

**Texas A & M University – Central Texas
SOCI 4320 - Social Psychology and Interaction
Spring 2023**

Professor: Michelle Dietert, PhD

Office Location: HH 204A

Office Hours: There will be no face-to-face office hours. Email is the best way to contact me. Or if you prefer, we can make an appointment to meet in person or via WebEx by directly contacting me at the email below. Additionally, you can contact me through Canvas email.

E-mail: dietert1@tamuct.edu

Class Location and Time: Online (January 17 – May 12)

Use this link to access this course: *This is a 100% online course, and uses the A&M-Central Texas Canvas Learning Management System* [<https://tamuct.instructure.com/>].

Required Text

O'Brien, Jodi. 2022. *The Production of Reality: Essays and Readings on Social Interaction*. Los Angeles: Sage Publications. (ISBN: 9781544309347)

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. 2022. *American Sociological Association Style Guide* (7th). American Sociological Association Publisher. (978-0-912764-58-0)

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.
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 (2022) 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.

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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University Policies/Services

Emergency Warning System for Texas A&M University-Central Texas

SAFEZONE. SafeZone provides a public safety application that gives you the ability to call for help with the push of a button. It also provides Texas A&M University-Central Texas the ability to communicate emergency information quickly via push notifications, email, and text messages. All students automatically receive email and text messages via their myCT accounts.

Downloading SafeZone allows access to push notifications and enables you to connect directly for help through the app.

You can download SafeZone from the app store and use your myCT credentials to log in. If you would like more information, you can visit the [SafeZone](http://www.safezoneapp.com) website [www.safezoneapp.com].

To register SafeZone on your phone, please follow these 3 easy steps:

1. Download the SafeZone App from your phone store using the link below:
 - [iPhone/iPad](https://apps.apple.com/app/safezone/id533054756): [https://apps.apple.com/app/safezone/id533054756]
 - [Android Phone / Tablet](https://play.google.com/store/apps/details?id=com.criticalarc.safezoneapp) [https://play.google.com/store/apps/details?id=com.criticalarc.safezoneapp]
2. Launch the app and enter your myCT email address (e.g. {name}@tamuct.edu)
3. Complete your profile and accept the terms of service

For updates on COVID information, please monitor the University [website](https://www.tamuct.edu/covid19/)
[https://www.tamuct.edu/covid19/]

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 Warrior Center for Student Success, Equity 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]

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 referral](https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout_id=0),
[https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout_id=0].

Drop Policy

If you discover that you need to drop this class, you must complete the [Drop Request](https://federation.ngwebsolutions.com/sp/startSSO.ping?PartnerIdpId=https://eis-prod.ec.tamuct.edu:443/samlssso&SpSessionAuthnAdapterId=tamuctDF&TargetResource=https%3a%2f%2fdynamicforms.ngwebsolutions.com%2fSubmit%2fStart%2f53b8369e-0502-4f36-be43-f02a4202f612) Dynamic Form through Warrior Web.

[https://federation.ngwebsolutions.com/sp/startSSO.ping?PartnerIdpId=https://eis-prod.ec.tamuct.edu:443/samlssso&SpSessionAuthnAdapterId=tamuctDF&TargetResource=https%3a%2f%2fdynamicforms.ngwebsolutions.com%2fSubmit%2fStart%2f53b8369e-0502-4f36-be43-f02a4202f612].

Faculty 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. Once you submit the completed 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.

Important information for Pregnant and/or Parenting Students

Texas A&M University-Central Texas supports students who are pregnant, experiencing pregnancy-related conditions, 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, both virtually and in-person. Student success coaching is available online upon request.

If you have a question, are interested in becoming a tutor, or in need of success coaching contact the Warrior Center for Student Success, Equity and Inclusion at (254) 501-5836, visit the Warrior Center at 212 Warrior Hall, or by emailing WarriorCenter@tamuct.edu.

To schedule tutoring sessions and view tutor availability, please visit [Tutor Matching Services](https://tutormatchingservice.com/TAMUCT) [https://tutormatchingservice.com/TAMUCT] or visit the Tutoring Center in 111 Warrior Hall.

Chat live with a remote 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 Library & Archives

The University Library & Archives provides many services in support of research across campus and at a distance. We offer over 350 electronic databases containing approximately 631,525 eBooks and 75,149 journals, in addition to the 97,443 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. [Schedule an appointment here](#)

[<https://tamuct.libcal.com/appointments>]. 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](https://tamuct.libguides.com/index) [<https://tamuct.libguides.com/index>]

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. 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](https://tamuct.mywconline.com/) [<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.

