

**SYP 3000-02: Social Psychology**  
**023 Bellamy – T/TR 5:15-6:30**  
**Department of Sociology – Florida State University**

**Instructor:** Jon Fish

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**Office:** 501 Bellamy Building

**Office Hours:** T/TR 1:00-2:00, or by appt.

*No very sharp line can be drawn between social psychology and individual psychology.*

-George Herbert Mead

*It all depends on how we look at things, and not how they are in themselves.*

-Carl Jung

*The normal and the stigmatized are not persons, but perspectives.*

-Erving Goffman

**Course Goals**

Who are we? How did we become who we are? How do we learn to see others? How do we see ourselves? These are just some of the basic questions that social psychologists attempt to answer in their inquiries into interpersonal interaction. Together we will explore the minds and meanings of everyday life in an attempt to discern how society is maintained and continues to function largely based on the social relationships that individuals and groups develop within and between each other. Further, we will discuss several relevant and growing fields of study in social psychology and the human condition more generally.

**By the end of this course, you should be able to:**

- Demonstrate fluent comprehension the major theoretical perspectives in Sociological Social Psychology, most notably Symbolic Interaction and Social Structure and Personality.
- Understand the internal and external processes that guide the development of the of various aspects of personal and social psychology, and their collective effects on society at large.
- Prepare an in-depth examination of the state of the field in a specific area of Social Psychological inquiry.
- Engage contemporary topics in Social Psychology and explore new directions in the field.

**Required Text:**

Rohall, David E., Melissa A. Milke, and Jeffrey W. Lucas. 2007. *Social Psychology: Sociological Perspectives*. 1<sup>st</sup> Edition. Boston: Pearson – Allyn & Bacon/Longman

**Instructor Responsibilities**

*In teaching this course, I am entering a contract with you as my students. To fulfill my end of this contract to you as your instructor, my responsibilities are:*

- To be prepared and on time for all scheduled class sessions.
- To provide engaging and provocative class lectures and discussions.
- To provide relevant and useful material to cover the course topics.
- To respect all opinions presented and maintain an intellectual classroom decorum.
- To grade all assignments fairly, objectively, and in a timely manner.

## **Student Responsibilities**

*In taking this course, you are entering a contract with me as your instructor. To fulfill your end of the contract as students in my class, your responsibilities are:*

- To attend and be on time for all class sessions.
- To actively engage the lectures, readings, and discussion topics.
- To read all assigned materials on a topic before the class session in which it will be discussed.
- To maintain an intellectual classroom decorum during class discussion and debate.
- To complete all assignments on time and in accordance with the FSU Academic Honor Policy.
- To contact the instructor with any problems as soon as they arise, and seek extra help as needed.

## **Course Policies**

**Class Discussion and Classroom Decorum:** Discussion is a cornerstone of this course. I *strongly* encourage discussion and debate within the classroom as well as both defending *or* challenging the materials and opinions presented by myself and others. I firmly believe that one of the best methods of learning is through debate and open discourse. Though I have no expectation for any of you to change your personal opinions on any of the course topics, I do believe that in order to develop comprehensive critical thinking skills, it is important for you to learn about and understand views and opinions contrary to your own.

However, as mentioned in the student responsibilities section, you will be expected to maintain an intellectual classroom decorum during these discussions. Therefore, debate and disagreement must be framed within the boundaries of scientific, academic, and philosophical discourse. All opinions, as well as other people's right to have them, must be respected, no matter how strongly you may disagree. Inflammatory comments, intolerant statements or behavior, personal attacks, etc. are unacceptable forms of classroom conduct, and I reserve the right to reduce any individual's score by up to one letter grade (10%) for failure to maintain a civil classroom decorum. Continued disregard of this rule will result in your dismissal from class for the day and require a consultation with me during my office hours to discuss your classroom conduct.

**Attendance:** The College of Social Sciences enforces an automatic drop policy for anyone who misses more than four days of class. Attendance will not be taken for a grade, but this rule will be enforced. You will be expected to arrive at class on time and remain for the entire class period. If you will be more than five minutes late to class, please do not disturb your classmates' learning by disrupting it. If you must leave class early, please let the instructor know before class. Please do not leave and return in the middle of class for any reason.

