

PSY360-01 – Social Psychology, Fall 2020
T/Th, 8:30-9:45, 123 MAN

Professor: Dr. Ellen Shupe
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Virtual Office Hours: M 10-11am
T 10-11am
Th 4-5pm

Textbook:

Kassin, S.M., Fein, S., & Markus, H.R. (2017). *Social Psychology* (10th Ed). Belmont, CA: Wadsworth.

Course Content:

This course provides an introduction to the field of social psychology, the psychological study of the social environment's influence on human behavior and cognitions. During the semester we will discuss a number of psychological theories and areas of research, such as how individuals use social information in understanding themselves, the behavior and decision making of people working in groups, causes and consequences of discrimination, and social explanations for aggressive behavior. In addition to developing an understanding of the foundations of social psychology, you will be encouraged to think critically about and discuss issues directly related to social psychology, such as the application of psychological research to social issues.

We are by nature social animals; thus, many of the topics we discuss will be very familiar. Although this familiarity generally makes the course interesting and relevant, it may also make the material we cover seem deceptively easy. You will likely find the course challenging, so be prepared to spend a significant amount of time outside of class time on course-related work. Because classes will be participatory and because we will discuss a number of topics not covered (or covered in less detail) in the textbook, regular class attendance is highly recommended.

Course Objectives:

By the end of the semester you should have a good understanding of the following:

- Dominant social psychological motives
- Influences of individualism and collectivism on social behavior
- The role of norms and social roles in social behavior
- Cognitive, affective and motivational aspects of the self-concept
- Social influences on the self-concept, self-esteem, and self-presentation
- Cognitive heuristics and biases used in self-perception and social perception
- Types and manifestations of racism and sexism, and their consequences
- Social, cultural, and cognitive influences on the prejudice and discrimination
- Psychological interventions for racism and other forms of discrimination
- The maintenance and change of attitudes; the relation between attitudes & behavior
- Types of social influence and factors leading to them
- Intergroup conflict & modes of conflict resolution
- Factors related to compliance, obedience, and other forms of influence
- Media and other social influences on aggression
- The roles of aggressive cues, cognitions, and learning in aggression
- Theory and research related to moral disengagement and deindividuation
- Research related to social psychological interventions for aggression
- Social facilitation, social loafing, and other performance-related effects of social contexts

- The influence of task type, member characteristics, and context on group performance
- Groupthink, biased information sampling, and other group decision making phenomena

In addition, by the end of the semester you should have further developed the following abilities:

- The ability to think critically, especially as related to interpreting and applying social psychological theory and research to people's experiences in everyday social life
- The ability to work in groups to discuss and critically interpret readings from the formal psychological literature
- The ability to integrate published research and theory on social psychological topics and apply them to "real life" situations

Class Policies & Expectations:

Communicating respect. Consistent with GVSU's commitment to inclusion and equity I work hard to establish and maintain a climate that welcomes and affirms the contributions of all students. Although you obviously don't have to agree with everyone in the class or with me, you are required to treat others with dignity and respect. This includes communicating in a way that acknowledges and validates others. Misunderstanding in interpersonal communication is common – particularly in online contexts and in written communications – due to the perception of anonymity, and a lack of body language, intonation, and gestures that communicate meaning and context. Keep this in mind as you offer comments and examples in the virtual classroom and when you post written comments in a public forum.

Health-related precautions. The evidence is clear that social distancing and [face coverings are a crucial part of keeping coronavirus at bay](#). GVSU requires students and faculty to practice social distancing and to wear face coverings in the classroom. Students who have forgotten their face coverings may get a disposable mask at a campus office. Students who are not able to wear a face covering due to a medical condition should [contact Disability Support Services \(DSR\)](#) to discuss their individual situation.

Please remember to complete a [health self-assessment](#) before attending in-person classes. If you are sick or have had exposed to someone suspected or known to be infected with COVID-19, please contact the GVSU COVID-19 Resource Center at 833-734-0020, as described [here](#), for instructions. Now more than ever it's important to monitor your health, and steer clear of others if you suspect you may have the virus (please err on the side of caution!)

