

SOC 3020-001: SOCIAL PSYCHOLOGY

3 Credit Hours | Fall 2024 | TuTh 12:25–1:45pm | Social & Behavioral Science (BEH S) 102

Professor: Max Coleman

Email: max.coleman@utah.edu

Office Hours: TuTh 2–3pm, or by appointment

Office Location: Social & Behavioral Science (BEH S) 326, *or via Zoom*

Final Exam: Thursday, Dec. 12, 10:30am–12:30pm, BEH S 102

Required Materials: Available on [Canvas](#). See “Course Readings” below.

Who is society? There is no such thing! There are individual men and women and there are families.

—UK Prime Minister Margaret Thatcher (1987)

Collective tendencies like collective thoughts are different from individual tendencies and thoughts, with characteristics not to be found in the latter. So, you may ask, how is this possible since there are only individuals in society? But in that case, we should have to say that there is nothing more in living nature than in inanimate matter, since the cell is made up exclusively of atoms that are not alive.

Similarly, it is quite true that society does not contain other active forces except those of individuals, but individuals when they unite form a psychic being of a new kind, which consequently has its own way of thinking and feeling. . . . When consciousness, instead of remaining isolated from other consciousnesses, combines with them in a group, something in the world has changed.

—Émile Durkheim (1897)

Course Description

We can think of society as a bottom-up process: each one of us, through our tiny everyday interactions, creates and sustains the social world. This perspective, called the *microinteractionist* perspective, is a key element of social psychology. Yet we can also think of things moving in the opposite direction, as a top-down *macrostructural* process where even our smallest gestures, not to mention our thoughts, moods, and beliefs, are patterned by social forces that existed before we were even born, and that will likely outlive us. The puzzle is to get from here to there. How does it happen?

Social psychologists examine both the bottom-up and the top-down processes by which a society persists and changes over time. During this semester, we’ll begin with the smallest component of society, *the self*, and move upward to broader concepts of social structure and culture. Here are just a few questions that we will ask in this course:

- What is the “self,” and does a true self really exist outside of society? How do we find it?
- How do our interactions with others help to create (but also reveal) the social world?
- How do social comparisons elevate or compromise our well-being?
- What does it mean to be human, and how does the human condition differ across history and culture?
- How is our basic understanding of the world—our perception of time, our idea of happiness, our conception of human nature—patterned by social forces?
- Do American concepts of social psychology work in other cultures? Why or why not?

A word of caution: In this course, we take a *sociological social psychology* perspective. Psychologists tend to focus on interpersonal interactions using laboratory experiments. In contrast, sociologists tend to examine humans in a “natural” setting, using methods such as ethnography, interviewing, and surveys. While we will review some famous experiments in this course, much of our focus will center on humans in the contexts where we find them.

Course Outcomes

Upon completing this course, you should be able to:

- Explain the idea that “the self is a social product”
- Describe the process by which our thoughts, feelings, and behaviors shape society and how, in turn, society shapes and constrains those thoughts, feelings, and behaviors
- Recognize that our most basic understanding of the self is formed by the culture in which we were raised, and is not shared by most other cultures
- Understand modern trends related to the self: the benefits and harms of individualism, the rise of social isolation in the 21st century, the transformation of selfhood in the era of social media, and more
- Read and interpret social–psychological research with a critical eye

Course Requirements

Course grades will be based on (1) class participation, (2) weekly Canvas questions, (3) two short reading reflections, (4) two quizzes, (5) an analysis paper, and (6) a final exam.

The grading scale is as follows:

A = 94 to 100, A- = 90 to 93,
B+ = 87 to 89, B = 84 to 86, B- = 80 to 83,
C+ = 77 to 79, C = 74 to 76, C- = 70 to 73,
D+ = 67 to 69, D = 64 to 66, D- = 60 to 63,
E = 59 or below

1. Attendance & Participation (10% of grade)

Students are expected to be active participants in class discussions. Though I recognize that some students are more talkative than others, it is important that you try to contribute at least once per class period; this constitutes evidence that you are engaged and have done the assigned readings. Other forms of participation include chatting about the course material during office hours or over email (especially if you are feeling shy).

