

## **PSY-3300-M01 SOCIAL PSYCHOLOGY**

**Spring 2016** Mon/Wed, 14:30 - 15:45

*Instructor: Emilija Georgievska-Nanevska, PhD ([egeorgie@slu.edu](mailto:egeorgie@slu.edu))*

*Office hours: Mon/Wed 12:30-13:30*

### **Introduction to the course:**

Social Psychology is a surprisingly broad field that overlaps with the psychology of personality and cognition and with the fields of anthropology, sociology, and communication. As the study of situational and personal factors that influence an individual's social behavior, social psychology reveals a great deal about the grace and sin at work in our relationships and social situations. By understanding social psychology we can become more aware of others, our relationships, and ourselves. Research and theory regarding interpersonal behavior and influences such as attraction, aggression, altruism, persuasion, conformity and obedience, intra- and inter-group behavior such as prejudice, along with how we form attitudes and beliefs about others and society will be the primary topics covered in this course. Readings and discussions will also focus on the impact of culture on behavior and will explore theory and research that attempts to discover and explain aspects of social interaction that vary or are similar across cultures.

### **Course objectives:**

By the end of the course, you will:

- Be familiar with fundamental concepts and theoretical perspectives pertinent to the study of social psychology.
- Become more aware of how social factors influence human behaviour.
- Learn about social psychology research methodology.
- Better understand and appreciate social determinants of your own and other people's behaviors, attitudes, feelings, and thoughts.
- Enhance your critical thinking and broader understanding of complex social phenomena.

### **Activities and outcomes:**

- Traditional lecturing, readings, discussions, in-class exercises, and out-of-class projects
- By the end of the semester, students will learn to think critically about the major social psychology topics.
- By the end of the semester, students will have a good grasp of the material, which will help them apply the fundamental concepts learned in class into their everyday lives (both professionally and personally).
- By the end of the semester, students will be able to appreciate the critical (e.g., cross-cultural perspective) in the mainstream social psychology.

### **Course Requirements and Evaluations:**

#### **Prerequisite: PSY-1010**

You should bear in mind that by enrolling in an upper division course you are assuming a greater responsibility for working independently than is usually expected in lower division and/or introductory courses. In particular, students in this course should understand that they are responsible for reading and studying the material in the textbook and any other assigned readings, whether or not that material is covered in the class lectures, discussions and exercises. The class presentations will serve to illustrate and/or augment some aspects of the topic of the assigned reading, but not necessarily with any specific reference to that reading.

**Exams:**

The **first midterm** evaluation will consist of a written exam that will have multiple choice, short answers, and essay questions. This midterm will be worth 25% of your course grade.

The **second midterm** grade will be by developing your own social psychology cases portfolio. Your **portfolio** is a collection of work that illustrates your knowledge and thinking about a social psychological topic. The purpose of a portfolio is to allow you to demonstrate your knowledge in a unique, non-traditional way (a term paper and class presentation). Your portfolio will consist of four **entries** that illustrate different **concepts** related to your topic.

Your topic can be fairly broad. For example, you could choose prejudice as your topic. The concepts that illustrate that topic should be more specific. For example you could include an entry focused on the concept of aversive racism, in-group bias, or scapegoating. You will use material from the popular media for your entries (songs, news reports, cartoons, movies, etc.). More information will be provided in class.

This project with its presentation in class will be worth 25% of your course grade.

*Topic selections for your second midterm project are due in class **Mon., Feb 22.***

The **final exam** will cover the material after the first midterm exam (non-cumulative). It will have a similar format to the first midterm exam (multiple choice, short answers, and essay questions). It will be worth 25%.

**Group assignment:**

There will be one home **group assignment**, an **observational study**. You will be asked to work in groups of 3-4 people, prepare your assignment, and write a short report to present it in class for discussion. More information will be given in class. This assignment is worth 15% of your grade.

