Texas A & M University – Central Texas
SOCI 4320 - Social Psychology
CRN: 10573
Spring 2020

Professor: Michelle Dietert, PhD
Office Location: HH 204A
Office Hours: Mondays and Wednesdays 1:00pm to 2:30pm.
   And by appointment
E-mail: dietert1@tamuct.edu
Class Time: Mondays and Wednesdays from 2:30pm to 5:15pm
Course – January 13 to March 6 (1st 8 Weeks)
Use this link to access this course: This course meets face-to-face, with supplemental materials made available online through the A&M-Central Texas Canvas Learning Management System [https://tamuct.instructure.com/].

Required Text

Book Review

For Referencing (Required)

Course Description

“Neither the life of an individual nor the history of a society can be understood without understanding both” (C. Wright Mills, The Sociological Imagination).

“The body is not a self as such; it becomes a self only when it has developed a mind within the context of social experience” (G. H. Mead, Mind, Self, and Society).

This course investigates how human beings interact with one another to create the very social situations that often appear to us as unproblematically real and natural. Theorists and researchers in the field have demonstrated how aspects of our everyday lives are mundane and taken for granted. Some of these include how we dress, how we move and position our bodies, casual verbal exchanges, our personal identities, modes of social organization, and so forth. We take them for granted until we see somebody violate them, experience another culture, or take a course such as this one.
This class will introduce you to the basic concepts of social psychology through the lens of symbolic interactionism. Symbolic interactionism is a subfield of social psychology. This perspective provides excellent tools for understanding the complexity of our own behavior. Symbolic interactionism seeks to illuminate the connections between society and the individual, paying particular attention to how social forces shape individual attitudes and behavior. The relationship between the individual and society is complex and fascinating. Here are some of the topics we will cover:

1. First, we will explore the meaning of symbolic interactionism and how this perspective will serve as our lens to understanding the many topics that will be discussed. The ultimate aim of symbolic interactionism “is to place the individual and society on the same level and to analyze the reciprocal relationships between individual action and social patterns and institutions” (O’Brien 2017:33)

2. We will begin by examining some of the basic components of social psychology via symbolic interactionism and exploring the general idea of socially constructed realities. We will also stress the importance of research and how this can help us to understand what is “real.”

3. How do we as humans come to have a shared meaning in our interactions? We will focus on language – through language, humans are able to identify meaningful symbols, understand cultural expectations, and incorporate these expectations into conscious, reflexive behavior.

4. We will focus our attention on the “social self.” Here we are especially interested in the relationship between the persona or identity that we present in our interactions with others, and our inner feelings about how we see ourselves and how others impact the perceptions that we have of ourselves.

5. Through socialization, we develop an understanding of the world around us. As O’Brien (2017) puts it, we learn our scripts through socialization. We will take a critical look at these scripts.

6. We will discuss the subject of interaction. Humans develop a social self and learn and re-create their culture through interaction. Social order is also produced through interaction.

7. We will focus on the social production of reality – realities are social constructs that exist through shared expectations about how the world is organized. These shared expectations also consist of rules of interaction.

8. Therefore, our next focus of attention will consider violation of rules as a way of demonstrating how we “see” the rules of interaction. When we break a social norm, these rules become clear. Ethnomethodology is the method used to bring these norms to light.

9. Finally, we will wrap up this course by considering how people grapple with multiple perspectives and contradictions. Our understanding of who we are and what is meaningful is forged by wrestling with everyday contradictions.

**Course Objectives**

**Knowledge Outcomes:**

1. Students will develop a basic knowledge of social psychology utilizing symbolic interactionism as their lens to investigate our social world.

2. Students will learn the technical vocabulary utilized in symbolic interactionism.
3. Students will gain knowledge regarding theories/theorists and methods used within social psychology utilizing the symbolic interactionist perspective.

Skills Outcomes:

1. Students’ critical thinking skills will be enhanced to the extent that they learn about themselves, their social worlds, and their relation to culture from a symbolic interactionist perspective.

2. Students will be able to use the technical sociology vocabulary.

3. Students will be able to apply symbolic interactionism as it relates to their social world.

4. Students will use and develop writing skills through various writing assignments.

Value Outcomes:

1. Students will gain some appreciation and understanding of cultural diversity - To appreciate diversity (age, race, ethnicity, sex, gender, social class, sexual orientation, gender identity and disability) in individuals.

