

SOC/PSYCH 456 - INTRODUCTORY SOCIAL PSYCHOLOGY SYLLABUS

SPRING 2021

INSTRUCTOR INFORMATION

Instructor	Email	Office Location & Hours
Lucas Wiscons	wiscons@wisc.edu	Virtual; Wednesdays from 11:00 am to 12:00 pm & by appointment
Teaching Assistant (TA)		
Ana Gonzales	algonzales2@wisc.edu	Virtual; Fridays from 8:00 am to 10:00 am

GENERAL INFORMATION

DESCRIPTION

This course is an introduction to social psychological study. One of the first questions we will address this semester is “what is social psychology,” or, perhaps, more specifically, “what isn’t social psychology?” As this question suggests, the topics, methods, and theories of social psychological inquiry are exceedingly diverse, often contradictory, and, occasionally, adversarial. We will spend time exploring the field, work to understand points of departure, and think about how (and whether) unification is possible. Broadly, social psychology is the study of persons in society and societies of persons. We will develop a more nuanced and complicated definition of social psychology in the opening weeks of the course.

COURSE FORMAT & EXPECTATIONS

This course is entirely online and consists of both synchronous and asynchronous components and requirements.

Synchronous Components:

- Weekly Course Meetings:
 - Mondays from 11:00 am - 11:50 pm
- Discussion Section Meetings:
 - Tuesdays: times vary, check your course enrollment information.

Asynchronous Components:

- Pre-recorded content lectures
- Readings/listening/viewing assignments
- Discussion forum participation
- Occasional lecture activities (small assignments)
- Other assignments, detailed below

This is a three-credit course with a mandatory one credit discussion section. The University of Wisconsin-Madison uses a 45-hour-per-credit standard. Therefore, this course has been designed to provide 180 hours of instruction. The workload (including all readings, assignments, etc.) for this course will average about 12 hours per week.

The timetable lists the final for this course as taking place on May 2, 2021 at 10:05 am. **There is no final exam for this course.** The course will not meet or hold an exam on May 2, 2021.

COURSE MATERIALS

REQUIRED MATERIALS

This course will take place primarily on the UW-Madison online learning platform, Canvas (canvas.wisc.edu). The only required materials for this course are those that enable you to reliably access the online learning platform

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and complete the course assignments. Note that one of the course assignments (the Podcast Segment) requires you to have access to a device capable of creating digital audio recordings (smart phone, computer with a microphone, etc.)

There are no textbooks or other instructional materials that you must purchase for this course. All reading, listening, and viewing materials will be available in a digital format through the course Canvas website.

GRADING

GRADE BREAKDOWN

Component	Percentage
Syllabus Quiz	1%
Lecture Activities	4%
Discussion Section Attendance & Participation	15%
Online Discussion Board Participation	20%
Virtual "Ethnography"	25%
Podcast Segment	35%

LETTER GRADE CUTOFFS

A:	≥ 92%
AB:	88% - 91.99%
B:	82% - 87.99%
BC:	78% - 81.99%
C:	70% - 79.99%
D:	60% - 69.99%
F:	≤ 59.99%

GRADING & LATE WORK POLICIES

The course instructor and your TA take grading very seriously and work together to ensure each of your assignments is graded fairly. Your TA is responsible for grading most of your assignments. In almost every case you should approach your TA with questions about your grades before contacting the course instructor. The only instance in which you should contact the course instructor directly about a grade you received is if you are requesting a grade review according to the procedure detailed below.

COOLDOWN PERIOD

If you have a question about a grade you have received, you must **wait at least 48 hours** from the time the grade is released on Canvas before approaching your TA with the question. Questions received during the "cooldown period" will not be read or responded to.

GRADE REVIEW & RE-GRADING POLICY

If, following the cooldown period and consulting with your TA, you believe that a grade you received is unfair or inaccurate, you may request a grade review from the course instructor. Grade reviews must be requested within one week of the grade's release on Canvas, or they will not be considered. The request must be sent via email,

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be no longer than 500 words, and detail a compelling explanation for why you think your assignment was unfairly graded, citing information drawn solely from your original assignment submission; you may not add additional details. After reviewing your request, the course instructor will decide whether to review the grade; this decision is final. If a grade review is granted, the course instructor will review and determine a grade for your assignment. The higher of the two grades (original or regrade) will be entered as the final grade for the assignment.

LATE WORK

Be proactive! Do not wait until the last possible moment to upload your assignment to Canvas. Give yourself time to work through technical difficulties. If you are having technical difficulties uploading your assignment to Canvas, email your assignment to your TA before the submission deadline and include evidence (a screenshot of the ticket confirmation is preferred) that you have reached out to DoIT (<https://it.wisc.edu/services/help-desk/>) about the issue. **Emailed assignment submissions should be submitted no sooner than 3 hours before the assignment deadline.**

Assignment submissions are considered late immediately following the deadline listed on this syllabus or posted on Canvas. A late assignment will receive a 15% grade penalty (subtractive), and an additional 15% penalty will be applied every 24 hours (including weekends) until the assignment is submitted. Assignments submitted more than 4 days after the due date will be rejected and assigned a final grade of zero.