*Topic selections for your group assignment are due in class **on Monday, Jan 25; its presentation is on Feb 10 and written report Feb 8.***

**Homework:**

There will be two short homework activities. **HW 1:** Find a case example (from any media) of one approach/way of fighting racism and discrimination. Describe it and answer: “did/does it work” and “why it is (not) efficient” Up to one page, single-space. This HW is pass/fail. **HW 2:** This homework is related to aggression. More information will be provided in class.

**Participation:**

There will be regular class activities, assignments, and discussions. Your participation in class is essential for the success of the course and will be worth 5% of your overall course grade.

In this course, grades will not be curved, meaning that you will not be competing against your classmates for a limited number of A's, B's and so on. Therefore, the grading scale is a straight scale, as follows:

<b>Grade Scale:</b>	<b>Grade Components:</b>	<b>Course Credits: 3</b>
A	93%-100%	<b>25%</b> Mid-Term
A-	90%-92%	<b>25%</b> Second midterm (Portfolio) + Oral Presentation
B+	87%-89%	<b>25%</b> Final
B	83%-86%	<b>15%</b> Group assignment
		<b>5%</b> HW 2
B-	80%-82%	<b>5%</b> Participation (HW1 included)
C+	73%-79%	
C	67%-72%	
C-	60%-66%	
D	50%-59%	
F	0%-49%	

### COURSE SCHEDULE (tentative)

*I will make reasonable efforts to follow the schedule of topics below. However, as time and circumstances dictate, the schedule may change somewhat. Thus, dates given below should be considered approximate. If circumstances warrant, I may amend the schedule or modify reading assignments. I will announce any such changes in class.*

	<b>Date</b>	<i>Topic</i>	<b>Readings and activities</b>
Wed.	Jan. 13	<b>Introduction. Course overview</b>	Ch. 1
Mon.	Jan. 18	<b>Introduction. What is Social Psychology?</b>	Ch. 1
Wed.	Jan. 20	<b>Doing social research</b>	Chap. 2 <b><u>Home group assignment: observational study</u></b> <b>Presentation : Feb. 10</b> <b>Report due: Feb, 8</b>
Mon.	Jan. 25	<b>Doing social research</b>	Chap. 2 <b>Topic selection due today!</b>
Wed.	Jan. 27	<b>The social self</b>	Chap. 3 Handout “The Self and culture”
Mon.	Feb. 1	<b>The social self</b>	Chap. 3
Wed.	Feb. 3	<b>Social influence: conformity, obedience, compliance</b>	Chap. 7
Mon.	<b>Feb. 8</b>	<b>FILM - social research in the past</b>	Stanford Prison Experiment (Phil Zimbardo)
Wed.	Feb. 10	<b>Practical class exercise : GROUP PRESENTATIONS</b> of observational study	Class attendance is mandatory
Mon.	Feb. 15	<b>Social influence: conformity, obedience, compliance</b>	Chap. 7
Wed.	Feb. 17	<b>Group processes</b>	Chap. 8
Mon.	Feb. 22	<b>Group processes</b>	Chap. 8 <b>Topic selection for second midterm (PORTFOLIO)!</b>
Wed.	Feb. 24	<b>MIDTERM EXAM</b>	
Mon.	Feb. 29	<b>Attitudes and Attitudinal change</b>	Chap. 6

