

**S230 (Section 29399)**  
**Society and the Individual**  
Spring 2024  
MW 1:15pm-2:30pm  
Ballantine 110

### **Course Information**

Professor: Steve Benard  
Office Hours: MW 12-1pm  
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Office: BH 748  
Email: [sbenard@iu.edu](mailto:sbenard@iu.edu) (Please put "S230" first in the subject line)  
Webpage: Available on Canvas  
Graduate Assistants:  
    Da Eun Jung ([dj85@iu.edu](mailto:dj85@iu.edu))  
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    Luis Lopez ([lopezlui@iu.edu](mailto:lopezlui@iu.edu))  
    Office Hours: BH 734  
    Location: M: 3-4; W: 3:30-4:30  
Class Location: Ballantine Hall (BH) 110

### **Course Description & Learning Objectives**

The objective of this course is to help you understand how the social world shapes our behavior, and how our behavior shapes the social world. To accomplish this, the course provides an introduction to the theories, methods, and practice of sociological social psychology. Social psychology draws on both sociology and psychology, and addresses questions like: How does the way we think shape our interactions with other people? How do our interactions shape the way we think? Why does society work at all, instead of collapsing into anarchy? The answers to these questions are relevant for understanding politics, law, business, how to get along with your roommates, and many other parts of life. This course will draw on a variety of readings and other materials to discuss key concepts in the field, including power, conformity, influence, status, emotions, stereotypes, relationships, conflict, and identity.

### **Required Texts**

There is one required text:

- Hegtvegt, Karen A, and Cathryn Johnson. 2018. *Social Psychology: Individuals, Interaction, and Inequality*. Los Angeles: Sage.

It is important to me to keep the costs of the course as low as possible. This book can be

purchased at the IU Bookstore or at various online sources. Used copies were about \$55, electronic copies about \$60, and rentals about \$40 on Amazon.com just before the semester started.

If you prefer not to purchase the book, it is on reserve at the Wells Library Print Reserve Services, located at the Learning Commons Service Desk (1st floor, Wells Library, West Tower, South entrance). You can check the book out for up to 4 hours.

All additional required readings will be available on the Canvas website (<http://canvas.iu.edu>), in the module for the week they are due.

## **Course Organization**

The Canvas page is organized into modules for each week. The module for each week will have the information you need for that week, including lectures notes (posted after class), any non-textbook readings, assignments, etc.

## **In Class**

In class, we will have a mix of lecture, discussion, and activities throughout the semester. I will work hard to keep the lectures informative, engaging, and fun. You can help keep the class interesting by doing the reading before class and participating in the discussion. The lectures will cover some of the same material as the book (especially important or challenging points that could use some more explanation) and new material, so please keep up with both.

The class works best if everyone shows up most of the time, and most students do much better when they attend class. That said, please don't come to class or office hours if you feel sick.

## **In Class Exercises/Participation**

We will have regular in-class exercises to practice thinking about ideas in sociology. For these, you'll write a brief response to a question and turn it in, so please bring paper and a pen or pencil to class. To get full credit, you'll need to complete 12 in-class exercises. They will be graded on full credit/half credit/no credit basis. If you complete more than 12, they will count for extra credit, up to the maximum possible points in the course. Completing an exercise for another student is a violation of the honor code (see "Academic Integrity" section, below). Anti-participatory behavior (texting, doing other work/social media, being disruptive or disrespectful of other students, etc.) will reduce your grade.

## **Quizzes/Quick Checks in Canvas**

To help you assess how well you are learning the material, there are weekly "quick check" questions in Canvas, in the "Quick Check" section of each Canvas module. You can do these any time during the week; they are due on Sunday. You can re-do quick checks until you are satisfied with your score, up to the deadline.

## Written Assignments

Written assignments for this course will include two short essays early in the semester, and three “practical essays” at the end of each section of the course (Weeks 6, 11, and 16). These are longer essays in which you will be asked to apply what you have learned so far in class to solving a social problem. **In practical essay weeks, we will not meet in class. Instead, we will use class time to hold additional office hours to help you with your essays.**

All essays should be submitted via Canvas by midnight on the day they are due. Late essays will be penalized by 10% per day late. All essays should be typed in 12-point font, double spaced, with no more than 1.25” margins. Technical problems are not a valid excuse for late essays – please save your work often and leave plenty of time to submit your paper.

*The Campus Writing Program:* The Campus Writing Program offers a variety of services to help you with your writing, including a writing tutorial service. My past students have mentioned that they find the writing center very helpful. You can request an appointment with a writing tutor at [WTS@indiana.edu](mailto:WTS@indiana.edu). For more information, please visit: <http://citl.indiana.edu/programs/writing/>.

