



Department of Sociology & Social Work
PSY/SOC 320 Social Psychology
3 units

Spring 2018

Meeting days: Tuesday	Instructor: Rachael Horn Langford
Meeting times: 1:30-4:00	E-mail: RachelHornLangford@pointloma.edu
Meeting location: SB100	Office hours by appointment in RH102
Final Exam: 05/01/18	

PLNU Mission

To Teach ~ To Shape ~ To Send

Point Loma Nazarene University exists to provide higher education in a vital Christian community where minds are engaged and challenged, character is modeled and formed, and service becomes an expression of faith. Being of Wesleyan heritage, we aspire to be a learning community where grace is foundational, truth is pursued, and holiness is a way of life.

Department Mission

As followers of Christ, our mission is to nurture servant scholars who critically evaluate social and cultural patterns, and constructively engage as agents of hope.

COURSE DESCRIPTION

This is a course in the psychology of the social... and the sociology of the personal. PLNU's catalog indicates this course to be "a study of the theories and methods of social interactions in the development of personal and group behavior. Topics include attitudes, communication, pro-social, and anti-social behaviors."

In particular, this course will introduce students to the mutually-influential interactions between Self and Society that help explain: (1) the impact of one individual on another individual, (2) the impact of a group on its individual members, (3) the impact of individual members on their group, and, (4) the impact of groups on one another. Such an understanding of the processes which link the priorities of individuals with those of the social systems into which they are socialized facilitates an understanding of social phenomenon as varied as: social

problems, social norms and values, moral and political change, identity politics, organizational practices, and interpersonal and cross-cultural conflict.

This course and its requirements encourage a “hands-on” experiential approach that allows you to actively grapple with the ideas, issues, and problems inherent in the field. Lectures will be augmented with discussion, group work, activities, and videos. One component of this student-driven course will be peer evaluation, peer response, peer collaboration and to use these collective processes to support our mutual learning goals. This compels you to have a stake in the class. It depends on cooperative learning as well as the expertise, dedication, and interest of the instructor.

COURSE LEARNING OUTCOMES

Upon successful completion of this course, students will be able to:

1. Recognize how social perception and attribution influence social behavior.
2. Understand the origins of the self and develop critical self-awareness and connections between identity and behavior.

REQUIRED TEXTS AND RECOMMENDED STUDY RESOURCES

O’Brien, *The Production of Reality: Essays and Readings on Social Interaction*, Sixth Edition ISBN: 978-1452217833

Additional Readings required; available free on Canvas.

ASSESSMENT AND GRADING

Assignment distribution:			
Participation	15%	A=93-100	C=73-76
Analytic Memos	14%	A-=92-90	C-=70-72
Reflection Papers	15%	B+=87-89	D+=67-69
Discussion Facilitator	16%	B=83-86	D=63-66
Midterm	20%	B-=80-82	D-=60-62
Final Exam	20%	C+=77-79	F=0-59

ANALYTIC MEMOS

Your regular attendance and participation in the discussion sessions and in classroom activities is critical to your success and the success of the class. Memos serve as a guide to the reading, engage students with the material, and prepare you for meaningful discussion. Students must complete seven Memos over the course of the semester. A Memo is not due on the day that a

student is assigned as a Discussion Facilitator or when turning in a Reflection Paper. Prior to each scheduled discussion I will ask you to submit an **Analytic Memo** containing the following:

1. Thorough answering of four to six questions centered on the major points of the assigned readings. Make use of examples from reading and/or personal experience to illustrate ideas. Refer to the Analytic Memos folder posted on Canvas for Weekly Questions.
2. Two or more aspects of assigned reading(s) that you found most interesting/challenging/confusing. Thoughtfully reflect on and evaluate what you have learned.

Analytic Memos are due every Tuesday. To earn credit for a Memo, a student needs to show a good faith effort on their answers to each question and they must be present in class to contribute to class discussion. Memos must include all readings assigned for that week. An absent student may not turn in a Memo on a later date. Analytic Memos account for 14% of the course grade.

DISCUSSION FACILITATOR

Beginning early in the semester, the class will divide into small groups during a portion of the class as scheduled. Over the course of the semester, each member of the class will be expected to serve as the discussion leader for their group on two or more occasions. This will require that you:

1. Become an expert on the readings for the day. Bring in outside material to amplify and expand the material included in the reading. Prepare a detailed written outline of the day's assigned readings. Prepare a minimum of five discussion questions you believe will encourage greater thinking about the ideas. Insure that group members and instructor have copies of your questions for meeting. Provide your instructor with a copy of your outline after meeting.
2. Provide a brief oral summary and introduction of the topic for your discussion group. Present outside material, handouts, visual/graphic materials to expand, relate, and illustrate the readings. Video clips included must be sent to professor 24 hours in advance of class meeting. The purpose of the summary and outside material is to demonstrate the significance of the subject matter, frame the discussion, relate course material to real life situations, and spark interest for group members.
3. Pose to the discussion group a series of questions exploring the topic.
4. Ask each participant to share their discussion questions. If the question is unclear, ask for clarification of their thinking and reframe it to facilitate learning.
5. Facilitate and guide the discussion. You are required to keep the discussion going and on the topic for the time allotted. Glossing over material too quickly or ending early will result in deduction of points.

6. Actively solicit the participation of all members of the group. Call on individuals who are not participating. Actively work to ensure that each member has the opportunity and the expectation to participate in the discussion. Ask for differing opinions.
7. Summarize your group's discussion for the class as appropriate.
8. Evaluate group members' Analytic Memo contributions within two days. Refer to Rubric and leave feedback for each student that clarifies, encourages, and augments learning.

