Syllabus: Introductory Social Psychology (Sociology 530)
Spring 2012 Lecture 2 MWF 11:00-11:50

Course purposes: to engage social psychology and microsociology by in-depth sampling of theoretical perspectives, empirical research, current issues, and debates in the field. At the end of the course, students will have new lenses through which to see the social world. More specifically, we will be able to identify and assess theories, methods, and ethics in social psychology. On a more personal level, social psychology can lead to a better understanding of self and others as we traverse the fields of everyday life.

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TA: Rob Chiles (rob.soc530@gmail.com) 7110 Sewell Social Science
office hours: 2:10-3:25 M, 9:45 T or appointment

Books & Readings: Wayne Lesko (ed.) Readings in Social Psychology (RISP), 8th edition; Jodi O’Brien (ed.) The Production of Reality (POR), 5th edition. These books are at Underground Textbook Exchange on State St. http://www.textbookunderground.com/ Some readings are at the course website: Learn@UW, listed by the week in which they are to be read. On the syllabus here, they are indicated with “L@UW” in square brackets. Besides acquiring these books and readings, you also need to have or buy a “I-clicker” and bring it to every class. I-clickers can be bought along with the books at Underground Textbook Exchange. They are available at other bookstores as well.

EXPECTATIONS
You are expected to do the assigned reading listed for each week prior to coming to class on Monday. You are expected to attend each and every class unless there is a medical injury or illness that prevents it. You are expected to do the readings for Discussion Sections prior to the week’s meeting, and participate in class discussions. In addition to material discussed in class, all assigned reading (for lecture and discussion) may be used as the basis for exam questions.

No laptop or other computers (Ipads, etc.) are to be used during either lecture or discussion. Cellphones and any other electronic devices are to be turned off. Also, no newspaper or other type of reading materials should be used during lecture or discussion unless they are research articles for the class and are being discussed. You are encouraged to bring your readings to class, as there will be times when we will be referring to and talking about points they raise. Lectures and discussion sections will start on time. We ask and expect that you be in the classroom on time so that your entrance does not disrupt the class. We also ask and expect that you not leave early, as this also is disruptive.
CLICKERS

Some of you have already experienced the use of clickers, otherwise known as “student response systems.” I will be using clickers for assessing how well reading and lecture concepts are understood and also for attendance.

SCHEDULE

(There may be slight alterations to this schedule, including exam days. Be aware of changes.)

The readings are listed by weeks. For many weeks there are readings that pertain to the lectures for that week and readings that are for your Discussion sessions. To be prepared to discuss the readings, please have the readings done by Monday of the week under which they are listed.

The requirements for this course are listed after the Schedule.

Week 1 (1/23): Introduction

Lecture readings:
E. Wargo. 2007. Understanding the have-knots. RISP 290.

Discussion: Getting acquainted; Organizational meeting
No separate readings; concentrate on lecture readings

Week 2 (1/30): Social Constructionism

Lecture Readings:
V. Burr. 2003. What is social constructionism? [L@UW]
E. Babbie. 1986. Truth, objectivity, and agreement. POR 35.

Discussion: What about Culture? (1)

Week 3 (2/6): Methodological Issues: Data Quality

Lecture Readings:
J. Delamater & D. Myers. Research methods in social psychology. [L@UW]
R.T. LaPiere. 1934. Attitudes vs. actions. RISP 110.

Discussion: Morality in research; social change by behavior change (2)

Lecture Readings:

Discussion: What is Attraction? (3)

Week 5 (2/20): Psychology and Social Influence

Lecture Readings:

Discussion: Helping Behavior (4)

Week 6 (2/27): Symbolic Interactionism  
*1st exam: February 27

Lecture Readings:
G.H. Mead, 1934. The self, the I, and the Me. POR: 121.
J. Dewey. 1896. The reflex arc concept [L@UW]

Discussion: What is identity and how does it work? (5)
A. Marvasti. 2006. Being Middle Eastern American: Identity negotiation in the context of the “war on terror.” POR 306
**Week 7 (3/5): Ethnomethodology/Conversation Analysis**

**Lecture Readings:**
- A. Gurwitsch.

**Discussion:** Data session (6)

**Week 8 (3/12): Socialization—Focus on Autism**

**Lecture Readings:**
- T. Grandin. 2006. Thinking in pictures. [L@UW]

**Discussion:** Autism (7)
Autism Now (PBS)

**Week 9 (3/19): Deviance—the Flip Side of Socialization?**

**Lecture Readings:**

**Discussion:** Deviance and social control (8)
- E. Anderson. 2011. The color line and the canopy. Chapter 5 from The Cosmopolitan Canopy: Race and Civility in Everyday Life. [L@UW]

**Week 10 (3/26) Intergroup Conflict: Race & Ethnicity 2nd exam: March 26**

**Lecture Readings:**
Discussion: Discuss readings above and review for exam
No separate readings; concentrate on lecture readings

**SPRING BREAK**

**Week 11 (4/9): Biology**

Lecture Readings:
J. Freese, J.A. Li, & L.D. Wade. The potential relevances of biology to social inquiry. [Learn@UW]

Discussion: What is biological about beauty (9)
K. Dion, E. Berscheid, & E. Walster. 1972. What is beautiful is good. RISP 130.
S.S. Place, P.M. Todd, L. Penke, & J.B. Asendorpf. 2009. The ability to judge the romantic interest of others. RISP 135.

**Week 12 (4/16): Gender**

Lecture Readings:
D. Farr. 2006. Sissy boy, progressive parents. POR 143.
C. West & D. Zimmerman. 1987. Doing gender. [Learn@UW]
J. Colapinto. 2004. Gender gap: What were the real reasons behind David Reimer’s suicide? (Slate magazine) [L@UW]

Discussion: Media & gender (10)
Still Killing Us Softly (video)

**Week 13 (4/23): Emotions and Affect**

Lecture Readings:

Discussion: Emotions (11)
J. Best and F. Furedi. 2001. The evolution of road rage. [L@UW]

**Week 14 (4/30): Interaction Order**

Lecture Readings:

Discussion: The interaction order (12)
M. Duneier. 1999. Talking to women. Chapter from Sidewalk. [L@UW]

Week 15 (5/7): Wrapping up 3rd exam: May 11

Lecture Readings:
To be assigned.

Discussion: Discuss readings above and review for exam
No separate readings; concentrate on lecture readings

Course Requirements

The total points for the semester grade add up to a possible 100. These points will be allocated as follows:

1. Class attendance and participation 15 points out of 100

Class attendance and participation are extremely important. We will take roll for most class sessions by way of using the I>clicker. I will ask you a question to be answered using the clicker, which effectively also registers your attendance. The answers will not be graded as such. If you forget your I>clicker, do not ask to have your attendance otherwise registered.

2. Examinations 60 points out of 100

There are three exams, worth 20 points each, and presently scheduled for October 7, November 7, and December 12. Depending on progress in the course, these dates have a small probability of being changed, and it is your responsibility to keep apprised of any changes. Makeup exams will be given for documented medical reasons only.

The exams are not cumulative except that central or crosscutting themes of the course may be the subject of exam questions. Exam questions will be a combination of multiple choice and short answer or small essay types.

3. Discussion Section 25 points out of 100

Rob Chiles will hand out a syllabus for section with details about objectives and expectations.

Attendance and participation. 12 points out of 25

Presentation. You will be part of a team who presents some kind of report or debate at one of the discussion sections. 13 points out of 25