

SOC-S 530: Introduction to Social Psychology (Section 12305)

Fall 2021

Thursday

3:00 PM-5:00 PM

SISR 201

Course Information

Professor: Steve Benard

Office: BH 748

Office Hours: T & R 12:00pm-1:00pm or by appointment

Email: sbenard@indiana.edu (Please put "S530" first in the subject line)

Course webpage: Available on Canvas (<https://canvas.iu.edu/>)

Class Location: SISR 201

Course Description

This course provides a graduate-level introduction to theory and empirical research in sociological social psychology, organized around major theories in the field. Social psychology is an interdisciplinary field that includes contributions from both sociology and psychology. This course will focus on the sociological literature, while reviewing some closely-related work in allied fields.

Given the breadth and depth of research in social psychology, a one-semester course can only scratch the surface of topics and theories. If you are interested in a topic that is not covered, or would like to learn more about a topic that is covered, let me know and I'll help you get started.

In Class

Each class will focus on an in-depth discussion of the issues raised by the readings that week. I will begin by providing a brief overview of the topic. We will then turn to discussion leaders, who will provide a short summary of each reading, and then lead the class through a series of discussion questions. We may also return to our orienting questions if these don't come up in the course of the discussion.

It is important that everyone read the assigned readings each week and come to class ready to actively participate in the discussion – to ask questions, speak to debates that arise in the literature, challenge what class members (including me) have said, and relate the material to your own projects. The more you participate, the more we will all gain from the class. I expect that everyone will actively participate in discussions; not actively participating may reduce your final grade.

Canvas Page

The course is organized into modules on Canvas. Each module contains everything you need for that week, including the readings, a place to submit your critical analysis paper, and a place to post your discussion questions.

Contact and Office Hours

My email address is sbenard@indiana.edu. Please put “S530” in the subject line of all course-related emails, this will help me prioritize student emails. I will reply as soon as I can, typically within one business day.

My office hours are T & R 12:00pm-1:00pm. You can sign up for office hours at <https://prof-benard.youcanbook.me>. You can also walk in, but students with appointments have priority. If you would prefer to meet via Zoom there is a place to indicate this when you sign up for a meeting. If you don't have availability during these times, you can contact me to set up another time to meet.

Evaluation

Evaluation in the course will be based on three components: (1) serving as a discussion leader (30%), (2) weekly critical analysis papers (30%), and (3) a research proposal (40%).

Discussion leaders

Each week, 2-3 people will sign up to lead the discussion. You can sign up on Canvas in Module 1. Please sign up by 5pm Friday, 8/27. You'll act as a discussion leader twice during the semester. The discussion leaders should prepare a short handout (~1-page) that summarizes each of the readings in 4-5 *one-sentence* bullet points. Each article summary should be no more than 125 words in total. The goal is to simply capture the main idea behind each paper. These can be uploaded in the “Discussion Leader Questions” section of the module each week.

The discussion leaders should also prepare 2-3 open-ended discussion questions on each of the readings (note this is 2-3 questions *per reading*, not per person per reading). These discussion questions should address what you see as the core theoretical or empirical aspects of the reading. We have a limited amount of time for addressing each paper and will get more out of the discussion if we don't get too far into the weeds on our feelings about footnote 11 or the second column of Appendix Table A24.

If possible, discussion leaders should review the rest of the class's critical analysis papers for that week. These are available in the “Critical Analysis Paper” section of each Canvas module.

Seven ways to prepare discussion questions: The discussion questions should be open-ended, meaning the answer is not obvious and reasonable people might disagree. Here are seven approaches for preparing effective discussion questions to help you get started:

- Propose alternative explanations for the findings of a particular article, and then discuss (as a class) whether the proposed alternative or the author's original theory better account for the findings.
 - Example: research in social identity theory proposes that people treat ingroup members more favorably than outgroup members because they view ingroup

members more positively; an alternative account proposes that individuals do so because they expect ingroup members to reciprocate this favorable treatment.