Students are also expected to remain active and alert throughout the discussion, so avoid dozing off, texting, or staring longingly out the window. In academics as in life, much of your success depends on “face work” (a term from sociologist Erving Goffman), so if you’re not feeling up to class, fake it till you make it. Of course, if there is something that is really troubling you, please come talk to me.

2. Weekly Canvas Questions (15% of grade)

Each week, I will post a set of questions to Canvas. These questions may concern course readings, but they may also ask about your own life experiences, goals for the class, how the course material applies to your academic or professional interests, etc. Responses are graded for completion, although I may give you half-credit or no credit if it's clear you didn't do the readings or did not put much effort into your responses. Questions will be posted by the end of Tuesday's class and must be answered before Thursday's class begins. *Note:* These are not "discussion questions." Your answers will be private. This allows for confidentiality and also prevents you from "borrowing" another student's answers.

3. Two Short Reading Reflections (10% x 2 = 20% of grade)

Twice during the semester, you will write a short (2–3 page, double-spaced) analysis of a required course reading. You are welcome to choose whichever reading you like, though I would avoid textbook chapters and other broad summaries, since they aren't trying to make an original argument (so there isn't much for you to analyze). To get credit, your analysis must be uploaded to Canvas before class starts on the day we are scheduled to discuss the reading. The idea here is to get your own original thoughts on the reading, rather than the ones we come up with in class together.

IMPORTANT: You can submit these assignments whenever you like—as early as the first week of class, and as late as the last day of class (December 5). But to prevent procrastination, I strongly recommend sticking to the following deadlines:

First reflection submitted no later than September 24

Second reflection submitted no later than October 29

Your paper should have three components:

1. *Summarize the author's argument.* Be as precise as possible, highlighting the key components of the argument without being too verbose. Avoid quotations, unless you're defining a key concept like "the looking-glass self." Learning to distill an argument is an important skill, so this should be the shortest part of the paper.
2. *Put the argument in context.* How does the argument complement, or challenge, previous works we've read or discussed? Does one of the key concepts in this article remind you of something else we've explored? In reviewing an article on racial inequality, for example, you might use another sociologist's work to show how racial discrimination and gender discrimination have similar roots. As always, *be brief!* Your entire paper is only 2–3 pages, double-spaced.
3. *Critique the argument.* Is the author's logic convincing? What are its strengths and weaknesses? If the argument has holes in it, how might you fill them? (In other words, how would you expand the argument to make it more convincing?) In providing a critique of the article, you might challenge the assumptions the author makes, the evidence she uses, or even the structure of the argument itself. Be specific, and most of all be *charitable*—that is, assume that the author is intelligent and has good intentions; interpret the work in light of what the author meant to convey. Don't be mean-spirited: the best critique is one that takes the author at his word and kindly shows how his argument could be made better. If you can represent the author's argument *at its best*, and yet still manage to show its flaws, you have provided a very strong critique indeed.

4. Two Quizzes (September 17 & October 22) (10% x 2 = 20% of grade)

The quizzes will take place in class, and may include multiple-choice, short-answer, and essay questions. More information will be provided as we approach the day of the quiz.

5. Analysis Paper (November 21) (15% of grade)

In early November, I will provide a list of essay prompts related to the major themes of the course. You will choose one essay and write a 5–6 page (double-spaced) response. This paper is an opportunity to show your mastery of the course content by discussing articles and book chapters we've read, theories we've discussed, and more. Your goal will be not only to summarize key social-psychological concepts, but also to show your critical thinking skills by weighing the strengths and limitations of existing arguments. Think of this assignment as a more challenging version of the reading reflections. To give just one example of an essay prompt, I might ask you to compare and contrast two theories we've discussed in class and give your perspective on which of them better explains the social world.

6. Final Exam (December 12) (20% of grade)

The final exam will take place in our normal classroom (BEH S 102) on Thursday, December 12 from 10:30am to 12:30pm. The exam will be cumulative. Like the quizzes, it may include multiple-choice, short-answer, and essay questions. More info will be provided as we approach the final exam day.

