

**Social Psychology**  
**PsycA240-001**  
**Spring 2015**

<b>Instructor</b>	Dr. Erin Dupuis	<b>Course Time:</b> MW 3:30-4:45
<b>Office</b>	Monroe 367, 865-3133	<b>Course Room:</b> M0312
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<b>Office Hours</b>	<b>TR 2:00-3:00 and 5:00-6:00 and by appointment</b>	

**Required Text:**

Kenrick, D.T., Neuberg, S.L., & Cialdini, R.B. (2010). *Social psychology: Goals in interaction* (5<sup>th</sup> ed.). New York: Pearson.

**(There is a 6<sup>th</sup> version available, but because it is brand new, it is more expensive. You are welcome to purchase it for more up-to-date research discussions.)**

**Supplemental articles will be available on Blackboard. See course calendar.**

**COURSE DESCRIPTION**

Humans are social creatures: our behavior, attitudes, emotions, and thoughts are all influenced by – and, in turn, influence – other people. Social psychology addresses the ways in which people’s experiences, from the everyday to the extraordinary, are affected by the real, imagined, or implied presence of others. In this course, we will study a range of topics in social cognition, social influence, and social perception including concepts such as attitudes, helping behavior, aggression, prejudice and discrimination, and group conflict. Social psychology has numerous applications, including in the fields of counseling, marketing, organizational behavior, medicine, and law. In this course, we will examine the theories and research in social psychology as both scientists and as members of our own social groups. We will examine classic and contemporary research in social psychology, critically evaluate this research, and apply social psychological findings to real world situations.

**COURSE OBJECTIVES**

By the end of this course, you should be able to:

1. Describe the key topics and issues related to social psychology (by being able to learn concepts, theories, terms and facts of the field).
2. Develop understanding, skills, and techniques for analyzing human behavior using a scientific social approach.
3. Understand how social psychology applies to everyday life. You will have an opportunity to relate experimental research to issues that affect us in real world scenarios. We will discuss the relationship between social psychology and issues such as 9/11, Virginia Tech, Hurricane Katrina, the use of torture, and the conflict in Darfur.
4. Apply knowledge from class, your text, and the readings to your experiences at a service learning agency.

## Course Requirements

### Attendance:

**Missing more than 4 classes will drop your grade a letter point** (i.e., 4 = A-, 5 = B+, 6 = B, etc...). Given the content and expectations of this course, I will not be comfortable giving a passing grade to a student who misses more than 8 classes. **I do NOT give excused absences - you are allowed 4 absences, use them wisely.** Exceptions to this policy will only be made for **severe** circumstances (i.e., death in family, extended hospitalization); documentation must be provided. I don't have an attendance policy to punish you, but rather to keep you on track. If you are an athlete and must miss classes, I will take this into account; however, you cannot miss X classes for sports and then an additional 4 classes.

This course is designed to facilitate high levels of interaction, so active participation is expected. This includes participating in class discussion and group activities. It is **your responsibility** to be an active participant in your education. However, if you are having difficulties, please see me. *I cannot be of assistance if I am not aware that there is a problem.*

### Cheating and Plagiarism:

Any violation of academic ethics (cheating, plagiarism, etc...) will result in an F for the assigned topic and possibly the course. Notification will be sent to the department and to the Dean's office. **Academic dishonesty will not be tolerated.** Do not copy published or unpublished work, including work of friends, classmates, and material found on the Internet. Plagiarism is unacceptable. Plagiarism can result in failing the course and possibly suspension or dismissal from the university.

### Class Etiquette:

The classroom is meant to be a learning environment for both the students and the instructor. Although the following guidelines might be obvious, I am putting them in writing in order to better facilitate a beneficial environment for all of us.

Please do not use cellphones, IPODs, laptops, etc... Please try your best to be attentive in class. This will make you a better classmate and a more successful student. It is distracting to your fellow classmates (and to my teaching) if you are engaging in texting or online activities. If I find you using non-approved technology during the class period, you will receive a 0 on your participation grade. Only in limited cases will laptops be approved (for decades students did just fine without laptops in class).

