

**Sociology 150**  
**Sociological Social Psychology:**  
**Micro-social Processes and Macro-social Consequences**  
**University of California, Berkeley**  
**Fall 2016**

## Course Details

**Instructor:** Brian Powers, Ph.D.  
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**Phone:** 510 642 4766 (messages only; email is better)  
**Office:** 442 Barrows Hall  
**Office hours:** MW 1- 2.30 and TTh 11:15 – 12.30. Sign Ups at:  
[wejoinin.com/brpowers@berkeley.edu](http://wejoinin.com/brpowers@berkeley.edu)  
**Lecture:** Monday, Wednesday, Friday, 3-4  
**Location:** 160 Kroeber  
**Required Text** O'Brien Jodi. *The Production of Reality: Essays and Readings on Social Psychology* Sixth Edition. Thousand Oaks, CA. Pine Forge-Sage, 2011. This volume is available at CAL Student Store

## Course Background

This course explores the nature of social action and some of the analytical approaches in interactionist and other schools of social psychology that have developed to shed light on factors shaping human thinking and action. This field seeks to fill in the gaps, sometimes striking, in sociological explanations for events and situations that rely on demonstrated correlations among impersonal variables. Within sociology, social psychology seeks to **answer process questions** concerning the ways and the reasons social forces at the **macro- and micro-levels** affect social outcomes, often by affecting the thinking, action, and identities of individuals in society.

The course reviews several major analytical perspectives and products of investigations that use them. The strength and fruitfulness of concepts in the classical and theoretical writings are explored in relation to contemporary concerns about numerous topics: the durability of social bonds, organizations and collective behavior, gender and racial identities, social compliance and non-conformity, the structuring of identity and personality in workplaces, schools, and other institutional venues, the maintenance of a stable social order, or the emergence of volatility, and the reasons behind obedience or the expression of conscience and defiance.

In two data gathering projects students will explore individuals' experiences learning or acquiring some facets of their identities in relation to the ways the documented structure and observed practices of a specific social setting – a workplace, team, living situation, aspect of campus life, school, family, church, etc. -- shape individuals' thinking and action.

## Course Requirements

The instructor reserves the right to make modest, announced adjustments to the schedule of assignments, the weighting of assignments, and the schedule of readings.

**SYLLABUS ADJUSTMENTS/CORRECTIONS**

*Fall 2016*

**A. CHANGE OF DATES FOR TWO FRs To Accommodate the readers' schedules...**

FR 2 and FR 3, due date changed from Monday to Wednesday

Field Reports (Check, check plus, check minus)	Week Due
1 September 12 2pp	3
2 October 17 → 19 2pp	8
3 November 7 → 9 3 pp	11
4 November 21 3-4 pp	13

Assignment	Handout date	Due date	Grade	Notes
1. Occasional one-page overnight quizzes	TBA	TBA	Part of 10% Participation Grade	1 page response to a prompt question based on a specific reading assignment(s) or course themes
2. Reading Log 1		Week 2 F, September 9	Part of 10% Participation Grade	Two P/NP 1-page responses to Questions on Two Assigned Readings from Week A to Week 2
3. Field Report 1 for A <i>Context for Identity</i> - a Direct, Observational Study of a Context Shaping Forms of Identity or Action	Week 1 M, August 29	Week 3 M, September 12	Part of 10% Research Grade	1 page defining a plan for studying over the end of semester paper, study of a social setting or process linked to the formation of a sociologically significant identity or forms of action
4. Reading Log 2		Week 6, M, October 3	Part of 10% Participation Grade	Two P/NP 1-page responses to Questions on Two Assigned Readings from Week 3 to Week 6
<b>5. Midterm Paper --Paper 1: Comparative Paper on Differences in the Acquisition of</b>	Week 2 F, September 9	Week 7 W, October 12	<b>25%</b>	Comparison of the formative experiences and effects of social situations in the development in two individuals of two different forms of identity in a

