

SOCIOLOGY 3600: Social Psychology

Fall 2021



"I love our lunches out here, but I always get the feeling that we're being watched."

Instructor: Emily K. Carian

Email: emily.carian@csusb.edu

Zoom drop-in office hours: Wednesdays 4-5pm, Thursdays 1-3pm, and by appointment if those times do not work for you (just email me and we'll find a time!)
<https://csusb.zoom.us/j/94236533601>

Tips for Succeeding in This Class

- Your grade in this class depends on how well you work with your team on your podcast project.
 - If everyone's schedule allows, your team may choose to work together, in-person (or over Zoom), at the same time. Or your team may choose to split up the specific tasks you need to get done; then each teammate will work on their assigned task when it is convenient to them. Do what works best for your team!
 - Communicate frequently and openly about your schedule, what needs to get done, etc. You can do this over email, phone, text—whatever works for your team!
 - [Google Docs](#) is the easiest way for your team to work on the same document at once. [Use it!](#)
- Writing is a big part of this class because how you explain something—how accurate (correct) and precise (specific) you are—matters a lot in sociology. Pay attention to how Professor Carian explains things. What words does she use? The quality of your writing will be part of your discussion board posts and podcast project grades.
- Thoroughly read the email announcements Professor Carian sends. They have important information about course material; paying attention to them will help you do better on your

assignments.

- Make a “cheat sheet” before each quiz with important information and example answers. You can use this when you take your quiz!
- If something on Blackboard is not working properly, tell Professor Carian right away!

Coronavirus/COVID-19/Economic Recession

This semester will be difficult for all of us. Some of us will be trying to complete coursework while watching children or caring for sick loved ones or working extra shifts. My first priority is your health and safety. **Please tell me how I can support you during this time.** I can make accommodations for you (e.g., extended deadlines) and I may be able to point you toward resources. I also ask for your patience as I work to re-design this class so it works online. Thank you for your understanding.

Course Description and Objectives

Welcome to Sociology 360: Social Psychology! Social psychology is a unique field that combines psychology’s focus on individual people (the “micro-level”) and sociology’s attention to social structure (the “macro-level”). Social psychologists study many different topics; we will explore several over the course of the semester.

By the end of the course, you will be able to:

- identify and apply key social psychological perspectives, including symbolic interactionism, social structure and personality, and group processes and structures.
- describe key social psychological concepts, including socialization, self, identity, emotions, deviance, stress, prejudice, discrimination, and social influence.

Required Materials

The following text is required for this course and is available for purchase through the [bookstore website](#) or for purchase or rent at [Amazon](#) (where you can also buy or rent an eTextbook for cheaper): Crawford, Lizabeth A. and Katherine B. Novak. 2018. Individual and Society: Sociological Social Psychology, Second Edition. New York, NY: Routledge. ISBN 978-1138284692.

Grading and Assignments

You will be graded according to the following scale:

A = 93% and higher	C = 73-76%
A- = 90-92%	C- = 70-72%
B+ = 87-89%	D+ = 67-69%
B = 83-86%	D = 63-66%
B- = 80-82%	D- = 59-62%
C+ = 77-79%	F = 58% and lower

Your percent score is based on the following scheme:

Discussion Board Posts:	30%
Quizzes:	30%
Podcast Project:	40%

Discussion Board Posts (30%):

Throughout the semester, you will post to our Blackboard Discussion Board and respond to one of the provided discussion questions for the week. There are thirteen total discussion post assignments (one every week except Week 10 and Week 15); your grade will be based on **seven** of them. This is meant to give you flexibility and allow you to secure the grade you want. You may decide to complete all thirteen discussion board assignments, in which case your grade will only include your top seven scores. Alternatively, you may choose to only complete seven of the thirteen assignments. Or you may choose to do something in between until you are satisfied with your grade. No matter what strategy you choose, I highly recommend completing your seven discussion posts early in the semester to allow yourself some flexibility later on (e.g., if you get sick or busy). Discussion questions are posted in the weekly folders and the Discussion Board on Blackboard. Posts are due by Sundays at midnight.