- Compare two theoretical ideas (either within or across weeks), to discuss whether they are fundamentally similar or different. For example, one might discuss different conceptions of what an emotion is, or whether and how power and status differ.
- Discuss whether there are hidden assumptions in theory or research that might be brought to light. How would you expect different assumptions to affect the theory or empirical findings? For example, much social psychological research is conducted in wealthy, industrialized western democracies, yet this fact is rarely explicitly addressed in theory.
 - As a further note, the generic criticism “how would this apply in another time/place/group/setting?” is very easy to make but harder to answer. If you make this criticism, try to formulate an answer.
- Discuss the scope of a theory. How broadly does the theory apply? Is it universally applicable, or only under certain conditions? What are these conditions? Could the scope of a theory be expanded to cover additional settings or issues, other than what the authors intended? For example, Blumer’s theory of racial prejudice was developed in the context of black-white relations during the US civil rights movement. How well does the theory apply to more modern or more diverse contexts?
- Are there ways in which the research could be productively extended? For example, could ideas from one week of the class improve research in another portion of the class? Or, what important questions remain unanswered? For example, exchange theory historically tended to ignore the role of emotions, but more recent work has focused on incorporating emotions into exchange theory.
- For any of the above, a cross-cutting question is to discuss how new methods or data might resolve the questions above. One productive use of class time is to generate ideas for research studies that students might embark on.
- A discussion of the methods used in the article. Do the methods effectively test the ideas in the way the authors intend? Could they do so more effectively?

In class, you’ll pose the questions you devised, and field and respond to your classmates’ answers. You will receive your classmates’ critical analysis papers before class (see below) to help you anticipate their response to the material.

You should set up a time to meet with me before you will lead the discussion, so we can go over your discussion questions. I can help you revise the questions to elicit a better-quality discussion. I have office hours from 12:00-1:00 Tuesday and Thursday.

Critical analysis papers

In the weeks that you are not a discussion leader, you will have a critical analysis paper due. The critical analysis paper is a short (2-page, double-spaced) reflection on the readings that week. **Do not summarize the reading.** Try to answer some or all of the orienting questions (listed below) for each week, drawing on the readings to do so. Your analysis paper should demonstrate that you have finished the readings for this week. Papers will be graded on a check/check plus/check minus basis. A check represents a “good” paper, and most papers will receive a check.

You should post your critical analysis papers to Canvas, by 3PM on Wednesday, so we will have time to read them before class on Thursday. Papers submitted after 3PM on Wednesday but before class on Thursday will receive half credit (and I am unlikely to read them by class time). I don't accept papers submitted after class except in the case of illness or other mitigating circumstances.

Sharing response papers: You can submit your critical analysis paper via Canvas, in the "Critical Analysis Papers" section of the Canvas module for each week. To allow your classmates will be able to see these papers, please submit your CAP by attaching it to a discussion post. Please title your analysis papers: lastname_weekx_s530_cap. (where the "x" in weekx is the week number). Please use .docx format for all papers.

A note on criticism: Conducting high-quality empirical research is challenging, and most research isn't perfect. As a result, it's not difficult to identify shortcomings with most articles. Better criticism not only identifies shortcomings, but also identifies effective, realistic ways to address those shortcomings. As an exercise, attempt to hold yourself to the rule of proposing a solution for each criticism you offer.

Research proposal

For the research proposal, you will develop a theoretical argument grounded in social psychological theory, and propose a method for empirically evaluating this argument, along the lines of a grant proposal. This is intended to help you develop a plan that you can use for your MA thesis, a funding proposal, or another research project.

The goal of this paper is to help you get your research done. If you are already engaged in a substantive research project as the primary investigator, completion of the actual research and writing up a paper with findings is an alternative to the proposal requirement. If you have already written a social psychology theory paper for another class, you may use the 15-20 page assignment for developing the methods aspect of your proposal. Talk to me in advance if you want to take either of these options, or if there is another way for the paper assignment to productively advance your research program.

We will devote two class days to presenting and discussing your projects.

A suggested format for your final proposal is given below. The page lengths are just general guidelines; papers should be about 15 pages, but please do not exceed 20 pages (double-spaced).

- Introduction and statement of the research question (~1 page)
- Related research (background and significance): develops your argument, drawing on past literature. This is not simply a summary of past literature, instead, discuss past literature *in the service of making your argument* (4-5 pages).
- Procedures/study design: This includes a description of the type of data you plan to collect (or use), key concepts you will measure and how you will measure them, your sampling design (or if you are planning to use existing data, the sampling design for the study), units of analysis and how you will gain access to the data or subjects. This section tells the reader what you plan to do and why you plan to do it, and the foundation of the

research design for your study. The more detail, the better. If you are developing a survey instrument or interview schedule, you should include it as an appendix. If you are using existing data, you should include the items you will use from the survey in the text or as an appendix (5-9 pages).

