

Social Psychology Socy 4031
Fall 2017

Instructor: Glenda Walden

Office: Ketchum 165

Office hours: TTH 3:15-4:45, other times as announced and by appt Wednesday

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Course Description

From the catalog-Studies individuals in social context. Reviews philosophical and sociological treatments of the relation between the individual and society. More specific topics include the socialization process, theories of human development and personality formation, language acquisition, conformity, aggression, sex differences in personality and gender identity, and the relation between attitudes and overt behavior. Prereqs. SOCY 1001 and either 2001, 3001, or 3011

In this course we will deeply explore how the personal is political in both directions of influence. We will engage our sociological imaginations, looking at the intersection of biography/personal experience and history/culture to explore what it is to be human in this time and place, what this thing called society is, how we come to be a part of it and it becomes a part of us, and how we ongoingly create our social reality with the end goal of living a good life and co-creating a good society.

Goals:

Objectives:

- Familiarity with the major approaches, questions, and theories of *sociological social psychology*. This gives you insights about your own and others' feelings, attitudes, and behaviors as these are influenced by societal conditions resulting in deeper understanding of the social world and actors within it (including yourself).
- Enhanced facility at playing the game of "university standards". This includes the ability to write papers that utilize proper citations and references, are readable in terms of grammar and structure, and rely upon agreed upon standards of argument and presentation. This also includes the opportunity to increase confidence around speaking in class, presenting ideas and interacting in a classroom setting with an instructor and other students. These two things combine in powerful ways to allow you to succeed in other domains such as business or politics.
- Personal growth and development. Some, if not all, of these readings, exercises, and discussions will have practical applications for your own life. You may have insights and gain understanding that could alter your relationships (family, friend, work, intimate) in positive ways, give you a sense of greater freedom and power, and make you more effective at accomplishing and/or realizing what it is you are up to in your life and in the world.

What you can expect from me

- I am available during reasonable hours for out of class meetings at your request for additional coaching on test taking, paper writing, understanding of the material, reading comprehension, or other topics.
- I promise to respond to e-mails within 24 hours (with the exception of weekends and holidays).
- I promise to be responsive to your concerns and suggestions by either incorporating them into the class or giving you a counter offer or giving you good reasons why I'm not doing so.
- I promise to make the material accessible, understandable, interesting, and most of the time enjoyable.

What I request of you:

- Attend on a regular basis. If you miss a discussion you will be at a different place than the rest of the class regarding common understandings. We will be studying group dynamics and how groups work...this is one of those principles: reality is an ongoing creation of groups; if you miss out on part of that process you have a different reality and may be missing something important in future discussions that build upon previously agreed upon realities.
- Stay present and engaged in class. One way to do this is keep up with readings and assignments. Take on the assumption that how class discussions go is your responsibility—not mine, not the people around you. Generate interesting discussions based on your thoughtful consideration of readings and observations of life. If you are bored, start a discussion that interests you.
- Get some value out of every class and every aspect of class. You can insure a positive experience by adhering to the following principles-

- Speak your mind responsibly. This means knowing your words have consequences. Be willing to own that and choose how you speak.
 - If you have a question, ask. If you have a concern or suggestion, share it.
 - If I or another student have upset, offended, or misunderstood you in any way, let me/us know.
 - Know what you need to do to accomplish what you want and either do it or change your goal or chose not to take this course.
 - Ask for help if you are not doing as well as you'd like or don't understand something.
 - After each reading, assignment, and class, you may want to make a mental or written note about what you did get out of it and perhaps even what you want to communicate with me or the whole class that would have the next meeting or assignment go even better.
- Stay in communication! This may look like raising your hand and telling me you checked out for the last half hour of discussion but have something to contribute or ask or even just that you are back in the game. This may look like e-mailing or calling while doing your reading and thinking of a question or needing further clarification (I'll likely take up that question in class for the benefit of all of us). It may look like firing off an e-mail (you can do this anonymously) to me if you need to express something and are concerned about how I'll take it. This definitely looks like letting me know what's up with you if you have to leave class early, arrive late, miss more than one class at a time, or have other life situations that will effect your participation in this class or you think I should know about.

