

**Texas A & M University – Central Texas**  
**SOCI 4320 - Social Psychology and Interaction**  
**Summer 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, you can make a virtual appointment with me through WebEx or Teams. Always feel free to ask me questions. I am always here to help.

E-mail: dietert1@tamuct.edu

Class Location and Time: Online (June 5 – July 29 - 8 weeks)

*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 (7<sup>th</sup>)*. 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.

Copyright. 2023 by Dr. Michelle Dietert at Texas A&M University-Central Texas, Arts and Sciences; 1001 Leadership Place, Killeen, TX 76549; 254-519-5441; Fax 254-519-5781; [dietert1@tamuct.edu](mailto:dietert1@tamuct.edu).

## **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:
  - o [iPhone/iPad](https://apps.apple.com/app/safezone/id533054756): [https://apps.apple.com/app/safezone/id533054756]
  - o [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/reporting.php?TAMUCentralTexas),  
[<https://cm.maxient.com/reporting.php?TAMUCentralTexas>].

### **Drop Policy**

If you discover that you need to drop this class, you must complete the [Drop Request](#) Dynamic Form through Warrior Web.

[<https://federation.ngwebsolutions.com/sp/startSSO.ping?PartnerIdpId=https://eis-prod.ec.tamuct.edu:443/samlSso&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 Records and Admissions Office will provide a deadline on the Academic Calendar for which the form must be completed. Once you submit the completed form to the Records and Admissions 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 Records and Admissions 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.

## **Pregnant and/or Parenting Students Rights and Accommodations**

A&M-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 Associate Dean in the Division of Student Affairs, (254) 501-5909, can assist students who are pregnant, experiencing pregnancy-related conditions, and/or parenting by provide flexible and individualized reasonable accommodations. Students should seek out assistance as early in the pregnancy as possible through the [Pregnancy & Parenting webpage](#) [https://www.tamuct.edu/student-affairs/pregnant-and-parenting-students.html]. For more information, please visit [Student Affairs](#) [https://www.tamuct.edu/student-affairs/pregnant-and-parenting-students.html]. 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](#) specifically prohibits discrimination against a student based on pregnancy, childbirth, false pregnancy, termination of pregnancy, or recovery from any of these conditions [https://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.html].

Students experiencing any form of discrimination due to any of these conditions are encouraged to reach out to the Title IX Coordinator, 254.519.5716, titleix@tamuct.edu, Founders Hall 317B, or the Associate Dean of Student Affairs, 254.501.5909, Warrior Hall 105.

## **Title IX Rights and Reporting Responsibilities**

A&M-Central Texas is committed to creating a safe and open learning environment for all students. If you or another student has experienced any form of gender discrimination or sexual misconduct, including sexual harassment, sexual assault, dating/domestic violence, and/or sex-based stalking, help and support are available. Our university strongly encourages all members of our campus community to report incidents and seek support for gender discrimination and sexual misconduct through the Title IX Office. You may contact the Title IX Office at 254.519.5716, titleix@tamuct.edu, Founders Hall 317B, or learn more by visiting the [Title IX webpage](#) [https://www.tamuct.edu/compliance/titleix.html].

Please be aware that that under [Title IX, Texas Senate Bill 212](#), and [System Regulation 08.01.01](#), [https://policies.tamus.edu/08-01-01.pdf] all university employees are mandated reporters and are required to disclose information about suspected or alleged violations as listed above and defined in System Regulation 08.01.01. If the Title IX Office receives information about an incident, they will reach out to offer information about resources, rights, and procedural options as a member of the campus community. Although I have an obligation to report, you will, in most cases, control how your case will be handled. When working with the Title IX Office you will have access to resources and accommodations but also have the opportunity to express if you wish to move forward with an investigation. Our goal is to make sure you are aware of the options available to you as a student. Community members are not required to respond to this outreach.

If you or another student wishes to speak to a confidential employee who does not have this reporting responsibility, you can contact the [Student Wellness & Counseling Center](#), [https://www.tamuct.edu/student-affairs/student-counseling.html], 254.501.5955, or swacc@tamuct.edu, located in Warrior Hall Room 207L or the Student Support Advocate, 254.501.5978 or ssa@tamuct.edu, located in founder Hall Room 317D.

## **Tutoring and Success Coaching**

Tutoring and success coaching services are available to all A&M-Central Texas students, both virtually and in-person.

To schedule tutoring sessions or view tutor availability, please contact [Warriorcenter@tamuct.edu](mailto:Warriorcenter@tamuct.edu) or visit Warrior Hall, 111.

If you have questions about these or other academic support services or are interested in becoming a tutor, please contact the Warrior Center for Student Success, Equity and Inclusion at (254) 501-5836, email us at [WarriorCenter@tamuct.edu](mailto:WarriorCenter@tamuct.edu). You are welcome to visit the Warrior Center at Warrior Hall, suite 212.

*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) [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 workspaces, 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: For the summer semesters, all University Writing Center (UWC) tutoring services are entirely online. The hours of operation are from 10:00 a.m.-4:00 p.m. Monday through Thursday with additional hours Monday through Thursday nights from 6:00-9:00 p.m. The UWC is also offering 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 making an appointment via [WCOOnline](https://tamuct.mywconline.com/) [https://tamuct.mywconline.com/]. In addition, you can email Dr. Bruce Bowles Jr. at [bruce.bowles@tamuct.edu](mailto: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, Firefox, Edge, or Safari browsers. Canvas will run on Windows, Mac, Linux, iOS, android, or any other device with a modern web browser. **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/] by clicking on the "TAMUCT Online Canvas" tile. You will then log in through our Microsoft portal.

