

Sociology 150
Social Psychology

John Kaiser, PhD
UC Berkeley
Fall 2021
12pm-1pm M, W, F
Online

This course introduces the major approaches, issues, and debates within social psychology. It begins by exploring the foundational concepts in the field, emphasizing the nature of self in society. We use major paradigms--symbolic interactionism, phenomenology, ethnomethodology, attachment theory, and emotion management-- to study identity, meaning making, cognition, emotion, interaction, behavior, and the social construction of reality. We also explore major themes in a number of substantive areas, including implicit bias, humor and laughter, anger, attraction and flirting, medication use, care giving, social media/trolling, illness, obedience and conformity, power and status differentiation, stigma, automaticity, empathy, collective effervescence, religion, and anti-vaxxer culture. As we cover these topics, we will apply social psychological concepts to social inequalities, such as race, class, gender, and ability.

A central goal is understanding the connection between individuals and society, especially how people influence each other through situated processes. How do people construct “reality” in social interactions? How do situations shape behavior, interactions, cognition, feelings, and self? How do individuals create situations? How do culture, institutions, and structures affect these processes?

Students should come away from this course with four core competencies: 1) the ability to read social psychology articles; 2) the ability to think critically about social psychological theories and methods; 3) a general understanding of key findings and concepts in the major substantive areas; and 4) ability to apply—and enjoy— social psychology in everyday life. The first three competencies mainly require *explicit* knowledge gained through lectures and readings while the fourth requires the *tacit* knowledge gained through hands-on field studies.

Note: this syllabus may change at the discretion of the instructor. Always refer to the syllabus on bCourses for current course information.

Coursework and Grading

Attendance and Participation.....	10%
Field Studies.....	50%
Midterm Exam.....	10%
Final Exam.....	10%
Project.....	20%

Please do not ask for an extension on any of the assignments Although you may have a legitimate reason for making such a request, not all of your classmates— even those with more serious situations— necessarily feel entitled or comfortable to ask. Therefore, out of fairness and to avoid please do not ask. The same goes for exams.¹ Do let the instructor know of any special circumstances that might affect your performance.

NOTE: if you are having trouble keeping up with the course or miss an exam due to verifiable circumstances beyond your control, please email me.

Attendance & Participation: This course is taking place online. Students are expected to be available during meeting times. Class meetings consist of lecture and discussion via Zoom during class meeting times. Attendance at lecture is not mandatory; lectures will be recorded and posted on bCourses. Lecture slides will also be posted after class (not before). Since video recording can be a barrier to participation, you are encouraged, but not expected to participate in lecture. Breakout rooms will not be recorded; however, given the brief (50 minutes) length of our class meetings, we probably won't have time for breakout rooms every time we meet. Therefore, I'm encouraging people to participate in written discussions on bCourses. This also provides participation opportunity for people who cannot always attend class at the scheduled time.

Attention: lectures will be video recorded, so people who attend lecture may be recorded and may appear on the recording posted on bCourses/files. You are free to watch the recording at your convenience instead of attending class.

Written Discussions: We will have ongoing written discussions on bCourses. This is a great way to participate, especially if you're not coming to class (or coming to class but not participating). At least two posts per week (not including week 1 or week 14) are requested. A post includes a relevant question, reply, or thought. Post in existing threads/topics or create a new one.

Breakout Room Discussions: Sometimes we will have breakout room discussions during class time. If you are in a breakout room, please be mindful of interactional dynamics so that everybody feels comfortable to speak up. Positive attitude and attentive listening matter, too. Please turn your video on during breakout room discussions as much as possible.

WARNING: it is illegal to record without notifying and getting consent from anybody and everybody included in your recording.

Field Studies: Observational studies in the field of everyday life are a central part of this course. They are designed to maximize learning through doing, and they focus on the tacit dimension of course material (exams maximize learning through knowledge retention and application, focusing on the explicit dimension of course material). Field Studies include five categories of activity: 1) directly observing particular types of social situations, interactions,

¹ If you miss an exam due to an emergency, you must provide adequate evidence/documentation in order to make it up. Note that any make-ups may include different—and more difficult—questions.

behaviors, emotions, and identities; 2) participating in and creating particular kinds of interactions; 3) altering one's own "self" in order to elicit reactions in others; and 4) intentionally defying informal rules of interaction to see how people react; 5) anything not included in the first four.

