Sociology 104: Introduction to Social Psychology
Fall 2014
Tuesday and Thursday 3:30-4:45 pm
Lubar N116

Instructor: Maureen E. Pylman
Email: mepylman@uwm.edu
Office: Bolton 778
Office Hours: Tuesday and Thursday 2-3 pm, Tuesday 4:50-5:50 pm and by appointment

An introduction to sociological social psychology, emphasizing such topics as the nature of self, socialization, identity, various aspects of social interaction, and dynamics of group behavior.

Social psychology examines the influence of society on the individual as well as the influence of the individual on society. As an introductory course, this course will give you a taste of the various areas of study in sociology. We will explore how the person-environment and environment-person influences can be examined in small and large groups, across areas of life like the family, sex/gender, work, and school. This course will involve a combination of assigned readings, discussions, exams, class activities, and a research project.

COURSE MATERIALS

ATTENDANCE, IN CLASS ASSIGNMENTS, AND PARTICIPATION
Students are expected to attend and participate in class. Both the readings assigned to be completed outside of class and the content covered in class in the form of videos, discussions, and activities are important elements of learning in the course. Students are expected to actively engage in the course and demonstrate developing mastery of the materials by participating in class discussions. Such mastery will also be demonstrated through short in class assignments that will assess understanding of course concepts and guide application of the materials read to other social situations and problems. Some of these in class assignments will take a written form, some of these will be collected and others will not.

IN CLASS PRESENTATION
Each student will present one article to the class over the course of the semester. They will provide a one half to one page outline of the article to highlight the key details and concepts from the article. Additionally they will provide three to five discussion questions. The in class presentation of the article should take roughly ten minutes and may include a few Powerpoint slides, audio or video clips, or anything else that will help us engage with the article. Documents (outline/summary, links, Powerpoint slides) will be posted in the “Reading Presentations” topic in the Discussion area of the D2L site by 5pm the day before
the presentation. Posting and not presenting (if you are absent the day of your presentation) will be worth a maximum of 10 out of 20 points. You are welcome to trade readings with other students but the name on the sign up list is the person held responsible for the reading!

MAKEUP POLICY
This syllabus includes due dates and other important dates for this semester and students should expect to adhere to these dates. Sometimes an emergency arises that leads a student to miss class, this is understandable. If you know in advance that you will be absent on the day of an exam for a legitimate and documentable reason, please contact your instructor to make arrangements. It is likely that the make up for a missed exam will be an oral exam scheduled with the instructor. Missing class the day that the writing/research project is due would be unfortunate. Should this occur, you will miss out on the assignment points that will be earned in class that day (10 points of the Writing/Research Assignment). Two points per day will be deducted from an assignment grade for each day the assignment is late. In class work cannot be made up, however one of the collected assignment grades will be dropped in consideration of unavoidable absences.

EXAMS
There will be two exams in this course. Each exam will have a multiple choice and a written portion. The first exam will draw on the material covered in class up to that point. The second exam will draw on the material covered since the first exam.

WRITING/RESEARCH ASSIGNMENT
Social psychology examines how people act in social situations by employing a number of research tactics. Since doing is an excellent way to learn, students will be required to complete a writing assignment based on social psychological research. You will be able to select the topic of this research in consultation with your instructor. This project may take one of the following forms:

1. Naturalistic observation – observe the behavior of others without intervening,
2. Participant observation – observe the behavior of others while yourself participating in the context being observed,
3. Norm breaching exercise – break a social norm and write about the reactions you observe.

For each of these options you will be expected to spend time outside of class collecting data. You will reflect on the data (observations) you collect utilizing the theories and readings discussed in this course. In addition to the traditional write up, you will also produce a poster to display your research findings to the class. More specific guidelines will be provided in class on Monday, February 10 and you will submit a proposed project idea via D2L by Monday, March 3. Do not start collecting data until you have received a response to your proposed topic. The poster will be due in class on Monday, April 28 and the paper will be due by 11:59 pm on Tuesday, April 29.

