

INDIVIDUAL AND SOCIETY
(Tues & Thurs 2:30-3:45 p.m. Tarbutton 218)

Instructors: Dr. Ashlee Bledsoe
Office: Tarbutton Hall, room 232
Hours: Tuesdays & Thursdays 1:30-2:30 & by appointment
Email: sbledso@emory.edu
TA: Mickey Fitzpatrick
Hours: By Appointment

Office: Tarbutton Hall, room 120C
Email: michaella.elisabeth.fitzpatrick@emory.edu

Course Objectives

This course introduces social psychology, an interdisciplinary area of study that addresses the following major question: *How does the real, implied, or imagined presence of others affect our beliefs, feelings, and behaviors?* The focus of the course is on how groups—ranging from small friendship circles to ethnic groups to entire societies—affect the life of an individual and how the individual, in turn, affects the group. Thus, the course focuses on the reciprocal relationship between individual-level and group-level phenomena. In so doing, the course illustrates how inequalities that emerge in interaction have consequences for larger groups.

We begin discussing general questions of social psychology. We focus on a classic Sociological approach, symbolic interactionism, to examine how individuals' identities emerge and affect social interaction, and how the context bears upon social dynamics. In addition, we review the ways researchers go about testing the accuracy of those answers.

The second part of the course focuses on the thoughts and feelings of individuals in social interaction. Here we study issues such as: How do individuals perceive other people and situations? How do people's attitudes emerge and do they affect their behavior? How do individuals experience and express emotions in various situations? This section of the course concludes with an application of perceptual, attitudinal, and emotional processes: How do beliefs and emotions underlie the development of prejudice and discrimination? What processes can undermine prejudice and discrimination?

The third part of the course examines group processes such as attraction, influence, conflict, and justice and structural properties of groups defined by power and status. Pertinent questions include: How do relationships develop and change? How does attraction affect conformity? What is the impact of power on interaction dynamics? Why do higher status group members exert more influence and how can this pattern change? When do people sense unfairness and what do they do about it?

The course provides substantive answers to the questions posed above by drawing on social psychological theory and empirical research. This knowledge should allow students to discuss analytically social behavior in a wide variety of groups and to formulate their own research questions. In-class exercises aid in applying concepts to everyday life. Thus, by the end of the course, class members should more clearly understand their own and others' thoughts, feelings, and behaviors.

Course Readings

All assigned **readings** should be completed *before* class to ensure active participation in class discussions and activities.

Main Text: Hegtvedt, Karen A. and Cathryn Johnson. 2017. *Social Psychology*. Newbury Park, CA: Pine Forge Press. (noted in reference list as *SP*)

Readings: Draft chapters and other readings (listed with full citations on the course outline) are available through the course Canvas site; others may be added.

Power point slides: Available on course Canvas site, sorted by topic

Course Requirements

Overview

Description	Dates (tentative)	% of Grade
Exam 1: Questions, Symbolic Interaction, Methods	Thursday, Sept. 27	20
Exam 2: Perceptual & Affective Processes	Thursday, Nov. 1	20
Exam 3: Group Processes	Friday, Dec. 14 (8 a.m.)	20
Research Proposal Paper: Brief description of topic List of five empirical articles Completed paper	Thursday, Sept. 20 Thursday, Oct. 18 Tuesday, Nov. 20, 11:59p.m	30
Participation	Ongoing	10

Participation/Application

Timely class attendance and regular participation in discussions is expected (10% of your grade). Taking part in discussion may involve asking a question, giving a response, making a comment on reading or lecture materials, offering an example, etc. Involvement in in-class and out-of-class exercises also counts as participation. Attendance will be taken at each class session. Participation points will cumulate with attendance (and decrease with unexcused missed classes), active engagement in class, and so forth.

Exams

There will be three **exams** (each 20% of your grade) during the semester. Each exam covers materials presented in readings, films, lectures, discussions, etc., for one part of the course (i.e., the exams are not formally cumulative). Exams include multiple choice and short essay questions. See policies below with regard to make-up exams.

Paper

A 6 page **paper** (worth 30% of your grade) allows you to examine a social psychological phenomenon. More specifically, you will write a mini empirical research proposal to study an issue of interest to you. In doing so, you will create a theoretical argument based on materials from the class and **five** additional published empirical studies, derive a hypothesis, and describe a means to test the hypothesis (e.g., using survey, experimental, or archival data). (You will not have to actually collect the data, but you will have to indicate what data patterns would provide confirmation or disconfirmation of your hypotheses.) A handout will provide more details.

