

Social Psychology of Inequality
Sociology 341: Fall 2017
Monday, Wednesday and Friday 11:30 to 12:20
Bessey Hall 108

Instructor: Dr. Christina Falci

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Office Hours: Mon. 1:30 to 2:30 & Wed. 2:30 to 3:30

Course Description: This course will provide a selective overview of the field of sociological social psychology with a special emphasis on social inequality. We will review key social psychological concepts (e.g., the self, schemas, perception) and apply contemporary theories (e.g., social structure and personality, expectation states, implicit biases) to understand how and why inequality persists in the US. We will pay close attention to how inequality is created, reproduced, and resisted during face-to-face social interactions. We will examine the unique mechanism of inequity across different social groups, such as race, class and gender. Time permitting this class will end by covering social movements that aim to end inequality.

Course Format: Weekly class meetings will consist of lectures, exercises and discussions. Lectures will review some of the key points from the assigned readings and incorporate material not included in the readings. I welcome questions and comments at any point during class. Your questions give me the opportunity to clarify ambiguities and your comments will add to the intellectual breadth and depth of this course. Frequently, I will ask questions to the class about the course material. These questions help me assess your level of understanding of the course material and encourage you to think further about the topic being covered. Exercises may take the form of in-class exercises completed in small groups during class time, homework assignments to be completed outside of class, or a combination of both such as starting the exercise during class time and completing the assignment outside of class. These exercises will provide students the opportunity to engage in active learning of the course material. Class discussions will focus on one particular assigned reading for the week such it is imperative that students complete the reading prior to class. Participation in class discussion is expected from all students. I strongly encourage students to ask questions about the reading that will help increase your understanding of the covered topics.

Course Goals

- understand and utilize *social psychological theories* to explain the creation, maintenance and resistance to social inequality
- develop a *sociological social psychology perspective* to identify social inequality within the self, during face-to-face social interactions, and within institutional contexts
- reveal the *reciprocal relationship* between the "self" and "society" encouraging students to think systematically introspectively about how:
 - your personal life experiences are shaped by society
 - you may unconsciously participate in or actively resist social inequality within society

Ace # 9 Certified Class: The goal of Ace #9 for this class is to obtain knowledge of human diversity through analysis of an issue. This learning outcome will be achieved in the following manner: a) from a sociological perspective we will examine a variety of social and cultural forces impacting diverse groups of people in society, b) a primary focus will be on understanding those factors that have led to social and economic inequality, and c) having examined the nature and causes of inequality, we will analyze how the problems we have examined may best be solved.

Required Readings

Textbook

Hegtvedt, Karen and Cathryn Johnson. 2017. *Social Psychology: Individuals, Interaction and Inequality*. Sage: Las Angeles, CA.

Reader

Cahill, Spencer E., Kent Sandstrom, and Carissa Froyum. 2014. *Inside Social Life: Readings in the Sociological Psychology of Microsociology*, 7th Edition. New York: Oxford University Press.

Journal Articles or Reports

Budig, Michelle J. 2014. "The Fatherhood Bonus and the Motherhood Penalty: Parenthood and the Gender Pay Gap." Washington, DC: Third Way.

Ghandnoosh, Nazgol. 2015. "Black Lives Matter: Eliminating Racial Inequity in the Criminal Justice System." Report from the Sentencing Project.

Hill, Catherine, Christianne Corbett and Andresses St. Rose. 2010. "Why so Few: Women in Science, Technology, Engineering and Mathematics." Report by American Association of University Women.

Kraus, Michael W., Jun Won Park and Jacinth J. X. Tan. 2017. "Signs of Social Class: The Experience of Economic Inequality in Everyday Life." *Perspectives on Psychological Science* 12(3): 422-435

Moss-Racusin, Corinne, John Dovidio, Victoria Brescoll, Mark Graham and Jo Handelsman. 2012. Science Faculty's Subtle Gender Biases Favor Male Students. *PNAS* 109(41): 16474-16479.

Book Chapters

McLeod, Jane and Kathryn Lively. 2006. "Social Structure and Personality." Pp. 77-102 in *Handbook of Social Psychology*, edited by John DeLamater. New York:Springer.

Milkie, Melissa, Catharine Warner and Rashawn Ray. 2015. "Current Theorizing and Future Directions in the Social Psychology of Social Class Inequalities" Pp. 547-573 in *Handbook of the Social Psychology of Inequality* edited by Jane D. McLeod, Edward J. Lawler, and Michael Schwalbe. New York: Springer.

Ridgeway, Cecilia L. and Susan R. Fisk. 2012. "Class Rules, Status Dynamics, and Gateway Interactions." Pp. 131-151 in *Facing Social Class: Social Psychology of Social Class*, edited by S. T. Fiske and H. R. Markus. New York: Russell Sage Foundation.

Snow, David and Peter Owens. 2015. "Social Movements and Social Inequality: Toward a More Balanced" Pp. 657-681 in *Handbook of the Social Psychology of Inequality* edited by Jane D. McLeod, Edward J. Lawler, and Michael Schwalbe. New York: Springer.

Wilkins, Amy, Stephanie Mollborn and Boróka Bó. 2015. "Constructing Difference." Pp. 125-154 in *Handbook of the Social Psychology of Inequality* edited by Jane D. McLeod, Edward J. Lawler, and Michael Schwalbe. New York: Springer.