There will be six different field study assignments. Each will require a write-up of about 500-750 words. They are due by 11:59pm on the dates indicated on the schedule below (due dates are also on bCourses/assignments). *You will not be able to submit it for full credit once the deadline has passed, even if it's just a minute late (see late policy below).* Plan to submit it well before the deadline. Detailed instructions for each field study will be available on bCourses/assignments at the appropriate time, and we will go over them in class then (those instructions will also indicate whether that particular field study is worth 5 or 10 points).

Quality and detail of description is important, and these should be written in a style that combines a personal tone (use the first person "I") with the organized, analytical, precise, and clear prose of academic writing. These reports prioritize thoughtful description, observation, and reflection; however, they should be clearly-written, organized, and easy to read. If the Reader has trouble reading your field report, you may lose points. Content matters: thoughtfully fulfilling the requirements of each field study is required for full credit. Each field report should include description and analysis of specific examples rather than general, abstract, and vague statements. They should also follow the formatting guidelines, below. Detailed instructions for each field study will be available on bCourses/assignments at the appropriate time.

The Project: At the beginning of November, students will begin working on a project that explores one of the areas of social psychology on our syllabus that they would like to learn more about. The nature of the project will depend on each individual's preferences and interests, but it must involve some research and analysis of outside literature on the topic. Primary data collection and analysis is optional. The project will culminate in a paper that is about five pages long.

NOTE: falsely representing what you did in any assignment counts as academic dishonesty and may result in an automatic "F" in the course...or worse, situation breakdown, discrediting of the self you have been presenting, and, therefore, lots of embarrassment and shame.

Late policy: The due date is the last possible time that you may submit an assignment without penalty, so you should turn it in before then. *Half a point will be deducted for every 24 hours past the due date, beginning one minute after.* Nothing short of an emergency (verified with adequate documentation), will exempt anyone from this policy, so please submit your assignment well before the due date/time to avoid potential problems. If you cannot submit your assignment for any reason on bCourses, you must email it to the instructor before the deadline to avoid the late penalty. Note that technical problems with internet, bCourses, etc., do not constitute grounds for exception to this policy. Last minute problems occurring the day before something is due are not appropriate grounds for exception from the policy, because you have the option of turning it in before then.

Formatting guidelines:

header with your name, due date, and assignment (single space the header) on the first page only
creative title, in bold and centered at the top of the first page between your header and the start of your report (no title page);
1" margins;
indented paragraphs (no extra spaces between paragraphs);
doubled-spacing;
12-point Times New Roman font;
word count at the end (e.g. "Word count: 420");
page number (bottom, centered)

Midterm and Final Exams: This course has a midterm and a final exam, both through Canvas Quiz on bCourses on the dates indicated on the schedule below. The will begin at 12:10pm. We will not meet for Zoom class on exam days. The exams will be based on lectures and readings. At the minimum, you should know the main concepts and theories presented in our lectures. We will have a review session for each exam. The final exam will emphasize the second-half material. Anyone who misses an exam for any reason may not be able to make it up. A make-up exam, if available, will be different--and possibly more difficult--than the original exam.

Reading: Course readings will be available on bCourses/files. Always read analytically and take notes as you go.

Guidelines and Resources

Disability Accommodations: If you need disability-related accommodations in this class, be sure that the DSP has sent the instructor your letter. If your accommodations include extensions on assignments and you wish to make use of your accommodation for a particular assignment, you need to email the instructor at least 12 hours before the deadline for that assignment. Once your DSP deadline is determined, it will be subject to the course policy for submitting assignments. When you turn in your paper, indicate your DSP deadline in the comments section (e.g. DSP deadline: 4-20-21). Note that accommodations are not granted retroactively. Non-DSP students who need academic accommodations should contact the Disability Students Program, 260 Cesar Chavez Center.

Student Learning Center (SLC): The SLC provides peer writing tutors. You are encouraged to make use of their services. You do not need an appointment. Find them in the Chavez Center (<http://slc.berkeley.edu>).

NOTE: Plagiarism, broadly put, is the presentation of another's words and/or ideas as one's own. It is grounds not only for automatic failure, but also for administrative disciplinary action. This also applies for other forms of academic dishonesty (a.k.a. cheating). Please see the Berkeley Campus Code of Student Conduct, Section III B, Academic Violations, and Section IV, Disciplinary Procedures.

