



PSYCHOLOGY 320-2: Social Psychology  
Fall 2016  
2:00 p.m. – 3:15 p.m., Tues. & Thurs.  
D230 Science Building

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### Instructor Contact Information:

*Instructor:* Robert J. Nemeth, Ph.D.

*Office:* D237 Science Building

*Office hours:* Tues. and Thurs. 1:00-2:00 p.m., and Wed. 11 a.m.-12:00 p.m., or by appt.

*Phone:* (715) 346-3070 (leave a voicemail with your name and number if I don't answer)

*Email:* rnemeth@uwsp.edu

### Required Textbook

Myers, D. G. (2015). *Exploring social psychology*. (7<sup>th</sup> ed.). Boston, MA: McGraw Hill.

### General Philosophy of Teaching

- Promote life-long learning (**thinking for yourself**).
- Foster an intellectual curiosity about questions of human behavior and the mind
- Help my students develop the following skills that typify an educated adult:
  - organizational skills,
  - critical thinking skills,
  - quantitative skills, and
  - verbal and writing skills.
- Emphasize partnership in learning. I am a facilitator of your learning, so think of me as a valuable resource rather than the “voice of authority.”

### Goals/Objectives

- Social Psychology will introduce you to concepts, theory, and research on how our thinking, behavior, and relationships are affected by the broader socio-cultural context.
- Social Psychology satisfies a UWSP General Education Program Social Science at the Investigation Level (or a UWSP General Degree Requirement (GDR) for Social Sciences (SS1) if you are on the older requirements). As such the goals/objectives of the course were designed with the GDR: SS1/GEP: SS purpose in mind. The following are the learning outcomes for the GEP: SS:
  - Explain or apply major concepts, methods, or theories used in the social sciences to investigate, analyze, or predict human behavior. Explain the major principles, models, and issues under investigation by the social sciences.
  - Examine and explain how social, cultural, or political institutions influence individuals or groups.
- I expect that by the end of the semester you will
  - Demonstrate knowledge and understanding representing appropriate breadth and depth in social psychology (APA Learning Outcome 1.2),
  - Use critical thinking in issues of social psychology effectively (APA Learning Outcome 3.1),
  - Apply social psychological concepts, theories, and research findings as these relate to everyday life (APA Learning Outcome 4.4), and
  - Demonstrate effective interpersonal communication skills (APA Learning Outcome 7.4)

### Class Format

- I will use various methods of teaching during the semester. I describe each below so you know what to expect.
  - **Lecture:** During lectures, I will discuss important ideas, people, research, theories, and issues in social psychology. While my lectures will draw on material in the textbook, *they will not duplicate the textbook*. The degree of overlap may be small or great depending on the topic, and I will present a lot of new material not contained in the textbook. For this reason, *attendance is expected* at lectures, and *many exam questions will come from the lectures alone*. *If you must miss a lecture, you are responsible for the material you have missed*. Thus, *be sure to get lecture notes from several classmates* (don't depend on only one person's note-taking skills!). I have provided space on this syllabus for you to collect contact information from fellow students. In addition, I will be using videos and multimedia presentations to add a dynamic and visual component to my lectures. Videos will not be repeated later if you happen to miss the day they were shown. If possible, I will give you information on where to get the videos from our library or the internet, but at the very least you should ask several classmates to describe or explain the video to you. I will provide you with figures and graphs and an outline of each lecture on *D2L*.
  - **Class Activities and group discussion:** At times during the semester, I will ask students, both alone and in groups, to complete various activities designed to enhance the topic we are learning in class. These activities may include brainstorming sessions, problem-solving sessions, questionnaires, group discussions, games, etc. The results and conclusions from these activities will be used for exam questions (hint, hint ☺).

### Reading Assignments

To gain the most out of our time together, it is essential that you keep up with the course readings. Your online quizzes will test your knowledge of the textbook reading assignments; so in order to do well in the course you will need to keep up with the reading. I have selected a textbook for this course that is organized in smaller chunks of material to make it more easily read. If you are ever confused about what you read in the textbook, please feel free to contact me through any of the various means listed above or feel free to ask questions in class (preferred, as asking questions in class may benefit other students as well).

