

Norm Violation Group Video Presentation—50 points total

LEARNING OBJECTIVES

The learning goals of this project include:

- Reinforcing concepts discussed in class (such as norm, informal and formal sanctions, and deviance)
- Applying the steps in the research process, including developing a research topic, gathering data, analyzing data, and drawing conclusions.
- Initiating personal growth through students developing a greater understanding of their comfort levels with conformity and deviance.

PRODUCTS PRODUCED

- Paper (25 points) includes
 - Research question
 - Hypothesis
 - Data collection
 - Conclusions
- Video presentation (25 points)

NORM VIOLATION INSTRUCTIONS

1. Find 2-3 other students from this class to work with, and think about a **norm** that interests you and that you would be willing to break. [DO NOT break any laws!! You may NOT cause danger or harm to anyone by doing this project!] If you are having difficulty finding partners, or would really like to work alone, please come and talk to me. Please, be aware that students will get a group grade for this project. Think about any problems that you might encounter in your norm violation and be sure there are no ethical issues with your choice (when in doubt discuss it with me first!).
2. In your groups, go to the scene of the planned violation and observe the normal behavior. At this point do nothing to disrupt normal processes. Your goal is to understand the normal behavior, so you can clearly identify behaviors occurring in response to your violation.
 - a. Think of your project as a *Research Question*—ask yourself: how will these people who usually act in this manner, act when I violate the norm? Come up with a *Hypothesis*.
 - b. Note that you will include this information in your paper.
3. Next, one partner will violate the social norm while the other partners record the responses from onlookers. The person violating the norm MUST complete the norm violation enough times to have reactions from several (5-10) people.
 - a. The observing partners should attempt to remain inconspicuous (pretend not to know the person violating the norm) and take notes on violation itself and the responses of everyone in the vicinity.
 - b. *Collect Data*—The notes being taken should record the social characteristics of the observers (gender, race, age, etc.), their response to the violation in as much detail as possible, and anything else relevant (for example, if they were alone or with friends). These notes are the foundation for the conclusions that you will be able to draw about how people react to the norm violation, and will write about in your paper.
4. Switch positions so that the partner observing now takes a turn as the violator. (If working in groups of three, then switch positions again, so that everyone has broken the norm. If working in groups of four,

switch positions a final time.) **When you are done, each of you MUST have participated in the norm violation from two vantage points—once as violator and once as observer.**

5. Write up your paper: EACH PERSON MUST WRITE A PAPER!! It must include the following:
 - a. Explain what norm you choose to violate and what you thought people’s reaction were going to be (your “research question” and “hypothesis”).
 - b. Describe why you chose this norm.
 - c. Describe how you expected people to react to your norm violation.
 - d. Describe what your “findings” are—the social patterns that existed in the data you collected. (For example, did men behave differently than women? Did age affect responses? How about if the people responding were by themselves or in groups?)
 - e. Describe what the experience of violating a social norm was like for you. Was it difficult for you to break the social norm? (Why or why not?) How does this connect to the power of social norms?

Examples of Norm Violations:

- Violating someone's personal space by standing too near or sitting too near.
- Facing people while standing in an elevator.
- Dressing inappropriately (ex. formally for a casual event or location, or not appropriate for the weather or setting)

NOTE: If at any point your norm violation appears to be upsetting a bystander, you are welcome to explain to the people affected that your behavior is for a class assignment and the details.

VIDEO PRESENTATION INFORMATION & INSTRUCTIONS

- Each group’s video presentation should be 6-8 minutes long and will be uploaded to youtube or placed on the P drive with its own unique name—not “norm violation project” (details on how to do this will be passed out on a separate “technical” handout)
- In your video you need to:
 - Explain what norm you choose to violate and what you thought people’s reaction were going to be (your “research question” and “hypothesis”).
 - Explain and demonstrate how you went about carrying out the violation (your “methods”).
 - Use video footage to show details of the location/setting, how you are dressed, and demonstrate the norm violation.
 - Describe what your “findings” are—the social patterns that existed in the data you collected. (For example, did men behave differently than women? Did age affect responses? How about if the people responding were by themselves or in groups?)
 - If you do your norm violation among people you know and you decide to explain to them that this was for a class project (after the violation is over) and they are willing to do a short interview “on record” about their experience, that is fine to include.
 - Throughout the video make sure you briefly explain all the class terms and concepts that you are using (i.e. norm, norm, deviance, sanction).
 - You can include the definitions of the terms by directly explaining the terms (traditional oral presentation style), by including written definitions of the terms within the video footage, or a combination.
 - At the end of the video, each of you should address what the experience of violating a social norm was like for you. Was it difficult for you to break the social norm? (Why or why not?) How does this connect to the power of social norms?

