

CHAMINADE UNIVERSITY
PSY 322: Social Psychology
Summer II 2012

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Text

Myers, D. G. (2010). Social Psychology (10th ed.). New York, NY: McGraw Hill.
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Program Course Linkage

This course develops and assesses the skills and competencies for the program student learning outcome of Social and Cross-Cultural Psychology. In addition, this course also addresses the program student learning outcomes of 1) Scientific Method and its Application in the Field of Psychology and 2) Cross-Cultural Psychology.

Catalogue Course Description

This course examines the impact of social interaction on how we think, feel, and behave. The course explores interpersonal relations, social attitudes, group dynamics, inter-group relations, class and cultural influences.

Course Overview

This course will provide an overview of the field of social psychology. Through active participation and the use of discussion, videos, mini-lectures, activities, student presentations, and reading, students will have the opportunity to fully explore the exciting field of social psychology.

Marianist Educational Values

Chaminade University is a Catholic, Marianist University. The five characteristics of a Marianist education are:

1. Educate for Formation in Faith

Catholic Universities affirm an intricate relationship between reason and faith. As important as discursive and logical formulations and critical thinking are, they are not able to capture all that can be and ought to be learned. Intellectual rigor coupled with respectful humility provide a more profound preparation for both career and life. Intellectual rigor characterizes the pursuit of all that can be learned. Respectful humility reminds people of faith that they need to learn from those who are of other faiths and cultures, as well as from those who may have no religious faith at all.

2. Provide an Excellent Education

In the Marianist approach to education, "excellence" includes the whole person, not just the technician or rhetorician. Marianist universities educate whole persons, developing their physical, psychological, intellectual, moral, spiritual and social qualities. Faculty and students attend to fundamental moral attitudes, develop their personal talents and acquire skills that will help them learn all their lives. The Marianist approach to education links theory and practice, liberal and professional education. Our age has been deeply shaped by science and technology. Most recently, information and educational technologies have changed the way faculty and students research and teach. At Marianist Universities, two goals are pursued simultaneously: an appropriate use of information technology for learning, and the enhancement of interaction between students and teachers. As Catholic, Marianist Universities seek to embrace diverse peoples and understand diverse cultures, convinced that ultimately, when such people come together, one of the highest purposes of education is realized: a human community that respects every individual within it.

3. Educate in Family Spirit

Known for their strong sense of community, Marianists have traditionally spoken of this sense as “family spirit.” Marianist educational experience fosters the development of a community characterized by a sense of family spirit that accepts each person with loving respect, and draws everyone in the university into the challenge of community building. Family spirit also enables Marianist universities to challenge their students, faculty and staff to excellence and maturity, because the acceptance and love of a community gives its members the courage to risk failure and the joy of sharing success.

4. Educate for Service, Justice, and Peace

The Marianist approach to higher education is deeply committed to the common good. The intellectual life itself is undertaken as a form of service in the interest of justice and peace, and the university curriculum is designed to connect the classroom with the wider world. In addition, Marianist universities extend a special concern for the poor and marginalized and promote the dignity, rights and responsibilities of all people.

5. Educate for Adaptation to Change

In the midst of rapid social and technological change, Marianist universities readily adapt and change their methods and structures so that the wisdom of their educational philosophy and spirituality may be transmitted even more fully. “New times call for new methods,” Father Chaminade often repeated. The Marianist university faces the future confidently, on the one hand knowing that it draws on a rich educational philosophy, and on the other fully aware for that philosophy to remain vibrant in changing times, adaptations need to be made.

Selected from Characteristics of Marianist Universities: A Resource Paper, Published in 1999 by Chaminade University of Honolulu, St. Mary’s University and University of Dayton

Each of these characteristics is integrated, to varying degrees, in this course.

Student Learning Outcomes

Upon completion of this course, students will demonstrate an understanding of:

1. the major theories from social psychology.
2. the major theorists who have contributed to the study of social psychology.
3. the major principles and concepts from the study of social psychology ranging from normal to abnormal human behavior.
4. the scientific method and how it is used to examine ideas and information from social psychology.
5. the role of culture and environment as it relates to social psychology.
6. the major research that has been conducted in the area of social psychology.
7. ethical issues and considerations related to social psychology.

Course Requirements

Grades for the course will be assigned based on the quality of student work as demonstrated by successful completion of the following requirements:

A. Activities (5 @ 20 points each)	=	100 points
B. Quizzes (16 @ 10 points each)	=	160 points
C. Project (1 @ 100 points)	=	100 points

Total Points = 360 points

A. Activities (5 @ 20 points each = 100 points)

Five weekly activities are scheduled during the semester (every week except the last week). Each of the activities is worth a maximum of 20 points. Each activity is due by midnight on Sunday of the week that it is assigned. No late activities will be accepted.

