



OTRP online

Office of Teaching Resources in Psychology

**SOCIAL PSYCHOLOGY
PSYCHOLOGY 2203, SECTION 01
SPRING SEMESTER, 2005
T, TH 2-3:15 PM
ADMINISTRATION BUILDING, ROOM 304**

INSTRUCTOR: Dr. Kimberly Eretzian Smirles
OFFICE: St. James, Room 404
OFFICE HOURS: Monday (2-3pm), Tuesday (3:30-4:30pm), Thursday (11am-12pm),
or by appointment
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COURSE TEXTS:

Franzoi, S. L. (2002). *Social Psychology*, (3rd Ed.) Chicago: McGraw Hill Publishers.

Insights: Social Psychology (Custom Reader). Boston: Pearson Custom Publishing.

OVERVIEW & OBJECTIVES

Social psychology deals with the study of people and the environmental contexts in which they live. The focus of this area of science is on how individuals and groups are impacted by, and have an impact on, their social worlds. Social psychology encompasses a broad range of topics, including such areas as conformity, attitudes, gender, aggression, prejudice and discrimination, and helping behavior. The field has broad-ranging applications, including marketing and organizational behavior. In this course, we will examine the theories and research in social psychology as both scientists and as members of our own social groups. Through lectures, discussions, demonstrations, group activities, and video presentations, we will meet several objectives. We will examine classic and contemporary research in social psychology, critically evaluate this research, and apply social psychological findings to real world situations. Your assignments, readings, and tests all reflect these goals. Ultimately, this purpose of this course is not only to raise awareness of a specific field of study, but also to discover how social psychology can be of benefit to your own lives.



COURSE REQUIREMENTS

READING ASSIGNMENTS:

The text and reader will be your primary resources. They will supplement lectures and help to facilitate class discussions. Therefore, assigned readings are critical to your understanding of the material and your ability to participate in class discussions. Not all of the concepts in the readings will be covered in class, but you are responsible for all assigned readings. In addition, I will periodically bring in articles that are relevant to the day's topic that you are also responsible for reading.

In terms of preparation for a given class meeting, you are expected to have completed the assigned readings from the Insights reader BEFORE coming to class on the day that the readings are assigned. These readings are meant to facilitate discussion beyond the material covered in lectures.

For the assignments from the Franzoi (2002) text, however, you may read them at a pace that works best for you (unless I announce otherwise in class); these readings follow in line with the theorists/theories we are covering on a given day. I do not recommend that you leave these readings until the last moment, but I realize that some of you prefer to wait until after hearing the material in class before reading more about it in the textbook.

IN-CLASS ASSIGNMENTS:

Throughout the course, we will engage in various discussions, class activities, etc. Such activities provide insight and understanding into the course material that a lecture format cannot necessarily provide. For this reason, I integrate these activities into the grading format. Additionally, including in-class work as part your grade is one way of assessing class participation that is different from requiring you to speak in front of the class. For these assignments, you will typically be asked to write about a particular discussion, demonstration, etc. we are having and hand it in to me at the end of the class period.

In-class work will be graded on a Pass/Fail basis and count for a total of 10% of your final grade. Late assignments will NOT be accepted, so do not forget to turn them in when you leave.

TESTS:

There will be 3 tests in this course. There will be NO MAKE-UP TESTS.* Because there are often legitimate excuses for missing or doing poorly on a test, you will be allowed to drop your lowest score. If you miss a test, that will count as your lowest grade. The remaining 2 tests will be worth 40% of your final grade (20% each).

Tests consist of multiple-choice, short answer, and essay questions. Questions tend to be applied in nature. Essay questions will be provided 1 week in advance. You may run your answers by me to ensure that they are correct.

- NOTE: Exceptions will be made only in cases of serious emergencies (i.e. personal hospitalization, a death in the family). Documentation **MUST** be provided.

CRITIQUE PAPERS:

In order to help you to (a) explore classic and contemporary research in the field of social psychology, and (b) develop your writing and critical thinking skills, you will write **2 critique papers** (no more than 4 pages each) during the semester. The papers will be worth **30% of your final grade** (15% each). The papers will be based upon any 2 of the assignments from the Insights reader.

