

**INDIVIDUAL AND SOCIETY**  
(Synchronous session, Wednesday, 1:00-2:15 p.m.)

Instructors: Dr. Karen Hegtvedt (in collaboration with Kate Hawks, see page 2)  
Office: Tarbuton Hall, room 227  
Virtual Office Hours: 2:15-3:15pm Wednesday & by appointment  
Email: khegtve@emory.edu  
TA: Kate Hawks  
Virtual Office Hours: 12:00-1:00pm Wednesday  
Email: ckhawks@emory.edu

**Course Description**

This course introduces social psychology, an interdisciplinary area of study that interrogates the major question: How does the real, implied, or imagined presence of others affect people's beliefs, feelings, and behaviors? Because social psychology "actually is everywhere," the overarching course goal involves coming to *think like a social psychologist*. Doing so will facilitate your understanding not only of how you navigate interaction but also the dynamics of the groups to which you belong—ranging from families and friendship circles to organized work groups to racial and ethnic groups—and the dynamics between your own and other groups. The course emphasis on the reciprocal relationship between individual-level and group-level phenomena fundamentally illustrates how inequalities emerging in interaction have consequences for larger groups.

The three substantive content areas of the course provide the basis for achieving this goal. We will first **investigate the general realm of social psychology**, including the ways researchers bring data to bear upon empirical questions regarding factors shaping individuals and interactions. A classic sociological approach, symbolic interactionism, anchors this section, allowing analysis of the ways that individuals' identities emerge and affect social interaction. The second part of the course **focuses on the thoughts and feelings of individuals in social interaction** and addresses questions about how: people perceive situations, attitudes affect behavior, and emotions unfold in interaction. The course concludes by **examining group processes**, with attention to the impact of status, power, and fairness within groups and dynamics between groups. The latter raises issues about the structural, perceptual, attitudinal, and emotional processes that fuel inequalities and drive prejudice and discrimination.

**Specific Course Objectives**

To spur you to think like a social psychologist and, ultimately, to understand more clearly your own and others' thoughts, feelings, and behaviors, you will:

- ❖ Gain familiarity with social psychological theory, concepts, and empirical research pertaining to the three substantive areas of the course.
- ❖ Master the fundamentals of seeking empirical answers to social psychological research

questions and formulate your own (mini) research project.

- ❖ Skillfully analyze and assess the nature of social interaction and apply your knowledge of social psychological principles to social behavior in a wide variety of contexts.
- ❖ Contrast analytically the underlying individual- and group-level processes that produce inequalities in society.

### **Explanatory Notes: Online Offering and Collaborative Teaching**

This course will be conducted completely online. We will meet once a week in synchronous or “real-time” sessions, which will allow the usual give and take found in a traditional classroom as well as opportunities for questions, discussions, and group activities. Asynchronous preparation materials, including pre-recorded lecture segments, reading materials, exercises, and short assignments, will be available on Canvas along with completion dates. As you will see, the Canvas course site reveals 13 substantive “modules,” each intended to highlight topics constituting the three previously described content areas. For each module, an “Overview” page details the chronology of weekly activities (though please relay any sources of confusion so that they can be rectified as quickly as possible!).

Last fall, I taught this course collaboratively with the instructor for the other section of Soc 245, Kate Hawks, a fourth-year graduate student in Sociology. We pooled our efforts to develop this online version of Soc 245, using the same syllabus, lectures, readings, exercises, assignments, and exams but teaching our respective synchronous sessions separately. For the asynchronous materials, Kate recorded half of the lecture videos, and I recorded the other half. This spring, we will again use these recorded lecture videos, and Kate will serve as the teaching assistant for the class.

We will use [Zoom](#) to connect for our synchronous sessions. You will need a computer with reliable high-speed internet access, a webcam/laptop camera, and a microphone. Our class sessions on Zoom will be audio visually recorded. Lectures and other classroom presentations presented through video conferencing and other materials posted on Canvas are for the sole purpose of educating the students enrolled in the course and should not be released publicly (doing so is an Honor Code violation and may violate other state and federal laws, such as the Copyright Act!). To ensure full participation, I hope that you will consent to use audio and video recording of your voice and image, respectively. (If not, please let me know, and during sessions keep your camera off, do not display an image, mute your microphone, and use the chat feature to convey questions).

For our synchronous sessions, **log onto Zoom** via the [Zoom link](#) in Canvas (found on the homepage) and log in as a guest. You should just type your name (or preferred name). No password is required. If you have not activated your Emory version of Zoom, read the [Zoom User Guide for Students](#), watch the [Learning with Zoom](#) video (Module 0) before our first synchronous session, and ensure that your webcam and microphone are working correctly.

