

SOCIAL PSYCHOLOGY (PSYC 206.001)

Fall 2009

Peck Hall 0312

Lecture: Tues/Thurs 12:30 – 1:45 PM

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Office Hours: Tuesday/Thursday 2-3:30, and by appointment



COURSE DESCRIPTION & OBJECTIVES

Social psychology is, quite seriously, one of the most fascinating and interesting areas of psychology that you will ever come across. There are elements of social psychology woven into the very fabric of our existence. This field directly addresses many of the most intriguing areas of human interaction: influence, persuasion, cognition, conformity, aggression, prejudice, stereotypes, gender roles, self-image...you get the idea. Throughout the course of this semester we will be discussing in depth the history of this relatively new field, how its research is conducted, what the implications of social psych studies are, and how having knowledge of these issues can better our lives and society as a whole.

At the end of this course you should be able to provide accurate and intelligent responses to three questions:

What is social psychology? This course will survey the broad field of social psychology and examine how our thoughts, feelings, and behaviors are influenced by the presence of other people.

What do social psychologists do? Whether fairly or not, social psychologists are often criticized for the methods they use in describing the human condition. After all, if you are trying to develop a theory that explains why people act, feel, or think the way they do, you can imagine how certain people could get quite upset if you tell them that many of their assumptions or “common sense” notions are either inaccurate or totally misleading. We will examine the various techniques that social psychologists use to provide support for their theories and discuss the validity of their research findings and how applicable they are to the rest of us.

How is social psychology a part of my life? With few exceptions, people are social beings. This course will provide a greater understanding of the principles that drive human social interactions. In fact, by the end of the semester you may be asking yourself, “What part of my life *doesn't* involve social psychology?”

REQUIRED READINGS

Kassin, S., Fein, S., & Markus, H. R. (2008). *Social psychology* (7th edition). Boston: Houghton Mifflin.

Other readings as assigned.

Tentative Schedule

| | <u>Prepare</u> | <u>Due</u> | <u>Topic</u> | <u>Assignment</u> |
|-------------------|----------------|--|--|-------------------|
| Aug 25 | | | Introduction to the course | Syllabus Quiz |
| Aug 27 | Ch 1 | Syllabus Quiz | Theoretical perspectives | |
| Sept 1 | Ch 1 | | Theoretical perspectives | Ch 4 Quiz |
| Sept 3 | Ch 4 | Ch 4 Quiz | Basic principles | |
| Sept 8 | Ch 4 | | Person and Situation | |
| Sept 10 | Ch 4 | | Social cognition | |
| Sept 15 | Ch 4 | | Social cognition | <i>Review</i> |
| Sept 17 | | | Exam One | |
| Sept 22 | | | GIFT | Ch 3 Quiz |
| Sept 24 | Ch 3 | Ch 3 Quiz | Self-presentation | |
| Sept 29 | Ch 3 | | Self-presentation | |
| Oct 1 | Ch 3 | | Self-presentation | Ch 6 Quiz |
| Oct 6 | Ch 6 | Ch 6 Quiz | Persuasion and Consistency | |
| Oct 8 | Ch 6 | | Persuasion and Consistency | |
| Oct 13 | Ch 6 | | Persuasion and Consistency | <i>Review</i> |
| Oct 15 | | | Exam Two | Ch 7 Quiz |
| Oct 20 | Ch 7 | Ch 7 Quiz | Social influence | |
| Oct 22 | pp. 224-235 | | Conformity | |
| Oct 27 | pp. 236-242 | | Compliance | |
| Oct 29 | pp. 243-255 | | Obedience | Ch 9 Quiz |
| Nov 3 | Ch 9 | Ch 9 Quiz | Affiliation | |
| Nov 5 | Ch 9 | | Friendship | |
| Nov 10 | Ch 9 | | Love & Romance | <i>Review</i> |
| Nov 12 | | | Exam Three | Ch 8 Quiz |
| Nov 17 | Ch 8 | Ch 8 Quiz | Groups/ Group formation | |
| Nov 19 | Ch 8 | | Group behavior | Ch 11 Quiz |
| Nov 24 | | | THANKSGIVING BREAK | |
| Nov 26 | | | THANKSGIVING BREAK | |
| Dec 1 | Ch 11 | Ch 11 Quiz | Aggression | |
| Dec 3 | Ch 11 | | Aggression | Ch 5 Quiz |
| Dec 8 | Ch 5 | Ch 5 Quiz | Stereotypes, Prejudice, Discrimination | |
| Dec 10 | Ch 5 | | Stereotypes, Prejudice, Discrimination | |
| FINAL EXAM | | Wednesday, December 16th, 12-1:40 PM | | |

