

223.21 • Self and Society: Social Psychology (3 hrs.)
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Providence College
Fall Session, 2008
Tuesdays 12:40 & Fridays 9:50

SYLLABUS

A. Calendar Description of the Course

A sociological study of social psychology, primarily from the theoretical perspective of symbolic interactionism. Interrelations between the individual, group, and society will be examined, with emphasis on interaction as a process that gives form, direction, and meaning to the everyday lives of people. (Cross-credited with Psychology)

B. Purpose of the Course

Upon completion of this course, the student should be able to:

1. summarize and characterize the discipline of social psychology in terms of the nature and interrelations of the social sciences;
2. compare the various theoretical perspectives within the field of social psychology, and demonstrate particular familiarity with symbolic interactionism;
3. outline various factors in the formation and functioning of the social self;
4. identify and describe how various aspects of collectivities impinge upon the experience and behaviour of the individual;
5. critique the presuppositions of social psychology from a Christian perspective, and integrate the findings of social psychology with Christian faith;
6. interpret his or her own roles and interactions in everyday life, and thereby enhance self-understanding;
7. express encouragement toward her or his own potential for more enlightened and satisfactory human relationships;
8. display an appreciation for the necessity and value of human relationships for the personal and social well-being of human life.

Note re. Syllabus:

It is the student's responsibility to retain their course syllabi for use as support for possible future applications to other educational institutions for transfer of credit.

C. Textbooks

Required Texts:

Sandstrom, Kent L., Daniel D. Martin, and Gary Allan Fine. 2006. *Symbols, Selves, and Social Reality: A Symbolic Interactionist Approach to Social Psychology and Sociology* 2nd ed. Toronto: Oxford University Press.

Self and Society Reader. Providence Bookstore, 2008.
- a bound compilation of photocopies of assigned readings

Recommended Texts:

Aronson, Elliot, Timothy D. Wilson, Robin M. Akert, and Beverly Fehr. 2006. *Fundamentals of Social Psychology: Canadian Edition*. Toronto: Pearson Prentice Hall.

Cahill, Spencer E., ed. 2007. *Inside Social Life: Readings in Sociological Psychology and Microsociology* 5th ed. Los Angeles: Roxbury Publishing.

Lesko, Wayne A., ed. 2009. *Readings in Social Psychology: General, Classic, and Contemporary Selections* 7th ed. Toronto: Pearson Allyn & Bacon.

O'Brien, Jodie., ed. 2006. *The Production of Reality: Essays and Readings on Social Interaction* 4th ed. Thousand Oaks, CA: Pine Forge Press.

A **Selected Bibliography** for the course is posted on the instructor's Providence College Faculty webpage at:

<http://prov.ca/profiles/profile.aspx?name=Dennis%20Hiebert>

D. Course Requirements

1. Personal Reflections (3 x 5%)

Write a 2-page informal reflection on selected course material that demonstrates your personal interaction with it, and functions as a form of journaling. No further study beyond doing the assigned readings and participating in class discussion is required. Comment on ideas or analyses presented in the preceding third of the course that have interested or impressed you the most, explaining why you think they are significant. In order to develop your reflections meaningfully,

you should limit your focus to the topics of one or two classes and their accompanying readings. The due dates are as follows:

Reflection Paper #1	October 3
Reflection Paper #2	November 4
Reflection Paper #3	December 12

2. Research Paper **OR** Book Review (20%) **Due Date: November 7**

a) Write a short research paper (6-7 pages, double-spaced, 12 point font) on any relevant topic of your choice, using a formal style of writing (i.e. 3rd person, etc.) and a social scientific style of documentation (see Section G of this syllabus, “The Bare Basics of ASA Documentation”). As a general guideline, you should have approximately the same number of references as there are pages to your paper, and no more than half of the references may be from internet sources other than on-line academic journals, government agencies, or credible public organizations. Help in all aspects of essay writing can be found in the *Providence College Academic Formation Guide* available in the Providence Bookstore. Topics that are significantly different than those covered in the classes of this course should have prior approval from the instructor. Your paper should demonstrate that you have done independent research and reading beyond the texts, that you have thought carefully and/or reorganized your topic in an original manner, and that you can express yourself in writing clearly and effectively. It will be graded on the quality of its content (15%) and composition (5%).

