Social Psychology
Soc 424—Fall 2014
Mondays and Thursdays, 10-11:50 a.m. in Appleby Center 261

Instructor: Dr. Dan Morrison Office: Appleby Center 233 Email: dan.morrison@pepperdine.edu Phone: 310-506-4923 (office) Phone: 615-268-7991 (personal—please, no calls after 9 p.m.)	Web: courses.pepperdine.edu Twitter: @danrmorrison Office Hours: Tuesdays 10-noon; Wednesdays 1-2 p.m.; Thursdays 9-9:50 a.m. and by appt.

> [Humankind] is by nature a social animal; an individual who is unsocial naturally
> and not accidentally is either beneath our notice or more than human. Society is
> something in nature that precedes the individual. Anyone who either cannot lead
> the common life or is so self-sufficient as not to need to, and therefore does not
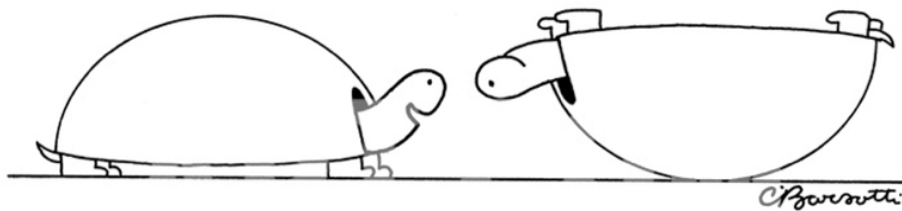> partake of society, is either a beast or a god.
>
> -- Aristotle
> *Politics*, c. 328 BCE

Course Description. The course catalog describes Sociology 424: Social Psychology as "A
study of the relationship between the individual and the social environment, including such
topics as the social factors in personality development, attitude formation, social interaction,
etc." The relationship between society and the individual is complex. We are born into a
particular society, and we are shaped by it. But we also shape our society and pass our
cherished values and traditions on through our children. How do these things happen? How
do we develop a sense of who we are? The purpose of this course is to gain some
understanding of how the individual and society are related.

Social psychologists recognize three broad divisions within social psychology:
1.   the influence of social factors on the individual;
2.   social interaction between and among individuals; and
3.   group processes

This class will focus on the symbolic interactionist tradition in sociological social psychology,
which can encompass all three divisions.

"*Wow, I've never met an astronomer before.*"

No man is an island,
Entire of itself,
Every man is a piece of the continent,
A part of the main.
If a clod be washed away by the sea,
Europe is the less.
As well as if a promontory were.
As well as if a manor of thy friend's
Or of thine own were:
Any man's death diminishes me,
Because I am involved in mankind,
And therefore never send to know for whom the bell tolls;
It tolls for thee.
-- John Donne

Student Learning Outcomes
At the conclusion of this course, students will be able to:
- Identify, describe, discuss and critique the foundational principles of symbolic interactionist sociological social psychology.
- Read, review, and evaluate selected topics in the interactionist literature.
- Create web-based materials documenting your learning on a selected topic in the interactionist literature.
- Apply sociological concepts and perspectives at the micro-social level. You will demonstrate your ability to use the analytic skills you have gained in this class.

Program Learning Outcomes Addressed by this Course
This course contributes to the sociology program. Specifically, at the conclusion of this course, students will have *developed* the ability to:
- Describe and use the major macro- and micro-level theoretical paradigms in sociology.
- Demonstrate the use of the sociological imagination, "the ability to recognize the relationship between large-scale social forces and the actions of individuals."

By taking this course, you will engage in activities that closely match the program learning outcomes listed above. For example, in this course, I require that you produce written work that synthesizes course content and skillfully deploy interactionist thought and practice.

Institutional Student Learning Outcomes
This course contributes to Pepperdine's Institutional Educational Objectives. Specifically, at the conclusion of this course, students will have advanced in their ability to:
- Demonstrate expertise in an academic or professional discipline, display proficiency in the discipline, and engage in the process of academic discovery.
- Apply knowledge to real-world challenges.
- Think critically and creatively, communicate clearly, and act with integrity.

