



University of New Hampshire

PSYCHOLOGY 552

Social Psychology

Spring 2008

Course time: 9:10 – 10:00, M/W/F

Nesmith 113

CRN: 22934

CONTACT INFORMATION:

Instructor: Heather Hussey

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E-mail: hfauteux@unh.edu

Office: Hersey House 110

Office hours: M: 8:00-9:00

W: 10:00-11:00 or

By appointment

REQUIRED TEXTS/READINGS:

- Myers, D. G. (2007). *Exploring social psychology*. (4th ed.). Boston: McGraw-Hill. [ISBN: 978-0-07-353187-8]*
- Additional readings will be posted on Blackboard under “Assignments” (also attached)

* This book may be purchased at the UNH bookstore in the MUB.

COURSE DESCRIPTION:

I would like to start by welcoming you to PSYCH 552! This is one of the many mid-level courses in the psychology department, with PSYCH 401 as a prerequisite. As you learned in your introductory psychology course, psychology is the scientific study of mental processes (e.g., thinking and feeling) and behavior. Social psychology hones in on such studies further by focusing on how diverse individuals think, feel, and behave in regards to other people and how individuals' mental processes and behaviors are affected by other people. Questions that social psychologists might ask include:

- 1.) Description: What is happening?
- 2.) Explanation: Why is it happening?
- 3.) Prediction: When will it happen again?
- 4.) Control: How can it be changed?

In this course, we will explore how social psychologists attempt to discover how we think, feel, and behave in regards to other people through assignments, activities, group work, guest speakers, videos, and lectures. I will introduce social psychology to you as a behavioral science. Theoretical and applied aspects of social psychology that will be covered include: attitude change and social influence, conformity, social interaction, interpersonal attraction, impression formation, and research.

MAIN OBJECTIVES:

The main objectives for this course are many of those outlined by an American Psychological Association (APA) task force who described the main learning objectives for undergraduate psychology students in a liberal arts program (see www.apa.org/ed/guidehomepage.html for more details).

By the end of the semester, you should be able to...

- Demonstrate familiarity with the major concepts, theoretical perspectives, empirical findings, and historical trends in social psychology
- Understand and apply basic research methods in social psychology, including research design, data analysis, and interpretation
- Use critical thinking, skeptical inquiry, and when possible, the scientific approach to solve problems related to behavior and mental processes
- Understand and apply social psychological principles to personal, social, and organizational issues
- Recognize, understand, and respect the complexity of diversity

► In order to accomplish these goals/objectives and have a productive learning environment, I believe it is essential to promote a non-discriminatory class climate. Some guidelines to keep in mind in accomplishing this final goal are:

- Speak from your own experience (this may include readings, films, etc.)
- Engage thoughtfully with the content of the class
- Listen to others' thoughts and feelings, even if they differ significantly from your own
- Do not expect yourself or other class members to speak as a representative of a social and/or cultural group.

I encourage class members to explore the material presented in this class (and even related topics of personal interest), risk making mistakes in discussing the material, and ask for help in understanding course material (this can include others' points of view as well).

"There is no such thing as an unreasonable question, or a silly question, or a frivolous question, or a waste-of-time question. It's your life, and you've got to get these answers" -Marcia Wallace

COURSE REQUIREMENTS:

- **Attendance/Participation:** Because you are students who want to learn, I expect you to attend class regularly. Throughout the semester, there will be a number of class activities in which you will earn points for participating; therefore, attendance during these classes will be collected. Additionally, quizzes will include material from the text as well as material presented in class. Therefore, it would be in your best interest to attend class and do all of the readings. *You will get out of this course as much as you put into it.* If you have to miss class for whatever reason, it is your responsibility to familiarize yourself with the material covered in the class(es) you missed. (5% of final grade)

However, if I find that a number of people are abusing their privilege of coming to class by repeatedly not attending *and/or* if I find that students are not doing the required readings, I reserve the right to implement something called the Monte Carlo Quiz. This quiz was developed by Dr. Peter Fernald, a faculty member in the UNH psychology department. Briefly, the type of quiz given depends on the number rolled on a die. For example, if a 2 is rolled, the quiz would consist of a question asking you to compare and contrast two concepts covered in class and/or the readings. (The exact details will be discussed further in class if needed. For those of you wishing to research this quiz further, here is the citation:

Fernald, P. S. (2004). The Monte Carlo Quiz: Encouraging punctual completion and deep processing of assigned readings. *College Teaching*, 52(3), 95-99.

