

# SOCIAL PSYCHOLOGY OF INEQUALITY

Sociology 189H - Fall 2016  
Tuesday & Thursday 9:30 to 10:45  
Henzlik Hall, room 109

**Instructor:** Dr. Christina Falci

**E-mail:** [cfalci2@unl.edu](mailto:cfalci2@unl.edu)

**Office:** 714 Oldfather Hall

**Office Hours:** Tuesday 2:00 to 3:00 pm, Thursday 11:00 to 12:00, 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., the self, schemas, perception, attitudes) 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, discussions, 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. 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 as 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.

### **References for Readings provided on Blackboard**

#### ***Textbooks***

DeLamater, John D., Daniel J. Myers and, Jessica L. Collett. 2015. *Social Psychology*, 8<sup>th</sup> 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.

#### ***Readers***

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

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

#### ***Book Chapters and Reports***

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

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.

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.

**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 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 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, 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 +	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.

<b>Week: Dates</b>	<b>Topics, Exams &amp; Assignment Due Dates</b>	<b>Readings</b>
1: Aug. 23 & 25	Introduction to Sociology	Newman chapters 1 & 2; Cahill (7 <sup>th</sup> ) reader #1 ( <i>sociological mindfulness</i> )
2: Aug. 30 & Sept. 1	Introduction to Social Psychology	Cahill (7 <sup>th</sup> ) reader #3 ( <i>symbols</i> )
3: Sept. 6 & 8	Self and Identity	DeLamater chapter 4 (Pp. 117-143); Cahill (5 <sup>th</sup> ) reader #6 ( <i>racial self</i> )
4: Sept. 13 & 15	Self and Identity ( <i>continued</i> )	Cahill (5 <sup>th</sup> ) reader #7 ( <i>media images</i> )
5: Sept. 20 & 22	Cognition and Perception	Delamater chapter 6
6: Sept. 27 & 29	Social Interaction and Stigma	Krause Chapter ( <i>facing social class</i> )
7: Oct. 4 & 6	Attitudes and Emotions	Cahill (5 <sup>th</sup> ) reader #18 ( <i>wheelchair users</i> )
8: Oct. 11 & 13	Social Structure and Personality <b><i>Media Analysis Paper Due 10/11</i></b>	Delamater chapter 15
9: Oct. 20	<b>Mid-Term Exam</b>	
10: Oct. 25 & 27	Social Difference	McLeod (Wilkins) chapter 6
11: Nov. 1 & 3	Social Status	McLeod (Ridgeway) chapter 1
12: Nov. 8 & 10	Social Class	McLeod (Milkie) chapter 22; Ridgeway chapter 7 ( <i>gateway interactions</i> )
13: Nov. 15 & 17	Race	McLeod (Samson) chapter 21; Pod Cast
14: Nov. 22	Race and/or Gender	
15: Nov. 29 & Dec. 1	Gender	Budig report
16: Dec. 6 & 8	Social Movements <b><i>Individual Analysis Paper Due 12/6</i></b>	McLeod (Snow) chapter 26
<b>Final Exam: Monday, Dec.12, 10:00 am to 12:00 p.m.</b>		