Class Policies

**Taking a Sociological Perspective:** I encourage questions and discussion concerning course material and sharing personal observations and experiences. However, since you are enrolled in a sociology course, the main goal is to utilize a sociological perspective. This means that you should try to analyze various topics with an objective point of view. Objective point of view means looking through the lens of sociology. How does sociology utilize objectivity, you might be asking? Sociology is a social science – qualitative and quantitative research techniques are used to collect data about the social world. Sociologists must always strive to maintain an objective outlook when observing the social world. Therefore, in this course, you will be challenged to look within the layers of a social phenomenon or put another way, to look beyond what you see on the surface. In addition, you will not agree with everything you hear in class from the professor or your classmates. Part of becoming educated requires that your ideas are challenged. As a college-level student, you should be able to see different points of view of the same issue. I expect students to be respectful towards every person in this classroom, even if they disagree with certain viewpoints.

The role of the instructor is to present critical ideas, to offer an analytical framework for understanding the course material, to work with students in providing an inspiring learning environment, and to provide and receive constructive feedback. It is not the instructor’s role to tell the student what to think. The student’s responsibility is to read the readings with a critical mind, to question, to complete assignments on time, to participate in the exchange of ideas, and to work toward an inspiring learning environment. It is the responsibility of all of us to create a
safe learning environment free of racism, sexism, classism, ageism, ableism, homophobia, transphobia and heterosexism.

**Late Work:** I will NOT be accepting late work under any circumstances. If you are turning in assignments, your work must be uploaded in Canvas at the specified due date and time. I will not accept that assignment through email. You will earn a zero for the assignment and/or paper.

**Additional Help:** If you need additional help on assignments, papers, or any materials covered in class, you are more than welcome to set up an appointment with me during my office hours or at a time that we can both agree on. The best way to get in touch with me is through email. I no longer have an office phone.

**Incomplete Grades:** I DO NOT GIVE OUT INCOMPLETE GRADES. ALL ASSIGNMENTS AND TESTS ARE DUE ON THE DATES OUTLINED IN THE SYLLABUS.

**Copyright Notice.**
Students should assume that all course material is copyrighted by the respective author(s). Reproduction of course material is prohibited without consent by the author and/or course instructor. Violation of copyright is against the law and Texas A&M University-Central Texas’ Code of Academic Honesty. All alleged violations will be reported to the Office of Student Conduct.

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In addition, the professor does not allow students to record lectures on any device. If you have any questions, please let me know.

**Attendance and Participation**
Attendance and participation are very important. One of the goals for this class will be to stimulate creative and critical thinking which requires being involved in the analysis and discussion of various topics. Participation means being prepared by doing the readings before class and offering substantive insights and comments during class discussions. I will hand out an attendance sheet before each class. Please make sure that you sign in – you will not be allowed to sign in after the fact. You will earn points for attendance so please see specific details under the Course Requirements section of this syllabus.

**Other Relevant Issues**
- If you have to leave early, please let me know before class begins.
- Please do not come to class late. Not only does this cause disruption but coming in late is disrespectful to the professor and your classmates.
- If you do not sign in for a particular day, I will not allow you to come back later to sign the attendance sheet. It is your responsibility to sign in when you attend class.
• No texting or playing on social media while class is in session. No Facebook or other forms of social media during class time. If so, I will ask you to leave the class and you will not earn attendance credit.
• Computers are not allowed unless you are using them to take notes.

University Policies/Services

WARRIOR SHIELD
Emergency Warning System for Texas A&M University-Central Texas
Warrior Shield is an emergency notification service that gives Texas A&M University-Central Texas the ability to communicate health and safety emergency information quickly via email, text message, and social media. All students are automatically enrolled in Warrior Shield through their myCT email account.

Connect to Warrior Shield by 911Cellular [https://portal.publicsafetycloud.net/Account/Login] to change where you receive your alerts or to opt out. By staying enrolled in Warrior Shield, university officials can quickly pass on safety-related information, regardless of your location.

