

SOCIOLOGICAL SOCIAL PSYCHOLOGY

Sociology 230
Spring 2009
Tues. & Thur. 2:00-3:15pm
2203 Art/Sociology Bldg.

Instructor: Christopher Andrews
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Grader: Shinta Hernandez, shernandez@socy.umd.edu

REQUIRED TEXTS:

Rohall, Milkie, and Lucas. 2007. *Social Psychology: Sociological Perspectives*. Allyn and Bacon. (ISBN 0-205-44004-5.)

COURSE DESCRIPTION:

An overview of social psychology, with particular emphasis on current theories and their applications to the problems encountered by individuals attempting to function in groups. Upon completing the course, students should be able to (i) identify the major themes and issues in social psychological research; (ii) understand the key social psychological theories discussed in the course; and (iii) apply social psychological principles to some aspects of their own lives. In attaining these goals, both psychological and sociological perspectives will be used.

COURSE ORGANIZATION:

The course is organized around the eleven chapters of the text, with roughly one week devoted to each chapter. The majority of class time will consist of lecture, including the use of PowerPoint slides, video clips, and Internet-based multimedia. Although lecture will center on the content presented in the text, I will also frequently draw upon current events, personal anecdotes, news publications, and relevant research findings to supplement the text and illustrate key concepts and theories.

Additionally, each week we will take a short, unannounced quiz. These will evaluate your mastery of the material presented in the text, and should help give you a sense of how you are doing in keeping up with the readings. Moreover, they should help give you a sense of what the exam questions will look like, as several quiz questions may appear on the midterm or final exam!

Aside from the weekly quizzes, there will be two exams, as well as three paper assignments and three short assignments. These are described in further detail on pgs. 2 and 3.

GRADING AND COURSE REQUIREMENTS:

Your grade for the course will be made up of the following components:

Mid-Term Exam	30%	300 pts.
Final Exam	30%	300 pts.
Quizzes (11)	22%	220 pts. (20 each)
Three (3) paper assignments	15% (5% each)	150 pts. (50 each)
Other miscellaneous assignments	3%	30 pts.

The final course grade and distribution will be as follows (*Note: there will not be a curve for any individual assignments or for final grades*):

975 or higher:	A+	A+, A, A- denotes excellent mastery of the subject and outstanding scholarship.
920-974:	A	
900-919:	A-	
880-899:	B+	B+, B, B- denotes good mastery of the subject and good scholarship.
820-879:	B	
800-819:	B-	
780-799:	C+	C+, C, C- denotes acceptable mastery of the subject.
720-779:	C	
700-720:	C-	
680-699:	D+	D+, D, D- denotes borderline understanding of the subject.
620-679:	D	
600-619:	D-	F denotes failure to understand the subject and unsatisfactory performance.
Under 600	F	

The following are descriptions of the components that will make up your final grade:

Exams—30% each:

Exams will be multiple-choice and will be drawn from both lecture material and the readings, although a greater emphasis will be placed on lecture material. The dates for the exams are listed in the course outline.

Quizzes—20%

We will have periodic quizzes in class over your required readings. The quizzes will be unannounced, the quizzes will be entirely over your textbook, and I may give quizzes at any time during class periods. There will be no make-ups for missed quizzes.

Although you cannot take missed quizzes, you will have the opportunity to earn the points you missed by not taking a quiz. If you miss a quiz, you can earn up to the total points of the quiz by turning in to me a paper assignment within one week after the quiz was administered in class. The paper assignment should include a) a summary of the lecture notes for the day you missed class (i.e., the day of the quiz) and b) a one- to two-page social psychological analysis of why you missed class.

By a 'social psychological analysis' of why you missed the quiz, I mean to put your absence in a broader perspective. If you missed class and could have attended, for example, what factors or processes contributed to you making the decision not to attend? If you did not read the chapter, what factors or processes contributed to you making that decision?

These papers must be turned in as hard copies during class and will be graded on a scale that equals the total point values of the quiz. In other words, a perfect grade on the paper assignment will equate to having taken the quiz and achieving a perfect score. You may take this paper option for missed quizzes up to twice during the semester. Thereafter, you will receive a grade of "0" for missed quizzes. I will not accept quiz make-up papers beyond one week past the date of the quiz. Thus, if you miss a quiz and do not turn in a make-up paper within one week, your grade for the quiz will be "0."