Learning Materials/Readings

Book: *Symbolic Interactionism: An Introduction, An Interpretation, and Integration* 10th Edition by Joel Charon. Prentice Hall/Pearson. ISBN: 0-13-605193-6. I strongly encourage you to purchase a used copy or rent one. The bookstore might not have these, so take advantage of online sellers.
All readings and learning materials are outlined in the course schedule below.

Book that might help you: *The Presentation of Self in Everyday Life*. Erving Goffman. 1959. Anchor Books. A top 10,000 seller on Amazon.com. Not required for the course.

Assignments and Assessing your Learning
You will have many opportunities to demonstrate that you are meeting the learning outcomes I have selected for this course. It is not enough to simply read and recall the definition of concepts and theories in this course. In order to adopt a sociological frame of mind, you must reflect upon and live with the material we read and discuss in class. Adopting a social psychological mindset or outlook can be liberating, frightening, and even dangerous to past perspectives. This is to be expected. Prepare yourself.

1. Reading**:** No assignment is as important for your progress in this class, and therefore I expect for you to keep up and be an active critical reader. For each class I will ask you to read approximately thirty to fifty pages from a variety of sources, and I will expect you to complete them before class on the day they are assigned. The specific reading assignments and their due dates are listed below in the Course Schedule. To ensure you learn the most from the readings, take notes that help clarify a sense of the author's arguments and their relationships to that of other readings or class discussions. Take special notes on concepts that are difficult to understand, ideas that are particularly persuasive, or critiques you may have, since all will aid you in class discussions and assignments. I have added a short reading rubric that should help you to identify the most important points and provide a space for note taking. You could use one of these for each reading to organize your thoughts. You could then print that out and bring it to class with you. Factored in to your participation/attendance grade.

2. Meet with Dr. Morrison: I am requiring each student meet with me during the first three weeks of the semester. During this time, I will have at least one sign-up sheet on my office door (Appleby Center 233). This sheet will list several 15-minute time periods, mostly during my office hours, but other times will also be available. **Sign up for a time on my door within the first 10 days of class.** These meetings are only available during these three weeks. Sign up early. The meeting is worth at least 1% of your course grade, and calculated with your participation grades.

3. Analytic Review Papers: Once per week (i.e., every other class period), you will write a one-page, single-spaced paper that succinctly summarizes the argument, including the thesis and supporting evidence, of at least one article and/or reading selection for that class day. On the second page, you will compose no fewer than three questions about the reading. One question should be about future research -- such as, "Could we extend Author's argument in X direction by studying Y phenomenon in Z location?" The other two can be conceptual (such as, "I was confused when the author wrote 'quote.' What did she mean?"), or methodological (such as, "I don't understand why this author chose to interview/survey/ethnograph X population. Could someone help me understand?"). Due 24 hours before the start of class via Assignments in Courses.Pepperdine.edu. 20% of your final grade.

4. Understanding Check Short Quizzes: Four quizzes featuring short-answer questions that ensure you are synthesizing course content scheduled throughout the semester. 10% of your final grade.

5. Leading in-class discussion. Each student will be responsible for leading at least one hour of discussion. This means developing good, discussion-provoking questions about the readings of the day; monitoring classroom discussion; ensuring classroom order and decorum; and offering opening and closing comments regarding the topic(s) of the day. You may want to look at this guide: *http://bit.ly/13obH8u*. 10% of your final grade.

6. Course Project: Your major assessment for the term will be to conduct an interactionist research project, documenting your results on our Google Site, which we will operate as a private wiki. The research project is worth 40% of your final grade, the presentation, 10%.

For this work, we will use the Learning Circles model. Information about learning circles can be found here. Learning Circles are a high impact educational practice that adds a great deal of value to this course and to your learning at Pepperdine.

With a small group of colleagues, you will design and implement a set of research projects around a theme or research area in symbolic interactionist social psychology. Each project in your circle should be clearly relevant to the larger theme, although every person's project will be different. Learning circles will collaborate both in- and outside of class. Work is to be documented on our Google Site.

You could consider studying some form of interaction **that is interesting to you**. The location(s) for this interaction can be diverse: it's the type of interaction that can be your focus.

Final Exam: We will meet during our Final Exam time (Tuesday, Dec. 9, 7:30 am-10 am) for student presentations of your work. The research project is worth 40% of your final grade, the presentation, 10%.

