

# SOCIAL PSYCHOLOGY

(Syllabus as of 2/7/06)

Thomas J. Morrione  
Spring, 2006  
Extension 3152

Sociology 277  
TTh 11-12:15

Office Hours: L315 (TTH 1:30-2, 4-4:45; W 9:30-11) Other times by appointment.

This course presents an introduction to fundamentals of social psychology. It focuses attention on analysis of the interdependent relation between individuals and collective social life. Among topics covered the following are given special emphasis: the nature of action, the social formation of mind, self, and identity, especially in regard to deviance and conformity, socialization, emotion, alienation and the meaning of "situations" in human association and group life.

Social psychology has a long and rich intellectual heritage. Since the early twentieth century it has been a major subject area in sociology and psychology. Though there are overlapping concerns in both disciplines, course materials illustrate profound differences between them. By identifying and evaluating fundamental theoretical and methodological assumptions of prominent sociological and psychological perspectives, this course develops critiques of a variety of analyses of human action.

A primary goal of this course is to challenge students to consider the relevance of social psychological analyses to everyday life. Social psychological perspectives that inform the course most directly are empirically grounded and direct us to test basic theoretical insights by reference to realities confronting individual and collective action. We will have focused discussions in class to accomplish this goal. Depending on class interest and timely approval from the College's Institutional Review Board Committee, there *may* be a focused "project" component built into our semester's work.

## Course objectives:

- To define the historical scope and subject matter of sociological social psychology.
- To present fundamental tenets of symbolic interactional and ethnomethodological perspectives in social psychology as well as to define essential features of other interactional views drawing on or contesting interactionist assumptions about the relationship between people and groups.
- To provide opportunities to relate understandings of theoretical tenets of social psychology to everyday life.

**COURSE REQUIREMENTS AND THE PAPER:** Students are expected to write a 10-page paper on a topic having explicit relevance to social psychology. Please follow American Journal of Sociology format for referencing. For more information please see the ASA Style Guide on line. In addition to the paper there will be a brief oral presentation based on the topic you have chosen to write about. Its length depends on the number of papers there are. Prior to your presentation you are required to provide each class member with a one-page summary and bibliography of four key sources for your topic. The paper is worth 30% of your grade in the course and the presentation is worth 10% of your grade. There is a possibility that research projects may be done by teams of not more than three students. Special arrangements have to be worked out for this to occur. Without exception, all team members will receive the same grade for work completed on their collective project.

Please read the student handbook on *academic honesty*. My policy is that committing plagiarism or any other form of academic dishonesty will result in failing the course, not just a paper or an examination.

Oral Presentations are scheduled for Thursday May 4<sup>th</sup> and Tuesday, May 9<sup>th</sup>. Part of the last class period is scheduled for review and course evaluations. Your paper is due, in class, on

Tuesday, May 9<sup>th</sup>. For any reason, other than a medical excuse, late papers will be dropped one full grade per day after that class. **A mid-term exam (on Tuesday, March 21st)** will be weighted 20% of your grade. Two short papers (topics will be announced) will count for 20% of your grade; and, the final examination will be the remaining 20% of the course grade.

1. Mid-term.....	20%
2. Paper (30%) and oral report (10%).....	40%
3. 2 short papers .....	20%
4. Final exam.....	20%

Because our class size may allow the course to be conducted like a seminar, your being prepared to discuss each reading assignment is expected. You should strive to be well enough prepared for class *to be able to lead a discussion* on a reading or the topic for the day. Prior to general discussions, I'll sometimes use small group discussions to bring readings into focus and to raise issues for the class's consideration. And, short in-class writing exercises to focus your thoughts on the readings before we begin discussions will also be required from time to time. I'll collect these. How well you do on them will factor into consideration when a "borderline" grade is in question.

