

Texas A & M University – Central Texas
SOCI 4320 - Social Psychology and Interaction
Fall 2021

Professor: Michelle Dietert, PhD

Office Location: HH 204A

Office Hours: Available by appointment. Contact me through email and I will respond within 24 hours.

E-mail: dietert1@tamuct.edu

Class Location and Time: Online from August 23 – December 10 (16 weeks)

Use this link to access this course: *This course is a 100% online course and uses the TAMUCT Canvas Learning Management System:* [<https://tamuct.instructure.com>]

Required Text

O'Brien, Jody. 2017. *The Production of Reality: Essays and Readings on Social Interaction*. Los Angeles: Sage Publications. (ISBN: 9781452217833)

Book Review

Goffman, Erving. 1986. *Stigma: Notes on the Management of Spoiled Identity*. Simon and Schuster. (ISBN: 978-067-162-2442)

For Referencing (Required)

American Sociological Association. 2019. *American Sociological Association Style Guide* (6th). American Sociological Association Publisher. (978-0-912764-55-9)

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, which will serve as our theoretical perspective to understanding the many topics discussed in this course. 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 through 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 examine what it means to have a “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 shape 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 to 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. Our next focus of attention will consider the violation of rules as a way of demonstrating how we “see” the rules of interaction. When we act contrary to social norms, or “breach” a social norm, we can feel the force of society putting us back in our place. 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 to us are strengthened as we wrestle 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 are 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/Instructor 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 – we use qualitative and quantitative research techniques 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 are 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: When 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. However, if you are having an issue with an assignment, let me know ahead of time and I will do what I can to accommodate you.

Additional Help: If you need additional help on assignments, papers, or any materials covered in class, please do not hesitate to contact me. The best way to get in touch with me is through email.

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

Copyright Notice.

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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://www.tamuct.edu/police/911cellular.html) [https://www.tamuct.edu/police/911cellular.html] 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.

Fall 2021 Return to Campus Plan. For the most recent campus information regarding COVID-19 see the Texas A&M University-Central Texas [Fall 2021 Return to Campus Plan](https://www.tamuct.edu/covid19/) [https://www.tamuct.edu/covid19/]

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. Any deviation by students from this expectation may result in a failing grade for the assignment and potentially a failing grade for the course. All academic misconduct concerns will be referred to the Office of Student Conduct.

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), [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), [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](https://tamuct.instructure.com/courses/717) 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/pregnant-and-parenting-students.html) [https://www.tamuct.edu/student-affairs/pregnant-and-parenting-students.html]. Students may also contact the institution's Title IX Coordinator. If you would like to read more about these [requirements and guidelines](http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf) 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.

Tutoring

Tutoring is available to all A&M-Central Texas students, on a remote online basis. Visit the Academic Support Community in Canvas to view schedules and contact information. Subjects tutored on campus include Accounting, Advanced Math, Biology, Finance, Statistics, Mathematics, and Study Skills. Student success coaching is available online upon request.

If you have a question regarding tutor schedules, need to schedule a tutoring session, are interested in becoming a tutor, success coaching, 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 except writing support. Access Tutor.com through Canvas.

University Writing Center

University Writing Center: Located in Warrior Hall 416, the University Writing Center (UWC) at Texas A&M University–Central Texas (A&M–Central Texas) is a free service open to all A&M–Central Texas students. For the Fall 2021 semester, the hours of operation are from 10:00 a.m.-5:00 p.m. Monday thru Thursday in Warrior Hall 416 (with online tutoring available every hour as well) with satellite hours available online only Monday thru Thursday from 6:00-9:00 p.m. and Saturday 12:00-3:00 p.m.

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 making an appointment via WOnline at <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, need any assistance with scheduling, or would like to schedule a recurring appointment with your favorite tutor by making an appointment via WOnline at <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, need any assistance with scheduling, or would like to schedule a recurring appointment with your favorite tutor.

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 400,000 eBooks and 82,000 journals, in addition to the 96,000 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 virtually through WebEx, Microsoft Teams 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) [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.

Online Proctored Testing

A&M-Central Texas uses Proctorio for online identity verification and proctored testing. This service is provided at no direct cost to students. If the course requires identity verification or proctored testing, the technology requirements are: Any computer meeting the minimum computing requirements, plus web camera, speaker, and microphone (or headset). Proctorio also requires the Chrome web browser with their custom plug in.