Some examples:

1. An assignment that received a 94% when graded but was submitted up to 24 hours late will have its grade reduced by 15% to 79%.
2. An assignment that received an 85% when graded but was submitted between 24 and 48 hours late will have its grade reduced by 30% to 55%.
3. An assignment submitted 96 or more hours late will not be graded at all and will receive a final score of 0%.

COURSE COMPONENTS

SYLLABUS QUIZ (1% OF FINAL GRADE)

During the first week of the course, you will be asked to complete a syllabus quiz to evaluate your comprehension of this document. It is an easy point! Do not pass it up. You are bound by the provisions of this syllabus regardless of whether you complete the syllabus quiz.

LECTURE ACTIVITIES (4% OF FINAL GRADE)

Lecture activities will occasionally be assigned to be completed before, after, or during certain lectures. These are small assignments and are designed to take no longer than an hour to complete. The purpose of each activity is to either prime you to better understand upcoming information or to help solidify recent content. Lecture activities are reviewed by the course instructor and are graded "Pass/Fail."

EXTRA CREDIT OPPORTUNITY

Deep engagement with a lecture activity may warrant (at the sole discretion of the course instructor) extra credit. Deep engagement must be demonstrated through the quality of the activity submission.

DISCUSSION SECTION ATTENDANCE & PARTICIPATION (15% OF FINAL GRADE)

Your TA will share their expectation for section attendance and participation with you early in the semester. All questions about this portion of your grade should be directed to your TA.

ONLINE DISCUSSION BOARD PARTICIPATION (20% OF FINAL GRADE)

During most weeks, you will be asked to participate with your discussion section peers in a written discussion on Canvas. Detailed instructions for participation will be in the discussion description each week. In general, you will be asked to:

1. By Friday at 12:00 pm (noon): Submit one initial discussion post consisting of:
 1. A brief (250-500 word) summary of the reading and listening materials for the week;
 2. A short reflection on some or all of the reading and listening materials; and
 3. A prompt for further discussion.
2. By Sunday at 11:59 pm: Respond to two discussion posts by your peers

EXTRA CREDIT OPPORTUNITIES

We may award extra credit for thoughtful, on-topic conversation beyond the initial responses. There are no strict guidelines for this. We are looking for genuine engagement between you and your peers on course content. Beyond your initial two responses, you are free to participate in any discussion thread you would like.

Additionally, during weeks in which there is no discussion post assigned (Week 14) you may, for extra credit, submit a content memo that includes:

1. A brief (250-500 word) summary of the reading and listening materials for the week; and
2. A short reflection on some or all of the reading and listening materials.

Points earned from exemplary participation in weekly online discussions and from extra credit content memos will be applied towards the "Online Discussion Board Participation" portion of your grade.

GRADING NOTE

At the end of the semester, your two (2) lowest online discussion board participation grades will be dropped. Using these dropped grades to skip submitting a discussion post is permitted; however, ***you will still be responsible for being familiar with assigned module materials***. That is, skipping an online discussion board post is not a valid excuse for poor discussion section attendance or participation, or for an insufficient response to a lecture activity that requires knowledge of the course material.

VIRTUAL "ETHNOGRAPHY" (25% OF FINAL GRADE)

Increasingly, our social interactions are mediated (whether we like it or not) by virtual spaces. Prior to the COVID-19 pandemic, many people spent dozens of hours per week on social media sites, online video games, topic/activity-oriented web-forums, and engaged in other activities mediated wholly or in part by the internet. With the COVID-19 pandemic and the associated prescriptions to socially distance and physically isolate, the amount of time people spend in virtual spaces has increased staggeringly. For this assignment, you will design, complete, and report on an observation of a virtual space. The goal of this assignment is to prompt you to think about and reflect on how the internet (and other related technologies) affect our everyday social interactions.

To complete this assignment you must:

1. Design your study;

2. Generate field notes; and
3. Write a report describing and discussing your findings.

VIRTUAL "ETHNOGRAPHY:" STUDY DESIGN (25% OF ASSIGNMENT GRADE)

The planning portion of this assignment is due on Canvas on **February 21, 2021 at 11:59 pm**. Your submission should address the following questions:

