

UNIVERSITY OF COLORADO AT BOULDER

Department of Sociology

Spring 2014

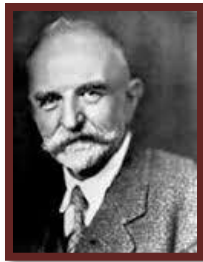
Seminar in Social Psychology
SOCY 7131
Wed 4-6:50
HUMN 335

Professor Leslie Irvine
KTCH 223
irvinel@colorado.edu
Office hours: W 2-3:30; R 9:30-10:30

WHAT IS SOCIAL PSYCHOLOGY?

Both sociology and psychology claim social psychology as a major subfield. Scholars in both disciplines had interests in the study of the relationship between the mind and social behavior. In 1908, Edward Alsworth Ross, a sociologist, wrote *Social Psychology*, and William McDougall, a psychologist, published *Introduction to Social Psychology*. The texts differed in how much emphasis they placed on the mind or society. McDougall grounded mental activity in biological processes and in what he referred to as “instincts.” Ross, in contrast, emphasized the effects of the social world on the individual.

Although the two disciplines worked and played well together at first, a nearly unbridgeable divide developed after World War II. Thus, we have *psychological* social psychology, which examines *intrapersonal* psychological processes, especially in relation to stimuli in experiments, and *sociological* social psychology, which examines *interpersonal* processes and emphasizes the influence of institutions, groups, and organizations. Sociological social psychologists examine how the self and the social world interpenetrate, as well as how individuals influence one another. In many ways, sociological social psychology looks at the micro-macro link. The major frameworks include symbolic interactionism, social structure and personality, and group processes.



“Social psychology . . . presupposes an approach to experience from the standpoint of the individual, but undertakes to determine in particular that which belongs to this experience because the individual himself belongs to a social structure, a social order.”

George Herbert Mead (1934) *Mind Self and Society from the Standpoint of a Social Behaviorist*, p.1.

SEMINAR DESCRIPTION

This seminar will introduce the major approaches, issues, and debates within sociological social psychology. The material covers the frameworks mentioned above, but with some bias toward the symbolic interactionist perspective because of my own scholarly interests and expertise. Substantive topics include self-conceptions and identity, the shaping of emotions by culture and social structure, the creation of meaning and the negotiation of social order in everyday life, small group dynamics, and the consequences of inequality.

The course begins with a general introduction to social psychology, its perspectives, and methods. We then move on to examine the substantive topics mentioned above. The material includes a mix of books, excerpts of books, and journal articles. We will read older and more recent work as well as research using qualitative and quantitative methodologies. We cannot cover everything in social psychology in an introductory seminar, but I can direct you to literature on areas that I have not included in the course.

SEMINAR GOALS

- To have you approach the central questions of “What is Social Psychology?” “What does it mean to think like a Social Psychologist?” and “How is Social Psychology relevant?”
- To provide you with the tools and the (partial) knowledge to teach an introductory undergraduate course or unit on Social Psychology.
- To allow you to explore and apply the insights of Social Psychology for your area(s) of interest.

REQUIRED TEXTS

You will find most of the required readings on D2L. In addition, please obtain the following books:

Blumer, Herbert. 1969. *Symbolic Interactionism*. Berkeley: University of California Press.

- ISBN: 9780520056763

Goffman, Erving. 1959. *The Presentation of Self in Everyday Life*. Garden City NY: Anchor Books.

- ISBN: 9780385094023

Hochschild, Arlie Russell. 2003. *The Managed Heart: The Commercialization of Human Feeling* (20th Anniversary edition). Berkeley: University of California Press.

- ISBN: 9780520239333

Howard, Judith A., and Jocelyn Hollander. 1997. *Gendered Situations, Gendered Selves: A Gender Lens on Social Psychology*. Thousand Oaks CA: SAGE.

- ISBN: 9780803956049

Mead, George Herbert. 1934. *Mind, Self & Society from the Standpoint of a Behaviorist* (Works of Mead, vol. 1). Chicago: University of Chicago Press.

- ISBN: 9780226516684



NOTE: You can read most of Mead’s writings, including this one, online through The Mead Project, linked to D2L.

AND NOTE: If circumstances make purchasing books a hardship, please see me privately for loaner copies.

STUDENT RESPONSIBILITIES

Do the readings. Come to class. Say interesting things. Work out ideas in writing.