7. Participation, Attendance, In-Class Assignments: Class participation is absolutely essential if you are to achieve the kind of deep and sustained learning that is the goal of this course. Reading, hearing, and speaking are equally important factors in learning sociology. The course will be more productive and enjoyable if students attend class, ask questions, and contribute their own sociological insights during discussion. For these reasons, I explicitly take participation into consideration when I calculate final grades. No late in-class assignments are accepted. Students with no absences will receive an additional 2 points added to their final grade. Students who miss more than two classes will begin to lose two points per class. 10% of final grade.

The Grading Philosophy
"A" 90%+ - exceptional performance—the class and I have learned from your thinking;
"B" 80-89%- honorable performance—you have more to learn and have made a strong effort to do so;
"C" 70-79% - adequate performance—you have more to learn, and have some work to do;
"D" 60-69% - you were "shadow boxing" (you were swinging, but not connecting);
"F" Below 60% - it appears that you will have to re-experience this class.

Specifically, the grading scale will be:

100-93% = A	82-80% = B-	69-66% = D+
92-90% = A-	79-76% = C+	65-63% = D
89-86% = B+	75-73% = C	62-60% = D-
85-83% = B	72-70% = C-	59—% = F

Participation counts, as it is a prerequisite for deep understanding. Final grades are final. Unless there has been a miscalculation, I will not change your grade once it is posted. If you are concerned about your grade at any point in the semester, I urge you to meet with me so that we can address the problem before the end of the semester.

Relationship to the Pepperdine and Seaver Missions
This course promotes the mission of both Pepperdine University and Seaver College by developing students in the understanding of social scientific perspectives on human social life. The course goals, assessments and activities develop students' leadership potential and service-orientation through an understanding of how human beings are formed within community, the source and value of diversity, and the nature of social influence. This course also engages students' emotional and social development by encouraging empathetic understanding of the lives of others.

Course Evaluations: The evaluation period opens on November 21 and continues for 17 days. Evaluations are online. I take these evaluations seriously and will do my best to improve my teaching and your learning on the basis of a mid-semester evaluation.

Academic Integrity: Academic Integrity is the expression of intellectual virtue in human beings as a result of their creation in God's image. It represents the convergence of the best of the human spirit and God's spirit, which requires personal, private and community virtue. As a Christian institution, Pepperdine University affirms that integrity begins in our very created being and is lived out in our academic work.

In order for the code to be effective, the community must maintain its health and vitality. This requires a genuine sense of maturity, responsibility, and sensitivity on the part of every member. In particular, each member of the Seaver College community is expected to pursue his or her academic work with honesty and integrity.

Academic integrity is a core value for this university, and for our classroom. Any and all forms of academic dishonesty, including plagiarism, cheating, or deception, will earn the student a zero on the assignment, and possibly removal from the course and referral to the Academic Ethics Committee. If you have any questions regarding what constitutes academic dishonesty, please ask. I will provide you with guidelines on correct citations. It's really upsetting and depressing for everyone involved when this kind of dishonesty occurs; it's especially embarrassing for the student, and it results in a very bad grade. Plagiarism is stealing, so cite, do not steal.

This Course is Intellectual Property: Course materials prepared by the instructor, together with the content of all lectures and review sessions presented by the instructor, are the property of the instructor. Video and audio recording of lectures and review sessions without the consent of the instructor is prohibited. Unless explicit permission is obtained from the instructor, recordings of lectures and review sessions may not be modified and must not be transferred or transmitted to any other person. Electronic devices other than laptops (for example: cell phones, PDAs, calculators, recording devices) are not to be used during lectures or exams without prior permission of the instructor.

Withdrawing from the Course: The last day to withdraw with a "W" on your transcript is October 20. The last day to withdraw with a grade of Withdraw-Pass (WP) or Withdraw-Fail (WF) is by 5 p.m. on November 21.
The last day to change from Credit to No-Credit status is September 8.

Disability Services: Any student with a documented disability (physical, learning, or psychological) needing academic accommodations should contact the Disability Services Office (Main Campus, Tyler Campus Center 264, x6500) as early in the semester as possible. All discussions will remain confidential. Please visit http://www.pepperdine.edu/disabilityservices/ for additional information.

