

SOCIOLOGY 136: SOCIAL PSYCHOLOGY

Dr. Megan McNamara (pronouns: user's choice)

Please note that this entire syllabus is also contained (with lots more detail!) in the course Welcome Modules posted on our Canvas site.

COURSE BASICS

Class time/location

UC Santa Cruz

Summer 2023 Session 1 (June 26-July 28, 2023): asynchronous online

Megan's contact info

Office: Rachel Carson 310

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Office Hours

I love getting to know you better, so please come meet me! You are not burdening me; on the contrary, my office hours are the times that I set aside just for you. My pre-set times are Wednesdays from 11-12 and Thursdays on Zoom from 2-3pm. I will occasionally hold pop-up office hours downtown as well. You can find my signup link on our Canvas home page or by [clicking here](#). (If you have a time conflict with my usual hours, just let me know and we can find another time; I'm sometimes available before or after class with advance planning).

Course Description

Social psychology explores the effects of social context on individual and group behavior. It interrogates questions of, among others: microsocial process, micro-level social interaction, embodiment, cognitive biases, social interaction, the social construction of self, inequality, social structures, boundary-making, and the construction of reality. The field provides a unique opportunity to intersect key claims of sociology and psychology – two modes of inquiry that are sometimes at odds with one another – in terms of the theoretical lens each uses to understand the social world. Its insights thus serve to help us make sense of the relationships between the individual and the social and to forge cross-disciplinary intellectual alliances that enhance the relevance of both fields.

Learning Outcomes

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

- Utilize major theories in social psychology to explain the persistence of social inequalities such as prejudice, stereotyping, and discrimination.
- Accurately describe how principles of microsociology reflect on everyday social interaction and individual identity construction.
- Engage classic theories from interesting but ethically unrepeatable social psychological research (e.g., submission to authority) to explain similar phenomena in contemporary social life.

Who Is This Course For?

Everyone. If you are queer, neurodivergent, First Gen, trans, poor, a student of color, a formerly incarcerated student, a student parent, a working student, a new transfer, a student of non-traditional age, a vet, a student working with mental health issues, a disabled student, a student with challenging family relationships, a person who just went through a difficult time because of a breakup or losing your housing, a student in recovery, a student who is newly confronting their own privilege, a person struggling with self-doubt....this course is for you. I am here to support you. Please don't hesitate to reach out and let me know how I can help.

That said: it's important you know that Socy 136 is designed for junior and senior Sociology majors. Students with a significant background in either Sociology or another social science (Anthropology, Psychology, Politics, Legal Studies, humanities disciplines with coursework in critical theory, etc.) will generally do fine. If do not yet have the adequate preparation, I strongly recommend that you not take the course at this time.

My Teaching Philosophy And Our Work Together

- I genuinely love Sociology and I am happy to be working with you this quarter. I believe that all students have an innate capacity for learning, regardless of their age, academic background, and learning style. I am committed to facilitating an inclusive and welcoming learning environment in which each student has the opportunity to experience themselves as capable, insightful, and appreciated. I believe that each person's life experience represents an important contribution to our classroom community. As a teacher, I assume responsibility for ensuring that each student in my classes has access to a variety of ways in which to demonstrate the knowledge of Sociology that they acquire during our time together. I promise to bring my passion for Sociology to every class session. I ask that you, too, commit to doing your best work in our class.
- I am here to help. If you are struggling with any aspect of this class, please come talk to me. I know that some of the material is difficult, and I also do understand that things happen in life that can make it hard to succeed in school. One of my main purposes here is to be a source of support for you, but I can't help you if I don't know what is going on.

If you are having trouble, reach out to me as soon as possible. I will do *my* very best to help you do *your* very best.

Required Course Materials

- Aronson, Elliot. 2018. *The Social Animal* (12th Ed.). ISBN: 9781464144189.
- Cahill, Spencer et al. 2017. *Inside Social Life* (8th Ed.). New York: Oxford University Press. ISBN: 978-0-190-64788-9
- Hochschild, Arlie Russell. 2016. *Strangers in their Own Land: Anger and Mourning on the American Right*. New York: The New Press. ISBN: 978-0-62097-225-0

All additional readings are posted on Canvas under each week's Module Overview. Please feel free to purchase the books in any format that is affordable for you, including rentals, e-books, and audiobooks.

