Course Proposal: The Social Psychology of Power
Introductory Essay

My research focuses on the role of power and status in organizations. I am especially interested in identifying personality and contextual factors that contribute to power decisions positive and negative power outcomes. Teaching has been a rewarding opportunity for professional development and an essential aspect of my academic experience at the University of Michigan, and I genuinely value the challenge of combining my teaching practices and my research program to create synergistic lesson plans on course topics relevant to power and social influence. The opportunity to incorporate both hands-on, applied teaching strategies and research methods has strengthened my appreciation for the qualities of research and teaching in their own right, as well as the integrative possibilities that these programs offer to the field of academia. In addition to teaching introductory psychology courses, I look forward to teaching advanced undergraduate seminars that incorporate my research interests. The “Social Psychology of Power” is one such course proposal.

The main objective of this course is to provide insight into the concept of power—social control or influence over others—and its complex effects at the individual, interpersonal, group, and organizational levels. When teaching advanced courses in Psychology, I hope to provide students with the tools necessary to flexibly apply their foundational knowledge to analyze behavior and social relationships at various levels: the individual level (understanding and accommodating individual differences); the group level (group processes and interactions within groups and organizations); the relationship level (the structure of complex networks among individuals and groups); and the context level (the role of cultural dynamics in these social interactions). This course aims to provide a thorough understanding of how power dynamics shape our relationships and experiences in personal, social, occupational, and political spheres. The course will examine the ways in which power has been studied in the social sciences, focusing upon empirical research on this topic. We will investigate different models and conceptualizations of power ranging from classic to modern theories and exploring individual, relational, cultural, and contextual factors that contribute to power and social influence. We will also analyze and critique the different methodologies used to measure and research the construct of power.

One of my overarching goals for student learning is to develop students’ ability to apply class theories and principles to new examples and case studies. By experiencing activities that illustrate a topic or principle in a way that is personally meaningful and memorable, students are able to gain unique, individualized insights into course principles. In this course, students will develop a thorough understanding of how power dynamics shape our relationships by identifying the presence of various theories of social power in real-life examples and case studies. Students will also develop an understanding of methodological approaches to social power and an ability to identify the strengths and weaknesses of various experimental and survey methods. Additionally, through prompt and constructive feedback, students will be actively involved in the improvement and assessment of their writing skills in the field of Psychology. These learning objectives are described in more detail in the course syllabus below.

In enacting learning objectives for students, I strive to create a learning environment that accommodates multiple learning modalities. At the outset of this course, I ask students to complete a “class member questionnaire,” which allows me to obtain information about the different learning modalities and preferences present in the classroom and each student’s individual learning needs and objectives for the course (e.g., visual learning, auditory learning, and active learning). Many students indicate that they value practical demonstrations that engage students, while others indicate that they find my lecturing and elaboration on text material to be very helpful. In order to accommodate different learning styles, I try to maintain a balance between multiple teaching strategies by incorporating both lecture-based components during the first portion of class and experiential learning and discussion during the second portion to help students to internalize lecture material on social power and apply course principles to novel examples of interpersonal dynamics.
I also incorporate multiple methods of assessment into my classes, such as a mix of weekly homework assignments and practice reading questions, papers, and exams consisting of both multiple choice and short essay questions, and participation. In order to involve students in the evaluation of their writing, I ask students to complete interim writing assignments on their preliminary findings and analysis. For these assignments, I provide them with extensive written feedback delineated by strengths and developmental suggestions to inform students of which writing features should be maintained on subsequent assignments and which elements require improvement. I also meet with students at these interim points in order to better understand their perspectives on their progress and my feedback, to clarify any remaining questions, and to provide examples of how to address my developmental suggestions.