## Course Readings

Complete all assigned **readings** as part of the *asynchronous preparation* for the synchronous session.

Main Text: Hegtvedt, Karen A. and Cathryn Johnson. 2018. *Social Psychology: Individuals, Interaction, and Inequality*. Thousand Oaks, CA: Sage. (Noted on syllabus as *SP*.)

Text may be purchased from the [Emory Barnes & Nobel Bookstore](#), via [Sage Publications](#) (rentals available), or at Amazon. Be sure to use one of these reputable dealers (horror stories ensue otherwise). A link to purchase the text can also be found under the “Purchase Course Materials” tab on Canvas.

Readings: Other readings (indicated on course outline) for each module are on the Canvas course site.

## Course Requirements

### *Overview*

Description	Dates (tentative)	% of Grade
<b>Exam 1: Questions, Methods, Symbolic Interaction</b>	February 26-March 1	15
<b>Exam 2: Perceptual &amp; Affective Processes</b>	April 2-5	15
<b>Exam 3: Group/Intergroup Processes</b>	May 7-10	15
<b>Research Proposal Paper:</b>		(30)
Brief description of topic	February 24	5
List of five empirical articles	March 24	5
Completed paper	April 21	20
<b>Participation</b>		(25)
Synchronous sessions		10
Online discussions		10
“Social psychology moment”		5

### *Exams*

There will be three essay **exams** (each 15% of your grade) during the semester. Each exam covers materials presented in readings, films, lectures, exercises, discussions, etc., for one part of the course (i.e., they are not formally cumulative). Each exam will consist of either two or three questions. For exams with two questions, you will respond to each question in no more than 400-500 words or about 1.5 double-spaced pages; for exams with three questions, your responses will be no more than 250-350 words or about 1 double-spaced page for each. The **first two exams** will be **posted by 8 a.m. on the Friday** following the conclusion of course section and **due on Monday, 1 p.m.** The **third exam** will be **posted at 8:00 a.m. on Friday, May 7, and is due Monday, May 10 at 2 p.m.**, the end of the regularly scheduled final exam period.

## ***Mini Research Proposal Paper***

A 6-page **paper** (60 points, worth 30% of your grade) allows you to examine a social psychological phenomenon that you have experienced or observed. 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 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 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 on each part of the assignment. You will submit all portions of the assignment on Canvas.

The first component of the paper assignment (approximately 5% of the total points for the paper) is the submission of a **brief description** of your project or your ideas about what you might do by **February 24**. I will review these short descriptions and provide feedback by **March 10**.

The second component of the paper assignment (again, about 5%) is a list of **five** empirical papers on your topic. While I am reading your descriptions, you can begin to look for articles on your topic using Sociological Abstracts, Soc Index, and/or PsychInfo. The Sociology reference librarian developed [a guide](#) to assist you in this endeavor. These empirical papers should help you to develop an argument regarding the hypothesis your project will examine and assist you in discerning the types of methods that have been used to address questions such as yours. I will provide you with an example of how to present the references for the list of your articles, which will be due by **March 24**. I will provide prompt feedback on the suitability of items on your list.

And, finally, following the guidelines in the paper handout, you will write your research proposal. (Although you write a paper, this course does not fulfill the writing requirement.) Examples of papers by previous students are posted on the Canvas site under the paper assignment. Papers should be submitted by **April 21**, the date of the final exam scheduled for this class. assignment.

## ***Participation***

I will heartily appreciate *timely* arrival to the synchronous session of this course. I recognize that Zoom meetings can be enervating and empathize with the desire to switch off the webcam on your computers. Doing so, however, will lead me to find myself talking to black boxes with white names emblazoned on them or simply still-life pictures of your smiling faces and will detract from the sense of community offered by the course. To avoid such a situation, I am hopeful that I will see animated faces every time we meet (please contact me privately if your circumstances are such that you do not have the technical capacity to use your webcam). During group exercises, your visible and attentive presence is imperative as you will “interact live” with your classmates, as mediated by the technology of the breakout rooms (which the TA or I will visit). We will also periodically have ungraded short polls or quizzes to launch discussions. Throughout our synchronous sessions, you are free to ask questions, offer an example or comment, or respond to the questions I ask, either by raising your hand (figuratively speaking) or using the chat function. Your “live” appearance, contributions to class, and your attendance all constitute your synchronous sessions participation grade (10%).

Five online discussions (10%) will unfold over the semester, typically in response to a class exercise, reading, or video prompt. Each post (typically 4 points) should appear by Tuesday, midnight (unless otherwise specified). I will drop your lowest post. The discussions will provide students with the opportunity to analyze, from a social psychological perspective, an aspect of their own or others interaction. Responses to discussion prompts will typically be limited to 250 words.