More specifically, to assess your mastery of the goals outlined on page 1, I will base your final grade on the following criteria:

- Class participation and discussion leadership 20%
- Teaching application (2) 20%
- Intellectual autobiography and final self-reflection 5%
- Thought papers (2) 10%
- Observation and application 15%
- Final paper OR 3 essays 30%

Class participation and discussion leadership

The seminar format works only with informed participation. Your presence in class and your active participation in discussions are mandatory. Plan to read the material before the assigned dates and come to class prepared to contribute to the discussion. I have tried to keep the reading load manageable by separating it into required and recommended readings (I've posted both on D2L but included only the former on the schedule). I have limited the required readings to four each week. When we have a book to read, I have included fewer readings.

Please inform me if you need to miss a class meeting. You can miss one class without penalty, provided you let me know beforehand. Missing two classes will lower your grade by one letter. I will make exceptions if extenuating circumstances such as serious illness or a death in the immediate family cause your absence. If you find yourself in this situation, please inform me as early as possible.

Each of you will lead a portion of the class discussion once during the course of the semester. I will attempt to match you with your topic of choice, which you will indicate early in the semester. Leading the discussion entails posting questions or comments on D2L by noon on the Monday before the designated class meeting and leading the class in discussion (for approximately 30 minutes) on the day of the seminar. Other members of the seminar should come prepared to discuss these questions/comments.

Experience suggests that leaders should limit the number of questions posed (to perhaps no more than three) and avoid summarizing the material, but instead use it as a jumping off point for discussion.

Teaching Applications (2)

Twice during the semester, you must develop either (1) a pedagogical technique that illustrates a concept or theoretical point, or (2) a creative assignment on some aspect of the material. You will write a short summary description of the application, explaining how it brings social psychological insights to life. If you develop an assignment, explain what learning goal it accomplishes and how one might grade it. On the due dates for Teaching Applications, I will call on one or two students to discuss or demonstrate their applications during class. In the spirit of democratic pedagogy, I will collect and make these resources available to all class members for future use.

Writing

You are required to do several kinds of writing. I have indicated due dates with ★ on the schedule. I will grade written work with ✓+, ✓, ✓-.

Intellectual autobiography and final self-assessment

This two-part assignment allows you to reflect on what you find sociologically interesting and why, what you hope to achieve in the seminar, and what intellectual influences have shaped your interests and goals. See D2L for further guidelines. Near the end of the semester, I will return these papers to you for reflection and self-evaluation. This is a completion-based assignment; I will not grade you on the writing style or attempt to assess your insights. In other words, you cannot do this incorrectly, but failure to do it will lower your final grade by five percent.

Thought papers (2)

These consist of informal writing (no references) in which you record your reactions to particular readings. As a guideline, these should be between one and three pages, double-spaced. I suggest that you proceed through two stages. First, take notes as you read, marking points you want to explore more

“Social psychology studies the psychic planes and currents that come into existence among men in consequence of their association.”

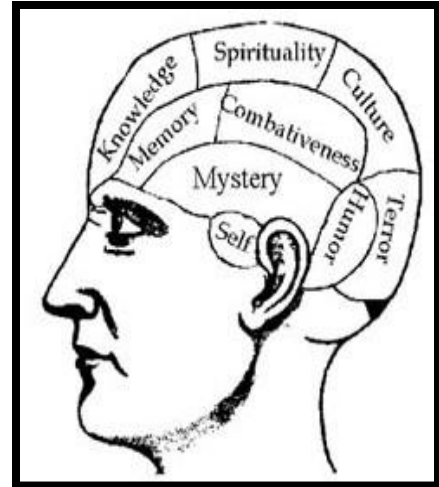
(Let's assume he meant women, too!)

**Edward Alsworth Ross
(1908) from *Social Psychology*, p. 1**

deeply. You will not turn in these notes. Rather, you will use them for the second stage, in which you will explore some of the points that have intrigued you once you have finished the reading.

Observation and Application (AKA “People in Places”)

I want you to spend at least two hours making observations about a phenomenon of interest in the field. The intention is to have you “go get the seat of your pants dirty,” as the sociologist Robert Park famously said. What constitutes “the field” can vary widely. It does not need to be an exotic or far-flung locale. The two hours can be consecutive or split up. Just go observe people in places. Get out and watch interaction, take some notes, and think like a social psychologist. This is required of all students, regardless of the approach you intend to take in your research. I will post a useful reading on D2L that will help you take good field notes. For this assignment, you will submit a three- to five-page summary discussing how your observations illustrate or expand on a social psychological concept or theory. You can expand on this exercise as part of your essay or paper.



