

University of Toronto – Department of Sociology
SOC213H1S: Sociological Social Psychology
Summer 2021

Instructor: Brigid Burke
Email: b.burke@mail.utoronto.ca
Office hours: via BB Collaborate on Quercus (or by appointment) (Schedule TBA)
Course website: Access via [U of T Quercus](#)
Teaching Assistant: Anson Au - anson.au@mail.utoronto.ca

Course Description

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. The course emphasizes interaction among individuals, between an individual and a group, or among groups, all situated within particular social contexts. One core emphasis involves the ways that individual-level processes contribute to explaining social inequality in social groups and organizations. Topics include identity processes, social cognitions, attitudes, emotions, status processes, power relations, legitimacy, and justice.

Goals & Learning Outcomes

1. Acquire knowledge of relevant sociological theories and apply these to examine the influence of social processes on individual identity, thoughts, feelings and behaviours.
2. Interrogate how social inequality is shaped by individual and group level processes.
3. Engage in critical thinking and apply course and lecture materials to develop a sociological analysis of current issues in social psychology.
4. Work in groups to gain hands-on research and presentation experience.

Course Format

This is a fully virtual class. Two asynchronous pre-recorded video lectures will be made available each week via *BB Collaborate/MyMedia*. Students are expected to watch these videos and stay on top of the weekly material. Verification of weekly reading will be assessed via class memos in which students are expected to discuss 1 main concept from each class. Students will have the opportunity to ask questions and receive clarifications about the class material or assignments during weekly office hours, or any time via email/the class discussion board.

Prerequisites: The prerequisites to take this course are SOC101Y1 or SOC102H1 or SOC100H1. Please note, students who have not fulfilled this prerequisite will be removed from the course without notice at any time they are discovered. Students who have already completed PSY220H1 are not permitted to take this course. *These class prerequisites and exclusions are firm and cannot be waived.*

ASSIGNMENTS AND TESTS

1. Class Memos: The goal of the class memos is to ensure that students stay on top of the readings, to allow students to grapple with and think about the assigned material in a critical manner, and to reflect on their outside applicability. All class memos should be 1-2 double-spaced pages each must be uploaded to Quercus (emailed submissions will not be accepted).

In total, students are expected to complete 8 class memos. Of these, 5 memos will be graded pass/fail. These will be worth 2% each, making up 10% of the final grade. N.B. submitting a memo does not guarantee a passing mark. A failing mark might be given if the memo is incomplete or shows little evidence of engagement with the material.

Three of the class memos will be randomly selected for grading based on a percentage score. These will make up 40% of the final grade. In recognition that there will be a learning curve as students adjust to the course expectations, the first memo selected for full grading is worth 8%, the second memo is worth 14% and, the remaining memo is worth 18% of the final grade. This grading scheme is designed based on the expectation that students take into account feedback received on earlier memos in writing the later memos.

Class memos must be submitted to Quercus by midnight on the Sunday following the corresponding classes. Full details on grading are provided in the Class Memo instruction sheet posted on Quercus.

2. Research Proposal: Students will be assigned to groups of 4-5 to complete a class research project. This will be a 2-part project made up of 1) proposal and 2) social psychology principle replication. For the proposal, groups will select one social psychology principle from the class material and design a project to replicate and test its principles. The research proposal component of this project is worth 15% of your final grade, and all members of the group receive will receive the same mark. The research proposal must be uploaded to Quercus by July 20th. Further instructions on grading and project completion will be provided in class and on Quercus.
3. Final Class Project: After the research proposal is approved, groups will put their research into action. They will move through the steps of data collection and analysis and upload a 15-18 minute video presentation outlining their project and results. This portion of the grade is worth 25% of the final mark, is based on the material covered during the group presentation and, scores may be adjusted for individual contributions so as to fairly reflect individual performance throughout the project. Individual contributions will be assessed using self and peer evaluations. All presentation links must be uploaded to Quercus by August 10th and may not be late. Further instructions on grading and project completion will be provided in class and on Quercus.
4. Presentation Response: Students will be responsible for watching each other's presentations during the last week of class and submitting a response to the other

group's presentations worth 10% of the final grade. These responses should include: 1) presentations notes (used to assess viewing of the other groups' presentations), and 2) a 2-page max. (double-spaced) critical response addressing the findings from another group's presentation and discussing how these findings speak to the relevant course material, as well as how they inform your understanding of the psychological principle being replicated and tested. Presentation responses must be submitted to Quercus by August 13th at midnight. Further instructions will be provided in class and on Quercus.

