

University of Manitoba
Department of Sociology
THEORIES OF SOCIAL PSYCHOLOGY
SOC 3360 A01, Slot 4, 3 Credit Hours

Dr. D. Albas

Winter Term 2011

OFFICE: 325 Isbister Building

PHONE: 474-9389

OFFICE HOURS: Tuesday, Thursday 10:00 - 11:00 a.m.

CLASS LOCATION: 308 Tier Building

CLASS TIME: Tuesday/Thursday 8:30-9:45 a.m.

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 (4th 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 Relevant to Social Psychology

1. Social theory as answers to the Hobbesian problem of order
 - (i) Utilitarians: Adam Smith, John Locke, Herbert Spencer
 - (ii) Behaviorism/Social Learning Theory
 - (iii) Exchange Theory/Rational Choice Theory
 - (2) Philosophical and Classical Sociological Responses to Utilitarianism
:Jean Jacques Rousseau/ Karl Marx
Emile Durkheim / Talcott Parsons
2. Psychoanalytic Theory : Freud / Erick Erikson
Sociological Significance: Anthony Giddens
3. Cognitive Theory
Attitude Consistency Theory
Attribution Theory
4. Social Interpretive Theories
Phenomenology
Ethnomethodology
Symbolic Interactionism
5. Ecological Theories: Emil Durkheim, Robert Park, Lyn Lofland
6. Feminist Theories
7. Postmodern Theories

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

Watzlawik	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

Arnold and Plymire	Crows”: Hybrid Identities of Pakistani and Muslim Women
Chapkis	Continuity Within Change: The Cherokee Indians and the Internet
Bell and McGrane	Patients, “Potheads”, and Dying to Get High
Hooks	Adventures in Desocialization
	Talking Back

COURSE REQUIREMENTS

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

Test I	March 3, 2011	30%
Test II	April 5, 2011	20%
Assignment	March 22, 2011	50%
	Due in Class, No Exceptions	

For some guidelines refer to John Lofland (1970) “Interactionist Imagery and Analytic Interruptus” in T. Shibutani (ed.) Human Nature and Collective Behavior: Papers in Honor of Herbert Blumer Englewood Cliffs, NJ: Prentice Hall

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 5.2.9) and 'Plagiarism and Cheating' (Section 8.1) 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.

March 18, 2011 is the final date for voluntary withdrawal without academic penalty.