Professor: Doris Werwie
E-mail: Werwied@uwm.edu
Office location: Bolton 715
Class meets from 2:00-3:15 M-W
Scheduled office hours: 12:30-1:30 Monday and Wednesday, plus Individual assistance is always available by appointment. I look forward to seeing you during student hours. Stop in.

Course description: Who are we? Am I a son or daughter, a mother or father, a brother or sister? Am I a student, a worker, an athlete? How did we become who we are? How do we manage to play so many diverse roles? And what dictates the roles that we play? In this class, we will learn what science can tell us about development of the self and how scientists figure these things out. Your efforts in this class will help you understand who you are in new ways and prepare you to study the self scientifically. In studying society, sociologists investigate how people are influenced by social forces, social structures, and institutions. Functionalist and conflict perspectives provide a framework for understanding macro-social processes. However, examining social life from a micro-sociological perspective is also important in order to fully appreciate human societies.

Symbolic interaction, a social psychological perspective, will be employed in this course in order to examine the dynamic social interactions among people. Specifically, we will investigate how individuals create meaning, communicate this to others, and interpret and negotiate their social world. This course will introduce you to key concepts, theories, research methodologies, and social processes in social psychology and the research that helps us to understand the ways in which society affects individuals and the ways in which individuals and groups can influence society.

Course Goal:

1) To understand the central theoretical principles, conceptual tools, and methodological practices that guide the work of social psychologists;
2) To learn how to use social psychological theories to better understand social life issues such as socialization, selfhood, inequality, deviance, social problems and social movements.
3) To provide an understanding of how social psychology concepts can be useful in everyday life.
4) To provide opportunities for students to work collaboratively and improve their analytical and writing skills.
Required tests:


Readings will be designated in the course schedule as **Chapters** for the Sandstrom, Martin, & Fine book, **(JO)** for the O’Brien book, **(C)** for the Conley book, or **(OL)** Articles to be determined and provided by the instructor online.

Methods of instruction and course delivery: How can you best succeed in this course? Engage in active reading of the assigned text. (I will explain what I mean by active reading below.) The purpose of my lectures is to amplify, explain, and demonstrate the material presented in the text. There will be some overlap between the text and the lectures, but there will be a substantial amount of material that is unique to each. Your understanding of each lecture will be best if you have done the reading before the lecture.

**“Inner Circles”:** To encourage active participation each student will sign up to be in an “Inner Circle” for three consecutive weeks. I will provide an overview of the materials on Monday and encourage discussion. On Wednesdays the “Inner Circles” each with approximately 8 students will facilitate small group discussion on the readings and assigned audio-visual materials. Each group will comprise at least two inner circle members, and 8 class members. I will move from group to group. For the last 20 minutes of the class all groups will reconvene and “inner circle” members will present questions/responses that were discussed in their group.

Duties of the inner circle:

- Be prepared with questions to ask the discussion groups about that week’s assigned readings including assigned videos.
- **Before class** designate one inner circle member to type your questions and the answers and make copies and share these with your inner circle before class.
- During the discussion take notes on questions or issues raised by group as they tried to answer your questions. Make notes on areas of confusion. Be ready to present your original questions and answer plus any new insights gained from the discussion with the larger group in the final 20 minutes.
These questions and their answers will be posted on-line and a sub-set of these will appear on each exam.

E-mail instruction a copy of your questions/answers.

**In addition to the time you spend in the Inner Circle** I hope you actively participate in this course. I say this because I found it is the best way to engage you in learning the material (and it makes the lectures more fun). I welcome your comments, thoughts, questions, and hope you take an active role in the in-class demonstrations. If the class is too quiet, I may call on a student to share his or her thoughts. Please note that if I do so, I am not “picking” on that student. I’m hoping to make the lecture a little more lively and interesting.

**Attendance**: You should attend every class. I understand that extenuating circumstances arise that can make this difficult, but please let me know before class if you cannot attend. If circumstances make you miss more than 3 classes during the semester, you may have overextended yourself and you should consider dropping the class.