The first and most important goal of this course is to build an understanding of fundamental social psychological concepts and methods. Because effective research is predicated on acquiring this understanding, doing primary field research is not an immediate option at this level. So, when it seems both feasible (contingent upon IRB approval) and appropriate, the class may explore a central theme in social psychology as a way of organizing research and discussion. In the past we have studied such social psychological phenomena as "marginality", "stress and pressure" in academic settings, "good and bad classes," competition, gender, "volunteerism," the social psychology of "Chem-free" living, time and time management, "the social psychology of honor," and double standards, to name a few. If we choose to do so we will settle on a general topic *by the end of the second week of classes*.

*Absolutely no interviewing or observations* in field settings is permitted without written IRB approval, *and* my approval, *and* informed consent from any participants, *and* until you have read the American Sociological Association's "Code of Ethics" *and* indicate you are willing to abide by it. This means that, before you conduct any research involving people, you will have to specify, in advance, what specific questions you are going to ask (and why). It means that you will not, under any circumstances, be permitted to probe further than the questions you specify, or ask any questions that deal with "sensitive" areas of people's lives. It also means that you must know ethical guidelines for doing fieldwork and how to apply them. No research involving interviewing or observation (in other than public settings) may be conducted without the *written informed consent* of those from whom, or about whom, you are seeking information. "Informed consent" has a specific meaning and we will discuss it and related issues in the course. It is possible that you will be involved in doing some oral history research, in which case we will have special instruction on how to proceed.

NOTE: No written assignment will be accepted after the due date announced or noted in the syllabus. An assignment not handed in on time will be averaged in as a "zero." Harsh, yes, but I know our discussions will be all the better for it.

NOTE: While every reading on the syllabus is important, we will not devote equal time to them all. Some may not be "covered" in detail in class discussions and some may not be directly covered in class at all. Nevertheless, conscientious students will do the readings and work through the material systematically. Fair warning: there is not a lot of reading for this course if you keep up with it; there certainly is if you don't.

Please purchase the following:

1. Blumer, Herbert. George Herbert Mead and Human Conduct. (T. Morrione, editor.) AltaMira Press. 2003. (paper)
2. Bulman, Robert C. Hollywood Goes to High School. Worth Pub. 2005.

3. Cahill, Spencer. Inside Social Life: Readings in Sociological Social Psychology and Microsociology. (4th Edition)
4. Goffman, Erving. The Presentation of Self in Everyday Life. (Any edition)
5. Goffman, Erving. Stigma. (Any edition.)
6. Hewitt, John P. Self and Society: A Symbolic Interactionist Social Psychology (Ninth Edition).
7. Hochschild, Arlie. The Second Shift. With new introduction 0-14-200292-5.
8. Karp, David and William Yoels. Being Urban.
9. Rousseau, Nathan (Ed.) Self, Symbols and Society: Classic readings in Social Psychology. Rowman and Littlefield. 2002
10. Coursepack: Multiculturalism in North America and Europe (4 articles excerpted)

#### Reserve Readings:

There are two types of reserve readings: (1) Those that can be obtained off the web through data bases to which the College subscribes (like JSTOR, Lexis-Nexis, etc.). You should know how to search these databases yourself. You may make your own hard copy of an article if you wish. If you're not in the library and want to do this, to save time I suggest you download the article before printing it. (2) Standard hard copies of writings: these appear in the syllabus with titles, etc. and will have been scanned and appear on the course library electronic reserve list. I've kept these to a minimum.

The topic outline of the course and the basic list of readings follow. Readings may be added or deleted as the course evolves. Readings are due on the dates noted below. We will also have a video or two for part of certain classes when topics under consideration warrant. If needed, an updated syllabus will be e-mailed to you. Discard the old one to avoid any confusion.

#### February 7, Tuesday

General discussion and description of course. What are defining features of sociology, psychology, and social psychology? Preliminary research project discussion. Come to class next time with the best definition of social psychology you can find; include the web in your search. Quote it and note its full reference.