REFLECTION PAPERS

There will be papers assigned throughout the semester that are both analytical and reflective in nature. Students will choose three to complete. Refer to the Reflection Papers folder under Files on Canvas for detailed instructions and firm due dates. Papers worth 15% of the grade.

PLNU ATTENDANCE AND PARTICIPATION

Regular and punctual attendance at all classes is considered essential to optimum academic achievement. If the student is absent from more than 10 percent of class meetings, the faculty member can file a written report which may result in de-enrollment. If the absences exceed 20 percent, the student may be de-enrolled without notice until the university drop date or, after that date, receive the appropriate grade for their work and participation. See [Academic Policies](#) in the Undergraduate Academic Catalog.

Work missed (e.g., an assignment) because of an *excused* absence (PLNU athletic participation, class trip) may be made up. Documentation required. Work missed (e.g., submitting an assignment) because of an *unexcused* absence (doctor's appointment, course registration, job interviews, etc.) may NOT be made up. If you are absent from class, you are responsible for the material discussed in class and any assignments made in class. Ignorance is no excuse. Because of the importance attached to attendance and the resulting opportunity for participation, it is 15% of your grade.

INCOMPLETES AND LATE ASSIGNMENTS

All assignments are to be submitted on paper at the beginning of the class session when they are due. Late submissions are not accepted in this course. Partial credit (50%) for late Memos allowed within two days of due date. If you have a medical emergency, psychological crisis or death in the family, obviously I will work with you to find a way for you to make up your work. Documentation is required to do so *within two days* of missed work.

FINAL EXAMINATION POLICY

There are two exams in this course consisting of multiple-choice and written essay. Successful completion of this class requires taking the final examination **on its scheduled day**. The final examination schedule is posted on the [Class Schedules](#) site. No requests for early examinations or alternative days will be approved.

PLNU ACADEMIC HONESTY

Students should demonstrate academic honesty by doing original work and by giving appropriate credit to the ideas of others. Academic dishonesty is the act of presenting information, ideas, and/or concepts as one's own when in reality they are the results of another person's creativity and effort. A faculty member who believes a situation involving academic dishonesty has been detected may assign a failing grade for that assignment or examination, or, depending on the seriousness of the offense, for the course. Faculty should follow and students may appeal using the procedure in the university Catalog. See [Academic Policies](#) for definitions of kinds of academic dishonesty and for further policy information.

PLNU ACADEMIC ACCOMMODATIONS

If you have a diagnosed disability, please contact PLNU's Disability Resource Center (DRC) within the first two weeks of class to demonstrate need and to register for accommodation by phone at 619-849-2486 or by e-mail at DRC@pointloma.edu. See [Disability Resource Center](#) for additional information.

On another note, I will do everything in my power to make this class accessible to all students. If I am doing something that interferes with your learning, please e-mail me or come and see me on campus. If you need assistance with course material, want to continue a discussion, or just talk, please email me. My door is always open.

PLNU COPYRIGHT POLICY

Point Loma Nazarene University, as a non-profit educational institution, is entitled by law to use materials protected by the US Copyright Act for classroom education. Any use of those materials outside the class may violate the law.

COURSE SCHEDULE AND ASSIGNMENTS

DATE	WEEK	TOPIC	READINGS / ASSIGNMENTS
Jan 16	1	Course Overview	
Jan 23	2	Sociological Social Psych: Understanding the Social Bond	<i>What Is Real?</i> , p. 2 <i>Islands of Meaning</i> , p. 36
Jan 30	3	Symbolic Language and Categorization	<i>Shared Meaning Is the Basis of Humanness</i> , p. 74 <i>Mindful, Mindlessness</i> p. 110 Reflection Paper due
Feb 6	4	Identities: Interactive Identity Formation	<i>Learning the Script</i> , p. 134 <i>Internalization of Society</i> , p.157 Target field trip

Feb 13	5		<i>Who Am I?</i> p.228 <i>Looking-Glass Self</i> , 261 Reflection Paper due
Feb 20	6	Constructing the Digital Self	<i>Meaning is Negotiated</i> , p. 348 Canvas Article: <i>The Digital Self</i>
Feb 27	7	Gendered and Sexual Identities	<i>The Persistence of Gender Inequality</i> , p. 524 Canvas Article: <i>Bros Before Hoes</i> <i>Wrestling the Angel of Contradiction</i> , p. 322 In-class video Reflection Paper due
Mar 6	8	SPRING RECESS - NO CLASS	
Mar 13	9	Racial Identities	<i>Shades of White</i> , 167 Canvas Article: <i>Being Middle Eastern</i>
Mar 20	10	MIDTERM	Last Day to Drop: Mar 23
Mar 27 April 3	11, 12	Social Bonds: Emotions and Social Structure	Canvas Article: <i>Varieties of Anger</i> <i>The Managed Heart</i> , p. 417 Canvas Article: <i>Managing Emotions Animal Shelter</i> In-class video
April 10	13	Social Bonds: Intimacy	Canvas Article: <i>Social Psych of Love and Attraction</i> Canvas Article: <i>So You're Not Desirable</i> Reflection Paper due Student Panel
April 17	14	Good People, Bad Actions	Canvas Article: <i>Conformity and Obedience</i> Canvas Article: <i>Soldier's Tale</i> in-class video
April 24	15	Prosocial Behavior (and wrap up)	Canvas Article: <i>Effects of Prosocial Media</i> <i>Talking Back</i> , p. 550 Canvas Article: TBA Reflection Paper due
May 1		FINAL EXAM	