Academic integrity. At GVSU we believe that "academic honesty and integrity are fundamental to a community of scholars" and that academic dishonesty "compromises the integrity of university grades, and scholarship and research" ([GVSU Policy, STU 4.0](#)). Thus, in PSY360 you are expected to do your own work and to not engage in any form of academic dishonesty. This includes 1) taking or receiving help from others during exams or quizzes; 2) attempting to pass off someone else's work as your own; 3) using ideas, sentences, or phrases from a source without proper citation; 4) copying part or all of another student's answers on assignments; 5) completing part or all of an assignment for another student; and 6) submitting part or all of an assignment that has been previously graded or is being submitted concurrently for another course. Cheating and plagiarism are likely to result in a zero on the relevant exam, quiz or assignment, reported to the Chair of the Psychology Department, and documented in your student record. If you are unsure if a specific action in this course constitutes a breach of academic integrity, please discuss it with me. If you want more information about what is considered academic dishonesty at GVSU, see [GVSU's guidelines](#).

The use of electronic devices during in-person classes. Because research suggests the use of electronic devices in the classroom often interferes with learning, I strongly discourage the use of laptops, surface computers, tablets, cell phones, and other devices during class sessions. If you believe using a tablet or other device is important to your learning, please plan to sit in the back row of the classroom or make other arrangements.

Disability support. Your success in PSY360 is important, and I want to ensure that students with a diverse range of abilities are provided with a positive learning environment that provides them with the same

opportunity to learn. If you require formal accommodations, please contact me early in the term so we can work together to make appropriate arrangements. If you encounter difficulties in the course that interfere with your learning, please let me know, and if you think you may benefit from formal accommodations, contact GVSU's Office of Disability Support Resources (gvsu.edu/dsr/) at (616)331-2490 or dsrgvsu@gvsu.edu.

Other university policies. In addition to the policies described above, you'll be expected to comply with other course-related policies at GVSU (<http://www.gvsu.edu/coursepolicies/>).

Evaluation:

Semester grades will be based on your performance on exams, quizzes, and homework assignments, and on your participation in the class.

Quizzes & Exams. You will have four 40-point exams and three 5-point quizzes. The exams will cover material discussed in class and in the readings, and the quizzes will cover three course-related articles from psychological journals.

Assignments. There will also be a number of 5-10 point homework assignments requiring you to apply social psychological theory and/or research to one or more "real-life" contexts. Instructions for the assignments will be discussed in class and posted on Blackboard.

Participation. Over the course of the semester you will earn up to 15 points for class participation. Each week you will be able to earn a participation point for doing one the following: 1) attending an in-person class, 2) virtually attending a synchronous class with your video on, or 3) having a 5-10 minute virtual "check in" meeting with Prof. Shupe.

Semester grades will be determined using the grading scale below.

<u>Grade</u>	<u>Percentages</u>
A	92.5-100%
A-	90-92%
B+	87.5-89.5%
B	82.5-87%
B-	80-82%
C+	77.5-79.5%
C	72.5-77%
C-	70-72%
D+	67.5-69.5%
D	60-67%
F	0-59.5%