➤ **Turn on Your Tuners:**

How many of you enjoy “people watching”? If you take a moment to look around, you will notice that social psychology is at work. Social psychological concepts can be found in your day-to-day activities, on TV, in books, magazines, etc. One of the objectives of this assignment is to help you recognize these happenings as they apply to the material we will explore this semester. You will be journaling the interactions you observe as well as your reactions to them. These are due 3 times throughout the semester and count toward 15% of your final grade. Please see attachment for summary, objectives, format, audience, and grading criteria

➤ **Outreach Project (Responses & Poster):**

As mentioned above, social psychologists are interested in studying how individuals think, feel, and behave in regards to others. The final project examines these concepts as they relate to diversity issues. For example, students in the past have examined gay marriage, the attitudes and behaviors who oppose gay marriage, and how that affects same sex couples. You will have multiple opportunities throughout the semester to participate in various talks, movies, etc. about issues of tolerance and awareness around members of different diverse cultural groups (e.g., race, sexual orientation, gender, religion, etc.). When and where these events take place will be posted in Blackboard in the folder titled “Outreach Project” under Course Documents. Throughout the semester, you will be required to attend at least 3 of these events (feel free to attend more than 3 events). After attending an event, you will write a 1-2 page summary of the event. These summaries will also aid you in completing a final group project at the end of the semester which will consist of a poster presentation. (Papers: 15% of grade; Poster: 20% of grade). Please see attachment for objectives, format, audiences, and grading criteria.

➤ **Quizzes:** There will be 5 quizzes in this class, which you will aid in constructing. Each quiz will consist of 40 multiple-choice questions focusing on the assigned text material (what we do AND do not cover in class), lectures, videos, and classroom activities for the sections covered. The Course Calendar (at the end of the syllabus) indicates the sections that each quiz will focus on and the date it will be given. The quizzes are not cumulative, and only cover the material indicated on the Course Calendar. There is no mid-term or final exam. However, your final project (i.e., Outreach Poster) is due for presentation on the day and time of the final exam. Graded quizzes will be handed back to you in class. Time will be allotted to clarify general questions about the quiz and **“argue back” points**. If you have more specific or personal questions, please see me after class and/or make an appointment to meet with me. We will discuss your part in constructing these quizzes in class (40% of grade).

➤ **Know Your Grade:** Although I encourage you to constantly monitor your overall grade in this class, I will require you to officially calculate your grade 2 times during the semester. This will be an informal write-up of what your grade is at the time the assignment is due, whether you are happy with your grade, and what you would need to do in order to get the grade you desire. Because I grade with raw points, you can calculate your grade by adding the points you have earned and divide those by the number of points available to earn at the time the assignment is due. In addition, I've provided spaces in the grades section below to use to keep track of your grades (5% of grade).

➤ **Extra Credit:** I am giving you multiple ways to earn up to 10 extra credit points.

● You are currently required to attend three Outreach events. However, you can opt to attend more for extra credit. If you attend an extra event and type a 1-page summary/response paper, you can earn up to 2 points. You will be permitted to attend up to 5 of these events for

credit, although I encourage you to attend more. Details about events will be posted on Blackboard in the folder titled "Outreach Project".

➤ **GRADES:** There will be **500** total points available in this course (Plus 10 extra credit points, for a total of 510 points):

◆ Turn on Tuners (15%):	= 75 points (25/entry)
◆ Outreach Project:	
→ Response Papers (15%):	= 75 points (25/response)
→ Final Project (20%):	= 100 points
◆ Quizzes (40%):	= 200 points (40/quiz)
◆ Calculation of Grade (5%):	= 25 points (12.5/report)
◆ Participation/Attendance (5%):	= 25 points

You will be graded on the plus and minus as follows:

	B+(87%-89%) 435-449	C+(77%-79%) 385-399	D+(67%-69%) 335-349
A (93%) 465-500	B (83%-86%) 415-434	C (73%-76%) 365-384	D (63%-66%) 315-334
A-(90%-92%) 450-464	B-(80%-82%) 400-414	C-(70%-72%) 350-364	D-(60%-62%) 300-314