Academic Integrity
Texas A&M University-Central Texas values the integrity of the academic enterprise and strives for the highest standards of academic conduct. A&M-Central Texas expects its students, faculty, and staff to support the adherence to high standards of personal and scholarly conduct to preserve the honor and integrity of the creative community. Academic integrity is defined as a commitment to honesty, trust, fairness, respect, and responsibility. Any deviation by students from this expectation may result in a failing grade for the assignment and potentially a failing grade for the course. Academic misconduct is any act that improperly affects a true and honest evaluation of a student’s academic performance and includes, but is not limited to, working with others in an unauthorized manner, cheating on an examination or other academic work, plagiarism and improper citation of sources, using another student’s work, collusion, and the abuse of resource materials. All academic misconduct concerns will be referred to the university’s Office of Student Conduct. Ignorance of the university’s standards and expectations is never an excuse to act with a lack of integrity. When in doubt on collaboration, citation, or any issue, please contact your instructor before taking a course of action.

For more information regarding the Student Conduct process, [https://www.tamuct.edu/student-affairs/student-conduct.html].
If you know of potential honor violations by other students, you may submit a report, [https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout_id=0].

If you do plagiarize, I will 1) fail you for the assignment and/or the course, and 2) initiate an Academic Dishonesty action against you.

Academic Accommodations
At Texas A&M University-Central Texas, we value an inclusive learning environment where every student has an equal chance to succeed and has the right to a barrier-free education. The Office of Access and Inclusion is responsible for ensuring that students with a disability receive
equal access to the university’s programs, services and activities. If you believe you have a disability requiring reasonable accommodations please contact the Office of Access and Inclusion, WH-212; or call (254) 501-5836. Any information you provide is private and confidential and will be treated as such.

For more information please visit our Access & Inclusion Canvas page (log-in required) [https://tamuct.instructure.com/courses/717]

**Important information for Pregnant and/or Parenting Students**

Texas A&M University-Central Texas supports students who are pregnant and/or parenting. In accordance with requirements of Title IX and related guidance from US Department of Education’s Office of Civil Rights, the Dean of Student Affairs’ Office can assist students who are pregnant and/or parenting in seeking accommodations related to pregnancy and/or parenting. Students should seek out assistance as early in the pregnancy as possible. For more information, please visit Student Affairs [https://www.tamuct.edu/student-affairs/index.html]. Students may also contact the institution’s Title IX Coordinator. If you would like to read more about these requirements and guidelines online, please visit the website [http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf].

Title IX of the Education Amendments Act of 1972 prohibits discrimination on the basis of sex and gender—including pregnancy, parenting, and all related conditions. A&M-Central Texas is able to provide flexible and individualized reasonable accommodation to pregnant and parenting students. All pregnant and parenting students should contact the Associate Dean in the Division of Student Affairs at (254) 501-5909 to seek out assistance. Students may also contact the University’s Title IX Coordinator.

**Drop Policy.**

If you discover that you need to drop this class, you must complete a Drop Request Form [https://www.tamuct.edu/registrar/docs/Drop_Request_Form.pdf].

Professors cannot drop students; this is always the responsibility of the student. The Registrar’s Office will provide a deadline on the Academic Calendar for which the form must be completed, signed and returned. Once you return the signed form to the Registrar’s Office, you must go into Warrior Web and confirm that you are no longer enrolled. If you still show as enrolled, FOLLOW-UP with the Registrar’s Office immediately. You are to attend class until the procedure is complete to avoid penalty for absence. Should you miss the drop deadline or fail to follow the procedure, you will receive an F in the course, which may affect your financial aid and/or VA educational benefits.

**Tutoring**

Tutoring is available to all A&M-Central Texas students, both on-campus and online. Subjects tutored on campus include Accounting, Advanced Math, Biology, Finance, Statistics, Mathematics, and Study Skills. Tutors are available at the Tutoring Center in Warrior Hall, Suite 111. Tutor.com tutoring will not offer writing support beginning August 1, 2019, but will continue to offer other tutoring support.
If you have a question regarding tutor schedules, need to schedule a tutoring session, are interested in becoming a tutor, or have any other question, contact Academic Support Programs at (254) 501-5836, visit the Office of Student Success at 212F Warrior Hall, or by emailing studentsuccess@tamuct.edu.

Chat live with a tutor 24/7 for almost any subject from on your computer! Tutor.com is an online tutoring platform that enables A&M-Central Texas students to log in and receive online tutoring support at no additional cost. This tool provides tutoring in over 40 subject areas. Access Tutor.com through Canvas.

University Writing Center
Located in Warrior Hall 416, the University Writing Center (UWC) at Texas A&M University–Central Texas (TAMUCT) is a free workspace open to all TAMUCT students from 10:00 a.m.-5:00 p.m. Monday thru Thursday with satellite hours in the University Library Monday thru Thursday from 6:00-9:00 p.m. This semester, the UWC is also offering online only hours from 12:00-3:00 p.m. on Saturdays.

