

Sociology 150
Sociological Social Psychology:
Micro-social Processes and Macro-social Consequences
University of California, Berkeley
Spring 2020

Course Details

Instructor Brian Powers, Ph.D.

:

Email: brpowers@berkeley.edu

Office: Will be announced... in process

Office hours: MW 3:15 – 4.30 pm; later and Fridays by appointments

Sign Ups at

www.wejoinin.com/brpowers@berkeley.edu
[u](http://www.wejoinin.com/brpowers@berkeley.edu)

Lecture: Monday, Wednesday, Friday, 2-3

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. Pages assigned in the syllabus are based on the Sixth edition of this volume.

Online readings: Several items of required reading are available electronically at the course bcourses site (bcourses.berkeley.edu) and through the UCB library's e-books collection (site.ebrary.com/lib/berkeley/)

Electronic Readings at bcourses: Required readings not in the O'Brien book and not available electronically on oskicat are available electronically at our course bcourses site.

Readings not included in both editions of the O'Brien book will be posed electronically.

Look for readings in the FILES tool, in the Assigned Course Readings folder, organized in folders for the week they are assigned to be read.

Date of Final **Tuesday, May 12, 11:30A - 2:30P. Deadline for on-line posting of Final Exam essay.**

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 been devised to shed light on factors shaping sociologically significant forms of human thinking and action. It 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 affect social outcomes, often by affecting the thinking and action of individuals and groups in society.

The course has been designed as a **project-based, multi-modal, reflexive, developmental, and deeply diverse** learning opportunity. Each of these elements is an important feature of the class which I will define in lecture.

They are woven into the curriculum, the organization of the course, the pedagogy, and the assignments. Although this class follows the format of a lecture course, the curriculum has been designed for students to be active, creative learners in class and outside. In this class you will be learning sociology by **doing sociology**, and not simply absorbing information from readings and lectures for tests.

Our goal is for you to prepare two, short, solid, analytical papers that reflect changes in your understanding of “the self” as a product of social experience, and of social settings and interactions as powerful influences over the development and modification of identity, thinking and behavior.

Assignments such as papers and field reports are not meant to “check up” on what you learned or remember from readings or lectures. They are the heart and soul of the course, the means by which you learn the the content of readings and lectures and their significance, as you apply ideas from them to interpret observations you gather about sociologically significant processes and situations in the real world.

As a result, part of the course is teaching you how to gather observations, analyze them, and prepare a paper in social psychology, in which you present your analysis of evidence in support of a thesis claim and how and why identities and behavior develop, just as do the authors we read in class. WE WILL SPEND CONSIDERABLE CLASS TIME in which you develop your skills and share your application of them with fellow classmates in small groups and workshops as you all develop your individual projects.

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 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.

SUBMIT ONLINE THROUGH BCOURSES
(Please submit work in .pdf or .doc format.)

Assignment	Handout date	Due date	Grade	Notes
1. Reading Log 1		Week 3 W, February 5	Part of 5% Participation Grade	Two P/NP 1-page responses to Questions on Two Assigned Readings from Week 1 to Week 3
2. Field Report 1 for <i>A Context for Identity</i> - a Direct, Observational Study of a Context Shaping Forms of Identity or Action	Week 3 M, February 4	Week 4 W, February 12	Part of 10% Research Grade	1 page defining a plan for studying over the semester for an end of course paper (10 pages) a social setting or process linked to the formation of a sociologically significant identity or forms of action
3. Reading Log 2		Week 6, W, February 26	Part of 5% Participation Grade	Two P/NP 1-page responses to Questions on Two Assigned Readings from Week 4 to Week 6
4. Midterm Paper -- Paper 1: Comparative Paper on Differences in the Acquisition of Sociologically Significant Social Identities	Week 3 F, February 8	Week 8 W, March 11	25%	Comparison of the formative experiences and effects of social situations in the development in two individuals of two different forms of identity in a common category of identity. 5-7 pages based on interview data
5. Field Report 2 Report on Entering the Study Setting	Week 6 W, February 27	Week 9 W, March 18	Part of 10% Research Grade	Status Report on Course Research Project: Early Field Observations
6. Reading Log 3		Week 10 W, April 1	Part of 5% Participation Grade	Two P/NP 1-page responses to Questions on Two Assigned Readings from Week 6 to Week 9
7. Field Report 3	Week 8		Part of 10%	Status Report on Course

