

University of Toronto – Department of Sociology
SOC213H1F: Sociological Social Psychology
Wednesdays 11:10 am – 1:00 pm
Fall 2023

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Office hours: Mondays 12pm via Zoom, or by appointment
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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.

Land Acknowledgement

The city of Toronto, including the UTSG campus, is on Indigenous territory. We acknowledge this land on which the University of Toronto operates. It has been a site of human activity for 15,000 years. This land is the territory of the the Huron-Wendat, the Seneca, and the Mississaugas of the Credit. The territory is the subject of the Dish With One Spoon Wampum Belt Covenant, an agreement between the Iroquois Confederacy and Confederacy of the Ojibwe and allied nations to peaceably share and care for the resources around the Great Lakes. Today, this meeting place is still the home to many Indigenous people from across Turtle Island and we are grateful to have the opportunity to work in the community, on this territory.

Course Format

This an in-person class. The format will be a combination of lecture and active learning and participation activities. As such, students are expected to come to class with the readings completed, prepared to ask and answer questions and engage in group-work based on assigned material. Classes may also include the presentation of material above and beyond that covered

in the assigned readings (video clips, theory, empirical data, etc.). Class discussion and debate are strongly encouraged, providing they follow the expectations set out in the class etiquette section of the syllabus.

Prerequisites & Exclusions: The prerequisites to take this course is 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.*

Textbooks and Other Materials

- There is no assigned textbook for this class. Hyperlinks to all assigned readings will be provided.
- Selected book chapters not accessible online will be made available through Quercus.
- The list of assigned journal articles is included in the class schedule.
- Every attempt will be made to follow this list, but it is subject to change at the discretion of the instructor.
- N.B. if you encounter a broken link throughout the semester, please advise asap so that it can be updated.

ASSIGNMENTS AND TESTS

ASSIGNMENTS & EVALUATIONS

1 Class Participation: Students will earn 10% of the final grade for attendance and participation in in-class activities. Instruction will be given in-class. Students should come to class having done the assigned readings so as to be prepared to complete the participation activities.

2 Reading Response: Students will demonstrate understanding of, and critical engagement with, the readings by preparing responses to assigned readings from classes 2, 4, 5, 7, 9, 10, or 11. Assignment of reading response weeks will take place week 1. Responses can be presented as: a written memo (no more than 2 pages double spaced) or a video response (no more than 2 minutes long). Each reading response is worth 10% of the final grade. Responses must be posted to the discussion board on Quercus (emailed submissions will not be accepted) by Wednesday midnight the week of the corresponding class. N.B. submitting a response does not guarantee a passing mark. A failing mark might be given if the response is incomplete or shows little evidence of critical engagement with the material. Full details on grading are provided in the Reading Response Instruction Sheet posted on Quercus.

3 Reading Response Feedback: Students will demonstrate thoughtful engagement with the readings and peers' perspectives by providing constructive comments on each other's responses. Responses must follow the [RISE Model for Peer-to-Peer Feedback](#). Feedback must be developed for 2 peer reading responses, each worth 5% of the final grade, and must be posted to the discussion board within 1 week of the original reading response being published. N.B. submitting feedback does not guarantee a passing mark. A failing mark might be given if

the response does not follow the RISE Model or shows little evidence of critical engagement with the material. Full details on grading are provided in the Reading Response Feedback Instruction Sheet posted on Quercus.

4 Research Proposal & Pitch: Students will be assigned to groups 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 presentation must be uploaded to Quercus by Oct. 18th at 11 am. Students will then pitch to TA/instructor during class time (time slots sign-up will be done via Quercus). Further instructions on grading and project completion will be provided in class and on Quercus.

5 Final Class Project: After the proposals are approved, groups will put their research into action. They will move through the steps of data collection and analysis, and upload a video presentation sharing their project and results. This 2nd stage of the project is worth 30% of the final mark. Grading will be based on the material covered during the group presentation and, scores will be adjusted for individual contributions 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 November 15th and may not be late. Further instructions on grading and project completion will be provided in class and on Quercus.

6 Final Test: Students will write a cumulative test to assess their grasp of class materials. The test will be multiple choice format and cover both assigned readings and lecture materials. The final test is worth 20% of the students' grade.