#### February 9, Thursday and February 14<sup>th</sup>, Tuesday.

##### Perspectives on Social Psychology:

- Read Introduction and Part I: European Influences. In Rousseau: Chapter I on Emile Durkheim; Chapter 2 on Max Weber and Social Action and Chapter 3 on Georg Simmel and the development of Individualism.
- "Salamanders" video in class.
- Read the article on Cooley by Mead (see below) *and* one more of the following e-reserves on Cooley. Take notes on each for discussion purposes:

Angell, Robert. Cooley's Heritage to Social Research. *Social Forces*, Vol. 8, No. 3. (Mar. 1930), pp. 340-347.

Stable URL: <http://links.jstor.org/sici?sici=0037-7732%28193003%298%3A3%3C340%3ACHTSR%3E2.0.CO%3B2-W>

Bain, Read, Cooley, a Great Teacher, *Social Forces*, Vol. 9, No. 2. (Dec., 1930), pp. 160-164.

Stable URL: <http://links.jstor.org/sici?sici=0037-7732%28193012%299%3A2%3C160%3ACAGT%3E2.0.CO%3B2-%23>

Hamilton, Walton H. Charles Horton Cooley. *Social Forces*, Vol. 8, No. 2. (Dec., 1929), pp. 183-187.

Stable URL: <http://links.jstor.org/sici?sici=0037-7732%28192912%298%3A2%3C183%3ACHC%3E2.0.CO%3B2-G>

Mead , George H. Cooley's Contribution to American Social Thought. *American Journal of Sociology*, Vol. 35, No. 5. (Mar., 1930), pp. 693-706.

Stable URL: <http://links.jstor.org/sici?sici=0002-9602%28193003%2935%3A5%3C693%3ACCTAST%3E2.0.CO%3B2-4>

Wood , Arthur Evans. Charles Horton Cooley: An Appreciation. *American Journal of Sociology*, Vol. 35, No. 5. (Mar., 1930), pp. 707-717.

Stable URL: <http://links.jstor.org/sici?sici=0002-9602%28193003%2935%3A5%3C707%3ACHCAA%3E2.0.CO%3B2-L>

The following 6 articles will be divided up for your reading assignment for next class (It's likely 2 or 3 of you will have one article to summarize). Prepare a one-page synopsis of the article you have to summarize to hand out to everyone in class next time. You may clip/print or otherwise abstract your article and e-mail everyone in class or handout to everyone in class whatever pieces of the article you think are most significant. Keep these clips/quotes to a minimum. Keep a file of them and other articles you excerpt over the term on your computer and back it up periodically.

Karpf, Fay B.. *American Journal of Sociology*, Vol. 58, No. 2. (Sep., 1952), pp. 187-193. American Social Psychology-1951.

Stable URL: <http://links.jstor.org/sici?sici=0002-9602%28195209%2958%3A2%3C187%3AASP%3E2.0.CO%3B2-B>

Thomas, W.I. The Province of Social Psychology. *American Journal of Sociology*, Vol. 10, No. 4. (Jan., 1905), pp. 445-455.

Stable URL: <http://links.jstor.org/sici?sici=0002-9602%28190501%2910%3A4%3C445%3ATPOSP%3E2.0.CO%3B2-B>

Ellsworth Faris. *American Journal of Sociology*, Vol. 50, No. 6. (May, 1945), pp. 422-428. The Beginnings of Social Psychology

Stable URL: <http://links.jstor.org/sici?sici=0002-9602%28194505%2950%3A6%3C422%3ATBOSP%3E2.0.CO%3B2-A>

Kroeber, A.L. The Possibility of a Social Psychology. *American Journal of Sociology*, Vol. 23, No. 5. (Mar., 1918), pp. 633-650.

Stable URL: <http://links.jstor.org/sici?sici=0002-9602%28191803%2923%3A5%3C633%3ATPOASP%3E2.0.CO%3B2-3>

Cottrell, Leonard S. Jr. and Ruth Gallagher. Important Developments in American Social Psychology During the Past Decade. *Sociometry*, Vol. 4, No. 2. (May, 1941), pp. 107-139.