May 1, May 6 RRR week	Semester Project Paper (8-10 pp) Letter Grade 40 percent)	Week 14 til
May 12	Final Exam (3-4 pages) Letter Grade (20 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!

Field Reports and Reading Logs are essentially P/NP assignments, with a conscientiousness score based on thoroughness and depth, that contributes to the five point participation. Readers will show at bcourses whether your submission receives a Pass (indicated at bcourses as a check or "V"), a Pass + (shown as "V+"), or a Pass minus (or "V-").

Participation

Full credit for your participation grade requires:

- Satisfactory Completion of Three 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.

Grades

Grades will be maintained on a spreadsheet kept by the Instructor and other teaching staff. **Look for your reader's response to your work and grades at the bcourses ASSIGNMENTS submission site – the grade will be posted in the COMMENTS BOX. WE DO NOT USE THE GRADE FUNCTIONS AT B-COURSES.** Please consult me if you have a question about the posting or accurate recording of 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).

In our class an A grade on a 20-point assignment is worth 20/20 points, based on the gpa value of 4.0 for an A, multiplied by 5, the factor converting the 4-point gpa scale proportionally to a 20-point assignment scale; a B+ for a 20-point assignment is 16.5/ 20, based on the gpa value of the earned grade (3.3) multiplied by the factor converting the gpa scale to the 20-point assignment scale, or 5.

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 FILES 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.

Week 1: Getting Started: The Influence of Contexts and Institutions on Identity and Behavior

Wednesday, January 22

- Course Themes and Overview

Friday, January 24

Audiocast from NPR Talk of the Nation -- Hana Roisin and End of Men
<http://www.npr.org/templates/story/story.php?storyId=130190244>

- Hanna Rosin, "The End of Men," *The Atlantic*, July/August 2010

Week 2: Plasticity of the Self and the Centrality of Context – The Situation and the Person

Monday, January 27

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.

Wednesday, January 29

Film Screening. *The Quiet Rage* (2004)

Documenting the Stanford Prison Experiment of 1971

- Dacher Keltner, *Born to be Good: The Science of a Meaningful Life*. New York. Norton, 2009. "Love," pp. 199-224.
- 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, January 31

- 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 3: Socialization – Acquiring a Self and Learning the Rules of Society

Monday, February 3

- Jodi O’Brien, Essay: “Shared Meaning as the Basis of Humanness,” (in O’Brien, pp. 74-93, 50-69)

Wednesday, February 5

- Explain FR 1 and the Long Project
- Peter Berger and Thomas Luckmann, “Socialization: The Internalization of Society.” (in O’Brien, pp. 157-160; 189-192).

Friday, February 7

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

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

Week 4: Documenting the Influence of “the Other” -- Language and Symbolic Communication

Monday, February 10

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

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

Wednesday, February 12

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

Friday, February 14

Identity Discussion for FR 1

- Claude Steele, *Whistling Vivaldi: How Stereotypes Affect Us*. NY: Norton, 2011. Ch 1 “An Introduction: At the Root of Identity,” pp. 1-15. and Ch 4, “A Broader View,” pp. 63-76.

Week 5: The Situated Performance of the Self: Navigating the Interpretations and Influence of Others

Monday, February 17

**Presidents' Day Holiday
Classes Not in Session**

- 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. 36-52, 11-27).

Wednesday, February 19

- 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).

Friday, February 21

Film Screening

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

- Roberto G. Gonzales. *Lives in Limbo: Undocumented and Coming of Age in America*. Berkeley: University of California Press, 2016. Ch 3 “Childhood: Inclusion and Belonging”; Ch 5, “Adolescence: Beginning the Transition to Illegality.”