Be On Time: Please arrive to class on time. Given the short period of time we are able to spend together, I will not be able to repeat material if you do come in late. Occasionally coming in late cannot be helped. After class, make sure that you get the notes you missed from a fellow classmate. If you arrive late to class and I have already taken attendance, it is YOUR responsibility to tell me you have come **that** class period (not the next class period - I will not retroactively add attendance). *Living off campus is not an excuse for being late. I live off campus as well.*

Respect your classmates: You are in a diverse college setting. Often you will find that your fellow students do not share your background or opinions. This is the wonderful thing about college! I will be very disappointed if you show disrespect (i.e., eye rolling, smirking, blatantly teasing) for your fellow students and will deduct your participation points.

**Late Assignments:**

Late assignments will lose 5 points from the final grade for each day they are late (i.e., 1 day late results in an automatic 95 starting point). **I will not accept papers that are more than 5 days late!** Allowing yourself to fall too far behind will hurt you in the long run.

\*\*Computer problems will not count as an excuse for incomplete work. There are computers available all over campus, including at the library. If you wait until five minutes before class to print your paper and your printer does not work, your work will still be counted as late. Any paper turned in after the class period, will lose 5 points.

\*\*If you have a disability and wish to receive accommodations, please the Director of Disability Services at 504-865-2990. If you wish to receive test accommodations (e.g., extended test time), you will need to give me an official Accommodation Form from Disability Services. The Office of Disability Services is located in Marquette Hall 112.\*\*

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**COURSE REQUIREMENTS**

Tests	400 points (4 tests @ 100 points)
Service Learning	200 points
Online Quizzes	100 points (10 quizzes @ 10 points)
TPQ Blog	50 points (2 blogs @ 25 points)
Research Participation	50 points
Attendance/Participation	50 points
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	850 points

**Grading Scale**

A = 808-850	B+= 740-764	C+= 655-679	D+= 553-594	F= Below 510 points
A-= 765-807	B = 706-739	C = 606-654	D = 510-552	
	B- = 680-705	C- = 595-605		

Your grade at the end of the course is **not negotiable**. I will not offer last minute extra credit.

1. Tests – 100 points each (400 points total)  
Tests will include multiple choice, short answer, and essay (sometimes matching as well). There will be 3 tests throughout the semester and then the final exam. Any missed exam must be completed during the final exam period – you will not be given extra time. Hence, miss an exam and you will need to complete it and the final exam within the space of two hours. If the average of your first three exams is  $\geq 95$ , you will be exempt from the final (I will use the average of the first 3 tests to supplement your grade).

2. Service Learning – 200 points  
20 hours of service learning (about 2 hours per week). See guidelines attached.
3. Online Quizzes – 10 points each (100 total)  
You will have Blackboard quizzes periodically assessing your understanding of the reading assignments. These quizzes may contain multiple choice, short answer, true/false, matching, or fill in the blank questions. Once the deadline has passed for the quizzes, **I will not open it back up (no excuses)**. Please do not procrastinate and wait until the very last minute to complete it. Each quiz will be due the following class period after a quiz is posted.
4. TPQ Blog – 50 points  
Two times during the semester, you will need to go onto the Blackboard course blog and write a *thought-provoking question integrating the article you read with the topic*. You should answer your own question and also respond to the questions of 2 other students. Thought provoking questions cannot be answered by yes/no responses, but require further reflection or critical thinking about the article/topic. These will be graded based upon the critical thought you show as well as the depth of your responses to questions posed by other students.
5. Research Participation – 50 points  
Research is part of the scientific method employed by psychologists. Many of the psychology faculty and students at Loyola conduct their own unique and interesting studies. You will need to participate in **TWO research** studies (or a mutually agreed upon alternative). To sign up for a research study, you will need to create a user name in the SONA research system. From there, you will be able to see all of the different studies available along with some short descriptions. Make sure you note that you will be receiving credit for this class.  
  