Please ensure that you purchase the 8th edition of *Inside Social Life* as I have specified. Earlier editions don't have the same readings! The best way to make sure you have the right edition is to search by the book's ISBN number. The cheapest way to access it is to rent it from Chegg as a hardcopy (\$33), or to rent or purchase the ebook from [Chegg](#), [Vital Source](#), or other online purveyors (about \$50).

Although the newest version of *The Social Animal* is more up-to-date, you can get away with having the 10th or 11th edition. Some of the chapters are in a different order so you'll just need to pay attention to the chapter titles rather than their numbers when you look them up for your readings.

SELF-CARE IN SOCIOLOGY 136

Content warnings

Please be aware that this course addresses topics that can cause significant emotional discomfort. Beyond what is in the syllabus, I will not be providing any content warnings. I encourage you to push yourself emotionally in *healthy* ways, since that is one of the reasons that you are pursuing a sociological education. That said, I trust you to know what you need and to act accordingly. I am available to debrief with you about tough topics during office hours or by appointment should you wish to discuss any feelings or questions that arise during class or through the readings. If there are specific topics that are emotionally challenging for you that you are willing to make me aware of, please do! I will gladly go through the syllabus with you so that we can identify potential trouble spots ahead of time and strategize together about the best way for you to approach them.

Passing during discussions

There is no requirement that you share personal experiences in this class, although you are certainly welcome to do so in accordance with your comfort level. While I encourage you to explore your thoughts and experiences, it is not my desire that anyone self-disclose in ways that

make them feel exposed or uncomfortable to the point that they cannot learn effectively. Please take care of yourself by thinking about what your boundaries are regarding personal disclosure, and then honoring them throughout the class. Additionally, you're always welcome to use the "asking for a friend" dodge in discussions: feel free to reframe a personal experience as something that happened to someone else if you want to bring it up for discussion in a less personal way.

ASSIGNMENTS AND GRADING

Participation in online discussions	27.5%
Class activities	27.5%
Reading logs	25%
Subcultures and Social Meanings Ethnography	10%
Book Review	10%
Extra Credit	2.5% possible
Total	100%

Final course grades for the class will be calculated in accordance with the following schema:

A+: 99% +	A: 93.5-98.99%	A-: 90-93.49%	
B+: 87.5-89.99%	B: 83.5-87.49%	B-: 80-83.49%	
C+: 77.5-79.99%	C: 73.5-77.49%	C-: 70-73.49%	
D+: 67.5-69.99%	D: 63.5-67.49%	D-: 60-63.49%	F: 0-59.99%

Course Format And Pedagogy

Pedagogy is the academic study of teaching and learning, and how each can be made most potent. This class is designed with the latest research on teaching and learning in mind. I use a "flipped classroom" approach in my teaching. This means that most of the new concepts you'll learn will happen through your reading; my role will be primarily to guide you through a variety of exercises that will allow you to generate real knowledge through active learning – which means it will *stick*.

We will have no quizzes or exams (which are not demonstrably effective at producing long-term learning beyond studying for the exams, but which are quite effective at producing mass anxiety and distress).

As with all college courses, you are expected to spend 2 hours outside the classroom for every credit hour. Socy 136 is a 5-unit course that moves at twice the speed of a course taught during the regular school year. This means that you should expect to spend a total of 20-30 hours per week on the course between readings, lectures, activities, and writing. Please make sure that your schedule allows for your full participation in all of these activities. If you know now that this is not something you'll be able to do, I recommend that you not take the course at this time.

Our course includes several components: our communal online discussions (2-3 hours per week); reading logs/reflections (2 hours per week); weekly written and visual group activities (3-4 hours per week); two larger papers and group assignments (about 3-5 hours per week per assignment); and the readings, written lectures, and video lectures that you will complete on your own (4-5 hours per week).

Because summer session moves at twice the speed of a regular class, you can expect to read about 120-150 pages per week for Socy 136. Reading is critical to your learning process and I expect you to complete all of it. If you are having trouble, please let me know as soon as possible. Please do not attempt to take more than two summer session courses at the same time – even better, just take one.

Course Assignment Details

This course has no quizzes or exams. Here are the methods by which I will evaluate your work in Sociology 136:

Readings should be completed on Mondays and Tuesdays of each week in preparation for written work in the second half of the week. It's best to do your reading reflections/logs (see below) as you go along.