NOTE:
1) While doing this project you should under no circumstances put yourself in a situation where you feel that you are in danger or where you objectively are in
danger. For example, observing gang or drug activity is not a good idea. Lying or misrepresenting yourself to gain access is also unacceptable.

2) We will discuss the Institutional Review Board (IRB) during week two. This assignment does not require IRB review because it is part of a course. If you wanted to publish or do additional research with your data beyond this course, you would need to comply with the IRB review process.

GRADERS
Exam #1 100 points 25%
Exam #2 100 points 25%
Writing/ Research Assignment 100 points 25%
  Proposal 20
  Paper 50
  Poster 20
  In class assignment 10
In Class Presentation 20 points 5%
  Outline/ Summary 10
  Presentation 10
Participation/ Class work 80 points 20%
  Total 400 points 100%

COURSE TIME DEMANDS
It is expected that students will spend about 9 hours outside of class per week completing tasks related to this course. As a general guide, students should expect each week to spend about 4-6 hours reading assigned course materials or preparing for exams, about 1-2 hours reviewing class notes and materials, and about 2-4 hours working on the semester long project.

DESIRE TO LEARN (D2L)
A D2L site will be available for this course. Log in to find announcements, additional readings, discussion strings, and the drop box for assignments. A discussion string will be enabled for the entirety of the semester for any issues relating to the writing/research assignment. Other discussion strings will be added as needed. Students are responsible for checking the D2L site weekly, at minimum.

COURSE SCHEDULE

Week #1 This is a Sociology class, so why is Psychology in the title?
“*The Social Nature of Human Nature*”

Tues. 9/2 Introduction to the course
Read:
Thurs. 9/4 Introduction to the text, p ix-x
“The Sociological Imagination,” see D2L (8)
“Sociological Mindfulness,” Michael Schwalbe, p 3-6
“The Social Foundations of Human Experience,” Peter Berger and Thomas Luckmann, p 7-14
**Week #2** Sociology and how it is studied

**Read:**
- Tues. 9/9  “Symbols and the Creation of Reality,” Kent Sandstrom, p 15-22
  “Islands of Meaning,” Eviatar Zerubavel, p 23-28
  “Speed Culture,” Simon Gottschalk, p 29-37
- Thurs. 9/11  No reading

**Methods**
Naturalistic Observation – Please have a time keeping device with you

**Writing Assignment Guidelines**

**Week #3** The self and its development

**Read:**
- Tues. 9/16  “The Self as Sentiment and Reflection,” Charles Horton Cooley, p 151-155
  “The Self as Social Structure,” George Herbert Mead, p 156-160
- Thurs. 9/18  “The Presentation of Self,” Erving Goffman, p 191-199
  “Cyberspace and Cyberselves,” Dennis D. Waskul, p 200-209
  “The Gloried Self,” Patricia Adler and Peter Adler, p 210-218

**Listen:**
NPR Ted Talk Show: Identities (about 50 minutes)
http://www.npr.org/2013/10/06/229879937/identities

**Week #4** Writing project guidelines

**Group Behavior**

**Read:**
- Tues. 9/23  “Group Influences,” David Myers, see D2L (green page numbers 276 -294)
- Wed. 9/24  Project Proposals due on D2L by 11:59 pm
- Thurs. 9/25  “Group Influences,” David Myers, see D2L (green page numbers 294-314)

**Week #5** Development of Self: Race and Gender

**Read:**
- Tues. 9/30  “Doing Gender as Resistance,” Chauntelle Anne Tibbals, p 384-395
  “Women, Power, and Hair,” Rose Weitz, p 351-364
  Look at and read http://www.slate.com/blogs/behold/2013/10/15/endia_beal_can_i_touch_it_explores_gender_race_and GENERATIONAL_gaps_in.html
- Thurs. 10/2  “Borderwork among Girls and Boys,” Barrie Thorne, p 343-350
  “Young Children’s Racial and Ethnic Definitions of Self,” Debra Van Ausdale and Joe R. Feagin, p 161-172