<b><i>Sociologically Significant Social Identities</i></b>				common category of identity. 5-7 pages based on interview data
6. Field Report 2 Report on Entering the Study Setting	Week 6 M, October 3	Week 8 M, October 17 W, October 19	Part of 10% Research Grade	Status Report on Course Research Project: Early Field Observations
7. Reading Log 3		Week 10, M, October 31 W, November 2	Part of 10% Participation Grade	Two P/NP 1-page responses to Questions on Two Assigned Readings from Week 6 to Week 9
8. Field Report 3 Report on Several Interviews or Three Observations with Bibliography	Week 8 M, October 17	Week 11 M, November 7 W, November 9	Part of 10% Research Grade	Status Report on Course Research Project: Emerging Analytical Themes from the Field; Analytical Dissection of Observations
9. Field Report 4 Preliminary Thesis Statement and Inventory of Data and Bibliography	Week 11 M, November 7	Week 13 M, November 21	Part of 10% Research Grade	Status Report on Course Research Project: Data Round-up, Thesis, Evidence, and your Argument
<b>10. A Context for Identity -- Paper 2: Analysis of Social Influences on Identity and Action</b>	Week 12 M, November 14	<b>RRR Week</b> W, December 7	<b>30%</b>	<b>8-10 Page Paper:</b> Report on a Field Study of Effects of a Social Context on Social Identity Formation
11. Reading Log 4		Week 14, W, November 30	Part of 10% Participation Grade	Two P/NP 1-page responses to Questions on Two Assigned Readings from Week 10 to Week 13
<b>12. Final Exam Take-Home</b>	Week 14 F, December 1	<b>DROP OFF</b>  <b>Tuesday, December</b>	<b>25%</b>	<b>Take home essays @ 3 ½ pages each distributed/posted in the last week of classes.</b>

		13 8 – 11 am		
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Note: Make sure your exam schedule does not conflict with obligations for other classes.

Reading Logs (Check, check plus, check minus)			Week Due
1	Sept 9	2pp	2
2	Oct 3	2pp	6,
3	Oct 31	2pp	10
4	November 30	2pp	14

Field Reports (Check, check plus, check minus)			
1	September 12	2pp	3
2	October 17 → 19	2pp	8
3	November 7 → 9	3 pp	11
4	November 21	3-4 pp	13

MAJOR ASSIGNMENTS (Letter Grades)			
October 12	Midterm Paper (5-7 pp)	Letter Grade (25 percent)	Week 7
December 7	Semester Project Paper (8-10 pp)	Letter Grade (30 percent)	RRR week
December 13	Final Exam (Take Home Essay no more than 6 pages)	Letter Grade (25 percent)	FINALS WK

## Grading and Credit

**All requirements must be met for course credit. All assignments in the course serve a purpose in developing students' skills, and must be completed and submitted for this class. A missing assignment, even a quiz, will result in an "F" for the course. ALL MISSED ASSIGNMENTS CAN BE MADE UP WITH CONSULTATION WITH THE INSTRUCTOR**

### *Participation*

Full credit for your participation grade requires:

- Satisfactory Completion of Four Reading Log Assignments
- At least one visit to my office hours. You are welcome to visit alone or in a group. We may schedule occasional Sociological Chat Sessions. It is valuable to students and to my teaching to meet and chat with as many students as possible!! *Think of this as an opportunity, and not a requirement!*
- At least three contributions to the bcourses discussions, one in each of three areas. Students can create topics for discussion themselves:
  - A response or comment that you post on course materials, including readings, lectures, or media.
  - A comment or response you post to another posting already up at a discussion.
  - A comment on an incident, topic, issue on campus or in the real world which you find sociologically interesting and to which you can apply sociological ideas.

- Several announced overnight quizzes as needed, covering course content, interpretation, and application of course readings, graded P/NP, will count toward the participation grade. They will not be surprise quizzes.

## Grades

Grades will be based exclusively on written work. Papers will be graded for their sociological reasoning, and not for writing mechanics or language skills *per se*, but students' weaknesses in expository writing and inattention to details of presentation will be noted and can affect grades, especially when they obscure or weaken students' sociological thinking.

Successful papers are original, well-organized, well-researched and well-supported, with ideas clearly expressed in solid prose. Papers submitted that literally and narrowly reflect the guidelines of course assignments, even if they do so in a polished way, are considered "good work," and can be expected to earn a grade of B. As an incentive for creative thinking and writing, grades higher than a B should reflect students' original contribution to the course material, weaving together themes and material from different parts of the curriculum, reflecting students' creativity, imagination, initiative, independent scholarship and special insights in ways that show initiative, diligence, and add value to the assignment.

## Grading Scale

The grades for the three major assignments for this course, as well as the final course grade, will be set using letter grades and the standard 4-point GPA scale. That scale will determine the weighted point value of each letter-graded assignment grade toward a final course grade.