PLAGIARISM:

Plagiarism is a form of cheating, punishable (at the discretion of the instructor) by failure in the course in which it occurs and possibly (at the discretion of the dean) by suspension or dismissal from the University. Plagiarism can take a number of forms, including the re-use of your own written work without appropriate modifications and/or without the permission of your instructor. Plagiarism most commonly occurs when material is taken from a source without proper citation. Whenever material is directly quoted it must appear in quotation marks and be properly cited according to APA. A citation without quotation marks is not adequate because it implies that the material quoted is your wording. It is even less acceptable to simply put the source of material in a bibliography at the end of your paper, with neither quotation marks nor references made in the text or notes. Indirect quotations—that is, points taken from some source but restated in your own words—should not appear in quotation marks, but the source from which they come should be cited in the text or in a footnote, depending on the reference style your instructor prefers. If necessary, ask me for further clarification. Remember that a course grade or even your undergraduate career could be jeopardized by ignorance in this matter. Ignorance does not constitute an excuse for plagiarism.

ADDITIONAL INFORMATION:

- I do not accept late assignments. Due dates for all assignments are listed in the course calendar. If you do not come to class when an assignment is due, you have 3 options: turn it in early, submit it via Blackboard by the end of class, or slip it under my door in my office (Hersey House 110).
- All assignments, unless otherwise specified, should be typed with 1-inch margins and double spaced. The only 2 fonts acceptable are 12-point Times New Roman or 11-point Arial.

- Please do not bring cell-phones to class (or be sure that they are turned off). If one goes off in class, ***I reserve the right to answer it.*** To be fair, you can answer mine if it rings.
- UNH makes reasonable **accommodations** in order to provide a student with a disability an equal opportunity to participate in the institution's courses and programs. To qualify for services, you must provide documentation of your disability as determined by a physician and/or licensed certified psychologist or other practitioner who is skilled in the diagnosis of such a disability. The Disability Services for Students office (2-2607) is where UNH students with documented or suspected disabilities can receive these accommodations and academic services. In order to obtain any such accommodations, your instructor must receive a letter from the DSS office *before* you want the accommodations to take effect (e.g., before a test or homework assignment is due).
 - Documented disabilities include LD, ADHD, deaf/hard of hearing, blind/low vision, psychiatric, medical, physical and mobility (see website: www.unh.edu/disabilityservices)
- You should also familiarize yourself with UNH's Students Rights, Rules, and Responsibilities (see www.unh.edu/student/rights).
- **Additionally, everyone has the right to feel safe.** If you have observed or experienced an incident of bias, discrimination or harassment, you may find the following website useful in regards to reporting and/or getting help: <http://reportit.unh.edu/index.html>

GENERAL BLACKBOARD INFORMATION:

- Go to <http://blackboard.unh.edu> and sign-in (there are help menus located on Blackboard to help you with this).
- Once at your Blackboard homepage, you should see Psych 552: Social Psychology under "My courses" – click on this link.
- I will post any deviations from the outlined course syllabus under "Announcements" and list new due dates on the calendar. I will also include any updated information on talks, activities, colloquiums, etc. that might be of interest to you in the appropriate folder under "Course Documents".
- Under "Course Documents" you will see multiple folders (this will probably be updated as needed). These folders contain readings and resources that should help you complete your assignments. You will also find other information of interest, such as your syllabus, and extra credit opportunities.
- Under "Assignments" you will see a folder for the Pre-Tests. In this folder there will be links for each of the pre-tests assigned.
- Most assignments could be submitted to me via the drop box on Blackboard or in class. I will not accept any assignments via email. To submit assignments on Blackboard, please follow these instructions EXACTLY.
 - Sign into Blackboard and click on the Pscyh 552 located under "My Courses"
 - Click on the last tab on the left titled "Tools"
 - Click on the third link down titled "Digital Dropbox"
 - You will have the option of adding a file and sending a file.
 - You will click on "Send File". (You can also add it so that it is saved to your account, but if you do not send it then I will not get it.)
 - The name of your file should contain your last name and the assignment. For example, if I were submitting my first paper assignment, I would name it: Hussey.Journal #1
 - Click on the "Browse" tab to find your folder.
 - No need to type anything in the comment box, but if you feel the urge to then go ahead.