**A note on cell phones**: These are both a wonderful invention and a great distraction to your professor and your fellow students. Please make sure to silence or turn off your cell phone before class and refrain from text messaging during class time. If a cell phone rings during class, a quiz, or an exam, or if a student is sending or receiving text messages during class time, the student will be asked to leave the classroom for the remainder of the class meeting. Missed work will not be made up.

**Missed exams or assignments**: Illnesses, death in the family or other traumatic events unfortunately are part of life. A make-up exam will be given if you contact me within 24 hours and provide documentation.

**Learning resources for students**: We’ve all needed help in something at some point in our lives. If you find yourself not understanding the assigned readings, lectures and assignments, please set up an appointment with me. You can drop by during my office hours or arrange a mutually convenient time if you can’t make my office hours.

**Reading & Quizzes**: You are expected to have read the appropriate reading assignments by the dates indicated in the syllabus. This means you should be familiar with the material before class and are prepared to discuss it.

**Exercises and related points toward final grade**:

1) **Inner circle Participation**: 50 points, 5 for written summaries of readings and 5 for quality of discussion during class. (x 3 classes)=30 points, 20 remaining points counted toward broader class participation.

2) **Auto-photography Project/Paper**: 25 points
   Your assignment is to take and present in a portfolio, 10 NEW (i.e., current this semester)
photographs answering the question “Who Am I?” The photos should show you in a variety of contexts, with different people, performing different activities. Each picture should have a caption and description of:

1) What the photo illuminates about your identity,
2) What the photo illuminates about self-concept, or impression management.
3) What role(s) are you playing in the picture?

You will be evaluated on your inclusion of a variety of roles well as the connections you make to materials discussed in class.

You will be present and describe your photos to small group during class on Monday March 28th.

3) “T-shirt day” (25 points): is part of our section on the dramaturgical perspective. We have been addressing how we manage our impressions in social situations. Part of how we manage our impressions is through “props” and “costumes” that help to convey our “presentation of self.” As an exercise in impression management, you are to wear a “t-shirt” that says something about you to class. I want you to think about the following questions as you select your shirt and type your answers to the following questions. Please be prepared to talk about these in groups and to turn in your typed responses to me. No more than two pages typed double spaced. Include your name, and answers to questions below:

1. Why did you choose this shirt to wear?
2. What kind of impression are you attempting to “give off”?
3. Is there a t-shirt in your closet that you would not wear to class? Please describe this t-shirt and discuss why you would not wear it to class. Where would you (do you) wear this shirt? Why is it appropriate to where in this (these) situations?
4. How is your above discussion related to the issue of impression management?

Class participation: 20 points added to inner circle total of 50.

Exams: There will be 3 short essay exams in this course. A portion of the questions will be developed by the inner circle that facilitated discussion; others will be added by me. You will have the entire 85 minutes to complete the exam. 100 points each=total of 300.

Pop quiz: There will be at least 5 short pop quizzes to test understanding of lecture materials and the readings and to give you an idea of how you are doing in the course. 10 points each=total of 50 points.

Total possible 450 points.
Grading Criteria and Scale
Student work will be graded on the basis of accuracy, demonstration of critical assessment and understanding, clarity, and completeness. When reading and assigning grades to student work, the following criteria are considered:

- “A” work is more than just complete and accurate; it is also outstanding, clear, and reflects a thorough understanding and critical assessment of the material.
- “B” work is complete and accurate, is above average in quality, clear, and reflects an understanding and use of the material.
- “C” work meets the minimal requirements of the assignment and is fairly clear, but lacks a complete communication of the understanding of the material.
- “D” work is considered substandard or below average, lacking clarity, may be incomplete or inaccurate, contains errors and communicates an understanding of the material that is questionable.
- “F” work is unclear, incomplete, or otherwise incorrect and fails to communicate a sufficient understanding of the material.