See <http://registrar.berkeley.edu/Default.aspx?PageID=gradeskey.html>: A (4), A- (3.7), B+ (3.3), B (3), B- (2.7), C+ (2.3), C (2), C- (1.7), D+ (1.3), D (1), D- (0.7).

## Course Materials

The majority of course readings will be found in in. *The Production of Reality: Essays and Readings on Social Psychology* Sixth Edition., by Jodi O'Brien (Thousand Oaks, CA. Pine Forge-Sage, 2011). It is available in the Cal Student Store. A copy will be made available on reserve in Moffitt. Students may use the Fifth edition, but they should read or scan articles assigned from the sixth edition that do not appear in the fifth edition, using the reserve copy of the sixth in Moffitt

Additional required materials will be made available at the course website at bcourses in the FILES section.

PowerPoint slides, some lecture notes and occasional study guides, and some occasional, supplementary documents will be posted online. These will summarize and supplement lectures and conversations in class. These items will be posted at the bcourses equivalent of the "Resources" tab at the course site. Please use these materials to help integrate readings, lectures and class discussions in your understanding of the course.

## Course Schedule and Readings

Note: This segment of the syllabus is a map, not a train schedule. Lectures may fall out of sync with the schedule of assigned readings. Please read on schedule to manage the material assigned for the class.

**NOTE:** Page numbers for O'Brien sources corrected in yellow, as we navigate the use of two editions of the same text—

~~Strike Out~~ Page Numbers are in the Blue 5<sup>th</sup> Edition;

Second set of Page Number are from the current, Black, 6<sup>th</sup> Edition

## **Week A: Getting Started: The Influence of Contexts and Institutions on Identity and Behavior**

Wednesday, August 24

- Hanna Rosin, "The End of Men," *The Atlantic*, July/August 2010.  
Audiocast from NPR Talk of the Nation -- Hana Roisin and End of Men  
<http://www.npr.org/templates/story/story.php?storyId=130190244>

Friday, August 26

**Film Screening.** *Koyaanisqatsi*: "The Grid" (By Godfrey Reggio, 1983)

Brief Clip: <http://www.youtube.com/watch?v=Hf1DmMsGJWM&list=PL3A5BE4A72EF9C6D7>

**And**

**Video clip Screening:** Social Structure and Social Learning –  
Traffic in LA, NY, Saigon, Beijing, and London

- Douglas Rushkoff, "Atmospherics," in *Coercion: Why We Listen to What They Say*. New York: Riverhead Books, 1999. Pp.73-110.
- Jodi O'Brien. "Who Am I? Developing Character," O'Brien, pp. 108-120; 228-242.

## **Week 1: Plasticity of the Self and the Centrality of Context – The Situation and the Person**

**Film Screening.** *The Quiet Rage* (2004)

Documenting the Stanford Prison Experiment of 1971

Monday, August 29

- Dacher Keltner, *Born to be Good: The Science of a Meaningful Life*. New York. Norton, 2009. "Love," pp. 199-224.

Wednesday, August 31

- Philip Zimbardo. *The Lucifer Effect and the Psychology of Evil. Understanding How Good People Turn Evil*. New York: Random House, 2007.
  - Ch 1, "The Psychology of Evil," pp. 3-22;

Friday, September 2

- Philip Zimbardo. *The Lucifer Effect and the Psychology of Evil. Understanding How Good People Turn Evil*. New York: Random House, 2007.
  - Ch 10, "The SPE's Meaning and Message: Meaning and Message: The Alchemy of Character Transformations," pp. 195-228

## **Week 2: Socialization – Acquiring a Self and Learning the Rules of Society**

Monday, September 5

**LABOR DAY HOLIDAY**

**Classes Cancelled**

Wednesday, September 7

- Jodi O'Brien, *Essay: "Shared Meaning as the Basis of Humanness,"* (in O'Brien, pp. 50-69 74-93).

Friday, September 9

- Peter Berger and Thomas Luckmann, “Socialization: The Internalization of Society.” (in O’Brien, pp. 189-192 157-160).

### Week 3: Documenting the Influence of “the Other” -- Language and Symbolic Communication

**Film Screening:** *The Wild Child*, by Francois Truffaut (1970)  
based on the written record on the Wild Boy of Aveyron

Monday, September 12

- Ernst Cassirer, “The Symbol,” (in O’Brien, p. 84-86 98-100).
- George Lakoff and Mark Johnson, “Metaphors We Live By,” (in O’Brien, pp. 87-97 115-126).