OR

b) Write a formal review (i.e. 3rd person, etc. -- 5 pages, double-spaced, 12 point font) of **one** of the following books, or any other book that you have not read prior to this semester, and for which you have obtained **prior** approval from the instructor. Your review should **not** focus on outlining the contents of the book you have chosen, but rather should demonstrate that you have interacted critically with the material, identifying its strengths and weaknesses while bringing fresh observations to it. See the separate class handout entitled “How to Write a Book Review.” Your paper will be graded on the quality of its content (15%) and composition (5%).

Agger, Ben. 2003. *The Virtual Self: A Contemporary Sociology*. Malden, MA: Blackwell.

- Becker, Ernest. 1971. *The Birth and Death of Meaning* 2nd ed. New York: Free Press.
- Baum, Gregory. 2006. *Religion and Alienation: A Theological Reading of Sociology* 2nd ed.. Maryknoll, NY: Orbis Books.
- Baumeister, Roy. F. 1996. *Evil: Inside Human Cruelty and Violence*. New York: H. W. Freeman.
- Baumeister, Roy. F. 1993. *Escaping the Self: Alcoholism, Spirituality, Masochism, and Other Flights from the Burden of Self*. New York: Basic Books.
- Baumeister, Roy. F. and Dianne M. Tice. 2000. *The Social Dimension of Sex*. Boston: Allyn and Bacon.
- Brueggemann, Walter. 1999. *The Covenanted Self: Explorations in Law and Covenant*. Minneapolis: Fortress Press.
- Gergen, Kenneth J. 2000. *An Invitation to Social Construction*. Newbury Park, CA: Sage Publications.
- Hewitt, John P. 1998. *The Myth of Self-esteem: Finding Happiness and Solving Problems in America*. New York: St. Martin's Press.
- Hochschild, Arlie. 2003. *The Managed Heart: Commercialization of Human Feeling*. 20th anniversary ed. University of California Press.
- Holstein, J. and J. Gubrium. 2000. *The Self We Live By: Narrative Identity in a Post-modern World*. New York: Oxford University Press.
- Kelly, K.D. and M. Totten. 2002. *When Children Kill: A Social-psychological Study of Youth Homicide*. Peterborough, ON: Broadview.
- Kohn, Alfie. 1992. *No Contest: The Case Against Competition* rev. ed. Boston: Houghton Mifflin.
- Lemert, Charles and Anthony Elliot. 2006. *Deadly Worlds: The Emotional Costs of Globalization*. Toronto: Roman & Littlefield.
- Mullaney, J.L. 2006. *Everyone is NOT Doing It: Abstinence and Personal Identity*. Chicago: University of Chicago Press.
- Myers, David. G. 2000. *The American Paradox: Spiritual Hunger in an Age of Plenty*. New Haven, CT: Yale University Press.

Pratkanis, A. and E. Aronson. 2001. *The Age of Propaganda: The Everyday Use and Abuse of Persuasion*. New York: W. H. Freeman & Company.

Prus, R. and M. Scott. 1999. *Beyond the Power Mystique: Power as Intersubjective Accomplishment*. State University of New York.

Scheibe, Karl E. 2000. *The Drama of Everyday Life*. Cambridge: Harvard University Press.

Storkey, Elaine. 1996. *The Search for Intimacy*. Grand Rapids, MI: Eerdmans.

Tilly, Charles. 2006. *Why? What Happens When People Give Reasons....and Why*. Princeton: Princeton University Press.

Vitz, Paul C. 1994. *Psychology as Religion: The Cult of Self-worship* 2nd ed. Grand Rapids, MI: Eerdmans.

