

PSY 240: SOCIAL PSYCHOLOGY

Spring 2015 * MWF 8:00am-8:50am * Hopkins Center 310

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The American people are sheep. They're comfortable, rich, working. It's like the Romans, they're happy with bread and their spectator sports. The Super Bowl means more to them than any right. **Jack Kevorkian**

The race of man, while sheep in credulity, are wolves for conformity. **Carl Van Doren**

Please note that all facets of the syllabus are subject to change at my discretion.

Course Overview

The course will introduce you to the study of how people's thoughts, feelings and behaviors are influenced by actual, imagined or implied others. A fundamental theme of social psychology is to discover how a social situation may lead very different people to act very similarly. For example, we all usually drive our cars out of the way when we hear an ambulance approaching. Another goal of social psychological research is to discover how different people may perceive things similarly because they share similar expectations of the situation. For example, we all expect people to face the front of an elevator and would probably perceive someone who faced the back as weird. We will broadly review topics such as conformity, attraction and persuasion throughout the term where these themes will run throughout the course.

Course Requirements

I will make every reasonable attempt to grade blind. In order to maintain blind grading on assignments submitted through turnitin.com, you must create a new or edit an existing turnitin.com account. For your first name, enter your four-digit personal class ID number. For your last name, enter your four-digit personal class ID number. Submit all of your assignments for this class using this account that keeps your identity masked from me.

Exams. Four equally weighted exams consisting of short answer questions. Each exam is worth 20% of your course grade. These exams generally will not be cumulative. These will be 50-minute exams. All grading will be done blind so only put your personal class ID number on your exams. **Review sheets for exams (and other course documents) will be posted on Moodle.**

Group Observation, Presentation & Report: Your task is to replicate a classic social psychological study. You and your group members will read the original journal article and conduct a study that is conceptually similar to the original study. You will need to submit a proposal to the Institutional Review Board before you begin collecting data. You will find the results, and then as a group will present to the class what social psychological phenomenon you were observing, how you observed it, what behaviors people displayed and were the classic findings replicated. As group you will submit a written report detailing what you did, how many people you observed, and what social psychological phenomenon they revealed. (This report is similar to a lab report.) You should include outside and/or original sources in this report. This report should be 2-4 pages not including any tables or figures. You are limited to one direct quote per page. You need to present summary descriptive statistics (e.g., group means) in both the report and the presentation. These presentations will be throughout the course on Fridays (Wednesdays on exam weeks) and on Wednesday, May 13 if necessary. You are required to do one five-minute presentation; Powerpoint, Keynote, Prezi or some other presentation software is required. This presentation and report will be worth 20% of your course grade. The report

and slideshow must be submitted in class on hardcopy and the report also submitted electronically on turnitin.com. **The course ID number for turnitin.com is 9460459. The password is class.** All grading will be done blind so only put each group member's personal class ID number on the report.

Required Readings

Franzoi, S. (2012). *Social Psychology*. 6th Edition. Redding, CA: BVT Publishing. You may purchase it at the AC Bookstore. The e-book is available from the publisher (ISBN: 978-1-61882-648-0).