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): [http://hdc.tamu.edu]

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

Important University Dates

Important University dates can be found at: <https://www.tamuct.edu/registrar/academic-calendar.html>

Course Requirements

For the following assignments, you must use American Sociological Association (ASA) referencing style. Please use the ASA manual. Also, I've prepared some examples using ASA located at the end of your syllabus:

1. Breaching Experiment (200 points) Due Tuesday December 7 by midnight

- 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 construction. **In order to get a sense of what breaching entails, read O'Brien's essay on pages 442 – 452. In addition, look at Reading 37 by Harold Garfinkel (1963), which will focus on breaching using interpersonal conversations.**
- b. **Instructions:**
 - This written assignment will require you to engage in a particular social situation outside the classroom. In my class, the breaching experiment is normally conducted in groups so that everyone can participate in a breaching experiment together. However, because of COVID-19 and social distancing, I will have you conduct a breaching experiment by engaging in an **interpersonal conversation** with one other person or more than one person. It might be best due to COVID19 to simply have a conversation with only one person. For instance, you may use FaceTime, Skype or Webex to talk with someone so that you can visually see one another. If you are surrounded by family members, you can also think about how you might conduct an experiment in your own household. **It is important to keep in mind that you are the experimenter.** Again, Reading 37 beginning on page 483 of your textbook will give you some ideas on how to conduct a breaching experiment using interpersonal conversations.
 - **CLARIFICATION: Because of COVID-19, you want to maintain social distancing, wear a mask and do whatever is necessary in order to protect yourself and others. Therefore, doing your breaching experiment with a friend or family member might be the best bet. As I mention above, you can also use Skype, WebEx, and FaceTime on your phone or computer etc. to conduct your experiment. The goal is to breach a social norm and this can be accomplished through interpersonal communication.**
 - **If there is a different breaching experiment that you would like to conduct, you will need to get permission from me first. As your professor, I need to make sure that you are not doing something that might put you or anyone else in danger in any way.**
 - 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 when writing your**

paper for organization. Below I have outlined what to include in your paper – this outline can correspond to the titles in your paper.

- Do not wait until the last minute to complete your experiment. You will need time to write your paper. Let me know if you all have any questions and/or concerns.

c. **Organization:**

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

1. Define norms and talk briefly about the importance of norms in society. In your discussion of norms, you can integrate the meaning of ethnomethodology, which is discussed in your textbook. This will give you a chance to talk about the method (ethnomethodology) you are using in this experiment. What was the norm you were trying to test or breach?
2. Next, talk about the environment in which the breaching took place. Outline for the reader who was involved in the breaching experiment.
3. Outline for the reader exactly what happened. For instance, if you are breaching using an interpersonal conversation, provide exactly what was said by each person. Again, Reading 37 from your textbook can serve as an example of how you might construct this section.
4. Provide hypotheses. What is the expected outcome? Why do you expect this outcome to occur?

Analysis (3-4 pages of analysis):

1. 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.
2. Section VI of your textbook is a great place to find theories and concepts to help explain your experiment from start to finish. Overall though, your textbook is full of information that you can use to construct your analysis.

Conclusion (1/2 – 1 page):

- Was your hypotheses confirmed? Did you find anything surprising? How did peoples' reactions to the breach differ? 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.
2. **Weekly Essays (4 papers x 25 pts/each = 100 total points)**
- You will choose a topic from your readings(s) for that week. **Each essay should be no less than 500 words**. The due dates are included below in your tentative course schedule. When you write your essays, you will organize your dialog using an introduction, body and conclusion format. In the introduction paragraph, you want to introduce the topic and tell the reader what you will cover in the body of your essay. Those points will make up the body of your essay, using paragraphs where appropriate. Finally, you will provide a conclusion paragraph bringing back your main thesis full

circle. 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.**)

- For these papers, you are required to use 12 point font in Times New Roman. Please double-space your papers and use one-inch margins. When referencing, you must use ASA referencing style.
 - **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 November 19 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 Word document or .pdf file. Use Times New Roman with 12 point font.
4. **Postings (14 Postings x 13 points each = 182 total points):**
- You will have 14 postings for this course. For your weekly postings, you will take something interesting that you found from the readings for that week and post this information to your classmates. In your tentative course schedule below, you will find which essays and readings that we are covering for the week. You will receive a total of 13 points for providing a substantive post, responding to three classmates, presenting good writing skills and adhering to deadlines.
 - **Weekly posts will open up on Mondays at 8:00am and close on Fridays at 11:59pm. Your main posting will be due by Wednesday evening at midnight. If you main posting is not submitted on time, you will not earn all points. Additionally, you will have until Friday at midnight to complete all replies to at least three classmates.**
 - Your postings will cover material from your readings. Since the postings cover your readings, I would like you all to use your book as a reference. I do not want information cut/pasted from the internet such as Wikipedia. If you do so, you will not earn points for that posting.
 - Whenever you post, I also want you to reference using ASA. Remember that anytime you take information from a source (either directly quoting or paraphrasing), you must reference even if you are doing so in a posting.
 - All posts must be substantive and demonstrate to me that you have done all the reading associated with the discussion. In order to get full credit for your individual post, you must answer each question that I pose to you. In order to get the points in responding to your classmates, you must put thought and effort into your response. A thin answer such as “I totally agree with you” or “That was a really cool post” will not be considered for credit.

