

SOCIAL PSYCHOLOGY OF INEQUALITY

Sociology 198H - Fall 2015
Tuesday & Thursday 11am to 12:15pm
Nebraska Hall W185

Instructor: Dr. Christina Falci

E-mail: cfalci2@unl.edu

Office: 714 Oldfather Hall

Office Hours: Tuesday 12:30 to 1:30, Wednesday 1:30 to 2:30, and by appointment

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., social categories, stigma, identity, cultural meanings, self-presentation, social perception) and apply contemporary theories (e.g., expectation states and 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 with friends or strangers across various social and institutional contexts (e.g., work, neighborhoods, criminal justice, education). We will examine the unique inequity processes across different social groups, such as race, class and gender as well as the intersection of these statuses. The class will end by covering the consequences of inequality regimes for the self and various life outcomes, such as social class attainment and health, the inequality conditions conducive to intergroup conflict, and the emergence of social movements that aim to end inequality.

Course Format: Weekly class meetings will consist of lectures, discussion, exercises and media presentations. 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. Most exercises will be started in-class within impromptu small groups, but some will be homework assignments. These exercises will provide students the opportunity to engage in active learning of the course material.

Course Goals

- Develop a *sociological social psychology perspective* to identify the manifestation of social inequality within the self, during face-to-face social interactions, inside group dynamics, and throughout institutional contexts.
- Understand and utilize *social psychological theories* to explain the creation, maintenance and resistance to social inequality.
- Reveal the *reciprocal relationship* between the "self" and "society" encouraging students to think systematically about how their personal life experiences are shaped by society and introspectively about how 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.

References for Readings provided on Blackboard

Textbooks

DeLamater, John D., Daniel J. Myers and, Jessica L. Collett. 2015. *Social Psychology*, 8th Edition. Boulder, CO: Westview Press.

McLeod, Jane D., Edward J. Lawler, and Michael Schwalbe (Eds.). 2015. *Handbook of the Social Psychology of Inequality*. New York: Springer.

Newman, David M. 2014. *Sociology: Exploring the Architecture of Everyday Life*. Thousand Oaks, CA: Sage Publications.

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.

Cahill, Spencer. 2007. *Inside Social Life: Readings in the Sociological Psychology of Microsociology*, 5th Edition. New York: Oxford University Press.

Book Chapters and Journal Articles

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.

Wright, Richard, Mark Ellis, and Steven R. Holloway. 2014. "Neighborhood Racial Diversity and White Residential Segregation in the US." Pp. 111-134 in *Social-Spatial Segregation: Concepts, Processes and Outcomes*. Lloyd, Christopher, Ian Shuttleworth and David W. Wong, Editors. Chicago, IL: University of Chicago Press.

Kraus, Michael W., Michelle L. Rheinschmidt, and Paul K. Piff. 2012. "The Intersection of Resources and Rank: Signaling Social Class in Face-to-Face Encounters." Pp. 152-172 in *Facing Social Class: Social Psychology of Social Class*, edited by S. T. Fiske and H. R. Markus. New York: Russell Sage Foundation.

Acker, Joan. 2006. "Inequality Regimes. Gender, Class and Race in Organizations." *Gender and Society* 20:441-464.

Reports

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

Lynch, Mona. *forthcoming*. "The Empirics of Capital Punishment: Continuities and Discontinuities." In *Emerging Trends in the Social and Behavioral Sciences*, Robert A. Scott and Stephen Kosslyn (Eds.). Somerset, NJ: Wiley.

Biddle, Bruce and David Berliner. 2003. "What research says about unequal school funding in America." Education Policy Reports Project, Tempe, AZ: Arizona State University.

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, Exercises, and Quizzes** - 100 points (20%)

Participation points come from attendance and unannounced individual or group exercises turned in at the end of class or a subsequent class. To help students retain the core concepts learned throughout the semester, I will give quizzes through Blackboard a few times this semester.

2) **Two Analysis 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 in some form of media. 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, media, 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	93 - 100	B -	80 – 82.9	D +	65 – 69.9
A -	90 – 92.9	C +	77 – 79.9	D	60 – 64.9
B +	87 – 89.9	C	73 – 76.9	F	below 60
B	83 – 86.9	C -	70 – 72.9		

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	Topics, Exams & Assignment Due Dates	Readings
1: Aug. 25 & 27	Introduction: Concepts and Theories	Newman chapters 1 & 2; Cahill (7 th) reader #1
2: Sept 1 & 3	Intro (con't)	DeLamater chapter 1; Cahill (7 th) reader #3
3: Sept. 8 & 10	Self and Identity	DeLamater chapter 4 (Pp. 117-143); Cahill (5 th) reader #7
4: Sept. 15 & 17	Status, Power and Resources	McLeod (Ridgeway) chapter 1; Kraus chapter
5: Sept. 22 & 24	Cognition and Perception	Delamater chapter 6; Cahill (5 th) reader #1
6: Sept. 29 & Oct. 1	Attitudes, Stigma and Emotions	McLeod (Link) chapter 3; Cahill (7 th & 5 th) reader #7 & #18
7: Oct. 6 & 8	Social Interaction and Self Presentation	Delamater chapter 4 (Pp. 144-174); Cahill (5 th) reader #16 & #17
8: Oct. 13 & 15	Constructing Difference <i>Media Analysis Paper Due 10/13</i>	McLeod (Wilkins) chapter 6
9: Oct. 22	Midterm Exam	
10: Oct. 27 & 29	Institutional Inequality	Acker article Lynch & Biddle report
11: Nov. 3 & 5	Social Class	McLeod (Milkie) chapter 22; Ridgeway chapter
12: Nov. 10 & 12	Race	McLeod (Samson) chapter 21; Cahill (5 th) read #27 & Wright chapter
13: Nov. 17 & 19	Gender	McLeod (Kroska) chapter 20; Budig report
14: Nov. 24	Social Structure and Personality	Delamater chapter 15
15: Dec. 1 & 3	Inter-Group Conflict	Delamater chapter 13 (Pp. 452-467)
16: Dec. 8 & 10	Social Movements <i>Individual Analysis Paper Due 12/8</i>	McLeod (Snow) chapter 26
Final Exam: Monday, Dec. 14, 3:30 to 5:30 p.m.		