Wed.	March 2	<b>FILM on group dynamics</b>	“The Wave”
Mon.	March 7	<b>Stereotypes</b>	Chap. 5
Wed.	March 9	<b>Prejudice, Discrimination, and Racism</b>	Chap. 5 Chap. 4 (parts)
Mon.	March 14	<b>Prejudice, Discrimination, and Racism (cont.)</b>	<b>HW 1 class discussion</b>
Wed.	March 16	<b>Aggression</b>	Chap. 11
Mon/ Wed	March 21 & 23	<b>SEMANA SANTA</b>	
Mon.	March 28	<b>Practical exercise:</b> stereotypes & discriminations	Video “Last Chance for Eden”
Wed.	March 30	<b>Aggression</b>	<b>HW 2 class discussion</b>
Mon.	April 4	<b>Altruism and prosocial behavior</b>	Chap. 10
Wed.	April 6	<b>Applied Psychology: health &amp; stress</b>	Chap. 14
Mon.	April 11	<b>Applied Psychology: communal trauma</b>	Handouts
Wed.	April 13	<b>Class presentations</b>	Class attendance is mandatory
Mon.	April 18	<b>Class presentations</b>	Class attendance is mandatory
Wed..	April 20	<b>Class presentations</b>	Class attendance is mandatory
Mon.	April 25	<b>Class presentations</b>	Class attendance is mandatory
Wed.	April 27	<b>General Discussion &amp; review</b>	
May 9 (Mon.)	<b>FINAL EXAM 15:30-18:30</b>		

**Dates to remember:**

Jan. 26 – Last day to drop a class without a grade of W or to add a class. Last day to choose audit (AU) or pass/no pass (P/NP) options

Feb. 17 – Registration for Summer Semester begins

March 11 – Last day to drop a class and receive a grade of W

March 15 – Last day to submit transfer application for Spring Semester

**READINGS:**

## Course Book:

Kassin, S.M., Fein, S., Markus, H.R. *Social Psychology*, eighth edition. Wadsworth, Cengage Learning.

## ADDITIONAL RECOMMENDED READINGS:

Dickerson, P. (2012). *Social Psychology: Traditional and Critical Perspectives*, Pearson Education Limited: Harlow, England.

Aronson, E. (1999). *The social animal* (8<sup>th</sup> edition). Worth Publishers: New York.

Aronson, E., Wilson, T. D., & Akert, R. (2005). *Social Psychology*, Pearson Education: New Jersey.

Baron, R. A., Byrne, D. (1991). *Social psychology: understanding human interaction* (6<sup>th</sup> edition). Allyn and Bacon: Needham Heights.

## Writing and the APA Style

A variety of publication styles are recognized in academic and professional settings. In this class we will follow the APA style according to the American Psychological Association Style Manual, 6th edition, 2009 (APA, 2009). At a minimum, students are expected to follow the rules of good grammar, syntax, punctuation, and spelling, and use APA format in citing references in the text and reference section. Information and guidelines for the use of APA style can be found on the school's library homepage <http://libguides.slu.edu/socialwork> Click on "Writing and APA Format" tab.

## ONLINE SOURCES:

### **1. The SLU-Madrid library databases of electronic journals, newspapers, and reference books:**

Entry procedure:

1. 1. Go to: Main Campus Web site: [www.slu.edu/libraries/pius](http://www.slu.edu/libraries/pius).
2. 2. Select "Electronic Resources"
3. 3. Select and click on the database of your choice from the drop-down database list
4. 4. Login: User name: **SLUSPAIN**  
Password: *It will be posted in library and Computer Labs.*

**2. INFOTRACK College Edition:** full-text articles from hundreds of journals and periodicals; *InfoWrite* with resources for writing papers:

[www.infotrac-college.com](http://www.infotrac-college.com)

*Free access for four months with the passcode in your course book.*

### **3. Psychology online resource central**

Contains web links and online resources for psychology students:

<http://www.psych-central.com/>

**4. Psychwatch** has compiled a comprehensive list of psychological journals from various disciplines which can be accessed online.