Wednesday, September 14

- George Herbert Mead. “The Self, the I, and the Me,” (in O’Brien, pp. 121-125 152-156).

Friday, September 16

- Charles Horton Cooley. “The Looking Glass Self ,”(in O’Brien, pp. 126-128 261-263).

### Week 4: The Situated Performance of the Self: Navigating the Interpretations and Influence of Others

Monday, September 19

**Film Clip Screening.** “Quais de Seine,”  
from *Paris Je T’Aime*, Gurinder Chandha (2007)

- Claude Steele, *Whistling Vivaldi: How Stereotypes Affect Us*. NY: Norton, 2011. Ch 1 “An Introduction: At the Root of Identity,” pp. 1-15.63-76.

Wednesday, September 21

- Takahiko Masuda and Richard E. Nisbett. “Attending Holistically Versus Analytically: Comparing the Context Sensitivity of Japanese and Americans.” *Journal of Personality and Social Psychology* 2001, Vol. 81, No. 5, 922-934.
- Eviatar Zerubavel, “Islands of Meaning.” (1991) (in O’Brien, pp. 11-27. 261-263)

Friday, September 23

- Tamotsu Shibutani. “Reference Groups as Perspectives,” (O’Brien, pp. 161-166)
- Erving Goffman, “The Presentation of Self in Everyday Life,” (in O’Brien, pp. 361-371).

### Week 5: Acquiring Racial Identities – Institutional and Contextual Interpretations of the Self

**Film Screening:** *All Me: The Life and Times of Winfred Rembert* by Vivian Ducat (2011)

*Race: The Power of an Illusion – The Difference Between US*

Monday, September 26

- Herbert Blumer, (1958) “Race Prejudice as a Sense of Group Position.” *Pacific Sociological Review* 1, pp.3-7.
- Stanford M. Lyman and William A. Douglas, “Ethnicity: Strategies of Collective and Individual Impression Management.” *Social Research* 40, Summer 1973, pp.348-359.



Wednesday, September 28

- W.E.B. DuBois. “Double Consciousness and the Veil,” (in O’Brien, pp. 474-478 317-321).

Friday, September 30

- Amir Marvasti, “Being Middle Eastern: Identity Negotiation in the Context of the ‘War on Terror’.”(in O’Brien, pp. 306-317). AT BCOURSES
- Pamela Perry, “Shades of White” (in O’Brien, pp. 167-184.)

## **Week 6: Learning and “Doing Gender”: Sex Roles and Identity**

Monday, October 3

- Cecilia Ridgeway, “The Persistence of Gender Inequality in Employment Settings,” (in O’Brien, pp. 444—452 524 -532).
- Michael Kimmel, *Guyland: The Perilous World Where Boys Become Men. Understanding the Critical Years Between 16 and 26*. New York: Harper Collins, 2008. pp 44-69.

Wednesday, October 5

- C. J. Pascoe. *Dude, You’re a Fag: Masculinity and Sexuality in High School*. Berkeley: UC Press, 2007, Chapter 1, “Making Masculinity pp. 1 – 15; and Chapter 2 and 3, “Becoming Mr. Cougar,” and “Dude, You’re a Fag,” pp. 25-83.

Friday, October 7

- Rachel Simmons, *Odd Girl Out: The Hidden Culture of Aggression in Girls*, Orlando: Harvest, Harcourt, pp.155-176.
- Steven Hinshaw, *The Triple Threat: Saving Our Teenage Girls from Today’s Pressures*. NY. Ballentine Books/Random House, 2009, ch 9, pp 159 – 178.

### **RECOMMENDED:**

- Valerie Jenness and Sarah Fenstermaker, “In Pursuit of the ‘Real Deal’: Accomplishing Gender Among Transgender Inmates in Prisons for Men” (in O’Brien, pp. 404-414.)
- Cameron T. Whitley, “Trans-Kin undoing and Re-doing Gender: Negotiating Relational Identity Among Friends and Family of Transgender Persons,” (in O’Brien, pp . 276-284.)

## **Week 7: Locating the Influential “Others” – Technology and the Social Structure**

### **Film Screening: *Robot Stories*, Greg Pak (2003)**

Monday, October 10

- Shenyang Zhao, “The Digital Self Through the Looking Glass of Telecopresent Others.” (in O’Brien, pp. 153-161). AT BCOURSES

Wednesday, October 12

- Sherry Turkle. *Alone Together: Why We Expect More from Technology and Less from Each Other*. NY Basic Books, 2011, Chapter 7, “Communion,” pp. 127-147.

