

SOCIOLOGY 136: SOCIAL PSYCHOLOGY (55299)
UC Santa Cruz
Summer 2022: Online/Asynchronous (Session 1)
Dr. Megan McNamara

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 11am-12pm and Thursdays from 2-3, with some exceptions listed on my signup sheet. 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.)

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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

1. Students will be able to utilize major theories in social psychology to explain the persistence of social inequalities such as prejudice, stereotyping, and discrimination.
2. Students will be able to describe how principles of microsociology reflect on everyday social interaction and individual identity construction.
3. Students will engage classic theories from interesting but unrepeatable social psychological research (e.g., submission to authority) to explain similar phenomena in contemporary social life.
4. Students will examine the specific ethical considerations of social psychological research and propose original research that accounts for these concerns.

MY TEACHING PHILOSOPHY AND OUR WORK TOGETHER

1. 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.

2. I am here to help. If you are struggling with any aspect of this class, please let me know. I know that some of the material is difficult, and I also 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 (Books are available at the Literary Guillotine and for rent/purchase through online purveyors.)

- 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

Any additional readings are posted on Canvas as links from the Module Overviews. You are free to purchase the books in any format that works for you, including rentals, e-books, and audio books when available.

IS THIS COURSE RIGHT FOR YOU?

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 have adequate preparation, I recommend that you not take the course at this time.

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. We are here to support you. Please don't hesitate to reach out and let us know how we can help.

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 hour you spend in the classroom. The face-to-face version of this course during the summer includes 7 hours of lecture per week. This means that you should expect to spend a total of 21 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.

Our course includes several components: our communal online discussions (2-3 hours per week); reading logs (2 hours per week); weekly written and visual group activities (3-4 hours per week); three larger papers and group assignments (about 3 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). Our module assignments will be completed as individuals. We will also have one group project at the end of the quarter.

You can expect to read about 120-150 pages per week for Socy 136. While this summer course will move at a very fast pace, the reading load is deliberately designed to be manageable. 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.

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%
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%

TIPS FOR SUCCEEDING IN THIS COURSE:

1. Complete the assigned readings and do all written assignments (if you do this, you’re pretty sure to get a grade you will be happy with).
2. If you are struggling with any aspect of this class, please make an appointment to talk to a member of the teaching team as soon as possible so that we can help.
3. **Set up your Canvas notifications properly:** I send out messages to the entire class using the “Announcements” feature. I’ll communicate with you about once per week to provide you with important tips, deadline reminders, and updates. In order not to miss any messages from me, please go to **Account → Notifications → Course Activities** and then toggle the setting under “Announcements” to “Notify me right away.” This will ensure that you get an email copy of any announcements I send. I will begin using this feature exclusively to communicate with the class after the first day of the quarter.

4. **Add a thumbnail photo** to your Canvas profile. While it might seem like a small detail, it makes a huge difference in humanizing our online course environment. If you prefer to be called by a name other than the one that appears on Canvas, please change it in your settings to help everyone remember when they address you in writing.
5. **Read the Welcome Module thoroughly** when the course begins.
6. Start each new module by reviewing the associated Module Overview so you'll know what the readings, lectures, and assignments are for that module.
7. **Use the MODULES tab to navigate through Canvas.** Our site is set up to facilitate your easy navigation. Doing so will ensure that you're always in the right place at the right time.

COURSE ASSIGNMENT DETAILS

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 logs (see below) as you go along.

Participation in online discussions (27.5) 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. 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. Each is worth 50 points. I do my best to make them legitimately fun and interesting! Due dates for each activity will be Thursdays at midnight.

Reading logs (20%): 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. Each is worth 40 points. 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. The due date is Sunday, July 3rd at midnight.

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. This due date is Wednesday, July 20th at midnight.