Stable URL: <http://links.jstor.org/sici?sici=0038-0431%28194105%294%3A2%3C107%3AIDIASP%3E2.0.CO%3B2-3>

Cottrell, Leonard S. Jr. and Ruth Gallagher. Important Developments in American Social Psychology During the Past Decade. *Sociometry*, Vol. 4, No. 3. (Aug., 1941), pp. 302-324.

Stable URL: <http://links.jstor.org/sici?sici=0038-0431%28194108%294%3A3%3C302%3AIDIASP%3E2.0.CO%3B2-2>

February 16, Thursday and February 21st, Tuesday

The meaning of social psychology:

- Part One Cahill: Human Being and Social Reality:
  - "Neurology and the Soul" by Oliver Sacks
  - "Culture and Psychology" by Jerome Bruner
  - "Islands of Meaning" by Eviatar Zerubavel
- Hewitt, Chapter One: "Social Psychology and Symbolic Interactionism."

- Part II of Rousseau: Chapters 4 and 5: Cooley and the Looking Glass Self and Its Applications and W.I. Thomas on the Definition of the Situation.

*February 23rd, Thursday*

- *Quiet Rage* Take notes for next class discussion. (We may change this if the majority of the class has already seen it.)

*February 28th, Tuesday*

- Brief discussion of *Quiet Rage*.
- Cahill Part Two: The Social Construction of the Self:
  - "The Self as Sentiment and Reflection" by Charles H. Cooley
  - "The Self as Social Structure" by George Herbert Mead
  - "Young Children's Use of Racial and Ethnic Identities," Van Ausdale and Feagin
  - "Media Images' Influence on Adolescent Girls' Self-Concepts," M. Milkie Hewitt, Chapter Two: "Basic Concepts of Symbolic Interactionism." (and Rousseau Chapter 6)

*March 2nd, Thursday*

Symbolic Interactionism as a perspective:

- Rousseau: Chapter 7: Alfred Schutz on Society and Intersubjectivity
- Rousseau: Karl Mannheim on Self, Society and the Sociology of Knowledge
- Gary Alan Fine, The Sad Demise, Mysterious Disappearance, and Glorious Triumph of Symbolic Interactionism, *Annual Review of Sociology*, Vol. 19. (1993), pp. 61-87.  
Stable URL: <http://links.jstor.org/sici?sici=0360-0572%281993%2919%3C61%3ATSMDMA%3E2.0.CO%3B2-N>
- Becker, Howard S. and Blanche Geer. The Fate of Idealism in Medical School. *American Sociological Review*, Vol. 23, No. 1. (Feb., 1958), pp. 50-56.  
Stable URL: <http://links.jstor.org/sici?sici=0003-1224%28195802%2923%3A1%3C50%3ATFOIIM%3E2.0.CO%3B2-Y>

*March 7th, Tuesday and March 9th, Thursday*

- Rousseau: Chapter 12: Herbert Blumer and Symbolic Interactionism
- Handout: Morrione: "Herbert Blumer, 1900-1987" *Am. Nat. Biog.*
- "The Methodological Position of Symbolic Interactionism," by Herbert Blumer. Chapter One from *Symbolic Interactionism: Perspective and Method*. Pages 1-60. (*This PDF File will be sent to you.*)
- *Note: This latter reading assignment is the most important one in the course.* For discussion purposes, and for your own advantage on the mid-term exam, we will divide the reading into four 15-page sections. There will be a question on Blumer's perspective on the mid-term. Each group should prepare a list of 10 quotes for its 15 pages *to hand in*.