Friday, October 14

- Danah Boyd, *It’s Complicated: The Social Life of Networked Teens*. New Haven: Yale University Press, 2014 , Introduction, pp, 19-28; Chapter 1, “Identity: Why do Teens Seem So Strange On-Line,” pp. 29-53. [Available on-line through oskicat, at e-brary with calnet ID]



## Week 8: Macro Factors and Micro Processes in Learning an Identity -- Hikikomori in Japan and Becoming a Marijuana Smoker

**Video Screening:** *Hikikomori*,  
Francesco Jodice and Kal Karman, (2004)

Monday, October 17

- Saito Tamaki, *Hikikomori: Adolescence Without End* (1998), trans. Jeffrey Angles. Minneapolis: University Minnesota Press, 2013. pp. vii – xix; pp. 30 – 53.

Wednesday, October 19

- Michael Zielenziger. *Shutting out the Sun: How Japan Created Its Own Lost Generation*. New York. Vintage. 2006, pp. 15-38; 93-120; 121-145.

Friday, October 21

**Video Screening.** *Hikikomori: Dutch Feature Documentary*

- Alan Teo (2010). “A New Form of Social Withdrawal in Japan: A Review of Hikikomori.” *International Journal of Social Psychiatry* 56(2) pp. 178-185
- Howard S. Becker. “Becoming a Marihuana User,” (in O’Brien, p. 140-149 199-207).

## Week 9. Learning a Different Self in Organizations and Total Institutions

Monday, October 24

- Erving Goffman, “The Moral Career of a Mental Patient,” *Asylums: Essays on the Social Situation of Mental Patients and Other Inmates*. Chicago: Aldine, 1961, pp. 127-169.

Wednesday, October 26

- Michel Foucault. *Discipline and Punish: The Birth of the Prison* (1975). Trans. Alan Sheridan New York: Vintage, 1979, 170-194.

Friday, October 28

**DEADLINE -- CHANGE GRADING OPTION**

- Susanna Kayzen, *Girl, Interrupted*. New York: Vintage. 1993. pp. 5-55.
- Angie Epifano, “An Account of Sexual Assault at Amherst College,” *The Amherst Student*, October 17, 2012.
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## Week 10: The Social Psychology of Workplaces and the Market

Monday, October 31

- Arlie Hochschild, “The Managed Heart: Commercialization of Human Feeling,” (in O’Brien, pp. 320-324).

Wednesday, November 2

- Kari Lerum, “‘Precarious Situations’ in a Strip Club: Exotic Dancers and the Problem of Reality Maintenance,” in O’Brien, pp. 388-396. (SIXTH ED ONLY) at BCOURSES

Friday, November 4

- Marie Jahoda, Paul Lazarsfeld, Hans Zeisel, *Marienthal: The Sociography of an Unemployed Community* (1933), Chicago: Aldine Atherton, 1971. “Responses to Deprivation” and “The Meaning of Time.” Pp.45-77.
- Louis Uchitelle, *The Disposable American: Layoffs and their Consequences*. New York: Alfred A. Knopf, 2006. pp. “The Consequences – Undoing Sanity,” pp. 179 - 204

## **Week 11. Learning Emotions and Intimate Life in Society and Social Structure**

*Monday, November 7*

- Nancy Scheper-Hughes. *Death Without Weeping: The Violence of Everyday Life in Brazil*. Berkeley: University of California Press, 1993, pp. 340-399.

*Wednesday, November 9*

- Robin Simon, Donna Eder, and Cathy Evans. “The Development of Feeling Norms Underlying Romantic Love,” (in O’Brien, p. 228-247, 208-226).

*Friday, November 11*

**LABOR DAY HOLIDAY**  
**Classes Cancelled**

- Jonathan Ned Katz, “The Invention of Heterosexuality,” in Kathy Peiss, ed., *Major Problems in the History of American Sexuality*. Boston: Houghton Mifflin, 2002, pp. 348-355.

## **Week 12: Communal Breakdown – Cohesion and Social Persecutions -- Salem and Elsewhere**

**Film Screening** *The Crucible*, Nicholas Hynter, director, 1996.  
Based on the original play by Arthur Miller

*Monday, November 14*

- Mary Beth Norton, *In the Devil’s Snare: The Salem Witchcraft Crisis of 1692*. New York: Knopf, 2002, pp. 232-251

*Wednesday, November 16*

- Norton, *In the Devil’s Snare*, pp. 295-313.

