COURSE OBJECTIVES AND REQUIREMENTS:

The aim is to engage social psychology by in-depth sampling of theoretical perspectives, empirical research, current issues, and debates in the field. For course requirements, see page 7. READINGS: Class and Discussion readings are required and are from five sources:

(4) Electronic Reserves. These can be found according to Week number (1, 2, etc.) at the class Learn@UW website. Referred to below as L@UW.

Week 1 (9/7): Getting off the Ground: Social Constructionism

For Class & Discussion:
E. Wargo. 2007. Understanding the have-knots. RISP 290.
Danziger, Chapters 1 (Naming the Mind), 3 (The Great Transformation), and 5 (Putting Intelligence on the Map)

Week 2 (9/14): Social Constructionism

For Class:
D.P. Cartwright. 1979. Contemporary Social Psychology in Historical Perspective. Social Psychology Quarterly 42:82-93. [L@UW]
V. Burr. 2003. What is social constructionism? [L@UW]

Discussion: In the context of its history, what is social psychology?

Week 3 (9/21): Methodological Issues, Data Quality & Ethics

For Class:
J. Delamater & D. Myers. Research methods in social psychology. [L@UW]
E. Babbie. 1986. Truth, objectivity, and agreement. POR 35.
R.T. LaPiere. 1934. Attitudes vs. actions. RISP 110.
Danziger, Chapter 4 (The Physiological Background)

**Discussion: Ethical concerns in social psychological/microsociological research**


**Week 4 (9/28): Social Perception and Cognition; Discursive Psychology**

**For Class:**
Danziger, Chapter 6 (Behaviour and Learning)

**Discussion: Cognition vs. practice—Discursive Psychology**

C. Antaki. 2006. Producing a 'Cognition'. *Discourse Studies* 8:9-15. [L@UW]

**Week 5 (10/5): Psychology and Social Influence**

**For Class:**
Danziger, Chapter 7 (Motivation and Personality) [L@UW]

**Discussion: Helping behavior**

Week 6 (10/12): Symbolic Interactionism

For Class:
G.H. Mead, 1934. The self, the I, and the Me. POR: 121.
J. Dewey. 1896. The reflex arc concept [L@UW]
Danziger, Chapter 8 (Attitudes)

Suggested:

Discussion: What is identity and how does it work?
A. Marvasti. 2006. Being Middle Eastern American: Identity negotiation in the context of the “war on terror.” POR 306

Week 7 (10/19): Ethnomethodology & Conversation Analysis

For Class:
Danziger, Chapter 9 (Metalanguage: The Technological Framework)

Discussion: Finding and analyzing a phenomenon

Week 8 (10/26): Interlude on Naming the Mind

For Class & Discussion:
Danziger, Chapter 10 (The Nature of Psychological Kinds); Review previously assigned chapters
I. Hacking. 2006. Making up people. Learn@UW (optional)

Week 9 (11/2): Socialization

For Class:
L. Vygotsky. The Development of Language and Thought. 1986. [L@UW]

Discussion: Are boys and girls differently socialized? How or how not?
M.H. Goodwin. 1990. He-Said-She-Said, Chapter 6 (Task Activity and Pretend Play Among Girls). Bloomington: Indiana University Press. [L@UW]
D. Eder. 1995. Crude Comments and Sexual Scripts/Learning to Smile through the Pain. In *School Talk: Gender and Adolescent Culture.* [L@UW]

**Week 10 (11/9): Deviance--Falling out of, or Alternative, Socialization?**

**For Class:**
A. Bandura, D. Ross, & S.A. Ross. 1959. Transmission of aggression through imitation of aggressive models. RISP 68.
H. Becker. 1953. Becoming a marijuana user. POR 221.

**Discussion: Explaining deviance**
F. Tannenbaum. 1938. The Dramatization of Evil. From *Crime and the Community.* New York: Columbia University Press. [L@UW]

**Week 11 (11/16) Sociology–Intergroup Conflict: Race & Ethnic Relations**

**For Class:**

**Discussion: Social Psychology, microsociology, and ethnicity**
A. Goffman. 2009. On the run: Wanted men in a Philadelphia ghetto. [L@UW]

**Week 12 (11/30): Gender**

**For Class:**
S. J. Correll and C. L. Ridgeway. 2003. Expectation States Theory. [L@UW]

**Discussion: Is ‘gender’ a real thing?**
D. Farr. 2006. Sissy boy, progressive parents. POR 143.
J. Colapinto. 2004. Gender gap: What were the real reasons behind David Reimer’s suicide? (*Slate* magazine) [L@UW]
**Week 13 (12/7): Emotions and Affect**

**For Class:**

**Discussion: Are emotions intrinsic or constructed?**

**Week 14 (12/14): Interaction Order, Women’s Standpoint**

**For Class:**

**Discussion: How egalitarian is Goffman’s interaction order?**
M. Duneier. 1999. Competing Legalities on Sixth Avenue. [L@UW].