The grading scale that will be used is as follows:

- 93 – 100% = A
- 90 – 92% = A-
- 88 – 89% = B+
- 83 – 87% = B
- 80 – 82% = B-
- 78 – 79% = C+
- 73 – 77% = C
- 70 – 72% = C-
- 68 – 69% = D+
- 63 – 67% = D
- 60 – 62% = D-
- 59 and Below = F

Credit Hours

The university has asked departments to break down for students how much time they will spend working on various aspects of their classes.

As the UW System assumes “that study leading to one semester credit represents an investment of time by the average student of not fewer than 48 hours” (UWS ACPS 4), a 3-credit course such as this one will require a minimum of 144 (3 x 48) hours of your time. You may find it necessary to spend additional time on a course; the numbers below only indicate that the course will not require any less of your time.

If this is a traditional or face-to-face course, you will spend a minimum of

* 37.5 hours in the classroom
* 75 hours preparing for class, which may include reading, note taking, completing minor exercises and assignments, and discussing course topics with classmates and the instructor in structured settings
* 31.5 hours preparing for and writing major papers and/or exams.
Course Schedule

**Week 1**  
**Monday and Wednesday January 25-27**
Introduction to Social Psychology-What is it and what can I expect to learn?  
Overview of Syllabus.  
Class Introductions.  
How are Social Psychological concepts useful?  
Overview of Sociological theories and how Social Psychology fits in.  
*Watch on your own time the following YouTube which provides a broad overview of major sociological theories: https://www.youtube.com/watch?v=iJnJz7RvDFA*

**Week 2**  
**Monday and Wednesday February 1-3**
Continued discussion of major Sociological theoretical perspectives (Structural Functionalism, Conflict theory, and Social Psychology) and the methodologies used by each to study social life.  
Read- The Sociological Imagination found online at:  
Read-(Chapter readings always refer to the Sandstrom text) Chapter 1: The Meaning of Symbolic Interactionism  
Read-Chapter 2: The Interactionist Took Kit: Methods, Strategies and Relevant Perspectives.

**Week 3**  
**Monday and Wednesday February 8-10**
Chapter 3- People as Symbol Makers and Users: Language and the Creation of Reality. Pages 56-68. What makes us human?  
*Inner Circle 1 on Wednesday covering (JO) pages 50-70. Shared Meaning is the Basis of Humanness*  
*Watch on their own time-YouTube-https://www.youtube.com/watch?v=hmdycJQi4QA*  
*Secret of the Wild Child*

**Week 4**  
**Monday and Wednesday-February 15-17**
Chapter 3- First 20 minutes of class-continued discussion of pages 68-79 Language, naming and our construction of others, forming impressions through stereotyping-master status.  
*Inner Circle 1 on Monday covering (JO) Essay 10: Racism in the English Language*  
*Watch Front Line Film-*  
http://www.pbslearningmedia.org/resource/osi04.soc.ush.civil.divided1/a-class-divided-1-the-daring-lesson/ A Class Divided

(C)  
*Honky: Chapters 1-4 (Discussion questions-Prepare for discussion on Wednesday)*  
1. Conley explains that his mother and father see differently, “whereas she was prone to see things that weren’t there, he was likely not to notice things that were” (p. 35). How do Ellen and Steve’s perspectives differ and what sort of things do you think influence this?
2. In the first four chapters, Conley indicates that he experienced a change in the way he perceived race. How does he interpret race at the beginning and how is this different by the end of chapter four? How do his experiences influence his definition of race?

3. In the prologue, Conley states “race and class are nothing more than a set of stories we tell ourselves to get through the world, to organize reality” (p. xiv). What do you think he means by this? How do you think race and class influence objective, social, and personal realities?

4. Chapter four begins “Learning race is like learning a language” (p. 37). In what ways did Conley learn this language? What were the symbols that were part of this socialization process? How were they interpreted differently for different people?