Tentative Class Schedule

Week 1			
9/1	Class format:	In-person class	
	Topics:	Intro. to social psychology; Motives	
9/3	Class format:	In-person class	
	Topic:	Norms, roles, & culture	
Week 2			
9/8	Format:	In-person class	
	Topic:	The social self	
	Preparation:	Begin reading Ch. 3	
9/10	Format:	Online, Asynchronous (independent)	
	Topic:	The social self	
	Work:	Finish reading Ch. 3	
		Watch Powerpoint presentation; do review questions	
Week 3			
9/15	Format:	In-person class	
	Topic:	The social self; Social cognition	
	Preparation:	Read pp. 123-134	
9/17	Format:	Online, Synchronous class (with quiz at 8:30)	Quiz: Rich & Zaragoza (2016)
	Topic:	Social cognition	
	Preparation:	Read R & Z (2016) & study for quiz	
Week 4			
9/22	Format:	In-person class	
		Stereotypes	
		Read pp. 190-193	
9/24	Format:	In-person class	Exam (40 points)
Week 5			
9/29	Format:	Online, Synchronous class	
	Topic:	Prejudice & discrimination	
	Preparation:	Read Ch 5, pp. 176-196	
10/1	Format:	In-person class	
	Topic:	Prejudice & discrimination	
	Work:	Read Ch 5, pp. 176-196	
Week 6			
10/6	Format:	In-person class	
	Topic:	Racism	
	Preparation:	Read Ch 5, pp. 158-165	
10/8	Format:	Online, Synchronous class, with quiz at 8:30	Quiz: Calogero & Tylka (2014)
	Topic:	Sexism	
	Preparation:	Read Ch 5, pp. 165-170	
		Read C & T (2014), and study for quiz	

Week 7		
10/13	Format: In-person class Topic: Interventions Preparation: Read Ch 5, pp. 196-206	
10/15	Format: Online, Asynchronous (independent) Topic: Attitudes and attitude change Work: Read Ch. 6 Watch narrated Powerpoint video	
Week 8		
10/20	Format: In-person class Topic: Attitudes and attitude change Preparation: Finish reading Ch. 6	
10/22	Format: In-person class	Exam (40 points)
Week 9		
10/27	Format: No class – mental health day	
10/29	Format: Online, Asynchronous (independent) Topic: Social influence Work: Read Ch. 7, pp. 264-278 Watch narrated Powerpoint video	
Week 10		
11/3	Format: In-person class Topic: Social influence Preparation: Read Ch. 7, pp. 278-291	
11/5	Format: Online, Synchronous class (with quiz at 8:30) Topic: Obedience & Moral disengagement Preparation: Read Ch. 7, pp. 291-301; Read Welsch et al. (2015) & study for quiz	Quiz: Welsch et al. (2015)
Week 11		
11/10	Format: In-person class Topic: Aggression Preparation: Read Ch. 11, pp. 454-470 & pp. 477-486	
11/12	Format: Online, Asynchronous (independent) Topic: Aggression Work: Read Ch 11, pp. 470-477 Watch narrated Powerpoint video	
Week 12		
11/17	Format: Online, Synchronous class Topic: Aggression Preparation: Read Ch 11, pp. 486-494 (on media & pornography) and study for quiz	
11/19	Format: In-person class	Exam (40 points)

Week 13		
11/24	Format: In-person class Topic: Conflict & conflict resolution Preparation: Read posted reading by Myers & Twenge (2019)	
11/26	Thanksgiving	
Week 14		
12/1	Format: Online, Synchronous class Topic: Conflict & conflict resolution Preparation: Finish reading Myers & Twenge (2019)	
12/3	Format: Online, Asynchronous (independent) Topic: Group processes Work: Read Ch 8, pp. 310-319 Watch narrated Powerpoint video	
Week 15		
12/8	Format: Online, Synchronous class Topic: Group processes Preparation: Read Ch. 8, pp. 320-335	
12/10	Format: Online, Synchronous Topic: Group processes Preparation: Read Ch. 8, 335-347	
Finals Week		
12/7	Format: Online, Synchronous exam at 8am	Exam 4 (40 points)

Non-textbook Readings for Quizzes:

Calogero, R.M., & Tylka, T.L. (2014). Sanctioning resistance to sexual objectification: An integrative system justification perspective. *Journal of Social Issues, 70*, 763-778. doi: 10.1111/josi.12090

Rich, P.R., & Zaragoza, M.S. (2016). The continued influence of implied and explicitly stated misinformation in news reports. *Journal of Experimental Psychology: Learning, Memory, and Cognition, 42*, 62-74.

Welsch, D.T., Ordonez, L.D., Snyder, D.G., & Christian, M. (2015). The slippery slope: How small ethical transgressions pave the way for larger future transgressions. *Journal of Applied Psychology, 100*, 114-127.