

**SOCIOLOGICAL PERSPECTIVES IN SOCIAL PSYCHOLOGY**

Tuesday 10:10 a.m. -12:00 p.m.  
WI1017-Wilson Hall/New College, 40 Willcocks Street

**Instructor: Dr. Scott Schieman**

Office: Sociology Department, 725 Spadina Ave, room 296  
Hours: Thursday 2:00 - 3:00; by appointment  
Phone/Email: 416-978-3411; scott.schieman@utoronto.ca

**TA: Atsushi Narisada**

Office: Sociology Department, 725 Spadina Ave, room 225F (TA meeting room)  
Hours: Wed 10:00 - 11:00 a.m.; Fri 3:00-4:00 p.m.  
Email: a.narisada@mail.utoronto.ca

*Prerequisite: The prerequisite to take this course is SOC101Y1 or SOC102H1 or SOC100H1. Students without this requirement will be removed at any time discovered and without notice.*

**Course Objectives and Overview**

Social psychology represents an interdisciplinary area of study that seeks to tackle the following critical question about social life: *How does the real, implied, or imagined presence of others affect our beliefs, feelings, and behaviors?* This course provides an introduction to the systematic study of the influence of individuals, groups, and society on individuals' thoughts, feelings, and behaviours—from a sociological perspective. We will focus on interaction among individuals, between an individual and a group, or among groups, all within different kinds of social contexts. Another focus directs attention to the ways that groups—from small friendship circles to ethnic groups to entire societies—influence the life of an individual and how the individual, in turn, affects the group. One of our chief concerns will involve the ways that individual-level processes contribute to explaining social inequality in social groups and organizations. Topics include the self-concept and social comparisons, identity processes, social cognitions, attitudes, emotions, status processes, legitimacy, justice, and intergroup processes. The course provides substantive answers to the questions posed above by drawing on social psychological theory and empirical research. This knowledge should allow students to analytically discuss social behavior in a wide variety of contexts and to formulate their own research questions. By the end of the course, class members should more clearly understand their own and others' thoughts, feelings, and behaviors.

**Course Readings**

All assigned readings should be completed *before* class to ensure active engagement.

**Main Text:** Hegtvedt, Karen A. and Cathryn Johnson. 2017. *Social Psychology: Basic Processes and Links to Social Inequality*. Newbury Park, CA: Pine Forge Press. (Noted in outline as *H&J*.)

**Research Articles:** Other readings (as listed below with full citations) will be available through the course Quercus site. These are the assigned readings for the Research Insight Papers.

### Evaluation/Course Requirements

Description	Date	% of Grade
Midterm Test	October 23	40
Final Exam	During final exam period	40
Research Insight Papers (2)	On-going	20

**Tests:** There will be a midterm and a final exam. These cover all materials in readings, research articles, and lectures. Format includes multiple choice, short-answer, and long-answer questions.

**Research Insight Papers:** Students must complete two “research insight” papers for the assigned research articles. The papers should summarize the main questions of the article and describe two points of your own critical reflection. These might include conceptual, theoretical, methodological, or interpretative issues. Length is two (2) pages, double-spaced, Times New Roman font, size 12. These must be turned in at the beginning of class on the date of the assigned articles. Turning in papers after that time will constitute a late assignment. Late papers will be reduced **5 points** each day after the due date. **Emailed papers will NOT be accepted.**

**Attendance and Conduct:** Full attendance is critical for learning the material in this course. The class meets 12 times; each class is an hour and fifty minutes. By remaining in the course, you are committing to attend class (on time) and satisfy all requirements. If you have a scheduling conflict or other conflicts, please consider different course options. At the start of the semester, organize any competing role commitments in conjunction with your responsibilities and obligations for this course. Excessive lateness or any other disruptive/problematic behaviours will not be tolerated and will result in mark penalties or other punitive action at the sole discretion of the instructor.

**Accessibility:** If you require accommodations or have any accessibility concerns, please visit <http://studentlife.utoronto.ca/accessibility> as soon as possible. Students must make needed and appropriate arrangements at the beginning of the semester and obtain proper documentation. This documentation must be provided to the instructor at the beginning of the semester.

**Make-up test:** The privilege of taking the make-up test will only be granted in cases where there is legitimate, university-approved evidence of very serious illness or family emergency. If your reasons for absence are medical, you must submit an original **Verification of Student Illness or Injury** form. (see below). Excuses like “working late,” “overslept,” “bad traffic,” “long commute,” and so on are not legitimate. Make appropriate scheduling arrangements well in advance. Students who miss a test will receive a mark of zero unless—**within 48 hours of the missed test period**—students who wish to write the make-up test provide Dr. Schieman with a written request for special consideration which explains why the test was missed, accompanied by **proper documentation** from a physician or college registrar (see below). A request should be accompanied by contact information (the student’s telephone number and email address) so the date, time and place of the make-up test can be communicated to the student. A student who misses a test and then misses the subsequent make-up test will **not** have a third chance to take another make-up test. Late documentation will not be accepted.