Final paper or essay option

Depending on where you are in your studies, you can choose to write *either* three essays *or* a final paper.

Essay Option

You will write three essays responding to issues of your choice. Examples of possible topics include the following:

- Criticism of symbolic interactionism finds fault in its insufficient attention to social structure. Evaluate this claim using the readings in this class. Take a position agreeing or disagreeing and use course materials and additional references to support your position.
- Describe how Goffman’s work contributes to the sociology of emotions. Using a real-life emotional experience as an example, discuss what Goffman’s contribution to the sociology of emotions allows you to understand. Note any pitfalls in the perspective.
- Connect the topics of “talk” and “inequalities” using examples from social interaction you participated in or observed.

The essays should be three to five double-spaced pages in length, using 11- or 12-point font with 1” margins at the sides. Do not make a cover page for your essay. Simply put your name in the upper right-hand corner. Staple all pages together. You may print on both sides of the page. Deadlines for essays are in the schedule below.

Paper Option

If you choose this option, you will write a paper that uses social psychological insights to examine a topic of interest to you. Ideally, your paper can provide the foundation for a conference presentation, dissertation chapter, and/or publication. You do not have to use data in your paper; it can explore a topic theoretically or conceptually. Whatever approach you take, consider how you can use the course material most effectively. Think about how what you have learned in this class affects your thinking about your own research. Does it raise new questions, help you understand theoretical implications, or affect your interpretation of your findings? Alternatively, you might want to write a research proposal that tackles one of the issues raised in the class. Identify a question that interests you, and think about how to organize a research project that would explore it. It’s good if you want to develop an entirely new paper in this course. But it’s also fine if some of you want to use this course as an excuse for continuing work on a project already in process, particularly if introducing some social psychology enhances a subject matter

you had previously been treating in some other way. If you choose to write the paper, you must arrange to meet with me during January to discuss your topic and direction.

Work on the paper for this class will proceed in segments, each with its own deadline as follows (also noted on schedule). You will find descriptions of each segment on D2L; these can vary depending on the type of paper you plan to write.



By Feb 5: meet with me to discuss paper topic
Feb 19: summary statement due
Feb 26: brief annotated bibliography due
Mar 12: theoretical application due
Apr 2: draft of data section or main argument due
Apr 16: revised annotated bibliography due
Apr 23: draft of introduction and conclusion due
May 5: final paper due

I will provide comments on each segment and your final draft will consist of the revised versions of these segments. The final paper should be approximately 20 double-spaced pages in length, including notes and references. Please do not try to get away with 1.5 spacing. Use 11- or 12-point font with 1" margins at the sides. Use ASA formatting. Do not make a cover page for your paper. Put your name in the upper right-hand corner. Staple all pages together. You may print on both sides of the page.

Late policy for writing assignments:

If you must turn something in late, please inform me of your situation by email at least a day in advance of when it would be due. For students who follow these instructions, I am generally willing to grant an extension for up to one week. I consider this a very reasonable late policy, and I therefore will not accept any late work from students who do not follow these instructions.



SEMINAR SCHEDULE *Subject to change. I will announce changes in class and post them on D2L.*

(1) Jan 15 Introduction to the course and to one another

Part I: Historical Context and Theoretical Perspectives

(2) Jan 22 Overview of sociological social psychology

★ *Intellectual Autobiography due today (guidelines on D2L).*

Gergen, Kenneth J. 2008. "On the Very Idea of Social Psychology." *Social Psychology Quarterly* 71: 331-337.

House, James. 1977. "The Three Faces of Social Psychology." *Sociometry* 40(2):161-77.

Stolte, John F, Gary Alan Fine, & Karen S. Cook. 2001. "Sociological Miniaturism: Seeing the Big Through the Small in Social Psychology." *Annual Review of Sociology* 27:387-413

(3) Jan 29 The Foundation: Self and Identity

Cooley, Charles Horton. [1902] 1964. "Chapter 5: The Social Self—The Meaning of 'I'." Pp. 168-210 in *Human Nature and the Social Order*. New York: Schocken.