- A discussion of any relevant ethical issues, if there are any (1 paragraph – 1 page). Specifically discuss into which category you think your research would fall (exempt, expedited or full) using the definitions from IU’s Office of Human Research Protection and explain why it falls into this category and why (you may find this website helpful in figuring out which category fits your research: <https://research.iu.edu/compliance/human-subjects/review-levels/index.html>; the link at the bottom to the “protocol decision tree” may also be useful). Also discuss whether your research requires any special considerations of informed consent and if so how you will address those.
- A discussion of limitations of the study (1-2 pages).

Note: If you propose to use secondary data you will need to find a data set that will meet your needs, explain what it is and why it best meets your needs. You also want to describe your main concepts and describe the measures that are available to address those questions, and also the sample design. In other words, most of the detail above still applies even if you are not collecting the data yourself.

Your proposals are due Thursday, December 16th at 5:00 PM.

Course Policies

Academic Integrity: You are expected to be familiar with and adhere to Indiana University’s Code of Student Rights, Responsibilities, and Conduct, available here:

<http://studentcode.iu.edu/>

I will assume you have read and understand this information. If you have questions about what constitutes academic integrity, please ask me. Any violations of the code – such as plagiarism – will result in, at a minimum, a grade of 0 on the exam or assignment, and may also result in further penalties. As the final paper is 40% of the grade, turning in a plagiarized (i.e. portions are copied from other research papers, websites, Wikipedia, etc.) research proposal will result in a failing grade for the course. In addition, as required by Indiana University policy, academic misconduct will be reported in writing to the Dean of Students, the College of Arts and Sciences, and the College or School in which you are enrolled.

Accommodations: I am available to discuss appropriate academic accommodations that may be required for students with special needs. Requests for accommodation should include university documentation and be made within the first three weeks of the semester.

Online course materials: The instructor teaching this course holds the exclusive right to distribute, modify, post, and reproduce course materials, including all written materials, study guides, lectures, assignments, exercises, and exams. Some of the course content may be downloadable for students who may only have intermittent access to the internet, but you should

not distribute, post, or alter the instructor's intellectual property. While you are permitted to take notes on the online materials and lectures posted for this course for your personal use, you are not permitted to re-post in another forum, distribute, or reproduce content from this course without the express written permission of the instructor.

Respect for others: In the course of our online class discussion, it is natural that some people will have different perspectives. It is normal for people to disagree, but it is important to do it in a mature and thoughtful manner. You are expected to be polite and respectful to all members of the class at all times.

Public Health: At the start of the fall 2021 semester, Indiana University is requiring that masks be worn indoors on campus, including in classrooms. An exception is allowed for presenters who are at least six feet away from their audience. This requirement will be in place until there is an officially announced change in policy. Please observe this requirement conscientiously as it is intended for the safety of everyone in the community.

Any students who come to class without a mask will be asked to mask up. If any students refuse to wear a mask in class, they will be dismissed from the classroom on that day, and will be expected to leave the room and the building. On the third incident, the Chair of the Department will be notified, who will in turn notify the Dean of Students Office.

Bias Reporting: As your instructor, one of my responsibilities is to create a positive learning environment for all students. Bias incidents (events or comments that target an individual or group based on age, color, religion, disability, race, ethnicity, national origin, sex, gender, gender identity, sexual orientation, marital status or veteran status) are not appropriate in our classroom or on campus. Any act of discrimination or harassment based on race, ethnicity, religious affiliation, gender, gender identity, sexual orientation or disability can be reported through any of the options: 1) email biasincident@indiana.edu or incident@indiana.edu; 2) call the Dean of Students Office at (812) 855-8188; or 3) use the IU mobile App (m.iu.edu). Reports can be made anonymously if desired.

Disability Services for Students: Every attempt will be made to accommodate qualified students with disabilities (e.g. mental health, learning, chronic health, physical, hearing, vision neurological, etc.). You must have established your eligibility for support services through the appropriate office that services students with disabilities. Note that services are confidential, may take time to put into place and are not retroactive; captions and alternate media for print materials may take three or more weeks to get produced. Please contact Disability Services for Students at <http://disabilityservices.indiana.edu> or 812- 855-7578 as soon as possible if accommodations are needed. You can also locate a variety of campus resources for students and visitors that need assistance at: <http://www.iu.edu/~ada/index.shtml>.

