SOCIAL PSYCHOLOGY: A SOCIOLOGICAL APPROACH
Sociology 222

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Spring Semester 2012
Meets: MWF 2:30-3:20 PM
Room: King 323

COURSE DESCRIPTION:
Social psychology is an area of study within sociology which examines the relationship between the individual and society. Emphasis is placed the scientific study of the social behavior and experiences stemming from individual's participation in social groups, interaction with others, and the effects of the cultural environment and social structures on the individual. Topics in social psychology include theories in social psychology, socialization, self and identity, attitudes and attitude change, social perception, social influence, social communication and group processes.

COURSE GOALS:
There are five basic goals that this course seeks to achieve.

Goal 1: Developing a Social Psychological perspective: The course seeks to broaden our understanding of the dynamics associated with social behavior. In doing so, you will be challenged to develop a “social psychological perspective” to explain and analyze social relations and behavior. This perspective will primarily be but not restricted to a sociological approach (as opposed to a psychological approach) to the study of social psychology and social behavior.

Goal 2: Understanding and Utilizing Theoretical Approaches and Research: The goal here is for you to explore, gain an understanding and appreciation for the various social psychological theories (explanations) and their critiques developed around human behavior and their applications in social research.

Goal 3: Explore social psychology in practice and application: Just as you must explore explanations for social behavior, you will be asked to engage in various exercises and conduct social psychological research via a topic of your interest.

Goal 4: Developing Information Literacy: You will develop knowledge of the available resources important to the examination of social behavior.

Goal 5: Developing Skills to Write Critically: In this course you will be encouraged to think and write critically on social psychological research.
COURSE STRUCTURE AND CLASS FORMAT

The course is divided into four major sections:

- **Introduction**: which focuses on the major concepts, theoretical frameworks and research methodologies in social psychology.
- **Socialization and the Self**: focus here is on the development of the individual and construction of their selves.
- **Social Interaction**: here we look at the nature of social interaction and the forces at work influencing those interactions.
- **Society and Social Behavior**: more specific look at the impact of social structure on social behavior.

To cover the material associated with this course structure, class sessions will consist of a lecture and discussion on topics related to sections assigned from the text and related readings. In general, we shall begin a new unit each week. As I mentioned earlier, you will benefit most from lectures and discussions if you do the readings early in the week and in the order that they are assigned unless you are told otherwise. On a given day of discussion you may be divided up into several small discussion groups. Other times discussion will involve the entire class.

COURSE REQUIREMENTS:

**CLASS ATTENDANCE**: Attendance and participation in class discussions on a regular basis is expected. Attendance will be taken every class. You are allowed two unexcused absences. More absences will lower participation grade.

**CLASS PARTICIPATION/GROUP DISCUSSIONS**: Generally, at times a portion or all of a class session will be devoted to discussion examining issues or topics related to the unit under study. Some discussions will be based on the readings assigned or may include some issue that has occurred recently. A few of these discussions will involve the viewing of a film/video/DVD related to the topic under consideration. Such discussions are geared toward developing critical thinking and knowledge building. Class attendance and participation is worth 15% of your final grade.

**COURSE MATERIALS AND READINGS**: There will be assigned readings from the books listed below and books/photocopies on BlackBoard. Readings for a specific topic/section/week are listed in the lecture/topic section of the syllabus (see pp. 6-9). Generally, you will benefit most from lectures and discussions if you do the readings early in the week and in the order that they are assigned unless you are told otherwise.
Required books for the course:


* = Denotes that this text is on reserve in Mudd.

Please notice that not every textbook chapter covered on the exams will be discussed fully in lecture, so be sure to schedule in time for reading and studying the chapters on exams that are not covered in lecture.

**EXERCISES:** Each student will be responsible for completing a series of exercises (4) during the semester. Each of these exercises will involve the application of library research within the social psychological realm. These exercises are designed to inform and/or address the goals of this class, primarily developing research skills, information literacy, and analytical and critical skills in the study of social behavior and working on a topic of interest to you. General content of the exercises will be as follows:

- **Exploring research questions and topics in social psychology.** See “Getting Started” pp.3-30, (BB) for more details.


- **Evaluation (critiquing) of social psychological research**

Details instructions for these exercises will be distributed in the near future. For each of these exercises, students will be asked to write a 2-5 page paper. All the exercises must be completed. This is 20% of your final grade.

**WRITING ASSIGNMENT:** The purpose of this project is to involve you in the critical examination of life circumstances or social issues that you feel “passionately” about and which has social psychological significance. Essentially, you will construct a research paper in a manner similar to social psychology research. This will involve applying the general skills
and lessons learned from your prior exercises (examination of social science research journal article, research question development, annotated bibliography and hypothesis development) and incorporating them into a formalized research paper. Based upon your experiences, the readings and any other resources at your disposal you will be asked to explore the following:

(1) **Deive a research question(s).** Propose or formulate a question or questions that you specifically wish to examine (e.g., what is the role of racial attitudes in intergroup conflict? Is there once cause associated with racial conflict or is there other important contributors?) See “Getting Started” pp.3-30, (BB) for more details.

