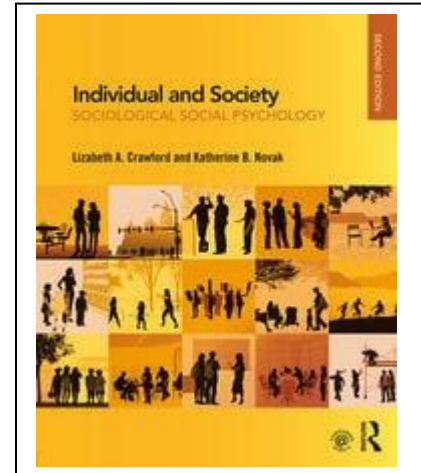


Lakehead University
Department of Sociology
SOCI 2112 WAO
In-Class: Winter 2023

Sociological Social Psychology

Course Facilitator: **Kevin Willison**, B.A. (Hon.), M.A., Ph.D.
In-class course: Mondays & Wednesdays, 8:30 to 9:50 AM
Orillia campus, 500 University Av., Simcoe Hall,
Rm: OA1025 Course Credit Weight = 0.5



↑↑**REQUIRED TEXTBOOK**↑↑
Routledge. Second Edition
ISBN 978-1138284692

Instructor's Email Information and Office Hours: During the course, I may best be reached by email (kdwillis@lakeheadu.ca) Tuesday to Friday from 8:30 am to 5 PM. For this course, please only use your LU e-mail account. Also, **please do not use the D2L e-mail system.**

As a student, you should:

- Be actively involved in your own learning. Review required course readings.
- Pay attention to D2L course site announcements. Sign into your course regularly.
- Read this course outline carefully, noting due dates of assignments and tests. You are responsible for knowing when tests are scheduled and when assignments are due.
- Check your Lakehead University email account frequently for any course updates.
- Notify your instructor immediately with any concerns or issues you may have.

Course Description:

Sociological social psychology tends to focus on relationships between an individual and the larger social system (e.g., society). It is a growing discipline that consists of a diverse set of perspectives and theories. Most often, sociologists distinguish between two major variants of sociological social psychology: (i) symbolic interactionism and (ii) social structure and personality - though an emerging third variant has come to be called structural social psychology. Tolman (1938, p. 239)* is cited as stating: "We cannot (at least in the case of society-forming animals such as human beings) study psychology save within larger sociological wholes." To this end, this course centres on a brief but in-depth consideration of three example areas of scholarly interest which strive to integrate and expound upon the domains of psychology and sociology. Specifically, we will reflect upon the "real" and potential interdependent links between: [1] social structure and personality; [2] self and identity; and [3] society and mental health (vis-à-vis an introduction to the sociology of mental health).

* Tolman, F.C. (1938). Physiology, psychology and sociology. *Psychology Review*, 45:228-241. As cited in Oishi et al. (ibid), page 334.

Overall Course Learning Objectives:

By the end of the course, through your active participation, it is hoped you will be enabled to:

- (i) **Articulate** social factors / determinants that often impact individual perception, as shaped by micro (individual), meso (group), and societal (macro) forces.
- (ii) **Identify** trends and patterns of scholarly writings and research endeavors that may directly or indirectly relate to the growing field of sociological social psychology.
- (iii) **Explain** methodologically how the integration of disciplines in general may be feasible and be able to articulate benefits and challenges such a task could bring.
- (iv) **Expound** on each of the three course themes presented.

TERM SCHEDULE:

First Day of Classes

Monday, January 9, 2023

Final Day of Classes

Tuesday, April 11, 2023

Final Date to Register (Add)

Friday, January 20, 2023

Final Date to Withdraw (Drop)

Friday, March 10, 2023

LU Winter Break: Feb 20-24, 2023

Course Evaluation Strategy: (you will notice this course is divided into three parts).