- Gecas, Viktor, and Peter Burke. 1995. "Chapter 2: Self and Identity." Pp. 41-67 in *Sociological Perspectives on Social Psychology*, edited by K. Cook, G. Fine, and J. House. Boston: Allyn & Bacon.
- Howard, Judith A. 2000. "The Social Psychology of Identity." *Annual Review of Sociology* 26:367-93.
- Mead, George Herbert. 1913. "The Social Self." *The Journal of Philosophy, Psychology and Scientific Methods* 10(14):374-380
- , 1934. Part I, sections 1-3; Part II, sections 1-5, 10 & 11; Part III, sections 1-12, from *Mind, Self & Society from the Standpoint of a Behaviorist* (Works of Mead, vol. 1). Chicago: University of Chicago Press.

(4) Feb 5 Perspectives 1: Social Structure & Personality; Group Processes

★ *Thought paper due today (on 2/5 readings)*

★ *For paper option, this is the deadline to meet with me*

- Correll, Shelley J., and Cecilia L. Ridgeway. 2006. "Expectation States Theory." Pp. 29-51 in *Handbook of Social Psychology*, edited by J. DeLamater. New York: Kluwer/Plenum.
- Kohn, Melvin L., and Carmi Schooler. 1969. "Class, Occupation, and Orientation." *American Sociological Review* 34(5):659-678.
- McLeod, Jane D., and Kathryn J. Lively. 2006. "Social Structure and Personality." Pp. 77-102 in *Handbook of Social Psychology*, edited by J. DeLamater. New York: Kluwer/Plenum.
- Ridgeway, Cecilia L., Joseph Berger, and LeRoy Smith. 1985. "Nonverbal Cues and Status: An Expectation States Approach." *American Journal of Sociology* 90(5): 955-978.

(5) Feb 12 Perspectives 2: Symbolic interactionism: "Process" and "Structure" Traditions

★ *For essay option: First essay due today.*

- Blumer, Herbert. 1969. "The Methodological Position of Symbolic Interactionism." Chapter 1 in *Symbolic Interactionism: Perspective and Method*. Berkeley, CA: University of California Press.
- Dingwall, Robert. 2001. "Notes toward an Intellectual History of Symbolic Interactionism." *Symbolic Interaction* 24(2):237-242.
- Kuhn, Manford H., and Thomas S. McPartland. 1954. "An Empirical Investigation of Self Attitudes." *American Sociological Review* 19:68-76.
- McCall, George J. 2013. "Interactionist Perspectives in Social Psychology." Pp. 3-29 in *Handbook of Social Psychology*, 2nd edition, edited by J. DeLamater and A. Ward. Dordrecht: Springer.

(6) Feb 19 Perspectives 3: Symbolic interactionism: Dramaturgy and related developments

★ *First Teaching Application due today.*

★ *For paper option, summary statements due*

- Goffman, Erving. 1959. *The Presentation of Self in Everyday Life*. Garden City, NY: Anchor Books.
- , 1963. "Stigma and Social Identity." Chapter 1 in *Stigma: Notes on the Management of Spoiled Identity*. Simon & Schuster.
- Maines, David R. 2000. "The Social Construction of Meaning." *Contemporary Sociology* 29(4):577-584.
- Turner, Ralph H. 1978. "The Role and the Person." *American Journal of Sociology* 84(1): 1-23.

(7) Feb 26 Postmodernism

★ *For paper option, brief annotated bibliography due*

- Adler, Patricia A., and Peter Adler. 1999. "Transience and the Postmodern Self." *The Sociological Quarterly* 40(1): 31-58.
- Dowd, James J. 1991. "Social Psychology in a Postmodern Age: A Discipline without a Subject." *The American Sociologist* 22(3-4): 188-209.
- Gergen, Kenneth. 1991. "Social Saturation and the Populated Self." Pp. 48-80 in *The Saturated Self: Dilemmas of Identity in Contemporary Life*. New York: Basic Books.
- Wiley, Norbert. 2012. "The Post-Modern Self: A Retrospective." *Society* 49(4): 328-332.

Part II: Topics in Social Psychology

(8) Mar 5 **Talk, Language, and Narrative**

- Irvine, Leslie. 1999. *Codependent Forevermore: The Invention of Self in a Twelve Step Group*, Chs. 3 and 5. Chicago: University of Chicago Press.
- Mills, C. Wright 1940. "Situated Actions and Vocabularies of Motive." *American Sociological Review* 5(6): 904-913.
- Scott, Marvin B., and Stanford M. Lyman. 1968. "Accounts." *American Sociological Review* 33:46-62.
- Snow, David A., and Leon Anderson. 1987. "Identity Work among the Homeless: The Verbal Construction and Avowal of Personal Identities." *American Journal of Sociology* 92(6):1336-1371.