Students will share “social psychology moments” (5%) consisting of a systematic example of course material encountered **outside** the classroom. Examples may come from a print/online article, photo, YouTube video, song, or story. In no more than 3 minutes, students will “apply” theories or research discussed in class to their example. To ensure examples on all course topics, I will ask students for several preferred topics and then construct a schedule of posts/presentations. Students will present their moments during the synchronous session following the introduction of their topic. More detailed instructions to come.

### **Policies and Resources**

***Considering the Pandemic:*** While our experience in the “classroom” may be different from pre-pandemic semesters, I am hopeful that our online classroom community can thrive regardless of the delivery method. My goal is to ensure quality content, and fair treatment (including grading!) of all students. Despite having taught online Fall semester (and participated in Emory University’s workshops on online teaching methods last summer), I still consider myself a novice at teaching online. Given that the class “worked” last fall, I trust it will again. Nonetheless, I appreciate your patience should we face working out some kinks.

Given the public health crisis, I know that your situation regarding health, housing, or other matters may affect your ability to participate in class. Please contact the appropriate Emory student support organizations at the first sign of illness (see [Emory coronavirus FAQ](#)) or other problem and then reach out to me as soon as feasible. It is easier for me to address your needs if I know about them as soon as they arise. This does not mean I can successfully respond to every request for consideration, but I emphasize that my goal is to do what I can to help you succeed in this course.

***“Presence:”*** I envisage everyone in the class will be “present” and “participating” in both synchronous sessions and asynchronous activities. I will call on students at random during the synchronous sessions to solicit answers to questions or examples. I expect to get to know you all, even in the absence of face-to-face interaction, through course activities, one-to-one communications, chats before and after synchronous sessions, and the like. The success of the course depends upon *your engagement*.

If you are not feeling engaged, let me know and we will work together to find ways to ensure that engagement. I will do a mid-semester check to assess how well the course is going, how well engagement is unfolding. And, of course, should you be waylaid with illness (or quarantine), family emergency, medical school interview, or other such unanticipated or anticipated situations that takes you away from class, please let me know. Together, we will ensure that you get the materials you need to cover course content or complete course assignments.

**Email:** Email is the best way to reach the TA or me. Please allow at least 24 hours for replies to emails. Should I receive the same question from multiple students, I will post announcements on the Canvas site (because, obviously, I have not communicated something clearly!). If you have an urgent concern about the course, contact me by calling the Sociology Department office (404-727-7510); the staff will be able to reach me by phone.

**Late assignments:** Turning in online discussion comments or parts of the paper or the paper itself any time after the due date indicated on the syllabus constitutes a late assignment (the Canvas software helps me out here by automatically recording a submission date and time!). To receive full credit, you should submit assignments in a timely fashion, follow the format indicated in the assignment, and demonstrate thoughtfulness. Deviations from such patterns will result in point penalties (e.g., 1 point per day late).

**Honor Code:** The Emory University honor code applies fully to this course. When you take an exam or submit your assignments, you are pledging to the honor code. For reference, please consult [honor code policies](#).

**Disabilities:** Students with disabilities must contact the [Department of Accessibility Services](#) (404-727-9877) early in the semester to obtain proper documentation if accommodations are needed. Make sure everything is in order by the third week of the semester.

**Writing Center Access:** In composing your paper, you should feel free to avail yourself of the assistance available at the Emory Writing Center and the ESL Program. Tutors in these programs can assist with a range of projects and in a variety of forms, from inception of an idea, to structure of the document, use of sources, grammar, and word choice. (Proofreading, however, is outside of their purview!) Click to learn more about the [Writing Center](#) or about [ESL tutoring](#).

### (Tentative) Course Outline

(Contents below repeated in the Module “Overview” page in Canvas for each week)

<b>MODULE 0: GETTING STARTED</b> <b>Prior to January 25</b>	
<b>Objectives:</b> Achieve familiarization with the technology to facilitate class sessions. Introduce course content and prepare for first synchronous session.	
<b>Getting Started</b>	<ul style="list-style-type: none"> <li>• Watch the <a href="#">Learning with Zoom</a> video</li> <li>• Watch “Welcome” video, which reviews the syllabus and requirements</li> <li>• Prepare for introductions during first synchronous session:               <ul style="list-style-type: none"> <li>○ What is your name?</li> <li>○ Describe in a few sentences the “place” (geographic location) you call home. For example, Dr. Hegtvedt thinks of home as “the place where the sound meets the mountains,” otherwise known as Seattle).</li> <li>○ Conclude with your year in school and major.</li> </ul> </li> </ul>

**To Access Synchronous Sessions**  
Click on the Zoom link on the Canvas Home Page.

## SECTION 1: SOCIAL PSYCHOLOGY: ITS METHODS, ITS ROOTS

### MODULE 1: WHAT IS SOCIAL PSYCHOLOGY? Week January 25

**Objectives:** Increase familiarity with each other through introductions. Review course content. Define social psychology, contrasting it with other fields. Explicate how the familiar is also the subject matter of scientific investigation, which reveals patterns that challenge common sense understandings.