## DOCUMENTATION FROM YOUR PHYSICIAN OR COLLEGE REGISTRAR

If you miss a test, **do not** contact the instructor unless you have followed the steps described here.

- In case of illness, you must supply a duly completed **Verification of Student Illness** or Injury form (available at [www.illnessverification.utoronto.ca](http://www.illnessverification.utoronto.ca)). A doctor's note is also acceptable but must contain the start date and anticipated end date of the illness. The form must be placed in a sealed envelope, addressed to and submitted directly to the instructor.
- If a personal or family crisis prevents you from meeting a deadline, you must get a letter from your college registrar (it is a good idea anyway to advise your college registrar if a crisis is interfering with your studies). The letter must be placed in a sealed envelope, addressed to the instructor, and submitted directly to the instructor.

**Email:** Using your **utoronto** email, correspondence with the instructor or TA must contain your full name and student ID. All emails should be respectful and courteous in tone and content. Please allow 48 hours for a response; emails will not be answered on weekends. If you have questions about the course material, please meet with the TA during their office hours.

**Digital Citizenship:** Electronics are only permitted in the classroom to the extent that they *facilitate* learning for you and do not distract others. Phones, pagers, watch alarms, etc. should be turned off during class. Laptops and tablets may be used in class for taking notes and viewing articles. Use of laptops during class for purposes unrelated to the course will result in loss of laptop privileges and potentially a request to leave the class session for that day. Instances of “surfing” unrelated to class activities might adversely affect your final mark.

**Code of Behavior on Academic Matters:** Academic integrity is fundamental to learning and scholarship at the University of Toronto. Participating honestly, respectfully, responsibly, and fairly in this academic community ensures that the U of T degree that you earn will be valued as a true indication of your individual academic achievement and will continue to receive the respect and recognition it deserves. Familiarize yourself with the University of Toronto's *Code of Behaviour on Academic Matters* (<http://www.governingcouncil.utoronto.ca/policies/behaveac.htm>). It is the rule book for academic behaviour at the U of T, and you are expected to know the rules. Potential offences include, but are not limited to:

Papers and assignments:

- Using someone else's ideas or words without appropriate acknowledgement.
- Copying material word-for-word from a source (including lecture and study group notes) and not placing the words within quotation marks.
- Submitting your own work in more than one course without the permission of the instructor.
- Making up sources or facts.
- Including references to sources that you did not use.
- Obtaining or providing unauthorized assistance on any assignment including:
  - working in groups on assignments that are supposed to be individual work;
  - having someone rewrite or add material to your work while “editing”.
- Lending your work to a classmate who submits it as his/her own without your permission.

Tests/exams:

- Using or possessing any unauthorized aid, including a cell phone.

- Looking at someone else’s answers
- Letting someone else look at your answers.
- Misrepresenting your identity.
- Submitting an altered test for re-grading.

Misrepresentation:

- Falsifying or altering any documentation required by the University, including doctor’s notes; Falsifying institutional documents or grades.

The University of Toronto treats cases of academic misconduct very seriously. All suspected cases of academic dishonesty will be investigated following the procedures outlined in the *Code*. The consequences for academic misconduct can be severe, including a failure in the course and a notation on your transcript. If you have any questions about what is or is not permitted in this course, please do not hesitate to contact me. If you have questions about appropriate research and citation methods, seek out additional information from me, or from other available campus resources like the [U of T Writing Website](#). If you are experiencing personal challenges that are having an impact on your academic work, please seek the advice of your college registrar.

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### Course Outline

(This is the intended ordering of topics/readings. Modifications may occur if necessary.)

#### Week 1      **SEPTEMBER 11**

**Topic: Introduction and Methods of Social Psychological Knowledge**

Readings: Chapter 1 (H&J)

#### Week 2      **SEPTEMBER 18**

**Topic: Methods; The Individual in a Social World**

Readings: Chapters 2 & 3 (H&J)

Research articles:

- (1) Elliott, Gregory C., Melissa F. Colangelo, and Richard J. Gelles. 2005. “Mattering and Suicide Ideation: Establishing and Elaborating a Relationship.” *Social Psychology Quarterly* 68(3):223–238.
- (2) Schieman, Scott and Leonard I. Pearlin. 2008. “Neighborhood Disadvantage, Social Comparisons, and the Subjective Assessment of Ambient Problems Among Older Adults.” *Social Psychology Quarterly* 69(3):253–269.

