

Social Psychology (SOCI 112)

Classroom: Peterson 103

Class Hrs: 11:00-11:50a MWF

Prof Office Hrs: Wednesdays 01:00-02:30 (Office)

Professor: Dr. Richard N. Pitt

497 Social Sciences Bldg

rpitt@ucsd.edu

www.majorsmatter.net/socpsy

"Our sense of being a person can come from being drawn into a wide social unit; our sense of selfhood can arise through the little ways in which we resist the pull. Our status is backed by the solid buildings of the world, while our sense of personal identity often resides in the cracks." Erving Goffman

So, I guess we are who we are for a lot of reasons. And maybe we'll never know most of them. But even if we don't have the power to choose where we come from, we can still choose where we go from there. We can still do things. And we can try to feel okay about them." Steven Chbosky

COURSE DESCRIPTION. How do we come to see ourselves as individuals, and how do social forces shape our perceptions, attitudes, and interactions? This course provides a sociological approach to social psychology, emphasizing how the self, emotions, and cognition are socially constructed. We will begin with micro-level theories such as symbolic interactionism and then move to meso-level perspectives such as exchange theory, and status expectations states theory. The course will also examine the intersections of social psychology with larger social structures, including the impact of race, gender, and class on social interactions. Assignments will encourage students to apply theoretical insights to current events and personal experiences.

TEXTS. All assigned readings will be articles made available to you in course reserves. You can access them in Canvas (under "Course Reserves"). You can also find them by clicking on the book icon on the course webpage. You will be responsible for reading each article assigned and write memos (see point B in grading) for two of them each week. Undergraduate students are conventionally expected to complete 2-3 hours of out-of-class coursework for *every hour in class . . . really*. [I know. Stop laughing!] Research on reading speeds shows that undergrads average about 250-300 words per minute for recognition of the material content. The average 20-page article assigned in this course is about 12500 words and should take you about an hour to read carefully and 30 minutes to skim. As you'll see below, you will be required to outline these articles; that will add an additional 30-45 minutes. Therefore, I fully expect that you should be able to read/outline the articles each week. If you find it difficult to manage this level of work, please let me know and we can discuss some techniques for increasing your reading/skimming speed.

REQUIREMENTS AND GRADING. Other than the quizzes and the final examination, your grade in this class will be based on your completion of assignments, not "mastery" of material. In order to learn the material we will cover in this class, I need you to complete all of the assignments. Each journal and article memo will be marked as "done" or "not done", not "correct" or "incorrect". These assignments are opportunities to explore, engage with, and challenge ideas raised in the class. Complete them. Each of you starts with an "A" (600 points) and you move down from there. The buffer for each letter grade is 60 points (10%). Pluses and minuses are earned in the 20 point margins at the top/bottom of the letter grade range. **You will receive an A- at 564 points.** Once you go below the threshold for any given grade, there is NO way to go up. Unless otherwise noted, all assignments should be single-spaced, 1" margins, and in Times or Times New Roman font. All assignments must be turned in on Canvas in the correct assignment "mailbox" as WORD (doc. or docx) documents.

A = 565-600 points (94%)	B+ = 520-539 points (87%)	C+ = 460-479 points (77%)	D = 360-419 points
A- = 540-564 points (90%)	B = 500-519 points (83%)	C = 440-459 points (73%)	F = 0-359 points
	B- = 480-499 points (80%)	C- = 420-439 points (70%)	

A) Encounter The Material (50 points): The single largest predictor of a final grade in any course is attendance (Credé, Roche, Kiezcynka 2010), with doing the reading following a close second. As much of the learning taking place in this class will happen during the three hours we have together each week, you hurt yourself by not attending. Not only does your presence enable you to learn from the contributions of others, but your own contributions are critical for our engagement with these ideas. That said, I will not be taking attendance in this class and hope that, even without that incentive, you'll still come to class consistently.

B) Explain The Material (20 Article Memos at 5 pts each = 100 points): While most of the theoretical and conceptual material for this class will be found in the lectures and discussions, we will encounter most of the empirical (i.e., research-based) evidence of the theories in the 20 readings assigned in this class. You will be required to outline each week's readings and those outlines are due (in Canvas, in the correct folder) **by midnight on Friday** of the week they are assigned on the syllabus. Each memo for each reading should be no more than one page in length. They **must** follow the model supplied at the end of this syllabus, including each of the sections included in that model; don't include the notes and numbers in parentheses. I will choose one of your memos to post on the course website as a study guide for the rest of us. The posted memo's terms and findings will be what I will base quiz/exam questions upon. If you find that, week after week, your memos don't look like the posted ones (e.g., you don't pick the right concepts), please meet with me to see what you can do differently. We will discuss 6 of the articles in depth the last week of class.

C) Engage The Material (10 journal entries at 20 pts each=200 points): Every week you will be expected to write a one page (minimum 600 words) single-spaced journal entry on the issues covered in class that week. I will give you a specific question to answer that's based on that week's material. The journal entry will be due **by midnight the following Monday** in Canvas. The last journal will be due that **Friday (December 5)** at midnight. Your *ideas* will not be graded as "correct" or "incorrect" -- rather this is an opportunity to explore, engage with, and challenge ideas raised in the course. A "useful" (to you) journal entry will try to apply the concepts discussed in class and the readings assigned that week. If we tell you to use specific terms, you must UNDERLINE those terms in your journal. Not using the terms makes that an "incomplete" journal and you will get a zero. Using them incorrectly will also earn you lost points. Often, you'll get a response (in Canvas) along with your grade. We'd love for you to respond to those.

D) Exhibit Erudition (Quizzes and final examination for 300 points): I would like for you to master the material in this class at the following levels of understanding: (1) basic knowledge, (2) comprehension and understanding, and (3) application. With that in mind, there will be two ways I'll test your understanding: a series of quizzes and a cumulative final exam.

- **Quizzes:** There are four (10 question) quizzes scheduled throughout the semester (essentially one every other Wednesday). Each question will be worth 2.5 points. Quizzes will test that you are keeping up with your knowledge of the material and not waiting until the final exam to cram it all. These quizzes will only cover that week's readings and the material covered since the last quiz. The average on quizzes is usually 70%. If you find that you're scoring much below that, please see me as soon as possible for possible study tips.
- **Final Examination:** There will be a cumulative final exam composed of 80 multiple-choice questions. Each question will be worth 2.5 points. As you'll discover with the quizzes, these multiple-choice questions can't be answered by just looking for a word you recognize. You'll be expected, in some questions, to apply your knowledge to cases. You'll also be responsible for the material in the readings even if we did not discuss that reading in class. The exam will be offered on **Tuesday December 09 from 11:30-02:30** on Canvas.

SUMMARY OF WHEN ASSIGNMENTS ARE DUE

Mondays: Journals are due by midnight

Wednesdays: Quizzes are open from 7am to 2pm on Wednesdays

Friday: Article Memos are due by midnight

OTHER IMPORTANT THOUGHTS

Academic Excuses: I recognize that life may create interruptions in your ability to fully participate in the class. If an issue arises for you, please make sure to contact me immediately by email, but also be sure you can get the missed material from another student. Constantly monitoring students' late work is not a productive use of my time. If **you turn something in late**, Canvas will automatically mark it as a "zero". It will remain a zero until the end of the quarter when I go back and give it (only) 50% of the possible grade. If you know that **you cannot take the quiz** during the 7a-12p window, let me know by 8am that Wednesday and I'll be happy to extend the window for you.

Academic Integrity: UCSD's Student Honor and Conduct Code governs all work in this course. It is your responsibility to familiarize yourself with the provisions of the Code addressed in UCSD's Catalog and Student Handbook. Uncertainty about the application of the Honor Code does not excuse a violation. Plagiarism/cheating is easily detected and WILL NOT be tolerated. If I suspect that either has taken place, you will receive no credit for the assignment. Materials presented in this class are for the exclusive use of students enrolled in this course. The release of any of this material is strictly prohibited. Releasing this material will be considered an Honor Code violation and may also be a violation of state and federal laws.

A Note About ChatGTP Written By ChatGTP: "I am aware that some students may be using ChatGTP to complete their assignments. However, I will be able to easily spot any instances of this because ChatGTP produces generic and unoriginal answers that do not demonstrate a genuine understanding of the material. ChatGTP is incapable of producing unique answers for multiple students in the same class. More than one instance of similar writing will be challenged. I expect all students to complete their assignments on their own and with honesty and integrity."

Academic Accessibility: The Office for Students With Disabilities (OSD) works with students who have disabilities in order to help us provide reasonable accommodations to enable you to learn the course materials. It is your responsibility to request those accommodations *through that office*. In order to receive consideration for an accommodation, you must register with the OSD as soon as possible. Accommodations cannot be retroactively applied.

Encountering Food Insecurity? If you are skipping and stretching meals, or having difficulties affording or accessing food, you may be eligible for CalFresh, California's supplemental nutrition assistance program, that can provide nearly \$300 a month in free money on a debit card to buy food. Also consider the Triton Food Pantry, where you can pick up 15 points worth of food per week. Both resources can be found at the following website: basicneeds.ucsd.edu/food-security.

Final Thoughts on Respect: People often have strong opinions about the topics discussed in sociology courses, particularly in discussions that also intersect with ideas about race, gender, and sexuality. In our processes of learning what is empirically "true" and what is not, it is possible that members of the class will make comments which are based on misinformation or an interpretation that other members of the class find objectionable. Given this, it is essential that we treat each other with respect, that we do not demean or devalue the comments of class members, and that we stick to the issues rather than engage in personal attacks. If you find that statements in the class—including my own—cause you to feel left out or make it difficult for you to fully participate, please let me or the TA know and we'll see what we can do to remedy this. It is also important to be aware of how your choice of language regarding race, gender, and sexuality will be received by your classmates who may stand in different relation to the material than you. One important adjustment we should all make for this class is to tend towards inclusive language when talking about human beings (e.g., "people" instead of "men") except when the analysis we're engaging in requires more specificity (e.g., a discussion on gay men).

Course Schedule

COURSE INTRODUCTION

Week Of September 29 Introduction To Class

Stolte, John F, Gary Alan Fine, and Karen Cook. 2001. "Sociological Miniaturism: Seeing the Big through the Small in Social Psychology." *Annual Review of Sociology* 27:387-413.

Thoits, Peggy. 1995. "Social Psychology: The Interplay between Sociology and Psychology." *Social Forces* 73:1231-1243.

SYMBOLIC INTERACTIONISM AND IDENTITY THEORIES

Week Of October 06 Symbolic Interactionism

Garner, Betsie, and David Grazian. 2016. "Naturalizing Gender Through Childhood Socialization Messages in a Zoo." *Social Psychology Quarterly* 79:181-198.

Goffman, Alice. 2019. "Go To More Parties? Social Occasions as Home to Unexpected Turning Points in Life Trajectories." *Social Psychology Quarterly* 82:51-74.

Week Of October 13 Self and Self-Esteem (QUIZ)

Khanna, Nikki. 2010. "If You're Half Black, You're Just Black: Reflected Appraisals and the Persistence of the One-Drop Rule." *The Sociological Quarterly* 51:96-121.

Johnson, Monica, Justin Berg, and Toni Sirotzki. 2007. "Differentiation in Self-Perceived Adulthood: Extending the Confluence Model of Subjective Age Identity." *Social Psychology Quarterly* 70:243- 261.

Week Of October 20 The Self In Action

Bonsu, Samuel. 2007. "The Presentation of Dead Selves in Everyday Life: Obituaries and Impression Management." *Symbolic Interaction* 30:199-219.

Trautner, Mary Nell, and Jessica Collett. 2011. "Students Who Strip: The Benefits of Alternate Identities for Managing Stigma." *Symbolic Interaction* 33:257-279.

Wei, Junhow. 2016. "'I'm the Next American Idol': Cooling out, Accounts, and Perseverance at Reality Talent Show Auditions." *Symbolic Interaction* 39:3-25.

COGNITION AND EMOTION THEORIES

Week Of October 27 Cognition, Schema, and Stigma (QUIZ)

Granberg, Ellen. 2011. "'Now My Old Self Is Thin': Stigma Exits after Weight Loss." *Social Psychology Quarterly* 74:29-52.

Pitt, Richard. 2010. "Killing the Messenger: Gay Black Men's Neutralization of Anti-Gay Religious Messages." *Journal for the Scientific Study of Religion* 49:56-72.

Week Of November 03 Affect and Emotions

Gengler, Amanda. 2020. "Emotions and Medical Decision-Making." *Social Psychology Quarterly* 83:174-194.