- Then click the “Submit” on the lower right hand corner. You should get a receipt of some sort saying that it was sent successfully. If not, you might want to go back and try it again.

PSYCHOLOGY 552
Social Psychology
Spring 2008 Course Calendar¹

Week	Date	Topic	Readings and Assignments
1	1/23 1/25	Introductions	
2	1/28 1/30 2/1	Intro to Social Psychology Methods	Modules 1 & 2 Article 1
3 *** ***	2/4 2/6 2/8	The Self & Self Serving Bias *** QUIZ # 1 & Journals ***	Modules 3 & 4 Article 2
4 ***	2/11 2/13 2/15	Self-Efficacy & The Situation	Modules 5, 6 & 7 Article 3
5	2/18 2/20 2/22	Beliefs & Behavior *** QUIZ # 2 ***	Modules 8 & 9 Article 4
6	2/25 2/27 2/29	Social Cognition	Module 11 Article 5
7	3/3 3/5 3/7	Diversity & Behavior	Modules 12 & 13 Article 6 → 1st Outreach Response Due
8	3/10 3/12 3/14	Conformity & Obedience *** QUIZ # 3 & Journals ***	Module 14, 15 & 16 Article 7 & 1 st Know Your Grade Due
9	3/17- 3/21	Spring Break...Be Safe!!!	
10	3/24 3/26 3/28	Presence of Others Groups	Modules 17 & 18 Modules 19, 20 & 21
11	3/31 4/2 4/4	Guest Speaker: Privilege	Article 8 2nd Outreach Response Due

¹ Calendar is subject to change at the discretion of the instructor – see Blackboard for updates.

12	4/7 4/9 4/11	Prejudice *** QUIZ # 4 ***	Modules 22 & 23 Article 9
13	4/14 4/16 4/18	Aggression	Modules 24 & 25 Article 10
14	4/21 4/23 4/25	Attraction Guest Speakers: GLBT Panel	Modules 26 & 27 Article 11 & 3rd Outreach Response Due
15	4/28 4/30 5/2	Conflict *** QUIZ # 5 & Journals ***	Modules 28 & 29
16	5/5 5/7 5/9	Helping	Modules 30 & 31 ◆2nd Know Your Grade Due
17	5/12	Class Wrap-Up	
Final	5/19	Group Poster Presentation	Where: Nesmith 113, When: 10:30-12:30

¹ Calendar is subject to change at the discretion of the instructor – see Blackboard for updates.

Center for Academic Resources

UNH ~ Wolff House ~ 862-3698 ~ www.cfar.unh.edu



CFAR (say “see far”) – we are the Center for Academic Resources and offer a wide range of academic support services for all undergraduates at UNH.

What We Provide All UNH undergraduates:

- Academic Mentors – work one-on-one with an upperclass student trained to help you develop strategies for academic success, including proven study skill and time management techniques. Learn how to learn more effectively and efficiently!
- Study Groups – join a study group and form a network of “study buddies” who work together for a whole semester. Study groups are offered in selected courses (e.g. Chem 403 and Bio 411) and are lead by a trained upperclass student. Call for other current offerings and register early at Wolff Houses as space is limited.
- Drop In Tutoring – no appointment needed for these sessions – you can attend every meeting or whenever you like throughout the semester. Drop in tutoring is offered for Math 420 and Math 424A&B. Call for other current offerings and drop-in times and locations.
- Staff Consultations – set up an appointment to meet with one of professional staff members to discuss your learning needs and how to capitalize on your strengths.

All the above, plus...

- A computer cluster (free printing)
- Faculty evaluations (by students)
- Course information provided by professors
- A study lounge
- Tutor referrals
- A great website with scholarship search information and more!

We also provide additional services for students eligible for our Student Support Services component funded by a TRIO grant from the US Department of Education*:

- Individualized subject area tutoring
- GRE prep courses and graduate school advising
- Individualized computer support
- Scholarship search assistance
- Support services for students with learning disabilities, AD/HD

We are located at Wolff House (next to the UNH Health Center). Our regular hours are Monday through Friday, 8:00 am – 4:30 pm. Scheduled programs are also available school nights and weekends. Come visit or call us at 862-3698.