Sexual Misconduct & Title IX: As your instructor, one of my responsibilities is to create a positive learning environment for all students. IU policy prohibits sexual misconduct in any form, including sexual harassment, sexual assault, stalking, sexual exploitation, and dating and domestic violence. If you have experienced sexual misconduct, or know someone who has, the University can help. If you are seeking help and would like to speak to someone confidentially,

you can make an appointment with the IU Sexual Assault Crisis Services at (812) 855-5711, or contact a Confidential Victim Advocate at (812) 856-2469 or cva@indiana.edu. It is also important that you know that University policy requires me to share certain information brought to my attention about potential sexual misconduct, with the campus Deputy Sexual Misconduct & Title IX Coordinator or the University Sexual Misconduct & Title IX Coordinator. In that event, those individuals will work to ensure that appropriate measures are taken and resources are made available. Protecting student privacy is of utmost concern, and information will only be shared with those that need to know to ensure the University can respond and assist. I encourage you to visit <http://stopsexualviolence.iu.edu/index.html> to learn more.

Digital Access: Digital devices (like laptops and cell phones) are becoming increasingly important to success in college. In this course, you may need digital devices to access readings, and complete and submit written assignments.

I recognize that some students are unable to afford the cost of purchasing digital devices and that other students rely on older, more problem-prone devices that frequently break down or become unusable. I also recognize that those technology problems can be a significant source of stress for students. Given those challenges, I encourage students to contact me and/or the teaching assistant if they experience a technology-related problem that interferes with their work in this course. This will enable me to assist students in accessing support.

I also encourage students to be aware of the many technology-related resources that Indiana University provides, including:

- Free on-campus wireless internet (wifi) access through the “IU Secure” network.
- Free software for download and for cloud-based use.
- Free unlimited, secure online storage through Box (a great way to back up files).
- Free 24/7 IU tech support (e.g., email, Canvas, wifi, printing, device setup, etc.).
- Students can borrow laptops and tablets and receive free tech support from the Learning Commons in the Wells Library (<https://libraries.indiana.edu/learning-commons>).
- Discounts on devices from leading technology companies, including Apple, Dell, and Microsoft.

Student Advocate’s Office: If you experience a personal issue that affects your academic work, and you do not feel comfortable discussing it with your instructors, the Student Advocate’s Office may be able to help you. Among other services, they can help inform your instructors of issues that may affect your work:

<https://studentaffairs.indiana.edu/student-advocates/>

The Course Outline Begins on the Next Page →

Course Outline

Week 1: Introduction to the course 8/26

Week 2: Background and issues in social psychology 9/2

Orienting Questions: What defines a “face” of social psychology? Is it the research question, theory, method, or some combination of these? If subfields are “silos” with distinct questions, theories, and methods, is this a problem that needs to be solved, or a natural consequence of sociology becoming increasingly specialized? What big questions do you think are interesting or important? Do we need to find a way to balance micro, meso, and macro approaches, or does it make sense to specialize in one of these?

House, J.S., 1977. The three faces of social psychology. *Sociometry*, pp.161-177.

Oishi, S., Kesebir, S. and Snyder, B.H., 2009. Sociology: A lost connection in social psychology. *Personality and Social Psychology Review*, 13(4), pp.334-353.

Rogers, K.B., 2020. The problem of order: Understanding how culture predicts social action. *Sociology Compass*, p.e12800

Papachristos, A.V., 2009. Murder by structure: Dominance relations and the social structure of gang homicide. *American Journal of Sociology*, 115(1), pp.74-128.

Week 3: Symbolic Interaction 9/9

Orienting Questions: What’s the difference between a theory and a conceptual frame? Which of these categories do Blumer and Goffman’s approaches fall into? Returning to last week’s discussion, do you think of SI as mostly operating on the micro, meso, or macro levels, or something else? Does it need to do a better job incorporating one or more of these levels of analysis, or does it work well as-is? One critique of SI is that it puts too much emphasis on cultural consensus, and doesn’t explain sudden disruptions or shifts in culture. What do you think of this argument?

Blumer, Herbert. 1969. Chapter 1 in *Symbolic Interactionism: Perspective and Method*. Englewood Cliffs: Prentice-Hall.

Goffman, E., 1978. *The presentation of self in everyday life* (Excerpt). London: Harmondsworth.

Tavory, I., 2013. The private life of public ritual: Interaction, sociality and codification in a Jewish orthodox congregation. *Qualitative sociology*, 36(2), pp.125-139.

Stryker, S., 2008. From Mead to a structural symbolic interactionism and beyond. *Annu. Rev. Sociol.*, 34, pp.15-31.