1. Will your theoretical/methodological approach be "top-down" (extended case) or "bottom-up" (grounded)?
 - This distinction will be addressed in lectures during weeks 3 and 5.
2. Why have you chosen the approach you have?
 - If you have chosen a "top-down" approach, what existing theory will you be testing/extending with your ethnography? What is your hypothesis?
 - If you have chosen a "bottom-up" approach, do you have a phenomenon you are interested in?
 - If so, how did you become interested in it?
 - If not, reflect on entering a study with no particular question or interest. What are the "pros/cons" of doing so?
3. What is your field-site and how/why have you chosen it?
 - Some notes on choosing a field-site:
 - If members of the field use their real names, the field site is okay to study if:
 1. Open to the public; OR
 2. You have permission from all the "members" of the field.
 - E.g., an open Facebook group is fine; an invitation-only group is only okay if you get permission from the members of the group before beginning your study.
 - If members of the site are anonymous, the site is likely okay to study.
 - Do not violate any laws to gain access or participate in a site. That is, you should not be studying, for example, the Dark Web.
 - Some examples:
 - Weekly virtual game/movie nights with your friends/family (get everyone's permission!)
 - Open Facebook group
 - A subreddit on reddit
 - Online video game
2. What do you know (or think you know) about the field-site already?
3. What is your plan for observing your field-site?
 - What type of observation are you planning on doing? How might this affect what you observe?
 - E.g., member observer, participant observer, visible external observer, invisible external observer
 - Have you chosen a particular schedule for observing your site? If so, how have you chosen this schedule? How might this schedule affect what you are observing?
4. What is your plan for making field notes?
 - Have you decided on any particular system for making field notes? If so, how might that system affect what you do and do not record? If you've decided not to pre-define a system for making field notes, explain how and why you made that decision.

There is a 750-word limit for this submission.

VIRTUAL "ETHNOGRAPHY:" GENERATING FIELD NOTES (15% OF ASSIGNMENT GRADE)

Your field notes are due with your study report on **March 7, 2021 at 11:59 pm**. The specific form that field notes take varies widely between researchers. For some guidance on how to get started, please read the following (short!) article:

[University of Southern California Libraries' Research Guide on Writing Field Notes](#)

Notes on Field Notes:

1. You will not be graded on your field notes (other than that you submit them and they appear to be careful and thoughtful), but they serve as the data on which you will build your report. That is, the main activity of this assignment is the generation of field notes. The more care and attention you put into them, the higher quality your eventual findings and discussion will be.
2. Your field notes do not need to be edited; **HOWEVER**, they must be intelligible to your TA and instructor. If you, for example, use a symbol or short-hand system in your notetaking, include a key.
3. There is no length requirement or restriction on your field-notes. That said, when it comes to analyzing your notes to construct your report, the situation of having too many notes is much better than that of having too few.
4. If the site of your virtual ethnography is one in which people use their real names (e.g., Facebook), use pseudonyms (made up names) in your field notes and report. You may keep a key which links real names to pseudonyms, but **do not** submit it with your assignment and destroy it once the assignment is complete.

VIRTUAL "ETHNOGRAPHY:" REPORT AND DISCUSSION OF FINDINGS (60% OF ASSIGNMENT GRADE)

The report and discussion portion of this assignment is due, with your field notes, on March 7, 2021 at 11:59 pm. Your report should include the following:

1. Describe your field-site, how it was chosen, and some of its key features;
 - a. If your field site changed from your design, explain why.
2. Based on your theoretical approach, either:
 - a. (Top-down approach) describe the question you were investigating, how you became interested in it, and why this site was thought to be a good place to investigate it. What was your hypothesis?
 - b. (Bottom-up approach) describe your phenomena of interest (if you had any) OR briefly provide a justification for an "unmotivated" approach.
3. Describe your findings;
 - a. Focus on a few central findings. Depth is much more important than quantity. That is, you can get full points for a strong description and substantiation of a single finding.
 - i. Most students will focus on between one and three findings.
 - ii. Field notes, when done well, are data rich; do not worry about extracting and explaining every finding you can. Instead, choose what interests you most (or is most relevant to your question, if you took a top-down approach), and focus on that.
 - b. Qualitative observational research takes many different forms. One structure you could use is to describe (narratively) a single happening, or series of happenings, and explain how it describes something about the scene.
 - c. Depending on how you took field notes, you may want to do some basic quantification (counting) of happenings and use those numbers to substantiate a claim/finding.
4. Describe how your findings might connect with some of the topics and materials we have studied this semester.
5. Share what questions you have after completing your study and talk a little bit about how they might be studied further.

There is a 1000-word limit on the report/discussion portion of this assignment. There is no word requirement for the field-notes you will submit with the report.

PODCAST SEGMENT (35% OF FINAL GRADE)

In this assignment you will apply what you have learned this semester and turn it into a short (4-8 minute) podcast segment. We are going to cover a variety of concepts and topics this semester, many of which will have applicability far beyond the confines of this course. Your assignment is to take a concept or topic from this course, explore how it plays out in some corner of the world, and then synthesize the findings of your exploration into a short podcast segment.

This assignment is an opportunity for you to develop skills related to communicating knowledge. A recurrent topic in this course is how the internet and the increasing amounts of time we are spending in virtual environments is changing the practices of everyday life. Podcasts have become important and powerful tools for teaching and learning, and this assignment is an opportunity for you to learn and practice new skills.

We do not expect you to be an expert in making a podcast going into this project. In fact, we expect that many of you have done nothing like this before. We will provide resources and guidance along the way, but you are also expected to do some work on your own.

To get started, please read [Starting Your Podcast: A Guide For Students](#) by NPR. Note that this article was put together by NPR to provide guidance to participants in a podcast production contest. The contest is closed, so please ignore the deadlines and contest specific information and guidelines included in the guide.