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

### **Canvas Support**

Use the Canvas Help tab, located at the bottom of the left-hand menu, for issues with Canvas. You can search the support articles or use the Email, Call, or Chat buttons at the bottom of the support pop-up to contact the Canvas Help Desk.

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 requires use of the Chrome web browser with their custom plug in installed.

### **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](mailto: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

<https://www.tamuct.edu/registrar/academic-calendar.html>

## The Use of Artificial Intelligence (AI)

The use of artificial intelligence (AI) to create, develop, or inspire any work is considered an act of plagiarism and is prohibited. Although AI technology is constantly advancing and exciting, it has no place in education and learning. This is because relying on AI prevents us from learning from our experiences and each other, exercising our creativity, solving problems, and contributing our ideas in an authentic manner. In essence, college is a place for learning, and this particular course is dedicated to enhancing our writing skills, a task that AI is simply incapable of performing.

Embedded in Canvas is turnitin, which detects plagiarism and AI text. If AI is detected for any assignment, you will initially receive a zero. However, I will allow you to resubmit the assignment to earn all possible points. To avoid any issues, I suggest not using AI because doing so will save us both time. If you have any questions, please let me know.

## Course Requirements

For the following assignments, you must use American Sociological Association (ASA) referencing style. Please use the ASA manual. I have prepared some examples using ASA located at the end of your syllabus (beginning on page 15) that will be helpful when writing your weekly discussion posts.

### 1. Breaching Experiment (200 points) Due Thursday July 27 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 July 21 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 (7 Postings x 13 points each = 91 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.
  - 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 15 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.

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

### **Grading Scale**

- A = 352 – 391 (Excellent)  
 B = 281 – 351 (Better than Average)  
 C = 196 – 280 (Average)  
 D = 117 – 195 (Below Average)  
 F = 116 and below (Failing)

## Tentative Course Schedule

### **WEEK 1: Monday June 5 – Sunday June 11**

#### **Part I: Introduction:**

##### **Textbook:**

##### ***Essays (Jodi O'Brien)***

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

##### ***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 1**

### **WEEK 2: Monday June 12 – Sunday June 18**

#### **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

##### ***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 2**

### **WEEK 3: Monday June 19 – Sunday June 25**

#### **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”

##### ***Readings: Naming Feeling and Experience***

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

### Posting 3

#### **WEEK 4: Monday June 26 – Sunday July 2**

##### **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

#### ***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 4

#### **WEEK 5: Monday July 3 – Sunday July 9**

##### **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

#### ***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 5

**WEEK 6: Monday July 10 – Sunday July 16****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

***Readings: Maintaining the Status Quo and Constructing Change***

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

***Epilogue from the textbook*****Posting 6****WEEK 7: Monday July 17 – Sunday July 23*****Book Review on Stigma and Work on Final Breaching Experiment*****Work on Stigma Book Review****Book Review due on Friday July 21 by midnight**

**Posting 7 – Will focus on your final breaching experiment. Please see instructions in Canvas.**

**WEEK 8: Monday July 24 – Friday July 28****Final Breaching Paper Due: Thursday July 27 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 61 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.

**\*\*PLEASE SEE YOUR ASA GUIDE FOR MORE DETAILED INFORMATION**



## Grading Rubric for Breaching Experiment

<i>Sections</i>	Poor	Minimally Acceptable	Good	Exceptional
<b>Spelling, Grammar, &amp; Sentence Structure</b> 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)
<b>Proper Referencing Format (ASA required)</b> 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)
<b>Introduction</b> 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)
<b>Analysis – Social psychological terms and theories integrated into analysis</b> 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)
<b>Conclusion</b> 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
<b>Spelling, Grammar, &amp; Sentence Structure</b> 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)
<b>Introduction</b> 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)
<b>Brief Description of Book</b> 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)
<b>Critical Review of Some Major Themes Utilizing Page Numbers to Illustrate</b> 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)
<b>Closing Comments and Reflections</b> 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
<b>Substantive Response</b>	<p><b>0-1 point</b></p> <p>Response too short, based on personal views only, with no references to the text or the concepts learned from the material covered</p>	<p><b>2 - 4 points</b></p> <p>Response too short. Not a clear indication of an understanding of the readings</p>	<p><b>5 points</b></p> <p>A substantive response, citing the textbook and demonstrating full understanding of the course content</p>
<b>Replies to Classmates</b>	<p><b>0-1 points</b></p> <p>No or just one response, with no significant comments to improve the conversation</p>	<p><b>2 points</b></p> <p>Only two responses to others' entries</p>	<p><b>3 points</b></p> <p>Three substantive posts were responded to, with comments advancing the conversation</p>
<b>Adhering to Deadlines</b>	<p><b>0 points</b></p> <p>Neither the substantive response OR replies met the deadline</p>	<p><b>1 points</b></p> <p>Substantive response OR replies to others do not meet deadline</p>	<p><b>2 points</b></p> <p>All entries posted by the deadline.</p>
<b>Writing Skills</b>	<p><b>0-1 points</b></p> <p><i>Many</i> spelling, grammar, or sentence structure errors</p>	<p><b>2 points</b></p> <p><i>Some</i> spelling, grammar, or sentence structure errors</p>	<p><b>3 points</b></p> <p><i>No</i> spelling, grammar, or sentence structure errors</p>