#### Asynchronous Preparation

- |  |  |
|--|--|
| <b>Introduction to Social Psychology</b> | <ul style="list-style-type: none"> <li>• Take the (ungraded) Social Psychology Knowledge Quiz</li> <li>• Read: <i>SP</i>. “Introduction to the Interrelated Processes of Social Psychology.” (Ch 1)</li> </ul> |
|--|--|

#### Synchronous Session

- |  |   |
|--|---|
| <b>Introduction to Social Psychology</b> | <ul style="list-style-type: none"> <li>• Introductions and clarifications of information on “Welcome” video</li> <li>• Mini-lecture: “Recognizing Social Psychological Processes When You See Them”</li> <li>• Review of responses to Social Psychology Knowledge Quiz</li> <li>• <i>Breakout Group Activity:</i> Planning Thanksgiving dinner (supplementary instructions and recording form)</li> </ul> |
|--|---|

#### Post-Synchronous Session Activity

- |                                      |   |
|--------------------------------------|---|
| <b>Social Psychology Everywhere!</b> | <ul style="list-style-type: none"> <li>• <i>Online Discussion:</i> Reflect on the process that unfolded in your Thanksgiving dinner planning group in terms of your lay understanding of <b>one</b> of the following social psychological concepts: identity, attitude, emotion, social influence, status. In a 200-word (or fewer) post, describe how the interaction in your group illustrated the concept. (due Monday, 1 p.m.; 4 points)</li> </ul> |
|--------------------------------------|---|

### MODULE 2: HOW DO SOCIAL PSYCHOLOGISTS STUDY INTERACTION? Week February 1

**Objectives:** Illustrate how social psychologists move from hunches to abstract theorizing to systematic data collection endeavors. Grow familiar with forms of logic, development of theoretical explanations, and components of theories. Develop a basic understanding of methods used in social psychology (experiments, surveys, interviews, observation, archival analysis), including their advantages and disadvantages, and appropriateness of use.

#### Asynchronous Preparation

- |                   |   |
|-------------------|---|
| <b>Methods of</b> | <ul style="list-style-type: none"> <li>• Read: <i>SP</i>. “Methods of Developing Social Psychological Knowledge.” (Ch 2)</li> </ul> |
|-------------------|---|

<b>Social Psychology</b>	<ul style="list-style-type: none"> <li>• Watch video: "<a href="#">Sheldon seeking help</a>" and think about: why people do not help and how you might set up a study to examine “when will people help?”</li> <li>• Watch lecture video: “Logic of Scientific Inquiry”</li> <li>• Watch video: "<a href="#">Schachter 1959 "Fear and Affiliation"</a>" as it will be referenced in lecture video on Experimental Design</li> <li>• Watch lecture video: “Testing Theory: Experimental Design”</li> <li>• Watch lecture video: “Investigating Reality: Surveys, Interviews, Observations, Archival Analysis”</li> </ul>
<b>Synchronous Session</b>	
<b>Interrogating Methods</b>	<ul style="list-style-type: none"> <li>• Mini-lecture: “Fitting the Research Question to the Method”</li> <li>• <i>In-Class Poll</i>: Research question and method matching.</li> <li>• Recap and clarify information on methods videos.</li> <li>• <i>Breakout Group Activity</i>: Designing a study of helping behavior (supplementary instructions and recording form)</li> </ul>
<b>Post-Synchronous Activities</b>	
<b>Discerning Connections among Studies</b>	<ul style="list-style-type: none"> <li>• <i>Breakout Group Presentations</i>: Create and record formal 5-minute presentation of the study your group designed (due Monday, 1 p.m.)</li> <li>• Watch study design videos by other groups</li> <li>• <i>Online Discussion</i>: Helping Behavior Study Design (due Thursday, midnight; 4 points)</li> </ul>