GRADING SUMMARY

Assignment	Weight	Due Date
5 Pass/Fail Class Memos	10 points	Ongoing
3 Percentage-Graded Class Memos	40 points	Ongoing
Research Proposal	15 points	July 20 th
Final Class Project	25 points	August 9th
Presentation Response	10 points	August 13th
Total	100 points	

PROCEDURES AND RULES

Course Webpage

The course syllabus, links to all the readings, handouts, assignment submission links and course announcements will be posted on Quercus. You are responsible for all course content posted to Quercus. Please make sure to check your official utoronto.ca email addresses, Quercus Messages as well as the course Quercus page regularly. *Please review your Quercus settings to ensure that course notifications are turned on.*

Electronic communication and electronic learning technology

You are encouraged to use electronic communication to enhance your learning and experience in the course. With that said, it is essential that you follow a few rules:

- Assignments will not be accepted via email. See above for how to submit them.
- **All online communication must be conducted through Quercus Messaging (not Outlook).**
- All online communication must include the course code (i.e. SOC213) in the subject line.
- All online communication should be signed with the student's full name and student number.
- Online communication from students will generally be answered within 48 hours of receipt (except on weekends or holidays).
- All online course communication must maintain a respectful and professional tone.
- Online communication asking questions that are answered in the course syllabus or website (e.g., "how much is assignment X worth; when is the assignment due; when is the test...") will not receive a response.
- Online communication must identify a specific question or concern. Students asking questions that are very involved or in-depth may be asked to attend office hours.

***Online communication that does not follow these guidelines will not receive a response.**

Grade Appeals

Students who are dissatisfied with their grades have one week to address their concerns, in writing, to the teaching assistant. Students contesting a grade will submit a 1-page (max.) typed document to the TA, outlining why the grade is believed to be inappropriate. The teaching assistant will then review the claim and respond in writing, either by email or hard copy. Students who remain unhappy with the response should make an appointment with me to review the case.

Missed Deadlines

Work more than 7 days late will not be accepted without supporting documentation.

In case of illness, you must declare your absence on ACORN on the day the assignment is due, in addition to contacting the instructor. If a health, personal or family crisis prevents you from meeting a deadline, you should contact **your college registrar**. It is recommended you always advise your registrar if a crisis is interfering with your studies. Should this occur, I advise you to inform both me and your registrar as soon as possible so we can coordinate any needed accommodations. If you delay, it becomes more difficult to put accommodations in place.

Given the current pandemic, I understand students may experience additional difficulties in completing coursework. My priority is on you, your wellbeing and your learning *as people*, and in supporting you to get through the semester. If you feel like you are falling behind or experiencing academic difficulties in the course, I encourage you to make an appointment with me so that I can assess the situation and recommend a strategy for moving forward. Again, if this is the case it's imperative you reach out as soon as possible, as the longer you wait the harder it will be for me to help you.

*To allow for timely completion of the presentation responses, all group presentations must be submitted on time. If you anticipate any challenges in meeting this deadline as a group, you must contact the course instructor as a group or individually to discuss the issues at hand by August 2nd.

Academic Integrity

Students are expected to know and adhere to the University's principles of academic integrity. Any act of plagiarism or other unethical behavior will be addressed in accordance with University guidelines. Please see the "[Code of Behaviour on Academic Matters](#)" for specific information on academic integrity at the U of T.

Accessibility and Student Accommodations

Students with diverse learning styles and needs are welcome in this course. If you may require accommodations, please feel free to approach me and visit the [Accessibility Services Office](#) as soon as possible.

Writing Support

Students are urged to seek assistance from the [University of Toronto Writing Centre](#) should they anticipate problems in this area.

ENGAGING WITH COURSE MATERIAL

To prepare yourself to engage with the class materials as critical and analytic consumers and to better prepare you to write the class memos, you should ask yourself a few questions as you read the assigned materials: *What are the main points that the author is trying to make? What are the specific components of each theory being discussed? How do each of the theories/approaches relate to each other or contradict each other? Are there contingencies or specific conditions under which the theories do/do not apply, or certain contexts in which they are more effective/applicable? What implications do these readings/theories have for how we understand human identity, thoughts, behaviour and/or interaction from a sociological perspective? How do these theories explain social inequality?* Being able to answer these questions will help you move beyond absorbing facts, to develop a critical lens. If you are unsure about how to approach a specific reading or you are confused about any of the theories/approaches covered in the class, I strongly encourage you to post a question to the discussion board or to come speak to me during office hours.

ENGAGING WITH OTHER COURSE PARTICIPANTS

All participants in the class, including students and teaching staff are expected to conduct themselves professionally and engage with each other in a respectful manner. While unfortunately the asynchronous class format limits the possibilities for class interaction, the expectations for professionalism and respect hold for all other interactions, including: discussion board posts, office hours, Quercus messaging, group work, etc. It is important to recognize that we each approach the material and assignments from a different standpoint, and as such may hold different perspectives. If confronted with an opposing idea, my expectation is for students to engage in dialogue with each other to build understanding around these differences. Each person in the class has valuable insights to contribute and students' learning in the class will be maximized when we each commit to sharing with and listening to each other as openly as possible. It is especially important that a high level of respect and professionalism be brought to group work. Students are expected to be respectful of others' time, ideas, and perspectives, and work dialectically to resolve any conflicts. Students should proactive in reaching out to the instructor as needed for additional problem-solving support (e.g. office hours or by Quercus messages). As noted above, students may experience more disruptions than usual due to Covid-19. Please be patient and supportive of groupmates facing challenges. I have adopted flexible submission policies for precisely this reason.