Papers will be graded based upon the clarity of your statements, the organization of your arguments, and the overall cohesiveness of your summary and analysis. I am more interested in the quality of your work than the number of pages you can fill.

- **At least one critique paper must be completed by March 3rd.**
- You may NOT use direct quotes from the readings - put information in your own words.
- Papers are to be typed and double-spaced, unless permission is obtained from me.
- While I am most concerned with the content of your papers, your message cannot be understood if it is not clear in structure. Therefore, **I do grade for spelling and grammar.**

- **The papers are due on the date of the class discussion for which they are assigned.** You are responsible for making sure I have your papers, therefore, e-mailing me or putting copies in my mailbox is not advisable. If I cannot access an attachment in e-mail, for example, it will count as late.

PAPER REQUIREMENTS:

Your papers have specific requirements. Each paper will consist of 3 parts:

(1) **A brief summary of the reading.** The summary is to be no longer than 3 sentences, answering the following questions:

- (a) What phenomenon were the researchers studying (e.g., hypotheses)?
- (b) How did they study it (i.e. what method did they utilize)?, and
- (c) What were the findings of the study?

While this is very short, it should still be able to summarize the study for someone who has not read the article; therefore, you need to focus on how you structure your sentences. For example, concerning methodology, while you want to explain the basic experimental manipulation of a study, you do not have to detail the entire procedure used.

(2) **Application to real world.** Provide an example of the phenomenon in the real world that was NOT provided in the article. Be specific about HOW it is a direct application or example.

(3) **Critical analysis.** For your analysis, answer the following questions:

- (a) Was the methodology appropriate to address the research question? Explain.
- (b) Are there other ways to study the same phenomenon? Be specific.
- (c) Are there alternative explanations for the results presented by the researchers?
- (d) Are there any other issues, such as ethical concerns, the population studied, or when and when the study was conducted?

NOTE: Not all of the readings are formal, empirical research studies with methodologies. If you are writing a paper for one of these articles, critically evaluate the validity of the arguments being made and the evidence presented by the authors.

While the focus and direction of your critique can take many different forms, be sure to avoid personal opinion. You should be specifically addressing the validity of the arguments presented. The key is to be clear and concise in your analysis and to back up your arguments with evidence from the reading (i.e. explain WHY you think a certain way about the article or issue).

ON-LINE APPLIED DISCUSSIONS:

Blackboard Pilot Program: This semester, we are participating in a continuing pilot program to use Blackboard as a medium for teaching and learning. The course itself will not be taught on-line, however, components of the course will be conducted using this on-line technology. In terms of participation, Blackboard allows for on-line discussions, and we will be having such dialogue throughout the semester. Typically, so many issues cannot be discussed in the course of a class due to the time constraints. People have a lot to say, but not always the time to say it. Consequently, we are going to use Blackboard to initiate formal and informal dialogue related to social psychological issues and class topics.

Applied Discussion Questions. As you will see in the course schedule, there are six days entitled "Applied." These are days intended for us to discuss issues beyond the basic concepts and apply theories and research to real world situations. Approximately one week before each "Applied" class meeting, I will post questions to the Blackboard course discussion forum. You are required to respond to these questions **prior to the class meeting**, as well as pose additional questions that come to mind.

It is my hope that you do not simply answer a question without consideration of what others might have already posted. This forum is meant to allow each of us to build upon what others have stated. Even if you agree with what another person posted, you should elaborate on why you agree. You may also disagree with certain statements. While a healthy debate is an excellent way of learning new ideas and perspectives, I also expect that you treat one another's ideas and statements with the respect that they deserve.

Your replies and questions will be graded based upon their quality and accuracy. There are sometimes no "right" or "wrong" answers, because social issues are rarely so clear-cut. You are expected to back up your arguments with evidence from the course books, lecture material, or other outside sources (which must be properly referenced). This is not about personal opinion. These discussions are about applying and critically evaluating the theories and research in social psychology. I will provide feedback to you as we progress through the semester. On the whole, your participation in these on-line applied discussions will count towards **20% of your final grade**. For your participation in each of the six "Applied" discussions, you will receive one of the following grades:

- (A) = Excellent contribution, clear and thoughtful arguments, integrates others' comments, links arguments to appropriate theories or research, good spelling and grammar
- (B) = Addresses the questions minimally, sometimes makes vague connections to what others have stated, does not always clearly explain arguments or back them up, periodic spelling or grammar issues
- (C) = Several unclear, unsubstantiated arguments, posing personal opinion, inaccurate representation of theories or research, several issues with spelling and/or grammar
- (D/F) = Unclear, inaccurate arguments without substantiating evidence, skipping questions, presenting only personal opinions, very poor grammar/spelling

GRADING SUMMARY

Your final grade will be based on the following value assignments:

IN-CLASS ASSIGNMENTS:	10%
TESTS:	40% (2 of 3, 20% each)
CRITIQUE PAPERS:	30% (2 papers, 15% each)
ON-LINE APPLIED DISCUSSION	<u>20%</u>
	100%

CLASS POLICIES

ATTENDANCE & PARTICIPATION:

You are expected to attend all class periods. The issues covered in class will often go beyond the course texts, and tests are primarily based on material covered in class (including discussions). Also, this course is designed to facilitate interaction and discussion between class members, so your participation is strongly encouraged. If you miss a class, it is your responsibility to get the information covered.

We all benefit when people share their experiences, ideas, and insights. It is **your responsibility** to be an active participant in your own education. However, if you are having difficulties with coming to class or participating in discussion, please see me. I cannot be of assistance if I am not aware that there is a problem. I will sometimes call on people who have not raised their hands, so be sure to always come prepared to class meetings.

CLASS ETIQUETTE:

The classroom is meant to be a learning environment, both from the instructor and from one another. However, learning is inhibited when there is a lack of respect for one another's individuality as well as for the class as a whole. In order to better facilitate a positive environment for all, I have decided to set a few ground rules.

- **Be on time.** People coming in late disrupts the flow of the class and places them behind in the material covered in class. Our class time is precious and limited, and no one would like to spend that time repeating material for late-comers. Occasionally, being late cannot be helped, and that is fine. But routine tardiness shows a lack of respect for the entire class, and is unacceptable.

- **Raise your hand when you wish to speak.** There are times when several people want to speak, so some just blurt out their responses. This behavior, especially when repeatedly perpetrated, takes away people's equal access to the classroom forum.

- **No talking.** Discussions or comments with your neighbors while I or one of your classmates is speaking is disrespectful to us all. If you missed something that was said, let us know, and the speaker will repeat it.

- **Any beepers or phones will be turned off or otherwise silenced during class time.** If you must keep one turned on because of work or a possible family emergency, please notify me.

- Drinks are permissible, if they are either clear liquids or in sealed containers.

These rules may seem brutally obvious, but I am formally stating them to let you know how serious I am about establishing a learning environment built upon mutual respect.

LATE ASSIGNMENTS:

You will be allowed to hand in **ONE** late paper or on-line discussion assignment without penalty. However, the assignment is to be no later than 3 days, and I must be notified by the time the assignment is due. All other late assignments will be penalized. For each day an assignment is late, 5 points will be deducted from the final grade of that assignment. I totally understand that the semester can get insane quickly. However, allowing yourself to fall behind will only snowball. This policy is designed to keep you on task while also providing room for life's curves.

CHEATING & PLAGIARISM:

Cheating and plagiarism are **very serious offenses** and have **severe consequences**. Emmanuel College's definitions for cheating and plagiarism are specifically outlined in the Academic Integrity Policy (which you can find in your student handbooks). Generally speaking, cheating involves getting inappropriate assistance with one's work. Plagiarism is when you claim work or content as your own, when the idea or information came from another. Whenever you are including the ideas or work of others in your papers, you must reference that individual (using APA format). Essentially, a basic rule is to give credit where credit is due; if it is not a theory or idea from your own head, reference the author(s). Not citing the author(s) means you are claiming credit for their words or ideas-- that is plagiarism. Whenever in doubt, feel free to run it by me. People are sometimes unaware that they have plagiarized (e.g., "para-phrasing").

Policy: Incidents of cheating and plagiarism **will result in the following:** (a) failure of the assignment or test, (b) notification of your Academic Advisor, and (c) notification of the Academic Dean. If I deem the offense is serious enough, I may also exercise my option to fail you for the entire course. Do not test me on this one. Cheating and plagiarism not only hurt your own learning experience, but they are also disrespectful to your fellow classmates who did complete their own work.