Participation in online discussions (27.5%)

Participation is a core part of our learning process since it takes the place of some of the time we would spend together in a traditional classroom. Each thematic unit in this course is called a "module." We will work through a total of 5 modules this quarter: 1 each week. There are two discussion forums in each module for a total of 10 discussion forums. Each discussion forum is worth 20 points and will explore through dialogue the concepts that we are grappling with in class. You will need to post one (1) original post and two (2) responses in each forum to receive full credit for your online participation. Original posts are worth 10 points; response posts are worth 5 points each. This gives you a total possible of 40 discussion points per module (20 points possible X two discussions per module). Original discussion posts are due Wednesdays at midnight. Response posts are due on Fridays at midnight. You can find a detailed description of grading standards on Canvas in the Welcome Module under "How will discussions be graded?"

Class activities (27.5%)

We will be engaging in weekly homework activities as part of this class. These activities, like the online discussions, constitute some the time we would spend in the classroom together during a traditional face-to-face class. There is one activity per week. I do my best to make them legitimately fun and interesting! Due dates for each activity will be Thursdays at midnight.

Reading logs (25%)

Socy 136 has a heavy but doable reading load so that you can actually complete all of the readings as we move through the material. It's going to look like a lot because of the

compressed schedule of summer courses, but it is actually less reading than I assign in the regular school year version of this course. The purpose of the reading logs is to give you a structure for accountability – since we have no quizzes or exams – and to help you give those readings the slow and thorough attention required to take in their content. You will turn in a reading log once each week by Sunday at midnight. The prompt will be posted in Canvas; an individual submission button will appear under each module. You'll be writing logs on selected readings other than those from *The Social Animal*.

Social Meaning Ethnography (10%)

This assignment will focus specifically on the construction of social meaning within subcultures. You will choose a subculture that you are a part of and write an analysis of the forms, manifestations, and consequences of the shared social meaning that group members construct as a collective. The prompt will be posted in Canvas at the bottom of the Modules page.

Book Review (10%)

For this paper, you will complete an academic book review of Arlie Hochschild's *Strangers in their Own Land*. The prompt can be found in Canvas at the bottom of the Modules page.

One **extra credit** assignment will be available as well – it's worth a total possible of 2.5% of your grade.

Extra Credit (2.5% possible)

An assignment worth 2.5% of your grade will be made available to you later in the quarter.

How to Get An "A" In This Class

- Make connections with other people. Message them behind the scenes, come meet me and your TAs in office hours, meet up with people in person if you live near others in the class this summer. Relationships make a big difference to feeling like you belong when you're in an asynchronous class.
- Do the readings and papers. People often blow off readings as less important if they aren't required to pass an exam. There are no high-stakes exams in the class, but the readings are still critical. You may still get value from the course if you do not complete the readings in a quality way, but you cannot expect the full value.
- Honestly, the easiest way to get a good grade in most classes is just to do your homework. If someone had made this clear to me when I was younger, maybe I wouldn't have had a 2.0 GPA in middle school. (Side note: my crappy middle school GPA is a great reminder that A) you are not your GPA, and B) you can always make a fresh start for yourself.)

LATE ASSIGNMENT AND ABSENCE POLICY

Because you have all deadlines and due dates from the beginning, I ask that you put your best effort toward completing your work on time since late submissions create extra work on our end. That said, I understand and appreciate the complex lives -- work, family responsibilities, etc. -- that so many people are leading right now.

In recognition of the reality that we are living in, everyone gets five free "late passes" for the quarter. This means you can turn an assignment in or make up an absence up to 48 hours late without penalty. This applies to all assignments during the quarter. Assignments that are later than 48 hours cannot be submitted with a late pass – they're subject to the standard late submission penalties (see below).

How to use a late pass

The whole point of late passes is that *you* get to decide how you are going to use them. I do not need or want to know that you are planning to use one or why you want to use one, so please do not email me when you want to use one.

For a **regular written submission**, write a note in the assignment's submission comments box (NOT in the body of your assignment) when you turn the assignment in. The note can say something simple like, "Please apply late pass #3." If you do not include this note, your late pass will not be applied. Late passes cannot be applied later -- they must be communicated and used at the time you are submitting the assignment. (Note: to post a submissions comment on a discussion post, you actually have to post your contributions first. Then, go to your grade book, click on the discussion name, and enter the late pass into the submission comments box.)

Can I "stack" late passes by using two passes to waive penalties on a single assignment that's between 48 and 96 hours late?