PODCAST SEGMENT: PROPOSAL (15% OF ASSIGNMENT GRADE)

Your podcast proposal is due on **March 14, 2021 at 11:59 pm**. The proposal should address the following questions:

1. Are you completing the assignment solo or in a group?
 - a. See notes on grouping below.
 - b. If you will be working on a group, who is responsible for what tasks?
2. What is your podcast topic? Why have you chosen it? How does it relate to course content?
 - a. There is no restriction on topics. What is important is that you can show how it connects with something we have learned (or will learn) about this semester. The best topics are the ones you are passionate about.
3. What type of podcast are you planning on producing?
 - a. E.g., a structured interview; a telling of a story; an informational/educational description of a topic or concept; something else?
 - i. If you plan on interviewing someone, who are they and why should we be interested in what they have to say?
4. Are you modeling your podcast on any show in particular?
 - a. E.g., *This American Life*; *RadioLab*; *Hidden Brain*; *Nice White Parents*; *Stuff You Should Know*.
5. What is your plan for putting the podcast together?
 - a. How are you going to record the necessary audio?
 - b. Where will you get your background music from?
 - c. What software will you use to mix the podcast?
6. What are you still unsure about? What questions do you have? What resources do you need?

There is a 750-word limit for this submission.

NOTES ON GROUPING AND PODCAST LENGTH LIMITS

1. If you work alone on your podcast segment, the length of the final submission must be between four and five minutes.
2. **You may work in groups of up to three.** For each additional group member, the length minimum *and* maximum are increased by one minute and thirty seconds.
 - a. A group of two must produce a podcast between five minutes and thirty seconds and six minutes and thirty seconds long.
 - b. A group of three must produce a podcast which is between seven minutes and eight minutes long.
3. Group members must be enrolled in the same discussion section.
4. **Groups are final after the submission of the podcast proposal assignment.**
5. All group members will receive the same grade for all sections of the assignment.
 - a. If one (or more) group member(s) fails to participate sufficiently in the Peer Review portion of this assignment (see below) their group mates will *not* be penalized.

To indicate that you will be working in a group, all group members must submit identical copies of the podcast proposal on Canvas.

PODCAST SEGMENT: STORYBOARD (15% OF ASSIGNMENT GRADE)

The podcast storyboard is due on **March 28, 2021 at 11:59 pm**. A storyboard template example is available on Canvas, you can choose to use it, or not. You might also find the article [“What does a radio script look like?”](#) by NPR helpful.

The storyboard should demonstrate that you have made significant progress in planning your podcast segment. A well-organized storyboard might include a detailed script, timestamps of transitions, notations of background music and other sound effects, etc. At minimum, your storyboard should represent a concrete plan for the structure of your podcast. In other words, with this assignment you should describe, with some specificity, what the pieces of your podcast are and how you are planning on fitting them together. State how far along you are in collecting these pieces. Include either the actual or estimated amount of time each piece will take.

We understand that things will probably change somewhat between when you make your storyboard and your first podcast draft.

For students working in groups, only one group member needs to upload the storyboard.

PODCAST SEGMENT: DRAFT (20% OF ASSIGNMENT GRADE)

Your podcast draft must be submitted on Canvas by **April 18, 2021 at 11:59 pm**. **Late submissions will not be accepted for this assignment.** The submission should include a final (or very close to final) draft of your podcast in mp3, wma, wav, or wmv file format.

Some things to think about:

1. Check your volume levels. Is the narration too loud? Too soft? Can you hear everything being said clearly both when using headphones and over speakers?
2. Does the file work on multiple devices? If you send the exported audio file (in mp3, wma, wav, or wmv file format) to a friend or family member, can they open and play the file without issue?
3. Is the file length within the time limit?
4. Does your podcast feel well organized and compelling? Is the content's connection to social psychology clear and explicitly explained?

5. What feedback are you already anticipating about your podcast? What can you do about it proactively?

For students working in groups, only one group member needs to upload the draft.

PODCAST SEGMENT: DRAFT PEER REVIEW

Peer reviews of podcast drafts will be assigned via Canvas on April 19, 2021 at 6:00 pm. The reviews are due on Canvas by April 25 at 11:59 pm.

You will be individually assigned to review and provide feedback on two podcast drafts. Your feedback should be respectful, constructive, and actionable. You will not be graded, per se, on the peer reviews you provide; however, if you fail to submit your peer reviews or if your reviews do not demonstrate careful attention and effort, we may deduct up to 10% from your final assignment grade.

For students working in groups, ALL members must participate individually in peer reviews.

PODCAST SEGMENT: FINAL SUBMISSION (50% OF ASSIGNMENT GRADE)

The final submission of this assignment is due May 2, 2021 at 11:59 pm. The final submission has three components:

1. The final version of your podcast segment in mp3, wma, wav, or wmv format; and
2. A brief reflection (250-500 words) summarizing the feedback you received on your draft from your peers and (if applicable) the course instructors and explaining what changes you made to your podcast in response to that feedback.
 - a. If you decided to respectfully disregard some piece of feedback, that is fine as long as you explain your reasoning.
3. An "Attributions and References" document (template available on Canvas)

The final assignment will be graded on:

1. The content (60%):
 - a. The topic is clearly introduced;
 - b. The topic is clearly and explicitly related to social psychology and specific course content;
 - c. The content is presented in an engaging and compelling way; and
 - i. Remember, this is a podcast, not just an audio report.
 - d. The podcast ends in a way that prompts further thought.
 - i. E.g., questions, an interesting story, etc.
2. The technical quality of the podcast (30%); and
 - a. Volume mixing, transitions, background music, sound effects, etc.
3. Consideration/incorporation of feedback received on the draft submission. (10%)
 - a. We will consider the completeness of your Attributions & References document as part of this component of your assignment grade.

