



**Course Syllabus**  
**PSY 322-01-1: Social Psychology**  
**Spring Semester 2026**

**Course Number:** PSY 322-01-1

**Course Title:** Social Psychology

**Term:** Spring 2026; 1/12/2026 – 5/8/2026

**Class Meeting Days:** M/W/F; Henry Hall Room 104

**Class Meeting Hours:** 11:30-12:20 pm F2F

**Course Website Address:** **(Canvas):** <https://chaminade.instructure.com>

**Instructor Name:** Dr. Silvia Koch

**Email:** silvia.koch@chaminade.edu

**Phone:** (808) 386-1258 cell; (808) 739-4644 office

**Office Location:** Behavioral Science Bldg. Room 108

**Office Hours:** Available anytime by appointment or request

**Instructor Availability:** Questions for this course can be emailed to the instructor at silvia.koch@chaminade.edu. Online, in-person and/or phone conferences can be arranged. Every effort will be made to respond in a timely manner. Response time may take up to 1 day in some circumstances.

**Text:**

Gilovich, T., Keltner, D., Chen, S., & Nisbett, R. *Social Psychology* (6<sup>th</sup> edition) 2024. W.W. Norton & Co. New York, NY. ISBN – 978-1-324-03949-5

**Program Course Linkage**

This course develops and assesses the skills and competencies for the Psychology program student learning outcome 1) Students will identify key concepts, principles, and overarching themes in psychology; and 4) Students will exhibit the value of educating the whole person through the description and explanation of the dynamic nature between one's mind, body, and social influences.

**Catalog 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.

### **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.

### **Credit Hour Policy**

The unit of semester credit is defined as university-level credit that is awarded for the completion of coursework. One credit hour reflects the amount of work represented in the intended learning outcomes and verified by evidence of student achievement for those learning outcomes. Each credit hour earned at Chaminade University should result in 37.5 hours of engagement. For example, in a one credit hour traditional face to face course, students spend 50 minutes in class per week for 15 weeks, resulting in a minimum of 12.5 instructional hours for the semester. Students are expected to engage in reading and other assignments outside of class for at least 2 additional hours per week, which equals an additional 25 hours. These two sums result in a total student engagement time of 37.5 hours for the course, the total engagement time expected for each one credit course at Chaminade.

The minimum 37.5 hours of engagement per credit hour can be satisfied in fully online, internship, or other specialized courses through several means, including (a) regular online instruction or interaction with the faculty member and fellow students and (b) academic engagement through extensive reading, research, online discussion, online quizzes or exams; instruction, collaborative group work, internships, laboratory work, practica, studio work, and preparation of papers, presentations, or other forms of assessment. This policy is in accordance with federal regulations and regional accrediting agencies.

This is a three-credit hour course requiring 135 clock hours of student engagement, per the official CUH Credit Hour Policy. Students enrolled in this course are expected to spend about 48 hours in class, 25 hours writing response papers, completing activities, and preparing chapter presentations, 5 hours studying for the midterm exam, 20 hours writing and revising the research paper, and 5 hours studying for the final exam. There will be an additional 32 hours of work required beyond what is listed here (course readings, homework assignments, etc.). This additional work will average about 2 hours a week.

### **Description of Course Requirements**

**Class Attendance (Attendance Policy): 150 points**

Attendance for this course is graded due to the number of discussions and exercises that happen during each class. If you are unable to attend a class, email the course instructor before the start of the respective class. For an absence to be excused, the reason must be medical, a school commitment (not including any form of detention or discipline), or a family emergency/commitment. All other reasons will not be considered excused and the respective points for the day will not be earned. Any student who stops attending the course will receive a failing grade. 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.