Nope – late passes can only be used individually for a single assignment that is up to (but no more than) 48 hours late. Once you reach the 48-hour mark, a late assignment is subject to the standard hourly late assignment penalty (see next paragraph).

What happens if I don't/can't use a late pass and/or I run out of late passes?

For all late assignments submitted either less than 48 hours late without a late pass, or more than 48 hours past the due date, Canvas will mark down 0.8% of your score per late hour. Assignments cannot be submitted for any credit once they are more than five days (120 hours) late unless I have granted you an extension based on extenuating circumstances. Because each hour results in more point losses, it's best to get late work in as soon as possible, even if it's no longer eligible for a late pass.

Are any late submissions exempt from late passes?

Generally, no. Late passes are like money in your savings account: a backup plan for the possibility of many different kinds of unanticipated expenses. To that end, please do not ask me if you can turn something in late without having to use a late pass -- they are literally there so you can cover the *entire* range of unexpected things that pop up in life: COVID or other illness, computer/Internet issues, mental health days, work conflicts, etc. If you budget well and don't use your passes early for non-critical things, you can use them more casually at the end. If you spend them all in the first week on non-emergent procrastination and something unexpected comes up later, you won't have any left when you truly need them.

I submitted my assignment late, but it's definitely there. Why do I still have a zero in the grade book?

I've set our Canvas gradebook to auto-populate a score of 0 into every missing assignment once its due date has passed. This is to ensure that your gradebook accurately reflects your grade out of all possible assignments rather than just the ones you've submitted. If you submit a late assignment, you will continue to see a 0 until it has been graded. Late submissions are lower priority for grading, so it may not change until we have a chance to get back to it. You can think of the 0 as a placeholder, not as your final grade on the assignment. (Please remember that assignments submitted more than ten days late are no longer eligible for credit).

What if I get COVID?

Please see the previous paragraph as well as the following resources:

- [This page contains information for students who have tested positive for COVID](#)
- [This page contains information for students who have been exposed to COVID but have not tested positive themselves](#)

What if a bigger emergency occurs?

If a serious, unavoidable emergency arises and you are seeking an emergency extension beyond two days or beyond your passes, please communicate directly with me. I expect you to hold up your end of the "showing up" bargain, but I'm here to help you succeed and I am a very reasonable person. I want to remind you that it's okay to advocate for yourself. Together, we will figure out if I can accommodate you or if it makes more sense for you to take the class at another time.

What if I have DRC accommodations to turn assignments in late or miss class?

If you have DRC accommodations for late submissions, please communicate your use of those accommodations through the same channels you would with a late pass (i.e., in the assignment's submission comments, as described above). I ask that you maintain a high degree of personal integrity with regard to making appropriate distinctions between accommodations and late passes. If your late submission is disability-related, use your accommodations; if you

are turning an assignment in late for reasons not related to your disability, please use your late passes. If you are seeking to use accommodations for an assignment that is more than 2 days late or finding yourself using accommodations on more than a handful of assignments during the quarter, please set up a time to meet with me so we can align on a plan that does not substantively change the expectations of the course.

What if I understand the late pass policy and I just want sympathy because I feel like trash and/or something painful happened in my life?

Sometimes, sympathy legitimately helps one feel better! If you're sick or something unexpected and painful/challenging happened in your life and you just want sympathy, you can absolutely email me and ask for sympathy. I have an abundance of sympathy and I am happy to share. All I'm asking is that you not send emails like "FYI I'm sick" or "How can I make up this absence?". By not emailing me notifications/questions I've already made clear provisions for in this policy, you're helping me save more time to provide meaningful sympathy.

Incompletes vs. Withdrawals

I give Incompletes only rarely. College guidelines don't allow faculty to give a grade of Incomplete unless a student has completed 75% of their work at the time the grade is assigned. Incompletes are generally approved only for someone who has had an unexpected emergency at the end of the term that prevents them from, say, taking a final exam or completing a final project. If you get a grade of Incomplete, you have up to one quarter (or a shorter period of time if that is what you've agreed on with your instructor) to submit the remaining work. If you are not *comfortably* passing the class at the end of the quarter when your final paper would otherwise be due, you are not eligible for an Incomplete.

If you have stopped participating and/or recognize that you are not passing the class and are not likely to get a grade that reflects your true abilities, you should consider withdrawing from the course for a grade of W and retaking the course at a better time for you. A grade of W is not a failing grade. While it does appear on your transcript, it does not affect your GPA; you simply don't get credit for the class and you can take it (or another similar one) again at a later date. The date to withdraw with a W is typically around the end of the sixth week of the quarter. You can find each quarter's withdrawal dates in the university's calendar of academic and administrative dates and deadlines. You can find withdrawal dates in the university's [calendar of academic and administrative dates and deadlines](#).