Wellness Resources: In the event that you need mental health support, or are concerned about a friend, UC Berkeley offers many services, such as free short-term counseling at University Health Services.

An excellent campus website having links to many resources is: <http://recalibrate.berkeley.edu/>
Another campus website addressing mental health services in specific reference to this time of the coronavirus pandemic is: <https://uhs.berkeley.edu/coronavirus/student-mental-health>
Remember that seeking help is a good and courageous thing to do — both for yourself and for those who care about you.

Berkeley offers several types of counseling services. You can call to talk to someone for help or to make an appointment: 642-9494. There is also on-campus drop-in counseling that does not require an appointment: <https://uhs.berkeley.edu/counseling/lets-talk>. You can also drop in at the Tang center if you need immediate and urgent support (first 5 sessions are free). Those hours are Monday-Friday 10am-5pm.

Office Hours and Email: Office hours are an important part of college learning, and I encourage you to make use of them. My office hours are Fridays 2pm-4pm. Sign up here: <https://www.wejoinin.com/sheets/odkhw>. Please email if you would like to meet but cannot make that time. My email address is j_kaiser@berkeley.edu. Please allow at least 24 hours for a reply. I usually do not check email on the weekends and holidays. Please do not use bCourses to communicate with me. Just email me directly.

Our course has three Readers who will grade your assignments: Diego Aristizabel daristi@berkeley.edu, Anna Miller annacmiller@berkeley.edu, and Mike Adamick adamick@berkeley.edu. If you have a question about your grade on an assignment, please email the Reader who graded it.

Note: this syllabus is subject to change at the discretion of the instructor.

Course Schedule

WEEK ONE

August 25: Introduction to the Course

- Overview of structure, content, expectations, and requirements

August 27: Symbolic Interaction (SI)

- Sandstrom, et al. *Symbols, Selves, and Social Reality*. Ch. 1.

WEEK TWO

August 30: Symbolic Interaction (cont.)

- Mead. "The Self, the I, and the Me."
- Du Bois. "Double Consciousness and the Veil."

Field Study 1 available

September 1: Impression Management (IM)

- O'Brien. "Meaning Is Negotiated through Interaction."
- Goffman. "Presentation of Self in Everyday Life. (optional)

September 3: IM and Situational Identity

- Albas and Albas. "Aces and Bombers."
- Ekman. "Smiles when Lying." (optional)

*Field Study 1 due by 11:59pm Sunday

WEEK THREE

September 6: Holiday

September 8: Identity Work

- Snow and Anderson. "Identity Work among the Homeless."
- Vinitzky-Seroussi and Zussman. "High School Reunions." (optional)

Field Study 2 Available

September 10: Stigma

- Goffman. *Stigma*, ch. 1.

WEEK FOUR

September 13: Labelling, Resistance, and Total Institutions

- Thoits. "Resisting the Stigma of Mental Illness."
- Rosenhan. "Being Sane in Insane Places." (optional).

September 15: Exiting Stigma and Courtesy Stigma

- Granberg. "Stigma Exits after Weight Loss."
- Phillips et al. "Courtesy Stigma in Medical Care of Sex Workers." (optional)

September 17: Phenomenology

- Pollner. "Mundane Reason."
- Schutz. "The Stranger." (optional)

*Field Study 2 due by 11:59pm Sunday

WEEK FIVE

September 20: Phenomenology (cont.)

- Becker. "Becoming a Marihuana User."

Field Study 3 available

September 22: Automaticity and Implicit Bias

- Bargh, Chen, and Burrows. "Automaticity of Social Behavior."
- Rivers, et al. "On the Roles of Stereotype Activation and Application in Diminishing Implicit Bias." (optional)

September 24: The Adaptive Unconscious

- Wilson. "The Adaptive Unconscious."

*Field Study 3 due by 11:59pm Sunday

WEEK SIX

September 27: Ethnomethodology

- Garfinkle. "A Conception of and Experiments with Trust as a Condition of Concerted Stable Actions."

Field Study 4 Available

September 29: Ethnomethodology (cont.)

- Tannen. "The Pragmatics of Cross-Cultural Communication."

October 1: Obedience

- McLeod. "The Milgram Shock Experiment."
<https://www.simplypsychology.org/milgram.html>
- Burger. "Replicating Milgram: Would People still Obey Today?"
- Dolinsky et al. "Would You Deliver an Electric Shock?" (optional)

*Field Study 4 due by 11:59pm Sunday

WEEK SEVEN

October 4: Conformity

- Asch. "Effect of Group Pressure upon the Modification and Distortion of Judgments."