**Social Psychology Text Chapter Presentation: 75 points**

Each student will present a chapter from the text "Social Psychology" on a chosen date (sign-up sheet will be available on the first day of class.) An activity will be presented with each chapter presentation to ensure that major points of the chapter have been adequately covered and understood. With each presentation, a typed double-spaced paper should be available to all classmates and instructor that outlines the important points of the chapter. Total value is 75 points. The breakdown of points is below:

Organization & Clarity – 25 points

Outline – 25 points

Activity – 25 points

Total – 75 points

**Exams: 50 points each for a total of 100 points**

You will be given a mid-term and final exam. Which chapters each exam will cover will be determined by the pace of the class.

**Media Portfolio: 100 points**

Each student will collect popular media or press information relevant to our assigned chapter(s) each week. The purpose of this assignment is to apply the principles taught to real-world events and situations and to understand the role of culture and 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, YouTube videos, TikTok, etc. Each week you will find media material and start creating a media portfolio using google slides. Each chapter should have at least two artifacts or pieces of evidence that align with some aspect of the chapter being studied that week, with an explanation as to how it is connected. This assignment is a personal journey that reflects the student's understanding of real-life events in relation to social psychology concepts. Students will present their media portfolio during the last two weeks of class.

**Final Paper: 75 points**

Write a 5-page paper describing some of the things that you learned over the semester that you feel will be useful to you in the future.

### **Grading Scale**

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

**Attendance & Class Participation – 150 points**

**Chapter Presentation – 75 points**

**Midterm & Final Exams – 50 points each for a total of 100 points**

**Media Portfolio – 100 points**

**Final Paper – 75 points**

**Total Points – 500**

### **Course Grading:**

A = 90-100% 450-500

B = 80-89% 400-449

C = 70-79% 350-399

D = 60-69% 300-349

F = Below 60% 299 and below

### **Attendance**

Students are expected to attend regularly all courses for which they are registered. Students should notify their instructor when illness prevents them from attending class and make arrangements to complete missed assignments. Notification may be made by calling the instructor's campus extension or the Psychology program office (735-4751 or 739-8393). It is the instructor's prerogative to modify deadlines of course requirements accordingly. Any student who stops attending a course will receive a failing grade.

Unexcused absences equivalent to more than three days of classes may lead to a grade reduction for the course. Any absence exceeding three days or more 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. Academic Honesty Academic honesty is an essential aspect of all learning, scholarship, and research. I

### **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.

Questions of academic dishonesty in a particular class are first reviewed by the instructor, who must make a report with recommendations to the Dean of the Academic Division. Punishment for academic dishonesty will be determined by the instructor and the Dean of the Academic Division and may range from an 'F' grade for the work in question to an 'F' for the course to suspension or dismissal from the University.

### **Disability Access**

If you need individual accommodations to meet course outcomes because of a documented disability, please speak with me to discuss your needs as soon as possible so that we can ensure your full participation in class and fair assessment of your work. Students with special needs who meet criteria for the Americans with Disabilities Act (ADA) provisions must provide written documentation of the need for accommodations from Kōkua 'Ike: Center for Student Learning by the end of week three of the class, in order for instructors to plan accordingly. If a student would like to determine if they meet the criteria for accommodations, they should contact the Kōkua 'Ike Coordinator at (808) 739-8305 for further information (ada@chaminade.edu).

### **Title IX and Nondiscrimination Statement**

Chaminade University of Honolulu is committed to providing a learning, working and living environment that promotes the dignity of all people, inclusivity and mutual respect and is free of all forms of sex discrimination and gender-based violence, including sexual assault, sexual harassment, gender-based harassment, domestic violence, dating violence, and stalking. As a member of the University faculty, I am required to immediately report any incident of sex discrimination or gender-based violence to the campus Title IX Coordinator.

### **Nondiscrimination Policy & Notice of Nondiscrimination**

Chaminade University of Honolulu does not discriminate on the basis of sex and prohibits sex discrimination in any education program or activity that it operates, as required by Title IX and its regulations, including in admission and employment. Inquiries about Title IX may be referred to the University's Title IX Coordinator, the U.S. Department of Education's Office for Civil Rights, or both and contact information may be found at the [Chaminade University Title IX Office Contact Information and Confidential Resources website](#). On-campus Confidential Resources may also be found here at [CAMPUS CONFIDENTIAL RESOURCES](#).