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

You can find important university dates at the following link:

<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 that will be helpful when writing your weekly discussion posts.

1. Breaching Experiment (200 points) Due Wednesday May 10 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, you will want to read ahead since the material in Part V does not come up until later on in the course. Please read:**
 - Essay: Building and Breaching Reality (Jodi O’Brien) – p. 312
 - Caveat Regarding Breaching Experiments – p. 323
 - A Conception of and Experiments With “Trust” as a Condition of Concerted Stable Actions – p. 358
- 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, since this is an online class, I will have you conduct a breaching experiment by engaging in an **interpersonal conversation** with one other person or more than one person. **It is important to keep in mind that you are the experimenter. Use Reading 23 beginning on page 358 of your textbook to construct your interpersonal conversation.** This reading provides examples regarding how to write up your conversation in your paper.

- **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. **Each page is about 250 words so you should write between 1250 and 1500 words.** Set your margins to one inch, double-spaced with 12 point font using Times New Roman and use ASA referencing style. **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. **(Please make sure that you use ASA when taking information from your book).** 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 23 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. Check out the essay on Building and Breaching Reality from O'Brien (2022) beginning on page 312. On page 316, she discusses The Theory of Reality. You can use the following to construct the analysis of your breaching experiment: Reflexive, Coherent, Interactional and Fragile, and Permeable. You may also add other concepts/theories from the book as you see fit.
2. Using ASA, please cite within the text of your paper.

3. Please provide a reference page.

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. **Book Review – (100 points) - Due on Friday April 14 by midnight:** For this assignment, you will review the book *Stigma* by Erving Goffman. 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. Please cite using ASA referencing style.
3. **Postings (14 Postings x 13 points each = 182 total points):**
- 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. **Check out the examples on page 16 of your syllabus regarding how to cite your textbook and readings/chapters within the textbook.**
 - 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 = 434 – 482 (Excellent)
 B = 346 – 433 (Better than Average)
 C = 242 – 345 (Average)
 D = 145 – 241 (Below Average)
 F = 144 and below (Failing)

Tentative Course Schedule

WEEK 1: Monday January 16 – Sunday January 22

Introductions, Questions Re: Course Syllabi, etc.

Readings: No readings this week

Posting 1

WEEK 2: Monday January 23 – Sunday January 29

Part I: Introduction:

Textbook:

Essays (Jodi O'Brien)

- **Essay:** What is Real?
- **Essay:** The Nature of Humanness

Posting 2

WEEK 3: Monday January 30 – Sunday February 5

Part I: Introduction continued:

Textbook:

Readings: Reality as a Collective Hunch

1. Our Permanently Plastic Brains
2. What Do Memes Tell Us About Self and Time During the Pandemic?

Posting 3

WEEK 4: Monday February 6 – Sunday February 12

Part II: Language and Social Development

Textbook:

Essay (Jodi O'Brien)

- **Essay:** Language and Human Development

Readings: Symbol Use, Self-Awareness, and Development

3. The Social Psychology of George Herbert Mead
4. Final Note on a Case of Extreme Isolation

Posting 4

WEEK 5: Monday February 13 – Sunday February 19

Part II: Language and Social Development continued

Textbook:

Essay (Jodi O'Brien)

- **Essay: Language Is a Cultural Institution**

Readings: Language and Culture

5. Metaphors We Live By
6. Indigenous Sexualities: Lost in Colonial Translation

Posting 5

WEEK 6: Monday February 20 – Sunday February 26

Part III: Learning Social Identities and Social Scripts

Textbook:

Essays (Jodi O'Brien)

- **Essay: Learning the Script**

Readings: Socialization and Reference Groups

7. Reference Groups as Perspectives
8. “We Don’t Sleep Around Like White Girls Do”

Posting 6

WEEK 7: Monday February 27 – Sunday March 5

Part III: Learning Social Identities and Social Scripts continued

Textbook:

Readings: Naming Feeling and Experience

9. Becoming a Marihuana User
10. The Development of Feeling Norms Underlying Romantic Love Among Adolescent Females

Posting 7

WEEK 8: Monday March 6 – Sunday March 12**Part IV: Producing Social Selves****Textbook:*****Essays (Jodi O'Brien)***

- **Essay: Who Am I? Developing Character**
- **Activity: Social Media as Reference**