For students working in groups, only one group member needs to upload the final podcast segment.

GRADING NOTES

Deviation from the podcast length requirements will result in a 10% grade penalty (subtractive) and an additional 10% grade penalty for every 30 seconds under/over the requirements. For example:

1. A podcast segment 15 seconds overtime OR undertime that receives a grade of 92% will incur a 10% penalty to the *Podcast Segment: Final Submission* grade resulting in a final score of 82%.

2. A podcast segment that is 31 seconds overtime OR undertime that receives a grade of 88% will incur a 20% penalty to the *Podcast Segment: Final Submission* grade resulting in a final score of 68%.

HONORS PROJECT

Students enrolled in honors sections are required to complete a project in addition to the base requirements for this course. Honors assignments are graded by the course instructor on a Pass/Fail basis. Students must receive passing grades on ALL components of the honors assignments to receive an honors designation. Honors project scores will not impact final letter grades.

For more information on Honors enrollments, please visit the College of Letters & Sciences website:
<https://honors.ls.wisc.edu/earn-honors-credit/>.

For instructions on adding/removing honors to/from your enrollment, please visit the following URL:
<https://honors.ls.wisc.edu/add-or-drop-honors/>.

HONORS PROJECT: PROPOSAL

Honors project proposals are due on March 21, 2021 at 11:59 pm. Late submissions will not be accepted.

The honors project is an opportunity for you to take concepts and ideas from this course and delve more deeply into them. You are empowered to design and execute your project. The course instructor will happily advise you, but the responsibility for designing, implementing, and reporting on your project is yours. Honors projects can take many forms, but the expectation is that the student spend approximately 30 hours completing the project across the semester. The basic requirements for an honors project are that they include a written component, deal substantively with the required course materials, and bring into consideration at least one of the “recommended” reading resources for the course.

Below is a list of project examples. It is non-exhaustive meaning that you may propose something else and it will be approved as long as it meets the basic requirements and workload expectations described above.

- 10-12 page research paper;
- 10-12 page research project proposal (with or without a pilot study);
- 10-12 page book report;
 - Examples from recommended materials:
 - *What About Mozart? What About Murder?* by Howard Becker
 - *On The Run* by Alice Goffman
 - *Look Me in The Eye* by John Robison
 - *Strangers in Their Own Land* by Arlie Hochschild
 - Reach out to the instructor for other recommendations;
 - You may propose another book, but explain why you’ve chosen it
- Additional podcast segment and a written reflection;
- An art project and a written reflection;
- A recorded “guest lecture” and a written reflection.

Please address the following questions in your proposal:

1. What do you plan on doing for your honors project? Why did you choose this project?
2. Which course materials do you expect to include in your project? Do you expect to do outside research? If so, how are you planning on doing it?
3. How do you plan on spending the 30 hours expected to complete this assignment?

4. What questions/anxieties do you have about the project?

The instructor will review your proposal and provide feedback. You will either get a “greenlight” to begin work on your project or advice and instructions for revising and resubmitting your proposal.

HONORS PROJECT: CONFERENCES

All students completing an honors project will schedule an individual appointment with the course instructor for **the week of March 29, 2021** to discuss the status of their project. Details on scheduling a conference will be available on Canvas by March 22, 2021.

FINAL SUBMISSION

Honors project final submissions are due **May 2, 2021**. They will be graded by the course instructor as “Pass/Fail.” Since each project is developed individually by each student, there is no standard grading rubric. In general, the instructor will be looking for:

- Evidence of approximately 30 hours of work;
- Substantive incorporation of course materials, including at least one “recommended” material; and
- A high level of quality (e.g., papers should be carefully edited).

Students who receive a “pass” will have an honors designation attached to their final letter grade for this course. Students who receive a “fail” will be given instructions for dropping their honors enrollment. The grade for the honors project has no impact on the student’s final letter grade for the course.

WRITING GUIDELINES

All written assignments (other than discussion postings) for this course must be submitted in Microsoft Word (.doc,.docx) file format. The document should be formatted as follows:

- Double-spaced;
- 12-point font;
- Times New Roman, Garamond, or Ariel font;
- One-inch margins;
- A right-hand aligned header that includes:
 - Your last name
 - Your student id number
 - The page number
- ASA/APA/SPQ style in-text citations and reference page; and
 - Course materials must be cited in-text, but do not need to be included on the references page.
- A word count after the final paragraph of the paper (after the conclusion, before the reference page)
 - Paper titles and title pages are optional and do not count towards the word count.