There will be several parts to the assignment. First you must submit a brief description of your project or your ideas about what you might do your project on by **Thursday, September 20**. I will review these short descriptions and provide feedback by **Thursday, October 4**. In the meanwhile, you should begin researching empirical articles on your topic using Sociological Abstracts and/or PsychInfo. By obtaining **five** empirical papers on your topic, you will be able to discern the types of methods that have been used to address questions such as yours. You must submit a list of your five empirical articles by **Thursday, October 18**, which I will review to determine suitability. Then, following the guidelines in the paper handout, you will write your research proposal. A copy of the paper is due on **Tuesday, November 20**. You will post it to Canvas, and late submissions will not be accepted. (Although you write a paper, this course does not fulfill the writing requirement. Please note that I expect hardcopies of the first two portions of this assignment.)

Policies

Make-up exams: Will generally **NOT** be given, except under extenuating circumstances (e.g., legitimated illness, documented family death, earthquake, nuclear disaster). Without advanced notification, you forfeit your opportunity for a make-up exam. Also, if you have a legitimate and unavoidable scheduling conflict for a particular exam date, you must present in writing this conflict at least one week prior to the date. We will discuss the possibility of alternative arrangements. Please note that make-up exams may be of a different format.

Late assignments: Parts of the paper and the paper itself that are turned in to me any time after the class period in which they are due are considered late. Turning in parts of the paper late will be noted and reflected in the overall paper grade. Full papers will be docked 5 points each day after the official due date.

Honor Code: The Emory University honor code applies fully to this course. When you sign an exam or submit your assignments, you are pledging to the honor code. For reference, please consult http://www.college.emory.edu/current/standards/honor_code.html.

Disabilities: Students with disabilities must contact the Office of Access, Disability Services, and Resources (<http://www.ods.emory.edu/>; 727-9877) to obtain proper documentation if accommodations are needed. Please do this early in the semester in order to make sure that everything is in order.

Canvas: We will use the Canvas site for this course regularly. Please check the site several times a

week in order to ensure that you are aware of class announcements and so forth. We may also use the site to arrange discussions with your colleagues in the course.

Email: Email is the best way to reach me. Please allow at least 24 hours for replies to emails, longer on the weekends. All assignments should be submitted in paper form or Canvas, as directed by the professor. And, any questions about an exam should be sent no later than 5 p.m. the day prior to the exam to ensure a response.

Digital Citizenship: Electronics are only permitted in the classroom to the extent that they *facilitate* learning for you and do not distract others.

- *Ringling or vibrating gadgets:* Phones, pagers, watch alarms, etc. should be turned off during class! Failure to do so may result in confiscation of said gadget.
- *Computers:* Laptops and tablets may be used in class for taking notes and viewing articles. You must, however, send me an email to request permission to use your laptop in class. I will ask all computer users to sit in a designated area in the class. Use of laptops during class for purposes unrelated to the course will result in loss of laptop privileges and potentially a request to leave the class session for that day. Instances of “surfing” unrelated to class activities will adversely affect your participation grade.

Course Outline

(This is the intended ordering and longevity of topics. Modifications may occur as the course progresses.)

Thurs, 8/30 **Introduction**

QUESTIONS, APPROACH, METHODS

Tues, 9/4 **Social Psychological Phenomena: *What do social psychologists study?***

SP. “Introduction to The Interrelated Processes of Social Psychology.” (chapter 1)

Thurs, 9/6 **Symbolic Interaction: *How do people socially construct their worlds?***

SP. “Individual in a Social World.” (chapter 3)

Tues, 9/11 **Symbolic Interaction: *How do individuals create identities?***

SP. “Identity Processes.” (chapter 4)

Lee, James David. 1998. “Which Kids Can ‘Become’ Scientists?” *Social Psychology Quarterly* 61:99-119.

Thurs, 9/13 **Symbolic Interaction: *How do identities play out in interaction?***

Khanna, Nikki. 2004. "The Role of Reflected Appraisals in Racial Identity: The Case of Multiracial Asians." *Social Psychology Quarterly* 67:115-31.

Tues, 9/18 **Methods: *How do researchers study social interaction?***

DeLamater, John D, Daniel J. Myers, and Jessica L. Collett. 2015. *Social Psychology*. (Chapter 2, "Research Methods in Social Psychology"). Boulder, CO: Westview Press.

Thurs, 9/20 **Methods: *What methods are appropriate, when?***

Aronson, Elliot. 2012. *The Social Animal*. New York: Worth Publishers. pp. 48-56

Tues, 9/25 **Activity**

Thurs, 9/27 **EXAM 1**

PERCEPTUAL & AFFECTIVE PROCESSES

Tues, 10/2 **Social Cognition & Impression Formation: *How do people process information?***

SP. "Intra-Individual Processes: Social Cognition." (chapter 5, pages 91-103)

Thurs, 10/4 **Attribution Theory: *How do people determine the causes of behavior?***

SP. "Intra-Individual Processes: Social Cognition." (chapter 5, pages 103-107)
Rosenhan, David L. 1973. "On Being Sane in Insane Places." *Science* 179: 250-58.