### Desire 2 Learn (D2L)

Lecture outlines, quizzes, handouts, class announcements, and grades will be posted on *D2L*. Make sure to check *D2L* on a weekly basis for new material. **To find *D2L*, log on to your *My Point* portal, click on the “Academics” tab in the upper left part of the screen, then click the “*Desire 2 Learn*” link. Alternatively, you can point your web browser directly to <http://www.uwsp.edu/d2l/Pages/default.aspx>.**

### Attendance

According to UWSP's attendance policy, students are required to attend classes regularly (<http://www.uwsp.edu/regrec/Pages/Attendance-Policy.aspx>). I will not be recording attendance but I expect you to attend every class unless you have an understandable excuse (e.g., illness, unforeseen emergencies, etc.). **If you miss a class, you are responsible for the material you missed.**

### Guidelines for Courtesy and Respect in the Classroom

I ask that you please respect five requests during our class meetings:

- Please **ask questions** if you are confused by anything I present in lecture—feel free to ask questions about content (e.g., "I'm still confused about the difference between normative social influence and informational social influence; can you give an example of each?") or more technical aspects of the lecture (e.g., "The wording you used to define prosocial behavior is confusing. Could you reword it?"). In all likelihood, if you are confused then others in the class will be confused also.
- Please **ask me to slow down** if I am speaking too fast for you to understand the lecture topic and take good notes.
- Please **minimize disruptions** (e.g., conversations, doing other classwork, mobile devices, or other electronics, etc.) during class—doing so will show respect for your fellow classmates (and me).
- Please **show respect for your fellow students and your instructor** during classroom discussions and activities by attending, listening, and being open to diverse perspectives. Our common ground-rule for general classroom discussions will be that only one person should be speaking at a time.
- I will let you out on time; please **do not get ready to leave** before the class is over (you might miss something important).
- If you wish to use any electronic device to record class lectures and discussions, please speak with me first to get permission. In addition, the use of electronic devices during exams will be prohibited unless approval has been documented by a pertinent office on campus (e.g., Disability Services).

Thank you for your cooperation.

### Grading

- **Exams**

- There will be three exams over the course of the semester.
- Each exam will cover only the material up to the test.
- The format of the exam will be 40 multiple-choice questions.
- The questions will cover the assigned readings and any in-class activities such as lectures, discussions, activities, demonstrations, questionnaires, films/videos, and group work.
- If you know in advance that you will miss an exam date (e.g., for university functions, family functions such as marriages, religious holidays, etc.), you should contact me as soon as possible. You will be allowed to take the exam early at an arranged time. If you miss an exam due to an unexpected absence (e.g., illness), you must contact me within 48-hours of the exam date to schedule a make-up exam. Should you fail to contact me within the 48-hour period of the exam date, you will be assigned a 0 for that exam.
- I strive to write questions that are challenging and academically rigorous but also fair. If you feel that a question is unfair or inaccurate, you may fill out a Request for Review Form that can be downloaded from D2L. You will be asked to indicate what exam and question you wish for me to review, as well as supporting evidence for your argument that a question is unfair or inaccurate. The deadline for a request for review is one week from the date your exam has been returned.

- **Reading Quizzes**

- To help you keep up with the reading, to provide an opportunity for regular feedback, and to prep you for class, I will be giving semi-weekly quizzes on *Desire 2 Learn*.
- These quizzes will consist of 5 multiple-choice questions that will cover the readings for the week. There will be a 5 minute time limit to complete the quizzes; the time limit is designed to prevent “fishing” for answers from the textbook.
- In addition, these quizzes will show you what to expect for the multiple-choice questions on the exams.
- The quizzes will be posted one week before they are due.

- You will have the opportunity to retake the quiz three times within the one week that the quiz is available on *D2L*.
  - Normally, make-ups for reading quizzes will **NOT** be permitted, since you have a full week to complete them. However, I will provide make-up availability to students with exceptional circumstances on a case-by-case basis. If you miss a reading quiz and feel you should be given extra time, please contact me. I will consider these make-up possibilities for up to 1-week after the respective quiz is due.
- **Reflection Assignments**
    - In order to promote critical thinking of social psychological theories and methods and to foster student discussions about social psychology, students will complete three reflection assignments over the course of the semester (one per unit). The reflection assignments will include both out-of-class components and in-class components (including class discussion).
    - A handout explaining the criteria for the reflection assignments will be distributed in class and on *D2L* later in the semester.

<b>Graded Components of Psych 320</b>	<b>Point Values</b>	<b>Percentage of Grade</b>
Quizzes 8 × 5 points	40	10%
Unit Exams 3 × 100 points	300	75%
Reflection Assignments 3 × 20 points	60	15%
<b>TOTAL</b>	<b>400</b>	<b>100%</b>

**Final grades will be given according to the following scale:**

<u>Grade</u>	<u>Points</u>	<u>% Total</u>
A	370 – 400	93%-100%
A-	358 – 369	90%-92%
B+	346 – 357	87%-89%
B	330 – 345	83%-86%
B-	318 – 329	80%-82%
C+	306 – 317	77%-79%
C	290 – 305	73%-76%
C-	278 – 289	70%-72%
D+	266 – 277	67%-69%
D	238 – 265	60%-66%
F	≤ 237	≤ 59%