(2) **Explore and review:** What does the social psychological literature has to say about this topic? This requires a review of the relevant past research on the topic (for example, there are those who say prejudice contributes significantly and those who argue that conflict is a mere consequence of competition for resources. Describe the evidence that does and/or does not support each of these positions). See “Working the Sources”, pp. 45-48, “The General Research Paper”, pp. 61-117, and “The Quantitative Research Paper”, pp.142-179 and handouts for more details.

(3) **Based on the review of the literature, develop a hypothesis** (for example, ask you yourself, what do you forsee as the relationship between racial attitudes and one’s propensity to discriminate; The more negative racial attitudes a person has toward a particular racial group the more likely that person will discriminate against person from that group) and **generate a methodological plan to collect data on this issue** (for example, ask yourself, if you were asked to collect data on this topic how would you go about it? Are you going to conduct telephone interviews, send out a survey questionnaire, or conduct an experiment? Or would you use previously gathered data sources (secondary sources)? Or would you use documents or observe behavior?

(4) **Finally, summarize your findings and develop conclusions** on the nature of the problem you explored and propose where future research should take us in looking at this phenomenon.

The paper should be **10 to 15 pages** in length and double-spaced. The paper should contain at least 10 sources. The paper is **DUE TUESDAY, MAY 15TH**. Late papers will be graded accordingly (i.e., a letter grade will be deducted for everyday the paper is late). Papers must have appropriate citing within text and on the reference page (For more details see handout to be distributed the Quick Style Guide for Writing Sociology Papers on pages 10-12). There will be readings to assist you in understanding of the type of paper you are expect to complete. The paper is worth 15% of your final grade.

**EXAMS:** There will be two in-class essay examinations. Each exam will consist of short answer questions and essay questions requiring the integration of materials covered in the readings, lectures, and discussions. The exams are **NOT open book. The second exam is NOT cumulative** and will be held during the examination period. Each exam will be worth 25% of
your final grade. Dates for the exams are tentatively as follows:

**MIDTERM EXAM: WEDNESDAY, MARCH 12.**

**FINAL EXAM: SATURDAY, MAY 19TH, 7-9 P.M.**

**HONOR CODE:** On all exams and exercises, you are expected to follow the guidelines as established by the Oberlin College Honor System.

[http://www.oberlin.edu/students/student_pages/honor_code.html](http://www.oberlin.edu/students/student_pages/honor_code.html)

As such, you are required to follow the letter of that code and write and sign at the end of each academic exercise submitted for credit the following: “I affirm that I have adhered to the Honor Code in this exam/assignment”. The default of this statement is that you are required to do your own work without the help from others not explicitly authorized by me (You may, however, use campus resources, such as the library, composition instructors, or writing tutors)

**GRADING SUMMARY:**

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<th>Component</th>
<th>Percentage</th>
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<tr>
<td>Two Exams (25% each)</td>
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<td>4 Exercises (5% @)</td>
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<td>Research Paper/Essay</td>
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<td>Class Participation/Attendance</td>
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<td><strong>Total</strong></td>
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**REQUESTS**

1. PLEASE TURN OFF ALL CELL PHONES WHILE IN CLASS.
2. PLEASE DO NOT EAT IN CLASS. It is very distracting (besides some of us may be hungry as well!). Drinking a beverage is fine.
3. PLEASE GET TO CLASS ON TIME. Your late entrance can be disruptive not only to me but also others in the class.
4. Please do not put in a request for extra credit because none will be given.
5. You may use laptops in class, but only for note taking.

**SPECIAL NEEDS/ASSISTANCE**

If you require special accommodations in this class, please see me at your earliest convenience so that we can address these needs in a timely manner. You will need to present a letter from the office of Services for Students with Disabilities (Peters Hall G27) documenting the accommodations needed. Please contact Ms. Jane Boomer at x5588 or visit
http://oncampus.oberlin.edu/webapps/portal/frameset.jsp?tab_tab_group_id=null&url=/webapps/blackboard/execute/courseMain?course_id=_24550_1&.

OPEN DOOR POLICY: I encourage all of you to see me outside of class, during office hours or by appointment, especially as it relates to assignments and any questions or comments you may have about course content or related issues. Do not hesitate to ask for help!

LECTURES, TOPICS AND ASSIGNED READINGS
(BB = reading is on Blackboard)

INTRODUCTION

WEEK 1 FEBRUARY 6, 8, 10: INTRODUCTION TO SOCIAL PSYCHOLOGY: WHAT IS SOCIAL PSYCHOLOGY; WHAT IS ITS ORIGIN?