#### Week 3      **SEPTEMBER 25**

**Topic: Identity Processes**

Readings: Chapter 4 (H&J)

Research articles:

- (3) Hughes, Michael, K. Jill Kiecolt, Verna M. Keith, and David H. Demo. 2015. “Racial Identity and Well-Being among African Americans.” *Social Psychology Quarterly* 78(1)25-48.
- (4) Collett, Jessica L., Kelcie Vercel, and Olevia Boykin. 2015. “Using Identity Processes to Understand Persistent Inequality in Parenting.” *Social Psychology Quarterly* 78(4) 345–364.

**Week 4      OCTOBER 2**

**Topic: Intraindividual Processes: Social Cognition**

Readings: Chapter 5 (H&J)

Research articles:

- (5) Hunzaker, M. B. Fallin. 2014. "Making Sense of Misfortune: Cultural Schemas, Victim Redefinition, and the Perpetuation of Stereotypes." *Social Psychology Quarterly* 77(2):166-184.
- (6) Schneider, Simone M. and Juan C. Castillo. 2015. "Poverty Attributions and the Perceived Justice of Income Inequality: A Comparison of East and West Germany." *Social Psychology Quarterly* 78(3) 263–282.

**Week 5      OCTOBER 9**

**Topic: Intraindividual Processes: Attitudes**

Readings: Chapter 6 (H&J)

Research articles:

- (7) Rebellon, Cesar J., Michelle E. Manasse, Karen T. Van Gundy, and Ellen S. Cohn. 2014. "Rationalizing Delinquency: A Longitudinal Test of the Reciprocal Relationship Between Delinquent Attitudes and Behavior." *Social Psychology Quarterly* 77:361-86.
- (8) Pepin, Joanna R. and David A. Cotter. 2018. "Separating Spheres? Diverging Trends in Youth's Gender Attitudes About Work and Family." *Journal of Marriage and Family* 80:7-24.

**Week 6      OCTOBER 16**

**Topic: Beyond Cognition: Affect and Emotions**

Readings: Chapter 7 (H&J)

Research articles:

- (9) Singh, Diana and Paul Glavin. 2017. "An Occupational Portrait of Emotional Labor Requirements and Their Health Consequences for Workers." *Work and Occupations* 44(4):424–466.

**Week 7      OCTOBER 23**

**MID TERM EXAM**

**(covers chapters 1 – 7, readings, and lectures from weeks 1 – 6)**

**Week 8      OCTOBER 30**

**Topic: Status Processes in Groups**

Readings: Chapter 8 (H&J)

Research articles:

- (10) Correll, Shelley J. Stephen Benard, and In Paik. 2007. "Getting a Job: Is There a Motherhood Penalty?" *American Journal of Sociology* 112(5):1297-1338.

**\*\*\*\* READING WEEK, NO CLASSES NOV 5 - 9 \*\*\*\***

**Week 9      NOVEMBER 13**

**Topic: Legitimacy: Shaping Behavior in Groups and Organizations**

Readings: Chapter 10 (H&J)

Research articles:

- (11) Yoon, Jeongkoo and Shane Thye. 2011. "A Theoretical Model and New Test of Managerial Legitimacy in Work Teams." *Social Forces* 90(2):639-659.

**Week 10**      **NOVEMBER 20**

**Topic: Justice Processes I**

Readings: Chapter 11 (H&J)

Research articles:

- (12) Narisada, Atsushi and Scott Schieman. 2016. "Underpaid but Satisfied: The Protective Functions of Security." *Work and Occupations* 43(2):215-255.

**Week 11**      **NOVEMBER 27**

**Topic: Justice Processes II**

Readings: Chapter 11 (H&J)

Research articles:

- (13) Joyner, Kara. 2009. "Justice and the Fate of Married and Cohabiting Couples." *Social Psychology Quarterly* 72(1):61-76.
- (14) Lively, Kathryn J., Lala Carr Steelman, and Brian Powell. 2010. "Equity, Emotion, and Household Division of Labor Response." *Social Psychology Quarterly* 73(4):358-379.

**Week 12**      **DECEMBER 4**

**Topic: Intergroup Processes**

Readings: Chapter 12 (H&J)

Research articles:

- (15) Wodtke, Geoffrey T. 2016. "Are Smart People Less Racist? Verbal Ability, Anti-Black Prejudice, and the Principle-Policy Paradox." *Social Problems* 63:21-45.

**FINAL EXAM: (covers chapters 8, 10, 11, and 12, readings, and lectures from weeks 8 – 12)**