**Assigned Readings:** Lectures and discussions will highlight and/or build upon the readings, so you should finish assigned readings *prior to* coming to class. Being prepared for class will also enhance your learning experience and allow you to ask questions about the material during the lecture and actively participate in the discussion on the assigned topic.

**Reflection Essays:** During the course of the class, you will be expected to write brief reflection essays on the class readings. These essays should attempt to tie the assigned readings to the other readings and lectures in the class and demonstrate an understanding of the concepts being discussed. Essays should be at least two, but no more than three, full pages in length. A minimum of five reflection essays are required, but additional essays may be submitted and only the five highest scores will be included in your grade.

Exams: Two multiple choice and short answer exams will be given: A midterm exam and a comprehensive (cumulative) final exam. Each will count for 15% of your final grade. Make-up exams will only be given for documented excused absences and must be made up during my office hours within one week of the exam date.

Group Paper and Presentation: The final project for the course will consist of a 20-25 page group research paper conducted on a major research area in social psychology. A complete list of topics and instructions will be given along with an assignment sheet during the first two weeks of class. Group members will be graded separately based upon their documented contributions to the project and other group members' anonymous evaluations of that contribution. The final paper will count for 30% of your grade in the course.

Before you begin the project, your group must prepare a project proposal. The proposal will be a brief 1-2 page summary or outline of the topic your group plans to evaluate. Feel free to include any questions you may have about your topic as well. I will provide feedback and guidance on how to proceed and answer any questions your group has.

Each group will be expected to give a 10-12 minute presentation in class on their topic, followed by a brief Q&A with the class. Each member should participate in some capacity in the presentation. This presentation will count for 15% of your final grade. Also, groups will be asked to submit three multiple-choice questions to the class prior to their presentation. One or more of the questions submitted by each group will appear on the final exam.

### **Grading Scale**

Reflection Essays:	25%	A: 93-100%	C: 73-76%
Midterm Exam:	15%	A-: 90-92%	C-: 70-72%
Final Exam:	15%	B+: 87-89%	D+: 67-69%
Group Paper:	30%	B: 83-86%	D: 63-66%
Group Presentation:	15%	B-: 80-82%	D-: 60-62%
		C+: 77-79%	F: <60%

A Note on Grading: The above grading scale is not set in stone, but rather a guarantee of the minimum grade you will make if you earn a certain percentage of the credit. I will not arbitrarily enforce a rigid grading scale. Rather, the grade I assign will be based upon my evaluation of what you have learned. For example, if you earn only a 92%, but I feel that you have displayed mastery of the course content, I will have no problem giving you a full "A" instead of an "A-". This method can only help you as I will not give you a grade lower than your percent score; rather there is simply the chance that I may increase it based upon your demonstrated proficiency with the material through class discussion, exceptional performance on papers, performing above and beyond assignment requirements, etc.

Surveys: Up to three surveys on your personal feelings/opinions on the course may be given during the course of semester. They will be announced in class and remain on Blackboard for a few days. These surveys are **OPTIONAL**. They are anonymous in that I will not know who gave what responses, only who took the surveys. Choosing not to take the surveys will not harm your grade, however taking the surveys will add a 1% bonus to your final grade. This will be the only form of "extra credit" offered in this course.

Cheating: Cheating in any form will not be tolerated. In any instance where an individual is caught cheating, he or she will receive a zero on the assignment or test in question and may be reported to the university administration for further disciplinary action per the FSU Academic Honor Policy.