General Policies

- If you contact me via email, **you MUST put "4031" in the subject line so that I can identify your emails and respond to them in a timely manner.** If you do not use this subject line, I cannot guarantee a response to your email. I get lots of spam and non-critical emails, and your email may be inadvertently deleted if I cannot identify it by the subject line. Note that I do not check email in the evenings or on weekends, so an email sent on Friday may not receive a response until Monday. If you need an urgent response, you should talk to me after class and/or check the course website (D2L) to see if what you need is available there.
- You are responsible for material and announcements presented during all classroom meetings. It is your responsibility to get missed notes and updates from fellow students-NOT the instructor. If a due date or other administrative changes are announced, that will supersede the "tentative schedule" found in this syllabus. Class cancellations, office hour changes and other important announcements are made in email and class whenever possible, please make sure you are checking email regularly for such announcements.
- Please do not arrive late or leave early or begin to pack up prior to the end of lecture or discussion. This inhibits other students' ability to hear and understand the material.
- Please turn off cell phone ringers, and avoid engaging in side talking, reading, sleeping, texting, or surfing while in class. This is disrespectful of other students and instructors and disruptive to the learning community. If I notice you doing any of these things the possible reactions range from polite requests to cease to light public ridicule to being asked to leave the room.
- No early or late exams will be given other than on the day of the exam. If you know you will be unable to take an exam on the day scheduled for any reason (religious, university event, or any other reason), please let me know as soon as possible to arrange for the essay makeup or other alternative. If you miss an exam, you have 24 hours to inform your instructor and then you will be given a take-home essay exam that typically takes about 8 hours to complete. If you do not inform your instructor within 24 hours of missing an exam you will be given a zero for that score. It is in your best interest to be at scheduled exams. Please check the syllabus now to determine if there are any conflicts you need to discuss with me.
- If you have any schedule conflicts with the final exam, please let your instructor know by Thursday, March 10. If you have time conflicts with other tests, due dates, or known absences let me know by e-mail as soon as possible.
- Late papers and assignments are not accepted. Exceptions to this policy may be granted for unforeseen and emergency circumstances and carry a point penalty.
- Please keep all returned exams (and other returned work) in the event that you have a grade dispute at the end of the semester. If your calculation of your grade does not match our records, it is your responsibility to provide proof of graded work.
- Please do not email me with questions about your grade. University policy prohibits the discussion of student grades via email. This policy is intended to protect you; your grade is a private matter, and email is a public forum. If you wish to discuss your grade, please make an appointment with me.

- **Special accommodations for participation in student activities related to scholarships or offices held:** If you are on an athletic team, hold office in student government, or have other responsibilities that will require missing classes, please get me a letter by week 3. It is your responsibility to look ahead on the syllabus and deal with any conflicts (e.g., scheduled assignments) **prior to** the conflicting activity. Merely providing a letter to me does not mean that you have dealt with these conflicts—you are responsible for working with me to develop a plan to cover any absences and complete assignments in a timely manner.
- **Religious Holidays**--Campus policy regarding religious observances requires that faculty make every effort to deal reasonably and fairly with all students who, because of religious obligations, have conflicts with scheduled exams, assignments or required attendance. In this class, I do not distinguish between excused and unexcused absences, but attendance is a small portion of the grade. If you think your attendance is jeopardizing your grade, please see me. Missed exams will be offered an essay makeup due a week after the exam is given or after religious observations have ended. Paper due date conflicts will be given up to one week extension. See the [campus policy regarding religious observances](#) for full details.
- **Classroom Behavior**--Students and faculty each have responsibility for maintaining an appropriate learning environment. Those who fail to adhere to such behavioral standards may be subject to discipline. Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, color, culture, religion, creed, politics, veteran's status, sexual orientation, gender, gender identity and gender expression, age, disability, and nationalities. Class rosters are provided to the instructor with the student's legal name. I will gladly honor your request to address you by an alternate name or gender pronoun. Please advise me of this preference early in the semester so that I may make appropriate changes to my records. For more information, see the policies on [classroom behavior](#) and [the student code](#).
- **Sexual Misconduct, Discrimination, Harassment and/or Related Retaliation**--The University of Colorado Boulder (CU Boulder) is committed to maintaining a positive learning, working, and living environment. CU Boulder will not tolerate acts of sexual misconduct, discrimination, harassment or related retaliation against or by any employee or student. CU's Sexual Misconduct Policy prohibits sexual assault, sexual exploitation, sexual harassment, intimate partner abuse (dating or domestic violence), stalking or related retaliation. CU Boulder's Discrimination and Harassment Policy prohibits discrimination, harassment or related retaliation based on race, color, national origin, sex, pregnancy, age, disability, creed, religion, sexual orientation, gender identity, gender expression, veteran status, political affiliation or political philosophy. Individuals who believe they have been subject to misconduct under either policy should contact the Office of Institutional Equity and Compliance (OIEC) at 303-492-2127. Information about the OIEC, the above referenced policies, and the campus resources available to assist individuals regarding sexual misconduct, discrimination, harassment or related retaliation can be found at the [OIEC website](#).
- **Honor Code**--All students enrolled in a University of Colorado Boulder course are responsible for knowing and adhering to the [academic integrity policy](#) of the institution. Violations of the policy may include: plagiarism, cheating, fabrication, lying, bribery, threat, unauthorized access, clicker fraud, resubmission, and aiding academic dishonesty. All incidents of academic misconduct will be reported to the Honor Code Council(honor@colorado.edu; 303-735-2273). Students who are found responsible for violating the academic integrity policy will be subject to nonacademic sanctions from the Honor Code Council as well as academic sanctions from the faculty member. Additional information regarding the academic integrity policy can be found at athonorcode.colorado.edu.
- **Learning Support and Accommodations**-- If you qualify for accommodations because of a disability, please submit to your professor a letter from Disability Services in a timely manner (for exam accommodations provide your letter at least one week prior to the exam) so that your needs can be addressed. Disability Services determines accommodations based on documented disabilities. Contact Disability Services at 303-492-8671 or by e-mail atdsinfo@colorado.edu. If you have a temporary medical condition or injury, see Temporary Injuries guidelines under the Quick Links at the [Disability Services website](#) and discuss your needs with your professor.
- **Statement regarding expectations of confidentiality and disclosure**--In my role as instructor I am considered a "mandatory reporter." For more on what this means and resources available to you if you feel you may have experienced harassment, discrimination, or other threatening behaviors or situations please see <http://cuvictimassistance.com/issues/mandatory-reporting-policy-at-cu-boulder> I am required to report incidences that involve immediate threat or experience with harassing or discriminating behaviors. However, I am also a legally ordained member of the clergy with the privilege of confidentiality. If you wish to discuss anything with me in that role, please let me know at the beginning of our conversation.