Part One: Theme – Intro to Sociological Social Psychology (SSP) + Social Structure and Personality **[In part, review required text related chapters 1 & 4]**

Description	Course Weighting	On / Due (2023)
D2L Posted Test – 1	20%	Wed. Feb 01

Part Two: Theme - SSP Research Methods + Self & Identity

[In part, review required text related chapters 2 & 7]

Description	Value	On / Due
E-Conference Poster (related to any course theme)	15%	Wed. Feb 15
D2L Posted Test – 2	20 %	Wed. March 01

Part Three: Theme - Mental Health and Illness

[In part, review required text related chapter 10]

Description	Value	On / Due
Short – Academic Essay (related to any course theme)	25%	Wed. March 15
D2L Posted Test – 3	20 %	Wed. March 29

CASE EXAMPLE for Part Three:

Required Reading → The Conference Board of Canada. “How has COVID-19 Impacted Mental Health? (2020). The Conference Board of Canada and the Mental Health Commission of Canada have partnered to explore the impact of COVID-19 on mental health.

<https://www.conferenceboard.ca/focus-areas/health/how-has-covid-19-impacted-canadians-mental-health> (about 7 pages). * Read only the brief – not the full report (no need to click on full report).

TESTS – Notes & Instructions:

- Students are solely responsible to have a secure Internet connection, particularly during test times. IT issues are not the domain of any Instructor.
- Each test covers: (a) required text readings; (b) all theme-related material as posted in D2L such as readings; and (c) added in-class lecture notes / material. Noted: there are three themes each of which have related test material.
- Each reading (R1, R2, R3, etc.) will have assigned questions, all of which will be posted in D2L. * The correct answers to questions asked will not be posted in D2L. You are to locate the answer(s) yourself as found / based directly and only from your required course readings.
- The correct answers to reading questions will form the basis of some of your test questions (not all) – as added test questions for each test will also be derived from your posted PowerPoints and any other additional D2L posted materials plus lecture material . Be sure to review ALL (testable) material.
- **There is no final exam for this course.**
- All course tests will be held during the regularly scheduled class time, and on a Wednesday. Please make completing each test a top priority.
- Tests are to be found in your D2L course site, under “QUIZZES.”
- You have up to 1.5 hours to complete each test. Each will have up to 90 multiple choice questions. If 60 questions, you will be given 60 minutes to complete. **Registered SAS students, who are permitted more time to do tests (and assignments), will be accommodated.**
- You are trusted to work on / complete each test on your own (without the assistance of other people or any aides).
- Once you start each test within D2L you must complete it (as you have only one attempt). As each D2L test is timed (either 60 or 90 minutes) be sure to take such into account. All tests are written in Eastern Standard Time (EST).
- Tests format: mostly multiple choice but possibly also some fill-in-the-blank.

Assignment Details: ↓

- **Once graded, marks will then be posted in Lakehead’s D2L computer system, which all registered students have access to.**
- **With the exception of tests, place each required assignment in the appropriate D2L course site Assignments folder.**
- **For formatting purposes, please complete assignments using Microsoft Word software. If using a MAC computer, be sure a person using a non-MAC computer can open your file (prior to submitting).**
- **Only one submission per D2L submitted assignment is allowed.**
- **It is best to NOT covert files to a PDF (for purposes of grading).**
- **Grades will be posted in D2L *after* each scheduled due date. Individual test grades are posted automatically by D2L (aka Bright Space).**

[1] E-CONFERENCE POSTER You are to develop an electronic poster (e-poster), as if you were going to present such at a professional conference or seminar.

[a] An e-poster template is provided for you in D2L to modify. A grading rubric for this assignment will also be provided. Both will be / is posted in your D2L course site (see under Content).

[b] Choose ONE appropriate course-related journal article (from an academic journal, not from the Internet). Summarize the specific journal article by using an e-poster format.

[c] → Use only the following headings in your e-poster: Background / Key Words / Methodology / Limitations / Results / Conclusions.

[*] Regarding “key words” – these are one to two words (not sentences). Use a maximum of three to five key words that are highly unique to the article reviewed. Avoid use of very general (broad) terms and concepts. Key words are intended to help people find specific articles on whatever topic your poster is covering (so use of very general key words can be extremely limited if not useless – please avoid). Do not define the key words on the e-poster, but such words should be found under one or more headings of your poster.