Note about final grades: Students often ask how they can improve their chance of a good final grade. My general advice is this: *Show that you care*. Come to office hours, chat with me about the course material, reach out if you're struggling, contribute your insights in class discussion. Although these acts alone won't guarantee you an A, they might help push up a borderline grade, and they may increase my motivation to help out in other ways (e.g., offering an extension on an assignment). If you wait until the end of the semester to voice your concerns, there is not much I can do to help.

KEY DATES

September 17	Quiz #1
September 24	Recommended: First reading reflection turned in by now
October 8 & 10	~ <i>No class (Fall break)</i> ~
October 22	Quiz #2
October 29	Recommended: Second reading reflection turned in by now
November 21	Analysis paper due
November 26 & 28	~ <i>No class (Thanksgiving week)</i> ~
December 5	Last day to turn in reading reflections
December 12, 10:30am-12:30pm	Final Exam (BEH S 102)

Classroom Policies

Classroom Etiquette:

We will be discussing challenging social issues in this class, including inequality (racial segregation, income inequality, anti-LGBTQ hate), persecution (the Holocaust and the resurgence of extremism) and forms of suffering that have likely touched the lives of students in this class (including self-harm and suicidality). Each person comes to class with a unique background and perspective; I encourage students to draw on that perspective when discussing sociological issues in class. Keep in mind that sharing opinions and experiences is a valuable but sometime uncomfortable experience, and everyone must make the commitment to create an atmosphere of respect for each person's contribution. Various points of view are welcome and expected. Please be as respectful and open-minded as possible not only when listening to viewpoints different from your own, but in responding to those viewpoints if you choose to do so. If students choose to divulge their own experiences, such experiences should not be shared outside of the classroom without permission. Finally, please note that disruptive conduct in class and failure to comply with course policy may result in sanctions.

Course Readings

To minimize costs to you, I have made all of the readings available on Canvas. You should complete each reading *before* class and be ready to discuss the reading during class. This is an important part of your participation grade (see above). Finally, you should know that many of these readings discuss very challenging topics, including suicide. If you expect that a reading will be difficult for you, please let me know in advance and we can find alternative options for completion.

Note: All readings marked "Recommended" are completely optional. I've provided them only if you are interested in a topic and would like to learn more. Because these readings are not uploaded to Canvas, please email me and I will send you a digital copy or (when possible) scan a book chapter for you.

How to Turn in Assignments:

All written assignments must be submitted on Canvas *before the start of class* on the day the assignment is due. For example, an assignment due by September 24 should be uploaded no later than 12:25pm (i.e., the start of class) that day.

ChatGPT and Other Generative AI Programs:

It goes without saying, but I have to say it: Programs like ChatGPT are strictly forbidden for any purpose, including but not limited to essay-writing, Canvas posts, and class participation. Please be warned that there are now AI detection programs available to instructors. The use of generative AI may result in sanctions including a failing grade and a report of academic misconduct to the Dean of Students.

Late Work:

Late assignments will be penalized a half-grade for each day they are overdue. For example, an assignment that *would* have received a B+ will receive a B if turned in one day late, a B- if turned in two days late, etc. Note: I cannot allow late submissions of Canvas questions. If you know you cannot turn in an assignment on time, and have a reasonable explanation (e.g., family emergency), please contact me as soon as possible.

Attendance:

Class attendance is an essential component of a successful course. However, I understand that there are extenuating circumstances that may prevent you from coming to class. No matter the cause of your absence, please email me in advance whenever possible. If you plan to be absent for a religious holiday, please contact me within the first two weeks of class. Deadlines for assignments will not change unless you make explicit arrangements with me.

Contacting Me:

The best way to contact me is by email at max.coleman@utah.edu. Though I aim to respond in a timely manner, I am constrained by other obligations, including research and teaching prep. You can expect to hear from me within two weekdays; if not, please send me another message: “Just wanted to see if you got my previous email.” Please note: If you have sensitive or complex questions, I encourage you to set up a time to meet with me during office hours (or via Zoom).