**Week #6** Subjective experience

**Emotions and Mental Health**

**Read:**
- Tues. 10/7  “Smell, Odor, and Somatic Work,” Dennis D. Waskul and Phillip Vannini, p 41-50
- Wed. 10/9  “Managing Emotions in Medical School,” Allen C. Smith III and Sherri Kleinman, p 57-69
**Week #7**  
**Organization of social interaction**  
**Read:**  
**Tues. 10/14**  
"Face-work and Interaction Rituals," Erving Goffman, p 235-244  
"The Organization of Conversation," Ronald Wardhaugh, see D2L (6)  
"All Media are Social," C. Clayton Childress, see D2L (4)  
**Thurs. 10/16**  
"The Interaction Order of Public Bathrooms," Spencer E. Cahill, p 245-254  
"Wheelchair Users’ Interpersonal Management of Emotions," Spencer E. Cahill and Robin Eggleston, p 256-266

**Week #8**  
**Review and take midterm**  
**Tues. 10/21**  
Project progress check; Review for midterm  
**Thurs. 10/23**  
**Exam #1/Midterm**

**Week #9**  
**Social Influence at School**  
**Read:**  
**Tues. 10/28**  
"The Adolescent Culture," James Coleman, see D2L  
**Thurs. 10/30**  
"Teenagers in Clarendon Heights: The Hallway Hangers and the Brothers," Jay MacLeod, see D2L (12)  
"Stealing a Bag of Potato Chips and Other Crimes of Resistance," Victor M. Rios, see D2L (7)

**Week #10**  
**Structures and boundaries**  
**Read:**  
**Tues. 11/4**  
"Society in Action," Herbert Blumer, p 283-287  
"Protecting the Routine from Chaos," Daniel Chambliss, p 288-296  
"Managing Emotions in an Animal Shelter," Arnold Arluke, p 326-338  
**Thurs. 11/6**  
"Helping Women and Protecting the Self in an Abortion Clinic," Michelle Wolkomir and Jennifer Powers, p 219-231

**Week #11**  
**Managing Boundaries**  
**Read:**  
**Tues. 11/11**  
"Legitimized Oppression," Robert J. Duran, p 297-308  
"Collective Emotions and Boundary Work among Evangelical Christians," Amy C. Wilkins, p 311-324  
**Thurs. 11/13**  
"Nazi Doctors at Auschwitz," Robert Jay Lifton, p 437  
"Collective Forgetting and the Symbolic Power of Oneness," Barry Schwartz, p 446

**Week #12**  
**Managing boundaries/Work**  
**Read:**  
**Tues. 11/18**  
"The Work-Home Crunch," Kathleen Gerson and Jerry A. Jacobs, see D2L  
"Sculpting the Boundary Between ‘Home’ and ‘Work’," Christena Nippert-Eng, see D2L  
**Thurs. 11/20**  
"'It’s the Job That I Love': Bike Messengers and Edgework," Jeffrey L. Kidder, see D2L for reading and links to videos

**Week #13**  
**Read:**  
**Tues. 11/25**  
**Writing/Research poster due – gallery walk**  
**Thurs. 11/27**  
No class! Happy Thanksgiving!  
**Fri. 11/28 11:59 pm**  
**Writing/Research project paper due on D2L**  

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### Week #14  The body

**Read:**
- Tues. 12/2  “Women and Their Clitoris,” Dennis D. Waskul, Phillip Vannini, and Desiree Wiesen, p 95-108
- "Risky Lessons," Jessica Fields, p 126-135
- Thurs. 12/4  “The Organizational Management of Shame,” Daniel D. Martin, p 78-91
- “Becoming a Gendered Body,” Karin A. Martin, p 109-125