* Eligibility is based on several factors, including financial need and/or documented disability; grant award is \$295,017.

Additional Readings for Social Psychology

Social Research Methods

1.) Sue, S., & Dhindsa, M. K. (2006). Ethnic and racial health disparities research: Issues and problems. *Health Education and Behavior*, 33(4), ????

- In Annual Editions Social Psychology (7th ed). Pp. 5-11
→ To be posted on Blackboard

The Self: Bias

2.) Higgins, N. C., & Bhatt, G. (2001). Culture moderates the self-serving bias: Etic and emic features of casual attributions in India and in Canada. *Social Behavior & Personality: An International Journal*, 29(1), 49-62.

- Online: <http://web.ebscohost.com.libproxy.unh.edu/ehost/pdf?vid=19&hid=101&sid=7f05d2c2-d3b0-41ca-872a-d57060e06c9a%40sessionmgr104>

Locus of Control:

3.) Estrada, L., Dupoux, E., & Wolman, C. (2006). The relationship between locus of control and personal-emotional adjustment and social adjustment to college life in students with and without learning disabilities. *College Student Journal*, 40(1), 43-54.

-Online:
<http://web.ebscohost.com.libproxy.unh.edu/ehost/detail?vid=61&hid=101&sid=7f05d2c2-d3b0-41ca-872a-d57060e06c9a%40sessionmgr104>

Cognitive Dissonance:

4.) Dutton, D. G. (1971). Reactions to restaurateurs to Blacks and Whites violating restaurant dress requirements. *Canadian Journal of Behavioral Science*, 3(3), 298-302.

-Online:
<http://web.ebscohost.com.libproxy.unh.edu/ehost/detail?vid=90&hid=107&sid=e1f2205b-db97-48d4-94e6-f4c0ffc0af5%40sessionmgr107>

Depression & Loneliness:

5.) Franko, D. L., Striegel-Moore, R. H., Bean, J., Tamer, R., Kraemer, H. C., Dohm, F., Crawford, P. B., Schreiber, G., & Daniels, S. R. (2005). Psychosocial and health consequences of adolescent depression in Black and White young adult women. *Health Psychology*, 24(6), 586-593.

-Online: <http://web.ebscohost.com.libproxy.unh.edu/ehost/pdf?vid=123&hid=106&sid=e1f2205b-db97-48d4-94e6-f4c0ffc0af5%40sessionmgr107>

Gender Roles:

6.) Bosson, J., Taylor, J., Prewitt-Freilino, J. (2006). Gender role violations and identity misclassification: The roles of audience and actor variables. *Sex Roles*, 55(1/2), 12-24.

-Online: <http://web.ebscohost.com.libproxy.unh.edu/ehost/pdf?vid=167&hid=108&sid=e1f2205b-db97-48d4-94e6-f4c0ffc0af5%40sessionmgr107>

Routes to Persuasion:

7.) Bullock, H. E., & Fernald, J. L. (2003). "Feminism Lite?" Feminist identification, speaker appearance, and perceptions of feminist and antifeminist messengers. *Psychology of Women Quarterly*, 27, 291-299.

-Online: <http://web.ebscohost.com.libproxy.unh.edu/ehost/pdf?vid=194&hid=107&sid=e1f2205b-db97-48d4-94e6-f4c0ffc0af5%40sessionmgr107>

Group Polarization:

8.) Sunstein, C. R. (2002). Why they hate us: The role of social dynamics. *Harvard Journal of Law & Public Policy*, 25(2), 429-440.

-Online: <http://web.ebscohost.com.libproxy.unh.edu/ehost/pdf?vid=207&hid=109&sid=e1f2205b-db97-48d4-94e6-f4c0ffc0af5%40sessionmgr107>

Prejudice:

9.) Castelli, L., Zecchini, A., Deamicis, L., & Sherman, S. J. (2005). The impact of implicit prejudice about the elderly on the reaction to stereotype confirmation and disconfirmation. *Current Psychology*, 24(2), 134-146.

-Online: <http://web.ebscohost.com.libproxy.unh.edu/ehost/pdf?vid=16&hid=103&sid=e82950ad-06e9-4789-9808-2940b5c83eb1%40sessionmgr109>

Aggression:

10.) Bjorkqvist, K., Osterman, K., & Lagerspetz, K. M. J. (1994). Sex differences in covert aggression among adults. *Aggressive Behavior*, 20, 27-33.