Tues, 10/9 ***Fall Break!!!***

Thurs, 10/11 **Attribution Biases: *How accurate are people's perceptions of others?***

SP. "Intra-Individual Processes: Social Cognition." (chapter 5, pages 108-120)

Tues, 10/16 **Attitudes: *How do evaluative beliefs develop? Change?***

SP. "Intra-Individual Processes: Attitudes." (chapter 6, pages 129-148)

Thurs, 10/18 **Attitudes: *When do attitudes shape behavior? When do behaviors shape attitudes?***

SP. "Intra-Individual Processes: Attitudes." (chapter 6, pages 149-154)
De Leeuw, Astrid, Pierre Valois, Icek Ajzen, and Peter Schmidt. 2015. "Using the Theory of Planned Behavior to Identify Key Beliefs Underlying Pro-Environmental Behavior in High-School Students: Implications for

Educational Interventions.” *Journal of Environmental Psychology* 42:128-38.

- Tues, 10/23 **Affect: *How do people experience emotions?***

SP. “Beyond Cognition: Affect and Emotion.” (chapter 7)
- Thurs, 10/25 **Affect: *Why & how are emotions kept in check?***

Smith, Allen C. III and Sherryl Kleinman. 1989. "Managing Emotions in Medical School: Students' Contacts with the Living and the Dead." *Social Psychology Quarterly* 52:56-69.
- Tues, 10/30 **Attraction: *How do perceptions and affect influence relationship development?***

Aronson, Elliot. 2012. *The Social Animal*. NY: Worth Publishers. pp. 355-403
Treger, Stanislav, Susan Sprecher, and Ralph Erber. 2013. “Laughing and Liking: Exploring the Interpersonal Effects of Humor Use in Initial Social Interactions.” *European Journal of Social Psychology* 43:532-43.
- Thurs, 11/1 **EXAM 2**

GROUP AND INTERGROUP PROCESSES
- Tues, 11/6 **Groups: *What is a group and does influence unfold in groups?***

SP. “Status Processes in Groups.” (chapter 8, pages 201-207)
SP. “Legitimacy.” (chapter 10, pages 251-256, additional pages TBA)
- Thurs, 11/8 **Structure of Group Relationships – Status: *How do status differences affect interaction?***

SP. “Status Processes in Groups.” (chapter 8, pages 208- 224)
Peck, B. Mitchell and Sonya Conner. 2011. “Talking with Me or Talking at Me? The Impact of Status Characteristics on Doctor-Patient Interaction.” *Sociological Perspectives* 54:547-67.
- Tues, 11/13 **Structure of Group Relationships – Status: *How can status-based interaction patterns be altered?***

Brezina, Timothy and Kenisha Winder. 2003. “Economic Disadvantage, Status Generalization, and Negative Racial Stereotyping by White Americans.” *Social Psychology Quarterly* 66:402-18.
- Thurs, 11/15 **Structure of Group Relationships – Power: *What constitutes power and power use?***

SP. "Power Relations in Groups and Social Networks." *SP* (chapter 9)

Tues, 11/20 **Class Cancelled: Submit Papers**

Thurs, 11/22 ***Thanksgiving holiday!!!***

Tues, 11/27 **Evaluating Relationships: *When is a relationship fair?***

SP. "Justice Processes and Evaluations within Groups." *SP* (chapter 11)

Thurs, 11/29 **Evaluating Relationships: *How do people respond to injustice?***

Hochschild, Arlie. 1989. *The Second Shift*. (Pp. 37-55). New York: Penguin.
Joyner, Kara. 2009. "Justice and the Fate of Married and Cohabiting Couples." *Social Psychology Quarterly* 72:61-76.

Tues, 12/4 **Intergroup Dynamics: *How do cognitions underlie behavior toward others?***

SP. "Dynamics between (Individuals in) Groups." *SP* (chapter 12, pages 309-318)
Pager, Devah and Diana Karafin. 2009. "Bayesian Bigot? Statistical Discrimination, Stereotypes, and Employer Decision Making." *The Annals of the American Academy of Political and Social Science* 621:70-93.

Thurs, 12/6 **Intergroup Dynamics: *How can prejudice/discrimination be eliminated?***

SP. "Dynamics between (Individuals in) Groups." *SP* (chapter 12, pages 319-335).
Kanas, Agnieszka, Peer Scheepers, and Carl Sterkens. 2015. "Interreligious Contact, Perceived Group Threat, and Perceived Discrimination: Predicting Negative Attitudes among Religious Minorities and Majorities in Indonesia." *Social Psychology Quarterly* 78:102-26.

Tues, 12/11 **Wrapping up**

Fri, 12/14 **EXAM 3 (8:00-10:30 A.M.)**