

Sociology 4100 (12596—001)
Social Psychology
Course Outline
Autumn 2013

Time and Place: Wednesdays, 5:30 to 9:10. 1162 Old Main.

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Office Hours: T and W 3:30 to 4:30 and Th 1:00 to 3:00 (and by appointment)

I. Recommended (not required) Texts (in WSU Bookstore and on Purdy-Kresge Reserve [Room use])

DM DeLamater, and Myers, Social Psychology, 7th ed, Cengage (HM251 M459 2011) .

Sociological and social psychological treatment. Covers all areas of the course. Broad and eclectic treatment. (New copy costs \$160.65, used is \$120.50)

Wa13 Warshay, Perspectives in Sociological Theory. Landon Elsemere Press (Sault Ste. Marie, Michigan and Ontario). Main sociological and social psychological schools and systems. Covers all areas except Item II3 in the Course Outline (Perception). Most relevant for Chapter 6 (Social Exchange theories), Chapter 7 (Interactionism), , and Chapter 11 (Social Phenomenology and Ethnomethodology) but much relevant material is found throughout the text. (\$38.00).

II. Other Worthy Sources, with a Sociological Perspective. (Not necessarily in the Bookstore)

Hew Hewitt and Shulman, Self and Society, 11th Ed. (Symbolic Interactionist)

LSD Lindesmith, Strauss, and Denzin, Social Psychology, 6th ed., Library has 5th ed. (HM51 L477 1977). Sociological, pure symbolic worlds, intricate interaction.

III. Other Worthy Sources: Current and Recent Texts with a Psychological Perspective (in WSU Bookstore)

My David G. Myers, Social Psychology. McGraw-Hill. 10th ed., 2010. Social psychological treatment by a psychologist. Covers the important areas, begins from cognition and self, but relates genetics to culture. Gets to social relations, applied social psych. (Cooley and Mead mentioned. Fair. (\$164 new, \$123 used)

Sa Catherine Sanderson, Social Psychology. Wiley. 2010. Relatively limited treatment by a psychologist, who begins from self-perception and presentation, moves to social perception and cognition, then to attitudes, persuasion and influence (includes social norms and conformity). Minimizes the social.

IV. Diverse Other Texts

Interdisciplinary Texts

SS Stephan and Stephan, Two Social Psychologies, 2nd ed., 1990 (HM251 S776 1990). Interdisciplinary effort by wife (sociologist) and husband (psychologist). Well written smaller text that covers most areas (omits language). An applied emphasis.

WSS Williamson, Swingle, and Sargent, Social Psychology, 4th ed., 1982 (3rd ed., by Sargent and Williamson, in library, HM251 S28 1966). Interdisciplinary approach by two psychologists (S&S) and one sociologist almost a broad social science text. Social problems oriented, cover all areas.

Texts with a Cross-Cultural Orientation

MTW Moghaddam, Taylor, and Wright, Social Psychology in Cross-Cultural Perspective, 1993 (paper).

Cross-cultural approach by an Iranian psychologist and two Canadian psychologists. Broadens social psychological principles beyond Western (and North American) contexts but omits Part III and is weak on Part II.

SB Smith and Bond, Social Psychology Across Cultures, 1994 (paper). Sobering attempt by British psychologists to show that much of social psychology - e.g., cognition, emotion, interaction, self, individual-group relations, and social influence - is limited to Western cultures. Limited coverage.

Course Outline

I. Social Psychology as a Field: DM I; My I

1. Two Perspectives (Tender-Minded and Tough-Minded, this a William James dichotomy, in 1907):
 - a. Interactionism (More Tender-Minded): Wa13: Chapter 7
 - (1). Charles H. Cooley: Human Nature and the Social Order, 1922, 1902
Individual and society as inseparable parts of the same whole (that whole is “Human Life”).
Cooley tends to be mentalistic. Wa13: 152-56; DM 69.
 - (2). George Herbert Mead: Mind, Self, and Society. 1934.
Social Behaviorism . A sophisticated, behavioristic, interactionism, it is the “bible” of Interactionism, semi-tough minded. Mead, a sociologically-inclined philosopher at the University of Chicago in the early years of the Twentieth Century, holds an exalted status among Interactionists.: Wa13: 143-52; DM 68-72
 - (3). Herbert Blumer: Symbolic Interaction: Perspective and Method. 1969. The dominant current version of Interactionism. When Mead died (in late Spring 1931, U Chicago), Blumer was called in from the UC sociology department to complete Mead’s course. Blumer was first seen as the legitimate interpreter of Mead but soon criticized for “distorting” Mead.. Like Cooley, he is often mentalistic. Wa13 156-58; DM 90
 - b. Social Exchange (More Tough-Minded): Wa13: Chapter 6
 - (1). George C. Homans: Social Behavior: Its Elementary Forms, 1961, 1974. Reductionist. Critical of fellow sociologists for not realizing that all sociology, and sociological theory (e.g., Functionalism), are explainable psychologically, that is, reducible to, and explainable in term of, the behavior of individuals, e.g., perception, motivation, personality): Wa13 77-82..
 - (2). Peter M. Blau: Exchange and Power in Social Life, 1964. “Relational” approach, exchange on both micro (inter-personal exchange) and macro (indirect exchange) levels. Is critical of Homans’ “reductionism” and of Homans for overlooking obvious social processes such as social relations and social structure, and, particularly, power. Wa13: 83-95.
 - (3). Claude Levi-Strauss: Structural Anthropology, 1967. Collectivistic Exchange theory: The more significant exchange is actually between *social* units such as tribes. Anthropologists, such as Levi-Strauss, criticize psychologists and sociologists for being narrow, psychologists for downplaying culture and sociologists for focusing on industrial society: Wa13:71-74.