Rubric for Paper

	Excellent 5 pts	Good 4 pts	Fair 3 pts	Poor 2 pts
Content: Depth	Research question, design, and methods are clearly stated. The data has been analyzed and the findings & conclusions are explained in-depth. All terms & concepts are briefly defined.	The description of the project is generally clear. There is some discussion of the findings & conclusions, although these may be less clear. Most terms are defined.	Some components of project description are minimal or missing. Description of the projection findings & conclusions is very brief and insufficient. Many terms go undefined.	Description of the project and the findings & conclusions are very difficult to follow. Listeners learn little.
Content: Accuracy	All terms are defined accurately and are used correctly throughout the video. All calculations are correct. All ethical and project guidelines have been followed.	Most terms are defined and used correctly—or have minor errors. Any calculation errors are understandable or minor. There are no significant deviations from the ethical & project guidelines.	Enough errors are made to be distracting, but some of the information is accurate. There were significant project guidelines and/or minor ethical guidelines that were not followed.	Information is so inaccurate that the listener cannot depend on the presentation. There were major ethical and project guidelines that were not followed.
Content: Discussion of Personal Experience	You thoroughly discuss what the experience was like for you, and thoughtfully answers why it may have been hard/easy to break the social norm.	You do not fully address the question of why it may have been hard/easy to break the social norm.	You do a poor job of addressing the question of why it may have been hard/easy to break the social norm.	You do not answer the question at all about what the experience was like, or you do it in such a poor way that the reader cannot understand it.
Presentation: Style, Clarity, and Organization	Presentation is clear, logical, and organized. Reader can easily follow line of reasoning.	Presentation is generally clear. Most of the organization is logical. A few minor points may be confusing.	Reader can follow presentation with effort. Organization is not well thought out; may be too informal.	Presentation is very confusion and unclear.
Sentence Structure, Grammar, Mechanics, & Spelling	All sentences are well constructed and have varied structure and length. The author makes no errors in grammar, mechanics, and/or spelling.	Most sentences are well constructed and have varied structure and length. The author makes a few errors in grammar, mechanics, and/or spelling, but they do not interfere with understanding.	Most sentences are well constructed, but they have a similar structure and/or length. The author makes several errors in grammar, mechanics, and/or spelling that interfere with understanding.	Sentences sound awkward, are distractingly repetitive, or are difficult to understand. The author makes numerous errors in grammar, mechanics, and/or spelling that interfere with understanding. Reviewer's

Norm Violation Video Presentation: Instructor's Grading Sheet

Students' Names: _____

	5	4	3	2
<p>Content: Depth</p> <ul style="list-style-type: none"> • Includes an introduction of topic and description of research question/hypothesis. • Methods involved in the norm violation are clearly described. • The data has been analyzed and the main findings/conclusions are explained. • All terms and concepts are briefly defined. 				
<p>Content: Accuracy</p> <ul style="list-style-type: none"> • All terms are defined accurately. • Throughout the presentation, all research terms are used correctly. • Any calculations are correct. • All ethical and project guidelines have been followed. 				
<p>Content: Discussion of Personal Experience</p> <ul style="list-style-type: none"> • At the end of the video, each partner takes a turn discussing what the experience was like for them. • Each person thoughtfully answers why it may have been hard/easy for them to break the social norm. 				
<p>Presentation: Style, Clarity, & Organization</p> <ul style="list-style-type: none"> • Presentation is clear, logical, and organized. • Listener can easily follow all lines of reasoning. • Presentation is not simply the reading of a paper. • The presenters speech is paced well (not too slow/fast) and is easy to hear (not too quiet). 				
<p>Presentation: Use of "On-site" Video Footage</p> <ul style="list-style-type: none"> • Use of "on-site" footage is organized. • Use is highly effective in explaining your research methods. • Use supports all major points of emphasis. 				
<p>Total Score</p>				