*Friday, November 18*

## **Week 13: Authority: Compliance and Resistance**

**Screening** Videorecording: *Obedience*,  
on the Milgram experiments on Obedience to Authority (1965/2008)

*Monday, November 21*

- Stanley Milgram, “The Perils of Obedience,” Harper’s Magazine, 1974

*Wednesday, November 23*

**THANKSGIVING BREAK: NO CLASSES**

*Friday, November 25*

**THANKSGIVING BREAK: NO CLASSES**

## **Week 14:**

Monday, November 28

- Tara McKelvey, “A Soldier’s Tale: Lynndie England.” *Marie Claire* (fashion magazine), May 19, 2009. <http://www.marieclaire.com/world-reports/news/latest/lyndie-england-1>

Wednesday, November 2

Zimbardo’s clips on Heroism

Friday, December 2

- Final Thoughts

## Week 15: Reading, Recitation, and Review Week

Monday, December 5, Wednesday, December 7, Friday, December 9

*NO FORMAL INSTRUCTION – Review and Office Hours*

**FINAL EXAM TUESDAY, December 13, 2016, 7 – 10 PM**

## Course Format

This course requires independent reading and synthesis of assigned materials. It is important for you to show in your writings **that you understand the meaning of the work of particular course authors and course concepts and that you know how to apply the ideas to issues in the social world**, and not that you simply know what someone said or wrote on a specific topic.

The course has several components:

- MWF Course Meetings
  - We will loosely follow a lecture format. Sessions have a theme and curricular goals. Class time will not be used exclusively in formal exposition of course material by the instructor – the typical lecture. Group work, full class discussion, and media presentations will take place in “lectures.” Students should reflect regularly on the linkages among in-class activities, the learning goals of the class, and the content of readings in the syllabus. Although the framing conversation by the instructor will always make these connections clear, please visit office hours to resolve any confusion.
- Reading assignments
- Reading Logs
- Research tasks – Observations, Interviews, and Field Reports
- Media (audio/video, tables and charts, still images)
- Free writes
- PowerPoints presentations
- Supplementary postings from the news media

These components complement and reinforce one another. They have been chosen to help you understand the content of course ideas, help you apply them to topics in the real world, and to support your work on modest research papers that will require you to know, understand, and apply concepts at play in the world of social psychological research and practice.

Each class session will address a set of concepts drawn from readings, with some data, references to the real world, or references to course media.

To do well in this course you will have to attend lectures, although success in this class requires more effort than conscientious attendance. The content of lectures will not be limited to facts you need to know for an exam. Instead, lectures are opportunities for you to observe and practice forms of sociological thinking we will expect to see in your course writings.

Please do not allow yourself to drift or mistakenly think that nothing of value is taking place in class discussions or presentations. If you find yourself thinking that way, see me for help getting back on track.

## **Course Sites: [bcourses.berkeley.edu](http://bcourses.berkeley.edu) and [site.ebrary.com/lib/berkeley/](http://site.ebrary.com/lib/berkeley/)**

You will need immediate and regular internet access to the course site. At bcourses I will post:

- Administrative announcements
- Downloadable assignment instructions
- Course Readings
- Handouts
- Power Points, occasional lecture notes, and media stories and links

Access to the course site is also necessary for you to participate in online course discussion groups at DISCUSSIONS.

Make sure you have an active email account on record with the registrar ([bearfacts.berkeley.edu](http://bearfacts.berkeley.edu)) that you actually look at. I will also email you often via bspace, which uses an automatically generated course mailing list from the registrar's data base of student information. I will use the course web site starting today, to which you will have access automatically as an enrolled student.

## **Office Hours and Contact Information**

Email is the best way to communicate with me, at [brpowers@berkeley.edu](mailto:brpowers@berkeley.edu). You may also leave messages for me with the Sociology office, (510) 642-4766.

My office hours will be in 477 Barrows Hall, on MW 1- 2.30 and TTh 1:15 – 12.30.. I may also be available by appointment. Please sign up for an office hour slot in advance at [wejoinin.com/brpowers@berkeley.edu](http://wejoinin.com/brpowers@berkeley.edu).

Advance requests for office hours get priority. If others are waiting, please check in at wejoinin and please circulate a sign-up sheet to establish an order.