<http://www.psychwatch.com/journalpage.htm>

**5. AmoebaWeb:** web site with online tests, links to journals and other resources:

<http://www.vanguard.edu/faculty/ddegelman/amoebaweb/index.aspx>

**6. The APA** (American Psychological Association) online journal:

<http://www.apa.org/monitor/>

7. The **Wadsworth** Psychology Resource Center  
<http://www.thomsonedu.com/psychology/>

8. **Megalists of Psychology-Related Sites on the Web**  
<http://www.psyca.com/>

9. **Enpsychlopedia**  
<http://enpsychlopedia.com/>

10. **Social Psychology Network:** an excellent resource, maintained, provides a wealth of information relevant to social psychology.  
<http://www.socialpsychology.org/>

### **Some Social Psychology Journals:**

**Journal of Personality and Social Psychology**  
<http://www.apa.org/journals/psp/>

**Personality and Social Psychology Bulletin**  
<http://psp.sagepub.com/>

**European Journal of Social Psychology**  
<http://www3.interscience.wiley.com/cgi-bin/jhome/1823/?CRETRY=1&SRETRY=0>

**British Journal of Social Psychology**  
[http://www.bps.org.uk/publications/journals/bjsp/bjsp\\_home.cfm?&redirectCount=0](http://www.bps.org.uk/publications/journals/bjsp/bjsp_home.cfm?&redirectCount=0)

**Journal of Applied Social Psychology**  
<http://www.blackwellpublishing.com/journal.asp?ref=0021-9029>

**Journal of Community & Applied Social Psychology**  
<http://www3.interscience.wiley.com/cgi-bin/jhome/5625>

**Journal of Social Issues**  
<http://www.spssi.org/jsi.html>

**Journal of Experimental Social Psychology**  
<http://www.sciencedirect.com/science/journal/00221031>

Using other online sources be aware that not all of them have sufficient scientific quality. Use psychology journals and other publications listed in the databases.

**IMPORTANT NOTE: In written research project full references and descriptions of the used web pages are required.**

### **CLASSROOM PHILOSOPHY:**

- You are required to attend each class session prepared to participate and think critically during lecture and discussion sessions.

- I trust you will be able to sustain a mutually respectful classroom atmosphere by treating all classmates as equals. Race, ethnic, gender, or other kinds of disrespect are not accepted.
- You are expected to read up on issues covered during class in the course book.
- All required assignments are to be submitted on time. **All the assignments that are handed in late will be marked down by 5% a day.** Excuses such as “I overslept” or “The printer wasn’t working” will not exempt you from late penalties. To justify your absence or delay with an assignment you will have to bring the doctor’s certificate and/or a note from Student life office.
- Tardiness is at best a rude disruption of your classmates who are punctual, and except for legitimate reasons (doctor’s letter certifying illness for example), you are expected to attend all class sessions.

### **Academic accommodation:**

In recognition that people learn in a variety of ways and that learning is influenced by multiple factors (e.g., prior experience, study skills, learning disability), resources to support student success are available on campus. Students who think they might benefit from these resources can find out more about: 1) Course-level support (e.g., faculty member, departmental resources, etc.) by asking your course instructor, and 2), University-level support (e.g., tutoring/writing services, Disability Services) by visiting the Academic Dean's Office (San Ignacio Hall) or by going to [http://spain.slu.edu/academics/learning\\_resources.html](http://spain.slu.edu/academics/learning_resources.html). Students who believe that, due to a disability, they could benefit from academic accommodations are encouraged to contact Disability Services at +34 915 54 58 58, ext. 204, send an e-mail to [counselingcenter-madrid@slu.edu](mailto:counselingcenter-madrid@slu.edu), or to visit the Counseling Office (San Ignacio Hall). Confidentiality will be observed in all inquiries. Course instructors support student accommodation requests when an approved letter from Disability Services has been received and when students discuss these accommodations with the instructor after receipt of the approved letter.

### **Policy on Make-Up Examinations and Incomplete Grades:**

*Examinations cannot be made up unless the student provides acceptable, documented reason for missing the exam. Makeup exam requests have merit to the extent that (1) the circumstance is unavoidable, (2) the reason for missing the exam can be documented, and (3) the instructor is notified well in advance of the exam. Makeup exams will not necessarily be identical to, and may be more difficult than, the exam given in class. Early exams will not be given.*

### **Collection of student work for assessment:**

Saint Louis University - Madrid Campus is committed to excellent and innovative educational practices. In order to maintain quality academic offerings and to conform to relevant accreditation requirements, we regularly assess our teaching, services, and programs for evidence of student learning outcomes achievement. For this purpose we keep on file anonymized representative examples of student work from all courses and programs such as: assignments, papers, exams, portfolios, and results from student surveys, focus groups, and reflective exercises. *Thus, copies of your work for this course, (e.g. any exams, oral presentations, assignments) may be kept on file for institutional research, assessment and accreditation purposes.* If you prefer that Saint Louis University-Madrid Campus does not keep your work on file, you will need to communicate your decision in writing to your professor.

