

**SOCIOLOGICAL SOCIAL PSYCHOLOGY**

Thursday 10:10 a.m. - 12:00 p.m. KP108- Koffler House, 569 Spadina Avenue

**Instructor: Dr. Scott Schieman**

Office: Sociology Department, 725 Spadina Ave, room 296

Hours: by appointment

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**TA: Lei Chai**

Office: Sociology Department, 725 Spadina Ave, room 225 (TA meeting room)

Hours: Wednesday 1:30 – 2:30; Friday 3:30 – 4:30

Email: lei.chai@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.*

*Exclusion: PSY220H1*

**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, intergroup processes, and justice. 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
Test 1	October 3	25
Test 2	October 31	25
FINAL EXAM	During final exam period	30
Reflection Paper	November 28	15
Engagement Exercises	On-going	5

**Tests:** There will be two in-class tests and a final exam. These cover all materials in the assigned readings, research articles, and in-class lectures. Format includes multiple choice, short-answer, and long-answer questions. The final exam is not cumulative.

**Reflection Paper:** There is one reflection paper that is a 4 – 5 double-spaced paper related to a specific topic in the course readings and lectures. Papers must specifically address the following question: What is one concept, theory, or research finding presented in course readings or lectures that you found particularly interesting or compelling? Describe this and present a clear rationale or explanation for why you selected this as your focus. And, make one clear linkage to one other concept, theory, or research finding from another part of the course readings or lecture material.

**Engagement Exercises:** These in-class exercises will involve questions related to the assigned readings and in-class lectures. The format will vary, possibly including: true/false, fill in the blank, matching, short- and long-answer writing, small group work. Each exercise is worth 10 points. You must attend class—on time and for the entire class period—to receive credit for these exercises. If you miss an exercise, you will **not** be permitted to make it up without providing proper documentation (\*see below). *You are allowed to miss one in-class exercise without penalty.*

**Attendance and Conduct:** Full attendance is mandatory for learning the material in this course and completing the in-class engagement exercises. 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. **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 24 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. We will not respond to email correspondence that does not follow these guidelines.

**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.)

### **PART I: SELF AND IDENTITY**

**September 5**

**Introduction**

Readings: Chapter 1 (H&J)

**September 12**

**Methods of Social Psychological Research/The Individual in a Social World**

Readings: Chapter 2 (H&J), pages 9 – 25 up to “Observation”

Chapter 3 (H&J), pages 39 - 52 (H&J)

Assigned Research Article:

- (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.

### **September 19**

#### **The Individual in a Social World**

Readings: Chapter 3, pages 53 - 58 (H&J)

Assigned Research Article:

- (2) Steers, Mai-Ly N., Robert E. Wickham, and Linda K. Acitelli. 2014. "Seeing Everyone Else's Highlight Reels: How Facebook Usage is Linked to Depressive Symptoms." *Journal of Social and Clinical Psychology* 33(8):701-31.

### **September 26**

#### **Identity Processes**

Readings: Chapter 4 (H&J)

Assigned Research Article:

- (3) 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.

### **October 3**

**TEST 1- WORTH 25%**

## **PART II. COGNITION AND EMOTION**

### **October 10**

Readings: Chapter 5 (H&J), pages 91–99 (up to "Filtering Principles Shaping Patterns of Cognitions"); pages 108 – 110; pages 114 – 121 (from "Errors and Biases in Attribution Processing" to end of chapter).

Assigned Research Article:

- (4) 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.

### **October 17**

#### **Emotions- Part I**

Readings: Chapter 7 (H&J), pages 163-171; pages 178 – 185 (up to "How Do Gender and Race or Ethnicity Influence Experience and Display of Emotions?").

Assigned Research Article:

- (5) 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.

### **October 24**

#### **Emotions- Part II**

Readings: Chapter 7 (H&J), pages 185-192

Assigned Research Article:

- (6) Simon, Robin W. and Kathryn Lively. 2010. "Sex, Anger, and Depression." *Social Forces* 88(4):1543-1568.

### **October 31**

**TEST 2—Worth 25%**

\*\*\*\*\* No class- Study Break Nov 4 – 8 \*\*\*\*\*

## **PART III: STATUS, INTERGROUP RELATIONS, AND JUSTICE**

### **November 14**

#### **Status Processes**

Readings: Chapter 8 (H&J) pages 201 – 221 (up to the heading “How Do Characteristics Acquire Status Value in the First Place?”)

Assigned Research Article:

(7) 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.

### **November 21**

#### **Status Processes & Intergroup Relations**

Readings: Chapter 8 (H&J) pages 221 – 224 (from “How Do Characteristics Acquire Status Value in the First Place?” heading to the end of the chapter).

Chapter 12 (H&J)

Assigned Research Article:

(8) Brezina, Timothy and Kenisha Winder. 2003. “Economic Disadvantage, Status Generalization, and Negative Racial Stereotyping by White Americans.” *Social Psychology Quarterly* 66(4):402-418.

### **November 28**

#### **Justice Processes**

Readings: Chapter 11 (H&J)

Assigned Research Article:

(9) Narisada, Atsushi and Scott Schieman. 2016. “Underpaid but Satisfied: The Protective Functions of Security.” *Work and Occupations* 43(2):215–255.

**\*\*\* Reflection paper due \*\*\* (worth 15%)**

**Date TBA:**

**FINAL EXAM—worth 30%**