Tutors are prepared to help writers of all levels and abilities at any stage of the writing process. While tutors will not write, edit, or grade papers, they will assist students in developing more effective composing practices. By providing a practice audience for students’ ideas and writing, our tutors highlight the ways in which they read and interpret students’ texts, offering guidance and support throughout the various stages of the writing process. In addition, students may work independently in the UWC by checking out a laptop that runs the Microsoft Office suite and connects to WiFi, or by consulting our resources on writing, including all of the relevant style guides. Whether you need help brainstorming ideas, organizing an essay, proofreading, understanding proper citation practices, or just want a quiet place to work, the UWC is here to help!

Students may arrange a one-to-one session with a trained and experienced writing tutor by visiting the UWC during normal operating hours (both half-hour and hour sessions are available) or by making an appointment via WCOnline [https://tamuct.mywconline.com/]. In addition, you can email Dr. Bruce Bowles Jr. at bruce.bowles@tamuct.edu if you have any questions about the UWC and/or need any assistance with scheduling.

University Library
The University Library provides many services in support of research across campus and at a distance. We offer over 200 electronic databases containing approximately 250,000 eBooks and 82,000 journals, in addition to the 85,000 items in our print collection, which can be mailed to students who live more than 50 miles from campus. Research guides for each subject taught at A&M-Central Texas are available through our website to help students navigate these resources. On campus, the library offers technology including cameras, laptops, microphones, webcams, and digital sound recorders.

Research assistance from a librarian is also available 24 hours a day through our online chat service, and at the reference desk when the library is open. Research sessions can be scheduled for more comprehensive assistance, and may take place on Skype or in-person at the library.
Assistance may cover many topics, including how to find articles in peer-reviewed journals, how to cite resources, and how to piece together research for written assignments.

Our 27,000-square-foot facility on the A&M-Central Texas main campus includes student lounges, private study rooms, group work spaces, computer labs, family areas suitable for all ages, and many other features. Services such as interlibrary loan, TexShare, binding, and laminating are available. The library frequently offers workshops, tours, readings, and other events. For more information, please visit our Library website [http://tamuct.libguides.com/index].

**Technology Requirements**
This course will use the A&M-Central Texas Instructure Canvas learning management system. We strongly recommend the latest versions of Chrome or Firefox browsers. Canvas no longer supports any version of Internet Explorer.

Logon to A&M-Central Texas Canvas [https://tamuct.instructure.com/] or access Canvas through the TAMUCT Online link in myCT [https://tamuct.onecampus.com/]. You will log in through our Microsoft portal.

Username: Your MyCT email address. Password: Your MyCT password

**Canvas Support**
Use the Canvas Help link, located at the bottom of the left-hand menu, for issues with Canvas. You can select “Chat with Canvas Support,” submit a support request through “Report a Problem,” or call the Canvas support line: 1-844-757-0953.
For issues related to course content and requirements, contact your instructor.

**Other Technology Support**
For log-in problems, students should contact Help Desk Central
24 hours a day, 7 days a week
Email: helpdesk@tamu.edu
Phone: (254) 519-5466
Web Chat: [http://hdc.tamu.edu]

*Please let the support technician know you are an A&M-Central Texas student.*

**Course Requirements**

For the following assignments, you must use American Sociological Association (ASA) referencing style:

1. **Breaching Experiment (200 points) Due Wednesday March 4 at 8:00am.**
   a. Breaching entails making the underlying structure of reality explicit by acting in a manner that is inconsistent with the taken-for-granted rules of interaction that maintain the reality. Breaching experiments are derived from ethnomethodology which is a research area in sociology that explores the folk methods (“ethnomethods”) that people use to construct systems of meaning and reality. Ethnomethodologists make visible the often invisible or unseen features of reality
In order to get a sense of what breaching entails, read O’Brien’s essay page 442 – 452. In addition, focus on Reading 37 by Harold Garfinkel (1963).

b. Instructions:

- This written assignment will require students (as a group) to engage in particular social situations outside the classroom. Therefore, it will be everyone’s responsibility in the group to get the experiment done. Ideally, groups should consist of 3-4 students. However, this number may vary depending on how many total students are enrolled. In addition, I want you to do your experiment on campus.