## **POLICY STATEMENT ON ACADEMIC INTEGRITY**

The following is a statement of minimum standards for student academic integrity at Saint Louis University.

The University is a community of learning, whose effectiveness requires an environment of mutual trust and integrity, such as would be expected at a Jesuit, Catholic institution. As members of this community, students, faculty, and staff members share the responsibility to maintain this environment. Academic dishonesty violates it. Although not all forms of academic dishonesty can be listed here, it can be said in general that soliciting,

receiving, or providing any unauthorized assistance in the completion of any work submitted toward academic credit is dishonest. It not only violates the mutual trust necessary between faculty and students but also undermines the validity of the University's evaluation of students and takes unfair advantage of fellow students. Further, it is the responsibility of any student who observes such dishonest conduct to call it to the attention of a faculty member or administrator.

Examples of academic dishonesty would be copying from another student, copying from a book or class notes during a closed-book exam, submitting materials authored by or editorially revised by another person but presented as the student's own work, copying a passage or text directly from a published source without appropriately citing or recognizing that source, taking a test or doing an assignment or other academic work for another student, tampering with another student's work, securing or supplying in advance a copy of an examination without the knowledge or consent of the instructor, and colluding with another student or students to engage in an act of academic dishonesty.

Where there is clear indication of such dishonesty, a faculty member or administrator has the responsibility to apply appropriate sanctions. Investigations of violations will be conducted in accord with standards and procedures of the school or college through which the course or research is offered. Recommendations of sanctions to be imposed will be made to the dean of the school or college in which the student is enrolled. Possible sanctions for a violation of academic integrity include, but are not limited to, disciplinary probation, suspension, and dismissal from the University. The complete SLU Academic Honesty Policy can be found at the following link:

[http://spain.slu.edu/academics/academic\\_advising/docs/Academic\\_integrity.pdf](http://spain.slu.edu/academics/academic_advising/docs/Academic_integrity.pdf)

**TITLE IX SYLLABUS STATEMENT:** Saint Louis University and its faculty are committed to supporting our students and seeking an environment that is free of bias, discrimination, and harassment. If you have encountered any form of sexual misconduct (e.g. sexual assault, sexual harassment, stalking, domestic or dating violence), we encourage you to report this to the University. If you speak with a faculty member about an incident of misconduct, that faculty member must notify SLU's Title IX deputy coordinator, Marta Maruri, whose office is located on the ground floor of Padre Rubio Hall, Avenida del Valle, 28 ([mmaruri@slu.edu](mailto:mmaruri@slu.edu); 915-54-5858 ext. 213) and share the basic fact of your experience with her. The Title IX deputy coordinator will then be available to assist you in understanding all of your options and in connecting you with all possible resources on and off campus.

If you wish to speak with a confidential source, you may contact the counselors at the SLU-Madrid's Counseling Services on the third floor of San Ignacio Hall ([counselingcenter-madrid@slu.edu](mailto:counselingcenter-madrid@slu.edu); 915-54-5858 ext. 230) or Sinews Multipletherapy Institute, the off-campus provider of counseling services for SLU-Madrid ([www.sinews.es](http://www.sinews.es); 91-700-1979) To view SLU-Madrid's sexual misconduct policy and for resources, please visit the following web address:

<http://www.slu.edu/Documents/Madrid/campus-life/SLUMadridSexualMisconductPolicy.pdf>.