B. Quizzes (16 @ 10 = 160)

A 10 question multiple choice quiz will be available for each chapter. The quizzes will be available on

Monday of the week that they are assigned. The last day to take any of the quizzes will be the day of the scheduled final exam.

C. **Brochure Project** (100 points)

Students will develop a “How to....” brochure related to some topic that people would find useful related to social psychology. It is intended that these brochures will be made available to people needing that particular type of information. The process of developing your brochure will include selecting a topic, conducting a literature review to develop an annotated bibliography, producing the final product, and presenting your brochure to the class. The brochure should be approximately 10 pages long (1/2 pages) and must include an annotated bibliography with at least 5 sources of information. The brochure must be in a 5 ½ X 8 ½ format.

Step 1: Select a topic (anything from social psychology

Step 2: Conduct literature review – Minimum of 5 sources

Step 3: Develop brochure (5 ½ x 8 ½, less than 10 pages).

Step 4: Submit the brochure in PDF format in both the ECOLLEGE DROPBOX and DOC SHARING_

Grading

Grades will be based on the quality of work and will be assigned based on a straight percentage using the following chart:

90%	-	100%	A
80%	-	89%	B
70%	-	79%	C
60%	-	69%	D
59% or below			F

Students With Disabilities

Chaminade will provide assistance for any student with documented disabilities. Any student who believes he/she may need accommodations in this class must contact the counseling center **735-4845 or, 739-4603**, (office next to Security) in order to determine if the student meets the requirements for documented disability in accordance with the Americans with Disabilities Act. It is important to contact them as soon as possible so that accommodations are implemented in a timely fashion.

SCIENTIFIC METHOD DEFINITIONS

The **METHODS OF SCIENCE** are only tools, tools that we use to obtain knowledge about phenomena.

The **SCIENTIFIC METHOD** is a set of assumptions and rules about collecting and evaluating data. The explicitly stated assumptions and rules enable a standard, systematic method of investigation that is designed to reduce bias as much as possible. Central to the scientific method is the collection of data, which allows investigators to put their ideas to an empirical test, outside of or apart from their personal biases. In essence, stripped of all its glamour, scientific inquiry is nothing more **THAN A WAY OF LIMITING FALSE CONCLUSIONS ABOUT NATURAL EVENTS.**

Knowledge of which the credibility of a profession is based must be objective and verifiable (testable) rather than subjective and untestable.

SCIENCE is a mode of controlled inquiry to develop an objective, effective, and credible way of knowing.

The assumptions one makes regarding the basic qualities of human nature (that is, cognitive, affective, behavioral, and physiological processes) affect how one conceptualizes human behavior.

The two basic functions of scientific approach are 1) advance knowledge, to make discoveries, and to learn facts in order to improve some aspect of the world, and 2) to establish relations among events, develop theories, and this helps professionals to make predictions of future events.

Research Design in Counseling

Heppner, Kivlighan, and Wampold

A **THEORY** is a large body of interconnected propositions about how some portion of the world operates; a **HYPOTHESIS** is a smaller body of propositions. **HYPOTHESES** are smaller versions of theories. Some are derived or born from theories. Others begin as researchers' hunches and develop into theories. The **PHILOSOPHY OF SCIENCE** decrees we can only falsify, not verify (prove), theories because we can never be sure that any given theory provides the best explanation for a set of observations.

Research Method in Social Relations, Kidder

THEORIES are not themselves directly proved or disproved by research. Even **HYPOTHESES** cannot be proved or disproved directly. Rather, research may either support or fail to support a particular hypothesis derived from a theory.

Scientific research has four general goals: (1) to describe behavior, (2) to predict behavior, (3) to determine the causes of behavior, and (4) to understand or explain behavior.

Methods In Behavioral Research; Cozby

In order to verify the reliability and validity of scientific research it is important to replicate the results. It is the preponderance of evidence that establishes/supports the theory.

<http://allpsych.com/researchmethods/replication.html>

Week	Topics	Reading/Assignments
#1 – July 2 2	Introducing Social Psychology The Self in a Social World	Chapter 1 Chapter Activity 1
#2 – July 9	Social Beliefs and Judgments Behavior and Attitudes Genes, Culture and Gender	Chapter 3 Chapter 4 Chapter 5 Activity 2
#3 – July 16 8	Conformity and Obedience Persuasion Group Influence	Chapter 6 Chapter 7 Chapter Activity 3
#4 – July 23	Prejudice: Disliking Others Aggression: Hurting Others Attraction and Intimacy	Chapter 9 Chapter 10 Chapter 11 Activity 4
#5 – July 30	Helping Conflict and Peacemaking Social Psychology in the Clinic	Chapter 12 Chapter 13 Chapter 14 Activity 5
#6 – August 6	Social Psychology in the Court Social Psychology and the Sustainable Future Project due August 10th	Chapter 15 Chapter 16
