

## PSY360 – Social Psychology (Online), Winter 2021

Section 02 (T/Th 4-5:15pm)  
Section 03 (T/Th 2:30-3:45pm)

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### Instructor

Dr. Ellen Shupe  
Pronouns: she/her/hers  
(616) 331-2905  
[shupee@gvsu.edu](mailto:shupee@gvsu.edu)

### Office hours & appointments (via Bb Collaborate Ultra)

Weekly: T, 1:30-2:30  
Th, 9-10am  
Others: See [Google schedule](#)

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### Welcome & Course Overview

PSY360 (Social Psychology) provides an introduction to the field of Social Psychology, the scientific study of how others influence our behavior, thoughts, and emotions. Welcome to the course!

During the semester we'll 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, so many of the topics we discuss will be very familiar. Although this familiarity generally makes the course more interesting and relevant, it may also make the material we cover seem deceptively easy. You should be prepared to spend a considerable amount of time (8-10 hours) outside of class on course-related work.

### Format/structure

The course is designed to balance flexibility with structure and to maximize consistency and communication. The general schedule we will be following is below:

Classes (synchronous): Tuesdays, at 2:30 and 4pm  
Tests (synchronous): Thursdays, during class time  
Assignments due: Thursdays, at 11:59pm

### Readings

- Kassin, S.M., Fein, S., & Markus, H.R. (2017). *Social Psychology* (10th Ed). Belmont, CA: Wadsworth.
- A set of articles from academic journals, available through GVSU library's electronic reserves (see schedule below for more information)

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### Contacting Prof. Shupe

Please feel free to contact me if you have any questions, clarifications, or concerns. The best ways to contact me are via email ([shupee@gvsu.edu](mailto:shupee@gvsu.edu)) or phone, by meeting with me virtually, and by posting a message on our Blackboard discussion board. I typically check my email daily and respond to messages within 24 hours. If for some reason you do not receive a response from me within 48 hours, feel free to email a follow-up message. Please use the discussion board to post general questions, so others in the class will be able to see the questions and answers, and contact me by phone or email if you have questions that are more specific to you. If you would like to speak to me about something urgent, you may call my office (616-331-2905). The call will be forwarded to my cell phone as a GVSU call (so I won't see your phone number).

I always encourage students to meet with me outside of class because it helps them get to know me and provides a good way to ask questions or get clarifications. Although checking in with your professors is always a good idea, it's particularly important in online classes, which are more likely to lead to disengagement and feelings of exclusion. So please plan to meet with me (I look forward to getting to know you!) I'll have virtual office hours several times each week, and I'll be available to meet most other days by appointment. Each week I'll post a two week schedule of my office hours and appointment times using Google Sheets, the link to which will be available through an easily identifiable tab on our class Blackboard site. Office hours and appointments will take place through Blackboard Collaborate Ultra or by phone.

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## 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
- 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
- Psychological processes involved in persuasion; 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
- The roles of media, other social influences, aggressive cues, cognitions, and learning on aggression
- Theory and research related to moral disengagement and deindividuation
- Research related to social psychological interventions for aggression
- The influence of task type, member characteristics, and context on group performance
- Groupthink, biased information sampling, and other group decision making problems
- The effects of social factors on collective behavior

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

- To think critically, especially as related to interpreting and applying theory and research
  - To work in groups to critically discuss readings from the formal psychological literature
  - To make links between theoretical assumptions and social behavior
  - To identify possible explanations for social behavior based on established theory and research
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## Class Format & Technology Requirements

This course is fully online, with both synchronous and asynchronous components.

Most Tuesdays we will meet for synchronous classes using Blackboard Collaborate Ultra or Zoom. These classes will provide a relatively structured time for questions and discussions, lectures, group discussions and activities, and review. I'm hoping to make these virtual classes as similar to in-person classes as possible, in part because the course works best when everyone participates and there is a lot of discussion. So, unless you're ill or have an emergency, you're expected to attend all classes. And make sure you have your camera on and are ready to participate (I promise it won't be painful)!