Laptops, Cell Phones, and Other Electronics:

Devices such as laptops and tablets may be used for academic purposes only. Forbidden activities include texting, checking social media, reading emails, shopping, and surfing the web. Studies have shown that laptops detract from classroom learning even when used for noble purposes—for example, notes taken by hand are better remembered than notes taken on the computer. Because digital technologies can be a major source of distraction in the classroom, students may lose the privilege of using these devices. Cell phones should be turned off or silenced (I put mine in Airplane mode to prevent calls). If you have questions about the use of these devices, please contact me.

Online Course Materials:

The instructor teaching this course holds the exclusive right to distribute, modify, post, and reproduce course materials, including all written materials, study guides, recorded lectures, assignments, exercises, and exams. While you are permitted to take notes on the online materials posted for this course for your personal use, you are not permitted to re-post in another forum, distribute, or reproduce content from this course without the express written permission of the instructor. Any violation of this course rule will be reported to the appropriate university offices and officials, including to the Dean of Students as academic misconduct.

Writing Help:

Located in the Marriott Library in room 2701, the University Writing Center is designed to help students become more confident writers. Tutors can help students understand assignments, develop ideas, organize thoughts, form arguments, improve the clarity of writing, improve continuity and flow, consider the audience, polish their style, document sources correctly, avoid plagiarism, and learn about common grammatical errors. This is a free service that is available to all students. You can make an appointment online.

I am also here as a resource for you. Feel free to reach out to me, but keep in mind that it’s easier for me to provide feedback in advance rather than two days before the deadline. Finally, see the end of this syllabus for a document called “Writing Conventions in Sociology,” which may help you with formatting and other concerns.

University Policies**Drop/Withdrawal Policies**

Students may drop a course within the first two weeks of a given semester without any penalties. Students may officially withdraw (W) from a class or all classes after the drop deadline through the midpoint of a course. A “W” grade is recorded on the transcript and appropriate tuition/fees are assessed. The grade “W” is not used in calculating the student’s GPA. For deadlines to withdraw from full-term, first, and second session classes, see the U’s Academic Calendar.

Student Mental Health

Your well-being is and should be a top priority. If at any time during the semester you find yourself battling mental health issues that are impacting your participation in or work for the course, please contact me. For adjustments to course requirements or classroom policy, such as extended test-taking time, please contact the [Center for Disability & Access](#) (see below). Students can obtain **free counseling** in person or online through the [University Counseling Center](#), Student Services Building Rm 426, (801) 581-6826. Free, 24-hour support and problem-solving are also available by chat/messaging through [SafeUT](#) and the [My Student Support Program \(MySSP\)](#) app. For more mental health resources, visit studentaffairs.utah.edu/mentalhealth.

The Americans with Disabilities Act

The University of Utah seeks to provide equal access to its programs, services, and activities for people with disabilities. If you will need accommodations in this class, reasonable prior notice needs to be given to the [Center for Disability & Access](#), 162 Olpin Union Building, (801) 581-5020. CDA will work with you and the instructor to make arrangements for accommodations. All written information in this course can be made available in an alternative format with prior notification to the Center for Disability & Access.

Given the nature of this course, attendance is required and adjustments cannot be granted to allow non-attendance. However, if you need to seek an ADA accommodation to request an exception to this attendance policy due to a disability, please contact the [Center for Disability & Access](#) (CDA). CDA will work with us to determine what, if any, ADA accommodations are reasonable and appropriate.

University Safety Statement

The University of Utah values the safety of all campus community members. To report suspicious activity or to request a courtesy escort, call campus police at 801-585-COPS (801-585-2677). You will receive important emergency alerts and safety messages regarding campus safety via text message. For more information regarding safety and to view available training resources, including helpful videos, visit <https://safeu.utah.edu>.

Bias Reporting:

As your instructor, one of my responsibilities is to create a positive learning environment for all students. Bias incidents (events or comments that target an individual or group based on age, color, religion, disability, race, ethnicity, national origin, sex, gender, gender identity, sexual orientation, marital status or veteran status) are unacceptable in our classroom or on campus. What should you do if you witness or experience a bias incident? Report it by submitting a report [online](#) or contacting the Dean of Students Office at deanofstudents@utah.edu or 801-581-7066.