### Week #15  Friendship, Gossip, and Rumor; Review for Final

**Read:**
- Tues. 12/9  "Social Networks: The Value of Variety," Bonnie Erikson, see D2L
- "The Ties that Bind are Fraying," Miller McPherson, Lynn Smith-Lovin, and Matthew Brashears, see D2L (6)
- Thurs. 12/11  "Uncertain Knowledge," Gary Alan Fine and Nicholas DiFonzo, see D2L

**Watch:**
- The Sociology of Gossip: Elaine Lui at TEDxVancouver
  [http://www.youtube.com/watch?v=oPDWoXV6iEM](http://www.youtube.com/watch?v=oPDWoXV6iEM)
- While watching, consider: What are the (multiple) functions of gossip?
- Review for Final

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**Monday, December 15, 2014 – 3:00-5:00 pm  Exam #2/ Final in our classroom**

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**The following are some helpful resources available to you on the UWM campus:**

- Student Success Center and the First Year Center
  [http://www4.uwm.edu/ssc/](http://www4.uwm.edu/ssc/)
- Center for Community Based Living, Learning, and Research (formerly the Volunteer Center)
  [http://www4.uwm.edu/community/](http://www4.uwm.edu/community/)
- Norris Health Center
  [http://www4.uwm.edu/norris/](http://www4.uwm.edu/norris/)
- LGBT Resource Center
  [http://www.aux.uwm.edu/lgbt/](http://www.aux.uwm.edu/lgbt/)
- Career Development Center
  [http://www4.uwm.edu/cdc/](http://www4.uwm.edu/cdc/)
- Advising Center
- Multicultural Student Centers
  [http://www4.uwm.edu/msc/](http://www4.uwm.edu/msc/)
- Tutoring/ Panther Academic Support Services (PASS)
  [http://www4.uwm.edu/pass/](http://www4.uwm.edu/pass/)
- The Writing Center
  [http://www4.uwm.edu/writingcenter/](http://www4.uwm.edu/writingcenter/)
Getting access to & getting help for a course that uses Desire2Learn (D2L) for its Web site

Materials for this course are available on a Desire2Learn (D2L) course Web site. You may see these materials there anytime you wish, using a standard Web browser as described in the paragraph below.

If you have a PC-compatible computer, it is recommended that you use either Internet Explorer or Firefox as your D2L Web browser. If you have a Mac, it is recommended that you use Safari or Firefox. You should also make sure that your browser has “Sun Java Runtime Environment” (Java-scripting) enabled for a recent version of Java. (If you have any questions about these requirements, contact Help as described at the bottom of this page.)

In order to find and browse the course Web site:
1. Call up your Web browser and go to the UWM home page: http://www.uwm.edu OR http://D2L.uwm.edu
2. From the UWM home page, click D2L on the menu across the top of the page.
3. This will automatically bring up the Desire2Learn welcome screen. You will see a location to enter your Username and Password.
4. Your Username is your ePanther username (the same username as your ePanther campus email), without the “@uwm.edu” part. Do not hit Enter after you have typed in your username! Either hit the Tab key on your keyboard, or use the mouse to click in the box next to Password.
5. Your Password is your ePanther password. After you have typed in your ePanther password, then please hit Login.
6. You should then see a My Home screen. You will see in mid-screen an area called My UW-Milwaukee Courses. If you click on Search with the textbox empty, you will see all the courses you are enrolled in. You can click on the word Semester at the top of the appropriate column (usually click a couple of times) to organize your courses by semester, displaying the current semester first. Alternatively, you can put in a search string (for instance, “psych 101” but without the quotes) and click on Search. If you’re enrolled in a D2L site with that search string, it will be displayed for you.
7. Once you are on the My Home screen, you will see links on the left side of your screen that allow you to change your ePanther password or forward your ePanther email to your preferred private email address.
8. If you have any difficulty getting on the course Web site, please close down your Web browser completely and open it up again, then try logging on again using the instructions above. If you do not know your ePanther username or password, please get help as indicated below.
9. When you are finished looking around the course Web site, always click on Logout if you are in a computer lab, or at least shut down your Web browser. Otherwise, the next person who uses the machine will be using your course account!