- The breaching experiment starts with a commonly accepted social rule (sometimes called a norm), such as 'it is inconsiderate to litter - put your garbage in the trash can'. In the breaching experiment, at least one member of the group violates the rule, and the group members observe how others react, and the 'breacher' reports on how he/she feels. The actual 'breaching' should be done at least once by every member of the group, and other members should observe the experiment, and take notes for subsequent analysis. In other words, each member of the group should not do the experiment all at the same time. It's important to take notes as soon as you can after each trial of the experiment, so that you don't forget what happened.

- CLARIFICATION: You do NOT want to break a law for your experiment. Before you do your experiment, you must consult with me first.

- Since the experiment should be done in groups, your proposal should be specific about where the experiment will take place, and how group members who are not immediately involved, will observe. Each group should agree on a single proposal, but each student must write a separate final report. Projects will be evaluated based on the creativity and persistence of the experimenters, and the ability to incorporate some theoretical ideas from the readings.

- You should write from 5-6 pages. Set your margins to one inch, double-spaced with 12 point font using Times New Roman. Please use subtitles as a way of organizing your paper. Below I have outlined what to include in your paper – this outline can correspond to the titles in your paper.

c. Organization:

**Introduction** (1/2 to one page, although you can write more if needed)

- Define norms and talk briefly about the importance of norms in society. In your discussion of norms, you can integrate the meaning of ethnomethodology. This will give you a chance to talk about the method you are using in this experiment. What was the norm you were trying to test or breach?

- Next, list members of your group, being specific about the environment in which the breaching took place and whom did the breaching.

- Provide hypotheses. What is the expected outcome? Why do you expect this outcome to occur?

**Analysis** (3-4 pages of analysis):

- This section of the paper is NOT a summary of the experiment. Use social psychological theories as well as social psychological terms to explain the events, feelings, and actions encountered by the protagonists and actors of the experiment. Your analyses should be organized by
themes/theories. Make sure to provide some examples from the experiment to illustrate what you have explained with your theories.

**Conclusion (1/2 – 1 page):**
- Was your hypotheses confirmed? Did you find anything surprising? How did peoples' reactions to the breach differ? Did different members of the group get different results? In what ways did your experiment NOT work, and why?

d. Remember to be persistent in this experiment. It will be difficult because you will feel uncomfortable. But the longer you can keep it up, the greater the observational benefit. Finally, please **do not do anything that would be offensive**. Do not tell your subjects what you are doing until afterwards.

e. **For safety reasons, please talk to me first about your ideas before conducting your breaching experiment.**

2. **Weekly Essays** (4 papers x 25 pts/each = 100 total points)
   a. You are required to write and turn in a **two page** weekly essay of the readings for a particular week. **Each paper should be no less than 500 words.** The due dates are included in your tentative schedule below. I want you to pick a topic from your readings for that week that you enjoyed learning about. But remember to make sure that you structure your papers in an introduction, body and conclusion format. I’ll be looking for good writing skills. (See grading rubric at the end of this syllabus for specific details on how I will grade your papers.)
   b. For these papers, you are required to use 12 point font in Times New Roman. Please double-space your papers. When referencing, you must use ASA referencing style.
   c. You must also reference within the text of the essay in order to support your dialog. You do not need to over-reference but you do want to reference something. Anytime that you take information from your book whether you are paraphrasing and/or directly quoting, you must reference. See some samples on referencing located at the end of your syllabus.

3. **Book Review** – (100 points) - **Due on Friday February 21 by midnight:** I will post the required documents in Canvas that will assist you in writing your book review. Please follow the book review guidelines as specified. I will take off points accordingly. **Please use the headings in your book review outline to help organize your review.** Please submit your paper in a Microsoft Word document (docx). Use Times New Roman with 12 point font.

4. **Attendance (70 points):** Starting the first week of classes, I will take attendance using a sign-in sheet. The class will meet approximately 14 times. You will earn 5 points per day. Therefore, total number of attendance points that you can earn is 14x5=70 points. I consider all absences legitimate so I do not differentiate by labeling some types as excused and others unexcused; all absences are counted the same way. Please note: If you miss a class, you are responsible for getting notes or other materials from other students in the class. **If you come in late to class, you will not be allowed to sign in at the end of class. No exceptions.**

**ALL GRADING RUBRICS ARE LOCATED AT THE END OF THIS SYLLABUS**
Grading Scale

A = 423 – 470 (Excellent)
B = 338 – 422 (Better than Average)
C = 236 – 337 (Average)
D = 141 – 235 (Below Average)
F = 140 and below (Failing)