3. Research Project (20%)

Due Date: December 5

Plan, conduct, and report a small-scale qualitative or quantitative research project on any topic relevant to this course. You may choose to work alone or together with one other member of the class, in which case both of you will receive the same grade for the project. The intent of this assignment is to give you a feel, perhaps for the first time, for what it is like to explore a particular question by collecting data from real life, analyzing it, and reporting on it, instead of speculating about it, or accepting what others say about it. Your project may remain rather informal, and need not be very sophisticated or rigorous in its methodology, but your 5-page report should contain the bare minimum of the following:

- a) identify the research question you explored and what you anticipated you might discover (hypothesis)
- b) describe the methods you used to collect data. You may use either systematic observation, a correlational method (naturally occurring changes of variables), or an experimental approach (manipulation of a variable), and/or one or any combination of
 - i) experiment
 - ii) interview (no mail surveys allowed!)
 - iii) participant observation
 - iv) content analysis
 - v) unobtrusive observation

It may be helpful to review the chapter on research methods in your Introduction to Psychology or Sociology textbook.

- c) analyse your data by searching for any pattern there may be in it, and show how you deciphered the pattern(s), whether by use of elementary statistics or not
- d) discuss your findings by
 - i) suggesting an explanation for why the particular patterns were found, and
 - ii) relating your findings, if possible, to what others have thought or found about the issue, as indicated by the course texts and/or lectures

Your project will be graded on the insight, effort, and relevance your project demonstrates, not on the technicalities of research methodology.

4. Exams (15% x 3)

You will write three exams, each worth 15% of the final letter grade, and each consisting of approximately 30 multiple choice questions plus 8 written definitions and examples of concepts. Each exam will hold you responsible for only but all the material in the lectures and assigned readings covered since the previous exam; there is no comprehensive exam. See the separate class handout entitled “How to Study for and Write (My!) Exams.” The dates of the exams are as follows:

Exam #1	September 30
Exam #2	October 31
Exam #3	December 12

E. Grading Summary

1. Grade Components

Personal Reflections	15% (5% x 3)
Research Paper / Book Review	20%
Research Project	20%
Exams	45% (15% x 3)

Note: The last date for **Voluntary Withdrawal** from this course is Friday, Nov. 13.

2. Grading Scale

Final course letter grades and their Grade Point equivalents will be calculated using the following scale:

<i>Percent</i>	<i>G.P.</i>	<i>Quality</i>	<i>Percent</i>	<i>G.P.</i>	<i>Quality</i>
91 – 99 = A+	4.0	Exceptional	67 – 69 = C+	2.5	Satisfactory
85 – 90 = A		Excellent	63 – 66 = C	2.0	Adequate
80 – 84 = A-			60 – 62 = C-		
77 – 79 = B+	3.5	Superior	57 – 59 = D+	1.0	Marginal
73 – 76 = B	3.0	Good	53 – 56 = D		Poor
70 – 72 = B-			50 – 52 = D-		
			< 50 = F	0.0	Failure

F. Course Policies

In addition to the policies outlined in the *Student Handbook*, the complete academic policies, procedures, and regulations of Providence College can be found online (http://prov.ca/college/ac_pol-proc-reg.aspx), or in the Library, Admissions Office, or Dean's Office.

1. Class Attendance

Full attendance at all classes is expected, because active listening, thinking and discussing are primary learning experiences in this course. Questions on exams will be designed to reward class attendance and alertness. While the instructor is committed to making the classes as interesting and informative as possible, it is neither his role nor his gift to be an entertainer. Students who find themselves struggling with course material are welcome to seek additional individual assistance from the instructor outside the classes, but only if they have demonstrated the self-discipline to attend all the classes they possibly can.

2. ICTs in Class

Student use of information and communication technologies for purposes other than class note-taking is not allowed in the classroom, as students are expected to give their total attention to class activities. Use of cell-phones or ipods is never appropriate in the classroom, and use of laptop computers to play games, write blogs, chat with others, browse the internet, or engage material not related to the class is always distracting to classmates and disrespectful to the instructor. Unlike some other post-secondary institutions, Providence has not yet found it necessary to ban laptops from the classroom, or prevent wireless internet access in classrooms. Only judicious use of them will keep it that way.