GRADING SUMMARY

<u>Assignment</u>	<u>Weight</u>	<u>Due Date</u>
Participation	10 points	Ongoing
Reading Response	15 points	Ongoing
Reading Response feedback	10 points	Ongoing
Research Proposal & Pitch	15 points	Oct. 18 th
Final Class Project	30 points	Nov. 15 th
Final Test	20 points	Dec 6 th
Total	100 points	

You should receive at least one significant mark (15%) before the last day you can drop a course without academic penalty.

Please note that Grades in Quercus gives early access to preliminary grades; it does not represent your official final marks. For final grades logon to [ACORN](#).

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.

***Emails that do not follow these guidelines will not receive a response.**

Grade Appeals

Students who are dissatisfied with their grades have 1 week to address their concerns, in writing, to the teaching assistant. Students contesting a grade will submit a 1-page 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/Tests

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.

I understand students may experience difficulties in completing coursework. My priority is on you, your wellbeing and your learning *as people*, and in supporting your mastery on the material

and overall success in the class. 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.

- Marked participation activities will take place weekly throughout the semester. Students can miss no more than 3 weeks (excluding workshops weeks) to receive full participation marks.
- Students who miss the Proposal Pitch or Test writing time due to illness or emergency/unavoidable circumstances must contact the instructor or TA within 24 hours to schedule a make-up.

Academic Integrity & Use of Artificial Intelligence Tools

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. Students may choose to use generative artificial intelligence tools as they work through the assignments in this course; this use must be documented/cited in an appendix for each assignment. The documentation should include what tool(s) were used, how they were used, and how the results from the AI were incorporated into the submitted work. AI tools are not permitted to help with tests.

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.

Food Insecurity Support

Students who are experiencing food insecurity are encouraged to access either [The University of Toronto Student Union \(UTSU\) Food Bank](#) or [The Toronto Food Bank and Community Food Programs](#).

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.

CLASS ETIQUETTE

I encourage students to engage in vibrant debate and discussion about the course material. Some topics covered may be sensitive in nature. Students are expected to conduct themselves professionally and be respectful of different opinions. If confronted with an opposing idea, my expectation is for students to engage in dialogue with each other to build understanding around these differences. It is important to recognize that each person in the class has valuable insights to contribute and that our learning as a group will be maximized when we each commit to sharing with and listening to each other as openly as possible.

During in-person lectures, for example, students will not only hear the instructor lecture, but they are also exposed to their classmates' questions (many of which they might not have thought of on themselves), opinions/responses (which they may or may not agree with to varying degrees), real life examples/experiences (which may resonate with them in a variety of ways: e.g. as relatable, reassuring, eye-opening, strange, or uncomfortable), etc. Regular participation in class is therefore a vital element of your and your classmates' learning and should be prioritized.

The same level of respect and professionalism should 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 are expected to be proactive in reaching out to the instructor as needed for additional problem-solving support (e.g., office hours, or by Quercus messages). Please be patient and supportive of groupmates facing challenges. I have adopted flexible submission policies for precisely this reason.

Videotaping and recording lectures is strictly forbidden without written permission from the instructor.

COURSE SCHEDULE

Sept. 13th **Class 1: Introduction & Overview**
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)

Sept. 20th **Class 2: 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.

Sept. 27th

Class 3: Research Workshop I: 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)
2. Buttram, C., MacMillan III, D. & Koch, Jr., R.T. (2012) [Comparing the Annotated Bibliography to the Literature Review](#). Center for Writing Excellence-University of Northern Alabama

Oct. 4th

Class 4: 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.

Oct. 11th

Class 5: 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.

Oct. 18th

Class 6: Research Proposal Pitches & Consultations

Oct. 25th

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.

Nov. 1st

Class 8: Research Workshop II: Data Analysis & Write-Up

1. Hsiung, Ping-Chun (2010) [Lives and Legacies: A Guide to Qualitative Interviewing](#) (Required Sections: A Process of Reflection, Open Coding, Focused Coding, Using the Literature & Drafting the Research Paper)
- * Additional Material TBA

Nov. 8th **READING WEEK - No Class**

Nov. 15th **Class 9: 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(5): S67-S79

***Final Project Presentations Due**

Nov. 22nd **Class 10: 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.

Nov. 29th **Class 11: 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.

Dec 6th **Final Test**