Course Schedule

Week 1: August 25
Introduction to the course
Introduction to Social Psychology: Its history, major research traditions, contemporary concerns.

Read:
1. Stryker, "Developments in 'Two Social Psychologies': Toward an Appreciation of Mutual Relevance." Courses.
2. House, "The Three Faces of Social Psychology." Courses.
3. Thoits, "Social Psychology: The Interplay between Sociology and Psychology." Courses.

Week 2: September 1 *No class Sept. 1, Labor Day*
Complete introduction to Social Psychology as a field
Start our study of symbolic interactionism

Read:
1. Stolte, Fine, & Cook, "Sociological Miniaturism: Seeing the Big through the Small in Social Psychology." Courses.
2. Stryker & Statham, "Symbolic Interaction and Role Theory." Courses.

Week 3: September 8
Introduce the Course Project
Introducing the Interactionist Perspective(s)
Perspective as a key concept in symbolic interactionist thought

Read:
1. Meltzer, Petras, & Reynolds, "Varieties of Symbolic Interaction." Courses.
2. Fine, "The Sad Demise, Mysterious Disappearance, and Glorious Triumph of Symbolic Interactionism." Courses.
3. from *Symbolic Interactionism: An Introduction, An Interpretation, An Integration*, 10th edition: Preface, Chapters 1-2
4. Maines, "Interactionism's Place." Courses.

Week 4: September 15
Select Project Groups
Select Preliminary Project topics
The symbol and the self

Read:
1. Goffman, "Symbols of Class Status." Courses
2. from *Symbolic Interactionism: An Introduction, An Interpretation, An Integration*, 10th edition: Chapters 3, 4

Understanding Check Quiz 1

Week 5: September 22
Continue our focus on the self, answering the question of the human from an interactionist perspective.
Research project topics

Read:
1. from *Symbolic Interactionism: An Introduction, An Interpretation, An Integration*, 10th edition: Chapters 5, 6
2. from *Symbolic Interactionism: An Introduction, An Interpretation, An Integration*, 10th edition: Chapters 7, 8

Week 6: September 29
Understand human action and social interaction from an interactionist perspective.
Research project topics

Read:
1. from *Symbolic Interactionism: An Introduction, An Interpretation, An Integration*, 10th edition: Chapters 9, 10

Understanding Check Quiz 2 on Thursday

Week 7: October 6
We've arrived at the study of society and a key figure in interactionist research. How can we use the interactionist viewpoint(s) on society to advance our research projects? What might Goffman add to our empirical engagements?

Read:
1. from *Symbolic Interactionism: An Introduction, An Interpretation, An Integration*, 10th edition: Chapters 11, 12
Guests: Ross Brooks, Jonathan Root, Professor Andi Chapman
2. Selections from *Symbolic Interaction* special issue on Goffman. Courses.

Week 8: October 13
Assessing the interactionist perspective. Using interactionist thought in and out of the field.
Research project work

Read:
1. from *Symbolic Interactionism: An Introduction, An Interpretation, An Integration*, 10th edition: Chapter 13
2. Wright and Decker: *Armed Robbers in Action* excerpts, Courses.

Understanding Check Quiz 3 on Thursday

Week 9: October 20 *Last day to withdraw with a grade of "W"
Monday: Catch up, Review, Workshop projects. **Class held in the Payson Library Media Lab.**
Thursday:
Exemplary Research Spotlight on the self in interaction:

Read:
1. Granberg, "Is That All There Is? Possible Selves, Self-Change, and Weight Loss." Courses.
2. Snow and Anderson, "Identity Work among the Homeless." Courses.

Week 10: October 27
Exemplary Research Spotlight on the self in interaction
Read:
1. Goffman, excerpts from *The Presentation of Self in Everyday Life.* Courses.
2. Grazian, "The Girl Hunt." Courses.
3. Adler & Adler, "The Gloried Self." Courses.

Week 11: November 3
Exemplary Research Spotlight on Deviance
Read:
1. Becker, *Outsiders* excerpt. Courses.
2. Cahill, "Children and Civility: Ceremonial Deviance and the Acquisition of Ritual Competence." Courses.