It is neither my fault nor the fault of the researchers if you wait until the last week of classes and there are no longer experiments being run. Procrastination may hurt you. See me if you have a legitimate reason why you cannot participate in research and we will find an equitable assignment.
6. Attendance/Participation – 50 points  
Your participation in this course will count as part of your grade and will be tracked via your clicker usage. Throughout this course, we will engage in activities and discussions. In order to effectively participate, you will need to have done all the readings. I will from time to time, pop quiz you using the clickers. Make sure you come to class prepared.

\*Please see me at any time during the course of the semester with concerns or questions. I value your input and will take any suggestions you offer seriously. \*

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**ALL WORK MUST BE COMPLETED BY THE DAY OF THE FINAL. NO WORK WILL BE ACCEPTED AFTER THIS TIME!**

**All assignments should be typed and stapled/clipped; no hand written assignments, loose documents will be accepted. I do not accept emailed assignments.**

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## COURSE TOPICS

<i>Date</i>	<i>Topic</i>	<i>Reading &amp; Assignments Due</i>
1-7	Introductions	
1-12	What is Social Psychology? Research Methods	Ch.1
1-14	Person & the Situation	Ch. 2
1-19	<b>No Class</b> <b>MLK Day</b>	
1-21	Social Cognition: Social Thinkers and Mental Effort	Ch. 3 <b>BB: Adolphs</b> Online Quiz #1 Posted
1-26	Social Cognition & Social Perception	
1-28	<b>Test 1</b>	
2-2	Self Presentation	Ch. 4
2-4	Attitudes – What are they? Persuasion – ELM	Ch. 5 <b>BB: Petty &amp; Cacioppi</b> Online Quiz #2 Posted
2-9	Attitude & Behavior Consistency: Cognitive Dissonance & Self- Monitoring	<b>BB: Festinger &amp; Carlsmith</b> Online Quiz #3 Posted
2-11	Social Influence: Conformity/Compliance	Ch. 6 <b>BB: Asch</b> Online Quiz #4 Posted
2-16 2-19	<b>No Class</b> <b>Happy Mardi Gras</b>	
2-23	Social Influence: Obedience	<b>BB: Milgram</b> Online Quiz #5 Posted
2-25	<b>Test 2</b>	
3-2	Affiliation & Friendship	Chapter 7 Blog #1 Posted

3-5	Love & Romance	Chapter 8 <b>BB: Walster, Aronson</b> Online Quiz #6 Posted
3-9	Prosocial Behavior	Chapter 9 Last day to withdraw 10-28
3-11	Prosocial Behavior	<b>BB: Darley &amp; Batson</b> <b>BB: Darley &amp; Latane</b> Online Quiz #7 Posted
3-16	Aggression: Motivation & Biology	Ch. 10
3-18	Aggression: Social Causes	
3-23	Watch Stanford Prison Study and discuss deindividuation	<b>BB: Haney, Banks &amp; Zimbardo</b> Online Quiz #8 Posted
	<b>Test 3</b>	
3-25	Prejudice & Stereotypes	Ch. 11
3-30 4-1 4-6	<b>No Class</b> <b>Happy Easter!</b>	
4-8	Prejudice & Stereotypes	<b>BB: Sommer et al</b> Online Quiz #9 Posted Blog #2 Posted
4-13	Groups: Social Facilitation & Social Loafing	Ch. 12
4-15	Groups: Conflict	Ch. 13 <b>BB: Sherif</b> Online Quiz #10 Posted
4-20	Groups: Modern Conflicts	
4-22	Applying Social Psychology: Law	
4-27	Applying Social Psychology: Health	Ch. 14 <b>SL Reflection Due</b> Bonus Quiz #11 Posted

4-29	Last Class Day Review	
	<b>Final Exam</b> <b>Wednesday, May 6</b> <b>2:00-4:00</b>	

This calendar is subject to change. If class is canceled, any tests or papers will be due the following class day and the professor will update the class calendar.