As a personality/social psychologist, I am particularly intrigued by the role of individual differences and the social context in human attitudes, perceptions, and behavior, and I approach the topic of social power with these interests in mind. My teaching objectives are grounded in an attempt to understand the students’ novice perspective. One of my lines of research explores perspective taking—inferring and understanding others’ psychological perspectives—as an important factor in taming power decisions. I use the notion of perspective taking as a framework for structuring course objectives, teaching methods, and my classroom environment. My primary objective as an educator is to be in touch with the students’ individual perspectives, to provide students with the opportunity to actively experience course principles from their own unique perspective as well as alternative perspectives, and to utilize student perspectives to inform my teaching methods.
Psychology 000: The Social Psychology of Power
The University of Michigan

Course Time and Location: TBA

GSI: Melanie Henderson
Office: 3256 East Hall
Email: melmarie@umich.edu
Mailbox: 3242 East Hall
Office hours: Wednesday 11-1 (or by appointment)
Course Tools (CTools) website: https://ctools.umich.edu/portal

Contact Policy
EMAIL: Email is the best way to contact me. Please include the course number (“Psych 000”) in the subject line of all emails so I can recognize you and your email address. I will typically respond to emails within 24 hours, although a response may take longer during weekends and scheduled academic breaks. Please email me a second time if you have not received a response within 48 hours.

OFFICE HOURS: I enjoy meeting and conversing with students during office hours! I am glad to answer questions regarding course materials or to discuss your endeavors in Psychology, including research, graduate studies, or career aspirations. Please feel free to email me to set up an appointment if you are unable to attend my office hours.

Teaching Philosophy
As a social/personality psychologist, my goal is to be in touch with the students’ perspective and keep that vantage point in mind while attempting to elaborate upon course materials. I believe that the most successful teachers are those who are not only extremely knowledgeable in their respective fields, but also have the ability to convey that knowledge to students effectively. I hope to not only serve as a knowledge base for my students, but also to impart knowledge to students in a way that accommodates different needs and learning modalities. My goal is to make this course as useful to students as possible. Therefore, I will be obtaining your feedback on the course format throughout the duration of the semester in an attempt to ensure that student needs and objectives are addressed. Please feel free to make suggestions or constructive criticisms, and I will attempt to incorporate ongoing student feedback into our course routine whenever possible.

Course Format
This course is designed with a particular structure in mind. This is a 3-credit advanced undergraduate seminar, which delves into a particular topic of the Social Psychology discipline—the class will explore the psychology of power and social influence. Class will meet once per week for three hours. Lecture, active learning exercises, and group discussion will comprise this 3-hour timeslot. Each class period will consist of a 45-minute lecture pertaining to the readings and relevant research on a given topic. The purpose of these lectures is to provide clarification and elaboration of the information covered in the readings and assigned materials. Course lectures will be supplemented with active learning exercises, which will consist of hands-on, practical applications of course topics and concepts. The lecture will be followed by an hour of group activity, which will apply the course concepts to new scenarios and case studies in order to provide experiential learning and engagement with the materials. Group discussion is crucial, as it will comprise the remainder of the class period (approximately 1 hour). Discussions should facilitate critical thinking and engagement with the course topics. This time period will allow students to discuss issues related to the psychology of power in greater depth with respect to their own experiences and examples, which will provide students with a more thorough understanding of course material. Therefore, I encourage everyone to participate in every discussion!
Course Learning Objectives
The main objective of this course is to provide insight into the concept of power—control or influence over others—and its complex effects at the individual, interpersonal, group, and organizational levels. This course aims to provide a thorough understanding of how power dynamics shape our relationships and experiences in personal, social, occupational, and political spheres. The course will examine the ways in which power has been studied in the social sciences, focusing upon empirical research. We will investigate different conceptualizations of power, ranging from classic to modern theories. We will also analyze and critique the different methods used to measure and research the construct of power.