(9) Mar 12 **The Sociology of Emotions**

★ *For paper option, theoretical application due*

- Hochschild, Arlie Russell. 2003. *The Managed Heart: The Commercialization of Human Feeling* (20th Anniversary edition). Berkeley: University of California Press.
- Sharp, Shane, and Jeffrey L. Kidder. 2013. "Emotions." Pp. 341-367 in *Handbook of Social Psychology*, 2nd edition, edited by J. DeLamater and A. Ward. Dordrecht: Springer.

(10) Mar 19 **Socialization & the Life Course**

★ *For essay option: Second essay due today*

- Corsaro, William A. 1992. "Interpretive Reproduction in Children's Peer Cultures." *Social Psychology Quarterly* 55(2):160-177.
- Elder Jr, Glen H. 1994. "Time, Human Agency, and Social Change: Perspectives on the life course." *Social Psychology Quarterly* 57(1): 4-15.
- Johnson, Monica Kirkpatrick, and Stefanie Mollborn. 2009. "Growing up faster, feeling older: Hardship in childhood and adolescence." *Social Psychology Quarterly* 72(1): 39-60.
- Lois, Jennifer. 1999. "Socialization to Heroism: Individual and Collectivism in a Voluntary Search and Rescue Group." *Social Psychology Quarterly* 62(2):117-135.

(11) Mar 26 **No class (Spring Break)**

(12) Apr 2 **Deviance**

★ *For paper option, draft of data section or main argument due*

- Adler, Patricia A., and Peter Adler. 2008. "The Cyber Worlds of Self-Injurers: Deviant Communities, Relationships, and Selves." *Symbolic Interaction* 31(1): 33-56.
- Becker, Howard S. 1953. "Becoming a Marihuana User." *American Journal of Sociology* 59:235-242.
- Goffman, Erving. 1963. "Stigma and Social Identity." Pp. 1-38 in *Stigma: Notes on the Management of Spoiled Identity*. New York: Simon & Schuster.
- Granberg, Ellen M. 2011 "Now my 'old self' is Thin: Stigma Exits after Weight Loss." *Social Psychology Quarterly* 74(1): 29-52.

(13) Apr 9 **Social influence, collective behavior, & social movements**

★ *Observation and application due today (on any concept covered thus far)*

- Benford, Robert D., and Scott A. Hunt. 1992 "Dramaturgy and Social Movements: The Social Construction and Communication of Power." *Sociological Inquiry* 62(1): 36-55.
- Fine, Gary Alan. 2012. "Group Culture and the Interaction Order: Local Sociology on the Meso-Level." *Annual Review of Sociology* 38:159-79.
- Jasper, James M. 2011. "Emotions and social movements: Twenty years of theory and research." *Annual Review of Sociology* 37: 285-303.

Don't overlook McPhail reading listed on next page!

McPhail, Clark. 1989. "Blumer's Theory of Collective Behavior: The Development of a Non-Symbolic Interaction." *The Sociological Quarterly* 30(3):401-423.

(14) Apr 16 Inequalities: A focus on gender

★ *Thought paper due today (on 4/16 readings)*

★ *For paper option, revised annotated bibliography due*

Howard, Judith A., & Jocelyn A. Hollander. 1996. *Gendered Situations, Gendered Selves: A Gender Lens on Social Psychology*. Thousand Oaks CA: SAGE.

(15) Apr 23 Inequalities: A focus on race (prejudice & discrimination)

★ *Second Teaching Application due today*

★ *For paper option, draft of introduction and conclusion due*

Blumer, Herbert. 1958. "Race Prejudice as a Sense of Group Position." *Pacific Sociological Review* 1(1):3-7.

Hunt, Matthew O., Pamela Brayboy Jackson, Brian Powell, Lala Carr Steelman. 2000. "Color Blind: The Treatment of Race and Ethnicity in Social Psychology." *Social Psychology Quarterly* 63(4):352-364.

Perry, Pamela. 2007. "White Universal Identity as a "Sense of Group Position." *Symbolic Interaction* 30(3):375-393.