The University's Nondiscrimination Policy and Grievance Procedures can be located on the University webpage at: <https://chaminade.edu/compliance/title-ix-nondiscrimination-policies-procedures/>.

To report information about conduct that may constitute sex discrimination or make a complaint of sex discrimination under Title IX, please refer to the [Campus Incident Report form](#).

Chaminade University of Honolulu prohibits sex discrimination in any education program or activity that it operates. The NOTICE of NONDISCRIMINATION can be found here: [Notice of Nondiscrimination](#).

### **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>

## **Marianist Educational Values**

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

### **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.

### **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.

## **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.

## **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.

## **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.

## **Native Hawaiian Values**

Education is an integral value in both Marianist and Native Hawaiian culture. Both recognize the transformative effect of a well-rounded, value-centered education on society, particularly in seeking justice for the marginalized, the forgotten, and the oppressed, always with an eye toward God (Ke Akua). This is reflected in the ‘Olelo No’eau (Hawaiian proverbs) and Marianist core beliefs:

1. Educate for Formation in Faith (Mana) E ola au i ke akua (‘Olelo No’eau 364) May I live by God
2. Provide an Integral, Quality Education (Na’auao) Lawe i ka ma’alea a kū’ono’ono (‘Olelo No’eau 1957) Acquire skill and make it deep
3. Educate in Family Spirit (‘Ohana) ‘Ike aku, ‘ike mai, kōkua aku kōkua mai; pela iho la ka nohana ‘ohana (‘Olelo No’eau 1200) Recognize others, be recognized, help others, be helped; such is a family relationship

4. Educate for Service, Justice and Peace (Aloha) Ka lama kū o ka no'eau ('Ōlelo No'eau 1430)

Education is the standing torch of wisdom

5. Educate for Adaptation and Change (Aina) 'A'ohe pau ka 'ike i ka hālau ho'okahi ('Ōlelo

No'eau 203) All knowledge is not taught in the same school.

### **Academic Conduct Policy**

From the 2018-2019 Undergraduate Academic Catalog (p. 42): Any community must have a set of rules and standards of conduct by which it operates. At Chaminade, these standards are outlined so as to reflect both the Catholic, Marianist values of the institution and to honor and respect students as responsible adults. All alleged violations of the community standards are handled through an established student conduct process, outlined in the Student Handbook, and operated within the guidelines set to honor both students' rights and campus values.

Students should conduct themselves in a manner that reflects the ideals of the University. This includes knowing and respecting the intent of rules, regulations, and/or policies presented in the Student Handbook, and realizing that students are subject to the University's jurisdiction from the time of their admission until their enrollment has been formally terminated. Please refer to the Student Handbook for more details. A copy of the Student Handbook is available on the Chaminade website. For further information, please refer to the Student Handbook:

<https://studentaffairs.chaminade.edu/wp-content/uploads/sites/28/2018/19-NEW-STUDENT-HANDBOOK.pdf> (Links to an external site.)

### Tentative Course Schedule

<b>Date 2024</b>	<b>Class Activity</b>	<b>Readings Due:</b>	<b>Assignments Due</b>
<b>Week 1:</b> 1/12 1/14 1/16	Welcome & Introductions Review Course Syllabus & Assignments Sign up for chapter presentations	none	<b>Class Attendance</b>
<b>Week 2:</b> 1/19 MLK Day – No Class 1/21 1/23	<b>Chapter 1:</b> An Invitation to Social Psychology	Chapter 1	<b>Class Attendance</b>  <b>Chapter 1 Presentation</b>
<b>Week 3:</b> 1/26 1/28 1/30	<b>Chapter 2:</b> The Methods of Social Psychology  <b>Chapter 3:</b> The Social Self	Chapter 2 & 3	<b>Class Attendance</b>  <b>Chapters 2 &amp; 3 Presentations</b>
<b>Week 4:</b> 2/2 2/4 2/6	<b>Chapter 4:</b> Social Cognition: Thinking About People and Situations	Chapter 4	<b>Class Attendance</b>  <b>Chapter 4 Presentation</b>
<b>Week 5:</b> 2/9 2/11 2/13	<b>Chapter 5:</b> Emotion and Well-Being	Chapter 5	<b>Class Attendance</b>  <b>Chapter 5 Presentation</b>
<b>Week 6:</b> 2/16 Presidents' Day – No Class 2/18 2/20	<b>Chapter 6:</b> Attitudes, Behavior, and Rationalization	Chapter 6	<b>Class Attendance</b>  <b>Chapter 6 Presentation</b>