#### IN THE EVENT OF A HURRICANE EVACUATION:

At times, ordinary university operations are interrupted as a result of tropical storms, hurricanes, or other emergencies that require evacuation or suspension of on-campus activities. To prepare for such emergencies, all students will do the following during the first week of classes:

1. Practice signing on for each course through Blackboard.
2. Provide regular and alternative e-mail address and phone contact information to each instructor.
  - In the event of an interruption to our course due to the result of an emergency requiring an evacuation or suspension of campus activities, students will:
3. Pack textbooks, assignments, syllabi and any other needed materials for each course and bring during an evacuation/suspension
4. Keep up with course work during the evacuation/suspension as specified on course syllabi and on-line Blackboard courses.
5. Complete any reading and/or writing assignments given by professors before emergency began.
  - Assuming a power source is available....
6. Log on to university Web site within 48 hours of an evacuation/suspension.
7. Monitor the main university site ([www.loyno.edu](http://www.loyno.edu)) for general information.
8. Log on to each course through Blackboard or e-mail within 48 hours of an evacuation/suspension to receive further information regarding contacting course instructors for assignments, etc.
9. Complete Blackboard and/or other online assignments posted by professors (students are required to turn in assignments on time during the evacuation/suspension period and once the university campus has reopened.)
10. Contact professors during an evacuation/suspension (or as soon as classes resume on campus) to explain any emergency circumstances that may have prevented them from completing expected work.

Further information about student responsibilities in emergencies is available on the Academic Affairs web site: <http://academicaffairs.loyno.edu/students-emergency-responsibilities>

## Service Learning Engagement & Reflection

I believe that you will learn more by engaging in experiential, hands-on learning than you will learn hearing me lecture. You will be able to integrate what you learn and your experiences into our course discussions. Through discussions and experience, you will be able to really apply social psychology to everyday life.

You will be expected to complete **at least 20 hours** of service learning at a local agency (you will receive a transcript notation). Please keep in mind that this is only about two hours of service a week. You will not be able to complete this project if you wait until the last minute. Furthermore, waiting until the last minute will reflect poorly on you and me. It will also create headaches and additional work for the kind folks in the service learning office.

Remember that completing the assignment and connecting with an agency is ultimately your responsibility.

Your grade for this project will be composed of your service (100 points) and your paper (100 points).

**SERVICE:** You will be evaluated by your supervisor at the agency you choose to work for. This evaluation and the successful completion of your hours will be your grade for the service aspect.

**PAPER:** Papers should be 4-5 pages, double spaced, and stapled. You should use Times New Roman (size 12) font with 1-inch margins.

As part of your paper, you should keep a reflection journal. Did anything meaningful happen to you during the week at your location? Any problems? Insights? You should not just report your experiences, but rather you should reflect/think critically about your experiences. These reflections should be turned in with your final paper.

Your paper should include:

1. A brief summary of what your service learning entailed (i.e., what did you do while at the agency?)
2. What did you expect the people (clients and supervisors) to be like? Did your expectations/attitudes change after engaging in the service learning? If so, how?
3. \*How does what you learned at the agency exemplify or contradict what you have learned from class/readings? Did your experiences make this area clearer - how?
4. What did you learn about yourself through this experience? What did you learn about others?
5. How can you use what you learned through experience in your future coursework or in your future career? Will you continue to be of service in the future? Why or why not?

**Please include information from your readings and make sure to cite information/ideas that are not your own. You should focus the most on question #3 and integrate at least two concepts that could be applied to your experiences.**

Relevant Agencies:

Ozanam Inn Homeless Shelter  
Uptown Shepherd's Center  
Elevate  
Hagar's House  
Cafe con Ingles  
Passages Hospice