**Each student must visit at least one office hour with me as an individual or in group before Week 13 for participation credit. We can arrange conversations on particular topics as the semester moves along.**

## **Assignments**

All assignments must be submitted **on paper in class and electronically through bspace site** under the "Assignments" tab. PLEASE DO NOT EMAIL WORK TO US WITHOUT PRIOR PERMISSION.

Major course papers must be typed, double-spaced, on one side of the page in 12 pt font (no smaller) and with one-inch margins. Short assignments, including quizzes, are usually to be single spaced.

You are responsible for keeping a backup of all work submitted. If any work is misplaced, you must be able to furnish a duplicate.

You will be assigned to a reader group. After you are assigned, you must write the reader's name and reader group number on all work submitted. Work not labeled with your reader group and reader name will be penalized by a reduction in one grade step (e.g., A- to B+).

## **Course Citizenship**

### *Email Etiquette*

When you use email, please remember to write clearly and professionally. Imagine that you are speaking directly to your recipient when you write an email, and monitor the content, tone, and attitude of your message accordingly. Please avoid writing emails in a state of panic or extreme stress. If you do not receive a response from me when you wish, please remember there other students in the course who may be contacting me, and I have other obligations, so I will appreciate your patience.

Despite the many advantages of email, it may not be the best venue for all concerns students have. For example, it is not a good means to resolve issues you may have about the evaluation and grading of your work. It is better to come to office hours to discuss such a topic.

Some emails are not always welcome, especially those that re-ask a question that has been addressed in class, at the course site as an announcement, or in an email to the class. Pay attention to notifications of updates, schedule changes, new materials, and other clarifications. By all means use email for clarification, but monitor your use. Before hitting the send button on a message for information about course procedures, please double check for earlier information and updates.

### *Emailing the reader(s)*

Remember, course readers are not graduate student instructors (GSIs) and they are paid for their limited time and limited teaching obligations quite differently. Please address your questions about the substance of the course and its procedures directly to me. Respect readers' limited responsibilities to a course and its students. The most common topic you will need to email your assigned reader about is your attendance at the office hour scheduled to discuss the grade whenever a major paper assignment is returned. Emails to readers on any other topic are not appropriate. If they require an answer, they will be forwarded to me to answer.

## **THE HONOR CODE**

### *Plagiarism and academic dishonesty.*

The campus administration has asked that all instructors refer students to the campus-wide statement of principle and policy about academic integrity and honesty, and I am happy to do so in this class. This campus-wide commitment to an honor code adopted was adopted by the ASUC Senate and the administration.

Visit the website [www.asuc.org/honorcode](http://www.asuc.org/honorcode) information on the Honor Code movement.

You should be aware that we will be especially vigilant in responding to academic dishonesty and plagiarism in this class.

#### MOST IMPORTANT DETAILS:

- You must submit work written by you, in your own words, following a plan of your own design, unless explicitly told otherwise by your teacher (in a collaborative project cleared for credit).
- You must properly cite sources of all work that is not your own.
- Consult me for advice in case of uncertainty.

You should be aware that penalties for plagiarism are outlined by the university and can include expulsion. Students in my classes have been failed for the entire course for breaching rules of academic honesty. When in doubt about proper use and citations of other's writings in your work, ask for guidance.

Review the principles and policies pertaining to Academic Honesty and penalties for violations at the Center for Student Conduct site:

Visit the website [www.asuc.org/honorcode](http://www.asuc.org/honorcode) information on the Honor Code movement.

### **A mutual agreement**

In Sociology 150, I will be present during lectures with an agenda for discussion and reflection based on curricular readings and supplemental sources. I will be available for questions and discussion in office time and via email. I will work at mastering new electronic technologies for to support your learning and use those that I already know. I will post notes, reading summaries, and study questions, as needed, along with power point presentation files at the course website. I will offer staged guidance as you conduct your research, including written handouts, in class elaborations, demonstrations, and help provide the tools to enable you to carry it out successfully. I will work with course readers to assure that your work is evaluated thoughtfully, constructively, and fairly.

If you enroll in this course I expect that you will complete all course assignments, make an effort to introduce yourself to me or the reader(s), keep up with the readings and devote as much time to this course and its learning tasks as you devote to other courses with equivalent unit value, especially those closest to your professional aspirations and academic specialization.

I ask that you open your mind to theories about society that are unfamiliar to you; seek out opportunities to learn with and learn from your co-course members; and continually think about ways to participate in the class sessions, especially to teach your co-course members about the social world you know about may be different from theirs;

I hope that you will listen respectfully and openly to ideas that may challenge your own, and contact course personnel if you need help sorting through new ideas about new parts of the social world.