COURSE SCHEDULE

- July 6th Class 1: Introduction & Overview
 ***no memo assigned for this class**
- July 8th Class 2: Major Approaches to Social Psychology
1. Rohall, D. E., Milkie, M. A., & Lucas, J. W. (2014). *Social psychology : sociological perspectives* (Third Edition.). Pearson Education. (CH2- Perspectives in Sociological Social Psychology)

- July 13th Class 3: Research Ethics, Methods and Project Instructions
1. Hsiung, Ping-Chun (2010) [Lives and Legacies: A Guide to Qualitative Interviewing](#) (Required Sections: Ethics, Phrasing Questions and Other Interview Techniques, A Process of Reflection, Open Coding, Focused Coding, Using the Literature & Drafting the Research Paper)
 2. Sullivan GM, Artino AR Jr. (2017) [How to Create a Bad Survey Instrument](#). J Grad Med Educ. 9(4):411-415
***no memo assigned for this class**
- July 15th Class 4: Stratification and Social Inequality
1. Rohall, D. E., Milkie, M. A., & Lucas, J. W. (2014). *Social psychology : sociological perspectives* (Third Edition.). Pearson Education. (CH4- The Social Psychology of Stratification)
 2. Green, A. (2011). [Playing the \(Sexual\) Field: The Interactional Basis of Systems of Sexual Stratification](#). *Social Psychology Quarterly*, 74(3), 244-266.
- July 20th Class 5: Self and Identity
1. Edgley, C. (Ed.). (2013). [The Drama of Social Life: A Dramaturgical Handbook](#) (1st ed.). Routledge. (CH5- Situation and Structure in the Making of Selves)
 2. Stryker, S., & Burke, P. J. (2000). [The Past, Present, and Future of an Identity Theory](#). *Social Psychology Quarterly*, 63(4), 284–297.
***Research Proposal Due**
- July 22nd Class 6: Socialization
1. Lundgren, D. (2004). [Social Feedback and Self-Appraisals: Current Status of the Mead-Cooley Hypothesis](#). *Symbolic Interaction*, 27(2), 267-286.
 2. Preves S.E., Mortimer J.T. (2013) [Socialization for Primary, Intimate, and Work Relationships in the Adult Life Course](#). In: DeLamater J., Ward A. (eds) Handbook of Social Psychology. Handbooks of Sociology and Social Research. Springer, Dordrecht.
- July 27th Class 7: Deviance
1. Kaplan H.B., Gostjev F.A., Johnson R.J. (2013) [Social Psychological Perspectives on Deviance](#). In: DeLamater J., Ward A. (eds) Handbook of Social Psychology. Handbooks of Sociology and Social Research. Springer, Dordrecht.
 2. Chavez JM, Rocheleau GC. [Formal Labeling, Deviant Peers, and Race/Ethnicity: An Examination of Racial and Ethnic Differences in the Process of Secondary Deviance](#). *Race and Justice*. 2020;10(1):62-86.
***Final Deadline for Project Approval**
- July 29th Class 8: Mental Health and Illness

1. Carr D., Umberson D. (2013) [The Social Psychology of Stress, Health, and Coping](#). In: DeLamater J., Ward A. (eds) Handbook of Social Psychology. Handbooks of Sociology and Social Research. Springer, Dordrecht.
2. Conrad, Peter. and Kristin Barker. (2010). "[The Social Construction of Illness: Key Insights and Policy Implications](#)." *Journal of Health and Social Behavior*, 51(S): S67-S79

Aug. 3rd

Class 9: Social Attitudes

1. Rohall, D. E., Milkie, M. A., & Lucas, J. W. (2014). *Social psychology : sociological perspectives* (Third Edition.). Pearson Education. (CH9- Social Attitudes)
2. Bayram Özdemir, S., Özdemir, M., & Boersma, K. (2021). [How Does Adolescents' Openness to Diversity Change Over Time? The Role of Majority-Minority Friendship, Friends' Views, and Classroom Social Context](#). *Journal of Youth and Adolescence*, 50(1), 75–88.

Aug. 5th

Class 10: Emotions and Relationships

1. Sharp S., Kidder J.L. (2013) [Emotions](#). In: DeLamater J., Ward A. (eds) Handbook of Social Psychology. Handbooks of Sociology and Social Research. Springer, Dordrecht.
2. de Boise, S., & Hearn, J. (2017). [Are men getting more emotional? Critical sociological perspectives on men, masculinities and emotions](#). *The Sociological Review (Keele)*, 65(4), 779–796.

August 9th-13th Presentation Viewing and Completion of Presentation Responses