Wilkins, Amy C. 2012. "Becoming Black Women: Intimate Stories and Intersectional Identities." *Social Psychology Quarterly* 75(2): 173-196.

(16) Apr 30 Semester wrap-up

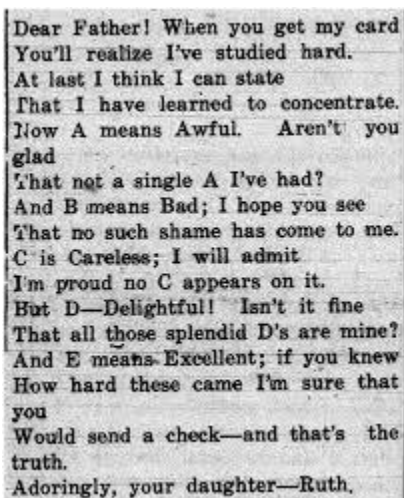
★ *For essay option: Second essay due today (on 4/23 or 4/30 readings)*

Cook, Karen S. 2000. "Advances in the Microfoundations of Sociology: Recent Developments and New Challenges for Social Psychology." *Contemporary Sociology* 29(5): 685-692.

House, James S. 2008. "Social Psychology, Social Science, and Economics: Twentieth Century Progress and Problems, Twenty-first Century Prospects." *Social Psychology Quarterly* 71(3): 232-256.

May 5

★ *Final paper due (hard copy in my hand or my mailbox)*



Dear Father! When you get my card
You'll realize I've studied hard.
At last I think I can state
That I have learned to concentrate.
Now A means Awful. Aren't you
glad
That not a single A I've had?
And B means Bad; I hope you see
That no such shame has come to me.
C is Careless; I will admit
I'm proud no C appears on it.
But D—Delightful! Isn't it fine
That all those splendid D's are mine?
And E means Excellent; if you knew
How hard these came I'm sure that
you
Would send a check—and that's the
truth.
Adoringly, your daughter—Ruth.

THE FINE PRINT

Disabilities

If you qualify for accommodations because of a disability, please submit to me a letter from Disability Services within the first two weeks of class so that we can address your needs. Disability Services determines accommodations based on *documented* disabilities. Contact: 303-492-8671, Willard 322, and <http://www.Colorado.EDU/disabilityservices>"

Classroom Behavior

Students and faculty each have responsibility for maintaining an appropriate learning environment. Students who fail to adhere to such behavioral standards may be subject to discipline. Faculty members have the professional responsibility to treat all students with understanding, dignity, and respect, to guide classroom discussion and to set reasonable limits on the manner in which they and their students express opinions. Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, culture, religion, politics, sexual orientation, gender variance, and nationalities. See policies at <http://www.colorado.edu/policies/classbehavior.html> and http://www.colorado.edu/studentaffairs/judicialaffairs/code.html#student_code

Academic Integrity

All students of the University of Colorado at Boulder are responsible for knowing and adhering to the academic integrity policy of this institution. Violations of this policy may include cheating, plagiarism, aid of academic dishonesty, fabrication, lying, bribery, and threatening behavior. All incidents of academic misconduct shall be reported to the Honor Code Council (honor@colorado.edu; 303-725-2273). Students who are found to be in violation of the academic integrity policy will be subject to both academic sanctions from the faculty member and non-academic sanctions (including but not limited to university probation, suspension, or expulsion). For other information on the Honor Code, see <http://www.colorado.edu/policies/honor.html> and <http://www.colorado.edu/academics/honorcode/>

Religious Observances

Campus policy regarding religious observances requires that faculty make every effort to reasonably and fairly deal with all students who, because of religious obligations, have conflicts with scheduled exams, assignments or required attendance. Please notify me early in the semester if religious observance will cause you to miss a class, test, or assignment. See full details at http://www.colorado.edu/policies/fac_relig.html

Discrimination and Harassment

The University of Colorado at Boulder policies on Discrimination and Harassment (<http://www.colorado.edu/policies/discrimination.html>) Sexual Harassment, and Amorous Relationships apply to all students, staff, and faculty. Any student who believes s/he has been the subject of discrimination or harassment based upon race, color, national origin, sex, age, disability, religion, sexual orientation, or veteran status should contact the Office of Discrimination and Harassment (ODH) at 303-492-2127 or the Office of Judicial Affairs at 303-492-5550. For information about the ODH and the campus resources available to assist individuals regarding discrimination or harassment, see <http://www.colorado.edu/odh>