

**The University of Manitoba**  
**Department of Sociology**  
**THEORIES OF SOCIAL PSYCHOLOGY**  
**SOC 3360 A01, Slot 1, 3 credit hours**

Fall 2006

Dr. C. Albas

Office: 247 St. Paul's College

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Class Location: 229 St. Paul's College

Monday, Wednesday, Friday 8:30 -9:20 am

Office Hours: By Appointment

**Course Objectives:** This course will provide a review of the predominant theoretical perspectives currently utilized in social psychology in relation to contemporary sociological concerns.

**TEXTBOOK**

Jodi O'Brien (Ed.) The Production of Reality: Essays and Readings on Social Interaction (4<sup>th</sup> ed.) Thousand Oaks: Pine Forge Press, 2006.

**COURSE OUTLINE**

**I Dominant Disciplinary Approaches to Social Psychology**

1. Psychology. The focus is upon individual psychological processes (e.g. perception) resulting from social stimuli (e.g., group consensus) as observed mainly in laboratory settings.
2. Sociology:
  - A. Social Structure and Personality  
The focus is mainly on the effects of macrosocial structures and processes (e.g., division of labour, inequality, etc.) on personality and behaviour as observed in the wider society. This approach relies largely on survey methodology.
  - B. Symbolic Interactionism
    - (a) Chicago School. The focus is on social interaction in natural everyday settings. The approach relies heavily on qualitative methods (e.g., Anderson's The Hobo).
    - (b) Iowa School. The focus is on self conception and role-playing in specific settings (e.g., classrooms, laboratories, etc.). The approach relies primarily on quantitative methods.

Readings:

James S. House. 1977. "The three faces of social psychology." Sociometry Vol. 40, no. 22: 161-177.

O' Brien

O'Brien	What is Real
Zerubavel	Islands of Meaning
Wagner	The Search for Signs of Intelligent Life in the Universe
Babbie	Truth, Objectivity, and Agreement
Schwandt	Constructivist, Interpretist Approaches to Human Inquiry

## II Dominant Theories

1. Utilitarianism, Rational Choice Theory, Exchange Theory
2. Behaviour and Social Learning Theory
3. Cognitive Theory
4. Psychoanalytic Theory
5. Symbolic Interactionism, Phenomenology, Ethnomethodology
6. Feminist Theories
7. Postmodernism
8. Ecological Theory

Readings:

O'Brien

O'Brien	Symbolic Interactionism: A Perspective for Understanding Self and Social Interaction
Mehan and Wood	Five Features of Reality
Garfinkel	A Conception of and Experiments with "Trust" as a Condition of Concerted Stable Actions
Ridgeway	The Persistence of Gender Inequality
O'Brien	Epilogue: Post

### III Exploring the Social Foundations of Mind, Self, and Culture Through Symbolic Interactionism, Phenomenology, and Ethnomethodology

#### 1. Humans as Symbol-Using Creatures

- A. Naming
- B. Language and Socialization
- C. Language and Culture

Readings:

##### O'Brien

O'Brien	Shared Meaning as the Basis of Humaness
Hughes	That Powerful Drop
Cassirer	A Clue to the Nature of Man: The Symbol
Sacks	Yes, Father-Sister
Davis	Final Note on a Case of Extreme Isolation
Sacks	Seeing Voices
Lakoff and Johnson	Metaphors We Live By
Bordo	Pills and Power Tools
Moore	Racism in the English Language

#### 2. Producing Social Order Through Interaction

- A. Naming as an Interactional Process
- B. Projecting the Definition of the Situation
- C. Negotiating a Working Consensus

Readings:

##### O'Brien

O'Brien	Meaning is Negotiated Through Interaction
Becker	Becoming a Marijuana User
Simon et al.	The Development of Feeling Norms Underlying Romantic Love Among Adolescent Females
Pate	Acknowledgment Rituals: The Greeting Phenomenon Between Strangers
Gross and Stone	Embarrassment and the Analysis of Role Requirements
Hochschild	The Managed Heart: Commercialization of Human Feeling
Emerson	Behaviour in Private Places: Sustaining Definitions of Reality in Gynecological Examinations
Lerum	"Precarious Situations" in a Strip Club: Exotic Dancers and the Problem of Reality Maintenance
Higgins	Encounters With the Hearing

### 3. Producing Social Selves

- A. The Self as a Process of Interaction
- B. Self Development and Reference Group
- C. Self Presentation in Interaction

#### Readings:

##### O'Brien

O'Brien	From Masks to Selves
Mead	The Self, the I, and the Me
Cooley	Looking Glass Self
Shibutani	Reference Groups as Perspectives
Durham	Girls, Media and the Negotiation of Sexuality: A Study of Race, Class, and Gender in Adolescent Peer Groups
Perry	Shades of White
Scheff	A Theory of Genius
Cheung	Identity Construction and Self-Presentation on Personal Home Pages
Dyck	Body Troubles: Women, the Workplace, and Negotiations of a Disabled Identity

### 4. The Social Construction of Reality

- A. Self-Fulfilling Prophecies
- B. The Social Construction of the Status Quo

#### Readings:

##### O'Brien

Watzlawick	Self-Fulfilling Prophecies
Snyder	When Belief Creates Reality: The Self-Fulfilling Impact of First Impressions on Social Interaction
Harris	Status Inequality and Close Relationships

5. Ambiguity, Complexity, and Conflict in Social Interaction  
 A. Contradictions and Conflict in Self-Production  
 B. Contradictions and Change in Cultural Production

Readings:

O'Brien

O'Brien	Boundaries and Contradictions
Du Bois	Double Consciousness and the Veil
O'Brien	Wrestling the Angel of Contradiction: Queer Christian Identities
Chaudhry	"We are Graceful Swans Who Can Also Be Crows": Hybrid Identities of Pakistani and Muslim Women
Arnold and Plymire	Continuity Within Change: The Cherokee Indians and the Internet
Chapkis	Patients, "Potheads", and Dying to Get High
Bell and McGrane	Adventures in Desocialization
Hooks	Talking Back

**COURSE REQUIREMENTS**

Students are required to complete three term tests and a written assignment.

Test 1	October 13, 2006	40%
Test II	November 13, 2006	40%
Test III	December 4, 2006	20%

**TENTATIVE GRADE DISTRIBUTION**

A+	=	95 - 100	C+	=	68 - 69
A	=	85 - 94	C	=	60 - 67
B+	=	80 - 84	D	=	50 - 59
B	=	70 - 79	F	=	0 - 49

## **Student Responsibility and Academic Integrity**

Disruptions due to excessive talking or early departures from the classroom are especially distracting in large classes. Please be considerate and respectful of the needs and rights of others in the class. Students should be aware that persistent disruption may result in debarment from the course. Any student who has a legitimate reason for leaving class early should inform the instructor at the beginning of class.

NOTE: You must notify me **before** the test if you must be absent and arrange for a re-write. If the reason for your absence is illness, please provide a note from your doctor. Failure to complete any test or assignment will result in a mark of zero for that test or assignment. Late assignments will not be accepted.

Cheating is a serious offense with grave consequences. Students should acquaint themselves with the University's policy on 'Personation at Examinations' (Section 4.2.8 p 25) and 'Plagiarism and Cheating' (Section 7.1 p26) found in the Undergraduate Calendar.

The Faculty of Arts also reserves the right to submit student work that is suspected of being plagiarized to Internet sites designed to detect plagiarism.

**November 15<sup>th</sup>, 2006 is the final date for voluntary withdrawal without academic penalty.**