Week 12: November 10
Exemplary Research Spotlight on the organization of social interaction
Read:
1. Goffman, "Face-work and interaction rituals." Courses.
2. Talley, excerpts from *Saving Face*. Courses.
3. Cahill, "The Interaction Order of Public Bathrooms." Courses.
4. Jones, "Working 'The Code' in the Inner City." Courses.

Understanding Check Quiz 4 Thursday

Week 13: November 17
Exemplary Research Spotlight on intimacy and relationships
Read:
1. Simon, Eder, Evans, "Feeling Norms and Romantic Love." Courses.
2. Newmahr's *Playing on the Edge* Introduction, chapter 8.

Course Evaluations Begin Nov. 21

Week 14: November 24 *No class on Nov. 27--Happy Thanksgiving
Monday: The organizational level of analysis.
Read:
1. Hall, "Interaction and the Study of Social Organization." Courses.
2. Hall, "Interactionism, Social Organization, and Social Processes." Courses.
3. Hall & McGinty, "Social Organization across Space and Time: The Policy Process, Mesodomain Analysis, and Breadth of Perspective." Courses.

Week 15: December 1
Topic: The Body and Medicine
Monday: de Hartog's *The Hospital*. Courses.

Thursday: Millman's Kids at Fat Camp and Kotarba and Held's Professional Female Football players.

<u>Week 16: December 8 -- Finals Week</u>

Dec. 9 Final Exam: Student Presentations. 7:30 am-10 am

Reading Rubric   Today's date: _____

Article/Chapter Name: _____

Author(s): _____

Year Published: _____ Publisher: _____

The main claim (also known as the "thesis") of the reading is:

The author(s) support their thesis using data from:

The authors analyze this data using this/these method(s):

This study is important because it helps to answer our questions about:

This study is/is not convincing, because:

(on the back) Write a paragraph summarizing the text, and another describing how this relates to your life.

Some Tips on Reading for Class[1]

Students have often given me feedback that they have difficulties in getting their reading done for all of their classes. In an effort to help you get things read for this class I provide you with the following tips for reading:

1. **Ask "Why am I reading this article"**

Before you begin reading an article, think about why you are reading it:

s   *Are you reading to get ideas for your research project?* If so, read the abstract and/or introduction to see what has been done and the discussion/conclusion to see what questions remain.

s   *Are you looking for information related to supporting your own ideas?* Pay particular attention to how the author did her or his research. Take notes.

s   *Are you reading it to increase your general knowledge?* Consider how the article fits into your own understanding and how, if at all, it changes your ideas.

s   *Are you reading it just because it was assigned to you?* Consider what you think the instructor wants you to get out of it and how it fits with the particular section of the course. In addition, keep in mind the total amount of readings assigned. If there are 10 readings assigned, don't spend all of your time on the first few and skip the remaining readings. Distribute your time evenly. Also, don't assume short readings will take less time! Finally, the assignment of a large amount of readings is an opportunity to learn to efficiently extract information.

2. **Don't just read the article**

Many students approach academic reading assignments as they would reading a novel; trying to read and understand each word. As a result, they often get frustrated, confused, or just plain bored. Keeping in mind why you are reading the article, focus on the relevant sections. Skim the article, looking for key points or interesting ideas.

3. **Put the article in context**

Think about who the author is, why s/he wrote the article, when it was written, how it contributes to other articles of similar topics, how it is useful, etc.

4. **Read actively**

Don't read lying down. If the article is putting you to sleep, you won't get anything out of it. Rather, read in a place where you can think about what you are reading. Be prepared to take notes (see below).

5. **Don't highlight**

Using a highlighter encourages passive reading. Rather than using a highlighter, try using a pen or marker (in a color that stands out) to underline key phrases, make notations in the margins, and to note any questions or ideas that come to you.

6. **Summarize**

Finally, after finishing an article take a few moments to summarize the article. Using a single sheet of paper, write on the top half of the paper what the author said. Use the bottom half of the paper to write what you think about what the author said, including any questions or ideas that came to mind.

The material in this handout was adapted from the following articles: Stephen P. Borgatti, U. of South Carolina, "How to Read (a Journal Article)" [http://www.analytictech.com/mb870/How_to_ read.htm], Christian H. Jordan and Mark P. Zanna, U. of Waterloo, "How to Read a Journal Article in Social Psychology" [http://acsu.buffalo.edu/~jtj3/howto.html], & "How to Read a Journal Article" [http://defiant.ssc.uwo.ca/Jody_web/Culham_Lab_Docs/Advice/ how_to_read_a_journal_article.htm] and from Dr. Tracy Ore's Introduction to sociology and social psychology syllabus.