## Summary of Assignments and Due Dates

Assignment	Value	Due
<b>In Class</b>		
In-Class Exercises	12 x 5 points each = 60 points.	On a regular basis, in class
<b>Canvas Quizzes</b>		
Canvas Quick Checks	12 weeks x 3 points per week = 36 points	Weekly, except in practical essay weeks
<b>Short Essays</b>		
Personal Conflict Essay 1	10 points	1/17
Personal Conflict Essay 2	20 points	1/31
<b>Practical Essays</b>		
Practical 1 (Covers Parts 1 & 2)	50 points	2/14
Practical 2 (Covers Part 3)	50 points	3/20
Practical 3 (Covers Part 4)	50 points	4/24

## Grading

In the course, you can earn a total of 276 points. Your grade will be based on the percentage of points you earn (100-94% = A, < 94%-90% = A-, <90-87% = B+, etc.). You can earn extra credit for completing additional in-class exercises, but you cannot earn a grade of over 100%. If you have a health issue or other problem that requires accommodation, please contact me. I cannot make retroactive accommodations.

## Getting Help

Your GAs and I look forward to helping you get the most out of this course. If you have questions or would like to talk about the material, you can meet us for office hours.

- My office hours are Mondays and Wednesdays from 12pm-1pm in Ballantine 748. You can sign up for office hours with me at <https://prof-benard.youcanbook.me>. You can also walk in, but students with appointments will have priority. If you don't have availability during these times, you can email me to set up another time to meet.
- There are two fantastic Graduate Assistants for our class, both sociology PhD students: Da Eun Jung ([dj85@iu.edu](mailto:dj85@iu.edu)) and Luis Lopez ([lopezlui@iu.edu](mailto:lopezlui@iu.edu)). Da Eun's office hours are Wednesdays, 11am-1pm in BH 734. Luis's office hours are TBA.

While this is a large class, I hope to get to know all of you during the semester.

## Course Policies

*Academic Integrity:* As a student at IU, you are expected to adhere to the standards contained in the *Code of Student Rights, Responsibilities, and Conduct* (the *Code*). Holding all students to the standards outlined in the *Code* ensures the value of the degree that you are earning from IU and is valuable training for maintaining ethical standards in the work that you will do in the future for yourself or an employer. Academic misconduct is defined as any activity that tends to undermine the academic integrity of the institution. Academic integrity violations include: cheating, fabrication, plagiarism, interference, violation of course rules, and facilitating academic dishonesty. When you submit an assignment with your name on it, you are signifying that the work contained therein is yours, unless otherwise cited or referenced. Any ideas or materials taken from another source must be fully acknowledged. Students should not share their completed work with any other students. If plagiarism or other cheating occurs, both students involved will be considered responsible even if the student sharing their work was unaware that academic misconduct would occur or had occurred. Ignorance of what constitutes academic misconduct or plagiarism is not a valid excuse. In addition, submitting content generated by another person or via an artificial intelligence program (such as ChatGPT, Bard, Google Translate, Dall-E, etc.), and posting questions from quizzes/exams or assignments or downloading answers from online sources are all considered academic misconduct. All suspected violations of the *Code* will be reported to the Dean of Students (Office of Student Conduct) and handled according to University policies. Sanctions for academic misconduct in this course may include a failing grade on the assignment, a reduction in your final course grade, or a failing grade in the course, among other possibilities. If you are unsure about the expectations for completing an assignment or taking a test or exam, be sure to seek clarification from your instructor in advance.

*Generative AI:* According to the *Code of Student Rights, Responsibilities, and Conduct*, plagiarism is “presenting someone else’s work, including the work of other students, as the submitting student’s own. A student must not present ideas or materials taken from another source for either written or oral use without fully acknowledging the source, unless the information is common knowledge.” Cheating is “using, providing, or attempting to use or provide unauthorized assistance, materials, information, or study aids in any form.” (II:

Responsibilities B.4.a and c) Your use of anyone else's (or any AI system's) words, graphic images, calculations, or ideas should be properly cited. AI generators/programs such as ChatGPT, Grammarly, QuillBot, Spinbot, Dall-E, etc. should not be used for any work for this class without explicit permission of the instructor and appropriate attribution. AI text generators should not be used for:

- Creating or revising drafts
- Editing your work
- Reviewing a peer's work

The use of generative AI platforms will be considered plagiarism and/or cheating and will be reported to the Dean of Students (Office of Student Conduct) and handled according to University policies. Sanctions for academic misconduct in this course may include a failing grade on the assignment, a reduction in your final course grade, or a failing grade in the course, among other possibilities. Contact your instructor if you have questions.

*Note Selling:* Various commercial services have approached students regarding selling class notes/study guides to their classmates. Selling the instructor's notes/study guides or uploading course assignments to these sites in exchange for access to materials for other courses is not permitted. Violations of this policy will be reported to the Dean of Students (Office of Student Conduct) as academic misconduct (violation of course rules). Sanctions for academic misconduct for this action may include a failing grade on the assignment for which the notes/study guides or assignments are being uploaded, a reduction in your final course grade, or a failing grade in the course, among other possibilities. Additionally, you should know that selling a faculty member's notes/study guides individually or on behalf of one of these services using IU email, or via Canvas may also constitute a violation of IU information technology and IU intellectual property policies; additional consequences may result.

*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, 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.