Tentative Course Schedule

WEEK 1: Monday January 13 – Wednesday January 15

Monday: Go over the syllabus, referencing, introductions

Wednesday: Part I: Introduction:
Essays
- Essay: What is Real?
- Essay: The Nature of Humanness
- Essay: Perspectives on Social Behavior

Readings: Reality as a Collective Hunch
1. Islands of Meaning
2. The Search for Signs of Intelligent Life in the Universe
3. Truth, Objectivity, and Agreement
4. Strange Creatures: The Meme Machine

No Essay Due This Week

WEEK 2: Monday January 20 – Wednesday January 22
Part II: Language and Self-Awareness

Monday: MLK Day – No Class

Wednesday:
Essays
- Essay: Shared Meaning as the Basis of Humanness

Readings: Symbol Use, Language, and Development
5. That Powerful Drop
6. The Clue to the Nature of Man: The Symbol
7. Yes, Father-Sister
8. Final Note on a Case of Extreme Isolation

Readings: Categorization and Culture
9. Mindfulness and Mindlessness
10. Metaphors We Live By
11. A Person Paper on Purity in Language

Weekly Essay 1 due by Friday January 24 at midnight
WEEK 3: Monday January 27 – Wednesday January 29  
Part III: Producing Social Identities and Social Scripts  

**Essays**  
- **Essay**: Learning the Script: Socialization  

**Readings: Socialization and Reference Groups**  
12. The Self, the I and the Me  
13. The Internalization of Society  
14. Reference Groups as Perspectives  
15. Shades of White  
16. “We Don’t Sleep Around Like White Girls Do”  

**Readings: Naming Feeling and Experience**  
17. Becoming a Marihuana User  
18. The Development of Feeling Norms Underlying Romantic Love Among Adolescent Females  

Weekly Essay 2 due by Friday January 31 at midnight  

WEEK 4: Monday February 3 – Wednesday February 5  
Part IV: Producing Social Selves  

**Essays**  
- **Essay**: Who Am I? Developing Character  

**Readings: Significant Others and Self-Development**  
19. Looking-Glass Self  
20. The Theory of Genius  
21. Trans-Kin Undoing and Re-Doing Gender: Negotiating Relational Identity Among Friends and Family of Transgender Persons  

**Readings: Self and Social Context**  
23. Identity Careers of Older Gay Men and Lesbians  

**Readings: Contradictions and Conflict in Self-Production**  
24. Double Consciousness and the Veil  
25. Wrestling the Angel of Contradiction: Queer Christian Identities  
26. Life as the Maid’s Daughter  

Weekly Essay 3 due by Friday February 7 at midnight
WEEK 5: Monday February 10 – Wednesday February 12
Part V: Producing Social Life through Interaction

Essays
- Essay: Meaning Is Negotiated Through Interaction

Readings: Projecting the Definition of the Situation
- 27. The Presentation of Self In Everyday Life: Selections
- 28. Establishing the Scene in Steampunk Live-Action Role Play
- 29. Death as Theater: A Dramaturgical Analysis of the American Funeral

Readings: Self-Presentation and Identity Work
- 31. The Practice of Headscarf Adoption Among American College Girls
- 32. In Pursuit of the “Real Deal”: Accomplishing Gender Among Transgender Inmates in Prisons for Men

Readings: Emotional Labor, Stigma, and Resistance
- 33. The Managed Heart: Commercialization of Human Feeling
- 34. Panhandling Repertoires and Routines for Overcoming the Nonperson Treatment
- 35. Sealing a Bag of Potato Chips and Other Crimes of Resistance

Weekly Essay 4 due by Friday February 14 at midnight

WEEK 6: Monday February 17 – Wednesday February 19
Part VI: The Social Production of Reality

Monday:
Essays
- Essay: Building and Breaching Reality

Readings: A Theory of Reality
- 36. Five Features of Reality
- 37. A Conception of and Experiments With “Trust”

Readings: Self-Fulfilling Prophecies
- 38. Self-Fulfilling Prophecies
- 39. The Nonverbal Meditation of Self-Fulfilling Prophecies in Interracial Interaction

Wednesday:
- On campus breaching experiments

Book Review due by Friday February 21 at midnight
WEEK 7: Monday February 24 to Wednesday February 26
Part VI: The Social Production of Reality continued, Discussion of Stigma