-Online: http://www.vasa.abo.fi/svf/up/articles/sexdiff_in_covert.pdf

Attraction:

11.) Regan, P. C., Medina, R., & Joshi, A. (2001). Partner preferences among homosexual men and women: What is desirable in a sex partner is not necessarily desirable in a romantic partner. *Social Behavior and Personality*, 29(7), 625-634.

-Online: <http://web.ebscohost.com.libproxy.unh.edu/ehost/pdf?vid=59&hid=103&sid=fd94858b-263d-4eb5-9b9b-123fef0d7b33%40sessionmgr107>

Full Description of Turn on Your Tuners:

Summary.

How many of you enjoy “people watching”? If you take a moment to look around, you will notice that social psychology is at work. Social psychological concepts can be found in your day-to-day activities, on TV, in books, magazines, etc. The definition of **social psychology** is the scientific study of how individuals think, feel, and behave in regards to other people *and* how individuals’ thoughts, feelings, and behaviors are affected by other people. These “other people” do not even have to be physically present in order to affect individuals; they can also be implied or even imagined. Throughout the course of the semester, we will cover the many ways in which these social psychological processes take place. This project will help you in making the connections of the processes back to your own lives. Actually, this project has multiple objectives (15% of grade):

Objectives.

- 1.) Increase understanding of how group(s) can affect individuals
- 2.) Raise awareness of diverse groups, their interactions, and the effects of those interactions
- 3.) Raise attentiveness to how different groups are treated in society
- 4.) Raise awareness of how you, yourself, are even affected by such interactions
- 5.) Increase knowledge of how social psychological concepts can be applied to everyday living

Because this project will take place over the entire semester, you will be able to self-reflect on the changes and progress you have made in accomplishing the above mentioned objectives.

Format.

This project will take the form of a journal. Throughout the semester you will document **current incidents** you have witnessed (e.g., seen, read, or heard) where an individual’s thoughts, feelings, and/or behaviors were affected by a group. However, keep in mind that an individual can also affect a group. In either case, you should notice an in-group and an out-group. These incidents can be from your own life, material you have read, seen on TV or in a movie, etc. I recommend you document these incidents or experiences as soon as you can when the details are the freshest in your memory. Please **type** your journal. I will provide you with a template on Blackboard to aid you in completing this assignment.

Audience.

As mentioned above, these journals are an opportunity for you to reflect on the interactions you notice on a day-to-day basis. I look forward to reading the social psychological concepts you see at work in your environment. In addition, you will be given the opportunity to share your experiences, first in small groups and then as a class, in order to pool our experiences and prompt further discussion.

Grading Criteria.

Each time you hand in your journal, you should have documented one *current* incident. The journals are due on the day of every other quiz (i.e., Quiz #1, #3, & #5; see course calendar for quiz dates). On quiz days, I will post the criteria for the journals in class so that you may “polish up” your responses before handing them in. Journals will be collected at the end of the class period for grading and returned on the day we go over the quiz, when we will also discuss as a class what incidents people observed and how they relate back to the concepts covered in class.

Journals will be graded on a letter grade basis (e.g., A, B, C, D) based on the (C)ontent, (T)horoughness, (C)ritical (T)hinking, and (E)ffort used in your journals (The grading rubric will be posted on Blackboard). Below are the criteria that I will look for in your journals, however I encourage you to expand on your entries and really make them your own. In addition, the grading rubric for this assignment will also be posted on Blackboard.

Your journal entries should include the following sections:

- 1.) Detailed description of the incident (Remember, I was not there).
- 2.) Characteristics of the individual affected by the group (e.g., weight, color of skin, Greek affiliation, gender, etc.). What group(s) would you say the individual belonged to?
- 3.) Characteristics of the “other people”—the group which affects the individual. What is it that makes them a group? (weight, color of skin, Greek affiliation, gender, etc.)
- 4.) Was the individual’s thoughts, feelings, and/or behaviors affected by the group? How so?
- 5.) How did you react to this incident? How do you feel about your reaction? What would you do differently next time?
- 6.) Relate at least one concept from the book to this incident. In other words, how does your experience relate (e.g., compare or contrast) to concept(s) covered in class and/or the textbook?