*Bias Incident Reporting:* Bias-based incident reports can be made by students, faculty, and staff. 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) fill out an online report at <https://reportincident.iu.edu/>; 2) call the Dean of Students Office at (812) 855-8187. Reports can be made anonymously at <https://reportincident.iu.edu>.

*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: 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) 855-8900, or contact a Confidential Victim Advocate at (812) 856-2469 or [cva@indiana.edu](mailto:cva@indiana.edu).

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 graduate assistants 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 from the Office of Student Life (<https://studentlife.indiana.edu/student-support/care-and-resource-center/loaner-laptop.html>).

- 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/>

**See the week-by-week description of the course starting on the next page →**

Part 1: What is (sociological) social psychology?

What are the big, interesting questions about social life? What kinds of data do we need to answer them, and how do we get it? What is social psychology useful for? How can you use it to approach the world more analytically?

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**Week 1: Introduction to the Course**

**Jan. 8-10**

Class 1: Introduction to the course  
(No Reading Due)

Class 2: What is social psychology?  
*Reading due:* HJ Chapter 1

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**Week 2: Research Methods**

**Jan. 15-17**

Class 3: NO CLASS: MLK Day

Class 4: Research methods in social psychology  
*Reading due:* HJ Chapter 2  
*Assignment due:* Personal conflict essay 1

Part 2: Individuals

First, we'll look at how we understand ourselves: How do we develop an identity, or an understanding of who we are as a person? How do our attitudes about things develop and change?

Next, we'll look at how we understand other people. How do we perceive, evaluate, and interact with other people? How, and why, do we present ourselves differently to different people or in different social situations? Do we have a "real" self?

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**Week 3: The Self**

**Jan. 22-24**

Class 5: The self  
*Reading due:* Gran, "The Chameleon"

Class 6: Presenting the self  
*Reading due:* HJ Chapter 3

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**Week 4: Social Cognition & Attributions**

**Jan. 29-31**

Class 7: Social Cognition & Attributions, pt. 1  
*Reading due:* HJ Chapter 5

Class 8: Social Cognition & Attributions, pt. 2  
*Assignment due:* Personal Conflict Essay 2

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**Week 5: Attitudes****Feb. 5-7**

Class 9: Attitudes, pt. 1

*Reading due:* HJ Chapter 6

Class 10: Attitudes, pt. 2: Why do people change their minds?

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**Week 6: Practical Essay 1****Feb. 12-14***Assignment due:* Practical Essay 1 due 2/14 (Classes 11 & 12)

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**Part 3: Groups**

Why do people hate group projects? What makes groups and teams work effectively? Why can groups of capable, experienced, motivated people sometimes fail anyway?

How do groups organize themselves? How do they influence their members? Why do some people do all the talking? How does social influence shape culture?

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**Week 7: Groups and Teams****Feb. 19-21**

Class 13: Groups and teams, pt. 1

*Reading due:* None

Class 14: Groups and teams, pt 2

*Reading due:* Duhigg, "What Google Learned From its Quest to build the Perfect Team."

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**Week 8: Status Processes in Groups****Feb. 26-28**

Class 15: Status, pt. 1

*Reading due:* HJ: Chapter 8

Class 16: Status, pt. 2

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**Week 9: Influence and Culture/Emotions****Mar. 4-6**

Class 17: Social influence and culture

*Reading due:* Surowiecki, Chapter 3, "Monkey See, Monkey Do: Imitation, Information Cascades, and Independence." (25pp)

Class 18: The sociology of emotions

*Reading due:* HJ Chapter 7

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**Week 10: Spring Break****Mar. 11-13**

SPRINK BREAK: NO CLASS

Part 4: Power, conflict, and inequality (plus a week on meaning and happiness)

Where does power come from? How is it used and misused in groups? What causes conflict between groups, and is it possible to reduce it?

And to end the semester on an optimistic note, we'll wrap up with a week on interpersonal relationships, happiness, and finding meaning in life.

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**Week 11: Practical Essay 2**

**Mar. 18-20**

*Assignment due:* Practical Essay 2 due 3/20 (Classes 19 & 20)

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**Week 12: Power in Groups and Networks**

**Mar. 25-27**

Class 21: Power as relationships

*Reading due:* HJ: Chapter 9

Class 22: The experience of power

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**Week 13: Legitimacy of Authority**

**April 1-3**

Class 23: Legitimacy in groups and organizations

*Reading due:* HJ Chapter 10

Class 24: Jonestown

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**Week 14: Intergroup Relations**

**April 8-10**

Class 25: No Class: Eclipse

Class 26: Social Identity and Intergroup conflict

*Reading due:* HJ Chapter 12

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**Week 15: Finding meaning in life**

**April 15-17**

Class 27: Relationships & Attachments

*Reading due:* Haidt, "Love and attachments" (27pp)

Class 28: Engagement with the world and with life

*Optional reading:* Nakamura, "The Nature of Vital Engagement in Adulthood" (14pp)

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**Week 16: Practical Essay 3**

**April 22-24**

*Assignment due:* Practical Essay 3 due 4/24 (Classes 29 & 30)

**Note: Practical Essay 3 is the last assignment, there is no final exam**