

CHAMINADE UNIVERSITY
PSY 322: Social Psychology Winter 2016 PACE

Instructor: Abby Halston, Ed.D, NCC, LMFT	Location: Pearl Harbor Room 21 Office Hours: Tuesdays before class by appointment
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Text Myers, D. G. (2017). *Social Psychology* (12th ed.). New York, NY: McGraw Hill. (ISBN – 1259295591) See the instructions at the end of this syllabus for registering on the Connect website.

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. Media Portfolio: 10 points @ 8 weeks= 80 points • You will collect popular media or press information relevant to our assigned chapter(s) each week. Purpose: to apply the principles taught to real-world events and situations and 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, YouTube videos, etc. Each week you will find media material and upload to the McGraw-Hill Connect site and provide a 5-8 minute presentation via PowerPoint or Microsoft.

B. Quizzes (16 @ 25 = 400) Each chapter will have a 25 question multiple choice quiz will be available. The quizzes are available on the Connect Website. Must be completed by the end of each week Saturday by 11:59pm HST.

C. Social Experiment Paper/Presentation (1 @ 100 = 100)

One term paper reviewing the two seminal social psychology experiments: Milgram and Zimbardo. In a 4-5 page (not including cover/references) APA formatted your paper will review the research design of the experiment (how experiment was designed), the ethical components (could this be duplicated/ repeated today and how), and review of the conclusions to these experiments (what were the results and impact to the field of social psychology). You will be required to utilize 2-3 peer reviewed academic journal articles as documented in references. Please see grading matrix for further grading details.

D. Attendance and Participation (10 @10 = 100) Each week students will participate in group activities and social psychology exercises to highlight chapter concepts.

Media Portfolio	8 @ 10 points	= 80 points
Quizzes	16 @ 25 points	= 400 points
Social Experiment Paper	1 @ 100 points	= 100 points
Attendance and Participation	10 @ 10 points	= 100 points
Total points possible	680 points possible	

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.

Chaminade Attendance Policy

Students are expected to attend regularly all courses for which they are registered. Students should notify their instructors when illness prevents them from attending class and make arrangements to complete missed assignments. It is the instructor's prerogative to modify deadlines of course requirements accordingly. Any student who stops attending a course without officially withdrawing may receive a failing grade.

Unexcused absences equivalent to more than two class sessions may lead to a grade reduction for the course. Any absence of three or more sessions must be reported to the Associate Provost and the Records Office by the instructor.

Federal regulations require continued attendance for continuing payment of financial aid. If attendance is not continuous, financial aid may be terminated. When illness or personal reasons necessitate continued absence, the student should officially withdraw from all affected courses. Anyone who stops attending a course without official withdrawal may receive a failing grade.

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>

Course Schedule

Date Course Week	Classroom Lecture	Due Dates all due by 11:59pm
Week 1- January 12, 2016	Chapter 1	
Week 2- January 19, 2016	Chapters 2 & 3	Media Portfolio #1- January 17, 2016 Quiz Chapters 1, 2, & 3 January 23, 2016
Week 3- January 26, 2016	Chapters 4 & 5	Media Portfolio #2- January 24, 2016 Quiz Chapters 4 & 5 January 30, 2016
Week 4- February 2, 2016	Chapters 6 & 7	Media Portfolio #3- January 31, 2016 Quiz Chapters 6 & 7 January 6, 2016
Week 5- February 9, 2016	Chapters 8 & 9	Media Portfolio #4- February 7, 2016 Quiz Chapters 8 & 9 February 13, 2016
Week 6- February 16, 2016	Chapters 10 & 11	Media Portfolio 5- February 14, 2016 Quiz Chapters 10 & 11 February 20, 2016
Week 7- February 23, 2016	Chapters 12 & 13	Media Portfolio #6- February 21, 2016 Quiz Chapters 12 & 13 February 27, 2016
Week 8- March 1, 2016	Chapters 14 & 15	Media Portfolio #7- February 28, 2016 Quiz Chapters 14 & 15
Week 9- March 8, 2016	Chapters 16	Media Portfolio #8- March 5, 2016 Quiz Chapter 16 March 6, 2016
Week 10- March 15, 2016	Term Paper Presentations	Term paper and Visual presentation due March 12, 2016 to connect site

CONNECT Registration and Sign In Directions

1. Go to the Connect Web Address provided by your instructor.

<https://connect.mheducation.com/class/d-halston-pace-winter-2016>

2. Click on Register Now.

3. Enter your email address (this will become your Connect username). As a best practice, you may want to register with your school/institution email address.

Select from one of 2 options:

- Click Buy online to purchase access for Connect Plus (includes online ebook access) or Connect—access to study materials/quizzes/exams

- Start Free Trial (free access for 3 weeks)

NOTE: If you already have a McGraw-Hill account, you will be asked for your password and will not be required to create a new account.

4. When registration is complete, click on **Go to Connect Now**.

5. You are now ready to use **Connect**.

NOTE: Once your registration is complete, the next time you log into Connect, you will only need to use the following URL: www.mcgrawhillconnect.com (bookmark this site for future use!)

Trouble Logging In?

- Verify that you are using the same email address you used during registration (not the secondary email address if you provided one).
- If you have forgotten your password, click on the “Forgot Password” link at your Instructor’s Connect Web Address.
- Once logged into Connect, you can update your account information (e.g. email address, password, and security question/answer) by clicking on the “*My Account*” link located at the top-right corner.

TIP: Be sure to run a computer check, by visiting the customer support link at the bottom of your section homepage, to ensure that your computer meets Connect’s system requirements or visit the following URL:

<http://mcgrawhillconnect.com/connect/troubleshoot.do>.

TIP: When working inside of Connect, be aware that help is available by clicking the “HELP” link in the top right corner within your account.

McGraw-Hill Technical Support

CONTACT US ONLINE

Visit us at: www.mcgrawhillconnect.com/support

Browse our support materials including tutorial videos and our searchable Connect knowledge base. If you cannot find an answer to your question, Click **Contact Us** to send us an email or chat online

Give us a Call:

Speak to a customer care Agent: at 1-800-331-5094, prompt 2 for student Hours of operation (Hawaii): Mon-Thurs: 3 am – 6 pm Hawaii Time, Friday: 3 am – 1 pm Hawaii Time, Sunday: 1pm – 6 pm Hawaii Time