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

EVALUATION OF WRITTEN WORK: A NOTE ON WRITING QUALITY

- Write like you mean it! Pour your brain and your heart into everything you submit. It's more interesting to read and you'll enjoy doing it.
- **Please maintain high standards when it comes to writing mechanics.** Everyone should proofread all work before submitting, using whatever resources required to ensure that you are submitting polished work. Contact the Westside Writing Center (<http://oakes.ucsc.edu/academics/writing-center/index.html>) or Learning Support Services (lss.ucsc.edu) and use writing tutors and other resources if you need them.
- This is an online course, but it is still a college course. As such, please do not use any of the following:
 - a. Text abbreviations (lol, OMG, SMH, etc.)
 - b. Text informalities (failure to capitalize "I," for example, or using "u" for "you." All words must be spelled out in standard written English and edited.
- There is one exception to the above "never, never" rules about formality: feel free to make strategic use of emoticons ☺ to indicate that you are joking if you are using sarcasm or humor in a post (not in your formal paper, though – just discussion posts). People often use humor or sarcasm to diffuse tension when talking about difficult subjects. I don't want to take this tool away because it serves a valuable function in social interactions. Please be sure to use emoticons if you are concerned that your post could be read in multiple ways, or if its humorous meaning may not be entirely clear to everyone.
- Some of our discussions may provoke feelings of discomfort, which can arise when people confront issues of privilege and power. Please be attentive to communicating your opinions respectfully and extend the same courtesy as you read and respond to your classmates' thoughts and experiences. Understand, too, that they will be sharing details about the lives and vulnerabilities of people other than themselves.
- If someone else upsets you, your first course of action should be to attempt to address the person politely and directly if you are comfortable doing so. If for any reason you are not comfortable dealing with that person directly, please make me aware of the situation immediately. I am committed to facilitating a learning environment in which everyone feels safe expressing themselves.

LATE ASSIGNMENT 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 *except* for the final paper, which cannot be turned in late since it is already due at the last possible minute in the quarter.

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

How to use a late pass:

- 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.**
- 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.

Are any late assignments exempt from late passes?

Nope. Late passes are like money in your savings account: a backup plan for the possibility 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 unexpected things that pop up in life: illness, computer/Internet issues, mental health days, work conflicts, etc. If you budget well and don't blow your passes early, you can use them more casually at the end. If you spend them all in the first two weeks on non-emergent procrastination and something unexpected comes up later, you won't have any left when you actually need them.

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

For assignments submitted late without a late pass, Canvas will mark down 10% of their possible points per late day. Assignments cannot be submitted for credit once they are more than ten days late unless I have granted you an extension based on extenuating circumstances.

Why do I have a 0 on an assignment that I submitted late?

I set Canvas our 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 for a while. Still, you can understand that 0 as a placeholder, not as your final grade on the assignment.

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.

NOTES ON COMMUNICATION AND MISCELLANEOUS HOUSEKEEPING

1. Do **come hang out at office hours**, even if you're not struggling. I would love to explore whatever you're interested in having a conversation about! Office hours signups are linked from our Canvas home page. I am very approachable and touch/feely. If you have always been too scared to go to office hours but want to learn how, please feel free to come to mine. I will even help you strategize about how to feel more comfortable doing so with other professors in the future.
2. Feel to **be in email communication** about anything, at any time, but please allow 24 hours on weekdays for a response. I'm trying really hard to stop being married to my email on weekends. If you email me after 6pm on Friday, you may not hear back until Monday. Don't worry if your question was one that you needed to have answered in order to finish work due on weekends. I'm very flexible with deadlines in such situations. If you don't hear back from me within 24 hours on weekdays, do resend your email - I get upwards of 50 student emails per day and once in a while, I miss something. You can email me directly at mmcnamar@ucsc.edu or just message me on Canvas. When emailing me, please address me and sign your letter, and please double-check to be sure that your question is not already answered in the syllabus or in the Welcome Module.
3. **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!"
4. **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.
5. **Issues with links:** online courses contain an extraordinary number of moving parts. If you find broken links or missing course material on our Canvas page, please do let me know. If an issue exists, it exists only because I am not aware of it. I really appreciate you being my eyes and ears so that I can keep the course site as functional as possible.
6. **Students with disabilities who may need accommodations:** I am 100% committed to facilitating an inclusive classroom environment for all students. Any student who feels they may need an accommodation based on the impact of a disability should contact me privately to discuss their specific academic needs or assistance within the course at the beginning of the course. Please send me your accommodations letter by email rather than handing me a paper copy. I will work with you to make sure that this class works for you! If you have a disability that you think I am inadvertently discounting or not realizing the significance of, please come tell 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. I encourage all students who may benefit from learning more about DRC services to contact DRC by phone at [831-459-2089](tel:831-459-2089) or by email at drc@ucsc.edu.
7. **Cheating/dishonesty:** 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 will receive an F in the course and will be reported to the

college 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 the following: in-class cheating, out-of-class cheating, plagiarism, knowingly assisting another student in cheating or plagiarism, or knowingly furnishing false information to college staff, faculty, administrators or other officials. Plagiarism also includes submitting writing that you produced for another class. In general, anything more than 3 consecutive words from another source should include a citation to that source. Please ask me if you are unsure; I am here to help you learn these conventions.

A personal side note about cheating: although I recognize that it's not rational, I – along with pretty much every other professor you're ever going to come across – taking cheating and plagiarism personally. It is offensive to us when we work hard to put on a good class and someone cheats or plagiarizes. A single episode of cheating takes hours and hours of our time and emotional energy to deal with. This extra labor adds to our displeasure and makes us more likely to enforce our policies to the letter. 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.