Week 4: Groups and teams

9/16

Orienting Questions: What is a “group”? Are there limiting cases on the edge of our definition of a “group”? How do people become influential in groups? What do you think causes the patterns described in the Bales article? What do you think “collective intelligence” in the Woolley et. al article measures? The Thomas-Hunt and Phillips article suggests that stereotyping can impair group performance. Can we design groups to reduce stereotyping?

Benard, S. and Mize, T.D., 2016. Small Groups: Reflections of and Building Blocks for Social Structure. In *Handbook of Contemporary Sociological Theory* (pp. 293-320). Springer, Cham.

Bales, Robert F., et al. "Channels of communication in small groups." *American Sociological Review* 16.4 (1951): 461-468.

Woolley, A.W., Chabris, C.F., Pentland, A., Hashmi, N. and Malone, T.W., 2010. Evidence for a collective intelligence factor in the performance of human groups. *Science*, 330(6004), pp.686-688.

Thomas-Hunt, M.C. and Phillips, K.W., 2004. When what you know is not enough: Expertise and gender dynamics in task groups. *Personality and Social Psychology Bulletin*, 30(12), pp.1585-1598.

Week 5: No Class

9/23

Week 6: Status

9/30

Orienting Questions: How do the sociologists in this section define status? Expectation states theory limits its scope to collectively-oriented task groups. Do you think it would work outside of this scope? Status theories typically assume consensual status hierarchies (i.e., status hierarchies that already exist and are agreed upon). Can we think more about how status hierarchies emerge and are contested? The Melamed and Savage paper looks at faction size as a moderator of status – are there other important moderators we need to consider?

Correll, S.J. and Ridgeway, C.L., 2006. Expectation states theory. In *Handbook of social psychology* (pp. 29-51). Springer, Boston, MA.

Berger, J., Cohen, B.P. and Zelditch Jr, M., 1972. Status characteristics and social interaction. *American Sociological Review*, pp.241-255

Melamed, D. and Savage, S.V., 2016. Status, faction sizes, and social influence: Testing the theoretical mechanism. *American Journal of Sociology*, 122(1), pp.201-232.

Kilduff, G.J., Willer, R. and Anderson, C., 2016. Hierarchy and its discontents: Status disagreement leads to withdrawal of contribution and lower group performance. *Organization Science*, 27(2), pp.373-390.

Week 7: Exchange & Power

10/7

Orienting questions: How useful is it to conceptualize social life as exchange? How far can we get in explaining social life this way? What kinds of things would this perspective be good at explaining? What kinds of things would it struggle to explain? What factors facilitate or limit the use of power in everyday social life?

Emerson, R.M., 1962. Power-dependence relations. *American sociological review*, pp.31-41.

Sprecher, S., Schmeekle, M. and Felmlee, D., 2006. The principle of least interest: Inequality in emotional involvement in romantic relationships. *Journal of Family Issues*, 27(9), pp.1255-1280.

Tepper, B.J., Carr, J.C., Breaux, D.M., Geider, S., Hu, C. and Hua, W., 2009. Abusive supervision, intentions to quit, and employees' workplace deviance: A power/dependence analysis. *Organizational behavior and human decision processes*, 109(2), pp.156-167.

Offer, S. and Fischer, C.S., 2018. Difficult people: Who is perceived to be demanding in personal networks and why are they there? *American sociological review*, 83(1), pp.111-142

Week 8: Emotions

10/14

Orienting questions: If you were writing a paper about emotions, how would you define emotions? Does it matter that emotions are difficult to define, if everyone intuitively understands them? How might we measure emotions? What are advantages or disadvantages of different approaches to measuring emotions?

Rogers, K.B. and Robinson, D.T., 2014. Measuring affect and emotions. *Handbook of the Sociology of Emotions: Volume II*, pp.283-303.

Hochschild, Arlie Russell. 1979. "Emotion Work, Feeling Rules, and Social Structure." *American Journal of Sociology* 85:551-575.

Kemper, T.D., 1987. How many emotions are there? Wedding the social and the autonomic components. *American journal of Sociology*, 93(2), pp.263-289.

Collett, Jessica L. and Omar Lizardo. 2010. Occupational status and the experience of anger. *Social Forces* 88:2079-2104.

Week 9: Social identity theory

10/21

Orienting questions: What is social identity? How is it similar to or different from other types of identity discussed in social psychology (such as role identities)? How is social identity related to intergroup conflict? Do laboratory experiments on social identity translate outside the laboratory? To what extent can intergroup discrimination be explained by social identity theory?

Hornsey, M.J., 2008. Social identity theory and self-categorization theory: A historical review. *Social and personality psychology compass*, 2(1), pp.204-222.