**Wednesday-Exam 1 (Total class time)**

**Week 5** Monday and Wednesday February 22-24  
Chapter 4: Socialization- The Creation of Meaning and Identity

**Inner Circle 1 on Wednesday covering:**
- JO) pages 174-186. Learning the script
- JO) Essay 18: Reference Groups as Perspectives
- JO) Essay 19: Shades of White

Watch YouTube video on gender socialization-  
https://www.youtube.com/watch?v=gMYmIXuhTvo

**Week 6** Monday and Wednesday February 29- March 3  
Chapter 5: The Nature and Significance of the Self

**Inner Circle 2 on Wednesday covering:**
- JO) Pages 108-119
- JO) Essay 11: The Self, the I, and the Me
- JO) Essay 12: The Looking Glass Self
- JO) Essay 22: The Presentation of Self in Everyday life

Watch YouTube- https://www.youtube.com/watch?v=6Z0XS-QLDWM  
On Erving Goffman's theory.

**Week 7** Monday and Wednesday March 7-9th  
“T-shirt day” presentations on Monday, paper due Monday or Wednesday.

**Inner Circle 2 on Wednesday covers:**
- (C) Honky: Chapters 5-9 (Discussion questions-prepare for discussion on Wednesday)
1. Conley and his sister initially use their neighbors and classmates as reference groups, but this becomes problematic. How do these reference groups influence their perspective? How does this influence their reality?

2. Conley learns lessons not only about race but also about class from his environment. How do the social objects and interactions he experiences in his new school influence his identity? Is there a change in his identity hierarchy? In what ways might we see this?

3. After his move from P.S. 4 to P.S. 41, Conley reflects on the new rules and status hierarchy. What does he learn about the different codes for fitting in and being an outcast? How do you think these influence his sense of self, self-judgment, and perceived reference groups?

4. Chapter 9 ends with the statement, “I can believe what I want to believe. This is the privilege of the middle and upper classes in America - - the right to make up the reasons things turn out the way they do, to construct our own narratives rather than having the media and society do it for us” (p. 110). What does Conley mean by this? Why do you think he comes to this conclusion? How can he make such a statement as a child from a New York City ghetto?

5. Much of what we read in Conley’s memoir is something like a written account of his mind, his interaction with self, and interpretation of his environment and interactions. What examples do you see of his use of mind, role taking, and problem solving in his unique childhood?

**Week 8 spring break March 13-20th**

**Week 9 Monday and Wednesday March 21-23rd**
Chapter 6: Role Taking, Role Making, and the Coordination of Action

**Inner Circle 2 on Wednesday covers:**


*(JO)* pages 250-259. Producing social order through interaction.

*Watch:*

The Stanford Prison Study
https://www.youtube.com/watch?v=760lwYmpXbc

Trailer from the Wolf Pack (check link or just Google wolf pack trailer on YouTube.
https://www.youtube.com/watch?v=760lwYmpXbc

**Week 10 Monday and Wednesday March 28-30th**
Monday-Auto-photography Project Presentations/Paper

**Wednesday-Exam 2**
Week 12  Monday and Wednesday April 4-6th  
Chapter 7: Interactionist Approaches to the Study of Emotion: Emotion in Everyday Life

Inner Circle 3 on Wednesday covers:

(JO) Essay 27: The Managed Heart: Commercialization of Human Feelings
(JO) Essay 28: Shaping the Selves of Young Salespeople through Emotional Management.

Watch YouTube on emotional learning-
https://www.youtube.com/watch?v=hAckcoesj4s

YouTube-The Emotions differ across cultures-
https://www.youtube.com/watch?v=JChxT9Yv2iw

Week 13  Monday and Wednesday April 18-20  
Chapter 8: The Politics of Social Reality: Constructing and Negotiating Deviance

Inner Circle 3 on Wednesday covers:

(JO) Essay # 20 Howard Becker-Becoming a Marihuana User

Watch; Caitlyn Jenner-interview on ABC-https:
//www.youtube.com/watch?v=8oxPAn_8-uY

Watch YouTube: https://www.youtube.com/watch?v=ThuhwPdI-04
Laud Humphrey-Tea Room Trade.