Your TA may provide you with additional requirements.

Given the availability of the Writing Center, there is no excuse for turning in a paper which has not been thoroughly proofread. While this is not a writing intensive class, we do expect a reasonable level of quality. You will lose points on your paper if it has not been thoroughly proofread.

Your TA is not a writing tutor. For logistical reasons, please do not ask your TA for help with writing papers. As a rule, they will not read drafts of assignment submissions or review outlines. Again, the Writing Center is available to provide very high-quality assistance to you at any stage of writing.

ACADEMIC MISCONDUCT POLICY

The university defines academic misconduct as the following:

“UWS 14.03 defines academic misconduct as follows: Academic misconduct is an act in which a student: seeks to claim credit for the work or efforts of another without authorization or citation; uses unauthorized materials or fabricated data in any academic exercise; forges or falsifies academic documents or records; intentionally impedes or damages the academic work of others; engages in conduct aimed at making false representation of a student's academic performance; assists other students in any of these acts.” (from Student Advocacy and Judicial affairs)

Academic misconduct rules will be strictly enforced this semester. The sociology program is licensed to use anti-plagiarism software that allows student work to be compared to a database of previously submitted work, online sources, and published academic materials. You are expected to familiarize yourself with your rights and duties as a UW-student, and about the consequences of academic misconduct at www.wisc.edu/students/saja/misconduct/UWS14.html.

Instances of academic misconduct will be adjudicated on a case-by-case basis; however, in general, a first instance of academic misconduct will result in a zero score on the assignment and an instructor letter placed in your academic file. A second instance will result in a failing grade in the course and referral to the Dean.

OTHER COURSE POLICIES AND INFORMATION

INCLUSIVITY STATEMENT

Regardless of your age, gender identity and expression, sexual orientation, race, ethnicity, socioeconomic class, physical ability, nationality, immigration status, marital status, political ideology, religion, spirituality, tribal sovereign status, and the complex intersection of these and other dimensions of your identity; **you are welcome and you belong in this class**. It is my personal belief that all persons, regardless of identity, deserve to be treated with dignity and compassion. With that, research (citations available upon request) has shown that diversity is an asset when it comes to tackling complex tasks. I can hardly think of a task as complex as working to understanding the interplay between persons and society.

If you encounter any impediment to your ability to access this class; physical, psychological, legal, ethical, or otherwise; please speak with me immediately. My primary objective is to protect your ability to access this course and its content.

ACCOMMODATIONS

Please send the instructor an email by the end of the second week of the course if you are eligible for special arrangements or accommodations for testing, assignments, or other aspects of the course. This may be the case if English is your second language or you experience a physical or psychological condition that makes it difficult for you to complete assignments and/or exams without some modification of those tasks. Accommodations are provided for students who qualify for disability services through the McBurney Center. Their website has detailed instructions about how to qualify: <http://www.mcburney.wisc.edu/>. Provide a copy of your accommodations request to the instructor by the end of the second week of class. We try to reserve rooms and proctors by the third week in class, so we must know of all accommodations by then.

If you wish to request a scheduling accommodation for religious observances, send an email by the end of the second week of the course stating the specific date(s) for which you request accommodation; campus policy

requires that religious observances be accommodated if you make a timely request early in the term. See the university's web page for details: <https://kb.wisc.edu/page.php?id=21698>

TURNITIN.COM

The university has purchased an integration between Canvas and Turnitin.com. Assignments you submit for grading will be processed by Turnitin.com to check for plagiarism. Your work will be checked against the work of your classmates as well as a database of work submitted to universities, websites, etc. around the world.

FEEDBACK

While I will always welcome constructive feedback, you will be given the opportunity to provide anonymous feedback to me related to the course and your section during week five (5) and week ten (10.) You will complete a formal evaluation of me, your TA, and the course during the final instructional week of the semester.

RESPONSE TIME

I will respond to your email within two (2) "business" days. That is, I will not respond to emails on weekends or class holidays. If you email me on a Wednesday, I will respond by Friday. If you email me on Friday, I will respond by the following Tuesday. Please include the course number in the subject line of emails (e.g., "[SOC/PSYCH 456] Pictures of My New Puppy!").

INTELLECTUAL PROPERTY

Lecture materials and recordings for SOC/PSYCH 456 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 share 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.

DEPARTMENT NOTICE OF GRIEVANCE AND APPEAL RIGHTS

The sociology program regularly conducts student evaluations of all instructors near the end of the semester. Students who have more immediate concerns about this course should report them to the primary instructor or to the sociology program chair, Christine Schwartz (socchair@ssc.wisc.edu).

RESOURCES

THE UW LIBRARY SYSTEM

The UW System and the librarians it employs are an invaluable resource regardless of the nature of your current academic endeavor. There are libraries and librarians which specialize in wide ranges of topics and approaches. I strongly encourage you to take the time to visit one of the many libraries on campus to learn more about what types of support they can offer you. You can contact the library system at 608-262-3193, or check out their website at www.library.wisc.edu/.