If you have experienced extenuating circumstances that made it difficult for you to perform at your best and you wish to seek a withdrawal from the course after the W deadline has passed, please contact your academic advisor for assistance; in specific instances, they may be able to arrange an emergency withdrawal. As much as I would like to be able to help you, I do not have access to that part of the college's records system and I do not have the individual authority to issue a grade of W after the deadline.

PARTICIPATION/DROP POLICY

This course moves so quickly that it's really difficult to catch up if you fall significantly behind. Remember: one week of work in Summer Session represents two entire weeks during a regular school year quarter.

In an online course, participation (i.e., homework submission and discussion participation) takes the place of showing up to class. It makes me heartsick to see students fail the course for non-attendance. There are two situations in which I will drop you: first, if you don't "show up" for class at the start of the quarter by submitting your Self-Care Agreement and Introductions posts by Tuesday of Week 1; and second, if you submit no work for an entire module and you do not communicate with me. If I drop you in accordance with this policy, it's not because I don't love you, but because I do not want to see you get a failing grade on your transcript when you simply were not doing the work. Please be sure to keep up with your homework, and remember that drops that happen after the Sunday of Week 1 are not eligible for a tuition refund.

WRITING EXPECTATIONS

I don't expect perfection and I will not mark you down for a small handful of errors that software might overlook. However, I will definitely take off points for errors that would easily have been caught by software. We all miss our own errors – otherwise, we wouldn't make them. Please use Grammarly or similar spell and grammar-check software prior to submitting anything for this class (including online work), even if you consider yourself to be a strong writer.

Other than editing, my best of piece writing advice is: write like you mean it! Pour your brain and your heart into everything you submit. If at all possible, choose to write about topics you care about. It's more interesting to read and you'll enjoy doing it.

MISCELLANEOUS HOUSEKEEPING

Should I go to office hours?

Yes! – even if you're not having trouble with the class. I would love to explore whatever you're interested in having a conversation about! If you can't make my designated office hours, I'm always happy to meet at other times. Just get in touch and we will work something out.

Checking on your grade

You can check up on your cumulative grade and reflection grade anytime by logging into Canvas. Keep in mind that Canvas may only show you your score out of graded work. If you want to see your actual score (including non-graded and non-submitted work), you need to uncheck the relevant box in your grade book settings.

Communication

Feel to be in email communication about anything, at any time, but please allow 24 hours on weekdays for a response. I try really, really hard not to check email on weekends. If you don't hear back from me within 24 hours during the week, just resend your email - I get a ton of emails and once in a while, I miss something. You can email me directly at mmcnamar@ucsc.edu or message me on Canvas. When writing, please address me and sign your email, and please make sure that your question is not already answered in the syllabus. If you're not sure if I know your pronouns, please tell me your pronouns as well. It's very important to me to get to know each student as an individual.

Self-acknowledgement

Self-acknowledgement is allowed and encouraged! If you go out on a limb and try something that's scary to you and you're willing to be acknowledged for it, come tell me. I will give you a high five and shout, "Yay, you!"

Classroom decorum

Some of our discussions may provoke feelings of discomfort, which can and often do arise when people confront issues of social inequality or strong emotions. Please be attentive to communicating your opinions respectfully and extend the same courtesy as you consider and respond to your classmates' thoughts and experiences.

Changes to the syllabus

Sometimes, the pace of an individual course may require me to make changes to the syllabus and/or reading schedules. If I make changes, I will send post a new version electronically and notify you of its existence.

DRC accommodations

I am 100% committed to facilitating an inclusive classroom environment for all students. I will work with you to make sure that this class works for you. If you would like to talk in more detail about your accommodations, please come to office hours or set up a phone appointment so that I can make sure that your privacy is guaranteed during our conversation. Finally, if you have a disability that you think I am inadvertently discounting or not realizing the significance of, please come talk to me. I am eager to do whatever I can to learn more about the different ways that I can support every single one of my students. If you think you may benefit from accommodations, please contact the Disability Resource Center (DRC) at drc@ucsc.edu or 831-459-2089. If you're not sure what accommodations are and think you might be able to benefit from them, please come talk to me in office hours and I will help. If you are seeking to use accommodations for an assignment extension, please refer to the appropriate paragraph in the Late Assignment Policy.