Given the outline and expectations of this class, the course learning objectives include:

• Students will develop a thorough understanding of how power dynamics shape our relationships by identifying the presence of various theories of social power in real-life examples. When examining examples and case studies of interpersonal dynamics:
  o Students will be able to articulate a theoretical argument by identifying key components of existing theories and conceptualizations of social power and differentiating among these theories.
  o Students will be able to apply different theories and models of power to new scenarios and to analyze the social power dynamics at play from multiple theoretical perspectives.
  o Students will be able to articulate their own unique conceptualizations of power and express these definitions through oral and written arguments.

• Students will develop an understanding of methodological approaches to social power. When presented with empirical research articles from psychology literature on power and social influence, students will be able to identify the strengths and limitations of experimental and survey methods.

• This course will be writing intensive, and students will be actively involved in the improvement and assessment of their writing skills in the field of Psychology:
  o Through weekly reflection papers, students will have the opportunity to recognize the presence of social power principles in their own lives; they will apply course theories in order to generate ideas for incorporating effective social influence strategies into their daily experiences.
  o Students will complete interim writing assignments for their final term paper and will receive extensive written feedback from the instructor and fellow classmates. Given feedback delineated by strengths and suggestions for improvement, students will be able to identify specific writing features that should be maintained on subsequent assignments and which elements require modification.

Guidelines for Class Discussion

• Please refrain from using electronic devices during the section (e.g., laptops, cell phones, etc.).
• Respect others’ potentially differing opinions and their right to express them. Questions/comments should be directed at ideas rather than people and should not be expressed as judgments.
• Please keep interruptions to a minimum, and use them only as a means of clarification. Everyone should have an equal opportunity to finish expressing his/her thoughts and opinions without being interrupted.
• Attempt to relate your comments to course material and readings; provide a rationale for your thoughts and base comments on evidence and supporting materials.
• Participate, but self-regulate. Everyone should and will have the chance to contribute to discussions.

Special Accommodations
Students who need special accommodations for a disability need to work with the Office of Services for Students with Disabilities to determine appropriate accommodations. You must notify your instructors if you need accommodations at least two weeks before you need them. I ask that you please email me or come to office hours during the first week of the semester if you have any special circumstances that might affect your attendance, participation and/or comfort in class (e.g., a certified disability, involvement in religious observances, or special familial or other responsibilities).
Course Website Policy
This course has a corresponding Course Tools (CTools) website, for which you will receive access upon official enrollment in the course. Course announcements, assignments, handouts, and Powerpoint presentations will be posted on the Ctools site. It is your responsibility to check the website regularly in order to keep up-to-date with the progress of the course and to ensure that you do not miss any important announcements.

Reading Materials
1. Required readings: These can be downloaded from the course Ctools site from the "Resources" facility, under “Articles”. (Copies are also on reserve at the Undergraduate Library)


* This textbook provides an overview of many topics that will be covered in this course. The textbook is merely suggested additional reading- it does not comprise the assigned readings. It is intended to provide foundational reading and to supplement the required course readings. I will point you toward various chapters in this book throughout the semester.

Course Evaluation and Grading System
Grades will be based on the following course components, which are described in detail below:

- Reflection Papers 20%
- “In-lecture” Exams 10%
- Take-home Midterm 25%
- Final Term Paper 30%
- Attendance/Participation 15%

Grades will be assigned in accordance with the following system:

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<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>94 - 100%</td>
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<tr>
<td>A-</td>
<td>90 - 93%</td>
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<tr>
<td>B+</td>
<td>87 - 89%</td>
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<tr>
<td>B</td>
<td>84 - 86%</td>
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<tr>
<td>B-</td>
<td>80 - 83%</td>
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<td>C+</td>
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<td>C</td>
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<td>C-</td>
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<td>D</td>
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For all written work, the evaluation criteria are as follows:
- Meeting requirements: submission date, length, and format (APA style, etc.)
- Quality of insight: level of originality present in your analysis
- Quality of execution: thoroughness of your synthesis of course information and how competently that information is analyzed
- Quality of the presentation: style, grammar, organization, and overall clarity

