

<b>Meeting days:</b> T, TH	<b>Instructor:</b> Rachael Horn Langford
<b>Meeting times:</b> 1:30-2:45	<b>E-mail:</b> rhornlan@pointloma.edu
<b>Meeting location:</b> RH108	Office hours by appointment
<b>Final Exam:</b> 05/04/17	

**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."

The study of the mutually-influential interactions between Self and Society 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 helps explain 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.

**COURSE LEARNING OUTCOMES**

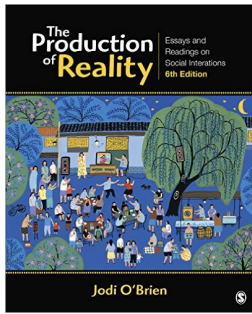
Upon successful completion of this course, students will be able to:

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.

**COURSE CREDIT HOUR INFORMATION**

In the interest of providing sufficient time to accomplish the stated Course Learning Outcomes, this class meets the PLNU credit hour policy for a 3 unit class delivered over 15 weeks.

**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; these are available free in the **Readings** folder on Canvas.

**ASSESSMENT AND GRADING**

Assignment Values:		Grade scale:	
Participation	10%	A=93-100	C=73-76
Discussion Facilitator	15%	A-=92-90	C-=70-72
Written Assignments	15%	B+=87-89	D+=67-69
Analytic Memos	20%	B=83-86	D=63-66
Midterm Exam	20%	B-=80-82	D-=60-62
Final Exam	20%	C+=77-79	F=0-59

**ATTENDANCE AND PARTICIPATION**

**Attendance is expected and is a component of your course grade.** 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.

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. To earn full points for participation, you will be present for the full discussion and come prepared to contribute ideas from the readings assigned. Because of the importance attached to attendance and the resulting opportunity for participation, it is 10% of your grade.

Formal withdrawal is the responsibility of the student. If the date of de-enrollment is past the last date to withdraw from a class, you will be assigned a grade of W or WF consistent with university policy in the grading section of the catalog.

**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 students for class discussion. 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. 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. Reflect on and evaluate what you have learned.

To earn credit for an Analytic 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. An absent

student may not turn in a Memo on a later date. Analytic Memos account for 20% of the course grade.

## **DISCUSSION FACILITATOR**

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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 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 before 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 insure 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.

## **WRITTEN ASSIGNMENTS**

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There will be three papers spaced throughout the semester that are both analytical and reflective in nature. Refer to the [Writing Assignments folder under Files on Canvas](#) for detailed instructions and due dates. Papers worth 15% of the grade.

## **EXAMINATIONS**

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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**. Exams worth 40% of the grade.

## **FINAL EXAMINATION POLICY**

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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.

## **INCOMPLETES AND LATE ASSIGNMENTS**

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All assignments are to be submitted/turned in by the beginning of the class session when they are due. **NO late work is accepted in this course**. 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.

## 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.

## 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](mailto: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.

## FERPA POLICY

In compliance with federal law, you will be the only person given information about your progress in this class unless you have designated others to receive it in the "Information Release" section of the student portal. See [Policy Statements](#) in the undergrad academic catalog.

## 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 / SESSION	TOPIC	READINGS / ASSIGNMENTS
Thu Jan 12	W 1 / S 1	<b>Course Overview</b>	Review syllabus and Canvas folders
Tue Jan 17	W 2 / S 2	<b>Sociological Social Psych: Understanding the Social Bond</b>	What Is Real?, p. 2
Thu Jan 19	W 2 / S 3		Islands of Meaning, p. 36
Tue Jan 24	W 3 / S 4	<b>Symbolic Language and Categorization</b>	Shared Meaning Is the Basis of Humanness, p. 74
Thu Jan 26	W 3 / S 5		Mindfulness, p. 110 <b>Reflection Paper due</b>
Tue Jan 31	W 4 / S 6	<b>Identities: Interactive Identity Formation</b>	Learning the Script: Socialization, p. 134
Thu Feb 2	W 4 / S 7		Internalization of Society, p.157 <b>Target field trip</b>

<b>Tue Feb 7</b>	W 5 / S 8		Who Am I? p.228
<b>Thu Feb 9</b>	W 5 / S 9		Looking-Glass Self, 261 <b>Reflection Paper due</b>
<b>Tue Feb 14</b>	W 6 / S 10	<b>Constructing The Digital Self</b>	Meaning is Negotiated Through Interaction, p. 348
<b>Thu Feb 16</b>	W 6 / S 11		Canvas Article: The Digital Self
<b>Tue Feb 21</b>	W 7 / S 12	<b>Gendered and Sexual Identities</b>	The Persistence of Gender Inequality, p. 524 <b>Reflection Paper due</b>
<b>Thu Feb 23</b>	W 7 / S 13		Canvas Article: Bros Before Hoes
<b>Tue Feb 28</b>	W 8 / S 14	<b>Racial Identities</b>	Shades of White, 167 Canvas Article: Roots of Implicit Bias
<b>Thu Mar 2</b>	W 8 / S 15		Canvas Article: Being Middle Eastern
<b>Tue Mar 7</b>	W 9 / S 16	<i>SPRING RECESS NO CLASS</i>	
<b>Thu Mar 9</b>	W 9 / S 17		
<b>Tue Mar 14</b>	W 10 / S 18	<b>MIDTERM</b>	
<b>Thu Mar 16</b>	W 10 / S 19	<b>Film Day- TBA</b>	
<b>Tue Mar 21</b>	W 11 / S 20	<b>Social Bonds: Emotions, Social Structure and Intimacy</b>	Canvas Article: The Varieties of Anger
<b>Thu Mar 23</b>	W 11 / S 21	Last Day to Drop: 03/24/16	The Managed Heart, p. 417 Canvas Article: Panhandling Repertoires
<b>Tue Mar 28</b>	W 12 / S 22		Canvas Article: The Social Psychology of Love and Attraction
<b>Thu Mar 30</b>	W 12 / S 23	<b>Student Panel</b>	Canvas Article: So You're Not Desirable <b>Reflection Paper due</b>
<b>Tue Apr 4</b>	W 13 / S 24	<b>Good People, Bad Actions</b>	Canvas Article: Conformity and Obedience
<b>Thu Apr 6</b>	W 13 / S 25		Canvas Article: <i>Soldier's Tale</i>
<b>Tue Apr 11</b>	W 14 / S 26		
<b>Thu Apr 13</b>	W 14 / S 27		<b>No Class: 04/13/17</b>
<b>Tue Apr 18</b>	W 15 / S 28	<b>Prosocial Behavior</b>	Discovering "Truth", p. 534
<b>Thu Apr 20</b>	W 15 / S 29		Talking Back, p. 550

<b>Tue Apr 25</b>	W 16 / S 30	<b>Social Psychology as a Verb:</b>	Reflection Paper due
<b>Thu Apr 27</b>	W 16 / S 30	<b>Final Review</b>	
<b>Thu May 4</b>		FINAL EXAM	