READINGS:
4. Michael Lovaglia, Knowing People, Chapt. 1, pp. 1-20 (BB)

WEEK 2 FEBRUARY 13, 15, 17: PERSPECTIVES AND THE RESEARCH PROCESS

READINGS:

EXERCISE 1: READING A JOURNAL ARTICLE DUE: FRIDAY, FEBRUARY 17TH
SOCIALIZATION AND THE SELF

WEEK 3  FEBRUARY 20, 22, 24  SOCIALIZATION: BECOMING FUNCTIONAL MEMBERS OF SOCIETY: EARLY CHILDHOOD SOCIALIZATION

READINGS:
1. DeLamater and Myers Chapter 2 (7th ed.) or Chapter 3, (6th ed.)
2. S. Cahill, “The Development of Language and Thought”, Chapt 8, 5th ed. Or on BB

WEEK 4  FEBRUARY 27, 29, MARCH 2:  SOCIALIZATION and CHILD ABUSE

READINGS:
1. Anna Michener, Becoming Anna, all

EXERCISE 2: RESEARCH QUESTION DEVELOPMENT DUE: FRIDAY, MARCH 2ND

WEEK 5  MARCH 5, 7, 9  CONSTRUCTION OF THE SELF AND IDENTITY: HOW WE SEE OURSELVES/ Library Research, Annotations & The Research Paper In Social Psychology

READINGS:
1. DeLamater and Myers, Chapter 3 (7th ed.) or Chapter 4 (6th ed.)
2. S. Cahill, “The Self as Social Structure” (Chapts. 5 in 5th ed and Chapts. 16 in 6th ed.)
3. VIDEO: THE SELF

SOCIAL INTERACTION

WEEK 6  MARCH 12, 14, 16  MID-TERM/ SOCIAL INTERACTION, SOCIAL PERCEPTION AND ATTRIBUTION

READINGS:
1. DeLamater and Myers, Chapter 4 (7th) or Chapter 5 (6th).

MIDTERM EXAM: WEDNESDAY, MARCH 14th
WEEK 7 MARCH 19, 21, 23 (NO CLASS): SOCIAL PERCEPTION AND ATTRIBUTION CONT’D

READINGS:

WEEK 8 MARCH 24-APRIL 1 NO CLASSES-SPRING BREAK

WEEK 9 APRIL 2, 4, 6 ATTITUDES AND ATTITUDE CHANGE/Quantitative Research Paper

READINGS:
1. DeLamater and Myers., Chapter 5 (7th) or Chapter 6 (6th)
3. Video/Film: To Be Announced

WEEK 10 APRIL 9, 11, 13 ATTITUDES: STEREOTYPING, PREJUDICE AND DISCRIMINATION:

READINGS:
3. S. Cahill, “The Black Male in Public” (Chapt. 30 in 5th ed. Or on BB)
4. Video/Film: To Be Announced

EXERCISE 3: ANNOTATED BIBLIOGRAPHY: DUE FRIDAY, APRIL 13TH
WEEK 11  APRIL 16, 18, 20:  SOCIAL INFLUENCE AND PERSUASION

READINGS:
1. DeLamater and Myers, Chapter 7 (7th) or Chapters 8 (6th)
3. Alan Elms, “Obedience in Retrospect” (BB)
4. Robert Levine, The Power of Persuasion (all)

WEEK 12  APRIL 23, 25, 27:  SYMBOLIC COMMUNICATION AND LANGUAGE

READINGS:
1. DeLamater and Myers, Chapter 6 (7th) or Chapter 7 (6th)
2. S. Cahill, “The Development of Language & Thought”, (Chapts. 8 in 5th ed. And on BB
3. Video/Film: To Be Announced

EXERCISE 4: LITERATURE REVIEW & METHODS DUE: FRIDAY, APRIL 27th

SOCIETY AND SOCIAL BEHAVIOR

WEEK 13  APRIL 30, MAY 2, 4:  GROUP COHESIVENESS, CONFORMITY, STRUCTURE AND INTERACTION/GROUP PERFORMANCE

READINGS:
1. DeLamater and Myers, Chapters 10 & 11 (7th) or Chapters 13 & 14 (6th).
3. Craig Haney et al., "A study of prisoners and guards in a simulated prison", pp. 42-60 (BB)
4. Video/Film To be announced

WEEK 14  MAY 7, 9, 11  INTERGROUP CONFLICT/SOCIAL STRUCTURE AND PERSONALITY

READINGS:
1. DeLamater and Myers, Chapter 12 (7th) or Chapter 15 (6th) & Chapter 13 (7th) or Chapter 17 (6th)
2. S. Cahill, “Preadolescent Cliques” and “The Contrasting Agendas of Black and White Sororities” (Chapts., 24 & 25 in 5th ed or on BB)
WEEK 15     MAY 12-15:     READING PERIOD

FINAL WRITTEN PAPER DUE TUESDAY, MAY 15th

MAY 16-20     FINAL EXAM PERIOD

FINAL EXAM: SATURDAY, MAY 19 AT 7-9 PM IN KING TBA
QUICK STYLE GUIDE FOR STUDENT WRITING SOCIOLOGY PAPERS

Quick Style Guide for Students Writing Sociology Papers. The following is taken from American Sociological Association Style Guide (2nd ed.), 1997. This is intended as a quick reference for students preparing papers.