*March 14th, Tuesday and March 16th, Thursday*

- Blumer, Herbert George. George Herbert Mead and Human Conduct. *Divide the book into half for Thursday and Tuesday. Read Editor's Intro and Bio Blurb at end too.*
- Read Hewitt's Chapter 3: "The Self and Its Social Setting"
- Recommended as background for Mead and Blumer readings:
  - Rosenberg, Morris. Self-Concept Research: A Historical Overview (in 5 on Social Psychology) *Social Forces*, Vol. 68, No. 1. (Sep., 1989), pp. 34-44.  
Stable URL <http://links.jstor.org/sici?sici=00377732%28198909%2968%3A1%3C34%3ASRAHO%3E2.0.CO%3B2-9>
- Blumer, Herbert. Sociological Implications of the Thought of George Herbert Mead (in Commentary and Debate). *American Journal of Sociology*, Vol. 71, No. 5. (Mar., 1966), pp. 535-544.  
Stable URL: <http://links.jstor.org/sici?sici=0002-9602%28196603%2971%3A5%3C535%3ASIOTTO%3E2.0.CO%3B2-V>

- Dewey, John The Reflex Arc Concept in Psychology  
Citation: John Dewey. "The Reflex Arc Concept in Psychology", *Psychological Review* 3, (1896): 357-370.  
[http://spartan.ac.brocku.ca/%7Elward/dewey/Dewey\\_1896.html](http://spartan.ac.brocku.ca/%7Elward/dewey/Dewey_1896.html)
- Smith, T. V. The Social Philosophy of George Herbert Mead *American Journal of Sociology*, Vol. 37, No. 3. (Nov., 1931), pp. 368-385.  
Stable URL: <http://links.jstor.org/sici?sici=0002-9602%28193111%2937%3A3%3C368%3ATSP0GH%3E2.0.CO%3B2-W>
- Faris , Ellsworth. The Social Psychology of George Mead. *American Journal of Sociology*, Vol. 43, No. 3. (Nov., 1937), pp. 391-403.  
Stable URL: <http://links.jstor.org/sici?sici=0002-9602%28193711%2943%3A3%3C391%3ATSP0GM%3E2.0.CO%3B2-Z>
- Mead, George Herbert. *Mind, Self and Society from the Standpoint of a Social Behaviorist* Table of Contents  
Citation: George Herbert Mead, *Mind Self and Society from the Standpoint of a Social Behaviorist* (Edited by Charles W. Morris). Chicago: University of Chicago (1932).  
[http://spartan.ac.brocku.ca/%7Elward/mead/pubs2/mindself/Mead\\_1934\\_toc.html](http://spartan.ac.brocku.ca/%7Elward/mead/pubs2/mindself/Mead_1934_toc.html)

### MARCH 21<sup>ST</sup> TUESDAY- MID-TERM EXAMINATION

March 23<sup>rd</sup>, Thursday and April 4<sup>th</sup>, Tuesday

- Read Rousseau, Chapter 13: Garfinkel on Ethnomethodology
- Read Cahill Part Three: 8, 9, and 11.
  - "The Development of Language and Thought" by Lev Vygotsky
  - "The Social Basis of Drug-Induced Experience" by Howard Becker
  - "The Historical Struggle for Self-Control in America, P. Sterns
  - "Managing Emotions in Medical School" by A. Smith and S. Kleinman

Read Part 5 of Cahill:

- "Face-Work and Interaction Rituals," Erving Goffman
- "The Interaction Order of Public Bathrooms" by Spencer Cahill
- "Wheelchair Users' Interpersonal Management of Emotions" by Cahill and Robin Eggleston (See full article if interested in JSTOR e-reserve.)
- "Conversational Structure," Thomas Holtgraves
- Select the first OR the third of the four JSTOR articles below – summarize it in one page, to hand in: (The other two are worth reading as “replies.”)