ACADEMIC INTEGRITY

A Word About Integrity

Integrity – other people’s perception of your word as true – is one of the most valuable assets you can cultivate in life. Being attentive to integrity in academic settings allows others to trust that you have completed work for which you are taking credit. This is symbolic of the public trust from which you will benefit in your future occupation and activism after you graduate from UCSC. A good rule to live by: if you haven’t done the work, you’re always better off just being honest about it and taking the hit. You can take a course again but it’s much harder to repair ruptured trust.

How I Handle Cheating

Although I recognize that it’s not rational, I – along with pretty much every other professor you’re ever going to come across – take cheating and plagiarism personally. It’s offensive to us when we work hard to put on a good course and someone cheats or plagiarizes. A single episode of cheating takes literally hours and hours of our time and emotional energy to deal with. This extra labor adds to our pre-existing displeasure. I’m super flexible about lots of things, but cheating is the one act for which I have no tolerance. Please know that if you cheat, I will definitely report the incident to your college provost for further sanctions.

General Academic Integrity Policy

I consider any act of academic misconduct, such as cheating or plagiarizing from the Web in your writing, to be a serious violation of the university’s norms of conduct. Students who plagiarize may receive an F in the course and will be reported to the University administration for further sanctions. The penalties for plagiarism are outlined in The Navigator (<http://registrar.ucsc.edu/navigator/>) and the UCSC Student Policies and Regulations Handbook (<http://deanofstudents.ucsc.edu/student-conduct/student-handbook/>).

Academic dishonesty includes, but is not limited to:

- In-class cheating
- Out-of-class cheating
- Using AI sources such as Chat PGT or similar (see AI policy below for further)
- Assisting another student to falsify their presence in class by providing them with exit ticket information when you are present and they are not
- Plagiarism (includes submitting writing that you produced for another class)
- Using the services of a ghostwriter or online paper mill (includes paid or unpaid editors who make substantive changes to your writing)
- Knowingly assisting another student in cheating or plagiarism
- Knowingly furnishing false information to college staff, faculty, administrators or other officials

In general, anything more than 3 consecutive words from another source should include a citation to that source. Please ask if you are unsure; we are here to help you learn these conventions.

AI Policy

- In this class, I ask that you complete your work *without* using AI-generated sources to augment, think through, or write your assignments.
- There is one exception: you are welcome to use AI tools for pre-submission editing (spell-check and grammar-check) as long as you do not use them for thinking or drafting.
- On rare occasions, I may create an assignment in which I ask you to critique content generated by AI; if this occurs, I will provide clear assignment-specific AI-use guidelines within the prompt.
- If you submit work that appears to have been written using AI sources, I will ask you to meet with me to discuss your thinking and writing process. If, after our conversation, I conclude it's more likely than not that you did not personally complete an assignment you submitted under your name, I will refer you to your college provost for further intervention.
- If you have questions about AI use and/or proper attribution of other people's work, please come ask me! Scholarly citing is not particularly intuitive, and part of my role is to help you learn the rules for intellectual attribution.

TITLE IX Statement

Official Language

Title IX prohibits gender discrimination, including sexual harassment, domestic and dating violence, sexual assault, and stalking. If you have experienced sexual harassment or sexual violence, you can receive confidential support and advocacy at the Campus Advocacy Resources & Education (CARE) Office by calling (831) 502-2273. In addition, Counseling & Psychological Services (CAPS) can provide confidential, counseling support, (831) 459-2628. You can also report gender discrimination directly to the University's Title IX Office, (831) 459-2462. Reports to law enforcement can be made to UCPD, (831) 459-2231 ext. 1.

SCHEDULE OF READINGS

Please see Canvas for the full schedule of assignment due dates, holidays, and reading assignments.