Course Assignments
Reflection papers – 20%

You will be expected to write a 2-page (12 pt. font, double-spaced) reflection paper each week. In these reflection papers, you should demonstrate engagement with the course topics and ideas presented in the week’s assigned readings. You should outline your reactions to these readings, providing an analysis/critique of the theoretical and methodological issues at hand. These papers will facilitate discussion- you should incorporate any questions or sources of confusion in response to the readings, and then raise these issues in class!
“In-Lecture” Exams – 10%
During each lecture, you will be given one multiple choice or short answer question relating to the lecture and reading material. You can only receive these points if you attend class. Therefore, if you have to miss class for any reason, there is no way to make-up these points (The 2 lowest-graded questions will be dropped). Students will receive weekly grades on these in-lecture questions, so they will have consistent feedback on their understanding of course topics throughout the course of the semester.

Take-Home Midterm – 25%
This will consist of a 5-7 page paper (12 pt. font, double-spaced). For the take-home midterm, you will have the option to choose one of three essay prompts, which will be posted on CTools. Again, your paper should demonstrate engagement with course material and an in-depth understanding of the course topics by course principles to new scenarios and case studies. Your paper should include a minimum of 5 citations from the article readings we have addressed thus far to support your argument.

Final Term Paper – 30%
This will consist of a 10-12 page paper (12 pt. font, double-spaced). For the final paper, you will be asked to apply 2 course topics to a recent instance of power dynamics in the news or media. You will have the option to choose which 2 topics you plan to utilize and which power example you wish to analyze. However, you will need to clear your topic choices with me by a deadline of one month prior to the due date. You will analyze these 2 topics in relation to your power example at the individual, interpersonal/group, and organizational levels, providing insight into the impact of power dynamics within each of these domains. You should include an analysis of the benefits and/or disadvantages of elements of the power context in your example. Your paper should include a minimum of 10 citations from the article readings we have addressed that support your argument. You should also be sure to provide your own original synthesis and integration of course materials.

Course Expectations
Attendance – 5%
You are expected to attend every class. Because class exercises and discussions will be highly interactive in nature, it will not be possible to replicate this experiential learning when classes are missed. Any absences will require the relevant documentation (e.g., doctor’s certificate) in order to be considered excused absences. Please let me know in the first two weeks of class if you will be absent due to religious observation or regular participation in athletic competition. I realize that absences are sometimes unavoidable (e.g., illness, death in the family), but assignments/homework should still be turned in on time. You are responsible for catching up on any material you miss. Furthermore, please notify me 24 hours in advance if you are unable to attend a class.

- **Punctuality:** You are expected to arrive to each class on time and remain there for the entirety of class, as tardiness is disruptive to student learning. Perpetual tardiness will impact your attendance and participation grade. Again, I understand that there are circumstances that may affect your ability to arrive on time. However, please try to keep these instances of tardiness to a minimum.

- **Preparation:** The readings listed for lecture each week should be completed before class. Please keep in mind that preparation is necessary for effective participation. While doing the readings and attending to lectures, critique the course material carefully and make note of any questions or thoughts that might provoke group discussions. This will help you to adequately prepare for class exercises and discussion.
Informed Participation – 10%
You are expected to actively participate in each class. Be prepared to discuss the materials and concepts presented during lectures and readings in an engaged and informed way, to ask questions, and to listen and learn from each other. The participation grade will take into account the quality of your contributions, not merely the quantity. Be awake and responsive. The purpose of the meetings is to deepen your understanding of the materials, address questions and gaps in your knowledge, assist you in applying the information to life experiences, and to help you prepare for exams. This requires you to actively interact with me, and with your fellow students, throughout each class. I understand that some of you may not be particularly comfortable with public speaking. To ensure that all students have an equal opportunity to earn credit for participation, students should contact me if they are having difficulty participating so we can discuss alternative ideas.