Miscellaneous

- 1) **I offer extra credit for participation in studies through the Psychology Department Participant Pool.** I generally do not accept more than 120 minutes of participation, so plan accordingly. In order to receive credit you must a) participate in studies approved by the Austin College IRB and b) turn in a sheet signed by the experimenter documenting your participation and with your brief explanation of the study. You may earn no more than two points of extra credit on your final course grade (one point for every 60 minutes). These research opportunities are current studies being conducted by your peers and/or the psychology faculty, and are opportunities to contribute to the knowledge of the field as well as your classmates' education. Participation is a serious commitment that requires honest and thoughtful responses. If you give false, misleading, or thoughtless (i.e., choosing "4" on every item on the scale) data, it not only compromises the work of your peers and faculty but can potentially cripple research that took months or years to set up. The researchers can see how much time it took you to complete the study (even the online surveys) and have to throw out data that is clearly carelessly entered. If you do not have enough time to complete the research appropriately (as described in the informed consent statement), do it at another time. More information may be found at the Research Opportunities link on the Psychology Department webpage: <http://artemis.austincollege.edu/acad/psych/>. Incomplete grades are only appropriate when an unforeseen circumstance (e.g., an extended illness or severe accident) affects your ability to complete the assignments for this class in a timely manner. The incomplete allows you to complete the missed work at a later time; it does not allow you to retake a test solely for the reason of improving your grade.
- 2) **If you miss class**, you are responsible for making up the work. Please do not ask me for lecture notes. However, you may ask your classmates. If you have questions about a classmate's notes (or in general), please ask me for clarifications. Students who have more than three unexcused absences may be reported to the Student Services Office and/or their mentors. Students who have more than four unexcused absences may be dropped from the class. If you will be out of town on an exam day for an official absence, it is necessary for you to take the exam before you leave. Such absences generally do not count as unexcused absences; however, if you have already expended your allotment of unexcused absences or you are doing poorly in the class, I will determine if official absences count as unexcused absences on a case-by-case basis.
- 3) **Make-up exams without a late penalty** after the scheduled exam date and time will generally only be offered in the case of a documented emergency, illness or death in the family. When you are ill, I need an official note from a medical professional (e.g., an email from the campus nurse). In the case of ongoing issues, you or your family should notify Karen Spore in Student Affairs at 903.813.2228. Make-up exams will consist of short answer questions. Notification of your absence on the exam day should be given preferably prior to but no later than the day of the exam, and prior to the start time of the exam to avoid a late penalty.
- 4) **Regarding reviewing your exams**, I do not give exams back to students. If you would like to review an exam you have taken (and I strongly encourage you to do so), please come to my office hours. I will keep your course materials through the end of the following semester. After that point, I will throw them out.
- 5) **If you have a documented disability** for which you would like accommodations, please inform me by the second week of class. It is your responsibility to remind me of your accommodations at least a week before I distribute each assignment or exam. To arrange for accommodations, you will need to register as soon as possible at the Academic Skills Center with Laura Márquez-Ramsey, the Director of the Academic Skills Center, (903) 813-2454, Suite 211 of the Wright Campus Center. For information on this process, go to <http://www.austincollege.edu/campus-life/academic-skills-center/>.
- 6) **Turn your cell phones silent or off during class.** Please clear it with me if you feel that you have an emergency situation that requires that you put your cell phone on vibrate mode while you are in class. You can enter your class schedule into a cell phone app (e.g., Studious [for Android phones]), and it will silence your phone when you are in class.
- 7) **Please be courteous in class to fellow students and to me.** This includes not holding conversations during class, not reading for other classes or for pleasure during class, not studying for other classes during class, not doing games or puzzles in class, not text messaging or emailing during class, not surfing the net during class, not flirting in class, etc. Please make an effort not to fall asleep in class. Be respectful not to leave during class

unless absolutely necessary. If you know you will need to leave during class, then sit near the door. Students who routinely text, surf the net or are otherwise distracted during class will be dropped from the class.

8) **The GRADING SCALE** is as follows: A+ = 97-100; A = 94-96; A- = 90-93; B+ = 87-89; B = 84-86; B- = 80-83; C+ = 77-79; C = 74-76; C- = 70-73; D+ = 67-69; D = 64-66; D- = 60-63; F = 59 or below. All grading will be done "blind," so only put your class ID number on your assignments. I will downgrade all late work a third of a letter grade for each day late. If you want to contest a grade, please do it during the course. I will keep course materials only until the last day of the subsequent semester.

9) **You are responsible for keeping track of your grades in the course.** Do not assume that you are passing the course or that the course grade will be curved so that no one fails. If you are concerned about your progress in the class, please come and see me – the earlier in the semester, the better.

10) **Academic Honesty:** The academic process is one in which all members of the class, instructors and students alike, disseminate information and acquire knowledge with goals of both personal fulfillment and collective improvement through intellectual enrichment. Academic dishonesty completely undermines this honorable and valuable process. If I have evidence of your suspected academic dishonesty, I will report it to the Academic Integrity Council and you will have the incident noted in your file. Punishment could be as severe as failing the course. Austin College's detailed statement on academic honesty is in the Environment at <http://www.austincollege.edu/wp-content/uploads/2009/11/Environment-2012-2013.pdf>.

Avoiding Plagiarism and Cheating

Working together on assignments: Imagine a math problem involving a right triangle in which one leg of the triangle is 6 inches long while the other is 8 inches long. You and a friend are working on this homework problem. Your friend says, "Help me find the value of the hypotenuse." On the one hand you could say, "It's 10." However, on the other hand you could say, "It involves the Pythagorean theorem: $A^2 + B^2 = C^2$ where A is one leg of the triangle, B is the other and C is the hypotenuse." In my class the first response would be cheating and the second case would not. I define working together as sharing information regarding the *means* to a solution for an assignment. Sharing the solution is a form of cheating because one person's grade is dependent upon another person's work and unless instructed otherwise, you must produce the solutions to your assignments independently. You may share strategies and pointers (e.g., "Look at the lecture notes from last week" or "Read p. 52 in the text"). But each person must do the work to solve the problem alone unless instructed otherwise in the syllabus or a handout for the assignment.