Symbolic Interactionist Readings, Recommendations
This may be helpful for your project
Compiled by Matthew Hughey, PhD

Introduction to Symbolic Interactionism
Core Readings
• Blumer, Herbert. 1969. "The Methodological Position of Symbolic Interactionism."
Chapter 1 in Symbolic Interactionism: Perspective and Method. Berkeley, CA: University of
California Press.
• Snow, David A. 2001. "Extending and Broadening Blumer's Conceptualization of
Symbolic Interactionism." Symbolic Interaction 24(3):367-377.
• Mihata, Kevin. 2002. "Emergence and Complexity in Interactionism: Comments on
David A. Snow's 'Extending and Broadening Blumer's Conceptualization of Symbolic
Interactionism.' Symbolic Interaction 25(4):571-575.
• Fine, Gary Alan. 1993. "The Sad Demise, Mysterious Disappearance, and Glorious
Triumph of Symbolic Interactionism." Annual Review of Sociology 19:61-87.
• Maines, David R. 2003. "Interactionism's Place." Symbolic Interaction 26(1): 5-18.

Recommended Reading
• Fine, Gary Alan. 1990. "Symbolic Interactionism in the Post-Blumerian Age." Chapter 5
in George Ritzer (ed.) Frontiers of Social Theory. Columbia University Press.
• Maines, David R. 2000. "The Social Construction of Meaning." Contemporary Sociology
29(4):577- 584.
• Stryker, Sheldon. 1987. "The Vitalization of Symbolic Interactionism." Social Psychology
Quarterly 50(1):83-94.
• Ulmer, Jeffery T. 2003. "Demarginalizing Symbolic Interactionism: A Comment on
'Interactionism's Place.'" Symbolic Interaction 26(1): 19-31

Origins and Principles of the Chicago School

Core Readings
• Mead, George Herbert. 1913. "The Social Self." The Journal of Philosophy, Psychology and
Scientific Methods 10(14):374-380.
• Mead, George Herbert. 1922. "A Behavioristic Account of the Significant Symbol." The
Journal of Philosophy 19(6):157-163.
• Hughes, Everett C. 1945. "Dilemmas and Contradictions of Status." American Journal of
Sociology 50(5):353-359.
• Becker, Howard S. 1953. "Becoming a Marihuana User." American Journal of Sociology
59:235-242.

Recommended Reading
• Athens, Lonnie. 2005. "Mead's Lost Conception of Society." Symbolic Interaction

28(3):305-325.

• Becker, Howard S. 1955. "Marihuana Use and Social Control." Social Problems 3(1):35-44.

• Becker, Howard S. 1999. "The Chicago School, So-Called." Qualitative Sociology 22(1):3-12.

• Best, Joel. 2006. "Blumer's Dilemma: The Critic as a Tragic Figure. The American Sociologist 37(3):5- 14.

• Blumer, Herbert. 1931. "Science Without Concepts." American Journal of Sociology 36(4):515-533.

• Blumer, Herbert. 1940. "The Problem of the Concept in Social Psychology." American Journal of Sociology 45(5):707-719.

• Blumer, Herbert. 1948. "Public Opinion and Public Opinion Polling." American Sociological Review 13(5):542-549.

• Blumer, Herbert. 1954. "What is Wrong with Social Theory?" American Sociological Review 19(1):3- 10.

• Blumer, Herbert. 1955. "Attitudes and the Social Act." Social Problems 3(2):59-65.

• Blumer, Herbert. 1956. "Sociological Analysis and the 'Variable.'" American Sociological Review 21(6):683-690.

• Blumer, Herbert. 1966. "Sociological Implications of the Thought of George Herbert Mead." American Journal of Sociology 71(5):535-544.

• Chapoulie, Jean-Michel. 1987. "Everett C. Hughes and the Development of Fieldwork in Sociology." Urban Life 15(3-4): 259-298.

• Dingwall, Robert. 2001. "Notes Toward an Intellectual History of Symbolic Interactionism." Symbolic Interaction 24(2):237-242.