Addressing Sexual Misconduct

Title IX makes it clear that violence and harassment based on sex and gender (which includes sexual orientation and gender identity/expression) is a civil rights offense subject to the same kinds of

accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, color, religion, age, status as a person with a disability, veteran's status or genetic information. If you or someone you know has been harassed or assaulted, you are encouraged to report it to the Title IX Coordinator in the Office of Equal Opportunity and Affirmative Action, 135 Park Building, 801-581-8365, or the Office of the Dean of Students, 270 Union Building, 801-581-7066. For support and confidential consultation, contact the Center for Student Wellness, 426 SSB, 801-581-7776. To report to the police, contact the Department of Public Safety, 801-585-2677(COPS).

Lauren's Promise: As your instructor for this course, I have made Lauren's Promise. This is a vow that anyone – faculty, staff, students, parents, and community members – can take to indicate to others that they represent a safe haven for sharing incidents of sexual assault, domestic violence, or stalking. Anyone who makes Lauren's Promise vows to: 1.) listen to and believe those individuals who are being threatened or experiencing sexual assault, dating violence or stalking; 2.) represent a safe haven for sharing incidents of sexual assault, domestic violence, or stalking; and 3.) change campus culture that responds poorly to dating violence and stalking. By making Lauren's Promise, individuals are helping to change campus cultures that respond poorly to dating violence and stalking throughout the nation. **Please note, however, that I am a “mandatory reporter,”** so if you share your experiences with me, I am required to report them to the university's Office of Equal Opportunity and Affirmative Action (OEO/AA). **For a confidential alternative that does not require reporting, you can reach out to a [Victim-Survivor Advocate](#) on their website or via email (advocate@sa.utah.edu).**

Academic Misconduct Statement

It is expected that students adhere to University of Utah policies regarding academic honesty, including but not limited to refraining from cheating, plagiarizing, misrepresenting one's work, and/or inappropriately collaborating. This includes the use of generative artificial intelligence (AI) tools without citation, documentation, or authorization. Students are expected to adhere to the prescribed professional and ethical standards of the profession/discipline for which they are preparing. Any student who engages in academic dishonesty or who violates the professional and ethical standards for their profession/discipline may be subject to academic sanctions as per the University of Utah's Student Code: <https://regulations.utah.edu/academics/6-410.php>.

Diversity Statement

I stand in support of compassion, dignity, value-of-life, equity, inclusion and justice for all individuals regardless of color, race/ethnicity, sexual orientation, religion, language, socioeconomic status, ability, gender, gender identity or expression, immigration status, or any type of marginalization. I stand in support of making our society more inclusive, just, and equitable for all individuals. I stand against individual and systemic racism in all its various forms.

Undocumented Student Support Statement

If your immigration status presents obstacles to engaging in specific activities or fulfilling specific course criteria, confidential arrangements may be requested from the Dream Center. Arrangements with the Dream Center will not jeopardize your student status, your financial aid, or any other part of your residence. The Dream Center offers a wide range of resources to support undocumented students (with and without DACA) as well as students from mixed-status families. To learn more, please contact the Dream Center at 801-213-3697 or visit dream.utah.edu.

COURSE SCHEDULE

PART 1: MICROINTERACTIONISM – How Individuals Create Society

Week One: Introducing Social Psychology (Aug 20 and 22)

Tuesday, Aug 20: Syllabus Day

- First day of class. ☺
- **Recommended:** House (1977), “The Three Faces of Social Psychology”

Thursday, Aug 22: Self and Society

→ **Remember: Canvas Questions due before class every Thursday.**

- Boyle (2016): How to do a “fast and thorough read” of academic work:
- APA (2003), “How to Be a Wise Consumer of Psychological Research”
- Sandstrom et al. (2014), *Symbols, Selves, and Social Reality*, Ch. 5: “The Nature and Significance of the Self”

Week Two: Creating the Self (Aug 27 and 29)

Tuesday, Aug 27: Self-Concept: Who Am I?