<b>MODULE 3: HOW DO INDIVIDUALS SOCIALLY CONSTRUCT THEIR WORLDS?</b>	
<b>Week February 8</b>	
<b>Objectives:</b> Demonstrate how people develop meanings, which drive interaction. Anchor arguments in premises of the Symbolic Interaction perspective. Emphasize relevance of meanings to the development of the self and component identities. Analyze the role of others in shaping an individual’s sense of self.	
<b>Asynchronous Preparation</b>	
<b>Social Construction</b>	<ul style="list-style-type: none"> <li>• Read: <i>SP</i>. “Individual in a Social World.” (Ch 3)</li> <li>• Watch lecture video: “Social Constructionism and Symbolic Interaction”</li> </ul>
<b>The Social Self</b>	<ul style="list-style-type: none"> <li>• Watch lecture video: “Emergence of the Social Self”</li> <li>• Watch lecture video: “Cross-cultural and Historical Differences in Conceptions of the Self”</li> </ul>
<b>Synchronous Session</b>	
<b>The Social Self continued..</b>	<ul style="list-style-type: none"> <li>• Review Questions about Research Proposal Paper and Social Psychology Moments</li> <li>• <i>Breakout Group Activity</i>: Symbols</li> <li>• Mini-lecture: “The Self &amp; Impression Management (The Case of Social Media)”</li> </ul>

	<b>Post-Synchronous Activities</b>
	<ul style="list-style-type: none"> <li>• Complete the Social Psychology Moments Survey by Friday at 5pm</li> </ul>

<b>REST MODULE</b> <b>Week February 15</b>
---

**Objectives:** Ensure adherence to the College designated “rest day,” February 17 by cancelling the synchronous session that day. In absence of class session, students may begin to review asynchronous materials for Module 4 the following week. Also, students should begin to firm up descriptions for the mini research proposal assignment.

	<b>Asynchronous Preparation</b>
	<ul style="list-style-type: none"> <li>• Begin review asynchronous materials for Module 4</li> <li>• Firm up descriptions for mini research proposal assignment</li> <li>• Meet, as desired, with instructor or TA about proposal assignment</li> </ul>
	<b>Synchronous Session</b>
	<i>Cancelled</i>
	<b>Post-Synchronous Activities</b>
	<ul style="list-style-type: none"> <li>• None</li> </ul>

<b>MODULE 4: HOW DO IDENTITIES PLAY OUT IN INTERACTION?</b> <b>Week February 22</b>
--

**Objectives:** Outline how identities shape ongoing interaction. Explain how individuals maintain or change identities, owing to the reactions of others (as described in Identity Theory). Consider the extent to which individuals negotiate their identities and strategically manipulate them.

	<b>Asynchronous Preparation</b>
<b>Identity Theory</b>	<ul style="list-style-type: none"> <li>• Online Exercise: “Who am I?”</li> <li>• Read: <i>SP</i>. “Identity Processes.” (Ch 4)</li> <li>• Watch lecture video: “Identities in Interaction”</li> <li>• Read: Collett, Jessica L., Kelcie Vercel, and Olevia Boykin. 2015. “Using Identity Processes to Understand Persistent Inequality in Parenting.” <i>Social Psychology Quarterly</i> 78:345-64.</li> <li>• Read: Khanna, Nikki and Cathryn Johnson. 2010. “Passing as Black: Racial Identity Work among Biracial Americans.” <i>Social Psychology Quarterly</i> 73:380-97.</li> </ul>
	<b>Synchronous Session</b>

	<ul style="list-style-type: none"> <li>• Social Psychology Moments (Module 3)</li> <li>• <i>Class Discussion</i>: “Who am I?” Exercise</li> <li>• Mini-lecture: “Applying Identity Theory: Gender and Race”</li> <li>• <i>Breakout Group Discussion</i>: Identities and inequality</li> </ul>
	<b>Post-Synchronous Activities</b>
	<ul style="list-style-type: none"> <li>• Submit description of mini research proposal assignment (February 24, midnight)</li> <li>• <b>Exam 1 (Due Monday, March 1, 1 p.m.)</b></li> </ul>

## SECTION 2: PERCEPTUAL & AFFECTIVE PROCESSES

<b>MODULE 5: HOW DO PEOPLE PROCESS SOCIAL INFORMATION?</b>	
<b>Week March 1</b>	
<b>Objectives:</b> Understand how people process information about others and what affects the types of information they perceive. Explain how cognitive filtering and fast versus slow modes of social thinking influence the impressions we form of our social world.	
	<b>Asynchronous Preparation</b>
<b>Processing Social Stimuli</b>	<ul style="list-style-type: none"> <li>• Read: <i>SP</i>. “Intraindividual Processes: Social Cognition.” (Ch 5, pp 91-107)</li> <li>• Watch lecture video: “What Is `Social` about Cognition?”</li> <li>• Read: Kahneman, Daniel. <i>Thinking, Fast and Slow</i>. Chapter 1.</li> <li>• Watch lecture video: “Dual-Process Models”</li> </ul>
	<b>Synchronous Session</b>
	<ul style="list-style-type: none"> <li>• Social Psychology Moments (Module 4)</li> <li>• Mini-lecture: “Impression Formation”</li> <li>• <i>Breakout Group Discussion</i>: Considering heuristics</li> </ul>
	<b>Post-Synchronous Session Activity</b>
	<ul style="list-style-type: none"> <li>• None</li> </ul>