### Course Calendar

*Chapters from Text indicated as SP, Online Readings indicated with an asterisk (\*)*

#### **Section 1: Social Psychology – Theory and Practice**

<b>Topic</b>	<b>Date</b>	<b>Reading</b>	<b>Notes</b>
Course Introduction	8/26		
An Orientation to Sociological Social Psychology (SSP)	8/28	SP Chapter 1	
	9/2	SP Chapter 2	Group Project Posted
Self and Identity	9/4	SP Chapter 5	
	9/9	*West and Zimmerman: “Doing Gender”	
Social Learning and Socialization	9/11	*Cooley: “Looking-Glass Selves” *Shibutani: “Reference Groups” *Becker: “Becoming a Marijuana User”	
	9/16	SP Chapter 6	
	9/18	SP Chapter 9	
Dramaturgy and Social Interaction	9/23	*Hewitt: “Social Interaction”	<b>Group Project Proposal Due</b>
	9/25	*Hewitt: “Social Order”	
Deviance and Stigma	9/30	SP Chapter 7	
Midterm Review	10/2		Midterm Review
<b>Midterm Exam</b>	10/7		<b>Midterm Exam</b>

#### **Section 2: Contemporary Topics in Social Psychology**

Power in Interpersonal Relationships	10/9	*Harris: “Status Inequality in Close Relationships” *Adler and Adler: “Dynamics of Inclusion and Exclusion in Preadolescent Cliques”	
Inequalities and Stratification	10/14	SP Chapter 4	
	10/16	*Schwalbe et al: “Generic Processes in the Reproduction of Inequality”	
Emotions	10/21	SP Chapter 10	
Romantic Relationships	10/23	*Simon et al: “The Development of Feeling Norms Underlying Romantic Love” *Giordano et. al: “Gender and the Meanings of Adolescent Romantic Relationships”	<b>Group project update.</b>
Sex and Sexuality	10/28	*Carpenter: “Gender and the Meaning of Virginity Loss” *Donnelly et. al: “Involuntary Celibacy”	
Sexual Identity	10/30	*Savin-Williams: “Why a <i>new</i> gay teenager?” *Weinberg et al: “Becoming Bisexual”	
	11/4	*Fish: “‘Down Low’ Discourses”	

Defining Deviant Situations	11/6	*Zimmerman and Weider: “The Social Organization of Marijuana Smoking.” *Lerum: “‘Precarious Situations’ in a Strip Club”	
Extreme Emotions and Edgework	11/11	*Lyng: “Edgework: A Social-Psychological Analysis of Voluntary Risk-Taking”	
Virtual Selves	11/13	*Cheung: “Self Presentation on Homepages”	
Secrecy	11/18	*Fish: “A Theory of Secrecy”	
Group Presentations	11/20		
	11/25		
	11/27		
	12/2		<b>Final Papers Due</b>
Final Exam Review	12/4		Exam Review
<b>Final Exam</b>	12/10	<b>Final Exam</b> Wednesday, 5:30 – 7:30 p.m.	

### **Additional Information**

#### **Syllabus Change Policy:**

Except for changes that substantially affect implementation of the evaluation (grading) statement, this syllabus is a guide for the course and is subject to change with advance notice.

#### **ACADEMIC HONOR POLICY:**

The Florida State University Academic Honor Policy outlines the University’s expectations for the integrity of students’ academic work, the procedures for resolving alleged violations of those expectations, and the rights and responsibilities of students and faculty members throughout the process. Students are responsible for reading the Academic Honor Policy and for living up to their pledge to . . . be honest and truthful and . . . [to] strive for personal and institutional integrity at Florida State University. (Florida State University Academic Honor Policy, found at <http://dof.fsu.edu/honorpolicy.htm>.)

#### **Copyright Statement:**

Some of the materials in this course are copyrighted. They are intended for use only by students registered and enrolled in this course and only for instructional activities associated with and for the duration of the course. They may not be retained in another medium or disseminated further. They are provided in compliance with the provisions of the Teach Act.

#### **AMERICANS WITH DISABILITIES ACT**

Students with disabilities needing academic accommodation should:

- (1) register with and provide documentation to the Student Disability Resource Center; and
- (2) bring a letter to the instructor indicating the need for accommodation and what type.

This should be done during the first week of class.

This syllabus and other class materials are available in alternative format upon request.

For more information about services available to FSU students with disabilities, contact the:

**Student Disability Resource Center**

**874 Traditions Way**

**108 Student Services Building**

**Florida State University**

**Tallahassee, FL 32306-4167**