### Academic Honesty

- I treat academic honesty seriously. In short, academic honesty means that academic work you submit for your classes is yours alone (unless explicitly allowed by your instructor to work together with another and submit your assignment jointly), that you have properly cited sources of information in your work, that you have not misrepresented, in whole or in part, another person's work as your own, and that you respect the academic work of others.
- If I suspect that a violation of academic honesty has occurred, I will pursue disciplinary sanctions up to and including suspension or expulsion from the university as permitted in Chapter UWS 14, "Student Academic Standards and Disciplinary Procedures," of the *Wisconsin Administrative Code, Rules of the Board of Regents of the University of Wisconsin System*.
- Copies of Ch. UWS 14 can be found in electronic form at <http://www.uwsp.edu/stuaffairs/Documents/RightsRespons/SRR-2010/rightsChap14.pdf> and in paper form at The Office of Student Rights and Responsibilities, each residence hall desk, the Reserve Desk of the Learning Resources Center, the University Center Information Center, and the office of each academic dean. I recommend that you get a copy and read about your rights and responsibilities. In addition, Ch. UWS 14 provides specific examples of academic misconduct.
- For additional information about academic misconduct, specifically plagiarism, go to <http://library.uwsp.edu/Guides/VRD/plagiarism.htm>.

### Course Withdrawal

- If you wish to drop the class, you must do so within published deadlines in order to avoid a failing grade or loss of reimbursable tuition. The published deadlines can be found at <http://www.uwsp.edu/regrec/Pages/Cancellations.aspx>.

### For Assistance:

- If you find that you are having academic difficulties in this course, please contact me. I am interested in helping you succeed in this course.
- For personal difficulties or concerns (e.g., stress, depression, etc.), please consider seeking the professional counseling from the UWSP Counseling Center, Third Floor Delzell Hall, 346-3553, <http://www.uwsp.edu/counseling/>.
- If you are in need of additional accommodations due to a diagnosed disability, please contact me and Disability Services within the first two weeks of the semester. Disability Services can be found at 609 Learning Resources Center and can be contacted at 346-3365, <http://www.uwsp.edu/disability/Pages/default.aspx>.

**Emergency Procedures:** The UWSP Office of Risk Management has recommended the following emergency procedures (See UW-Stevens Point Emergency Management Plan at [www.uwsp.edu/rmgt](http://www.uwsp.edu/rmgt) for details on all emergency procedures at UW-Stevens Point.):

- In the event of a medical emergency, call 911 or use red emergency phone located in the hallway. Offer assistance if trained and willing to do so. Guide emergency responders to victim.
- In the event of a tornado warning, we will remain in this windowless interior room. See <http://www.uwsp.edu/rmgt/Pages/em/procedures/other/floor-plans.aspx> for floor plans showing severe weather shelters on campus.

- In the event of a fire alarm, evacuate the building in a calm manner. Meet at the HEC. Notify instructor or emergency command personnel of any missing individuals.

**Abuse and Sexual Assault:** Due to recent legislation, if any disclosure of unreported neglect or abuse of a child, elder, or disabled individual is made to a university instructor, he or she is required to report such information to the appropriate administrative or law enforcement officials. This includes instances of sexual assault of an adult.

**Student Contacts**

- If you ever need to miss class, you should contact a few classmates to find out what you missed. Although I am happy to help you with any material you missed, you are responsible for all missed material and should first seek out fellow students to prepare for the next class period. Please take a few minutes to obtain contact information from fellow students sitting around you.

<u>Name</u>	<u>Contact Info</u>
_____	_____
_____	_____
_____	_____

**PERFORMANCE SUMMARY**

<b>Reading Quizzes</b>	
Quiz 1	/5
Quiz 2	/5
Quiz 3	/5
Quiz 4	/5
Quiz 5	/5
Quiz 6	/5
Quiz 7	/5
Quiz 8	/5
<i>Sub-total</i>	<i>/40</i>

<b>Reflection Assignments</b>	
RA 1	/20
RA 2	/20
RA 3	/20
<i>Sub-total</i>	<i>/60</i>

<b>Exams</b>	
Exam 1	/100
Exam 2	/100
Exam 3	/100
<i>Sub-total</i>	<i>/300</i>

<b>Total Score</b>	<b>/400</b>
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## Class Schedule

I reserve the right to make changes to the class schedule as is necessary. If such a situation occurs, I will make an announcement regarding the changes of the schedule in class and also on *D2L*.