Doing Difference. Candace West, Sarah Fenstermaker. *Gender and Society*, Vol. 9, No. 1. (Feb., 1995), pp. 8-37. Stable URL:  
<http://links.jstor.org/sici?sici=08912432%28199502%299%3A1%3C8%3ADD%3E2.0.CO%3B2-4>

Reply (Re) "Doing Difference" (in Symposium on West and Fenstermaker's "Doing Difference")  
Candace West, Sarah Fenstermaker. *Gender and Society*, Vol. 9, No. 4. (Aug., 1995), pp. 506-513. Stable URL: <http://links.jstor.org/sici?sici=0891-2432%28199508%299%3A4%3C506%3AR%28%22D%3E2.0.CO%3B2-J>

Doing Gender. Candace West, Don H. Zimmerman. *Gender and Society*, Vol. 1, No. 2. (Jun., 1987), pp. 125-151. Stable URL:  
<http://links.jstor.org/sici?sici=08912432%28198706%291%3A2%3C125%3ADG%3E2.0.CO%3B2-W>

Reply to Epstein (in Letters to the Editor) Sarah Fenstermaker, Candace West. *Gender and Society*, Vol. 9, No. 5. (Oct., 1995), pp. 639-640. Stable URL:

<http://links.jstor.org/sici?sici=0891-2432%28199510%299%3A5%3C639%3ARTE%3E2.0.CO%3B2-4>

*April 6th, Thursday*

Hewitt, Chapters 4 and 5:

- Social Interaction and the Formation of Conduct
- Social Psychology and Social Order

**Note:** the full text of the main articles discussed by Hewitt in Chapter 4 (Pp. 164-166) may be found in the following (These readings are suggested if you pursue a related topic.):

- *Accounts* by Marvin B. Scott; Stanford M. Lyman. *American Sociological Review*, Vol. 33, No. 1. (Feb., 1968), pp. 46-62. Stable URL: <http://links.jstor.org/sici?sici=0003-1224%28196802%2933%3A1%3C46%3AA%3E2.0.CO%3B2-M>
- *Disclaimers*. John P. Hewitt; Randall Stokes. *American Sociological Review*, Vol. 40, No. 1. (Feb., 1975), pp. 1-11. Stable URL: <http://links.jstor.org/sici?sici=00031224%28197502%2940%3A1%3C1%3AD%3E2.0.CO%3B2-N>

*April 11<sup>th</sup>, Tuesday*

Bulman, Robert C. *Hollywood Goes to High School*

*April 13<sup>th</sup>, Thursday and April 18<sup>th</sup>, Tuesday*

Note—two Goffman books are required reading for the course. Both are required for the final examination. However, we will have a discussion of Goffman's work by assigning half the class one book and the other book to the other half of the class.

- Goffman's: Presentation of Self in Everyday Life.
- Goffman's: Stigma.
- Each person in class should bring to class in written form (**to hand in**) one significant quote from each chapter in the Goffman book you have to read for discussion. (FYI, Cahill includes an excerpt from Goffman's book; Ch. 12) Also NOTE that Chapter 10 in Rousseau is an excerpt from Goffman's Presentation of Self in Everyday Life.

*April 20th, Thursday and April 25th, Tuesday*

- Hewitt, Chapter Six: "Deviance and the Social Order."
- Cahill, Part Six: Social Interaction and Relationships:
  - "A Personal Story of Doing Family," Nancy Naples
  - "Sympathy Biography and Relations" Candace Clark
  - "Caring for and About the Mentally Ill," David Karp
  - "The Social Context of Illness," Arthur W. Frank
- Cahill, Part Seven: Structures of Social Life:
  - "Preadolescent Cliques, Friendships and Identity," Adler and Adler
  - "The Contrasting Agendas of Black and White Sororities," Berkovitz and Padavic
  - "Competing Legalities on Sixth Avenue," Dunier
  - Please review the ASA Code of Ethics (on Web)

*April 27th, Thursday*

Cahill, part VIII: The Construction of Social Structures

- "Borderwork Among Boys and Girls," Thorne
- "Managing Emotions in an Animal Shelter," Arluke
- "The Black Male in Public," Anderson

Cahill, Part IX: The Politics of Social Reality:

- "The Evolution of Road Rage," Best and Ferudi
- "The Historical Construction of the Holocaust," Berger

*May 2<sup>nd</sup>, Tuesday*

- Read Rousseau, Chapter 9: David Riesman on Social Character.
- Rousseau: Chapter 11: Peter Berger and Thomas Luckmann on the Social Construction of Self and Society
- Rousseau: Chapter 15: Robert Bellah et al. On Individualism and Community in America.
- Coursepack readings: Multiculturalism in North America and Europe.
- **Note:** We will develop points from the articles in the coursepack over the remainder of the term. Assignments will be made based upon students' interests and the nature of our evolving research agenda. At this point the introduction to the coursepack materials is most important. Everyone should, therefore, read "Ethnic Heterogeneity and Dilemmas of Social Incorporation in the Year 2000."