<b>MODULE 6: HOW DO PEOPLE DETERMINE THE CAUSES OF BEHAVIOR?</b>	
<b>Week March 8</b>	
<b>Objectives:</b> Consider “why” and “when” perceivers want to determine the cause of someone’s behavior (i.e., they make an <i>attribution</i> ). Identify types of information contributing to attributions. Compare formal models of attribution processes and assess their shortcomings. Contrast motivational and informational perceptual “shortcuts” used to determine causes of behavior.	
	<b>Asynchronous Preparation</b>

<b>Attribution Processes</b>	<ul style="list-style-type: none"> <li>• Read: <i>SP</i>. “Intra-Individual Processes: Social Cognition.” (Ch 5, pp 108-14)</li> <li>• Watch lecture video: “Considerations for Asking ‘Why?’”</li> <li>• Watch lecture video: “Models of Attribution Processes”</li> <li>• Watch video: <a href="#">Eye of the Beholder</a> (30 minutes)</li> <li>• <i>Online Discussion</i>: Eye of the Beholder (<b>due Tuesday, midnight; 4 points</b>)</li> <li>• Read: <i>SP</i>. “Intra-Individual Processes: Social Cognition.” (Ch 5, pp 114-28)</li> </ul>
<b>Synchronous Session</b>	
	<ul style="list-style-type: none"> <li>• Social Psychology Moments (Module 5)</li> <li>• Mini-lecture: “Models” of Attribution Versus the Reality of Perceiving”</li> <li>• <i>Breakout Group Activity</i>: “Enacting” errors and biases</li> </ul>
<b>Post-Synchronous Session Activity</b>	
	<ul style="list-style-type: none"> <li>• None</li> </ul>

**MODULE 7: HOW DO ATTITUDES DEVELOP, CHANGE, AND SHAPE BEHAVIOR?**  
**Week March 15 (College designated “no assignments due”)**

**Objectives:** Consider what an attitude is and what it does. Gain familiarity with the basic mechanisms of attitude development. Contrast persuasion strategies and consistency models for attitude change. Question whether attitudes shape behavior or behavior shapes attitudes.

<b>Asynchronous Preparation</b>	
<b>Attitude Development and Change</b>	<ul style="list-style-type: none"> <li>• Take online survey: Environmental Concerns</li> <li>• Read: <i>SP</i>. “Intra-Individual Processes: Attitudes.” (Ch 6, pp 129-49)</li> <li>• Watch lecture video: “Defining and Developing Attitudes”</li> <li>• Watch lecture video: “Attitude Change through Persuasion and Inconsistency”</li> <li>• Read: <i>SP</i>. “Intra-Individual Processes: Attitudes.” (Ch 6, pp 149-61)</li> <li>• Read: 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.” <i>Journal of Environmental Psychology</i> 42:128-38.</li> </ul>
<b>Synchronous Session</b>	
	<ul style="list-style-type: none"> <li>• Social Psychology Moments (Module 6)</li> <li>• <i>Class Activity</i>: Using the Elaboration Likelihood Model (ELM) to change attitudes about wearing a mask during a pandemic</li> <li>• Mini-lecture: “Specifying <i>When</i> Attitudes Affect Behaviors” (using results from Environmental Concerns survey)</li> </ul>
<b>Post-Synchronous Session Activity</b>	

	<ul style="list-style-type: none"> <li>• <i>Online Discussion:</i> Political Campaign Ad (due Monday, March 22, 1 p.m.)</li> </ul>
--	--

**MODULE 8: HOW DO PEOPLE EXPERIENCE EMOTIONS? WHY AND HOW ARE EMOTIONS KEPT IN CHECK?**  
**Week March 22**

**Objectives:** Consider the social functions of emotions. Gain familiarity with types and dimensions of emotions and how emotion experiences arise. Compare the experience of emotion with emotion displays. Explore how culture shapes emotions and emotion rules. Understand the impact of emotions on social interactions.