Three paper assignments—5% each

You will complete three (3) paper assignments during the course of the semester, each a maximum of four pages (double-spaced; two pages single-spaced). I will give details on the paper assignments in class. The due dates for the papers are listed in the course outline below.

Other miscellaneous assignments—5%

Beginning the first day of class, you will have several small assignments during the course of the semester. Some of these will be in-class and some will be out-of-class. All will be graded. These assignments together will comprise 5% of your final course grade.

Grading

If you believe your work was graded incorrectly or you wish to dispute the merit of the grade given, please email Shinta Hernandez (shernandez@gmail.com) to schedule a meeting to discuss the issue. Your email should include a description of the specific grade being questioned (e.g., quiz, assignment, etc.), as well as the reason(s) for the dispute.

Upon request, I myself will personally review the disputed grade with the attached caveat that the revised grade will replace the previous grade given. In other words, if you wish to dispute a grade for a given assignment, quiz, or exam, please note that the new grade will replace the previous one, regardless of whether it is higher or lower than the previous grade.

Late materials and format of assignments

Late assignments (paper assignments or make-up quizzes) will be penalized 10% for each class period that they are turned in late to a maximum of a 30% deduction. I will not accept any assignments via e-mail. All paper assignments and quiz make-ups must be typed and turned in as hard copies.

MISCELLANEOUS POLICIES:

Missed classes: I am aware that you will sometimes miss class. If you miss a quiz for any reason, however, you may not make up the quiz. I expect that when you miss class, you do so for legitimate reasons (e.g., job interview, illness, etc.). For that reason, I have provided a method for you to potentially make up the points for up to two missed quizzes. If you miss class, I expect you to get the lecture notes from someone else in class, and you will have to do this in order to complete the make-up assignment.

Honors Pledge: On each exam, you will be required to write by hand and sign the University of Maryland Honors Pledge.

Academic Integrity: The University of Maryland, College Park has a nationally recognized Code of Academic Integrity, administered by the Student Honor Council. This Code sets standards for academic integrity at Maryland for all undergraduate and graduate students. As a student, you are responsible for upholding these standards for this course. Accordingly, it is very important for you to be aware of what constitutes academic dishonesty. Forms and examples of academic dishonesty include:

- a) **Cheating:** intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise.
- b) **Fabrication:** intentional and unauthorized falsification or invention of any information or citation in an academic exercise.
- c) **Facilitating Academic Dishonesty:** intentionally or knowingly helping or attempting to help another to violate any provision of this Code.
- d) **Plagiarism:** intentionally or knowingly representing the words or ideas of another as one's own in any academic exercise.

Cheating or any other form of academic dishonesty may result in a permanent grade of “F/dishonesty” for the course. Written documents regarding absences, late assignments or missed exams that contain false information are also considered academic dishonesty cases and will be handled accordingly. Any violation - major or minor – of the Code of Academic Integrity will be referred to the Student Honor Council.

For more information on the Code of Academic Integrity or the Student Honor Council, please visit <http://www.studenthonorcouncil.umd.edu/index.html>

Students with disabilities or special needs: Any students with documented disabilities who may require additional time, help, or an alternative format on the graded requirements of this course, please contact me as soon as possible to make the necessary arrangements. In order to receive accommodations, students with disabilities *must* be registered with the University's Disabilities Support Service (DSS), located in the Shoemaker Building and online at <http://www.counseling.umd.edu/DSS/> . If you require alternative arrangements for taking an exam, please bring me the DSS form at least *one week* before the date of the exam.

Religious observances: Students will not be penalized because of observances of their religious beliefs and shall be given an opportunity, whenever feasible, to make up within a reasonable time any academic assignment that is missed due to individual participation in religious observances. If you expect that observances of religious beliefs will require you to miss any class meetings or course deadlines, talk with me *beforehand* to make alternative arrangements.

Cancelled classes: If class is cancelled for any reason, that day's scheduled activities will be carried out the next time that class meets. Similarly, if the date of an exam is cancelled, the test will be the next time the class meets.

Blackboard: The course syllabus, assignments, and other notices will be posted to the course Blackboard, available online at <https://bb.rhsmith.umd.edu> . Check the Blackboard frequently for posted notices, updates, and general course announcements.

E-mail: E-mail is my preferred method of contact. I check e-mail frequently and will promptly reply to any e-mails you send me.