Discussion board posts should be 200 to 250 words in length and free of spelling and grammar errors. In your post, make sure you say which question you are responding to. I will grade your post on a 10-point scale according to the the following rubric:

Criteria	Score
The post thoroughly answers the discussion question. It is cohesive, well-organized, logical, free of spelling and grammar errors, and meets the requirement for the minimum number of words.	10
The post answers the question and is well-written, but has minor spelling and grammar errors or is slightly too short.	9
The post answers the question and is generally well-written; however, it is underdeveloped, is repetitive, is logically inconsistent, or has spelling and grammar errors.	8
The post addresses the question, but demonstrates some misunderstanding of the concept being discussed. The post has logical flaws and spelling and grammar errors.	7
The post does not address the question, demonstrates substantive misunderstanding of the concept being discussed, or is far too short.	6 and below

Quizzes (30%):

You will take two quizzes during the semester. The quiz questions cover material from PowerPoints/VoiceThreads, the required readings, discussion board posts, podcasts, and other course materials. ***Each quiz is available for one week and can be completed at any time during the week; like other work, quizzes are due Sunday at midnight.*** Quiz 1 is available from September 27 to October 3; quiz 2 is available from November 29 to December 5. ***Quizzes are open-note and open-book, but are also timed (one hour) and should be completed independently (on your own).*** Quizzes are posted in the weekly folders on Blackboard.

Podcast Project (40%):

One of the objectives of this course is to apply social psychological perspectives. For this assignment, you will have the opportunity to identify a current event, topic, or phenomenon of interest to you and

put the course material into practice to explain it. You will work in a team of three to develop a 8-10 minute explanation, in podcast format, of your chosen topic using a social psychological concept. The following assignments and deadlines make up the podcast project:

- | | | |
|--|----------|-----|
| 1. Topic and concept selection | By 10/10 | 7% |
| 2. Draft script | By 10/31 | 10% |
| 3. Final script | By 12/5 | 10% |
| 4. Podcast | By 12/11 | 10% |
| 5. Self and partners evaluation survey | By 12/11 | 3% |

You will be assigned a group via Blackboard. All assignments will be turned in via Blackboard. Detailed instructions for the Podcast Project can be found [here](#).

Extra Credit:

There is an optional extra credit assignment, due by December 12 at midnight. Extra credit counts toward your quiz grade. Read the instructions [here](#).

Professor Carian's Expectations of Students

Complete Your Own Work:

Students may work together on course assignments, but I expect every student to complete their own work. This means that, while you may discuss problems with other students, you must write your own, original answers. Otherwise, you are plagiarizing (claiming credit for someone else's ideas or words) or cheating, which are against the Student Conduct Code. Another form of plagiarizing is taking a phrase or sentence someone else wrote (for example, from a textbook or website) and pretending it is your own. To avoid this, put the phrase or sentence in quotation marks ("...") and say who wrote it. In addition to decreasing how much you will learn, plagiarizing and cheating will earn you a failing grade in this class. To avoid plagiarizing and cheating, always use your own words. ***Never copy an answer from a friend, book or website, even just half a sentence.*** Students must complete quizzes independently (meaning with no help from others).

Review My Feedback to You:

One of your main responsibilities as a student in this class is to review my feedback to you on assignments, understand what you did incorrectly, and fix it for next time. Once I have graded an assignment, check the individualized feedback I have written for you. (Feedback is usually available Monday evenings.) ***Checking your work, seeing what you did wrong, and applying those lessons is the best way to learn in this class.***

Communicate with Me:

I appreciate honesty and transparency, and I expect you to communicate with me in a timely manner (i.e. within 48 hours) about issues that will prevent you from participating fully in this class. If you are experiencing a serious problem (e.g., personal illness or illness of a child/parent/etc, childcare obstacles), please let me know in office hours, or by email (emily.carian@csusb.edu), especially if the problem will affect your ability to complete your coursework. ***Keep me in the loop! Remember: I cannot make accommodations for you if you do not communicate with me.***

Turn in Work on Time:

I have high expectations for all students, including turning in assignments on time. As always, in the case of a serious issue that will prevent you from turning in an assignment on time, tell me as soon as

possible to make arrangements. Because of the extenuating circumstances of this semester, I will accept late work if you are experiencing a serious issue. However, I highly encourage you to keep up with the deadlines to ensure you stay on track to complete and pass the course. (This also helps keep my weekly grading load manageable.) *You will receive an automated email reminder on Saturday night if you have not turned in an assignment due on Sunday.*

Be Respectful:

I expect students to contribute to a respectful and inclusive learning environment with their actions and their words. As your instructor, I will strive to do the same. It is my intent that students from all backgrounds be well-served by this course. I am committed to creating an inclusive and equitable classroom experience for all students. I hope you will help me do this, including by providing me with any suggestions or concerns.