EMMANUEL COLLEGE GRADING SCALE

A = 93-100	B+ = 87-89	C+ = 77-79	D+ = 65-69	F = below 60
A- = 90-92	B = 83-86	C = 73-76	D = 60-64	
	B- = 80-82	C- = 70-72		

COURSE CALENDAR

DATE:	TOPIC:	ASSIGNMENTS / DUE DATES:
1/20	Introduction	Franzoi, Ch. 1
1/25	Research Methods/Ethics	Franzoi, Ch. 2, Insights: Maracek, Fine, & Kidder, "Working...." Insights: Azar, "Ethics at the cost of research?"
1/27	Defining the Self	Franzoi, Ch. 3
2/1	Applied: Self & Culture	Insights: Markus & Kitayama, "Culture and the self" Insights: Rhee, Uleman, Lee, & Roman, "Spontaneous self-descriptions and ethnic identity...." ON-LINE DISCUSSION QUESTIONS DUE
2/3	Gender	Insights: Tavris, "The universal male" Insights: Bem, "Feminist child-rearing revisited"
2/8	Applied: Gender Identity	Video & Discussion -- Attendance Required ON-LINE DISCUSSION QUESTIONS DUE
2/10	Social Perception	Franzoi, Ch. 4
2/15	TEST #1	
2/17	Social Cognition	Franzoi, Ch. 5
2/22	Applied: Stereotypes & Race	ON-LINE DISCUSSION QUESTIONS DUE
2/24	Attitude Structure	Franzoi, Ch. 6, Insights: Festinger & Carlsmith, "Cognitive consequences of forced compliance" Insights: LaPierre, "Attitudes vs. actions"
3/1	Attitudes	Video (in class): "Bowling for Columbine" NOTE: Class will meet at 1pm to begin the film
3/3	Applied: Attitudes and behavior	ON-LINE DISCUSSION QUESTIONS DUE NOTE: At least one critique paper must be completed by this date.
3/7-3/11	SPRING BREAK	
3/15	Theories of Persuasion	Franzoi, Ch. 7 Insights: Petty & Cacioppo, "The Elaboration Likelihood Model of persuasion"

3/17	Applied: Persuasion & the Media	Insights: Savan, "Decoding the new MTV-speak" Insights: Helweg-Larsen & Collins, "A social psychological perspective...." Insights: Han & Shavitt, "Persuasion and culture..." ON-LINE DISCUSSION QUESTIONS DUE
3/22	Prejudice & Discrimination	Franzoi, Ch. 8 Insights: Dovidio, "On the nature of...."
3/24	Race and Sex Discrimination	Insights: Steele & Aronson, "Stereotype threat..."
3/29 3/31	Hate crimes TEST #2	Video & Discussion: Anti-gay hate crimes
4/5	Conformity	Franzoi, Ch. 9 Insights: Pratkanis & Aronson, "How to become...."
4/7	Obedience	Insights: Milgram, "Some conditions of obedience and disobedience to authority"
4/12	Power of the social situation	
4/14	The Group and the Individual	Franzoi, Ch. 10, Insights: Moorhead, Ference, & Neck, "Group decision"
4/19	Theories of Aggression	Franzoi, Ch. 13 Insights: Einstein & Freud, "Why war?" Insights: Huesmann, Eron, Klein, Brice, & Fischer, "Mitigating the imitation of aggressive behaviors...." Insights: APA, "The Seville statement on violence"
4/21	Violence & Society	Video (in class) - Teen violence
4/26	Applied: Reducing violence	Class Discussion - Attendance required Insights: Aronson & Bridgeman, "Jigsaw groups and the desegregated classroom" ON-LINE DISCUSSION QUESTIONS DUE
4/28	Prosocial Behavior	Franzoi, Ch. 14 Insights: Clary & Snyder, "The motivations..." Insights: AP, "Grandmothers sit on thief...." Insights: Latane & Darley, "When will people help?"
5/3	TBA	LAST DAY OF CLASS

Test #3 will be held on

Do not make plans to leave before this date....early exams will not be given to accommodate travel.