- Cooley (1902) on “the looking-glass self”
- DuBois (1903) on “double-consciousness”
- Alexander et al. (2023), *A Contemporary Introduction to Sociology*, Ch. 6: “Socialization and the Life Cycle”

Thursday, Aug 29: Symbolic Interactionism

→ **Remember: Canvas Questions due before class every Thursday.**

- Crawford and Novak (2018), *Individual and Society*, Ch. 3 (pp. 71-91): “Symbolic Interactionism and Related Perspectives”

Week Three: Role & Identity (Sept 3 and 5)

Tuesday, Sept 3: Roles

- Zimbardo (2007), “Revisiting the Stanford Prison Experiment”
- Burr (2002), *The Person in Social Psychology*, Ch. 3, “Role-Taking”

Thursday, Sept 5: Identity

- Tatum (2000), “The Complexity of Identity: ‘Who Am I?’”
- Goffman (1963), *Stigma*, Ch. 1: “Stigma and Social Identity”
- Tatum (1997), “Why Are All the Black Kids Sitting Together in the Cafeteria?” (excerpt)
- **Recommended:** Sharp (2009), “Escaping Symbolic Entrapment, Maintaining Social Identities”

Week Four: Social Categorization (Sept 10 and 12)

Tuesday, Sept 10: Social Constructionism

- Burr (2003), *Social Constructionism*, Ch. 1: “What Is Social Constructionism?”

- Plummer (2001), “Labeling Theory,” in *Encyclopedia of Criminology and Deviant Behavior*
- Schulz (2004), *New York Times*, “[Did Antidepressants Depress Japan?](#)”
- **Recommended:** Rosenhan (1973), “On Being Sane in Insane Places”

Thursday, Sept 12: Social Cognition & Perception

- Heinrich (2020), *The WEIRDest People in the World*, Ch. 11: “Market Mentalities”

Week Five: Dramaturgical Theory (Sept 17 and 19)

Tuesday, Sept 17: Impression Management

→ *Quiz #1 today in class*

- Snyder (1980), “The Many Me’s of the Self-Monitor”
- Goffman (1967), “On Face-Work: An Analysis of Ritual Elements in Social Interaction”
- Goffman (1957), “Alienation from Interaction”

Thursday, Sept 19: Emotions and Affect

- Hochschild (1983), *The Managed Heart*, Ch. 1, 4, 5

Week Six: Ethnomethodology (Sept 24 and 26)

Tuesday, Sept 24: Breaching the Social Order

→ *Recommended: First reading reflection turned in by now*

- Ritzer and Ryan (2011), “Ethnomethodology,” in *The Concise Encyclopedia of Sociology*
- Garfinkel (1963), “A Conception of and Experiments with ‘Trust’ as a Condition of Concerted Stable Actions”

Thursday, Sept 26: Performing Gender

- West and Zimmerman (1987), “Doing Gender”
- Pascoe (2007), *Dude, You’re a Fag*, Ch. 3: “Dude, You’re a Fag”

PART 2: MACROSTRUCTURALISM – How Society Creates Individuals

Week Seven: Social Comparison (Oct 1 and 3)

Tuesday, Oct 1: Social Status

- *Introducing Part 2 of the Course:* Kohn (1989), “Social Structure and Personality: A Quintessentially Sociological Approach to Social Psychology”
- Ridgeway and Markus (2022), “The Significance of Status: What It Is and How It Shapes Inequality”

Thursday, Oct 3: Status Anxiety & Relative Deprivation

- Schnittker (2021), *Unnerved*, Ch. 8: “Status Anxiety and Growing Inequality”
- Crosby (1976), “A Model of Egoistical Relative Deprivation”
- **Recommended:** de Botton (2005), *Status Anxiety*

NO CLASS ON OCT. 8 & 10 – ENJOY FALL BREAK!