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

Grading Scale

- A = 524 – 582 (Excellent)
B = 418 – 523 (Better than Average)
C = 292 – 417 (Average)
D = 175 – 291 (Below Average)
F = 174 and below (Failing)

Tentative Course Schedule

WEEK 1: Monday August 23 - Sunday August 29

Class Introductions

- **Posting 1**

WEEK 2: Monday August 30 – Sunday September 5

Part I: Introduction to Social Psychology

Essays (Jodi O'Brien)

- **Essay:** What is Real?
- **Essay:** The Nature of Humanness
- **Essay:** Perspectives on Social Behavior

Posting 2

WEEK 3: Monday September 6 - Sunday September 12

Part I: Introduction to Social Psychology continued:

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

Posting 3

Essay 1 due by Friday September 10 by midnight

WEEK 4: Monday September 13 – Sunday September 19

Part II: Language and Self-Awareness

Essays (Jodi O'Brien)

- **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

Posting 4

WEEK 5: Monday September 20 – Sunday September 26

Part II: Language and Self-Awareness continued

Readings: Categorization and Culture

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

Posting 5

WEEK 6: Monday September 27 – October 3

Part III: Producing Social Identities and Social Scripts

Essays (Jodi O'Brien)

- **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"

Posting 6

Essay 2 due by Friday October 1 by midnight

WEEK 7: Monday October 4 – Sunday October 10

Part III: Producing Social Identities and Social Scripts continued

Readings: Naming Feeling and Experience

17. Becoming a Marijuana User
18. The Development of Feeling Norms Underlying Romantic Love Among Adolescent Females

Posting 7

WEEK 8: Monday October 11 – Sunday October 17

Part IV: Producing Social Selves

Essays (Jodi O'Brien)

- **Essay: Who Am I? Developing Character**
- **Essay: Self as a Process of Contradictions and Conflict**

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

Posting 8

Week 9: Monday October 18 – Sunday October 24

Part IV: Producing Social Selves continued

Readings: Self and Social Context

- 22. Korean Adoptees and the Social Context of Ethnic Exploration
- 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

Posting 9

Essay 3 due by Friday October 22 by midnight

Week 10: Monday October 25 - Sunday October 31

Part V: Producing Social Life through Interaction

Essays (Jodi O'Brien)

- **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
- 30. "Precarious Situations" in a Strip Club: Exotic Dancers and the Problem of Reality Maintenance

Posting 10

Week 11: Monday November 1 – Sunday November 7

Part V: Producing Social Life through Interaction continued

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

Posting 11

Week 12: Monday November 8 - Sunday November 14

Part VI: The Social Production of Reality

Essays (Jodi O'Brien)

- **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

Posting 12

Essay 4 due by Friday November 12 by midnight

Week 13: Monday November 15 – Sunday November 21

Book Review Discussion on *Stigma*

Book Review Due on November 19 by midnight

Posting 13

Week 14: Monday November 22 – Sunday November 28 – HOLIDAY WEEK

Week 15: Monday November 29 – Sunday December 5

Part VI: The Social Production of Reality continued

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

Posting 14

Work on your final breaching experiment paper.

Week 16: Monday December 6 – Friday December 12 – FINAL WEEK

Final Breaching Experiment Due Tuesday December 7 by midnight

***Professor reserves the right to amend this syllabus at any time.**

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 can reference the entire book like so:

O'Brien, Jody. 2017. *The Production of Reality: Essays and Readings on Social Interaction*. Los Angeles: Sage Publications.

If quoting or paraphrasing from one of O'Brien's essays, you could also list as a chapter from her textbook. In the next section, I go over how to do this.

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).

OR

According to O'Brien (2017:3), "People's reactions to the world depend on how they define the situation."

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.

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.

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).

OR

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

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 your reference page, the reading should be listed **as a chapter from a book** found on page 59 of your ASA guide. Using Zerubavel (1991) as an example, you would do the following in your reference page:

Zerubavel, Eviatar. 1991. “Islands of Meaning.” Pp. 36-52 in *The Production of Reality: Essays and Readings on Social Interaction*, edited by J. O’Brien. Los Angeles: Sage Publications.

Grading Rubric for Breaching Experiment

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

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

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

Grading Rubric for Book Review

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

Discussion Rubric

Worth 13 total points

Levels of Achievement

<i>Criteria</i>	Does Not Meet Criteria	Needs Improvement	Excellent
Substantive Response	0-1 point Response too short, based on personal views only, with no references to the text or the concepts learned from the material covered	2 - 4 points Response too short. Not a clear indication of an understanding of the readings	5 points A substantive response, citing the textbook and demonstrating full understanding of the course content
Replies to Classmates	0-1 points No or just one response, with no significant comments to improve the conversation	2 points Only two responses to others' entries	3 points Three substantive posts were responded to, with comments advancing the conversation
Adhering to Deadlines	0 points Neither the substantive response OR replies met the deadline	1 points Substantive response OR replies to others do not meet deadline	2 points All entries posted by the deadline.
Writing Skills	0-1 points <i>Many</i> spelling, grammar, or sentence structure errors	2 points <i>Some</i> spelling, grammar, or sentence structure errors	3 points <i>No</i> spelling, grammar, or sentence structure errors