Evaluation tools:

Your evaluation of the instructor:

Twice during the semester (once at FCQ time) you will be given anonymous feedback forms where you will grade the professor on accessibility, organization, presentation of the material, treatment of students, facilitation skills, and make comments and/or suggestions for the remainder of the course. Part of this will be based on stated measures in syllabus, part will be FCQ oriented, and part on your own experience and perceptions.

My evaluation of you:

Attendance/participation:	30pts
Group Project	50 pts
Reflection and Analysis papers	100 pts
Mid-term and final exam	<u>200 pts</u>
Total	380 pts. Standard University cut-offs for letter grades.

Attendance and Participation

You get 1 point for showing up in your seat (on days when I take attendance), subjective evaluation of your engagement and contributions, and points as announced for in class activities and assignments. No difference between excused and unexcused absences. In class activities, exercises, etc will comprise the remaining points

Exams

A midterm and a final will be given. Dates on syllabus are tentative, but will only be changed if there is agreement among classmembers. Exact format will be determined as we go along.

Group Project

Groups of 3 will facilitate discussion of the week's readings and write up analysis of the experience of working in the group

Reflection and Analysis Papers

These will involve movie analyses or "exploriments" outside of class employing your ability to observe as a sociologist your own and others' behaviors and analyze that in the context of class material.

Tentative Course Schedule-changes will be announced in class

Readings are on D2L in weekly modules. Please complete readings before class on Tuesday unless otherwise noted.

Week One 8/29

Topic - Class Context and Creation

Week Two 9/5

Topic - Lenses: Psychologizing Sociology and Sociologizing Psychology
Read -Week 2 readings

Week Three 9/12

Topic-People need people to be people-Socialization
Read -Week 3 readings

Week Four 9/19

Topic-Self and Identity: History, theory
Read-Week 4 readings

Week Five 9/26

Topic- Self and Identity:
Read -Week 5 readings

Week Six 10/3

Topic: Attitudes, Opinions, Beliefs, Behavior
Read: Week 6 readings

Week Seven 10/10

Topic - Emotions
Read- Week 7 readings

Week Eight 10/17 Midterm due Thursday 10/19 in class

Topic- Relationships and Groups
Read- Week 8 readings

TENTATIVE COURSE SCHEDULE-SUBJECT TO CHANGES ANNOUNCED IN CLASS

Week Nine 10/24

Topic- Deviance and Social Control
Read- Week 9 readings

Week Ten 10/31

Topic -Sociology of Mental Health
Read -Week 10 readings online

Week Eleven 11/7

Topic - Simple Deviance versus Subversive Behavior and the potential for social change
Read -Week 11 readings

Week Twelve 11/14

Topic -Social Movements and Social Transformation
Read -Week 12 readings

Fall Break

Week Thirteen 11/28

Topic - Sociology' take on Positive Psychology (Personal Transformation)
Read -Week 13 readings

Week Fourteen 12/5

Topic - Good life, Good society: What a social psychological perspective offers
AKA The Personal is Political
Read -Week 14 readings

Week Fifteen 12/12

Topic - Wrap up
Read -Week 15 readings

Final Exam TBA on MyCUInfo