Monday:
Readings: The Social Construction of the Cultural Status Quo
   40. Coming Home to Friendly Fire
   41. The Persistence of Gender Inequality in Employment Settings

Readings: The Social Production of Change
   42. Discovering “Truth”
   43. Take Your Good Friday to the Streets
   44. Talking Back

Wednesday:
• Discussion of Stigma

WEEK 8: Monday March 2 – Wednesday March 4

Monday – Class Project Discussions

Wednesday – No Class - Final Breaching Experiment Due Wednesday March 4 by 8:00am

*Professor reserves the right to amend this syllabus at any time.
## Grading Rubric for Breaching Experiment

<table>
<thead>
<tr>
<th>Sections</th>
<th>Poor</th>
<th>Minimally Acceptable</th>
<th>Good</th>
<th>Exceptional</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spelling, Grammar, &amp; Sentence Structure 5%</td>
<td>Many spelling, grammar, or sentence structure errors (0-3 pts)</td>
<td>Some spelling, grammar, or sentence structure errors (4-6 pts)</td>
<td>Few spelling, grammar, or sentence structure errors (7-9 pts)</td>
<td>No spelling, grammar, or sentence structure errors (10 pts)</td>
</tr>
<tr>
<td>Proper Referencing Format (ASA required) 5%</td>
<td>Not used in text and reference page (0-3 pts)</td>
<td>Used in text but not in reference page or used in reference page but not in text of paper (4-6 pts)</td>
<td>Referencing utilized with few errors both within the text of the paper and in reference page (7-9 pts)</td>
<td>No errors in reference page and in text citation (10 pts)</td>
</tr>
<tr>
<td>Introduction 15%</td>
<td>Does not clearly develop an introduction (0-10pts)</td>
<td>Minimal development of introduction (11-19 pts)</td>
<td>Average development of the introduction (20-29 pts)</td>
<td>Exceptional development of introduction (30 pts)</td>
</tr>
<tr>
<td>Analysis – Social psychological terms and theories integrated into analysis 60%</td>
<td>Does not clearly develop an analysis (0-40 pts)</td>
<td>Minimal development of analysis (41-80 pts)</td>
<td>Average development of the analysis (81-119 pts)</td>
<td>Exceptional development of the analysis (120 pts)</td>
</tr>
<tr>
<td>Conclusion 15%</td>
<td>Does not clearly develop the conclusion (0-10 pts)</td>
<td>Minimal development of the conclusion (11-19 pts)</td>
<td>Average development of the conclusion (20-29 pts)</td>
<td>Exceptional development of the conclusion (30 pts)</td>
</tr>
</tbody>
</table>

**Grading Scale:**

A = 180 – 200 (90-100%)
B = 160 – 179 (80-89%)
C = 140 – 159 (70-79%)
D = 120 – 139 (60-69%)
F < 119
# Grading Rubric for Social Psychology Essay Papers

**Name:**  
**Date:**

<table>
<thead>
<tr>
<th>Sections</th>
<th>Poor</th>
<th>Minimally Acceptable</th>
<th>Good</th>
<th>Exceptional</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Spelling, Grammar, &amp; Sentence Structure</strong></td>
<td>Many spelling, grammar, or sentence structure errors (0 – 2 pts)</td>
<td>Some spelling, grammar, or sentence structure errors (3 pts)</td>
<td>Few spelling, grammar, or sentence structure errors (4 pts)</td>
<td>No spelling, grammar, or sentence structure errors (5 pts)</td>
</tr>
<tr>
<td><strong>Proper Referencing Format (ASA required)</strong></td>
<td>Referencing not used in essay where appropriate (0 - 2 pts)</td>
<td>Minimal use of referencing in essay where appropriate (3 pts)</td>
<td>Good/average use of referencing in essay where appropriate (4pts)</td>
<td>No referencing errors in essay (5 pts)</td>
</tr>
<tr>
<td><strong>Structure and Organization of Essay</strong></td>
<td>Does not clearly develop and organize introduction, body, and conclusion (0-2 pts)</td>
<td>Minimal development and organization of introduction, body, and conclusion (3 pts)</td>
<td>Average development and organization of introduction, body, and conclusion (4 pts)</td>
<td>Accurate development and organization of introduction, body, and conclusion (5 pts)</td>
</tr>
<tr>
<td><strong>Content of Essay</strong></td>
<td>Information and evidence are not accurate, appropriate, and integrated effectively. (0-3 pts)</td>
<td>Information and evidence is minimally accurate, appropriate, and integrated effectively. (4-6 pts)</td>
<td>Information and evidence averagely accurate, appropriate, and integrated effectively. (7-9 pts)</td>
<td>Information and evidence is exceptionally accurate, appropriate, and integrated effectively. (10pts)</td>
</tr>
</tbody>
</table>
# Grading Rubric for Book Review