We generally won't meet for class on Thursdays. Instead, you'll cover those topics independently (i.e., asynchronously) using narrated Powerpoint lectures, videos, and readings (textbook and academic journal

articles). Although we won't be meeting together for class, most of your tests will take place on Thursdays during our class time. This means that you must be **available to take the tests during class time on Thursdays**.

The course will be conducted through the Blackboard online course management system, with course materials and/or relevant links accessible through the Blackboard site. Zoom and Bb Collaborate Ultra will be used for synchronous classes, and Bb Collaborate Ultra will be used for group meetings and office hours. Google Sheets will be used for scheduling individual and group appointments with Prof. Shupe. Links to Blackboard Collaborate Ultra, Zoom, and Google Sheets will all be available through our class Blackboard site, identified with clearly labeled tabs.

To fully participate in the course, you will need to own or have dependable access to the following:

- High speed internet
- Computer with a sound card and speakers; operating system that meets current Blackboard requirements (Windows 8.1 or above; OS 10.14 or above)
- Computer microphone (built in or external (most laptops have these))
- Computer camera – built in or external (most laptops have these)

For more information about technology needs and support, see [GVSU's technology support site](#).

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## Class Policies & Expectations

### Professionalism & respect

In order to learn at their potential, students need to feel as if they are heard and respected in and outside of the classroom. Thus, maintaining a climate that is inclusive and respectful is not only socially responsible and ethical, it is key to a successful learning experience. We live in a time of incredible divisiveness, stress, and loss, when personal attacks and the public expression of strong emotions have become more and more commonplace. It is particularly important, therefore, that we use considerate language and behavior toward one another, and that we make a conscious effort to affirm the contributions of all. We have different beliefs, values, and opinions, but we are all members of the same GVSU community.

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.

### 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](#).

## 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/](http://gvsu.edu/dsr/)) at (616)331-2490 or [dsrgvsu@gvsu.edu](mailto:dsrgvsu@gvsu.edu).

## A public health reminder

The evidence is clear that social distancing and [face coverings are a crucial part of keeping coronavirus at bay](#). We are all tired of this pandemic, and most of us don't like to wear masks or be physically separated from friends and family. But the reality is that the COVID-19 virus is highly contagious and can be deadly. Wear a mask and keep at least six feet from others, especially if they aren't wearing masks. And if you are eligible to receive a vaccination, please consider doing so. There is strong consensus in the medical and scientific community about the [efficacy and safety of the vaccines](#) made available by the state and federal governments. 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!)

## 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/>).

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## Course Requirements and Evaluation

Semester grades will be based on tests, quizzes, homework assignments, and participation.

### Homework assignments (20 points)

Your grade will be based in part on **several 5 to 10-point assignments** requiring you to examine a specific topic in social psychology and/or apply social psychological theory and/or research to "real life." Instructions for the assignments will be discussed in class and posted on Blackboard.

### Participation (20 points)

You will be asked to meet virtually with Prof. Shupe and a small group of other students four times during the semester. These **four informal meetings** will provide the opportunity for you to check in, ask questions about the material or assignments, and discuss any concerns you may have. Each of these group check-in meetings will be worth 4 points. If you miss one of your group's scheduled meetings, you can earn the participation points by meeting one-on-one with Prof. Shupe within a week of the missed meeting. During the first week of class you will also be asked to create and post a **Google slide** introducing yourself; the slide will count 4 points toward your participation grade.

### Quizzes & tests (165 points)

You will have **6 tests worth 15 to 25 points** (135 points total) and **3 quizzes worth 5 points** (15 points total), all taken online during normal class times. You will also have a non-cumulative **15-point final test** during finals week. The tests will cover material discussed in class and covered in the videos and readings, and the quizzes will cover content of articles from academic journals that are directly related to topics we discuss in class. Tests will consist of a mix of multiple choice and free response (short answer/essay) questions, while quizzes will consist of free response questions only.

