

Sociology 4031-001**Social Psychology****Fall 2019***Instructor: Dr. Mike Haffey**Department of Sociology**mhaffey@colorado.edu**Office hrs. Mon. and Wed. 2pm-3pm**288 Ketchum Hall**office phone 303.492.8838*

Social Psychology is an interdisciplinary field of study located midway between sociology and psychology. Generally speaking, sociologists study the economic, cultural and political processes, patterned behaviors and trends, and social structures that shape the world that individuals inhabit. Psychologists, on the other hand, study the process of mental life: memory, cognition, perception, emotion, and reasoning. *Social Psychologists* study how interacting individuals “go about doing things” – being roommates, having family dinners, going to the game, offering accounts, waiting in line, negotiating contracts, joining an on-line community, standing-up to bullies, constructing gender, watching celebrities, generating legitimacy, being part of a team, texting and walking, heck, even attending and giving lectures. Language, identity, context and performance are all central to these social processes. In summary, social psychology involves the systematic study of the influence of the real, imagined and implied presence of others and/or social context on an individual’s thoughts, feelings, and behaviors.

It is here where we will level our social-psychological gaze, the everyday world of people in interaction, co-constructing meanings within social systems of perceived opportunity and constraint. We will explore this rich interface between the individual and society by highlighting the latter, the social world, via the micro-sociological perspectives of symbolic interactionism, dramaturgy, ethnomethodology and role theory. My training as a sociological social psychologist greatly influences my selection of topics, theoretical perspectives, and texts for this course, as well as my general expectations of knowledge for young sociologists venturing into this micro-wing of our discipline. Each of these micro-interactionist approaches to the study of social life emphasize the reflexive, situated nature of human experience and highlight the self as a social product, the interpretive frameworks through which groups co-construct the social moment, and the symbolically-communicated, construction of the social order.

The objective of this course is to provide you with a broad understanding of the current sociological field of social psychology by becoming well-versed in the concepts, analytical frameworks and applications / research questions at the center of this provocative and vital sub-discipline. More specifically, we will describe and analyze the many ways in which the interaction among individual’s, between an individual and a group, or among groups, within a particular social context, which gives meaning to unfolding behavior – the duality of social life. Toward that end, I have chosen two (required) well-known and widely-used textbooks to guide our discussion this semester. These texts will provide you a very current and lucid treatment of subfield. Since these texts will serve as a key organizing tool for all of our discussions this semester, please make a commitment to obtaining a copy of both texts and staying current with our reading schedule.

Social Psychology: Individuals, Interaction, and Inequality by Karen Hegtvedt & Cathryn Johnson

The Presentation of Self in Social Life by David Shulman

* **Class Engagement:** As an upper-division, capstone course, I expect lively and thoughtful participation by all members of this class. I expect you to read the appropriate material for each class meeting and come ready to talk, share, apply, refine, and/or challenge the topic at hand. (Our group dynamic, will itself, be an ongoing point of analysis.) I also expect you to engage in civil discourse on class topics and readings, as well as help co-facilitate our class discussion. We all have a responsibility to make this interactive topic and class work well. Beyond two absences, your grade for engagement will be reduced by one-half letter grade for each subsequent absence, except in the case of high-holiday observance, family emergency or medical emergency. I favor frequent and informed participation. I strongly encourage you to make every effort to become a “contributing member” of this class. Please bring your book to each class meeting. I think you will find that a beneficial practice.

Final Grade: Your final grade for this course will be based on the following criteria:

Class attendance and engagement (10%) *see above

Six quizzes (10% each / 60% total). Quiz Dates: 9/13; 9/23; 10/7; 10/23; 11/13; 12/6.

Three "My social Self" (on-going) writing assignments, (10%) Due Dates – 9/13; 10/23; 11/22.

Two "small-group projects" (10% each / 20% total) (to be presented in-class; see course schedule for dates).

Technology in the classroom: I want all of my students to be fully engaged in every minute of every lecture and recitation. As such students should turn off cell phones and other electronic devices at the start of class. Laptops and tablets are not allowed during lecture and recitation unless you have a written accommodation from disability services

Accommodation for Disabilities If you qualify for accommodations because of a disability, please submit your accommodation letter from Disability Services to your faculty member in a timely manner so that your needs can be addressed. Disability Services determines accommodations based on documented disabilities in the academic environment. Information on requesting accommodations is located on the [Disability Services website](#). Contact Disability Services at 303-492-8671 or dsinfo@colorado.edu for further assistance. If you have a temporary medical condition or injury, see [Temporary Medical Conditions](#) under the Students tab on the Disability Services website.