- **WAYS TO PARTICIPATE:** You can ask questions, suggest answers, raise new topics for discussion, lead a small group, serve as the reporter for the small group to the class, volunteer for demonstrations, serve as group scribe recording your conclusions, write down your own answers to questions, and enrich the group by suggesting links to outside experiences, groups, movies and television, web sites, campus activities, and courses. Please do everything you can to make sure that you benefit as much as possible from being in the class, and that the class will benefit from your presence.

- **NOTE:** Engaging in irrelevant or disrespectful activities will not help you perform well in this course and WILL affect your participation grade (e.g., sleeping, texting, talking to those around you at inappropriate times, reading irrelevant materials, etc.).

*Assignment Submission: All* assignments are to be submitted electronically on the CTools site via the “assignments” folder by 5pm on the due date, and some are due in class the week of the due date. Please see the class schedule for further details. If you experience difficulties with the Ctools site and you are unsure as to whether your work was properly uploaded, please send me an email and include the assignment as an attachment.

**Academic Honesty**

Cheating, plagiarism and all other forms of academic misconduct are unacceptable and will not be tolerated under any circumstances.

Plagiarism is representing someone else’s ideas, words, statements or other works as one’s own without proper acknowledgment or citation. Examples of plagiarism are:
- Copying word for word or lifting phrases or a special term from a source or reference without proper attribution.
- Paraphrasing using another person’s written words or ideas, albeit in one’s own words, as if they were one’s own thought.

Text above adapted from: [http://www.lsa.umich.edu/saa/international/handbook/conduct.html](http://www.lsa.umich.edu/saa/international/handbook/conduct.html)
For more information see the English Department’s description of plagiarism at: [http://www.lsa.umich.edu/english/undergraduate/plag.htm](http://www.lsa.umich.edu/english/undergraduate/plag.htm)
Should you turn in a plagiarized paper, the appropriate university procedures will be followed.

**Late Policy**
Late assignments will NOT be accepted, as assignments are required for section participation and experiential learning exercises. If there are extenuating circumstances, please contact me in advance.
Grade Dispute Procedure
If you feel that your work has been graded unfairly, the deadline to submit a written regrade request is one week after the exam or paper has been submitted. Requests for regrades must be accompanied by a written grievance, which should be emailed to me. We will only entertain written requests to regrade a question. The request should be a 1-3 page memo detailing the rationale for the regrade (i.e., why more points should have been awarded). The rationale must use course materials (i.e., specific references to reading materials and/or lecture) to substantiate your claims. Please be aware that once the regrading process is initiated, instructors can regrade up or down. Therefore, a regrade may potentially result in a lower grade.

Writing Tips
This course is rather writing-intensive and is intended to develop your skills as a psychologist and scientific writer. The Sweetland Writing Center (see contact information below) offers workshops and individual sessions that can be tailored to writing in the social sciences.

- *Always run spell check.* Attempt to avoid spelling and grammatical errors, as they make writing unclear and difficult to understand.
- *Always reread your final paper!* This is the way to catch the errors that spell check overlooks. It is also a good way to catch awkward wording and stylistic problems.
- *Choose your words carefully.*
- *Adhere to standard font size, spacing, and margins.*
- *Read the assignment carefully and be sure to address all elements of the assignment.* Too often grade deductions result from students neglecting to thoroughly address the question/assignment at hand.
- *Analyze/Critique/Raise new questions.* Don’t simply summarize course topics and materials. *Choose topics that interest you.* Any time you have the freedom to choose your own paper topic, use it as an opportunity to explore something that you actually find interesting.