8. **Grade book:** in order to calculate your grade as we go, you need only divide the points you've earned by the total number of points possible to that point (i.e., if there have been 60 points possible so far in the course, and you've earned 48, you can calculate that you currently have a score of 80% so far in the course).
9. **TITLE IX:** 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.

Important Summer Session Remote 2022 Deadlines (from Summer Session office):

Session 1:

Drop with tuition refund: Monday, June 27th

Request for "W", no refund: Friday, July 10th

Summer is unique. **You will not be dropped for non-attendance or non-payment.** You must drop yourself. Dropping before the deadline results in a full-tuition reversal/refund. Withdraw posts a W for the grade and full tuition is charged (no refund).

For all dates and deadlines, including 'change of grade option' (P/NP) and grades due, here is the summer academic calendar: <https://summer.ucsc.edu/studentlife/index.html>

For questions about dropping, requesting a W grade for a course, or withdrawing from the summer quarter, email summer@ucsc.edu.

SCHEDULE OF READINGS AND ASSIGNMENTS

Note: If you purchased the 10th or 11th editions of *The Social Animal* instead of the 12th, some chapters may be in a different order. Please refer to the chapter titles of your book to make sure you’re reading the right one.

Module	DATES	Readings and Assignments Due/Announcements
1	June 21 – June 26	<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"> • 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

<p>2</p>	<p>June 27 – July 3</p>	<p>THEMES: Embodiment and Identity</p> <p>READINGS</p> <p>From <i>The Social Animal</i>: Chapters 3 (“Self-Justification”) and 9 (“Social Psychology as a Science”)</p> <p>From <i>Inside Social Life</i>:</p> <ul style="list-style-type: none"> • “Becoming a Gendered Body” (Martin, pp. 93-114) • ”Women and their Clitoris” (Waskul et al., pp. 115-129) • “Corporate Logo Tattoos and the Commodification of the Body” (Orend and Gagné, pp. 130-140) • “Grappling with the Medicated Self: The Case of ADHD College Students” Loe and Cuttino, pp. 141-152 • “The Self as Sentiment and Reflection” (Cooley, pp. 157-162) • “The Self as Social Structure” (Mead, pp. 163-168) <ul style="list-style-type: none"> • 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
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<p>3</p>	<p>July 4 – July 10</p>	<p>THEMES: The Presentation of Self and the Maintenance of the Microsocial Order</p> <p>READINGS</p> <p>From <i>The Social Animal</i>: Chapters 4 (“Conformity”) and 5 (“Mass Communication, Propaganda, and Persuasion”)</p> <p>From <i>Inside Social Life</i>:</p> <ul style="list-style-type: none"> • “The Girl Hunt” (Grazian, pp. 206-216) • “Salvaging the Self from Homelessness” (Snow and Anderson, pp. 227-236) • “The Presentation of Self” (Goffman, pp. 197-205) • “The Presentation of Self in Virtual Spaces” (Gottschalk, pp. 237-248) • “Face-work and Interaction Rituals” (Goffman, pp. 253-263) • “The Interaction Order of Public Bathrooms” (Cahill, pp. 264-274) <ul style="list-style-type: none"> • 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 • Social Meaning Ethnography due by Sunday midnight
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<p>4</p>	<p>July 11 – July 17</p>	<p>THEMES: Stigma, Spoiled Selves, the Roots of Prejudice</p> <p>READINGS</p> <p>From <i>The Social Animal</i>: Chapters 6 (“Human Aggression”) and 7 (“Prejudice”)</p> <p><i>Strangers in their Own Land</i>, start Chapters 1-9 if you have time (book review is due next week)</p> <p>From <i>Inside Social Life</i>:</p> <ol style="list-style-type: none"> 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) <ul style="list-style-type: none"> • 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
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<p>5</p>	<p>July 18 – July 22</p>	<p>THEME: Emotion Work and the Scaffolding of Identity</p> <p>READINGS</p> <p>From <i>The Social Animal</i>: Chapter 8 (“Liking, Loving, and Connecting”) and review Chapter 9 (“Social Psychology as a Science”)</p> <p>Hochschild: <i>Strangers in their Own Land</i> (remainder)</p> <p>From <i>Inside Social Life</i>:</p> <ul style="list-style-type: none"> • “Salvaging Decency” (Kusenback, pp. 351-362) • “Escaping Symbolic Entrapment, Maintaining Social Identities” (Sharp, pp. 375-385) <ul style="list-style-type: none"> • 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 • <i>Strangers in their Own Land</i> book review due on Friday, July 24th • Extra credit (if you’re doing it) due by Friday, July 22nd
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