Week Eight: Power (Oct 15 and 17)

Tuesday, Oct 15: Prejudice, Stereotypes, and Discrimination

- Blumer (1958): “Race Prejudice as a Sense of Group Position”
- Pedulla (2014), “The Positive Consequences of Negative Stereotypes”
- **Recommended:** Bonilla-Silva (2003), *Racism without Racists*

Thursday, Oct 17: Social Influence, Power, and Authority

- Milgram (1963), “Behavioral Study of Obedience”
- Warburton (2011), *A Little History of Philosophy*, Ch. 35: “The Man Who Didn’t Ask Questions”
- **Recommended:** Hollander (2015): “The Repertoire of Resistance: Non-Compliance with Directives in Milgram’s ‘Obedience’ Experiments”

Week Nine: Privilege and Its Discontents (Oct 22 and 24)

Tuesday, Oct 22: Social Psychology of Higher Ed

→ *Quiz #2 today in class*

- Morton (2019), *Moving Up without Losing Your Way*, Ch. 1: “Recognizing the Ethical Costs of Upward Mobility”
- Binder, Davis, and Bloom (2016): “Career Funneling: How Elite Students Learn to Define and Desire ‘Prestigious’ Jobs”

Thursday, Oct 24: Social Psychology of Wealth

- Sherman (2017), “[What the Rich Won’t Tell You](#),” *New York Times*
- Kraus, Piff, and Keltner (2011), “Social Class as Culture”
- **Recommended:** Veblen (1899), *The Theory of the Leisure Class*
- **Recommended:** Luthar (2003), “The Culture of Affluence”
- **Recommended:** Sherman (2017), *Uneasy Street: The Anxieties of Affluence*

Week Ten: Technology (Oct 29 and 31)

Tuesday, Oct 29: The Loss of Social Capital

→ *Recommended: Second reading reflection turned in by now*

- PODCAST: “[Robert Putnam Knows Why You’re Lonely](#),” *New York Times*
- Turkle (2015), “[Stop Googling. Let’s Talk](#),” *New York Times*
- Barry (2024), “[Is Cutting Off Your Family Good Therapy?](#)” *New York Times*
- **Recommended:** Putnam (2000), *Bowling Alone: The Collapse and Revival of American Community*
- **Recommended:** Deresiewicz (2010), “Faux Friendships,” *Chronicle of Higher Education*
- **Recommended:** Fischer (2011), *Still Connected: Family and Friends in America Since 1970*
- **Recommended:** Turkle (2012), *Alone Together: Why We Expect More from Technology and Less from Each Other*

Thursday, Oct 31: The Loss of Authenticity

- Swanson (2021), “[The Anxiety of Influencers](#),” *Harper’s Magazine*
- Hund (2023), *The Influencer Industry*, Introduction & Ch. 1
- **Recommended:** Trilling (1972), *Sincerity and Authenticity*

Week Eleven: Politics (Nov 5 and 7)

Tuesday, Nov 5: Political Resentment

- Wuthnow (2019), *The Left Behind*, Intro and Ch. 4
- **Recommended:** Cramer (2016), *The Politics of Resentment*
- **Recommended:** Hochschild (2016), *Strangers in Their Own Land*

Thursday, Nov 7: Political Extremism

- Miller-Idriss (2020), *Hate in the Homeland*, Ch. 2 and 6

Week Twelve: Health (Nov 12 and 14)

Tuesday, Nov 12: Stress

- Pearlin and Bierman (2013), “Current Issues and Future Directions in Research into the Stress Process”
- Becker (2013), *One Nation Under Stress*, Ch. 2: “Getting and Spending – The Wear and Tear of Modern Life”

Thursday, Nov 14: Health Inequalities

- McLeod, Erving, and Caputo (2014), “Health Inequalities,” in *Handbook of the Social Psychology of Inequality*

Week Thirteen: Culture (Nov 19 and 21)

Tuesday, Nov 19: Cultural Capital

- Ritzer and Ryan (2011), “Cultural Capital,” in *The Concise Encyclopedia of Sociology*
- Rivera (2012), “Hiring as Cultural Matching”

Thursday, Nov 21: Culture in Comparison

→ *Analysis paper due before class today*

- Whybrow, *American Mania*, Ch. 1: “The Manic Society”
- Heinrich, *The WEIRDest People in the World*, Ch. 1: “WEIRD Psychology”
- **Recommended:** Markus and Kitayama (1991): “Culture and the Self: Implications for Cognition, Emotion, and Motivation”
- **Recommended:** Illouz (2008), *Saving the Modern Soul: Therapy, Emotions, and the Culture of Self-Help*

NO CLASS ON NOV. 26 & 28 – ENJOY THANKSGIVING BREAK!