I expect you to attend all lectures, including video showings, and **will randomly and frequently take attendance over the semester to encourage active participation in the course.** I ask that you be prepared to participate in discussions that emerge during class sessions.

## *Entering the scholarly conversation*

The best way to grow intellectually through the material in the class is to develop your own dialogue with it. Sociology is a skeptical field, asking questions about the world in an effort to make some novel sense of it. You should feel free to be as demanding of sociology as it is of the world it analyzes. Do not expect to get much from this course unless you invest time and energy in the readings, lectures and research.

## **Following the Direction of the Course**

Consider this syllabus a map of the territory in sociology and the social world, which we will cover in readings, lectures, and other course activities. It does not describe a strict timetable for what will be covered or state exactly when materials will be explicitly addressed.

Lectures and class activities may move in and out of sync with the schedule of assigned readings. When this happens, I will always tell you which readings are relevant to particular lectures, media presentations, or course activities.

## **Topics and Learning Goals**

- Students recognize how psychological theories and social psychological research are often concerned with socially situated learning processes linked with the development of self-understanding, identity, and motivation of social behavior at the individual level, and in aggregate and institutional terms.
- Students understand how different components of a social setting or structural location affect individuals' perceptions, beliefs, values, identities, and thus, contribute to socially consequential forms of action.
- Students recognize opportunities to explore additional dimensions of the relationships that sociological researchers identify among variables in social life, through social psychological inquiry into the motives, beliefs, and values that underlie readily observable and measurable patterns of behavior.
- Students appreciate the differences and commonalities in the assumptions, methods, and reasoning in different schools of social psychological theory as they highlight different human endowments and processes of learning and communication to explain social action and social outcomes.
- Students appreciate the socially structured character of many features of human subjectivity – personal values, goals, aspirations, and motives -- and recognize how changing social environments are likely to affect thinking, perception, belief, and other individual-level, subjective traits.
- Students familiarize themselves with the processes scholars have described for the construction and communication of meaning among individuals in social settings.



- Students appreciate the role of direct interaction and mediated communication through institutions and their technologies in influencing the perceptions and motivations of social actors.
- Students' writing shows their nuanced understanding of the importance of actors' acquired motives and subjective cognition in social action.

## **Topical and Controversial Material**

Conversations about social structure and the self inevitably touch on the subject of differences and disparities in the experiences of individuals and members of social groups, including those defined by race and other socially-defined characteristics. These can be sensitive matters to address, mostly because we are unused to talking about them in analytical terms as artifacts of social processes, as opposed to speaking of them as “natural” differences or regarding them in moralistic and judgmental terms, regarding them as matters of personal opinion or experience. It is easy for them to stir up passions and fan misunderstandings because the ideas often touch on our identities and experiences. This class looks directly at experiences and disparities of the races, genders and other groups, but you should pay close attention to the *institutional* view it follows in exploring group disparities and the ways we think about them analytically.

Since we assume that race is a concept that is a creation of the social world which somewhat impersonally imposes interpretations of their attributes upon individuals and groups, in sociology we feel a bit more comfortable taking up topics often viewed as too hot to handle in general conversation. Based in the approaches available in sociology, this course shows the parts institutions have played in creating and making use of racial and other forms of categorical classifications in the US.

## **Social Ideals and Human Possibilities: Fairness**

Most sociologists are motivated by hopes that the benefits of systems of human cooperation be fully realized and distributed fairly and widely among individuals or groups differently situated in the social order. American ideals about equality, fair play, and shared values define a high standard for societies to live up to, with hopes and expectations of the fruits of social cooperation equally high. The realities of social life are often experienced as disappointing. Sociology helps us measure the distance between reality and the ideals and potential of society. It also suggests reasons for the gaps between hopes and disappointing realities and it sketches out possible pathways and strategies of action to narrow the gap between them.

This is an important point for anyone considering this class to consider. To follow the logic of the course. Students may need to entertain some different assumptions about the world they already know pretty well, including topics on race and other social differences. The course has been designed to create space for rational and research-based reflection about different kinds of experiences in the US. In examining the workings of social institutions and their effects on individuals' attainments and life experiences, we want to avoid the “blame game” that can emerge or is thought to emerge when this set of topics arise. Please remember we are not trying to assign personal responsibility or induce guilt for aspects of US historical and social development that have worked out differently for different groups in the population.