3. Academic Integrity

Students are expected to demonstrate academic integrity in all its various forms, and will be held accountable for doing so by the policy on Academic Conduct in the Student Handbook (<http://prov.ca/studentLife/handbook.aspx>). One particularly problematic breach of academic integrity is plagiarism, which is stealing from the ideas and writings of another person and passing them off as one's own. For an elaboration of the nature, types, and prevention of plagiarism, see the Providence College document entitled "Academic Dishonesty: The Problem of Plagiarism in Academic Writing," in the Providence College Academic Formation Guide available in the Providence Bookstore, or in the Providence College "Academic Policies, Procedures, and Regulations" (http://prov.ca/college/ac_pol-proc-reg.aspx).

4. Late Assignments

Late assignments will be accepted up to one week after their due date, but their grades will be reduced by 10%, which equals one letter grade. Late papers will **not** be accepted more than one week after their due date, and students who do not submit a paper by at most one week after the due date will receive a grade of zero for that component of the course. The instructor will not receive requests for extensions. If you feel an extension is warranted, attach a cover letter to your assignment when you hand it in, explaining why it is late, and a decision will be made by the instructor when your paper is graded. A waiving of the 10% late reduction, or the one week deadline, will be granted only in the cases of personal or medical emergencies as detailed in the cover letter. Computer problems, conflicts with co-curricular activities, competition for library resources, and/or long weekends before or after due dates do not constitute such emergencies. Failure to plan ahead, or to maintain a margin of time for unforeseen events prior to the due date, does not warrant an extension either.

5. Missed Exams

Students who miss an exam are responsible to contact the instructor within one week of the exam date if they still wish to write the exam. Permission to do so will be given to only those students who present evidence, acceptable to the instructor, of medical reasons for having missed the exam. The format of the exam will be at the discretion of the instructor, with essay questions likely. Students who do not write an exam by at most 2 weeks after the exam date will receive a grade of zero for that component of the course.

G. The Bare Basics of American Sociological Association (ASA) Documentation

For the complete ASA Quick Style Guide for students writing sociology papers, see <http://www.asanet.org/page.wv?name=Quick+Style+Guide§ion=Sociology+Depts>

1. In-text Citations

- a) For ideas or information contained in a sentence:

Basic Format:

This is what you should do at the end of the sentence (Author Year-of-Publication).

Example:

This is what you should do at the end of the sentence (Smith 2008).

Basic Format:

According to Author (Year-of-Publication), this is what you should do in the middle of a sentence.

Example:

According to Smith (2008), this is what you should do in the middle of a sentence.

- b) For direct quotations contained in a sentence:

Basic Format:

This is what you should do for a quotation “at the end of the sentence” (Author Year:page#).

Example:

This is what you should do for a quotation “at the end of the sentence” (Smith 2008:35).

Basic Format:

For a quotation “in the middle of a sentence” (Author Year:page#), this is what you should do.

Example:

For a quotation “in the middle of a sentence” (Smith 2008:35), this is what you should do.

2. Notes

ASA format does **not** use footnotes at the bottom of the page where a reference occurs. Endnotes numbered consecutively at the end of the whole document are permissible for material that explains or amplifies the main text.

3. References

Full bibliographic information for all citations in the text must appear at the end of the essay in alphabetical order under the centered title of “References” as follows:

a) Books:

Basic Format:

Last Name, First Name and Second Initial. Year. *Title Italicized and in Title Case*. City: Publisher.

Example:

Smith, John Q. 2008. *How to Document a Paper: The ASA Style*. Toronto: Academic Publishers.

b) Edited books, and editions other than the first:

Basic Format:

Last Name, First Name and Second Initial., Editor. Year. *Title Italicized and in Title Case*. Edition. City: Publisher.

