SOCIAL STRUCTURE AND THE INDIVIDUAL

SOC 441

Professor: Krysia Mossakowski, Ph.D.

Spring 2018: Mondays and Wednesdays 3:00 – 4:15 PM
Classroom: BUSAD E203
My office: Saunders Hall 215
My office phone number: 808-956-8416
Office Hours: after class or by appointment
My e-mail: KrysiaM@hawaii.edu (Please include SOC 441 in the subject of your email)

Course Description

This sociology course explores the relationship between social structures and the individual by using a social psychological perspective. The following key questions will be addressed: How does the social environment influence the individual psychologically and socially? What social statuses and institutions create social structures in our society? Is there a difference between power and status? Can weak social ties be strong? When should we use deception in social psychological experiments to understand human behaviors? How do we protect our psychological well-being? How can social statuses affect the self-concept? What is the commercialization of human feeling in our society? Do we understand the social psychology of romantic love? Is beauty a social status and is it good or dangerous? What is the social psychology of deviance? How can we predict collective behavior? We will also discuss groundbreaking and controversial experiments in human behavior to help us understand how social inequality impacts the daily lives of individuals.

Course Materials and Requirements

This course meets twice a week. Class sessions will consist of a combination of structured lectures, class discussions, small-group exercises, in-class written assignments, and videos. Exams draw heavily from classroom material and required readings. The exams have multiple choice questions and written short answers.

Student Learning Objectives:

- Demonstrate understanding of sociological and social-psychological theories and research methods.
- Demonstrate clear and effective verbal and written communication skills.

Required Readings

Paperback Textbook:

Additional Readings: Available on Laulima

Grading will be based upon the following percentage point distribution:

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<tr>
<th>Component</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>EXAM 1</td>
<td>20%</td>
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<tr>
<td>EXAM 2</td>
<td>25%</td>
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<tr>
<td>EXAM 3</td>
<td>30%</td>
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<tr>
<td>Attendance and in-class assignments</td>
<td>25%</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
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Grades for the course will be assigned according to the following percentage scale:

- **A:** 93 – 100 %
- **A-:** 90 – 92 %
- **B+:** 87 – 89 %
- **B:** 83 – 86 %
- **B-:** 80 – 82 %
- **C+:** 77 – 79 %
- **C:** 73 – 76 %
- **C-:** 70 – 72 %
- **D+:** 67 – 69 %
- **D:** 60 – 66 %
- **F:** less than 60 %

Exams

Each of the 3 exams pertains to a different section of the course. The exams are not cumulative. Exams will cover the required readings and material from class lectures. The first exam is worth 20% of your final grade, Exam 2 is worth 25%, and Exam 3 is 30%. Exams must be taken during the scheduled period. Failure to show up for an exam will result in a score of zero. Review sheets with key concepts, names, and theories will be given in advance to study for each exam. Exams include multiple choice and short answer/essay questions.

In-Class Assignments

In-class assignments are a diagnostic tool for your understanding of the readings, lectures, and videos. They will be used for attendance purposes and to improve your writing skills. Not all classes will have assignments. In-class assignments are done in class only and cannot be made up for a missed class (you can be excused from an in-class assignment if you have a legitimate excuse). Each written assignment will be assigned and handed in during a class. Scores for assignments and exams will be posted throughout the semester on Laulima. The in-class assignments will be worth 25% of your final grade for the course. Therefore, attendance is very important for your success in this class.
• Civility and respect for others are guiding principles in this class. Certain social
and psychological issues are sensitive topics. Therefore, during in-class
discussions you need to be respectful of others. Cheating and any other form of
academic dishonesty will not be tolerated.

• Any student who feels s/he may need an accommodation based on the impact of a
disability is invited to contact me privately. I would be happy to work with you, and
the KOKUA Program (http://www.hawaii.edu/koku) (Office for Students with
Disabilities) to ensure designated accommodations in my course. KOKUA can be
reached at (808) 956-7511 or (808) 956-7612 (voice/text) in room 013 of the Queen
Lili'uokalani Center for Student Services.

Safe Environment (Title IX): The University of Hawai‘i is committed to providing a
learning, working and living environment that promotes personal integrity, civility, and
mutual respect and is free of all forms of sex discrimination and gender-based violence,
including sexual assault, sexual harassment, gender-based harassment, domestic violence,
dating violence, and stalking. If you or someone you know is experiencing any of these, we
have staff and resources on campus to support and assist you and can also direct you to
resources in the community.

As a faculty member, I am required to immediately report any incident of sex
discrimination or gender-based violence to the campus Title IX Coordinator. Although the
Title IX Coordinator and I cannot guarantee confidentiality, you will still have options
about how your case will be handled. My goal is to make sure you are aware of the range
of options available to you and have access to the resources and support you need.