***Templates for entries will be posted on Blackboard*

Full Description of Outreach Project (Responses & Poster):

Summary

As mentioned above, social psychologists are interested in studying how individuals think, feel, and behave in regards to others. There are many factors (i.e., internal and external) influencing those processes. Culture is a factor that at times can be internal, external, or both. Culture influences us externally in regards to the events that occur around us and the way we interact with others. However, culture is also an internal factor in that it influences how we interpret the behavior of others around us. You will have multiple opportunities throughout the semester to participate in various talks, movies, etc. about issues of tolerance and awareness around members of different diverse cultural groups (e.g., race, sexual orientation, gender, religion, etc.). When and where these events take place will be posted in Blackboard in the folder titled "Outreach Project" under Course Documents. Throughout the semester, you will be required to attend at least 3 of these events (feel free to attend more than 3 events). After attending an event, you will write a 1-2 page summary of the event. These summaries will also aid you in completing a final group project at the end of the semester which will consist of a poster presentation. (Papers: 15% of grade; Poster: 20% of grade).

Objectives

- 1.) Increase knowledge and awareness of diverse people
- 2.) Better prepare students for entering a diverse society
- 3.) Increase involvement and education about issues on campus, in surrounding communities, in society, or even globally.
- 4.) Provide opportunity for critical thinking and constructive criticism of others' work
- 5.) Provide opportunity for application of concepts learned in class.
- 6.) Final project will mimic poster presentations at conferences, therefore providing an opportunity to see how researchers in the field present and evaluate information.
- 7.) Increase knowledge of how people are negatively affected by certain types of interactions with others and the steps that can be taken to alleviate such negative experiences

Format

This project consists of two formats. The first will be a written response assessing the work of the events you attend. This written response will show me what you have taken away from the event as well as aid you in successfully completing the final project. Write-ups of the event are to be typed, double spaced, with 12 point Times New Roman or 11 point Arial font. Templates for these assignments will be posted on Blackboard.

The second format for this project will take the form of a group poster presentation. Groups of 3-4 will work together to construct a poster to present at the end of the semester. How you and your group construct your poster is left to your ingenuity. However, the objective of your poster is to effectively present information regarding how people are negatively affected by certain types of interactions with others and the steps that can be taken to alleviate such negative experiences. In addition, you will write (1) an accompanying paper about your poster, and (2) a brief write-up about the grading of those in your group.

Audiences

Although I will be reading your event write-ups, the writings for the first part of this project are meant to help you. The more you put into your write-ups, the better off you will be at the end of the semester. The second part of this project consists of a poster presentation which the rest of the class will observe and help grade.

Grading Criteria: Papers

Much like the journal assignments, the write-ups of the events you attend will be graded on a letter basis (e.g., A, B, C...) on how well you answer the following questions (The grading rubric will also be posted on Blackboard:

- 1.) What event did you attend?
- 2.) Give a full description of event (again, I wasn't there).
- 3.) What were the major goals, objectives, etc. of event?
- 4.) What methods were used to complete the goal(s)?
- 5.) Were they successful at achieving their goal? Why or why not? How do you know?
- 6.) If you had to implement a similar event, what would you keep and what would you change?
- 7.) What did you take away from this event?

***Templates for entries will be posted on Blackboard*

Grading Criteria: Posters

To forestall any "social loafing" people will be graded individually as well as a group for the final poster presentation. Individuals in each group will write a paper about their poster as if they were presenting it as well as what they learned in constructing this project. In addition, individuals will report what their role was as a group member, what their grade should be, and why. During the poster presentation, 1-2 members will stay with the poster to answer questions, while the rest of the group members walk around the room to observe other groups' posters and answer the following questions:

- 1.) What is the title of the poster
- 2.) What is the focus of the poster?
- 3.) What are the objectives? (e.g., education, attitude change, awareness)
- 4.) What methods were used to complete objectives? (e.g., routes of persuasion)
- 5.) Were they successful? Why or why not?
- 6.) What would you keep and what would you change?
- 7.) What did you take away from the poster?
- 8.) What would you give the poster for a grade (you will be supplied a grading criteria sheet)

***Templates for event write-ups will be posted on Blackboard. In addition, each section of this project will be discussed further in class.*