What to do if you have problems with Desire2Learn (D2L)
If you have problems with your login (e.g., you forgot your password, or if you just can’t get on) or if you run into any other typical Desire2Learn difficulties, help is available 24 hours a day, 7 days a week. You may do one of the following:
- Send an email to help@uwm.edu
- Pick up a phone and call 414.229.4040 if you are in Metro Milwaukee (or just 4040 on a UWM campus phone)
- Go to Bolton 225 (this lab is not open all day or on weekends – check for specific hours)
- Go to EMS E173A (this is a 24/7 lab)
- If you are calling from off campus but within Wisconsin or within the USA, call 1.877.381.3459.
The Secretary of the University maintains a web page that contains university policies that affect the instructor and the students in this course, as well as essential information specific to conduct of the course. The link to that web page is:  http://www4.uwm.edu/secu/SyllabusLinks.pdf

**Students with Disabilities.** Verification of disability, class standards, the policy on the use of alternate material and test accommodations can be found at the following:  http://www.uwm.edu/Dept/DSAD/SAC/SACltr.pdf

**Religious Observances.** Policies regarding accommodations for absences due to religious observance are found at the following:  http://www4.uwm.edu/secu/docs/other/S1.5.htm

**Students called to active Military Duty.** Accommodations for absences due to call-up of reserves to active military duty are found at the following:  http://www4.uwm.edu/current_students/military_call_up.cfm

**Incompletes.** You may be given an incomplete if you have carried a course successfully until near the end of the semester but, because of illness or other unusual and substantiated cause beyond your control, have been unable to take or complete the final examination or to complete some limited amount of course work. An incomplete is not given unless you prove to the instructor that you were prevented from completing the course for just cause as indicated above. The conditions for awarding an incomplete to graduate and undergraduate students can be found at the following:  http://www4.uwm.edu/secu/docs/other/S31.pdf

**Discriminatory Conduct** (such as sexual harassment). Discriminatory conduct will not be tolerated by the University. It poisons the work and learning environment of the University and threatens the careers, educational experience and well-being of students, faculty and staff. Policies regarding discriminatory conduct can be found at:  http://www4.uwm.edu/secu/docs/other/S47.pdf

**Academic Misconduct.** Students are responsible for the honest completion and representation of their work, for the appropriate citation of sources, and for respect of others' academic endeavors. Policies for addressing students cheating on exams or plagiarism can be found at the following:  http://www4.uwm.edu/dos/conduct/academic-misconduct.cfm

**Complaint Procedures.** Students may direct complaints to the Sociology Department Chair or the Associate Dean for Social Sciences in the College of Letters & Sciences. If the complaint allegedly violates a specific university policy, it may be directed to the Sociology Department Chair, the Associate Dean for Social Sciences in the College of Letters & Sciences, or to the appropriate university office responsible for enforcing the policy. Policies may be found at:  http://www4.uwm.edu/secu/docs/other/S49.7.htm

**Grade Appeal Procedures.** A student may appeal a grade on the grounds that it is based on a capricious or arbitrary decision of the course instructor. Such an appeal shall follow the established procedures adopted by the department, college, or school in which the course resides or in the case of graduate students, the Graduate School. These procedures are available in writing from the respective department chairperson or the Academic Dean of the College of Letters & Science. Procedures for undergraduate student grade appeal can be found at  http://www4.uwm.edu/letsci/upload/grievance_procedure.pdf

Procedures for graduate student grade appeal can be found at  http://www.graduateschool.uwm.edu/students/policies/

**Final Examination Policy.** Policies regarding final examinations can be found at the following:  http://www4.uwm.edu/secu/docs/other/S22.htm

**Book Royalties.** In accord with Department of Sociology policy, the royalties from the sale of faculty-authored books to students in their classes are donated to a UWM Foundation/Sociology Account to support future awards and activities for UWM students in Sociology.