

Social Psychology

Psy 322

Winter 2015 @ Schofield Barracks, Education Center
Thursdays 5:30 – 9:40 p.m.

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Textbook: Myers, D. Social Psychology 11th Edition

I. Assessments:

1. Chapter Quizzes: 10 points per quiz

- Given at the beginning of each class, notes allowed
- Questions will be multiple-choice
- Assessment is used to ensure that the student is gaining a simple understanding of the material

2. Exercises: 10 points per exercise (10 exercises)

- Selected chapters will have an exercise that will deepen your understanding of social psychology
- Each exercise will be in the form of a worksheet handed in class or posted online
- A list of the Chapter Exercises will be posted online for reference

3. Media Portfolio: 100 points

- You will collect popular media or press information relevant to social psychology
- Purpose: to apply the principles taught to real-world events and situations
- Purpose: to understand the role of culture & environment in social psychology
- The collection will be made up of, but not limited to: **newspaper or magazine articles, advertisements, social media posts, comic strips, photographs, advice columns, etc.**

- **You must include 8 items from the list below:**

- Heuristics: Mental Shortcuts, Chapter 3
- Learned Helplessness, Chapter 3
- Self-Presentation, Chapter 4
- Gender Roles, Chapter 5
- The Characteristics of Conformity, Chapter 6
- Social Loafing, Chapter 8
- Authoritarian Personality, Chapter 9
- Effects of the Games Kids Play, Chapter 10
- Similarity vs. Complementary, Chapter 11
- Socializing Altruism, Chapter 12
- How Reliable is eyewitness testimony?, Chapter 15
- Future of Materialism, Chapter 16

- **For each of the 8 items you will include:**

- A copy, picture or actual material with the source of the information
- **½ page response detailing how the material connects to the concept**
- APA Citation is expected
- You may not use any photos or articles from the textbook

4. Participation/Attendance:

- Students earn 10 pts. for attending and participating in class
- Students are expected to notify me if they are missing class
- If the student misses 3 or more classes, they will automatically receive a lower grade

II. About the Course:

1. 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.

2. Catalogue 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.

3. Student Learning Outcomes/Course goals

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.

4. 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.

5. 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 Dr. June Yasuhara, 739-4603, at the Counseling Center (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.

6. Academic Honesty

Academic honesty is an essential aspect of all learning, scholarship, and research. It is one of the values regarded most highly by academic communities throughout the world. Violations of the principle of academic honesty are extremely serious and will not be tolerated.

Students are responsible for promoting academic honesty at Chaminade by not participating in any act of dishonesty and by reporting any incidence of academic dishonesty to an instructor or to a University official. Academic dishonesty may include theft of records or examinations, alteration of grades, and plagiarism.

III. Grading: Total points = 460

Grades will be assigned according to the quality of the work produced. Assignments will be given standards to meet. The Media Portfolio will be graded upon using the rubric provided. Grading will concentrate on your knowledge and application of the material.

90% - 100% = A

80% - 89% = B

70% - 79% = C

60% - 69% = D

50% - 59% = F

Calendar

Day	What is Due?	Chapters	Ch. Pp.
Jan. 15		Chapter 1: Introducing Social Psychology	2 - 29
		Chapter 2: The Self in a Social World	32 - 74
		Exercise: Self Assessment & Hudson Scales	
Jan. 22	Exercises: Self Assessment & Hudson Scales	Chapter 3: Social Beliefs & Judgments	76 - 116
		Chapter 4: Behavior & Attitudes	118 - 147
		Exercise: Dissonance Theory	
Jan. 29	Exercise: Dissonance Theory	Chapter 5: Genes, Cultures, & Gender	150 – 184
		Chapter 6: Conformity & Obedience	186 - 222
		Exercise: Law & Order SVU	
Feb. 5	Exercise: Law & Order SVU	Chapter 7: Persuasion	224 – 262
		Chapter 8: Group Influence	264 – 302
		Exercise: Group Work & Observation	
Feb. 12	Exercise: Group Work & Observation	Chapter 9: Prejudice: Disliking Others	306 – 351
		Chapter 10: Aggression: Hurting Others	352 – 390
		Exercise: Media Influences	
Feb. 19	Exercise: Media Influences	Chapter 11: Attraction & Intimacy: Liking & Loving Others	392 - 436
		Chapter 12: Helping	438 - 478
		Exercise: Passionate vs. Companionate Love	
Feb. 26	Exercise: Passionate vs. Companionate Love	Chapter 13: Conflict and Peacemaking	480 - 517
		Chapter 14: Social Psychology in Clinic	520 - 552
		Exercise: Social Dilemmas	
Mar. 5	Exercise: Social Dilemmas	Chapter 15: Social Psychology in Court	554 - 583
		Exercise: Case Law	
Mar. 12	Exercise: Case Law	Chapter 16: Social Psychology & the Sustainable Future	586 - 609
		Exercise: Social Psychology & Technology	
Mar. 19	Exercise: Social Psychology & Technology Media Portfolio	<p>Class will meet at Ala Moana Shopping Center @ 5:00 p.m. 1450 Ala Moana Blvd. Honolulu, HI 96814 We will meet at the Macy's Starbucks</p> <p>Complete Research Methods Exercise (more details to follow):</p> <ol style="list-style-type: none"> 1. Propose a Hypothesis about people at the Mall 2. Observe and collect findings about your Hypothesis 3. Observations are expected to be 45 mins. 4. Correlate & Analyze your findings to your Hypothesis 5. Summarize your findings <p>Exercise is due by 7:00 p.m.</p>	

Appendix A: Rubric for Media Portfolio

Rubric for Media Portfolio		Student:		
Category	20	15	10	5
Application of theories	Portfolio has 8 items clearly showing the application of the theories and content discussed in class. Student proved how the media item connected to the theory	Portfolio has 5 - 7 items showing the application of the theories and content discussed in class. Student somewhat proved how the media item connected to the theory	Portfolio has 2 - 4 items showing some application of the theories and content discussed in class. Student's connection on how the media item connected to the theory was not clear	Portfolio has 0 - 1 item showing no application of the theories and content discussed in class. Student did not connect the media item to any theory
Organization	Student followed the guidelines, the portfolio was easy to read and organized, and the APA citations are correct	Student somewhat followed the guidelines, the portfolio was clear, and some of the APA citations are correct	Student did not follow the guidelines, the portfolio was clear, and some of the APA citations are correct	Student did not follow the guidelines, the portfolio was not clear, and none of the APA citations are correct
Clarity & Presentation	Student shows creativity and variety in presenting the material and the 8 items are presented clearly	Student shows creativity and variety in presenting the material and 5 - 7 items are presented clearly	Student shows some creativity and variety in presenting the material and 2 - 4 items are presented clearly	Student shows no creativity or variety in presenting the material and 0 - 1 item is presented clearly
Connection	The student is able to justify clearly and with evidence that the 8 items connect to a theory in Social Psychology	The student is able to justify with evidence that 5 - 7 items connect to a theory in Social Psychology	The student is able to justify with evidence that 2 - 4 items connect to a theory in Social Psychology	The student is not able to justify with evidence their items connect to a theory in Social Psychology
Overall	Student's presentation was very organized. The presentation was excellent and shows the student has learned the role of culture and environment as it relates to social psychology	Student's presentation was organized. The presentation shows the student has learned the role of culture and environment as it relates to social psychology	Student's presentation was somewhat organized. The presentation somewhat shows the student has learned the role of culture and environment as it relates to social psychology	Student's presentation was not organized. The presentation does not show that the student has learned the role of culture and environment as it relates to social psychology
Score:				