References in the main text:
Include the last name of the author and the year of publication. In order to avoid plagiarism (inappropriately using another person's words without proper citation), you must directly quote verbatim, using quotation marks and the name, date, and page number in parentheses or you must paraphrase and mention the source of the idea (name and date only).

Use page numbers only when you quote an author's words:

☐ Sociological analysis of cities is “critical to achieving far-reaching social change in this century,” according to Duncan (1959, p. 71)

Otherwise, if the author's name is in the text, follow the name with the year in parentheses. If the author's name is not in the text, enclose both the last name and year in parentheses:

☐ According to Duncan (1959), sociological analysis of cities is critical to creating positive social change in America.

☐ Sociological analysis of cities is critical to creating social change (Duncan 1959)

For joint authors, use both last names: (Martin and Bailey 1988)

For institutional authorship, use minimum identification in the text and complete citation under references: (U.S. Bureau of Census 1963, p. 117)

Separate a series of references with a semicolon: (Burgess 1968; Maxwell 1971)

If there is no date for a publication use n.d. in place of the year.

For unpublished materials, use “forthcoming” to indicate material scheduled for publication. For dissertations and unpublished papers, cite the date: (Smith, forthcoming).

For works with three authors, list all last names in the first citation in the text; thereafter use “et al.” For more than three authors, use “et al” throughout: (Carr, Smith, and Jones 1962), then (Carr et al. 1962)

Block quotations are presented in smaller type and are set off in a separate, indented paragraph. They are not enclosed in quotation marks:

☐ As stated by Wright and Jacobs (1994):

The variation in men's earnings relative to their peers in the labor force was not a
reliable predictor of men's attrition. This finding is inconsistent with the prediction that declines in earnings are responsible for male flight from feminizing occupations. (P. 531).

**Footnotes & Endnotes:**
Endnotes are used to explain or amplify text, cite materials of limited availability, or append information presented in a table or figure. Number endnotes and list at the end of your paper. Increasingly people use endnotes rather than footnotes and use either one sparingly as they tend to disrupt the flow of the text. Use footnotes and endnotes only when necessary. Footnotes appear at the bottom of the page in which they originate.

**Miscellaneous Style & Grammar Matters:**

- Foreign words in your text should be italicized or underlined. Commonly used foreign words or terms, however, should appear in regular type. Examples are perse, ad hoc, et al.
- When using an acronym, spell out the complete term the first time you use it and present the acronym in parentheses:
  - Later: “CPS data show that . . . .”
- Equations in the text should be typed or printed. Use consecutive Arabic numerals in parentheses at the right margin to identify important equations. Align all expressions and clearly mark compound subscripts and superscripts.
- Do not use abbreviations such as etc., e.g., or i.e. in your text. You may use these abbreviations in parenthetical information, however:
  - For example, some terms used in specific areas of sociology are not readily understood by the general sociologist (e.g. cultural capital, etc.).

**Cited References (reference list):**
A bibliography includes all the works you read or scanned during the writing process. List references in alphabetical order by authors' last names. References without an author name appear at the beginning of the list. For two or more references by the same author, list them in order of the year of publication. Use six hyphens and a period (------.) in place of the name when the authorship is the same as in the preceding citation. To list two or more works by the same author from the same year, distinguish them by adding letters (a, b, c, etc.) to the year and list in alphabetical order by the title.

**Sample formats:**

**Books**


Journal Articles:


In most cases, journal pages are numbered consecutively within a volume year. Therefore you can often omit the issue number. Only include the issue number or month only when it is need to distinguish one issue from another within a volume year.

Articles from Collected Works/Chapters in Books:


Unpublished Manuscripts:


Mechanics:

- Page Numbering: Although you count pages from the first page of the text, page numbering starts to appear on the second page (as page 2). Carry the numbers system through endnotes and references.
- Tables: Number consecutively throughout the text. Place tables at the end of the paper, but refer to them in the text by number. Each table includes a descriptive title and headings for both columns and rows.
- Figures and other Artwork: Number consecutively throughout the text. Place figures at the end of the paper, but refer to them in the text by number. Each figure must have a descriptive title and appropriate headings.
For more information . . . check out these additional references