Quizzes and tests will be "open book," so you may use your notes, readings, and other course materials as references. However, you will not be allowed to give or receive help from others during tests or quizzes, or copy content from any source to use in your responses. Also, keep in mind that

you'll have limited time to complete the quizzes and tests. While you'll have time to quickly locate and check something you're unsure about, you won't have time to search for and learn new concepts. If you want to do well in the course, you'll need to study and learn the material before you take the quizzes and tests.

### **Flexibility**

One thing we've all learned from life during a pandemic is that we must be flexible and expect some unpredictability and bumps along the way. It's possible that the number and format of assignments, quizzes, and tests will be modified in response to factors related to the pandemic, social events in our nation or larger community, newly published research, and/or technological problems or other issues related to the class. I will only make a change to the schedule or requirements if there is a good reason to do so, and I will provide plenty of time for you to adjust your schedule to accommodate the change. It's unlikely the changes would increase or decrease the overall number of possible points by more than 10%.

### **Determination of grades**

Semester grades will be determined using the grading scale below.

<b>Grade</b>	<b>Percentage</b>
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 & Requirements

### Week 1 (1/18 - 1/22): Introduction to course; Motives; Research methods

#### Scheduled events

T (1/19) Synchronous class (Introduction to Social Psychology)

#### Requirements/work

- Create & post your Powerpoint introduction slide (due Friday, 1/22)
- Read Ch. 2
- Watch the narrated Powerpoint video on research methods (Ch. 2)

### Week 2 (1/25 - 1/29): Theories; Norms, related theories, & the social psychology of 2020-21

#### Scheduled events

T (1/26) Synchronous class (Norms)

#### Requirements/work

- Watch the narrated Powerpoint video on culture
- Read Ch. 3 (for next week's class)

### Week 3 (2/1 – 2/5): The social psychology of the self (Ch. 3)

#### Scheduled events

T (2/2) Synchronous class (Self-concept)

Th (2/4) 15 pt test (begin within the first 30 min. of your scheduled class time)  
*Topics covered on test: Research Methods (Ch. 2), Culture, and Norms*

#### Requirements/work

- Study for Thursday's test
- Watch the narrated Powerpoint presentation video on The Self (self-esteem)
- Read pp. 123-134 in the textbook, on social cognition (for next week's class)
- Read Rich & Zaragoza (2016) article; study for next Tuesday's quiz

### Week 4 (2/8 – 2/12): Social cognition; stereotypes

#### Scheduled events

T (2/9) Synchronous class, including a 5 pt quiz over Rich & Zaragoza article (at beginning of class)

Th (2/11) 20 pt test (begin within the first 30 min. of your scheduled class time)  
*Topics covered on test: The Self (Ch. 3), and Social Cognition*

#### Requirements/work

- Study for Thursday's test
- Watch the narrated Powerpoint presentation on stereotypes
- Read first part of Ch. 5 on explanations for P & D and the nature of P & D (for next week's class)

### Week 5 (2/15 – 2/19): Prejudice & discrimination (Ch. 5)

#### Scheduled events (none)

#### Requirements/work

- Watch the narrated Powerpoint presentation on cognitive and social/structural theories of P & D
- Watch the narrated Powerpoint presentation on the nature of P&D
- Watch TedTalk video by Verna Myers, and answer questions (but don't turn them in)
- Read second part of Ch. 5, on racism & sexism (for next week's class)

### **Week 6 (2/22 – 2/26): Prejudice & discrimination (cont.)**

#### Scheduled events

- T (2/23) Synchronous class (racism & sexism)  
Th (2/25) 25 pt test (begin within the first 30 min. of your scheduled class time)  
*Topics covered on test: Stereotypes and Prejudice & discrimination (Ch. 5)*

#### Requirements/work

- Study for Thursday's test
- Watch the narrated Powerpoint presentation on P & D interventions
- Read first half of Ch. 5 (for next week's class)
- Read Calogero & Tylka (2014) article; study for next Tuesday's quiz

