



Department of Sociology & Social Work  
PSY/SOC 3020 Social Psychology  
3 units

Spring 2020

<b>Meeting days:</b> Tuesday Thursday	<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> RH109	Office hours by appointment in RH102
<b>Final Exam:</b> May 5 <sup>th</sup> at 1:30pm	

**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

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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

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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

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Assignment distribution:			
Participation	50 points (10%)	A=93-100	C=73-76
Discussion Facilitator	40 points (8%)	A-=92-90	C-=70-72
5 Analytic Memos	50 points (10%)	B+=87-89	D+=67-69
3 Reflection Papers	60 points (12%)	B=83-86	D=63-66
3 Exams	300 points (60%)	B-=80-82	D-=60-62
		C+=77-79	F=0-59
	500 points total		

## ANALYTIC MEMOS

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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 **five** Memos over the course of the semester. A Memo is **not due on the day that a student is 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 10% 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 **once**. This will require that you:

1. Become an expert on the readings for the day. Prepare a detailed written outline of the day's assigned readings. Bring in outside material to amplify and expand the material included in the reading.
2. Prepare a minimum of five discussion questions you believe will encourage greater thinking about the ideas. Ensure that group members and instructor have copies of your questions before meeting. Provide your instructor with a copy of your outline after meeting.
3. Provide a brief oral summary and introduction of the topic for your discussion group. **Research** and present outside material: articles, handouts, short video clips, visual/graphic materials that 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.
4. Pose to the discussion group a series of questions exploring the topic.
5. Ask each participant to share their discussion questions. If the question is unclear, ask for clarification of their thinking and reframe it to assist understanding.
6. 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.
7. 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.
8. Evaluate group members' Analytic Memo contributions and turned into instructor (in RH102) within two days (this is usually Thursday morning- not Thursday afternoon). Refer to Grading Rubric and leave feedback for each student that clarifies, encourages, and augments learning.

## REFLECTION PAPERS

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There will be papers assigned throughout the semester that integrate readings. They are both analytical and reflective in nature. Papers are designed to encourage you to apply social psychological concepts to real-life situations and yourself. Students will choose **three** papers to complete. Refer to the Reflection Papers Module on Canvas for detailed instructions and firm due dates. Papers worth 12% of the grade.

## PLNU ATTENDANCE AND PARTICIPATION AND LATE WORK

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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.

One of the goals for this class will be to stimulate creative and critical thinking which requires being involved in the analysis and discussion of various topics. Participation means being prepared by doing the readings before class and offering substantive insights and comments during class discussions. I will hand out an attendance sheet before each class. Please make sure that you sign in – you will not be allowed to sign in after the start of class. You will earn points for each attendance. Because of the importance attached to attendance and the resulting opportunity for participation, it is 10% of your grade.

## INCOMPLETES AND LATE ASSIGNMENTS

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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. 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

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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**. 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

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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

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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 in office hours. If you need assistance with course material, want to continue a discussion, or just talk, please let me know. My door is always open.

## PLNU COPYRIGHT POLICY

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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

WEEK	DATE	TOPIC	READINGS / ASSIGNMENTS
1	Jan 16	Course Overview	Syllabus and Canvas documents
2	Jan 21 Jan 23	Part 1 Sociological Social Psychology: Understanding the Social Bond	<i>What Is Real?</i> p. 2 <i>Islands of Meaning</i> p. 36 Optional: <i>Strange Creatures: The Meme Machine</i> , p. 64 <b>Memo due Tuesday</b>
3	Jan 28 Jan 30	Symbolic Language and Categorization	<i>Shared Meaning Is the Basis of Humanness</i> p. 74 <i>Mindfulness and Mindlessness</i> p. 110 Optional: <i>Person Paper on Purity in Language</i> , p. 127 Optional Canvas Article: <i>Capture the Flag</i>

			<b>Memo due Tuesday OR Reflection 1 Paper due Thursday</b>
4	Feb 4 Feb 6	Part 2 Interactive Identity Formation	<i>Learning the Script</i> , p. 134 <i>Internalization of Society</i> , p.157 Optional: <i>Shades of White</i> , 167 <b>Memo due Tuesday</b>
5	Feb 11 Feb 13		<b>Target field trip Exam 1</b>
6	Feb 18 Feb 20	Part 3 The Self in Social Interaction	<i>Who Am I?</i> p.228 <i>Looking-Glass Self</i> , 261 Canvas Audio: <i>Whistling Vivaldi</i> Optional Canvas Article: <i>Facing the Image in God</i> Optional: <i>Trans-Kin Undoing, Re-Doing Gender</i> , p. 276 <b>Memo due Tuesday OR Reflection 2 Paper due Thursday</b>
7	Feb 25 Feb 27		<i>Wrestling the Angel of Contradiction</i> , p. 322 Optional: <i>Double Consciousness and the Veil</i> , p. 317 Optional Canvas Article: <i>The Bible: A La Familia</i> In-class video
8	Mar 3 Mar 5		<i>Meaning is Negotiated</i> , p. 348 Canvas Article: <i>Being Middle Eastern</i> Optional: <i>Practice of Headscarf Adoption</i> , p. 398 <b>Memo due Tuesday OR Reflection 3 Paper due Thursday</b>
	Mar 9-13		<b>Spring Recess – No Class</b>
9	Mar 17 Mar 19	Part 4 The Self in Groups	Canvas Article: <i>The Digital Self</i> In-class video
10	Mar 24 Mar 26		Canvas Article: <i>How Does Conformity Influence?</i> Canvas Article: <i>A Soldier's Tale</i> Optional Canvas Article: <i>The Roots of Implicit Bias</i> Optional Canvas Article: <i>Psychology of Anti-Semitism</i> <b>Memo due Tuesday</b>
11	Mar 31 April 2		Last Day to Drop: Mar 27 <b>Exam 2</b> In-class video

12	April 7	Part 5 Emotions, Intimacy, and Social Structure	<i>The Managed Heart</i> , p. 417 <b>Easter Recess- No Class April 9</b>
13	April 14 April 16		Canvas Article: <i>Changing Landscape of Love, Marriage</i> Canvas Article: <i>So You're Not Desirable</i> <b>Memo due Tuesday OR</b> <b>Reflection 4 Paper due Thursday</b> <b>Student Panel Thursday</b>
14	April 21 April 23	Part 6 Constructing Reality	<i>Believing Makes it So</i> p. 453 <i>The Persistence of Gender Inequality</i> , p. 524 <b>Memo due Tuesday</b>
15	April 28 April 30		Canvas Article: <i>Privilege, Power, and Difference</i> <i>Talking Back</i> , p. 550 Canvas Article: <i>The Real Rosa Parks</i> Optional: <i>Stealing a Bag of Potato Chips</i> , p. 434 Optional Canvas Article: <i>When Deportation gets Personal</i> <b>Memo due Tuesday OR</b> <b>Reflection 5 Paper due Thursday</b>
	May 5		<b>Final Exam 3 at 1:30pm</b>