Letters of Recommendation:

If you are considering asking me for a letter of recommendation for your application to graduate school or for a job, you should know that I can only write you a strong letter of recommendation if (1) you do well in my class (you earn a high grade, you turn work in on time, etc) and (2) we are able to get to know each other (because you come to office hours, etc). *When asking any professor to write a letter of recommendation, send a polite email providing important details (the program or job you are applying to, the due date, etc) well before the due date*; professors are busy with teaching and research, and will need to schedule time to write your letter. *Personally, I require at least three weeks advance notice to have time to write and submit a letter.* I will also ask you for a draft of your personal statement so I can learn more about why you are applying to graduate school, so have that prepared in advance.

Resources to Help You Succeed

Technology:

If you need access to wifi, please find options [here](#). If you need a laptop, visit [this link](#) and click on “Laptop Checkout” (the fourth option under the “Students” column). You are required to meet with your Podcast Project team several times throughout the semester. I recommend Zoom. Instructions for setting up a Zoom meeting can be found [here](#).

Zoom Drop-In Office Hours:

I highly encourage you to attend Zoom drop-in office hours (Wednesdays 4-5pm, Thursdays 1-3pm). *You do not need an appointment to come to drop-in office hours; this is a time I set aside each week specifically to meet with you!* Just click this [link](#), which is also located on the left-hand navigation panel on our course Blackboard site (in the Resources + Help section) and at the top of this syllabus. If you need to dial in by phone:

Dial:

+1 669 219 2599 (US Toll)

+1 213 338 8477 (US Toll)

+1 720 928 9299 (US Toll)

+1 646 876 9923 (US Toll)

Meeting ID: 942 3653 3601

When you come to Zoom office hours, you will be placed in a “waiting room.” This is so I can meet with students one-on-one. I will let you into our “meeting room” as soon as I am free. During office

hours, we can clarify anything that's confusing, talk about new topics, work on assignments, discuss graduate school in sociology and job paths, and more! If my regular office hours do not work with your schedule, just email me (emily.carian@csusb.edu) so we can find an alternative time to meet. *I expect every student to come to office hours at least once.*

Email:

In addition to communicating with me during office hours, you are welcome to contact me via email (emily.carian@csusb.edu) with questions or clarifications. To save both of us time, please consider whether your question is best answered in office hours or over email. Before you email me a question, make sure you look for the answer in the syllabus and/or assignment instructions. While I make an effort to respond to student emails on the same day, I cannot promise I will respond to emails sent after 5pm until the next day.

Blackboard:

This course will make use of the Blackboard site for posting readings, turning in assignments, keeping track of grades, and making announcements. *Please make sure you are able to access Blackboard and check the site frequently.*

Undocumented Student Support:

All students are welcome and belong in this class regardless of their citizenship, residency, or immigration status, whether the status is documented or undocumented. If your immigration status presents obstacles to engaging in specific activities or fulfilling specific course criteria, confidential arrangements may be requested from the [Undocumented Student Success Center](#) at both San Bernardino and Palm Desert Campuses (Dreamers@csusb.edu; 909.537.5937). Making use of these resources will not jeopardize your student status, your financial aid, or any other part of your residence. Please visit [here](#).

Support for Students with Disabilities:

If you require an accommodation to participate fully in this class, please let me know as soon as possible so we can arrange accommodations. Additionally, contact [Services for Students with Disabilities](#) at 909-537-528 (UH-183) to verify your eligibility for services and obtain necessary services.