Two important things you should keep in mind when e-mailing me or any professor are that the e-mails you send are professional communications and that they communicate something about you to your professor. As professional communications, your e-mails should at a minimum,

- 1.) have subject lines that express their purposes (e.g., 'Re: Socy230 Midterm Grade'),
- 2.) use proper grammar and correct spelling, and
- 3.) begin with the name of the person to whom you are sending the message and end with your name.

As representations of yourself, think about what you want your e-mails to communicate to me (or any other professor you e-mail) about you. Read your e-mails before you send them and determine whether you think they communicate what you want (e.g., that you are a good student who takes the class seriously).

Please keep in mind that I exchange many e-mails every day with many different people. I have approximately 150 students in this class alone. As a result, I won't know what you are e-mailing me about unless you tell me. When you e-mail me, please specify

the course (SOCY230) in your subject heading. If you are continuing a previous e-mail exchange with me, please include the earlier e-mails with your current message. If your e-mail references a conversation we had, please remind me of the content of that conversation. In other words, the following e-mail would not be sufficient for me to understand why you are writing me:

“Ok, that sounds good.”

Instead, please remind me of our previous conversations and/or include our previous e-mail exchanges.

A positive learning environment: My goal is to create a positive learning environment in the classroom for all students. There are three ways in particular that you can participate in this effort: 1) by arriving to class on time, 2) by not having conversations during class, and 3) by powering off or muting your cell phones (and any other electronic devices such as pagers or laptops) during class. Simply put, students coming in late, conversations among students during class, and ringing cell phones are inappropriate and distracting for other students.

Additionally, although I do not prohibit the use of laptops during class, students who are observed using them in an inappropriate or disruptive manner will receive a warning; subsequent offenses will result in a referral to the Office of Student Conduct.

Assistance: Unavoidable events sometimes arise in students' lives that make performing well in their classes difficult. If you find that you are struggling in the course, please arrange a time to meet with me. I can work with you (e.g., give tips on preparing for exams) to help you improve your grade in the class. If you are struggling, however, contact me as early as possible. There is little I can do in situations where students contact me during the final week of classes to say that they would like to improve their grade in the course. There is nothing I can do when students e-mail me after the final exam to say that they need or feel they deserve a grade in a different range than their final point total in the class indicates. Therefore, please do contact me if you are struggling in the class, and do this as early as possible.

COURSE OUTLINE:

Following is an outline for the semester. The outline is tentative and may change at the instructor's discretion. You are responsible for any changes regarding material in the syllabus that are announced in class.

Week 1: 1/27 & 1/29 Introduction
Read Preface, Chapter 1,
'The Sociological Imagination: Chapter 1'
[http://www.camden.rutgers.edu/~wood/207socimagination.
htm](http://www.camden.rutgers.edu/~wood/207socimagination.htm)

Week 2: 2/3 & 2/5 Theoretical Perspectives

	<i>Read Chapter 2</i>
Week 3: 2/10 & 2/12	Research Methods in Social Psychology <i>Read Chapter 3</i> Paper #1: Correlation vs. Causation
Week 4: 2/17 & 2/19	Social Stratification <i>Read Chapter 4</i>
Week 5: 2/24 & 2/26	Self and Identity <i>Read Chapter 5</i> Paper #1 due on Thursday 2/26
Week 6: 3/3 & 3/5	Socialization over the Life Course <i>Read Chapter 6</i>
Week 7: 3/10 & 3/12	No assigned readings Mid-Term Exam, Thursday 3/12 **
Week 8: 3/17 & 3/19	No Class; Spring Break **
Week 9: 3/24 & 3/26	Deviance <i>Read Chapter 7</i> Paper #2: Norms and conformity
Week 10: 3/31 & 4/2	Mental Health and Illness
Week 11: 4/7 & 4/9	Attitudes, Values, and Behaviors <i>Read Chapter 9</i> Paper #2 due on Thursday 4/9
Week 12: 4/14 & 4/16	Sentiment and Emotions <i>Read Chapter 10</i>
Week 13: 4/28 & 4/30	Collective Behavior <i>Read Chapter 11</i> Paper #3 due on Thursday 4/30
Week 14: 5/5 & 5/7	TBA
Week 15: 5/12	TBA
Monday 5/18	Final Exam 10:30am-12:30pm