Example:

Smith, John Q., ed. 2008. *How to Document a Paper: The ASA Style*. 5th ed. Toronto: Academic Publishers.

c) Journal articles:

Basic Format:

Last Name, First Name and Second Initial. Year. “Title of the Article in Title Case and Quotations.” *Title of the Journal in Title Case and Italicized* Volume Number:Pages.

Example:

Smith, John Q. 2008. “How to Document in ASA Format.” *Journal of Documentation Styles* 27:44-51.

d) Articles from edited collected works:

Basic Format:

Last Name, First Name and Second Initial. Year. “Title of the Article in Title Case and Quotations.” Pages xx-yy in *Title of the Book in Title Case and Italicized* edition, edited by First and Last Name. City: Publisher.

Example:

Smith, John Q. 2008. “How to Document in ASA Format.” Pp. 65-76 in *A Comparison of Documentation Styles* 3rd ed., edited by Jane X. Doe. New York: Scholar’s Press.

e) Internet sites:

Basic Format:

Last Name, First Name and Second Initial. Publication or update date.

“Title in Title Case and Quotations,” Access date. Internet address.

Example:

Smith, John Q. 2008. “A Quick Style Guide for Students Writing Sociology Papers.” Washington, DC: American Sociological Association, Retrieved July 1, 2008.

<http://www.asanet.org/page.wv?name=Quick+Style+Guide§ion=Sociology+Depts>

H. Class Schedule

The readings appearing beside each class topic are to be read in conjunction with that class, not necessarily prior to it. All assigned readings are from either the course text (S, M & F = Sandstrom, Martin, & Fine, 2006) or the *Course Reader*. The instructor reserves the right to assign additional readings during the course of the term or to alter the schedule of topics as he sees fit.

<u>Date</u>	<u>Topic</u>	<u>Reading</u>
Sept. 5	Orientation to the Course	Epstein, “Folk Wisdom”
Sept. 9	Introduction to Social Psychology	Baron, “The Field of Social...”
Sept. 12	Theological Anthropology - Guest Lecture: Dr. Tim Perry	Brueggemann, “Othering...”
UNIT I: Symbolic Interactionism		
Sept. 16	Introduction to SI	S, M & F ch.1
Sept. 19	Symbols and Social Reality	S, M & F ch.2
Sept. 23	Self and Identity	S, M & F ch.3
Sept. 26	Self and Identity	S, M & F ch.4
Sept. 30	EXAM #1	
Oct. 3	Presentation of Self	S, M & F ch.5
Oct. 7	Impression Management	Reflection #1 due Moroney, “Thinking of Ourselves”

Oct. 10 **Thanksgiving (classes cancelled)**

Oct. 14 Video: *Anybody's Son Will Do*

UNIT II: Social Interaction

Oct. 17 Social Perception and Cognition Gilovich, "Some Systematic Biases"

Lambert, "Pluralistic Ignorance"

Oct. 21 Attitudes Ventura, "Don't even Think about It"

Oct. 24 Interpersonal Communication Holtgraves, "Conversational Structure"

Oct. 28 Social Influence Zimbardo, "Revisiting Stanford Prison"

Oct. 31 **EXAM #2**

Nov. 4 Altruism Aronson, "Prosocial Behavior"

Reflection #2 due

Nov. 7 Aggression Scully & Marolla, "Riding the Bull..."

Paper Due

Nov. 11 **Remembrance Day (classes cancelled)**

Nov. 14 Anomie S, M & F ch.6

Nov. 18 Alienation Hiebert, "Post-postmodern Self"

Nov. 21 Video: *The Century of the Self*

UNIT III: Group Dynamics

Nov. 25 Introduction to Small Groups Baron, "Groups and Individuals"

Nov. 28 Group Structure and Performance S, M & F ch.7

Dec. 2 Inter-group Conflict Hiebert, "Insufficiency of Integrity"

Dec. 5 Research Reports **Research Project due**

Dec. 12 **EXAM #3** **Reflection #3 due**