Classroom Behavior Students and faculty each have responsibility for maintaining an appropriate learning environment. Those who fail to adhere to such behavioral standards may be subject to discipline. Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with race, color, national origin, sex, pregnancy, age, disability, creed, religion, sexual orientation, gender identity, gender expression, veteran status, political affiliation or political philosophy. Class rosters are provided to the instructor with the student's legal name. I will gladly honor your request to address you by an alternate name or gender pronoun. Please advise me of this preference early in the semester so that I may make appropriate changes to my records. For more information, see the policies on [classroom behavior](#) and the [Student Code of Conduct](#).

Honor Code All students enrolled in a University of Colorado Boulder course are responsible for knowing and adhering to the Honor Code. Violations of the policy may include: plagiarism, cheating, fabrication, lying, bribery, threat, unauthorized access to academic materials, clicker fraud, submitting the same or similar work in more than one course without permission from all course instructors involved, and aiding academic dishonesty. All incidents of academic misconduct will be reported to the Honor Code (honor@colorado.edu); 303-492-5550). Students who are found responsible for violating the academic integrity policy will be subject to nonacademic sanctions from the Honor Code as well as academic sanctions from the faculty member. Additional information regarding the Honor Code academic integrity policy can be found at the [Honor Code Office website](#).

Sexual Misconduct, Discrimination, Harassment and/or Related Retaliation The University of Colorado Boulder (CU Boulder) is committed to fostering a positive and welcoming learning, working, and living environment. CU Boulder will not tolerate acts of sexual misconduct (including sexual assault, exploitation, harassment, dating or domestic violence, and stalking), discrimination, and harassment by members of our community. Individuals who believe they have been subject to misconduct or retaliatory actions for reporting a concern should contact the Office of Institutional Equity and Compliance (OIEC) at 303-492-2127 or cureport@colorado.edu. Information about the OIEC, university policies, [anonymous reporting](#), and the campus resources can be found on the [OIEC website](#). Please know that faculty and instructors have a responsibility to inform OIEC when made aware of incidents of sexual misconduct, discrimination, harassment and/or related retaliation, to ensure that individuals impacted receive information about options for reporting and support resources.

Religious Holidays Campus policy regarding religious observances requires that faculty make every effort to deal reasonably and fairly with all students who, because of religious obligations, have conflicts with scheduled exams, assignments or required attendance. In this class, **please notify me so we can make necessary alternative arrangements.**

Schedule of Readings / Quizzes / Presentations

Aug. 26 – Topic Introduction and Course Overview

Aug. 28 – Interactionist Theory

Aug. 30 ch 1 in The Presentation of Self in Contemporary Social Life

*Sept. 2 **No Classes / Labor Day***

Sept. 4 ch. 1 (continued)

Sept. 6 ch. 2 Persona Watching: Catching Impression Management in Action

Sept. 9 ch. 3 Sociological Influences on People's Performances

Sept. 11 ch. 4 Workplaces as Stages

*Sept. 13 **Quiz 1 / "My Social Self" Part 1 due***

Sept. 16 ch. 5 Modern Life as Show Business

Sept. 18 ch. 6 Dramaturgical Involvements in Popular Culture

Sept. 20 ch. 7 The Internet: Society's Newest Stage

*Sept. 23 **Quiz 2***

*Sept. 25 ch. 1 in Social Psychology: Individuals, Interaction, and Inequality
Form Project #1 Groups*

Sept. 27 ch. 2 Methods of Developing Social Psychological Knowledge

Sept. 30 ch. 2

Oct. 2 ch. 3 The Individual in a Social World

Oct. 4 ch 3

*Oct. 7 **Quiz 3***

Oct. 9 ch. 4 Identity Processes

Oct. 11 ch. 4

Oct. 14 ch. 5 Intraindividual processes: Social Cognition

Oct. 16 ch. 5

Oct. 18 ch. 6 Intraindividual Processes: Attitudes

Oct. 21 ch. 6

Oct. 23 Quiz 4 / My Social Self – Part 2 due

Oct. 25 Group Project Presentations (Group Project #1)

Oct. 28 Group Project Presentations (Group Project #1)

Oct. 30 ch. 7 Beyond Cognition: Affect and Emotions - Form Project #2 Groups

Nov. 1 ch. 7

Nov. 4 ch. 8 Status Processes in Groups

Nov. 6 ch. 8

Nov. 8 ch. 9. Power Relations in Groups and Social Networks

Nov. 11 ch. 9

Nov. 13 Quiz 5

Nov. 15 ch. 10 Legitimacy: Shaping Behavior in Groups and Organizations

Nov. 18 ch. 10

Nov. 20 ch. 11 Justice Processes and Evaluations within Groups

Nov. 22 ch. 11 / My Social Self – Part 3 due

Nov. 25-29 No Classes / Fall Break

Dec. 2 ch. 12 Intergroup Processes

Dec. 4 ch. 12

Dec. 6 Quiz 6

Dec. 9 Group Project Presentations (Group Project #2)

Dec. 11 Group Project Presentations (Group Project #2) – end of semester