### **Week 7 (3/1 – 3/5): Interventions for P & D; Attitudes & persuasion (Ch. 6)**

#### Scheduled events

- T (3/2) Synchronous class, including 5 pt quiz over Calogero & Tylka article (at beginning of class)

#### Requirements/work

- Read Ch. 6 on attitudes & persuasion
- Watch narrated Powerpoint presentation on attitudes & persuasion

### **Week 8 (3/8 – 3/12): Attitudes & persuasion (Ch. 6), cont.; Social influence (Ch. 7)**

#### Scheduled events

- T (3/9) Synchronous class (Attitudes & Persuasion, Ch. 6)  
Th (3/11) 25 pt test (begin within the first 30 min. of your scheduled class time)  
*Topics covered on test: Interventions for P & D and Attitudes & persuasion (Ch.6)*

#### Requirements/work

- Study for Thursday's test
- Read first half of Ch. 7 (everything except sections on obedience and deviance)
- Watch narrated Powerpoint presentation on social influence

### **Week 9 (3/15 – 3/19): Social influence (Ch. 7), cont.**

Scheduled events (none)

#### Requirements/work

- Read sections in Ch. 7 on obedience and deviance
- Watch Milgram obedience video, and answer questions (but don't turn them in)
- Read the Welsch et al. (2015) article, and study for Tuesday's quiz
- Read the first half of Ch. 11 on aggression (for next week's class)

### **Week 10 (3/22 – 3/26): Moral disengagement & deindividuation; Aggression (Ch. 11)**

#### Scheduled events

- T (3/23) Synchronous class, including 5 pt quiz over Welsch et al. article (at beginning of class)  
Th (3/25) 15 pt test (begin within the first 30 min. of your scheduled class time)  
*Topics covered on test: Social influence (Ch. 7)*

#### Requirements/work

- Study for Thursday's mini-test
- Read the rest of Ch. 11 on aggression (for next week)
- Watch narrated Powerpoint presentation on causes of aggression
- Watch Zimbardo's Tedtalk on "the psychology of evil," and answer questions (but don't turn them in)

### Week 11 (3/29 – 4/2): Aggression (Ch. 11), cont.

Scheduled events (none)

Requirements/work

- Watch the narrated Powerpoint presentation on role of situational factors & frustration on aggression
- Watch the narrated Powerpoint presentation on the learning of aggression; watch Bandura video clip

### Week 12 (4/5 – 4/9): Interventions for aggression

Scheduled events

- T (4/6) Synchronous class  
Th (4/8) 20 pt test (begin within the first 30 min. of your scheduled class time)  
*Topics covered on test: Moral disengagement & deindividuation; Aggression (Ch. 11)*

Requirements/work

- Study for Thursday's mini-test
- Read the Myers & Twenge (2019) chapter on conflict (for next week class)

### Week 13 (4/12 – 4/16): Conflict

Scheduled events (none)

Requirements/work

- Watch the narrated Powerpoint presentation on the causes of conflict
- Watch the narrated Powerpoint presentation on conflict escalation and conflict resolution
- Read Ch. 8 on groups (for next week's class)

### Week 14 (4/19 – 4/23): Groups & Collective behavior (Ch. 8)

Scheduled events

- T (4/20) Synchronous class  
Th (4/22) **15 pt test** (begin within the first 30 min. of your scheduled class time)  
*Topic covered on test: Conflict*

Requirements/work

- Study for Thursday's test
- Watch the narrated Powerpoint presentation on groups

### Finals Week

**Final test (worth 15 pts)**

- 4-5pm, T (4/27) Section 02 (class that normally meets at 4pm)  
2-3pm, Th (4/29) Section 03 (class that normally meets at 2:30)  
*Topic covered: Groups & collective behavior (Ch. 8)*

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### 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. *J. of Applied Psychology, 100*, 114-27.