*May 4<sup>th</sup>, Thursday, May 9<sup>th</sup>, Tuesday, and May 11<sup>th</sup>, Thursday*

- Hewitt's Chapter 7: The Value of Social Psychology
- Cahill's Part X: Postmodern Social Reality
  - "The Dissolution of the Self," Gergen
  - "The Self in a World of Going Concerns," Gubrium and Holstein
  - Arlie Hochschild's *The Second Shift* and Chapter 14 in Rousseau by Arlie Hochschild on emotions. This excerpt will focus our discussion.

This is our last reading for the term so, please read *The Second Shift* with an eye toward using all the concepts and perspectives we've discussed thus far to illustrate what social psychology is.

You may want to read one or more of the following articles for discussion as well:

Ashforth, Blake E. and Ronald H. Humphrey. Emotional Labor in Service Roles: The Influence of Identity. *The Academy of Management Review*, Vol. 18, No. 1. (Jan., 1993), pp. 88-115.

Stable URL: <http://links.jstor.org/sici?sici=0363-7425%28199301%2918%3A1%3C88%3AELISRT%3E2.0.CO%3B2-F>

Fisher, Gene A. and Kyum Koo Chon. Durkheim and the Social Construction of Emotions. *Social Psychology Quarterly*, Vol. 52, No. 1, Special Issue: Sentiments, Affect and Emotion. (Mar., 1989), pp. 1-9.

Stable URL: <http://links.jstor.org/sici?sici=0190-2725%28198903%2952%3A1%3C1%3ADATSCO%3E2.0.CO%3B2-W>

Kemper, Theodore. Social Constructionist and Positivist Approaches to the Sociology of Emotions. *American Journal of Sociology*, Vol. 87, No. 2. (Sep., 1981), pp. 336-362.

Stable URL: <http://links.jstor.org/sici?sici=0002-9602%28198109%2987%3A2%3C336%3ASCAPAT%3E2.0.CO%3B2-W>

Cahill, Spencer and Robin Eggleston. Managing Emotions in Public: The Case of Wheelchair Users. *Social Psychology Quarterly*, Vol. 57, No. 4. (Dec., 1994), pp. 300-312.

Stable URL: <http://links.jstor.org/sici?sici=0190-2725%28199412%2957%3A4%3C300%3AMEIPTC%3E2.0.CO%3B2-J>

Sutton, Robert I. Maintaining Norms about Expressed Emotions: The Case of Bill Collectors. *Administrative Science Quarterly*, Vol. 36, No. 2. (Jun., 1991), pp. 245-268.

Stable URL: <http://links.jstor.org/sici?sici=0001-8392%28199106%2936%3A2%3C245%3AMNAEET%3E2.0.CO%3B2-2>

Morris, J. Andrew and Daniel C. Feldman. The Dimensions, Antecedents, and Consequences of Emotional Labor. *The Academy of Management Review*, Vol. 21, No. 4. (Oct., 1996), pp. 986-1010.