Readings: Significant Others and Self-Development

11. Looking-Glass Self
12. Why Do Teens Seem Strange Online?
13. Life as the Maid's Daughter

Posting 8**Week 9: Monday March 13 – Sunday March 19 – SPRING BREAK****Week 10: Monday March 20 – Sunday March 26****Part IV: Producing Social Selves continued****Textbook:*****Essay: Self as a Process of Contradiction and Conflict (Jodi O'Brien)******Readings: Contradictions and Conflict in Self-Production***

14. Double Consciousness and the Veil
15. A Reflection of Studying White Identity as a Native Person
16. Queer Negotiations of Identity and Social Group Membership

Posting 9**Week 11: Monday March 27 – Sunday April 2****Part V: Producing Social Life through Interaction****Textbook:*****Essays (Jodi O'Brien)***

- **Essay: Meaning Is Negotiated Through Interaction**

Readings: Projecting the Definition of the Situation

17. The Presentation of Self In Everyday Life: Selections
18. Death as Theater: A Dramaturgical Analysis of the American Funeral

Posting 10

Week 12: Monday April 3 – Sunday April 9**Part V: Producing Social Life through Interaction continued****Textbook:*****Readings: Identity Work and Emotional Labor***

- 19. The Managed Heart: Commercialization of Human Feeling
- 20. From Prowar Soldier to Antiwar Activist
- 21. Panhandling Repertoires and Routines for Overcoming the Nonperson Treatment

Posting 11**Week 13: Monday April 10 – Sunday April 16****Book Review on Stigma****Work on Stigma Book Review****Book Review due on Friday April 14****Posting 12****Week 14: Monday April 17 – Sunday April 23****Part VI: The Social Production of Reality****Textbook:*****Essays (Jodi O'Brien)***

- Essay: Building and Breaching Reality
- Caveat Regarding Breaching Experiments

Readings: Constructing Realities

- 22. Five Features of Reality
- 23. A Conception of and Experiments With “Trust” as a Condition of Concerted Stable Actions
- 24. Self-Fulfilling Prophecies

Posting 13**Week 15: Monday April 24 – Sunday May 30****Part VI: The Social Production of Reality continued****Textbook:*****Readings: Maintaining the Status Quo and Constructing Change***

- 25. The Persistence of Gender Inequality in Employment Settings
- 26. Bathroom Battlefields
- 27. Challenging Racist Nativist Framing

Epilogue from the textbook

Posting 14

Week 16: Monday May 1 – Sunday May 7

Work on your final breaching experiment paper.

Week 17: Monday May 8 – Friday May 12 – FINALS WEEK

Final Breaching Paper Due: Wednesday May 10 by midnight

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

ASA Examples Using the O'Brien (2022) Textbook

Referencing Parts From the Text Written by the Editor (O'Brien 2022):

The O'Brien (2022) textbook is a *reader*. This means that in this book, there are readings from other authors. However, O'Brien (2022) does provide her own essays at the beginning of each Part of the book (there are 6 parts to this book). If you take information from her essays, you reference O'Brien (2022). Then in your reference page, you can reference the entire book like so:

O'Brien, Jodi. 2022. *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 can do the following:

In text, you do the following if directly quoting:

According to O'Brien (2022), "People's reactions to the world depend on how they define the situation" (p. 2).

OR

"People's reactions to the world depend on how they define the situation" (O'Brien 2022:2).

OR

According to O'Brien (2022:2), "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 2022)

OR

According to O'Brien (2022), an individual's social environment will impact how they react to world.

Citing Your Readings:

When you use 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. **The date of publication can be found on the first page of each reading, under the author(s) name.**

So say that you want directly quote from the first reading found on page 21 by Rippon (2019). In text, you would say:

According to Rippon (2019), “Understanding neuroplasticity also has implications for understanding individual differences in what might seem to be everyday skills” (p. 21).

OR

“Understanding neuroplasticity also has implications for understanding individual differences in what might seem to be everyday skills” (Rippon 2019:21).

OR

According to Rippon (2019:21), “Understanding neuroplasticity also has implications for understanding individual differences in what might seem to be everyday skills.”

If you are **paraphrasing**, you would include the author and year of publication but NOT the page number like so:

According to Rippon (2019), neuroplasticity can help us to understand individual differences pertaining to everyday skills.

OR

Neuroplasticity can help us to understand individual differences pertaining to everyday skills (Rippon 2019).

In your reference page, the reading should be listed as **a chapter from a book** found on page 59 of your ASA guide. Using Rippon (2019) as an example, you would do the following in your reference page:

Rippon, Gina. 2019. “Our Permanently Plastic Brains.” Pp. 21-26 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 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 |