Helpful Campus Resources
- Undergraduate Psychology Office:
  1343 East Hall, 734-764-2580, psych.undergrad@umich.edu,
- Psychology Subject Pool:
  1343 East Hall, 734-764-2580, subject.pool@umich.edu,
- Newnan LSA Academic Advising Center
  1255 Angell Hall, 734-764-0332, www.lsa.umich.edu/advising
- Sweetland Writing Center
  1310 North Quad, 734-764-0429, www.lsa.umich.edu/sweetland
- Services for Students with Disabilities:
- Counseling and Psychological Services (CAPS):
- The Spectrum Center (organization for the LGBT community):
  3200 Michigan Union, 734-763-4186, http://spectrumcenter.umich.edu
- English Language Institute (resources for non-native English speakers):
  http://sitemaker.umich.edu/eli.resources/home
- Undergraduate Research Opportunity Program: http://www.lsa.umich.edu/urop
TENTATIVE COURSE SCHEDULE

Theme 1: Theoretical Framework

**Week 1: Introduction to the Concept of Power**

*Agenda:* This week will introduce the course. Students will review the syllabus to gain a sense of how the course will unfold. Students will become familiar with objectives, grading criteria, and classroom conduct. This week will also address portrayals of the phenomenology of power found in pop culture. Students will discuss what the experience of power “feels like.” They will also participate in a brainstorming activity, in which they will provide spontaneous definitions of power and discuss/critique different conceptions of power.

*Assigned Readings:*


**Week 2: Classic Conceptualizations of Power**

*Agenda:* This week will provide an overview of classic theories on power and societal hierarchy, including Weber’s 3 types of legitimate domination as well as Marxist theory on power and social class. Students will discuss the role of social class in perceptions of power and whether these theories conflate the constructs of power and status. They will discuss the extent to which power is inherently embedded in social class.

*Assigned Readings:*


**Week 3: Modern Conceptualizations of Power** *(Lecture 1: Basic Models of Power- attached)*

*Agenda:* This week will provide an overview of basic models of power and aims to define power within each of those models. We will address several theories of power, including individual, relational, and situational models. Students will discuss an example that illustrates power dynamics, a United Airlines plane crash, in which ineffective communication within the cockpit crew contributed to a breakdown in power dynamics. They will apply these different models of power to analyze the power dynamics at play and discuss the ways in which these models complement one another.
**Assigned Readings:**


**Week 4: Power vs. Status**

*Agenda:* This week will attempt to differentiate the constructs of power and status. Readings will address perceptions of power and status and the ways in which the literature has begun to tease apart these two constructs. These constructs are often conflated in the literature and used interchangeably. Students will discuss how the concepts are inter-related as well as the ways in which they diverge. They will also apply the basic models of power (addressed in the previous week) to this issue of conflating power and status.

*Assigned Readings:*

Henderson, M., Sanders, M., & Lee, F. (2009). The effects of status and power context on power and communication strategies. Unpublished manuscript. The University of Michigan, Ann Arbor, MI.


**Week 5: The Impact of Power on Perceptions** *(Lecture 2: Power and Altered Perceptions- attached)*

*Agenda:* This week will explore how the experience of power influences perceptions of self and others. Students will become familiar with the implications of power in several domains, including perspective taking, attributional style, stereotyping, and emotional expectations. This week will also address how the level of power afforded to an individual can impact perceptions of reality and self identity. Students will apply these topics to the Enron collapse and a power lab example, which provide interesting
illustrations of the various findings. They will discuss how pre-existing and imposed power differentials impact group interactions as well as perceptions of the self across time and different social contexts.

**Assigned Readings:**


**Week 6: The Effects of Power on the Powerholder**

**Agenda:** This week will examine the psychological and behavioral effects of power on the powerholder. Students will become familiar with the empirical evidence for the various detrimental outcomes associated with high power, including cognitive biases and exploitative tendencies. Students will discuss the boundary conditions of these findings, including potential alternative explanations and a critical analysis of the methodologies. In anticipation of next week’s topic, students will discuss the implications of these findings for targets of power and interpersonal/group relations.

**Assigned Readings:**


**Week 7: The Effects of Power on Targets and Interpersonal Relations**

*Agenda:* As a follow-up to last week’s discussion, this week will extend the effects of power on the powerholder to address the implications for targets of power. While the majority of the power literature focuses upon the experience of the powerholder, this week will incorporate the notion of powerlessness. Students will compare and contrast the standpoints of powerholders and their low power counterparts. They will also discuss the implications of power for dyadic relationships, group interactions, and workplace dynamics.