Weisel, O. and Böhm, R., 2015. “Ingroup love” and “outgroup hate” in intergroup conflict between natural groups. *Journal of experimental social psychology*, 60, pp.110-120.

Rivera, L.A., 2012. Hiring as cultural matching: The case of elite professional service firms. *American sociological review*, 77(6), pp.999-1022.

Week 10: The group position model

10/28

Orienting questions: What does Blumer mean by the term “a sense of group position”? How do groups develop a sense of their social positions? Is a “sense of group position” different from other approaches to identity we’ve talked about? Or is it essentially the same idea expressed differently? How well does this theory work in more modern contexts? Blumer’s theory focuses on the “dominant” group’s perspective. Would the theory be different if we examined the perspective of “subordinate” groups?

Blumer, H., 1958. Race prejudice as a sense of group position. *Pacific sociological review*, 1(1), pp.3-7.

Bobo, L. and Hutchings, V.L., 1996. Perceptions of racial group competition: Extending Blumer's theory of group position to a multiracial social context. *American sociological review*, pp.951-972.

Abascal, M., 2015. Us and them: Black-White relations in the wake of Hispanic population growth. *American Sociological Review*, 80(4), pp.789-813.

Week 11: Stereotyping

11/4

Orienting questions: What is implicit bias? The implicit bias approach focuses on cognitive aspects of stereotyping. How do you think these are related to structural or institutional factors? What advantages or disadvantages do you see in the different methods used across the papers in this section? Some evidence suggests that implicit bias training does little to improve diversity in organizations. Why do you think this is? Fiske et. al propose to key dimensions of stereotype content, warmth and competence. Can you propose a third factor that crosscuts these two?

Greenwald, A.G. and Krieger, L.H., 2006. Implicit bias: Scientific foundations. *California Law Review*, 94(4), pp.945-967.

Fiske, S.T., Cuddy, A.J., Glick, P. and Xu, J., 2002. A model of (often mixed) stereotype content: Competence and warmth respectively follow from perceived status and competition. *Journal of Personality and Social Psychology* 82:878-902.

Chavez, K., 2021. Penalized for Personality: A Case Study of Asian-Origin Disadvantage at the Point of Hire. *Sociology of Race and Ethnicity*, 7(2), pp.226-246.

Quadlin, N., 2018. The mark of a woman's record: Gender and academic performance in hiring. *American Sociological Review*, 83(2), pp.331-360.

Week 12: Group culture

11/11

Orienting questions: What is a "toolkit" approach to culture? How is it different from or similar to alternative accounts of culture? What insights can a cultural perspective offer the study of organizations? How could culture inform other topics we've discussed this semester?

Swidler, A., 1986. Culture in action: Symbols and strategies. *American sociological review*, pp.273-286.

Vaisey, S., 2009. Motivation and justification: A dual-process model of culture in action. *American journal of sociology*, 114(6), pp.1675-1715.

Hallett, T., 2010. The myth incarnate: Recoupling processes, turmoil, and inhabited institutions in an urban elementary school. *American Sociological Review*, 75(1), pp.52-74.

Calarco, J.M., 2014. The inconsistent curriculum: Cultural tool kits and student interpretations of ambiguous expectations. *Social Psychology Quarterly*, 77(2), pp.185-209.

Week 13: Social structure and personality

11/18

Orienting questions: What is the social structure and personality perspective? Is this approach distinct from sociology more broadly? How is organizational culture important for understanding the experiences of tokens? What other factors might moderate tokenism? Are you convinced that SES is a “fundamental cause” of mortality?

McLeod, Jane D. and Kathryn J. Lively. 2006. Social structure and personality. Pp. 77-102 in *Handbook of Social Psychology*, edited by John Delamater. New York: Springer.

Kanter, Rosabeth Moss. 1977. Some effects of proportions on group life: Skewed sex ratios and responses to token women. *American Journal of Sociology* 82, 5: 965-990.

Turco, Catherine J. 2010. Cultural foundations of tokenism: Evidence from the leveraged buyout industry. *American Sociological Review* 75:894-913.

Phelan, J.C., Link, B.G., Diez-Roux, A., Kawachi, I. and Levin, B., 2004. “Fundamental causes” of social inequalities in mortality: a test of the theory. *Journal of health and social behavior*, 45(3), pp.265-285.

Week 14: Thanksgiving recess – NO CLASS	11/25
Week 15: Presentations	12/2
Week 16: Presentations	12/9