ATTENDANCE POLICY

Lecture. Attendance at lectures is a vital component of doing well in this course. Students with extensive absences (i.e., more than the equivalent of four class periods) will be dropped from the course. Whether you are present or absent, you will be responsible for any material covered in lecture and any relevant announcements (e.g., regarding exams, assignments, and quizzes). Exams will cover material from the text and from lecture, which will not always overlap. That is, you will be responsible for some material that is presented in lecture, but not in the text.

Exams. Attendance at exams is a specific course requirement. Make-up exams will only be offered in the case of an "excused" absence. An excused absence from an exam **must** be verified by presenting proper documentation to me. If you know before the excused absence is to occur that you will be absent, you must contact me before the exam. An unexcused absence from an exam, or even an excused absence without proper documentation, will result in a grade of zero for that particular exam. Further notes on exams and the Final are found below.

MAKE-UP POLICY

Lecture. If you miss lecture (for any reason, excused or unexcused), you will be responsible for obtaining any notes from class from other students. Lecture notes will also be available on Blackboard.

Quizzes and Assignments. All quizzes, most of which will be on Blackboard, are due before the beginning of the class period in which the information will be discussed. Please refer to the schedule for more information. Students may not make up missed quizzes on Blackboard, for any reason. Instead, an alternate assignment (discussed later) can be completed for those points. Writing assignments are due when indicated. Late assignments will be accepted no later than the following class period when it was due, with a 10% grade reduction.

Exams. Any unexcused absence from an exam will result in a grade of zero and no opportunity for a make-up exam. If you miss an exam due to an excused absence, you must present documentation of the absence to me by the time you return to class. All make-up exams will be taken the day of the Final. The make-up exam will not be the same as the in-class exam (although it will be the same level of difficulty). Failure to make up an exam will result in a grade of zero on that exam. Furthermore, the Final exam **MUST** be taken no later than the day/time it is scheduled. There will be **NO** opportunity to make up the final exam after it is given in class.

DEPARTMENTAL POLICY ON INCOMPLETE GRADES AND WITHDRAWAL OPTIONS

All withdrawals must be completed by the end of the 13th week of classes during fall and spring, and by the end of the 6th week of an 8-week summer term. When students discontinue attending class and do not withdraw from a course they may receive the grade of UW (Unauthorized Withdrawal). The grade of UW will only be given when a student's grade based on the course requirements is an F. The grade of UW is calculated as an F in a student's grade average.

The granting of a grade of I (Incomplete) is not automatic and is available only in cases when a student has completed most of the work required for a class but is prevented by a medical or similar emergency from completing a small portion of the work not later than the end of the following semester. An I must be approved by the instructor with appropriate documentation provided by the student. If an instructor agrees to give a student an I, the instructor will fill out a Memorandum of Incomplete Grade to be kept with the student's records. If the work is not completed by the time specified on the Memorandum, the student's grade will be changed from I to F.

DEPARTMENTAL POLICY ON CHEATING AND PLAGIARISM

In the event of any cheating on exams, the chair of the psychology department will be notified for disciplinary procedures. The minimum punishment for any cheating will be an “F” for the course. You should consult the University’s policy on cheating.

Plagiarism includes either presenting someone else’s words without quotation marks (even if you cite the source) or presenting someone else’s ideas without citing that source. If you plagiarize, your instructor cannot evaluate your understanding of the topic. When paraphrasing from another source, at the very least the student should change the wording, sentence syntax, and order of ideas presented in the paper. Ideally, the student will integrate ideas from multiple sources while providing critical commentary on the topic in a way that clearly identifies whether words and ideas are those of the student or are from another source. University policy states that “Normally a student who plagiarizes shall receive a grade of F in the course in which the act occurs. The offense shall also be reported to the Provost.” (<http://www.siue.edu/POLICIES/1i6.html>). The University policy discusses additional academic sanctions including suspension and expulsion from the University. To insure that you understand how to avoid plagiarism, we encourage you to review the information on plagiarism provided on the Department of Psychology web page at

<http://www.siue.edu/education/psychology/plagiarism.shtml>.

