

## PSY360-02, Social Psychology (Online) Spring 2021

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### Instructor

Dr. Ellen Shupe  
Pronouns: she/her/hers  
(616) 331-2905  
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### Office Hours & Appointments

Weekly office hours: T/Th, 10-11am  
Other office hours/schedule: [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 six week term 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. Our general schedule will be as follows:

Classes/meetings (via Zoom)	M/W, 9:30-11:00
Tests (synchronous)	M, 8:30-9:15
Homework assignments due	W, 9:30am
Group meetings	W, 11-11:45

### Readings

**Textbook** (made available through GVSU Course Save): Kassin, S.M., Fein, S., & Markus, H.R. (2017). *Social Psychology* (11th Ed). Belmont, CA: Wadsworth.

**Articles:** You will also be required to read three articles from academic journals (see list below). These articles will be made available through Blackboard and/or GVSU library's electronic reserves

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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. If you would like to speak to me about something urgent, please 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. So please plan to meet with me (I look forward to getting to know you!) I will have virtual office hours several times each week and be available to meet most other days by appointment. Each week I'll post an updated schedule of my office hours and appointment times using Google Docs, 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 term 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. We will generally meet for **synchronous classes** every Monday and Wednesday, using 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!) In addition to the synchronous classes, you will have **synchronous tests**, which you will take Monday morning before class. The tests will be available on Blackboard, but you will need to log in to Zoom before beginning. Finally, you will also be required to cover a significant amount of material independently (i.e., asynchronously) using narrated Powerpoint lectures, videos, and readings.

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** will be used for synchronous classes, and **Bb Collaborate Ultra** will be used for group meetings and office hours. Links to Blackboard Collaborate Ultra, Zoom, and Google Docs 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**

I firmly believe that maintaining a climate that is inclusive, safe, 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 test 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).

## 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, homework assignments, and participation.

### Homework assignments (approx. 40 points)

You will have six homework assignments requiring you to examine a specific topic in social psychology and/or apply social psychological theory and/or research to "real life." The assignments will be worth 5 to 10 points each, and they will typically be due on Wednesday mornings before class. Instructions for the assignments will be discussed in class and posted on Blackboard.

### Participation (28 points)

You will earn "participation" points three ways: through **class attendance**, virtual meetings with Prof. Shupe, and an introduction slide. First, you will earn 1 point for each of the 12 classes you attend, up to 10 points. Second, you will be asked to meet virtually with Prof. Shupe six times throughout the term, including 4 small group meetings and 2 individual meetings. These **six 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 meeting will be worth **2.5 points**; if you miss one of your scheduled meetings, you'll be able to 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 **3 points** toward your participation grade.

### Tests (120 points)

You will have **6 online tests, each worth 20 points**. The first five tests will be taken during Monday classes, and the sixth test will be taken during the final exam period. The tests will assess your understanding of material discussed in class and covered in the videos and readings, and they will consist of a mix of multiple choice and free response (short answer/essay) questions.

The tests will be "open book," so you may use your notes, readings, and other course materials to help you answer the questions. However, you will not be allowed to give or receive help from others during tests, or to copy content from any online source to use in your responses. Also, keep in mind that you'll have limited time to complete the 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. Thus, it will be important 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 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 make a change to the schedule or requirements only 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**

Spring term 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 (5/10 – 5/14)

#### Topics covered this week:

- Introduction to Social Psychology
- Motives, roles, norms
- Culture
- Social psychology of the self (Ch. 3)

#### Homework assignments & meetings:

- Create & post your Powerpoint introduction slide (due Mon)
- Culture questions (due Wed)
- Group meetings (Wed)

### Week 2 (5/17 – 5/21)

#### Test (Monday):

- Motives, roles, norms
- Culture
- Social psychology of the self (Ch. 3)

#### Topics covered this week:

- Social cognition
- Stereotypes

#### Homework assignments & meetings:

- Questions over Rich & Zaragoza article (due Wed)
- Group meetings (Wed)

### Week 3 (5/24 – 5/28)

#### Test (Monday):

- Social cognition
- Stereotypes

#### Topics covered this week:

- Prejudice & discrimination (Ch.5)

#### Homework assignments & meetings:

- Questions over Calogero & Tylka article (due Wed)
- Group meetings (Wed)

### Week 4 (5/31 – 6/4)

#### Test (Monday):

- Prejudice & discrimination (Ch.5)

#### Topics covered this week:

- Attitudes & persuasion (Ch.6)
- Social influence (Ch. 7)

#### Homework assignments & meetings:

- TBD
- Individual meetings

### Week 5 (6/7 – 6/11)

#### Test (Monday):

- Attitudes & persuasion (Ch.6)
- Social influence (Ch. 7)

#### Topics covered this week:

- Moral disengagement, obedience, & deindividuation
- Aggression (Ch.11)

#### Homework assignments & meetings:

- Questions over Welsch et al. article (due Wed.)
- Group meetings (Wed)

### Week 6 (6/14 – 6/19)

#### Test (Monday):

- Moral disengagement, obedience, & deindividuation
- Aggression (Ch.11)

#### Topics covered this week:

- Conflict & conflict resolution (Myers & Twenge, 2019 chapter)
- Aggression (Ch.11)

#### Homework assignments & meetings:

- Conflict analysis
- Individual meetings

### Finals Week

#### Test (Monday, 6/21):

- Conflict & conflict resolution (Myers & Twenge, 2019 chapter)
- Aggression (Ch.11)

### Non-textbook Readings for Homework Assignments:

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.