II. Personal Organization in a Social Context

2. Socialization: DM II, III, VI; Wa13: 170-71, 179-80 191, 192, 149-50; BBB IV; My II; BBB IV; Sa III
3. Perception, Memory, Stereotypes, and Attributions: DM IV; My IX; BBB II; Sa IV, V
4. Language and Communication: Wa13: 145-49, 168-69
----- ***First Exam, largely on Topics 2-4*** -----

III The Social Structuring of Behavior

5. Social Norms and Deviance: DM XIV, 45-47, 242-43, 379-80; Wa13 89-94;; Sa VIII
6. Status (or Social Position) and Role, Social Relationships: DM 283-87, 347-50; BBB XI; Sa IX
7. Group Structure and Process: DM: X, XI; Wa13: X; My VI, VIII; Sa IX
8. Intergroup Conflict (Simmel, Marx): DM XII; Wa13 334-54; My XIII; Sa XI
-----***Second Exam on Topics 5-8***-----

IV.. Remaining, and Diverse, Issues and Topics

9. Self and Personality: DM XIII; W#a13 214-15
10. Motivation, Affect, and Mood : DM IX; Wa13 202-03
11. Collective Behavior and Social Movements: DM XV; Wa13 171-72
----- ***Final Exam on Topics 9-11***-----

V. Summary of the Course (Handout in class on the last day).

NOTE 1: This is a sociology course, but one that seeks to be fair to both psychological and anthropological dimensions of social psychology. American social psychology emerged first in sociology departments (e.g., Cooley, Ross, Thomas) during the early decades of the Twentieth Century, at a time when American psychologists tended to be individualistic (e.g., Floyd Allport, the older brother of Gordon Allport), and, therefore more or less blind to “social fact”[in the Durkheim sense]. .

NOTE 2: One exception was an early social psychology text by a Scottish psychologist, William MacDougall (in 1908). MacDougall’s text focused on instincts (“propensities”), although in a broad manner; it was broad view of instinct in that, for MacDougall, instincts could vary situationally (e.g., the “pugnacity” instinct could take various forms, e.g., war in one social context, competition in a second, and/or angry letters to the editor in a third.). In the same year, Edward A. Ross, a sociologist, published a different kind of social psychology text emphasizing social processes such as collective behavior, crowds, suggestion, and, imitation. MacDougall’s text was more successful.

NOTE 3: Instinct theories were popular in England and the US but eventually began to decline, probably not so much because they were “disproven” but because of lack of agreement among instinct theorists. Since instincts were presumed to have a biological basis, then there should have been more agreement among the different instinct theorists as to the number and kinds of instinct; for example there was lack of consistency in the different editions of MacDougall’s social psychology text. This was also true for other instinct theorists, i.e., lack of agreement. This helped to bring instinct theory down, so instinct theory fell into disrepute, maybe unfairly in that instincts were “laughed out of court” and abandoned, not really tested and/or disproven.

In 1924, Luther Lee. Bernard, a sociologist at the University of Minnesota (and husband of Jessie Bernard, later a major feminist leader), published a book called Instinct: A Study in Social Psychology, in which he did a thorough job of going over thousands of instincts, divided into many different categories, and helping to demolish instinct theory. Perhaps more important were shifting interests in the social and behavioral sciences toward cultural explanations offered by anthropologists (e.g., Franz Boas, Ruth Benedict, Alfred Kroeber, and Margaret Mead).

NOTE 4: Among theories and perspectives relevant to some of the different topics of this course, other than those already listed above, are: Role theory (Linton, Newcomb), Reinforcement theory (Hull, Dollard and Miller), Equity theory, Cognitive theory (Fiske and Taylor), Cognitive Consistency theory (Heider), Cognitive Dissonance (Festinger), Expectation States, Attribution theory (Jones and Davis), Lewinian Field theory, Psychoanalytic (Freudian) theory, Ethnomethodology (Garfinkel), and Evolutionary theory (e.g., Neo-Darwinism).

NOTE 5: There will be three essay exams, the First Exam on Topics 2 through 4 above, the Second exam on Topics 5 through 8, and the Final exam on topics 9 through 11. Thus, the final exam will not be comprehensive in its required portions; however, there will be optional questions on the final exam based on the materials of the previous two parts of the course, this thereby giving students an opportunity to make up for any previous deficiencies. Overall, class performance can help, it can raise, but not lower, a student’s final grade.

NOTE 6: There will be no class on Wednesday, September 4, because of Rosh Hashana (the Jewish New Year), also no office hours the following day, Thursday, September 5.