<table>
<thead>
<tr>
<th>Sections</th>
<th>Poor</th>
<th>Minimally Acceptable</th>
<th>Good</th>
<th>Exceptional</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Spelling, Grammar, &amp; Sentence Structure</strong></td>
<td>Many spelling, grammar, or sentence structure errors (0 – 3 pts)</td>
<td>Some spelling, grammar, or sentence structure errors (4-7 pts)</td>
<td>Few spelling, grammar, or sentence structure errors (8-9 pts)</td>
<td>No spelling, grammar, or sentence structure errors (10 pts)</td>
</tr>
<tr>
<td><strong>Introduction</strong></td>
<td>Does not clearly develop an introduction (0-5 pts)</td>
<td>Minimal development of introduction (6-10 pts)</td>
<td>Average development of introduction (11-14pts)</td>
<td>Accurate development of introduction (15 pts)</td>
</tr>
<tr>
<td><strong>Brief Description of Book</strong></td>
<td>Does not clearly develop a brief description of the book (0-5 pts)</td>
<td>Minimally develops a brief description of the book (6-10 pts)</td>
<td>Averagely develops a brief description of the book (11-14 pts)</td>
<td>Accurately develops a brief description of the book (15 pts)</td>
</tr>
<tr>
<td><strong>Critical Review of Some Major Themes Utilizing Page Numbers to Illustrate</strong></td>
<td>Does not clearly develop the critical review (0-12 pts)</td>
<td>Minimally develops the critical review (13-25 pts)</td>
<td>Averagely develops the critical review (26-39 pts)</td>
<td>Accurate development of the critical review (40pts)</td>
</tr>
<tr>
<td><strong>Closing Comments and Reflections</strong></td>
<td>Does not clearly conclude arguments and critiques (0-6 pts)</td>
<td>Minimally concludes arguments and critiques (7-13 pts)</td>
<td>Averagely concludes arguments and critiques (14-19 pts)</td>
<td>Accurately concludes arguments and critiques (20pts)</td>
</tr>
</tbody>
</table>
ASA Examples Using the O'Brien (2017) Textbook

Referencing Parts From the Text Written by the Editor (O'Brien 2017):

The O'Brien (2017) textbook is a reader. This means that in this book, there are readings from other authors. However, O’Brien (2017) does provide her own essays at the beginning of each Part of the book. If you take information from her essays, you reference O’Brien (2017). Then in your reference page, you reference the entire book like so:


How to list a book in your reference page can be found on page 48 for your ASA guide.

In text, you do the following if directly quoting:

According to O’Brien (2017), “People’s reactions to the world depend on how they define the situation” (p. 3).

OR

“People’s reactions to the world depend on how they define the situation” (O’Brien 2017:3).

If you are paraphrasing, you would do the following:

An individual’s social environment will impact how they react to world (O’Brien 2017)

OR

According to O’Brien (2017), an individual’s social environment will impact how they react to world.

Quoted material can be found on page 26 of your ASA guide.

Referencing Your Readings:

If you reference one of the readings, you include the name of the author(s) in the text of your paper and list the reading as a chapter from a book in your reference page. An example can be found on page 50 of your ASA guide.

So say that you reference the first reading found on page 36 by Zerubavel (1991). In text, you would say:

According to Zerubavel (1991), “Separating entities from their surroundings is what allows us to perceive them in the first place” (p. 36).

OR
“Separating entities from their surroundings is what allows us to perceive them in the first place” (Zerbavel 1991:36).

If paraphrasing, you can place (O’Brien 2017) at the end of the sentence or say According to O’Brien (2017)...

Since you are not directly quoting when you paraphrase, technically you do not need to provide a page number.

Information on all readings can be found at the beginning of each reading. This is where you find the year of publication etc.

In our reference page, the reading should be listed as a chapter from a book found on page 50 of your ASA guide. Using Zerubavel (1991) as an example, you would do the following in your reference page: