

Social Psychology: A Sociological Perspective

SOC 444

University of Wisconsin-Madison

Spring Semester 2023

Lecture schedule: Tuesdays & Thursdays,
11:00am-12:15pm

Lecture location: Sterling 1313

Professor: Chloe Hart (she/her)

Email: chloe.hart@wisc.edu

Office: 8115 Sewell Social Sciences
Building or [Zoom](#)

Office hours: Wednesdays, 10am-12pm:
schedule [here](#)

Section schedule: Monday afternoons
(section times vary)

Section location:

TA: Taylor Laemmli

Email: laemmli@wisc.edu

Office: 2458 Sewell Social Sciences
Building or [Zoom](#)

Office Hours: Tuesdays 12:45-1:45pm and
by appointment

Course Overview

Why do people behave the way they do? What are the components of social interaction? These are fundamental questions that drive social psychology. Through reading, lecture, and interactive discussion, students have the opportunity to explore and think critically about a variety of exciting issues including: how people come to understand themselves and others through social interaction, what unconscious processes occur while we interact with others, how other people influence our behavior even when we're not aware of it, and how bias and discrimination work. The social forces studied in the class shape our behavior, though their operation cannot be seen directly. A central idea of this class is that awareness of these forces allows us to make choices in light of them, offering us more agency and wisdom in our everyday lives.

Course Goals and Learning Objectives

By the end of this class, you will be able to:

- *Critically Evaluate Published Research.* Sociology graduates will be able to read and evaluate published research as it appears in academic journals and popular or policy publications.
- *Communicate Skillfully:* Sociology majors write papers and make oral presentations that build arguments and assess evidence in a clear and effective manner.
- *Critical Thinking about Society and Social Processes:* Sociology graduates can look beyond the surface of issues to discover the "why" and "how" of social order and structure and consider the underlying social mechanisms that may be creating a situation, identify evidence that may adjudicate between alternate explanations for phenomena, and develop proposed policies or action plans in light of theory and data.
- *Identify and apply key social psychological perspectives:* These perspectives include including symbolic interactionism, status characteristics theory, and intergroup relations.
- *Describe key social psychological concepts:* These concepts include self, identity, stigma, emotions, deviance, stereotypes, status, discrimination, and social influence.

How to Succeed in This Course

To succeed in this course, make sure you do the following:

- Do the required reading each day before you attend class
- Regularly attend and participate in group discussion and activities in lecture
- Keep on top of deadlines – you will have either an essay or an exam due approximately every 3 weeks in this course
- Respect each other in class discussion, activities, and group work.
- Tell us *when* a problem arises, not when grades are due.

Reading materials

There is one required textbook for this course: *Inside Social Life: Readings in Sociological Psychology and Microsociology* (Oxford University Press), edited by Spencer E. Cahill, Kent Sandstrom, and Carissa Froyum. This book is available at the University Book Store and on Sage and Amazon. It is abbreviated to ISL throughout this syllabus.

Additional readings for the course are posted on Canvas under Files.

Evaluation and grading

Letter grades and the total points

A	AB	B	BC	C	D	F
93-100	88-92.99	83-87.99	78-82.99	70-77.99	60-69.99	Below 60

I do not grade on a curve. Students will be graded according to the following scheme:

Task	Percent of grade
Reading reactions	12%
Presenting in discussion section	10%
Short essay assignments	30%
Exams	30%
Participation	10%
Final reflection	8%



Reading reactions – 14% of your final grade

You will post one discussion question or reaction about the course readings to the class discussion board **every week** until the final two weeks of class. These reactions can be short (2-3 sentences per reading) and should be designed to generate discussions in your sections. They are due at 8:00pm each Friday. Each reading reaction is worth 1% of your final grade. We do not accept late reading reaction posts.



Presenting in discussion section (10% of your grade)

You will be assigned give a 10-minute presentation in discussion section once this semester. Your job in this role is to identify and share a real-world example of a concept that was covered in the prior week's lectures or readings. A real-world example could be a social media post, news coverage, or a photo or video of something you encountered in the real world. In your presentation, you should 1) summarize the concept; 2) share your example; and 3) explain in detail how your example relates to the concept.

If you are sick and unable to attend your assigned discussion section, you may either share a recorded video of your presentation to earn a maximum of 8 out of 10 points, or you may sign up for a makeup presentation during a later week.



Essay assignments (30% of your grade)

Two essays (worth 15% of your grade each) will be assigned throughout the semester (see course calendar at the end of this syllabus for due dates). More information on these essays will be provided in lecture. Details on essay assignments will be posted on Canvas after assignments are given in class.

Note that if you submit an essay late, 5 percentage points will be deducted for each day that it is late (e.g., an essay that would have been graded as a 94 would be awarded an 84 if it was turned in 2 days late). We are willing to grant extensions for health reasons or emergencies, but we will only grant extensions if you ask for them **before** the due date.



Exams (30% of your grade)

We will have two exams that assess your comprehension of the course. Each exam will be worth 15% of your grade. The first exam will be held in class on Thursday, March 9th, and the second exam will be held in class on Thursday, April 20th. Exams may include questions about aspects of the readings that are not discussed in class, or questions about class discussions and activities that were not directly related to the readings.

If you are feeling unwell and cannot take the exam in person, you may take the exam remotely using the online proctoring service Honorlock. All exams must be taken at the scheduled exam time.



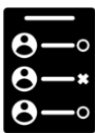
Participation (10% of your grade)

We expect that students will actively engage with the material in this course and come to class and discussion section having done the readings and prepared to participate and ask questions. Students are expected to attend all discussion sections; if you have cannot attend class for an excused reason (e.g., a medical reason or family emergency), you need to contact your TA **before** your discussion section for the absence to be excused.



Final reflection (8% of your grade)

In the final class, you will be asked to write a short reflection that ties together ideas from the research presentations in the final days of class with core concepts that we have learned throughout the semester.



Lecture attendance – 1 point extra credit

At the end of every lecture, you will have an opportunity to write a very brief lecture reflection. If you complete at least 67% of lecture reflections for this course, you will receive 1 point of extra credit on your grade (e.g., if you end the class with an 88%, the extra credit would bump your grade up to an 89%). If you complete fewer than 67% of lecture reflections, you will receive no extra credit.

Course policies

Contesting Graded Work

If you feel that your work in this course has been graded incorrectly by the TA, you may request that I regrade your work. If you do so, I will regrade your work from scratch. This means that you may receive a grade that is either higher, lower, or the same as the grade you originally received.

Academic Integrity Statement

By virtue of enrollment, each student agrees to uphold the high academic standards of the University of Wisconsin-Madison; academic misconduct is behavior that negatively impacts the integrity of the institution. Cheating, fabrication, plagiarism, unauthorized collaboration, and helping others commit these previously listed acts are examples of misconduct which may result in disciplinary action. Examples of disciplinary action include, but is not limited to, failure on the assignment/course, written reprimand, disciplinary probation, suspension, or expulsion.

Accommodations for Students with Disabilities Statement

The University of Wisconsin-Madison supports the right of all enrolled students to a full and equal educational opportunity. The Americans with Disabilities Act (ADA), Wisconsin State Statute (36.12), and UW-Madison policy ([UW-855](#)) require the university to provide reasonable accommodations to students with disabilities to access and participate in its academic programs and educational services. Faculty and students share responsibility in the accommodation process. Students are expected to inform me of their need for instructional accommodations during the beginning of the semester, or as soon as possible after being approved for accommodations. I will work either directly with you or in coordination with the McBurney Center to provide reasonable instructional and course-related accommodations. Disability information, including instructional accommodations as part of a student's educational record, is confidential and protected under FERPA. (See: [McBurney Disability Resource Center](#))

Diversity & Inclusion Statement

[Diversity](#) is a source of strength, creativity, and innovation for UW-Madison. We value the contributions of each person and respect the profound ways their identity, culture, background,

experience, status, abilities, and opinion enrich the university community. We commit ourselves to the pursuit of excellence in teaching, research, outreach, and diversity as inextricably linked goals. The University of Wisconsin-Madison fulfills its public mission by creating a welcoming and inclusive community for people from every background – people who as students, faculty, and staff serve Wisconsin and the world.

