
S.S. Place, P.M. Todd, L. Penke, & J.B. Asendorpf. 2009. The ability to judge the
romantic interest of others. RISP 135.
S.F. Dinfelder. 2009. Nice by nature? RISP 184.

Week 12 (4/16): Gender

Lecture Readings:

D. Farr. 2006. Sissy boy, progressive parents. POR 143.
Bem, S.L. 1974. The measurement of psychological androgyny. RISP 90.
C. West & D. Zimmerman. 1987. Doing gender. [Learn@UW]
J. Colapinto. 2004. Gender gap: What were the real reasons behind David Reimer's
suicide? (*Slate* magazine) [L@UW]

Discussion: Media & gender (10)

Still Killing Us Softly (video)

Week 13 (4/23): Emotions and Affect

Lecture Readings:

A.R. Hochschild. The managed heart: commercialization of human feeling. POR 320.
D. Schweingruber & N. Berns. 2005. Shaping the selves of young salespeople through
emotion management. POR 325.

Discussion: Emotions (11)

J. Best and F. Furedi. 2001. The evolution of road rage. [L@UW]
J. Katz. 1999. Pissed off in L.A. Chapter 1 in *How Emotions Work*. Chicago: University
of Chicago Press. [L@UW]

Week 14 (4/30): Interaction Order

Lecture Readings:

E. Goffman. 1959. The presentation of self in everyday life: Selections. POR 262.
D.D. Waskul & P. Vannini. 2008. Smell, odor, and somatic work: Sense-making and
sensory management. POR. 288.
M. Snyder. 1980. The many me's of the self-monitor. RISP: 84.

J.P. Emerson. Behavior in private places: Sustaining definitions of reality in gynecological examinations. POR 272.

Discussion: The interaction order (12)

S.E. Lankenau. 1999. Panhandling repertoires and routines for overcoming the nonperson treatment. POR 295.

C.B. Gardner. 1980. Passing By: Street Remarks, Address Rights, and the Urban Female. Sociological Inquiry 50:328-56. [L@UW]

M. Duneier. 1999. Talking to women. Chapter from *Sidewalk*. [L@UW]

Week 15 (5/7): Wrapping up

3rd exam: May 11

Lecture Readings:

To be assigned.

Discussion: Discuss readings above and review for exam

No separate readings; concentrate on lecture readings

Course Requirements

The total points for the semester grade add up to a possible 100. These points will be allocated as follows:

1. Class attendance and participation

15 points out of 100

Class attendance and participation are extremely important. We will take roll for most class sessions by way of using the I>clicker. I will ask you a question to be answered using the clicker, which effectively also registers your attendance. The answers will not be graded as such. If you forget your I>clicker, do not ask to have your attendance otherwise registered.

2. Examinations

60 points out of 100

There are three exams, worth 20 points each, and presently scheduled for October 7, November 7, and December 12. *Depending on progress in the course, these dates have a small probability of being changed, and it is your responsibility to keep apprised of any changes.* Makeup exams will be given for documented medical reasons only.

The exams are not cumulative except that central or crosscutting themes of the course may be the subject of exam questions. Exam questions will be a combination of multiple choice and short answer or small essay types.

3. Discussion Section

25 points out of 100

Rob Chiles will hand out a syllabus for section with details about objectives and expectations.

Attendance and participation.

12 points out of 25

Presentation. You will be part of a team who presents some kind of report or debate at one of the discussion sections.

13 points out of 25