**Optional Unit, for interested parties & substitute summary: Biology**

**Summarize both of these:**

**Include 2 of these:**
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.
INTERMEDIATE SOCIAL PSYCHOLOGY COURSE REQUIREMENTS
Fall 2012
(subject to change)

1. Semester Paper. The grade on this paper will contribute 50% (50 points) to your final grade. The paper is to propose a researchable social psychology topic by reviewing the existing social psychological (theoretical and/or empirical) literature on a topic of interest to you. Answer the following questions: What is the state of knowledge on this topic? What theoretical and empirical issues remain (i.e., what opportunities exist for someone to contribute to our knowledge of this topic)? What do you propose to do with this topic and how? Pilot empirical research is welcome but not required (assuming you are not in the middle of a project and/or don’t have data).

DUE DATE IS FRIDAY, DECEMBER 14 AT THE BEGINNING OF CLASS. Late papers will have points deducted at the rate of 2 points per day. At week 6 (October 12), you are required to hand in a proposed topic and beginning list of readings (5 points out of 50). I encourage you to visit me and talk about possible topics if needed before you hand in your proposal. At week 10 (November 9), you are required to hand in an outline of the paper and a more extensive list of readings if appropriate (5 points out of 50).

2. Class Participation. (a) Mostly, this grade will derive from your leading two discussions (with another person). Also a part of class participation are two other things: (b) Attendance: I expect attendance at every class unless you are ill. Remember that missing one of our meetings is like three absences if this were a MWF offering. Regular attendance will enter indirectly but positively into your Participation grade. (c) Contributions to class discussions that you aren’t leading. You are encouraged to raise questions, offer observations, and make other contributions during the lecture part and the discussion part of each class. Regular contributions also will enter indirectly but positively into your Participation grade.

Grading for (a)—leading discussions--counts 20% toward your final grade.

(each time) 10%: Substance = 4%; Presentation = 3%; Handout/graphics = 3%

Discussions (13 total)
Week 2 Discussion (9/14): In the context of its history, what is social psychology?
Week 3 Discussion (9/21): Ethical concerns in social psychological/microsociological research
Week 4 Discussion (9/28): Cognition vs. practice—Discursive Psychology
Week 5 Discussion (10/5): Helping behavior
Week 6 Discussion (10/12): What is identity and how does it work?
Week 7 Discussion (10/19): Finding and analyzing a phenomenon
Week 8 Discussion (10/26): Interlude on Danziger: writing and answering questions
Week 9 Discussion (11/2): Are boys and girls differently socialized? How or how not?
Week 10 Discussion (11/9): Explaining deviance
Week 11 Discussion (11/16): Social psychology, microsociology, and ethnicity
Week 12 Discussion (11/23): Is 'gender' a real thing?
Week 13 Discussion (12/7): Are emotions intrinsic or constructed?
Week 14 Discussion (12/14): How egalitarian is Goffman's interaction order?

3. For Class Reading Summary. This is worth 30% of your grade. Each week, you are to hand in a one page discussion of the “For class” readings for that week. The discussion should consist of about 75% summary of the readings, written in such a way as to convey to a naïve reader the empirical and/or theoretical essence of an individual reading by itself or as it relates to the other readings for the week. About 25% of the discussion can be your critique of or reaction to the readings. Another way of doing the summary is to pose a question at the beginning of your hand-in and then answer the question by citing the readings. You are to submit 10 of these, worth 3 points each, which means you do not have to do them every week. However, for the week that you choose to do one, you are to hand it in at the beginning of class for the week. I will not accept items that are late or that are emailed. Each page that you hand in should include the standard bibliographic information (author/title/source/date) for the item(s) you are treating. The bibliographic information can be on a separate page. Criteria for grading include: organization, completeness, succinctness, quality of thought.