Academic Calendar & Religious Observances

See [this calendar](#) for information about the current academic calendar, along with the university's religious observance policy.

Privacy of Student Records & the Use of Audio Recorded Lectures Statement

Lecture materials and recordings for this course are protected intellectual property at UW-Madison. Students in this course may use the materials and recordings for their personal use related to participation in this class. Students may also take notes solely for their personal use. If a lecture is not already recorded, you are not authorized to record my lectures without my permission unless you are considered by the university to be a qualified student with a disability requiring accommodation. [Regent Policy Document 4-1] Students may not copy or have lecture materials and recordings outside of class, including posting on internet sites or selling to commercial entities. Students are also prohibited from providing or selling their personal notes to anyone else or being paid for taking notes by any person or commercial firm without the instructor's express written permission. Unauthorized use of these copyrighted lecture materials and recordings constitutes copyright infringement and may be addressed under the university's policies, UWS Chapters 14 and 17, governing student academic and non-academic misconduct.

Students' Rules, Rights & Responsibilities

See [this link](#) for information about university students' privacy rights (FERPA).

Mandatory reporting

As your instructors, one of the responsibilities of me and the TA is to help create a safe learning environment. We want you to feel comfortable in this class and to feel like you can share information related to your life experiences in your written work and in our one-on-one meetings. We will keep information you share private to the greatest extent possible. However, we also have a mandatory reporting responsibility related to our roles as faculty and teaching assistants. That means that we are required to share information regarding child abuse or neglect and sexual assaults that our students have experienced or witnessed with the University of Wisconsin-Madison's Title IX office. If you would like to speak to *someone who can maintain confidentiality* on those issues, you can receive free, confidential victim advocacy and survivor support, including information about your options and emotionally supportive counseling, at 608-265-5600.

Cell Phones and Computers in Class

Unless you have a good reason to leave your cell phone on, please turn your phone off when you come to class. If you must leave it on due to family or medical reasons, please put the phone on silent so it does not disturb your classmates. Students may use their computers for note-taking and class-related activities only. If computers prove distracting, I reserve the right to ask students to stop using them during class time.

Available Support Resources: Where can you go to find support?

To be a successful student it is important to seek support from others when you need it. Our university has many services that can help you improve your ability to meet your goals. You also are welcome to contact me about any of these issues.

Need Support?	Check out these resources:
Need assistance with enrollment or transcripts?	Office of the Registrar
Want help writing course papers?	The Writing Center
Looking for books, videos, media for outside research?	Library Research Support
Need accessibility support in the classroom?	Accessibility at UW-Madison
In need of financial support for basic needs?	Office of Student Financial Aid
Searching for support with mental health and well-being?	University Health Services – Mental Health
Feeling sick or unwell?	University Health Services – Medical Services
Struggling to decide on a major?	Undergraduate Advising
Seeking support as an international student?	International Student Services
Is there an incident of hate and bias you would like to report?	Dean of Students Office

General course information

Credit hours

This is a 4-credit class that meets for two lecture periods and one section period each week over the fall semester and carries the expectation that students will work on course learning activities (reading, writing, studying, etc) for about 3 hours for every class period. See elsewhere in the syllabus for more information about expectations for student work.

Regular and Substantive Student-Instructor Interaction

This course meets the regular and substantive student-instructor interaction requirement by providing learning and assessment through direct instruction, providing feedback on student work, providing information about course content, and facilitating discussion of course content

Digital Course Evaluation (AEFIS)

UW-Madison uses a digital course evaluation survey tool called [AEFIS](#). For this course, you will receive an official email two weeks prior to the end of the semester, notifying you that your course evaluation is available. In the email you will receive a link to log into the course evaluation with your NetID. Evaluations are anonymous. Your participation is an integral component of this course, and your feedback is important to me. I strongly encourage you to participate in the course evaluation.