DATE	READING and ACTIVITY SCHEDULE
<p>Week 1</p> <p>June 26 - July 2</p>	<p>THEMES: The Social Construction of Reality</p> <p>READINGS</p> <p>From <i>The Social Animal</i>: Chapters 1 (“What is Social Psychology?”) and 2 (“Social Cognition”)</p> <p>From <i>Inside Social Life</i>:</p> <ol style="list-style-type: none">1. “Together, We Construct Our Worlds” (Gergen, pp. 5-12)2. “Symbols and the Creation of Reality” (Sandstrom, pp. 20-27)3. “The Meme Machine” (Blackmore, pp. 37-42)4. “Emotion Work and Feeling Rules” (Hochschild, pp. 58-64)5. “Managing Emotional Manhood” (Vaccaro et al., pp. 73-83)6. “Getting Angry to Get Ahead” (Jackson, pp. 84-92) <ul style="list-style-type: none">● Introduction posts (original + 2 responses) due Tuesday midnight● Original discussion posts due Wednesday by midnight● Module activity due Thursday by midnight● Response posts due Friday by midnight● Reading Log #1 due by Sunday midnight

Week 2

July 3 -
July 9

THEMES: Embodiment and Identity

READINGS

From *The Social Animal*: Chapters 3 (“Self-Justification”) and 9 (“Social Psychology as a Science”)

From *Inside Social Life*:

1. “Becoming a Gendered Body” (Martin, pp. 93-114)
2. “Women and their Clitoris” (Waskul et al., pp. 115-129)
3. “Corporate Logo Tattoos and the Commodification of the Body” (Orend and Gagné, pp. 130-140)
4. “Grappling with the Medicated Self: The Case of ADHD College Students”
Loe and Cuttino, pp. 141-152
5. “The Self as Sentiment and Reflection” (Cooley, pp. 157-162)
6. “The Self as Social Structure” (Mead, pp. 163-168)

- **Original discussion posts due Wednesday by midnight**
- **Module activity due Thursday by midnight**
- **Response posts due Friday by midnight**
- **Reading Log #2 due by Sunday midnight**

Week 3

July 10 -
July 16

THEMES: The Presentation of Self and the Maintenance of the Microsocial Order

READINGS

From *The Social Animal*: Chapters 4 (“Conformity”) and 5 (“Mass Communication, Propaganda, and Persuasion”)

From *Inside Social Life*:

1. “The Girl Hunt” (Grazian, pp. 206-216)
2. “Salvaging the Self from Homelessness” (Snow and Anderson, pp. 227-236)
3. “The Presentation of Self” (Goffman, pp. 197-205)
4. “The Presentation of Self in Virtual Spaces” (Gottschalk, pp. 237-248)
5. “Face-work and Interaction Rituals” (Goffman, pp. 253-263)
6. “The Interaction Order of Public Bathrooms” (Cahill, pp. 264-274)

- **Original discussion posts due Wednesday by midnight**
- **Module activity due Thursday by midnight**
- **Response posts due Friday by midnight**
- **Reading Log #3 due by Sunday midnight**
- **Social Meaning Ethnography due by Sunday midnight**

Week 4

July 17 -
July 23

THEMES: Stigma, Spoiled Selves, the Roots of Prejudice

READINGS

From *The Social Animal*: Chapters 6 (“Human Aggression”) and 7 (“Prejudice”)

Strangers in their Own Land, start Chapters 1-9 if you have time (book review is due next week)

From *Inside Social Life*:

1. “Working “The Code” in the Inner City” (Jones, pp. 275-286)
2. “Autism-Spectrum Disorder and the DSM-V” (Barker and Galardi, pp. 309-322)
3. “The Moral Career of the Mental Patient” (Goffman, pp. 405-413)
4. “Professional Emotional Labor as a Racial Project” (Froyum, pp. 363-374)
5. “Being Middle Eastern American in the Context of the War on Terror” (Marvasti, pp. 414-428)

- **Original discussion posts due Wednesday by midnight**
- **Module activity due Thursday by midnight**
- **Response posts due Friday by midnight**
- **Reading Log #4 due by Sunday midnight**

Week 5

July 24 -
July 28

THEME: Emotion Work and the Scaffolding of Identity

READINGS

From *The Social Animal*: Chapter 8 (“Liking, Loving, and Connecting”) and review Chapter 9 (“Social Psychology as a Science”)

Hochschild: *Strangers in their Own Land* (remainder)

From *Inside Social Life*:

1. “Salvaging Decency” (Kusenback, pp. 351-362)
2. “Escaping Symbolic Entrapment, Maintaining Social Identities” (Sharp, pp. 375-385)

- **Original discussion posts due Wednesday by midnight**
- **Module activity due Thursday by midnight**
- **Response posts due Friday by midnight**
- **Reading Log #5 due by Sunday midnight**
- **Strangers in their Own Land book review due on Friday, July 28th**
- **Extra credit (if you’re doing it) due by Friday, July 28th**