Basic Needs:

If you are having trouble affording groceries, accessing sufficient food to eat every day, or if you lack a safe and stable place to live, I encourage you to contact the [Basic Needs](#) unit (basicneeds@csusb.edu). They can point you to resources like the [Obershaw DEN](#) food pantry (FO-237; TheObershawDen@csusb.edu), short-term housing, and emergency loans.

Counseling and Psychological Services (CAPS):

College can be stressful; make sure you take care of your mental and emotional well-being. Counseling and Psychological Services (CAPS) is available for students with personal, academic, and relationship concerns. You can call them at 909-537-5040, or visit their [website](#).

University Policies and Emergencies:

You can review the University's policies on plagiarism, cheating, and course withdrawal in the

[Academic Regulations and Procedures](#) section of the CSUSB Bulletin of Courses. For information regarding emergency procedures and safety guidelines, visit the [Office of Emergency Management and Business Continuity](#).

Course Schedule

Notes:

- Remember, all coursework is due on Sundays at midnight. For example, the coursework for week 1 is due on August 29 at midnight.
- This schedule is subject to change. Stay up-to-date using the most recent version of the syllabus on Blackboard, under Syllabus.

Important Dates:

- September 27 - October 3: Quiz 1 available
- October 10, midnight: [Topic and Concept Selection assignment for the Podcast Project due](#)
- October 31, midnight: [Draft Script assignment for the Podcast Project due](#)
- November 29 - December 5: Quiz 2 available
- December 5, midnight: [Final Script assignment for the Podcast Project due](#)
- December 11, midnight: [Podcast assignment for the Podcast Project due](#)
- December 11, midnight: [Optional extra credit assignment due](#)

Week 1 (8/23 - 8/29)
<p><i>What is sociological social psychology?</i></p> <ol style="list-style-type: none"> 1. Watch the “Introduction to SOC 3600” video 2. Read the syllabus 3. Take the syllabus quiz 4. Read Crawford and Novak Chapter 1 “What is Sociological Social Psychology?” 5. Review the “Introduction to Social Psychology VoiceThread” 6. Complete your discussion board post
Week 2 (8/30 - 9/5)
<p><i>How do social psychologists do research?</i></p> <ol style="list-style-type: none"> 1. Read Crawford and Novak Chapter 2 “Research Methods in Sociological Social Psychology” 2. Review the “Research Methods VoiceThread” 3. Listen to part (0:00 - 13:29) of the “Devah Pager on Experimental Audits” Podcast 4. Complete your discussion board post
Week 3 (9/6 - 9/12)
<p><i>Podcast Project: Meet your partners and select your topic and concept</i></p> <ol style="list-style-type: none"> 1. Read the Podcast Project instructions, paying special attention to the Topic and Concept Selection assignment 2. Read the example Topic and Concept Selection assignment

3. Meet with your partners to discuss potential topics for your podcast and plan next steps (doing additional research, etc)

What is symbolic interactionism?

1. Read Crawford and Novak Chapter 3 “Symbolic Interactionism and Related Perspectives”
2. Review the “Symbolic Interactionism VoiceThread”
3. Complete your discussion board post

Week 4 (9/13 - 9/19)

Podcast Project: Select your topic and concept

1. With your partners, continue working on your Topic and Concept Selection

What is the social structure and personality perspective?

1. Read Crawford and Novak Chapter 4 “Social Structure and Personality”
2. Review the “Social Structure and Personality VoiceThread”
3. [Listen to part \(0:00 - 10:27\) of “The Problem We All Live With - Part One/Prologue” Podcast](#)
4. Complete your discussion board post

Week 5 (9/20 - 9/26)

Podcast Project: Select your topic and concept

1. With your partners, continue working on your Topic and Concept Selection. By now, you should have finalized both your topic and concept

What is the group processes and structures perspective?

1. Read Crawford and Novak Chapter 5 “Group Processes and Structures”
2. Review the “Group Processes and Structures VoiceThread”
3. [Listen to “An Ace up the Poker Star’s Sleeve: The Surprising Upside of Stereotypes” Podcast](#)
4. Complete your discussion board post

Week 6 (9/27 - 10/3)

Quiz 1: Available from 9/27 - 10/3

Podcast Project: Select your topic and concept

1. With your partners, continue working on your Topic and Concept Selection

What is socialization?