* Further, avoid as much as possible highly technical terms that the public would not understand.

[d] **At the top of your poster:** (i) provide your own (unique) e-poster title (using ten words or less); (ii) under this, provide your full name; and (iii) then under your name provide the FULL citation of the ONE article you have based your e-poster on. Do not use et al. – indicate all authors. Also, do not indicate the credentials of the authors in the citation. Note: since there is your only citation to be used for your e-poster, and is already at the top of your e-poster, do not add a separate reference section heading on your poster (avoid repetition).

[e] Make use of color.

[f] Use a limited number of public domain pictures. Your poster should not be dominated by pictures. At most, pictures should represent only 20 percent of your poster.

[g] Avoid dark colors with inserted wording. Also, there should be no wording within public domain pictures used (as you will want to avoid adding material that is not specifically addressed in the article reviewed).

[h] Be sure not to crowd in too much information (nor have too little information) onto your poster. Avoid too much or too little white space. Also, be sure to continually review the poster grading rubric as a guide.

[i] Once done place into the appropriate D2L course site assignments folder. Be sure it is your final version. Do not submit as a PDF.

[2] ESSAY ASSIGNMENT

Every student is to write a short academic essay directly related to this course. It is best to start this now (within week one of the course). This is due in part three of the course.

Details:

- Develop a unique one sentence thesis statement to base your essay on. A one sentence thesis statement is short, describing very specifically what your one specific (very narrow) topic is, AND your opinion of that topic. Your essay should then support both your specific topic AND your opinion. Pretend you are in a debate. Your job is to convince the reader your topic is both timely (relevant to today) and important (best to not just say this in your essay).
- How to write an essay? – click on: [How To Write An Essay: Structure - YouTube](#)
- How to write a thesis statement? – click on: [How To Write An Essay: Thesis Statements - YouTube](#)

- Integrate added readings (based on your own literature review) into your essay. **In total - cite at least six journal article sources. These sources should not include those provided to you in this course. Also, your required textbook should not be one of the six required sources cited (although of course, you can include it).**
- NOTE: for an academic essay, it is best to NOT use cited sources published more than ten years since first publication. So, for this course, use journal sources published from 2012 to 2022.
- Indicate your thesis statement in your first paragraph. Using the same statement (but slightly reworded), include this also in your summary paragraph.
- Incorporate into your essay a paragraph (or two) of the limitations of your thesis statement. This is often found just before your summary paragraph.
- For ideas for a topic, consider content as found within your required readings and textbook.
- Your researched written essay must be **6 pages, double-spaced**. Include an extra page for a cover page, and a second (totally separate) page for cited references (**total = 8 pages**).
- In your citations page, do not solely indicate html / doi / URL sites, full citations must be provided (all authors, year of publication, journal or book used, volume number, page numbers). Never indicate **et al.** in your citations page (list all authors).
- Do not indicate any html etc. sites in the text body of your essay.
- For your in-text citations **only use the following citation format:** ↓ (this is what your grader wants / requires)
 - ➔ One author: (Willison, 2020). Two authors: (Willison & Kopec, 2016). Three or more authors: (Willison et al., 2018).
- Avoid use of quotations. If you must use a quotation, use this format: (author, year, page number). Only provide a page number for in-text citations for quotations (nothing else).
- Use a normal size font (12 cpi – Times New Roman).
- Use a one-inch page margin (no more).
- You are strongly encouraged to select a topic of specific interest to you (related to the course).
- Poorly worded and not well-thought out essays will receive a low mark. **An essay grading rubric** will be posted in your course D2L.
- When completed, post your essay into the appropriate D2L course site Assignments folder.

Essay Due Date Policy: [due Wed. March 15, 2023]

Late essay assignments are subject to a reduced grade. Typically, essays arriving after the due date will receive a 10 percent grade deduction per day.