Week Fourteen: Wrapping Up the Semester (Dec 3 and 5)

Tuesday, Dec 3: Concluding Thoughts

- No readings, but submit Student Course Feedback here:
<https://scf.utah.edu/blue/>

Thursday, Dec 5: Review Day

→ *Absolute last day to turn in reading reflections*

- No readings

FINAL EXAM: Thursday, Dec 12 from 10:30am to 12:30pm in BEH S 102

Note: This syllabus is meant to serve as an outline and guide for our course. Please note that I may modify it with reasonable notice to you. I may also modify the Course Schedule to accommodate the needs of our class. Any changes will be announced in person or through Canvas.

Writing Conventions in Sociology

Max Coleman, Fall 2024

I expect all of your papers—as well as outlines, bibliographies, etc.—to adhere to American Sociological Association (ASA) format. You may have been trained in other formats, such as MLA or Chicago, but here I will ask that you use ASA format.* The American Sociological Association has prepared a webpage called “[Quick Tips for ASA Style](#),” which will be very helpful. I will not be a stickler about formatting, but I do ask that you respect the following rules:

- All papers must be written in 12-point Times New Roman font, double-spaced (unless I indicate otherwise), and with one-inch margins all around.
- Each page must begin with a header at the top-right that tells me your name as well as the page number. For example: Coleman 1, Coleman 2, Coleman 3 . . .
- The first page of each paper should include the following at the top-left:

Student Name

Course #

Professor Name

Day Month Year [This is the day the assignment is due.]

For example, you might write:

Vanessa Radler

SOC 3673-001

Prof. Coleman

24 September 2020

You will find that this simple four-line approach works well for academic papers in almost any class you ever take.

- If you reference an author’s ideas, you must immediately cite the author, *even if you do not quote them*. This is called an in-text citation, and is formatted as follows: **(LastName PubYear:Page Number)**. For example, you might write:

According to Erich Fromm, the loss of communal ties in the modern age produced a kind of “moral aloneness” **(Fromm 1941:34)**.

If you do not quote the author, you can remove the page number. For example:

The loss of communal ties in the modern age made individuals feel alone and powerless **(Fromm 1941)**.

- You must provide a bibliography at the end of your analysis paper. See “[Quick Tips for ASA Style](#)” for the proper formatting. To make things easier for you, I will not require a formal bibliography for short (2–3 page) papers. Only your final paper requires a bibliography. Even so, you must give credit when you cite another author’s ideas. This can be as simple as saying, “Erich Fromm argues . . .” Please do provide page numbers when using direct

quotes.

- If you need help with formatting, you are welcome to ask me, though a quick Google search can often answer the more basic questions.
- Finally, it is essential that you proofread your work before turning it in. Do whatever you have to do—read it out loud, ask a friend to look it over, visit the [University Writing Center](#)—but by all means, review your work before submitting it. While the content of your writing *should* matter more than formatting, consistently poor grammar and spelling can be very distracting, and I may lower your grade on an assignment if it shows a lack of proper attention to these details. On the other hand, an essay with impeccable formatting allows me to focus on your argument. Study after study indicates that these trivial details—including the font in which your essay is written—can have a serious impact on your grade, even if the instructor does not realize it! So do yourself a favor by attending to spelling, grammar, and other formatting conventions.

The University Writing Center:

Located in the Marriott Library in room 2701, the [University Writing Center](#) is designed to help students become more confident writers. They can help students understand assignments, develop ideas, organize thoughts, form arguments, improve the clarity of writing, improve continuity and flow, consider the audience, polish and improve style, document sources correctly, avoid plagiarism, and learn about common grammar errors. This is a free service that is available to all students. You can make an appointment [online](#).

**I understand that learning a new formatting style can be time-consuming, but it is worth the trouble if you plan to take other sociology courses. However, if you'd strongly prefer to use a format you know already, such as MLA, APA, or Chicago style, you are welcome to do so. All I ask is that you stay consistent (i.e., don't mix styles).*