<b>Asynchronous Preparation</b>	
<b>Emotions and Social Interaction</b>	<ul style="list-style-type: none"> <li>• Read: <i>SP</i>. "Beyond Cognition: Affect and Emotions." (Ch 7)</li> <li>• Watch lecture video: "Emotions: The Basics"</li> <li>• Watch lecture video: "Theoretical Approaches to Emotion"</li> <li>• Read: Smith, Allen C. III and Sherryl Kleinman. 1989. "Managing Emotions in Medical School: Students' Contacts with the Living and the Dead." <i>Social Psychology Quarterly</i> 52:56-69.</li> <li>• Read: Zalewski, Jacqueline M., and Leigh S. Shaffer. 2011. "Advising students to value and develop emotional labor skills for the workplace." <i>NACADA Journal</i> 31(2):44-54.</li> </ul>
<b>Synchronous Session</b>	
	<ul style="list-style-type: none"> <li>• Social Psychology Moments (Module 7)</li> <li>• Mini-lecture: "How Do People Express Emotions"</li> <li>• <i>Breakout Group Activity:</i> Managing emotions</li> </ul>
<b>Post-Synchronous Session Activity</b>	
	<ul style="list-style-type: none"> <li>• Submit 5 articles for mini research proposal assignment (March 24, midnight)</li> </ul>

**MODULE 9: ATTRACTION – HOW DO RELATIONSHIPS DEVELOP?**  
**Week March 29**

**Objectives:** Define attraction and explore the social, structural, and cultural factors that affect attraction. Outline how relationships are developed and maintained.

<b>Asynchronous Preparation</b>	
<b>Attraction</b>	<ul style="list-style-type: none"> <li>• Read: Christakis, Nicholas A. and James H. Fowler. 2009. <i>Connected</i> (Pp 61-81 "Love the One You're With"). New York: Little Brown and Company.</li> <li>• Watch lecture video: "Attraction"</li> </ul>

<b>Relationships</b>	<ul style="list-style-type: none"> <li>• Watch lecture video: “Relationships”</li> <li>• Read: Hobbs, Mitchell, Stephen Owen, and Livia Gerber. 2017. “Liquid Love? Dating Apps, Sex, Relationships and the Digital Transformation of Intimacy.” <i>Journal of Sociology</i> 53(2):271–84.</li> </ul>
<b>Synchronous Session</b>	
	<ul style="list-style-type: none"> <li>• Social Psychology Moments (Module 8)</li> <li>• Mini-lecture: “How Do Modern Relationships Unfold”</li> <li>• <i>Breakout Group Activity</i>: Dating scripts</li> </ul>
<b>Post-Synchronous Session Activity</b>	
	<ul style="list-style-type: none"> <li>• <b>Exam 2 (Due Monday, April 5, 1 p.m.)</b></li> </ul>

### SECTION 3: GROUP PROCESSES

<b>MODULE 10: WHAT IS A GROUP AND HOW DOES INFLUENCE UNFOLD IN GROUPS?</b>	
<b>Week April 5</b>	
<b>Objectives:</b> Distinguish what makes a group a group, distinct from a collectivity of individuals. Provide an overview of general consequences of social influence, including how outcomes like conformity, compliance, and obedience differ. Investigate factors affecting and processes underlying conformity.	
<b>Asynchronous Preparation</b>	
<b>Defining “group”</b>	<ul style="list-style-type: none"> <li>• Read: <i>SP</i>. “Status Processes in Groups.” (Ch 8, pp 201-03)</li> <li>• Watch lecture video: “Defining ‘Group’”</li> </ul>
<b>Social Influence</b>	<ul style="list-style-type: none"> <li>• Read: <i>SP</i>. “Status Processes in Groups.” (Ch 8, pp 203-08)</li> <li>• Read: <i>SP</i>. “Legitimacy: Shaping Behavior in Groups and Organizations.” (Ch 10, pp 251-56)</li> <li>• Watch video: <a href="#">Social conformity</a></li> <li>• Read: Nakayachi, Kazuya, Taku Ozaki, Yukihide Shibata, and Ryosuke Yokoi. 2020. “Why Do Japanese People Use Masks Against COVID-19, Even Though Masks Are Unlikely to Offer Protection from Infection?” <i>Frontiers in Psychology</i> 11: 1918.</li> <li>• Watch lecture video: “Social Influence Processes and Consequences”</li> </ul>
<b>Synchronous Session</b>	
	<ul style="list-style-type: none"> <li>• Social Psychology Moments (Module 9)</li> <li>• <i>Breakout Group Activity</i>: What counts in conformity? Information or social pressure or “who you are”?</li> <li>• Mini-lecture: “Stimulating Conformity, Rejecting Conformity”</li> </ul>
<b>Post-Synchronous Session Activity</b>	

	<ul style="list-style-type: none"> <li>• None</li> </ul>
--	--

**MODULE 11: WITHIN GROUP PROCESSES: STATUS & POWER**  
**Week April 12**

**Objectives:** Define status and power. Examine how each develops within groups and affects group interactions. Consider how to disrupt the reproduction of inequality that each produces.