Week 6: Acquiring Racial Identities – Institutional and Contextual Interpretations of the Self

Monday, February 24

- 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, February 26

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

- Robin DiAngelo. *White Fragility: Why It's So Hard for White People to Talk About Racism*. Boston: Beacon Press, 2018. Ch 1-2, 17-38; ch 4, 51-69; ch 7, 99-106; ch 8, 107-111. This text is available on line through the UCB library for limited time download. See oskicat, search for title and “available on-line.” EBSCO will ask you to log in using your UCB google ID and you can select the chapters to read.

Friday, February 28

- 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 7 Learning and “Doing Gender”: Sex Roles and Identity

Monday, March 2

- Cecilia Ridgeway, “The Persistence of Gender Inequality in Employment Settings,” (in O’Brien, pp. 524 -532; 444 – 452).
- 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, March 4

- 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.
- American Psychological Association. *APA Guidelines for Psychological Practice with Boys and Men*. August 2018.

Friday, March 6

- 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 8: Locating the Influential “Others” – Technology and the Social Structure

Monday, March 9

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

Wednesday, March 11

- 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, March 13

- 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.

Week 9: 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, March 17

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

Wednesday, March 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.

Video Screening. *Hikikomori: Dutch Feature Documentar*

Friday, March 21

- 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 Marijuana User,” (in O’Brien, p.199-207, 140-149).

SPRING BREAK: No Classes, March 23 – 27

Week 10. Learning a Different Self in Organizations and Total Institutions

Monday, March 30

- 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, April 1

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

Friday, April 3

DEADLINE April 3 -- 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.

Week 11: The Social Psychology of Workplaces and the Market

April 6

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

April 8

- 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
- Marie Jahoda, Paul Lazarsfeld, Hans Zeisel, *Marienthal: The Sociography of 5an Unemployed Community* (1933), Chicago: Aldine Atherton, 1971. "Responses to Deprivation" and "The Meaning of Time." Pp.45-77.

April 10

- Louis Uchitelle, *The Disposable American: Layoffs and their Consequences*. New York: Alfred A. Knopf, 2006. pp. "The Consequences – Undoing Sanity," pp. 179 - 204

Week 12: Learning Emotions and Intimate Life in Society and Social Structure

April 13 and April 15

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

April 17

- Robin Simon, Donna Eder, and Cathy Evans. "The Development of Feeling Norms Underlying Romantic Love," (in O'Brien, p., 208-226, 228-247)
- 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 13: Communal Breakdown – Cohesion and Social Persecutions -- Salem and Elsewhere

April 20

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

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

April 22

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

April 24

- Workshop Paper 2 – Thesis Claim and Evidence

Week 14: Obedience and Authoritative Others

April 27

- Stanley Milgram, "The Perils of Obedience," Harper's Magazine, 1974

April 29

Zimbardo's clips on Heroism

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

May 1

WRAP UP and LAST THOUGHTS

Week 15: Reading, Recitation, and Review Week

Monday, May 4, Wednesday, May 6, Friday, May 8
 NO FORMAL INSTRUCTION – Review and Office Hours

FINAL EXAM

TUESDAY, May 12, 2020, 11.30 to 2.30 PM

The Final Exam Essay is a Take Home Assignment

This is the deadline for dropping off work. Early submissions accepted, with email notification

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 and sit 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) 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.

My office hours will be at a place to be announced in Barrows Hall: MW, 12.15 – 2.30 or later by appt. I may also be available by appointment on Friday and rarely before class.

Please sign up for a scheduled office hour slot in advance at 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 groups before Week 13 for participation credit. We can arrange conversations on particular topics as the semester moves along.

Assignments

SUBMIT ALL WORK ONLINE ONLY THROUGH BCOURSES

All assignments must be submitted **electronically** under the at the appropriate submission site at 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 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 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.

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.