<b>Week 7:</b> 2/23 2/25 2/27	<b>Chapter 7:</b> Persuasion  <b>Chapter 8:</b> Social Influence	Chapter 7 & 8	<b>Class Attendance</b>  <b>Chapters 7 &amp; 8 Presentations</b>
<b>Week 8:</b> 3/2 3/4 3/6	<b>Chapter 9:</b> Relationships and Attraction	Chapter 9	<b>Class Attendance</b>  <b>Chapter 9 Presentation</b>
<b>Week 9:</b> 3/9 3/11 3/13	<b>Review for Midterm Exam</b>  <b>Mid-Term Exam (Chapters 1, 2, 3, 4, 5, 6, 7, 8, 9) including class lectures</b>  <b>Midterm – 3/13</b>		<b>Class Attendance</b>  <b>Midterm Exam</b>
<b>Week 10:</b> 3/16 3/18 3/20	<b>Chaminade Spring Break March 16-20 - No classes</b>		
<b>Week 11:</b> 3/23 3/25 3/27	<b>Chapter 10:</b> Stereotypes, Prejudice, and Discrimination	Chapter 10	<b>Class Attendance</b>  <b>Chapter 10 Presentation</b>
<b>Week 12:</b> 3/30 4/1 4/3 Good Friday – No Class	<b>Chapter 11:</b> Living in a Prejudiced World  <b>Chapter 12:</b> Groups	Chapter 11 & 12	<b>Class Attendance</b>  <b>Chapters 11 &amp; 12 Presentations</b>
<b>Week 13:</b> 4/6 4/8 4/10	<b>Chapter 13:</b> Aggression	Chapter 13	<b>Class Attendance</b>  <b>Chapter 13 Presentation</b>

<b>Week 14:</b> 4/13 4/15 4/17	<b>Chapter 14:</b> Morality, Altruism, and Cooperation  <b>Start presenting Media Portfolios</b>	Chapter 14	<b>Class Attendance</b>  <b>Chapter 14 Presentation</b>  <b>Media Portfolios Due April 7</b>
<b>Week 15:</b> 4/20 4/22 4/24	<b>Module 1:</b> Social Psychology and Health  <b>Module 2:</b> Social Psychology and Education  <b>Module 3:</b> Social Psychology and the Law  <b>Other presentations</b>  <b>Media Portfolio Presentations</b>	Chapter 15	<b>Class Attendance</b>  <b>Module Presentations</b>
<b>Week 16:</b> 4/27 4/29 5/1	<b>Finish Media Portfolio Presentations</b>  <b>Final Paper Due 4/21</b>  <b>Review for Final Exam</b>  <b>Final Exam (chapters 10-14) May 1</b>		<b>Class Attendance</b>  <b>Final Paper due</b>

## **Chapter Presentations**

**Chapter 1**

**Chapter 2**

**Chapter 3**

**Chapter 4**

**Chapter 5**

**Chapter 6**

**Chapter 7**

**Chapter 8**

**Chapter 9**

**Chapter 10**

**Chapter 11**

**Chapter 12**

**Chapter 13**

**Chapter 14**

**Module 1**

**Module 2**

**Module 3**