1. Read Crawford and Novak Chapter 6 “Socialization Throughout the Life Course”
2. Review the “Socialization VoiceThread”
3. Complete your discussion board post

Week 7 (10/4 - 10/10)

Podcast Project: Select your topic and concept

1. [With your partners, complete the Topic and Concept Selection assignment](#)

What is identity?

1. Read Crawford and Novak Chapter 7 “Self and Identity”
2. Review the “Self and Identity VoiceThread”
3. Complete your discussion board post

Week 8 (10/11 - 10/17)

Podcast Project: Start writing your draft script

1. Read Professor Carian’s feedback on your Topic and Concept Selection assignment
2. [Read the requirements for the Draft Script assignment](#)
3. [Read the example Draft Script assignment](#)
4. Meet with your partners to discuss how to incorporate Professor Carian’s feedback and split up the work for your Draft Script

What are emotions?

1. Read Crawford and Novak Chapter 8 “Emotions and Social Life”
2. Review the “Emotions VoiceThread”
3. [Listen to the “Peak Misery and the Happiness Curve” Podcast](#)
4. Complete your discussion board post

Week 9 (10/18 - 10/24)

Podcast Project: Continue writing your draft script

1. With your partners, continue writing your Draft Script

What is deviance?

1. Read Crawford and Novak Chapter 9 “Deviance and Social Control”
2. Review the “Deviance VoiceThread”
3. [Listen to the “How Labels Can Affect People’s Personalities And Potential” Podcast](#)
4. Complete your discussion board post

Week 10 (10/25 - 10/31)

Podcast Project: Complete your draft script

1. [Read “How Audio Stories Begin,” a how-to guide on scripting podcasts](#)
2. [With your partners, complete the Draft Script assignment](#)

Week 11 (11/1 - 11/7)

Podcast Project: Start writing your final script

1. Read Professor Carian’s feedback on your Draft Script
2. [Read the requirements for the Final Script assignment](#)
3. Meet with your partners to discuss how to incorporate Professor Carian’s feedback and split up the work for your Final Script

What is stress?

1. Read Crawford and Novak Chapter 10 “Mental Health and Illness”

2. Review the “Stress VoiceThread”
3. Complete your discussion board post

Week 12 (11/8 - 11/14)

Podcast Project: Continue writing your final script

1. With your partners, continue incorporating Professor Carian’s feedback into your Final Script

What are love and friendship?

1. Read Crawford and Novak Chapter 11 “Personal Relationships”
2. Review the “Relationships VoiceThread”
3. [Listen to part \(0:00 - 13:25\) of the “Confronting Race on the First Date” Podcast](#)
4. Complete your discussion board post

Week 13 (11/15 - 11/21)

Podcast Project: Continue writing your final script

1. With your partners, continue incorporating Professor Carian’s feedback into your Final Script

What are prejudice and discrimination?

1. Read Crawford and Novak Chapter 12 “Prejudice and Discrimination”
2. Review the “Prejudice and Discrimination VoiceThread”
3. [Listen to the “What Does Modern Prejudice Look Like?” Podcast](#)
4. Complete your discussion board post

Week 14 (11/22 - 11/28)

Podcast Project: Continue writing your final script

1. With your partners, continue incorporating Professor Carian’s feedback into your Final Script

What are social influence and collective behavior?

1. Read Crawford and Novak Chapter 13 “Social Influence, Social Constraint, and Collective Behavior”
2. Review the “Social Influence and Collective Behavior VoiceThread”
3. [Listen to the “In 2020, Protests Spread Across the Globe with a Similar Message: Black Lives Matter” Podcast](#)
4. Complete your discussion board post

Week 15 (11/29 - 12/5)

Quiz 2: Available from 11/29 - 12/5

Podcast Project: Complete your final script

1. [With your partners, complete the Final Script assignment](#)

Finals Week (12/6 - 12/11)

Podcast Project: Record your podcast

1. [Listen to the example Podcast assignment](#)
2. [With your partners, record and upload your Podcast assignment](#)
3. [Independently, complete the self and partners evaluation survey](#)

Optional: [Extra credit meme assignment](#)

All work is due by Saturday 12/11 at midnight