PLEASE NOTE:

- ☐ The essay should be formatted according to the **ASA** (American Sociological Association) Style Guide for referencing and citations. For more information, see the following website: <http://www.calstatela.edu/library/guides/3asa.pdf>
- ☐ **Make sure you keep a backup copy of your essay (on a USB for example)** in the event your computer malfunctions.
- ☐ Refer to your D2L course site for further detailed instructions regarding this assignment (pertaining to writing tips, plus a grading rubric).

□ **Plagiarism** will not be tolerated and will be dealt with according to the University regulations. For more information, see the **University Regulations** section within the Lakehead University calendar:

<http://navigator.lakeheadu.ca/Catalog/ViewCatalog.aspx?pageid=viewcatalog&catalogid=23&chapterid=5698&loadusercredits=False>

In general, plagiarism is:

- The intentional or unintentional act of representing someone else's work as one's own.
- Quoting verbatim, or almost verbatim, from any source without using quotation marks or a block quote, thereby creating the appearance that material written by someone else was written by the student.
- Submitting someone else's work, in whatever form, without acknowledgement.

Added Course Materials: such as PDFs, Journal Readings and PowerPoints, will be posted in your course D2L site. Note: what is provided needs to be individually reviewed as such is testable material.

Accommodations / Special Needs:

Lakehead University is committed to achieving full accessibility for persons with mental and/or physical challenges. Part of this commitment includes arranging academic accommodations for students with disabilities to ensure they have an equitable opportunity to participate in all academic activities. If you think you may need accommodations, you are strongly encouraged to contact Student Accessibility Services (SAS) first. Register as early as possible. For more information, please visit: <http://studentaccessibility.lakeheadu.ca>

Your instructor - Dr. Kevin Willison - has received recent and past specialized training in AODA (the Accessibility for Ontarians with Disabilities Training Act).

- If student accessibility services (SAS) indicate to me you need more time to complete quizzes I can program that in for each individual / applicable student in D2L. I would encourage you to send me an email reminder two days before each quiz / test, if you are registered with SAS.

IT Issues – LU E-mail Accounts and Accessing “Desire2Learn” – D2L

Information Technology (IT) (at Lakehead is referred to as TSC) can be reached through <https://www.lakeheadu.ca/faculty-and-staff/departments/services/helpdesk/tb> or by any campus phone by pushing the Helpdesk button. Should TSC related problems arise you may also contact “Help Desk” at **ext. 7777** (on campus) – or tel. 705-330-4008 (then the extension). Only **Help Desk** can assist you with your specific TSC issues and concerns. **Note: your course instructor has no control over encountered IT/TSC problems.**

General E-mail and Classroom Conduct Guidelines:

[1] For all e-mail correspondence for this course please follow “the ten commandments of **e-mail netiquette**.” Please review: <http://www.studygs.net/netiquette.htm>

[2] All e-mail communication sent from students to the instructor for this class must originate from the student's own Lakehead University e-mail account. This policy protects confidentiality and confirms the identity of the student. It is the student's responsibility to ensure that communications are sent to the course instructor from her/his Lakehead University account. If an instructor becomes

aware that a communication has come from an alternate address, the instructor may not reply, at his or her discretion.

[3] Please be sure to identify yourself in each e-mail (not only your name but also what course you are in, as your Instructor instructs more than one course). This may help speed up a response. Thank you in advance.

[4] The course instructor may best be reached at: kdwillis@lakeheadu.ca. I will do my best to respond to your e-mail within six hours of receipt → based on e-mails received between 9am – 5 pm, Tuesday to Friday, (Eastern Standard Time).

[5] Expect a delayed email response time if sending an e-mail to an Instructor on a Saturday or Sunday (or on Canadian national holidays). On weekends your Instructor may have other obligations.