Course schedule (subject to change)

Week 1	Jan 24 Read:	<i>Introduction to the course</i> None
	Jan 26 Read (2):	<i>The methods used in social psychological research</i> Fielding-Singh, “Why Do Poor Americans Eat So Unhealthily?” Lovaglia, “From Summer Camps to Glass Ceilings”
Week 2	Jan 31 Read:	<i>Key insights from symbolic interactionism</i> Lanier, “Trump, Musk and Kanye Are Twitter Poisoned”
	Feb 2 Read:	<i>People as social “actors”</i> ISL, 19: Goffman, “The Presentation of Self”
Week 3	Feb 7 Read:	<i>Face-work</i> ISL, 24: Goffman, “Face-work and Interaction Rituals”
	Feb 9 Listen:	<i>Social norms</i> Hidden Brain: Playing Tight and Loose
Week 4	Feb 14 Listen:	<i>Conformity</i> Hidden Brain: The Snowball Effect
	Feb 16 Read:	<i>Identity processes</i> ISL, 11: Martin, “Becoming a Gendered Body”
Week 5	Feb 21 Read:	<i>Stigmatized identities</i> ISL, 22: Snow and Anderson, “Salvaging the Self from Homelessness”
	Feb 23 Read: Assignment due:	<i>Social cognition</i> ISL, 4: Zerubavel, “The Rules of Denial” Essay 1 due at 8pm on Friday, February 24th
Week 6	Feb 28 Read:	<i>Facts and motivated reasoning</i> Hastorf and Cantril, “They Saw a Game”
	March 2 Read:	<i>Feeling and managing emotions</i> Hochschild, <i>The Managed Heart</i> , Chapter 4: Feeling Rules
Week 7	March 7 Read:	<i>Authority</i> Kelman and Hamilton, “The Mai Lai Massacre: A Military Crime of Obedience,” pp.1-20

	March 9 Read:	Exam 1 None
<i>Spring break</i>	<i>March 14 & 16</i>	--
Week 8	March 21 Read:	<i>Stereotyping</i> Quadlin and Montgomery, "When a Name Gives You Pause," abstract and pp.216-232
	March 23 Read:	<i>Expectations</i> Lee, "Asian American Students Face Bias, but It's Not What You Might Think"
Week 9	March 28 Listen:	<i>Status</i> The Experiment Podcast: Justice, Interrupted
	March 30 Read:	<i>How status characteristics shape individuals' behavior</i> ISL, 21: Adler and Adler, "The Glorified Self"
Week 10	April 4 Read:	<i>Intersecting identities and status</i> Smith et al., "Making the Invisible Visible," abstract and pp.1710-1731
	April 6 Read:	<i>Status construction theory</i> Ispa-Landa and Oliver, "Hybrid Femininities," abstract and pp. 898-918
	Assignment due:	Essay 2 due at 8pm on Friday, April 7th
Week 11	April 11 Read:	<i>Just world beliefs</i> Roberts, "The Psychology of Victim Blaming"
	April 13 Read:	<i>Intergroup conflict</i> ISL, 30: Vasquez, "Disciplined Preferences: Explaining the (Re)production of Latino Endogamy"?
Week 12	April 18 Read:	<i>How can intergroup tension be addressed?</i> Dobbin and Kalev, "Why Diversity Programs Fail"
	April 20 Read:	Exam 2 None
Week 13	April 25 Read:	<i>Research spotlight: TBD</i> None

	April 27 Read:	<i>Research spotlight: Lucas Wiscons</i> None
Week 14	May 2 Read:	<i>Research spotlight: TBD</i> None
	May 4 Read:	<i>Final reflections</i> None