*Assigned Readings:*


**Week 8: Does Power Corrupt?**

*Agenda:* Previous weeks have introduced the seemingly corruptive nature of the power experience, addressing the detrimental effects of power on both the powerholder and the targets of power. Power is typically portrayed as an addicting experience that corrupts the perceptions and actions of the powerholder. Students will become familiar with perspectives on the causes of corruption. However, power does not always have to be a dirty word. This week will also address the conditions under which power can be beneficial, including the domain of cognitive functions. Students will discuss the advantages and disadvantages of power. In anticipation of next week’s topic, they will also discuss the ways in which power might be tamed.

*Assigned Readings:*


**Week 9: Taming Power**

*Agenda:* Given the well-established detrimental effects of power, this week aims to identify factors that exacerbate or mitigate the corruptive effects of power. Students will become familiar with factors that have the potential to tame power, including perspective taking, responsibility, relationship orientation and reward structures. Students will apply these factors to examples of power dynamics and discuss the role of these factors at the individual and interpersonal levels. They will also brainstorm the mechanisms through which these factors impact power dynamics and postulate additional factors that might serve to tame power.

*Assigned Readings:*


**Week 10: Measurement and Design**

*Agenda:* The week will examine the different ways in which power and status have been measured and manipulated in empirical literature on these topics. Experimental designs often conflate power and status in their manipulations or claim to have manipulated power when they’ve actually manipulated status. The Smith, et al. (2007) article is a comprehensive example of three widely used power manipulations. In addition to this week’s readings, students will critique the various methodologies from the articles we’ve covered thus far in the semester. They will also brainstorm novel designs to address the constructs of power and status.

*Assigned Readings:*


**Theme III: Social Context Effects on Power**

**Week 11: Power and Gender/Sexuality**

*Agenda:* This week will examine the interactions between power and gender. Students will become familiar with gender differences in power, status, and leadership style, as well as the ways in which existing power differentials impact the experience of gender and sexuality. This week will address hegemonic political agendas, such as the process by which gender differences are used to legitimize existing power structures and reinforce the status quo. Students will discuss the precursors of gender and power differentials, such as the role of socialization and gender role ideology.

*Assigned Readings:*


**Week 12: Power and Culture**

*Agenda:* This week will explore the interaction between power and culture. We will address cultural differences in the experience of power and status, including significant cross-national distinctions. Students will discuss the role of culture in existing power differentials, power decisions, and perceptions of power and social structures. Students will apply these findings to previous topics and discuss the ways in which culture may modify our previous understanding of power and status.

*Assigned Readings:*


**Week 13: Power and the Role of Organizational Context**

*Agenda:* This week will address the impact of environmental factors, such as the organizational context, on hierarchical structure and the use of power. The unique culture of Enron will be used to illustrate the important role of context in major outcomes, such as organizational success and sustainability. Students will consider organizational culture as a key factor in social control and analyze the mechanisms through which the organizational context affects experiences and perceptions of power. This week will also highlight the role of organizational policies and guidelines in power decisions and the allocation of power. Students will discuss the implications of definitive vs. vague elements of organizational policy.

*Assigned Readings:*


**Week 14: Power in Other Domains:**

*Agenda:* The final week will apply the concepts of power and status to various domains, including personal, familial, and political realms. Students will give brief presentations of their final paper topic, in which they will discuss examples of power dynamics. Given that students have chosen their own topics from media and current events, these presentations will spark discussions regarding the impact of power in a variety of social contexts. Students will be able to express and defend the arguments in their final term paper—an analysis of power dynamics in a news or media example—by using social power theories and appropriate language that we have studied throughout the semester.

*Assigned Readings:*


**Final Term Paper Due**

**Informal Paper Presentations**