WEEK	DATE	TOPIC	READINGS/QUIZ DATES
1	9/6 – 9/8	<b>Introduction</b> <ul style="list-style-type: none"> <li>Intro to Social Psych</li> <li>History</li> </ul>	
2	9/13 – 9/15	<ul style="list-style-type: none"> <li>Overview of Research Methods</li> </ul>	Modules 1 & 2
<b>Social Thinking</b>			
3	9/20 – 9/22	<b>Self Concept</b> <ul style="list-style-type: none"> <li>Social Self</li> <li>Self-Serving Bias</li> </ul>	Modules 3 & 4 <i>Q1 (Modules 3 &amp; 4) due 9/20</i>
4	9/27 – 9/29	<ul style="list-style-type: none"> <li>Self-Esteem, Locus of Control, Learned Helplessness</li> <li><i>Reflection Assignment 1: The liberal illusion of uniqueness</i></li> </ul>	Module 5  Stern et al. (2014)
5	10/4 – 10/6	<b>Social Beliefs and Judgments</b> <ul style="list-style-type: none"> <li>Attribution Theory and Fundamental Attribution Error</li> <li>Attitudes and Behavior</li> </ul>	Module 6 <i>Q2 (Module 6 &amp; 9) due 10/4</i>  Module 9
6	10/11 – 10/13	<ul style="list-style-type: none"> <li>Social Cognition (Heuristics and Biases)</li> </ul>	Modules 7 & 8
		<b>Unit Exam 1 – 10/13</b> Covers class material weeks 1-6 and modules 1 – 9	
<b>Social Influence</b>			
7	10/18 – 10/20	<b>Conformity &amp; Obedience</b> <ul style="list-style-type: none"> <li>Informational &amp; Normative Conformity and Obedience</li> </ul>	Module 14  Burger (2009)
8	10/25 – 10/27	<b>Persuasion</b> <ul style="list-style-type: none"> <li>Dual-routes of Persuasion</li> <li>Elements of Persuasion</li> </ul>	Module 15 <i>Q3 (Module 15) due 10/25</i>  Module 15 (continued)
		<ul style="list-style-type: none"> <li>Resistance to Persuasion</li> <li><i>Reflection Assignment 2: Jonestown: The Life and Death of Peoples Temple (video)</i></li> </ul>	Module 16 <i>Q4 (Module 16) due 11/1</i>  Osherow (2004)
10	11/8 – 11/10	<b>Group Influence</b> <ul style="list-style-type: none"> <li>Social Facilitation and Social Loafing</li> <li>Deindividuation</li> </ul>	Modules 17 & 18 <i>Q5 (Mods. 17-19) due 11/8</i>  Module 19
		<ul style="list-style-type: none"> <li>Group polarization/Groupthink</li> <li>Reactance and Minority Influence</li> </ul>	Modules 20 & 21
11	11/15 – 11/17	<b>Unit Exam 2 – 11/17</b> <ul style="list-style-type: none"> <li>Covers class material from weeks 7-11 and modules 14 – 21</li> </ul>	

<b>Social Relations</b>			
<b>12</b>	11/22	<b>Aggression</b> <ul style="list-style-type: none"> <li>• Influence of Person and Situation on Aggression</li> </ul>	Modules 24 & 25
<b>13</b>	11/29 – 12/1	<b>Attraction and Intimacy</b> <ul style="list-style-type: none"> <li>• Liking and Love</li> </ul> <b>Prosocial Behavior</b> <ul style="list-style-type: none"> <li>• Egoism vs. Altruism</li> </ul>	Module 26, 27, & 13  Module 30 Q6 (Mods. 26, 27, 13 & 30) Due 12/1
<b>14</b>	12/6 – 12/8	<b>Prejudice and Discrimination</b> <ul style="list-style-type: none"> <li>• Measuring Prejudice, Automatic Prejudice, and Implicit Attitudes</li> <li>• Elements/Causes of Prejudice</li> <li>• <i>Reflection Assignment 3: Implicit Association Test</i></li> </ul>	Modules 22 & 23 Q7 (Mods. 22 & 23) Due 12/6
<b>15</b>	12/13 – 12/15	<b>Group Conflict and Resolution</b> <ul style="list-style-type: none"> <li>• Causes of Group Conflict</li> <li>• Conflict Resolution</li> </ul> <b>Conclusion</b> <ul style="list-style-type: none"> <li>• Social Psychology and Sustainability</li> </ul>	Modules 28 & 29 Q8 (Mods. 28 & 29) Due 12/13  Module 31
<b>16</b>	12/16	<b>Unit Exam 3 – Final Exam – 10:15 p.m. – 12:15 p.m.</b> Covers class material from weeks 12-15 and modules 13, 22 – 31	