THE WRITING CENTER

The Writing Center provides access to professional writing tutors free of charge. Regardless of where you are in a project (from outlining to final proofreading) the Writing Center staff is available to assist you. They have both remote and in-person options available. I strongly suggest that you visit www.wisc.edu/writing to learn more about their offerings.

THE MCBURNEY CENTER

It is the intention of both the University and your instructors to work toward full compliance with the Americans with Disabilities Act (ADA), to make facilities and instructional programs accessible to all people, and to provide reasonable accommodations according to the law. No qualified person will be denied access, participation or benefits to any program or activity operated in the UW System. For more information about accommodations for students with disabilities, please contact the McBurney Disability Resource Center at 608-263-2741, drop by their office at 702 W Johnson St, or check out their website at www.mcburney.wisc.edu.

DOIT

DoIT provides free tech support via chat, email, and telephone to university faculty, staff, and students. Your instructor and TA are not IT professionals and are therefore generally ill-equipped to help you resolve technical issues. It is expected that you reach out to DoIT if you are experiencing technical difficulties that are interfering with your ability to participate in the course. In the specific circumstance that a technical issue is preventing you from submitting an assignment on time, evidence that you have contacted DoIT may be required. DoIT can be contacted at (608) 264-4357 or online at <https://it.wisc.edu/help/>.

COUNSELING & CONSULTATION SERVICES

Our university offers free consultation services to all students. If at any point you are experiencing personal stress, career issues, family or interpersonal conflicts, general anxiety, depression or other psychological concerns, feel free to contact them. I am a strong advocate of professional counseling and encourage you to take advantage of this free service. You can contact them at 608-265-5600, drop by their office at 333 East Campus Mall, or check out their website at www.uhs.wisc.edu. The staff also provide an after-hours crisis response service at the same number.

CROSS-COLLEGE ADVISING SERVICE

If you have questions concerning your future career path or general advising questions, take advantage of this resource. You can contact them at 608-265-5460, drop by their office at 10 Ingraham Hall or check out their website at www.ccas.wisc.edu/. Also, each school and college dean's office provides academic advising information (contact your program advisor for those inquiries).

GREATER UNIVERSITY TUTORING SERVICE (GUTS)

If you are having general troubles with your academics or conversational English, feel free to stop by this office and set up tutoring services. You can contact them at 608-263-5666, drop by their office at 333 East Campus Mall, or check out their website at <https://guts.wisc.edu/>.

DEPARTMENTAL LEARNING OBJECTIVES

Beyond the specific substantive and methodological content covered in this semester, this course has been designed to achieve the following instructional learning objectives designated as priorities by the department of sociology:

- **Conduct Research and Analyze Data.** Although professional-quality research requires graduate-level training, we expect that all undergraduate majors will be able to conduct small-scale research in which they design a study, collect and analyze data, and draw conclusions.
- **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.
- **Prepare for Graduate School and the Job Market.** Students use their social research skills to identify opportunities for employment or further study, assess their qualifications for these opportunities, and identify strategies for gaining the necessary knowledge and experience to improve their qualifications. Students are encouraged to develop and maintain portfolios of their written work and educational experiences to aid them in preparing applications and to learn how to present their work.
- **Improve project management skills.** Students will improve their skills in time management, ordering and executing a series of complex and inter-related tasks, and integrating distinct components of a project into a final product.

COURSE SCHEDULE

Week	Topic	Reading	Assignment Notes
Week 1 (1/25-1/31)	The History of Social Psychology	<u>REQUIRED:</u> Farr, R. <i>The Roots of Modern Social Psychology</i> - Chapters 1 & 7	
Week 2 (2/1-2/7)	The “Crisis” & A Primer on Social Constructionism	<u>REQUIRED:</u> Cartwright, D. <i>Contemporary Social Psychology in Historical Perspective</i> House, J. <i>The Three Faces of Social Psychology</i> Burr, V. <i>What is Social Constructionism</i> <u>RECOMMENDED:</u> House J. <i>Social Psychology, Social Science, and Economics</i>	
Week 3 (2/8-2/14)	Symbolic Interactionism; The Self & Society	<u>REQUIRED:</u> Cooley, C. <i>The Looking-Glass Self</i> Goffman, E. <i>On Face-Work</i> <u>RECOMMENDED:</u> Mead, G. <i>Mind, Self and Society</i> Turtle, S. <i>Alone Together (Selections)</i>	
Week 4 (2/15-2/21)	Social Theory	<u>REQUIRED:</u> Danziger, K. <i>Name the Mind</i> - Chapter 1	(2/21 @ 11:59pm) Virtual “Ethnography:” Study Design due