SIUE NON-DISCRIMINATION POLICY

Southern Illinois University Edwardsville (SIUE) is a public comprehensive University committed to creating and maintaining a diverse community in which students, faculty, and staff can learn and work together in an environment free of discrimination and free from any form of illegal harassment. Such actions violate the dignity of the individual and the integrity of the University as an institution of learning. SIUE prohibits discrimination against employees, applicants for employment and students on the basis of age, color, disability, marital status, national origin, race, religion, sex, sexual orientation, or veteran’s status. Discrimination in any form will not be tolerated; management and supervisory personnel, at all levels, are responsible for taking reasonable and necessary action to prevent discrimination.

STATEMENT ON DIVERSITY

All societies and peoples have contributed to the rich mix of contemporary humanity. In order to achieve domestic and international peace, social justice, and the development of full human potential, we must build on this diversity. SIUE nurtures an open, harmonious, and hospitable climate that facilitates learning and work. Each member of the University is responsible for contributing to such a campus environment.

STATEMENT ON DISABILITIES

SIUE offers a range of resources to support students with disabilities. At SIUE every effort has been made to eliminate barriers to learning and help you reach your educational goals. If you are a student with a disability and wish to request accommodations, please contact Disability Support Services located in the Student Success Center, Room 1270 (phone: 650-3726). Furthermore, according to SIUE safety and procedures policies, students with disabilities have the option of developing a written plan for evacuation in the unlikely event of an emergency that requires evacuation. If any student with a disability would like to develop a written evacuation plan for this class, please contact the instructor.

Advice on how to do well in this course, as taken from former students:

Pay attention to the notes discussed in class. It is important to attend class regularly.

Read the chapter before and after the discussion in class. The life applications given in class partner well with this information.

Do all the assignments, and if you can start early on them, it helps to have them done early.

Dr. Dudley is a GREAT teacher! Just enjoy the class, be sure to study the notes, and listen to examples in lecture!

Don't be scared to ask him questions if you don't understand something. He is nicer than you think.

Give yourself plenty of time to study and look at notes and PowerPoints.

Always come to class, skim reading assignments for better understanding, and start assignments early.

Go to every class period. The lectures entail so much more than just the lecture notes. So go to class, write down the examples that he talks about that may not be on the slides. It really helps.

Dr. Dudley is very entertaining and easy to follow, but you do need to do the assignments and read because the tests are difficult.

Expect to learn a lot about society, social norms, and how people tend to think about others.

Do as much extra credit as you can, even if they are only worth a few points because they add up over the semester. Study your notes.

Let them know that all exams are done using applied skills.

Making note cards to study really helped me.

Come to class and take good notes. Listen to examples because he relates them to the subject very well.

Reading the chapters after the lecture makes it easier to understand the concepts. Download the PowerPoint slides after class to go along with the notes, in case you miss something.

Come to class everyday, take all notes, reread notes on a regular basis, turn in assignments.

Always come to class! Just downloading the PowerPoints is not good enough. Be interactive in the class and the tests will be easier.

Come to class! This is the best preparation for a test. The material covered in class is the material you will be tested over. In-class discussion is more in-depth than the class slides alone.

Take notes about the slides and then print off the slides later and write your notes about the slides onto the slides you printed off.

The PowerPoints have all the information on the slides, so don't get caught up in writing down every word. Listen in class, it is more helpful.

Take good notes and do the study guide review sheets. If you pay attention in class you should do well!

To pass this class you must come to the lectures and actually pay attention. Also, take more notes than what is on the PowerPoint.

Study the practice exams that he puts on the net. It will definitely help you.

Read all lecture notes for class (there is no "hidden material"), and you will do great on the tests!

IMPORTANT DETAILS

- Please turn off all cell phones before class. NO cell phones are allowed during exam times.
- Please avoid coming to class late, and do not sleep or do other work in class.
- Only hard copies of assignments will be accepted, i.e., they *cannot* be e-mailed to the professor.
- Do not hesitate to stop by my office or contact me if you have any comments, questions, or concerns about this course.