COURSE READINGS [as posted in D2L] ↓

→ ** NOTE: Reminder - D2L posted PowerPoints etc. are also testable material ** ←

Part ONE / 3 Added Readings - **Focus: Intro to Sociological Social Psychology (SSP) + Social Structure and Personality**

[R = Reading]

R #1 → House, J. (1977). “The Three Faces of Social Psychology.” *Sociometry*, 40(2): 161-177. American Sociological Association, <https://www.jstor.org/stable/3033519>

R #2 → [Internet/Unknown author] An Introduction to: Sociological Social Psychology
Source: <https://psychology.iresearchnet.com/social-psychology/sociological-social-psychology/>

R #3 → Oishi, S.; Kesebir, S., Snyder, B.H. (2009). “Sociology: A Lost Connection in Social Psychology.” *Personality and Social Psychology Review*, 13(4): 334-353.
<https://doi.org/10.1177/1088868309347835>

Sample PowerPoint(s) to Review on D2L For Part One:

- [] Introduction to Interprofessional education (IPE) / Inter-collaborative practices(s)
- [] Introduction to Social Psychology
- [] Introduction to Social Structure

Part TWO/ 3 Added Readings - **Focus: SSP Research Methods + Self & Identity**

[R = Reading]

R #5 → Kohn, M.L. (1989). “Social Structure and Personality: A Quintessentially Sociological Approach to Social Psychology.” *Social Forces*, 68(1): 26-33.
URL: <https://www.jstor.org/stable/2579217>

R #6 → Snow, D. (1999). “Assessing the ways in which qualitative / ethnographic research contributes to social psychology.” *Social Psychology Quarterly* 62 (2): 97-100.

R #7 → Turner, R. (1988). "Personality in Society: Social Psychology's Contribution to Sociology." *Social Psychology Quarterly*, 51(1): 1-10. American Sociological Association. URL: <https://www.jstor.org/stable/2786979>

Sample PowerPoint(s) to Review on D2L For Part Two:

[] The Self-Concept

[] Roles, Self and Identity

[] CBPR (Community-based Participatory Research) as a potential research method.

Part THREE / 5 Added Readings: Theme - The Sociology of Mental Health

[R = Reading]

R #8 → Busfield, J. (2000). "Introduction: Rethinking the Sociology of Mental Health." *Sociology of Health and Illness*, 22(5):543-558. Blackwell Publishers Limited.

R #9 → Handsley, S.; Stocks, S. (2009). "Sociology and Nursing: Role Performance in a Psychiatric Setting." *International Journal of Mental Health Nursing*, 18: 26-34. doi: 10.1111/j.1447-0349.2008.00571.x

R #10 → Kopec, J., Willison, K.D. (2003). "A Comparative Review of Four Preference-Weighted Measures of Health-related Quality of Life." *Journal of Clinical Epidemiology*, 56 (4): 317-325. [http://dx.doi.org/10.1016/S0895-4356\(02\)00609-1](http://dx.doi.org/10.1016/S0895-4356(02)00609-1) * **NOTE – here, review/know Table 1 only.**

R #11 → Mulvany, J. (2000). "Disability, impairment or illness? The relevance of the social model of disability to the study of mental disorder." *Sociology of Health and Illness*, 22(5):582-601. Blackwell Publishers Limited.

R #12 → Pinxten, W., Lievens, J. (2014). "The importance of economic, social, and cultural capital in understanding health inequalities; using a Bourdieu-based approach in research on physical and mental health perceptions. *Sociology of Health and Illness*, 36(7):1095-1110. Blackwell Publishers Limited. doi: 10.1111/1467-9566.12154

Sample PowerPoint(s) to Review on D2L For Part Three:

[] Willison, K.D. (2017) – PowerPoint: "Enhancing Mental Health Services via Improved Collaborations Between Symbolic Interactionist and Community Based Participatory Research Advocates." Conference presentation.

Intellectual Property

The educational materials developed for this course, including, but not limited to, lecture notes and slides, handout materials, examinations and assignments, and any materials posted to D2L, are the intellectual property of the course instructor. These materials have been developed for student use only and they are not intended for wider dissemination and/or communication outside

of a given course. Posting or providing unauthorized audio, video, or textual material of lecture content to third-party websites violates an instructor's intellectual property rights and the Canadian Copyright Act. Recording lectures / online sessions in any way is prohibited in this course unless specific permission has been granted by the instructor. Participation in this course constitutes an agreement by all parties to abide by the relevant University Policies, and to respect the intellectual property of others during and after their association with Lakehead University.