• Glaser, Barney G., and Anselm L. Strauss. 1964. "Awareness Contexts and Social Interaction." American Sociological Review 29(5):669-679.

• Glaser, Barney G., and Anselm L. Strauss. 1965. "Temporal Aspects of Dying as a Non-Scheduled Status Passage." The American Journal of Sociology 71(1):48-59.

• Hughes, Everett C. 1942. "The Study of Institutions." Social Forces 20(3):307-310.

• Hughes, Everett C. 1951. "Mistakes at Work." The Canadian Journal of Economics and Political Science 17(3):320-327.

• Kivisto, Peter, and William H. Swatos Jr. 1990. "Weber and Interpretive Sociology in America." The Sociological Quarterly 31(1):149-163.

• Maines, David R., Noreen M. Sugrue, and Michael Katovich. 1983. "The Sociological Import of G.H. Mead's Theory of the Past." American Sociological Review 48(2):161-173.

• Mead, George Herbert. 1910. "What Social Objects Must Psychology Presuppose?" The Journal of Philosophy, Psychology and Scientific Methods 7(7):174-180.

• Mead, George Herbert. 1912. "The Mechanism of Social Consciousness." The Journal of Philosophy, Psychology and Scientific Methods 9(15):401-406.

• Mead, George Herbert. 1917. "Scientific Method and Individual Thinker." Pp. 176-227 in John Dewey (ed.) Creative Intelligence: Essays in the Pragmatic Attitude. Henry Holt and Co.

• Mead, George Herbert. 1925. "The Genesis of the Self and Social Control." International Journal of Ethics. 35(3):251-277.

• Mead, George Herbert. 1930. "Cooley's Contribution to American Social Thought." American Sociological Review 35(5):693-706.

• Mead, George Herbert. 1935. "The Philosophy of John Dewey." International Journal of Ethics 46(1):64-81.

• Plummer, Ken. 2003. "Continuity and Change in Howard S. Becker's Work: An

Interview with Howard S. Becker." Sociological Perspectives 46(1):21-39.
• Wiseman, Jacqueline P. 1987. "In Memoriam: Herbert Blumer (1900-1987)." Journal of Contemporary Ethnography 16(3):243-249.

Erving Goffman and The Dramaturgical Perspective
Core Readings
• Goffman, Erving. 1959. "Introduction" and "Performances." Pp. 1-76 in The Presentation of Self in Everyday Life. Anchor Books.
• Goffman, Erving. 1963. Stigma: Notes on the Management of Spoiled Identity. Simon & Schuster.
• Goffman, Erving. 1983. "The Interaction Order: American Sociological Association, 1982 Presidential Address." American Sociological Review 48(1):1-17.
• Becker, Howard. 2003. "The Politics of Presentation: Goffman and Total Institutions." Symbolic Interaction 26(4):659-669.

Recommended Reading
• Blinde, Elaine M., and Diane E. Taub. 1992. "Women Athletes as Falsely Accused Deviants: Managing the Lesbian Stigma." The Sociological Quarterly 33(4):521-533.
• Cahill, Spencer, William Distler, Cynthia Lachowetz, Andrea Meaney, Robyn Tarallo, and Teena Willard. 1985. "Meanwhile Backstage: Public Bathrooms and the Interaction Order." Urban Life 14(1):33-58.
• Cahill, Spencer, and Robin Eggleston. 1995. "Reconsidering the Stigma of Physical Disability: Wheelchair Use and Public Kindness." The Sociological Quarterly 36(4):681-698.
• Collett, Jessica L. 2005. "What Kind of Mother Am I? Impression Management and the Social Construction of Motherhood." Symbolic Interaction 28(3):327-347.
• Futrell, Robert. 1999. "Performative Governance: Impression Management, Teamwork, and Conflict Containment in City Commission Proceedings." Journal of Contemporary Ethnography 27(4):494-529.
• Gamson, William A. 1985. "Goffman's Legacy to Political Sociology." Theory and Society 14(5):605- 622.
• Gardner, Carol Brooks, and William P. Gronfein. 2005. "Reflections on Varieties of Shame Induction, Shame Management, and Shame Avoidance in Some Works of Erving Goffman." Symbolic Interaction 28(2):175-182.
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