Harlow, Roxanna. 2003. "Race Doesn't Matter, But . . .: The Effect of Professors' Experiences and Emotion Management in the Undergraduate College Classroom." *Social Psychology Quarterly* 66:348-363.

Torres, Mauricio, Mary Cannito-Coville, and Dalia Rodriguez. 2017. "Trayvon Revisited: Race, Fear, and Affect in the Death of Trayvon Martin." *Sociological Forum* 32:1112-1126.

GROUP PROCESS THEORIES

Week Of November 10 Distributive and Procedural Justice (QUIZ • No Class On Friday)

Caleo, Suzette. 2016. "When Distributive Justice and Gender Stereotypes Coincide: Reactions to Equity and Equality Violations." *Journal of Applied Social Psychology* 48:257-268.

Schieman, Scott, Leah Ruppanner, and Melissa Milkie. 2018. "Who Helps with Homework? Parenting Inequality and Relationship Quality among Employed Mothers and Fathers." *Journal of Family Economic Issues* 39:49-65.

Week Of November 17 Social Exchange Relationships

Donnelly, Denise, and Elisabeth Burgess. 2008. "The Decision to Remain in an Involuntarily Celibate Relationship." *Journal of Marriage and the Family* 70:519-535.

Whitham, Monica, and Hannah Clarke. 2016. "Getting is Giving: Time Banking as Formalized Generalized Exchange." *Sociology Compass* 10:87-97

Week Of November 24 Status Expectations and Group Processes (QUIZ • No Class On Friday)

Pedulla, David. 2014. "The Positive Consequences of Negative Stereotypes: Race, Sexual Orientation, and the Job Application Process." *Social Psychology Quarterly* 77:75-94.

Rivera, Lauren. 2010. "Status Distinctions in Interaction: Social Selection and Exclusion in an Elite Nightclub." *Qualitative Sociology* 33:229-255

COURSE WRAP-UP

Week Of December 01 Article Reviews

No Readings This Week. We Will Engage In A Deep-Dive Review Of Your Favorite Articles.

Museus, Samuel, and Dina Maramba. 2011. "The Impact of Culture on Filipino American Students' Sense of Belonging." *The Review of Higher Education* 34:231-258.

PRIMARY ARGUMENT (one sentence, usually found in the front of the article): The authors argue that Filipino American college student's pressure to commit cultural suicide and their connection to their cultural heritage directly affect the college adjustment process, which had an impact on their sense of belonging to the campus.

IMPORTANT DEFINED CONCEPTS (2, NO acronyms, use bullets*, underline terms):

- Cultural Suicide: The notion that minority student must cut ties with their pre-college (non-White) culture and fully connect with the dominant campus culture in order to achieve integration and success in college
- Cultural Dissonance: The tension minority students face when their cultures (i.e., Filipino and American) are incongruent with each other.

PRIMARY FINDINGS (3-4, usually found in "Findings", "Results", or "Discussion"):

1. Female minority students felt more pressure to commit cultural suicide, have more difficulty adjusting to college, and have less sense of belonging on campus compared to male minority students.
2. Students who were very connected to their pre-college culture (i.e., they talked to their parents) were more likely to adjust better to the cultures at their universities too, and therefore experienced a better sense of belonging to it. The greater the students feel pressure to commit cultural suicide, the greater difficulty they encountered trying to adjust to the college culture.
3. Second-generation students felt more pressure to commit cultural suicide and the highest levels of separation from their families (i.e., low connection to pre-college culture). With this pressure came difficulty making new friends and feeling isolated on campus. They're not adjusting well.
4. The impact of all of this on "students' sense of belonging to the campus" is really a function of how well they adjust to the college. Ironically, students who stay connected to their pre-college culture (and don't feel like they have to commit cultural suicide) adjust better to their university culture.

KEY QUOTE (1, include page number): "Culturally relevant institutional programs and practices can permit students who come from cultures incongruent with those on their respective campuses to maintain ties with their cultural heritage while simultaneously adjusting to the cultures of their college campuses." (253)

QUESTION (1): Does pressure to commit cultural suicide vary among other racially/ethnic marginalized groups of students in college? Do Black and Hispanic (and other Asian) students experience this too? What about on a campus like UCSD with lots of Asian and Hispanic students and very few White ones?

**** In order to type a bullet (•), use ALT-7 on PC and OPT-8 on MAC ****