Course Requirements: I expect students to keep up with assigned readings, show up for class on time, attend class on a regular basis, participate in class discussions, take good class notes and participate fully in group exercises. Also, please write in legible manner for all class exercises.

1) **Participation and Exercises** - 100 points (20%)

Participation points come from attendance, participation in class discussions, and unannounced individual or group exercises turned in at the end of class or a subsequent class.

2) **Two Papers** - 100 points each (40%)

These papers will be **4 pages** in length. Both papers will assess your ability to explain and apply the social psychological concepts and/or theories. The first paper will require you to identify these concepts played out within a movie. The second paper will require you to apply concepts and theories to an individual (yourself or someone else). I will provide additional handouts on these assignments later in the semester.

3) **Mid-Term Exam and Final Exam** -100 points each (40%)

Exams may consist of multiple choice, matching, true-false and/or short answer questions. Exams will cover all aspects of the class, which include readings, lectures, discussions, and exercises. The final exam will be **cumulative**.

Grade Basis: based on the percentage for the # of earn points divided by the # of possible points:

A +	97 -100	B +	87 – 89.9	C +	77 – 79.9	D +	65 – 69.9
A	93 – 96.9	B	83 – 86.9	C	73 – 76.9	D	60 – 64.9
A -	90 – 92.9	B -	80 – 82.9	C -	70 – 72.9	F	below

Absences, Make-Ups, Late Work, Pass/Fail, Honor System: If you have a conflict with taking any of the exams, you must inform the instructor at least two weeks ahead of time to see if other arrangements are possible. Missed exams may only be made-up with documented evidence of illness or emergency. Assignments turned in late will lose points (5 points per weekday) unless there is documentation of illness or emergency. Students may take this class pass/fail, but students must complete all course requirements in order to receive a passing grade. Furthermore, those taking the course Pass-No Pass will need a C or better to obtain a Pass (a C minus is a “No Pass”). Finally, I will take all necessary steps to enforce the Honor System for the sake of fairness to all students. I will report incidents of academic dishonesty in writing to UNL’s Judicial Affairs.

- Plagiarism is taking someone else’s ideas/work/words and using them as your own – a very serious offense within academia. To better understand how to plagiarism avoid please take advantage of this UNL resource: <http://www.unl.edu/gradstudies/current/plagiarism.shtml>.

Disabilities: Students with disabilities are encouraged to contact me for a confidential discussion of their individual needs for academic accommodation. It is the policy of the University of Nebraska-Lincoln to provide flexible and individualized accommodation to students with documented disabilities that may affect their ability to fully participate in course activities or to meet course requirements. To receive accommodation services, you must be registered with the Services for Students with Disabilities (SSD) office, 132 Canfield Administration, 472-3787 voice or TTY.

Week: Dates	Class Schedule	Readings
1: Aug. 21, 23 & 25	Introduction <i>Discuss:</i> Sociological Mindfulness <i>Exercise:</i> Sociological Imagination	Text Chapter 1 Cahill - <i>sociological mindfulness</i>
2: Aug. 28, 30, & Sept. 1	Theory and Methods <i>Exercise:</i> Theoretical Explanations <i>Discuss:</i> Symbols	Text Chapter 2 Cahill reader- <i>symbols</i>
3: Sept. 6 & 8	Symbols and The Self <i>Exercise:</i> Who am I? <i>Discuss:</i> Media Images	Text Chapter 3 Cahill reader- <i>media images</i>
4: Sept. 11, 13 & 15	Self-Concepts <i>Exercise:</i> Self-Esteem and Efficacy <i>Discuss:</i> Racial Self	Text Chapter 4 Cahill reader- <i>racial self</i>
5: Sept. 18, 20 & 22	Cognition <i>Discuss:</i> Islands of Meaning	Text Chapter 5 (p. 91-103) Cahill reader- <i>islands of meaning</i>
6: Sept. 25, 27 & 29	Perception <i>Exercise:</i> Social Perception	Text Chapter 5 (p. 103-121)
7: Oct. 2, 4, & 6	Social Interaction <i>Discuss:</i> Signs of Social Class	Kraus et al. (2017)
8: Oct. 9, 11 & 13	Social Structure and Personality Due: paper #1 (10/11)	McLeod et al. (2006) chapter 4
9: Oct. 18 & 20	catch-up & review Midterm Exam (10/20)	
10: Oct. 23, 25 & 27	Social Difference	Wilkins (2016) chapter 6
11: Oct. 30, Nov. 1 & 3	Social Status	Text Chapter 8 Text Chapter 10 (p. 263-268)
12: Nov. 6, 8, & 10	Social Class and Mobility <i>Discuss:</i> Gateway Interactions	Milkie (2015) chapter 22 Ridgeway(2012) chapter 7
13: Nov. 13, 15 & 17	Race and Criminal Justice <i>Discuss:</i> Black Lives Matter	Text Chapter 12 Ghandnoosh (2015)
14: Nov. 20	Gender and Work <i>Discuss:</i> Science Faculty Gender Bias	Moss-Racusin et al (2012)
15: Nov. 27 & 29, Dec. 1	<i>Discuss:</i> Why so Few & Motherhood Penalty	Hill et al. (2010) Budig (2014)
16: Dec. 4, 6 & 8	Social Movements Due: Paper #2 (12/4)	Snow (2015) chapter 26
Final Exam: Thursday, December 14 th from 10am to 12pm		