Field Study 5 available

October 6: Anti-Vaxxers and Conformity

- Bearman. "Just-so Stories: Vaccines, Autism, and the Single-bullet Disorder."
- Matthew et al. "Donald Trump and Vaccination."

October 8: Identity, Power, and Status Differentiation

- O'Brian. "Wrestling the Angel of Contradiction: Queer Christian Identities."
- Fisk. "Comparing Ourselves to Others." (optional)
- Moon. *God, Sex, and Politics*. "Introduction." (optional)

WEEK EIGHT

October 11: Racism and Identity

- Bonilla-Silva. "The Central Frames of Color-Blind Racism."
- Maravasti. "Being Middle Eastern: Identity Negotiation in the Context of the 'War on Terror'."

October 13: Review

October 15: Midterm (no class meeting)

*Field Study 5 due by 11:59pm Sunday

WEEK NINE

October 18: Emotion Management

- Hochschild. "Emotion Work."
- Cahill and Eggleston. "Managing Emotions in Public." (optional)

Field Study 6 available

October 20: Emotion Management (Cont.)

- Jooyoung Lee. "Escaping Embarrassment."
- Smith and Kleinman. "Managing Emotions in Medical School." (optional)

October 22: Humor

- Francis. "Laughter, the Best Mediation."
- Billig. "humor and embarrassment." (optional)

WEEK TEN

October 25: Anger and Laughter

- Katz. "Families and Funny Mirrors."
- Katz. "Pissed off in L.A." (optional)

October 27: Attraction

- Tavory. "The Structure of Flirtation."
- Goodboy and Brann. "Flirtation Rejection Strategies." (optional)

October 29: Signal Theory of Emotion

- Scheff. "Shame in Self and Society."

*Field Study 6 due by 11:59pm Sunday

WEEK ELEVEN

November 1: Attachment Theory

- Akbag and Imamoglu. "The Prediction of Gender and Attachment Style on Shame, Guilt, and Loneliness."
- Gaskins. "The Puzzle of Attachment: Unscrambling Maturational and Cultural Contributions to the Development of Early Childhood Bonds." (optional)

November 3: Attachment Theory (cont.)

- Samaran. "The Opposite of Rape Culture is Nurturance Culture."

November 5: Starting the project and finding sources

WEEK TWELVE

November 8: Empathy and Altruism

- Darley and Batson. "From Jerusalem to Jericho."
- Bruneau et al. "Parochial Empathy Predicts Reduced Altruism and Endorsement of Passive Harm." (optional)

November 10: Empathy/Disempathy (cont.)

- Quinn. "Masculinity and Sexual Harassment."
- Wang and Tod. "Evaluations of Empathizers Depend on the Target of Empathy." (optional)

November 12: Kid culture and School Discipline

- Adler and Adler. "Dynamics of Inclusion and Exclusion."
- Okonofua, et al. "A Vicious Cycle: A Social-Psychological Account of Extreme Racial Disparities in School Discipline." (optional)

WEEK THIRTEEN

November 15: Health and Illness

- Berry. "Minimizing Confusion and Disorientation."
- Blum. "Deceptive Practices in Managing a Family Member with Alzheimer's." (optional)

November 17: Medication Use

- Berry and Apesoa-Varano. "Medication Takeovers: Covert Druggings and Behavioral Control in Alzheimer's."
- Conrad. "The Meanings of Medications." (optional)

November 19: Mental Illness

- Martinez, et al. "The Power of a Label: Mental Illness Diagnoses, Ascribed Humanity, and Social Rejection."
- Dubke and Corrigan. "Intersectionality, Gender, and the Self-Stigma of Mental Illness." (optional)

WEEK FOURTEEN

November 22: Social Media

- Gabriels and Lanzig. "Ethical Implications of Onlife Vitriol."
- Boyns and Luery. "Negative Emotional Energy." (optional)

November 24: Holiday

November 26: Holiday

WEEK FIFTEEN

November 29: Collective Effervescence

- Forbes. "Seeking Sanity."
- Draper. Effervescence and Solidarity in Religious Organizations."
- Ehrenreich. "An Epidemic of Melancholy." (optional)

December 1: Project Workshop

December 3: Review

Projects due Monday, December 13 by 11:59pm