Week	Topic	Reading	Assignment Notes
		Becker, H. <i>Telling About Society</i> - Chapters 1 & 2 <u>RECOMMENDED:</u> Martin, J. <i>The Explanation of Social Action</i> - Preface & Chapter 1	
Week 5 (2/22-2/28)	Methods	<u>REQUIRED:</u> Delamater et al. <i>Social Psychology</i> - Chapter 2 <u>RECOMMENDED:</u> Becker, H. <i>What About Mozart?</i> <i>What about Murder?</i> - Chapters 1 & 2 Sidnell, J. & Stivers, T. <i>The Handbook of Conversation Analysis</i> - Chapters 1 & 5	
Week 6 (3/1-3/7)	The Social Psychology of Political Resentment	<u>REQUIRED:</u> Hochschild, A. <i>Strangers in Their Own Land</i> - Chapters 1 & 9 <u>RECOMMENDED:</u> Cramer, C. <i>The Politics of Resentment</i> - Chapters 3 & 8 Goldstein, A. <i>Janesville: An American Story</i> - Selections	(3/7 @ 11:59pm) Virtual "Ethnography:" Report & Field Notes due
Week 7 (3/8-3/14)	Social Phenomenology & Cognition	<u>REQUIRED:</u> Sacks, O. <i>The Man Who Mistook His Wife for a Hat</i> - Chapter 1 Maynard, D. & Marlaire, C. <i>Good Reasons for Bad Testing Performance</i>	(3/14 @ 11:59pm) Podcast Segment: Proposal due
Week 8 (3/15-3/21)	Psychology & Social Influence: Part 1	<u>REQUIRED:</u> Hollander, M. <i>The Repertoire of Resistance</i> <u>RECOMMENDED:</u> Milgram, S. <i>Behavioral Study of Obedience</i> Room, C. <i>Rethinking One of Psychology's Most Infamous Experiments</i>	(3/21 @ 11:59pm) Honors Project: Proposal due
Week 9 (3/22-3/28)	Psychology & Social Influence: Part 2	<u>REQUIRED:</u> Blum, B. <i>The Lifespan of a Lie</i> Kitzinger, C. & Frith, H. <i>Just Say No</i>	(3/28 @ 11:59pm) Podcast Segment: Storyboard due

Week	Topic	Reading	Assignment Notes
		<u>RECOMMENDED:</u> Konnikova, M. <i>The Real Lesson of the Stanford Prison Experiment</i> Zimbardo, P. <i>Revisiting the Stanford Prison Experiment</i> Olson, E. <i>Was the Stanford Prison Experiment a sham? A Q&A with the writer who exposed the celebrated study</i> Pomerantz, A. & Heritage, J. <i>Preference</i>	
Week 10 (3/29-4/4)	Socialization	<u>REQUIRED:</u> Corsaro, W. & Fingerson, L. <i>Development and Socialization in Childhood</i> Donaldson, M. <i>Children's Minds</i> - Chapter 2 <u>RECOMMENDED:</u> Piaget, J. & Inhelder, B. <i>The Child's Conception of Space</i> Vygotsky, L. <i>The Development of Language and Thought</i> Clark, K. & Clark M. <i>Racial Identification and Preference in Negro Children</i>	(3/29-4/2) Honors Project: Conferences
Week 11 (4/5-4/11)	Deviance & Motivation: Part 1	<u>REQUIRED:</u> Anderson, E. <i>The Code of the Streets</i> (Article) Becker, H. <i>Becoming A Marihuana User</i> <u>RECOMMENDED:</u> Duck, W. <i>No Way Out</i> (Selections) Mills, C.W. <i>Situated Actions And Vocabularies of Motive</i> Goffman, A. <i>On The Run</i> Anderson, E. <i>The Code of the Streets</i> (Book)	

Week	Topic	Reading	Assignment Notes
Week 12 (4/12-4/18)	Deviance & Motivation: Part 2	<u>REQUIRED:</u> Garfinkel, H. <i>Passing and the Managed Achievement of Sex Status in an "Intersexed" Person</i> <u>RECOMMENDED:</u> Jones, N. <i>Working 'the Code'</i> West, C. & Zimmerman, D. <i>Doing gender</i>	(4/18 @ 11:59pm) Podcast Segment: Draft due
Week 13 (4/19-4/25)	Ethnomethodology & Conversation Analysis	<u>REQUIRED:</u> Garfinkel, H. <i>A Conception of and Experiments With "Trust" as a Condition of Concerted Stable Actions</i> Sacks, H. <i>Lectures on Conversation</i> - Lecture 16 Sacks, H. <i>Notes on Methodology</i>	(4/25 @ 11:59pm) Podcast Segment: Peer Review due
Week 14 (4/26-4/30)	Medical Interaction, Diagnosis, & Autism	<u>RECOMMENDED:</u> Jutel, A. <i>The Sociology of diagnosis</i> Maynard, D. & Turowetz, J. <i>Doing Diagnosis</i> Maynard, D. & Turowetz, J. <i>Doing Testing</i> Robison, J. <i>Look Me in The Eye</i> - Chapters 1, 2, & 3	(5/2 @ 11:59pm) Podcast Segment: Final Version due (5/2 @ 11:59pm) Honors Project: Final Submission due

FINAL NOTES

- I reserve the right to make modification to this syllabus during the semester if necessary. You will be notified of any changes via email.
- Prior to March 14, 2021 all dates and times in this syllabus and on Canvas are in U.S. Central Standard Time (CST). On and after March 14, 2021, all dates and times in this syllabus and on Canvas are in U.S. Central Daylight Time (CDT).