Stable URL: <http://links.jstor.org/sici?sici=0363-7425%28199610%2921%3A4%3C986%3ATDAACO%3E2.0.CO%3B2-4>

Leavitt, Robin Lynn and Martha Bauman Power. Emotional Socialization in the Postmodern Era: Children in Day Care. *Social Psychology Quarterly*, Vol. 52, No. 1, Special Issue: Sentiments, Affect and Emotion. (Mar., 1989), pp. 35-43.  
Stable URL: <http://links.jstor.org/sici?sici=0190-2725%28198903%2952%3A1%3C35%3AESITPE%3E2.0.CO%3B2-K>

Thoits, Peggy A. The Sociology of Emotions. *Annual Review of Sociology*, Vol. 15. (1989), pp. 317-342.  
Stable URL: <http://links.jstor.org/sici?sici=0360-0572%281989%2915%3C317%3ATSOE%3E2.0.CO%3B2-G>

Ross, Catherine E. and John Mirowsky. Men Who Cry. *Social Psychology Quarterly*, Vol. 47, No. 2. (Jun., 1984), pp. 138-146.  
Stable URL: <http://links.jstor.org/sici?sici=0190-2725%28198406%2947%3A2%3C138%3AMWC%3E2.0.CO%3B2-C>

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Herbert Blumer

*American Sociological Review*, Vol. 45, No. 3. (Jun., 1980), pp. 409-419.

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### Sociological Theory in Industrial Relations

Herbert Blumer

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**\*NOTE:** Doing a JSTOR search on the name of a major social theorist as author (selecting sociology and philosophy as well as anthropology journals, including, opinion pieces, reviews, etc.) will uncover more articles for your edification. You may also insert the author's name and indicate you wish to search for it in abstracts of articles. That will likely produce analyses of the author's work. *Don't limit yourself to JSTOR though.* Look into "Googled" sociology cites and others that I'll note in class.

Click on this long URL to connect to Academic Search Premiere's listing of articles from the journal Symbolic Interactionism. Not all the articles you'll find there are full text – some will have to be ordered via ILL. Many, however, are PDF's.

[http://web2.epnet.com/resultlist.asp?tb=1&\\_ug=dbs+aph+sid+9BF81D9E%2D866A%2D46CE%2DBC93%2D80EE6DCE12D7%40sessionmgr6+D961&\\_us=dstb+ES+fh+0+hd+0+hs+0+or+Date+ri+KAAACBWA00000525+sm+ES+ss+SO+8E55&\\_uso=cli%5B2+%2DRV+cli%5B1+%2DFT+cli%5B0+%2DPT82+clv%5B2+%2DY+clv%5B1+%2DY+clv%5B0+%2DPeriodical+db%5B0+%2Daph+hd+0+op%5B2+%2DAnd+op%5B1+%2DAnd+op%5B0+%2D+st%5B2+%2D+st%5B1+%2D+st%5B0+%2DSymbolic++Interactionism+tg%5B2+%2D+tg%5B1+%2D+tg%5B0+%2D+E1EF&uh=1&sci=S3&sbt=1&lfr=ES](http://web2.epnet.com/resultlist.asp?tb=1&_ug=dbs+aph+sid+9BF81D9E%2D866A%2D46CE%2DBC93%2D80EE6DCE12D7%40sessionmgr6+D961&_us=dstb+ES+fh+0+hd+0+hs+0+or+Date+ri+KAAACBWA00000525+sm+ES+ss+SO+8E55&_uso=cli%5B2+%2DRV+cli%5B1+%2DFT+cli%5B0+%2DPT82+clv%5B2+%2DY+clv%5B1+%2DY+clv%5B0+%2DPeriodical+db%5B0+%2Daph+hd+0+op%5B2+%2DAnd+op%5B1+%2DAnd+op%5B0+%2D+st%5B2+%2D+st%5B1+%2D+st%5B0+%2DSymbolic++Interactionism+tg%5B2+%2D+tg%5B1+%2D+tg%5B0+%2D+E1EF&uh=1&sci=S3&sbt=1&lfr=ES)

Email addresses as of 2/7/06:

swayres, kechambe, docherif, hdoherty, sjdubois, lgourlie, jhulbert, Imjoseph, mekimmel, ajkollme, sjmorgan, ccobrien, rtohara, mostberg, ghrichar, lcrogers, hlschenk, gmstarre, asussman

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An interesting application of SI theory to an area we can all use:

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