<b>Asynchronous Preparation</b>	
<b>Status &amp; Power</b>	<ul style="list-style-type: none"> <li>• Read: SP, Chapter 8, pp. 208-215; 217-221</li> <li>• Watch lecture video: “Status”</li> <li>• Read: SP, Chapter 9, pp. 231-235, 238-243, 246-247</li> <li>• Watch lecture video: “Power”</li> <li>• <i>Online Discussion:</i> Identifying power structures (due Tuesday, midnight; 4 points)</li> </ul>
<b>Synchronous Session</b>	
	<ul style="list-style-type: none"> <li>• Social Psychology Moments (Module 10)</li> <li>• Mini-lecture: “Disrupting Status, Disrupting Power Structures”</li> <li>• <i>Breakout Group Activity:</i> Status interventions</li> </ul>
<b>Post-Synchronous Session Activity</b>	
	<ul style="list-style-type: none"> <li>• None</li> </ul>

**MODULE 12: BETWEEN GROUP PROCESSES: INTERGROUP DYNAMICS → STEREOTYPES, PREJUDICE, AND DISCRIMINATION**  
**Week April 19 -- Monday Synchronous Session!!!**

**Objectives:** Examine processes between groups stemming from power (resources) and social status differences that cultivate intergroup conflict. Gain an understanding of theories of realistic (group) conflict, group position, and social identity. Investigate how intergroup conflict fuels the development of stereotypes, prejudice, and discrimination. Characterize specific forms (and measurement) of prejudice and discrimination, and consider the effects of perceptions of prejudice and discrimination. Examine the conditions necessary to undermine intergroup conflict and its consequences.

<b>Asynchronous Preparation</b>	
<b>Intergroup Processes, Prejudice, and Discrimination</b>	<ul style="list-style-type: none"> <li>• Read: <i>SP</i>. “Intergroup Processes” (Ch 12, pp 309-20)</li> <li>• Watch video: <a href="#">Robbers Cave</a></li> <li>• Watch lecture video: “Intergroup Processes &amp; Conflict”</li> <li>• Read: “Intergroup Processes” (Ch 12, pp 321-30)</li> <li>• Watch lecture video: “Prejudice and Discrimination”</li> <li>• Read: <i>SP</i>. “Intergroup Processes.” (Ch 12, pp 330-34)</li> </ul>

	<ul style="list-style-type: none"> <li>• Watch lecture video: “Intergroup Contact”</li> <li>• Read: Mousa, Salma. 2020. “Building Social Cohesion between Christians and Muslims through Soccer in Post-ISIS Iraq.” <i>Science</i> 369:866-70.</li> </ul>
	<b>Synchronous Session</b>
	<ul style="list-style-type: none"> <li>• Social Psychology Moments (Module 11)</li> <li>• Mini-lecture: “Realities and Hurdles of Intergroup Contact”</li> <li>• <i>Breakout Group Activity</i>: Interrogating social identity mechanisms fostering and remedying intergroup conflict</li> </ul>
	<b>Post-Synchronous Session Activity</b>
	<ul style="list-style-type: none"> <li>• <b>Submission of mini research proposals (April 21)</b></li> </ul>

<p><b>MODULE 13: WHEN ARE RELATIONSHIPS FAIR AND HOW DO PEOPLE RESPOND TO INJUSTICE?</b>  <b>Week April 26</b></p>
--

**Objectives:** Conceptualize types of justice. Interrogate factors affecting perceptions of injustice and why people have different perceptions of injustice. Consider the conditions under which individuals respond to perceived injustice.

	<b>Asynchronous Preparation</b>
<b>Justice Processes</b>	<ul style="list-style-type: none"> <li>• Read: <i>SP</i>. “Justice Processes” (Ch 11)</li> <li>• Watch lecture video: “Conceptualizing Justice”</li> <li>• Read: Parris, Christie L., Karen A. Hegtvedt, and Cathryn Johnson. 2020. “Assessments of Environmental Justice Among Black Americans.” <i>Social Currents</i>.</li> <li>• Read: Hochschild, Arlie. 1989. <i>The Second Shift</i>. (Pp. 37-55). New York: Penguin.</li> <li>• Watch lecture video: “Perceiving Injustice”</li> <li>• Watch lecture video: “Responding to Perceived Injustice”</li> </ul>
	<b>Synchronous Session</b>
	<ul style="list-style-type: none"> <li>• Social Psychology Moments (Module 12)</li> <li>• Mini-lecture: “Inequality and Justice”</li> <li>• <i>Breakout Group Activity</i>: Social psychology and cries of “It’s not fair!”</li> <li>• <i>Wrapping up</i>: How do individual level processes shape social inequality?</li> </ul>
	<b>Post-Synchronous Session Activity</b>
	<ul style="list-style-type: none"> <li>• <b>Exam 3 (available 8:00 a.m. May 7, due May 10 at 2 p.m.)</b></li> </ul>