Week 14  Monday and Wednesday April 25-27th  
Readings Group Dynamics: Individual Performance and behavior in group settings, issues of leadership from Breckler “Social Psychology Alive”, pages 391-426. This material is found in D2L under week 14 readings.

Inner Circle 4 on Wednesday covering:

Watch YouTube-Daniel Goldman at Google discussion of social intelligence
https://www.youtube.com/watch?v=-hoo_dIOP8k

(C) Honky: Chapters 10-13 (Discussion questions-Prepare to discuss on Monday)

1. Although name calling and the use of “snaps” were commonplace in Conley’s peer culture, he states that his friend Marcus was the only person ever to call him “nigga”. As a white child growing up in a largely African American and Hispanic neighborhood, how did Conley react to this language and what did it symbolize to him? What did the use of snaps symbolize in general to the children in the neighborhood?

2. When he moved to I.S. 70 to go to school, Conley continued to learn lessons about social organization and cliques. How did his experience in this school
further his understanding about social hierarchies? How did the no soap radio joke affect him?

3. Conley realizes that he lives in a poor neighborhood in New York. The contrast of his grandparents’ homes and the summer cottage illustrate some of these class lessons to him. How does the family trip to Colombia contribute to his education on class? How does he contrast the Avenue D neighborhood with the people and places he witnesses in Colombia?

4. Conley says, “Looking back, I believe my father’s attitude toward work marked our class position more than any other psychological dynamic within the family” (pg. 135). What does he mean by this? How did Steve’s job influence his father’s identity? How might this have been different for Steve than for other men in the neighborhood who might find steady employment?

5. After the Rock vs. Disco debate at school, Conley reflects on what he learned as a member of the “disco side.” How does he contrast the “rock side” of the aisle with the “disco side”? How does he interpret losing the contest of music choice? Why do you think he uses phrases like “our confidence” and “our image” as part of a group of students very different from himself?

**Week 15 Monday-Wednesdays May 2-4th**
Liking, loving and close relationships: Issues of attraction, friendships, attachment theory, and close relationships as adults. From Breckler, “Social Psychology” pages 523-562. This material is found in D2L under week 15 readings.

**Inner Circle 4 on Wednesday covering:**
**PART 1**
Take the languages of love test.  
http://www.5lovelanguages.com/profile/  
https://www.youtube.com/watch?v=U4FTBKpxw1U
Video that explains the languages of love.

Question to address: How are the findings from this pop culture book informed by concepts that we have discussed in Social Psychology 104?

**Inner Circle 4 on Wednesday covering:**
**PART 2**
Honky (C)  
Chapters 14-17
1. In several places throughout the memoir Conley writes of learning about social class. How do his views on poverty and inequality change throughout his childhood? How does moving to California alter his understanding of poverty in the U.S.?

2. As Conley’s school performance declines and he is placed in vocational courses, he states, “the two halves of my life, it seemed, were finally being sewn back together” (p. 154). What do you think he meant by this? How did Conley’s experiences since beginning elementary school bring him to this place and this conclusion?
3. In the aftermath of setting Raphael’s family’s apartment on fire, Conley reflects that “my worst crime brought me the least punishment” (p. 181). Why was the case? Taken together with other types of punishments he’d received over the course of his childhood, how do you think the disciplinary tactics of Conley’s parents reflect a middle class status?

4. Conley’s mother immediately seeks a new place for her family to live after Jerome’s accident. The rest of the family, especially Conley’s father, was reluctant to move. Why would there be so much concern for leaving this poor, crime ridden neighborhood? Why do you think they were so against moving to a “white ghetto”?

5. In concluding the book, Conley states, “When I add up all these particular experiences – as I have done in this book – the invisible contours of inequality start to take form” (p. 204). What do you think he means by this? How can memoirs like this and the symbolic interactionism perspective help to better explain the causes and consequences of inequality?