To remain anonymous and speak with someone confidentially, Mānoa Confidential
Resources include: University Health Services (808) 956-8965, East-West Road;
Counseling (808) 956-7927, QLC 312; Office of Gender Equity (808) 956-9977, QLC 210;
LGBT Student Services (808) 956-9250, QLC 211; PAU Violence Program (808) 956-
8059, QLC 211; Student Parents at Mānoa (808) 956-8059, QLC 211; and the Women’s
Center (808) 956-8059, QLC 211.

To report an incident, contact a Title IX Coordinator (808) 956-2299, t9uhm@hawaii.edu,
Hawai‘i Hall 124; Public Safety (Campus Security) (808) 956-6911; or in an emergency,
call 911.

Course Schedule and Required Readings

Readings should be done for the class date assigned. Some parts of lectures contain
material that cannot be found in the required readings. This schedule may be subject to
change depending on the progress of this class.

January 8   Aloha: Introduction to Course, Syllabus, and Each Other

January 3   How can Social Structures influence the Individual?
            Sociological Social Psychology
January 15  
**Holiday: Martin Luther King, Jr. Day (no class)**

January 17  
**Symbolic Interactionism**  
Textbook Chapter 2 (pages 26 – 38)

January 22  
**What is the Social Structure and Personality (SSP) Perspective?**  
Textbook Chapter 2 (pages 38 – 54)

January 24  
**The Ethics of Studying People: When Should We Use Deception in Social Psychological Experiments?**  

January 29  
**The Social Psychology of Stratification: Is there a Difference Between Power and Status?**  
Textbook Chapter 4

January 31  
**Racial/Ethnic Status and Test Scores: The Left-Handed / Right-Handed Experiment**  

February 5  
**Racial/Ethnic Discrimination: The Blue-Eyed Experiment**  
Monteith and Winters, “Why We Hate” and textbook Chapter 9

February 7  
**Sexism and Doing Gender in Everyday Life**  
West and Zimmerman, “Doing Gender”

February 12  
**Review for Exam 1**

February 14  
**EXAM 1**

February 19  
**Holiday: Presidents' Day (no class)**

February 21  
**Self and Identity: The “I” and the “Me”**  
Textbook Chapter 5 (pages 119-127)

February 16  
**The Presentation of Self and Impression Management**  
Textbook Chapter 5 (pages 127-132)
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<tr>
<th>Date</th>
<th>Topic</th>
<th>References</th>
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<tbody>
<tr>
<td>February 28</td>
<td><strong>What is the Self-Concept?</strong></td>
<td>Textbook Chapter 5 (pages 132-148)</td>
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<tr>
<td>March 5</td>
<td><strong>The Looking-Glass Self</strong></td>
<td>Cooley, “Looking-Glass Self” (O’Brien)</td>
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<td>March 7</td>
<td><strong>The Social Psychology of Deviance</strong></td>
<td>Textbook Chapter 7</td>
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<td>March 12</td>
<td><strong>Social Networks: The Strength of Weak Ties</strong></td>
<td>Granovetter “The Strength of Weak Ties: A Network Theory Revisited” and Gee et al., “The Paradox of Weak Ties in 55 Countries.”</td>
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<td>March 19</td>
<td><strong>The Genovese Bystander Effect and Review for Exam 2</strong></td>
<td>CNN, “Gang Rape Raises Questions about Bystanders’ Role”</td>
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<td>March 21</td>
<td><strong>EXAM 2</strong></td>
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<td>March 26, 28</td>
<td><strong>Spring Break (no class)</strong></td>
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<td>April 2</td>
<td><strong>Socialization over the Life Course</strong></td>
<td>Textbook Chapter 6</td>
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<td>April 4</td>
<td><strong>Stress and Mental Illness: How do we Protect our Psychological Well-being?</strong></td>
<td>Textbook Chapter 8</td>
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<td>April 9</td>
<td><strong>Society’s Beliefs about Beauty</strong></td>
<td>Dion et al., “What is Beautiful is Good”</td>
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<td>April 11</td>
<td><strong>Beauty, Gender, Crime, and the Insanity Defense</strong></td>
<td>Sigall and Ostrove, “Beautiful but Dangerous”</td>
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<td>April 16</td>
<td><strong>Hooking Up, Relationships, and Marriage</strong></td>
<td>Lambert et al., “Pluralistic Ignorance and Hooking Up,” Shulman, “Great Expectations,” and Hatfield et al., “Playing Hard to Get”</td>
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<td>April 18</td>
<td><strong>The Sociology of Emotion and the Commercialization of Human Feeling</strong></td>
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Textbook Chapter 10, and Hochschild, “The Managed Heart” (O’Brien)

April 23  The Social Psychology of Romantic Love

April 25  How do we Understand and Predict Collective Behavior?
Textbook Chapter 11

April 30  Review for Exam 3

May 2  To be announced

May 11  EXAM 3 (2:15 PM) in classroom