EVALUATION CRITERIA

Exams. Two-thirds (roughly 67%) of your grade will be based on four (4) exams that cover material from lecture and the textbook. All exams will be worth 100 points. The Final Exam will not be cumulative.

Assignments. One-sixth (roughly 17%) of your grade will be based on five (5) written assignments relevant to the material covered in class. These will be a combination of in-class and out-of-class assignments. Specific information on each of these assignments will be given to you as they are assigned.

Quizzes. One-sixth (roughly 17%) of your grade will be based on ten (10) quizzes relevant to the material covered in class. Most of these quizzes, but not all, will be completed on Blackboard.

GRADES

400 points (4 exams @ 100 points each)

100 points (5 assignments @ 20 points each)

100 points (10 quizzes @ 10 points each)

Total: 600 points

A = 540-600 points

B = 480-539 points

C = 420-479 points

D = 360-419 points

F = fewer than 360 points

Please note: There will be no curving in this course, and there will be no rounding of points. Furthermore, absolutely all make-up work for this course must be turned in no later than the beginning of the Final Exam. Students will not be able to turn in any assignment for course credit after the Final Exam has been given in class.



“When we observe nature we see what we want to see, according to what we believe we know about it at the time. Nature is disordered, powerful and chaotic, and through fear of the chaos we impose system on it. We abhor complexity, and seek to simplify things whenever we can be whatever means we have at hand.”

--James Burke, *The Day the Universe Changed*, p. 11



Make-up policy for missed quizzes on Blackboard

If you are unable, for any reason, to complete a Blackboard quiz throughout the semester, you may complete an alternate assignment for each quiz that you missed. Admittedly, the make-up opportunity requires more work than simply taking the quiz itself. This policy is not meant to penalize students, but rather to strongly encourage students to keep up with the reading and to complete the Blackboard quizzes on time. Students who are not already familiar with lecture material before coming to class will most likely not do as well on exams as students who are familiar with the material.

To earn up to the same amount of points for each quiz that is missed, you may write an article summary relevant to the material discussed in the chapter covered by the quiz. Specifically, throughout each chapter are several research articles that are cited to provide empirical support for the theories and concepts discussed in social psychology. If you miss a Blackboard quiz for a particular chapter, carefully read through that chapter and pick one of the research articles that is cited in the text to accompany the social psychology concepts being discussed. You will need to access this article online via PsycINFO or another search engine to complete the make-up assignment. Please let me know if you need help using such search engines.

After finding the research article cited in the chapter, carefully read through the article and write a three (3) page summary of the article. Your summary should include a brief overview of the purpose of the study, the hypothesis/hypotheses of the author(s), how the study was conducted, what the results of the study were, and what implications the results of the study have for the field of social psychology.

When writing your article summary, take careful note to use only **your own words** when describing the above components. No direct material should be taken from the article itself, even if cited appropriately with quotation marks and page numbers. I am truly interested in reading what your thoughts and ideas are after having read the article. Citing material that was written by the author(s) does not allow me to gauge your true understanding of the purpose and results of the research being described. Also, keep in mind that even minimal paraphrasing or slight rewording of the ideas of the authors constitutes plagiarism. If you have any questions or concerns regarding whether or not your article summary includes plagiarized material, please contact me **before** you turn in the assignment. I will be more than happy to read through your summary and discuss with you any questionable instances, which you can then revise before turning in your assignment for credit. However, once the summary is turned in, there will be no opportunity to revise or change your work; if plagiarism is detected, the departmental and university policies will be followed.

In addition to your three-page summary, you must turn in a copy of the first page of the article you are summarizing. This will indicate to me that you did locate the article, and will serve as a reference page for your summary. A cover page will not be necessary. APA style will not be necessary.

Final notes:

- 3 pages, double-spaced, Times New Roman font, size 12, no more than 1" margins
- Must include a copy of the first page of the research article (not the whole article).
- Only hard copies of summaries will be allowed; I cannot accept e-mailed summaries.
- Summaries are due no later than one week after the class period when the quiz was due.