Studying Together for Exams: I encourage you to study together for exams. Collaborative learning is beneficial in many ways. It helps you gain varied perspectives on a certain issue. There may be certain things that you have studied that remain confusing to you that other students may understand. There may be certain things that you help other students understand and in the process of explaining things to them, it helps you cement your knowledge. In preparing for exams, I strongly encourage you to study in groups.

Plagiarism: You will write a short paper for this class and you will need citations beyond the textbook. Throughout the body of the paper, if you are summarizing findings or ideas that are not yours, you need to cite where you found that information - even if from the textbook, course readings or lecture. Not giving credit to the original authors is plagiarism. In addition, if you use more than three words in a row from a source, you need to not only cite it but you also need to use quotation marks. Typing in a sentence from a source and then changing every third word but presenting it in your paper as your own ideas and writing is dishonest (i.e., it's cheating). In addition, using work you wrote, created, collected, etc. for another course or a from a previous semester of Social Psychology without first clearing it with me and any other professors involved will be considered plagiarism in this course.

Research Papers and Citing Sources: The writing assignment will require you to conduct research. This involves citing the sources for your ideas. If you use someone else's idea, you **MUST** cite it. This is not only when you quote it; this is **ALWAYS**. In addition, you include the citation immediately after the sentence with the idea. **IT IS PLAGIARISM TO USE SOMEONE'S IDEAS THROUGHOUT A PARAGRAPH AND THEN CITE THEM AT THE END OF THE PARAGRAPH.** Maybe this is how some of you were taught in high school. **NOT ONLY IS THAT WRONG ACCORDING TO MLA STYLE AND APA STYLE, BUT IT IS ALSO PLAGIARISM.** If you think this is a trivial offense, keep in mind that in the past year several people were reported to the Academic Integrity Council for this exact type of offense. As your professor, I believe it is incumbent upon me to give you clear warnings and instructions regarding this issue. However, it is incumbent upon you to take this seriously and to work diligently not to plagiarize. Students often start papers at the last minute. Doing so may not allow you enough time to cite sources properly. Make sure you give yourself enough time to cite things properly so that you do not end up with a violation of Austin College's Academic Integrity Policy.

Collecting Data: For the group project, you will be asked to collect data. Do not fabricate data. This is another violation of the Academic Integrity Policy. People who fabricate data will be immediately reported to the Academic Integrity Council. If you do not understand how to complete a task, simply ask the professor.

There are additional notes on avoiding plagiarism and cheating on Moodle. There are also notes on how to do well in this class on Moodle. You are responsible for information and instructions posted in these documents on Moodle even if I do not mention them in class. Moodle is a website that Austin College uses so that professors may exchange information via the Internet with their students. I use it to post documents you need for the course as well as to send messages to the class. If you are unsure how to sign into your Moodle account, ask another student or ask someone at the IT Helpdesk.

Schedule of Lectures & Readings

Week 1: Feb 2-6	Introduction, History and Methods – chs. 1, 2
Week 2: Feb 9-13	Conformity – ch. 7
Week 3: Feb 16-20	Groups – ch. 8
Week 4: Feb 23-27 Feb 27	Persuasion – ch. 5 pp. 184-201 (Lisa is at SPSP on Friday, Feb 27) FIRST EXAM on Weeks 1-4
Week 5: Mar 2-6	Attitudes – ch. 5 pp. 155-184
Mar 9-13	SPRING BREAK
Week 6: Mar 16-20	Socialization, Culture, & Structure – ch. 4 pp. 111-113, 129-131
Week 7: Mar 23-27 Mar 27	The Self – ch. 3 SECOND EXAM on Weeks 5-7
Week 8: Mar 30-Apr 3	Attribution – ch. 4 pp. 137-152
Week 9: Apr 6-10	Expectancies & Schemas – ch. 4 pp. 107-136
Week 10: Apr 13-17 Apr 17	Prejudice & Stereotyping – ch. 6 THIRD EXAM on Weeks 8-10
Week 11: Apr 20-24	Attraction – chs. 9, 10
Week 12: Apr 27-May 1	Aggression – ch. 11
Week 13: May 4-8	Prosocial Behavior - ch. 12
Week 14: May 11-15	FOURTH EXAM on Weeks 11-13 Thursday, May 14, 1:00pm-1:50pm

DATES YOU MAY WANT TO REMEMBER

Feb 9: last day to add a course

Mar 7-15: Spring Break

Mar 20-21: AC Student Scholarship Conference

Mar 30: last day to drop or change grading system

Apr 10-12: SWPA in Wichita, KS

Apr 13-15: Fall registration

May 8: last day to drop with WP, WF or WU grade

May 11-15: Exam period

May 17: Commencement