

SOCIAL PSYCHOLOGY

PSY 360

Section 1001 - Fall 2020

Credits: 3 Prerequisite: PSY 101

INSTRUCTOR INFORMATION

Name: XXXXX

Telephone: 702-895-XXXX

Office: CBC-BXXX

Email: XXXXX@unlv.edu (NOTE: you can also use Canvas Mail)

Office Hours: Use Canvas Chat on Mondays and Wednesdays from 1:15 to 2:15

COURSE MATERIALS

Textbook: Kassin, S., Fein, S., & Markus, M. (2017). *Social Psychology* (10th Edition). Cengage Learning.

COURSE GOALS AND OBJECTIVES

This course is designed to introduce the student to current social psychological theory and research. The specific learning objectives for this course are to:

1. Familiarize the student with the basic topics and concepts that are used in social psychology. The readings from the textbook and video lectures will focus on basic topics and concepts.
2. Develop the student's ability to critically evaluate social psychological research. The focus of the class discussions will be on the implications and limitations of classical social psychological studies.
3. Familiarize the student with the practical applications of social psychological research. Sections will be presented on practical applications (e.g., behavioral detection of deception, promoting health behaviors).

LEARNING OUTCOMES

At the completion of the course, students will be able to:

1. Discuss scientific research methods commonly used to investigate social psychological phenomena.
2. Engage in critical thinking regarding the merits of research findings, theories, and conclusions.
3. Gain an informed perspective on how social situations influence behavior in everyday settings.
4. Discuss the relevance of social psychological research for informing an understanding of human social behavior, and apply that knowledge to one's own personal growth and development.
5. Demonstrate the utility of applying social psychological theory and research to real-world problems and issues for the benefit of society.

ASSIGNMENTS

The course contains a number of written assignments. Before attempting to do the each assignment be sure that you have watched that week's video lectures and have read the chapter. The assignment will require you to apply information in the readings and video lectures. Each assignment is worth between 1 and 4 points, with 69 points possible in total.

DISCUSSIONS

The course contains three discussions. Each discussion will be opened and displayed on the dates presented in the syllabus. During the discussion period, you will be expected to express your informed opinions about the topic and respond to another student's comments. Be sure to have read chapter and watched the video lectures before participating in a discussion. Your comments should reflect both the course content and your thoughtful opinions and interpretations. Each of the three discussions are worth 4 points – together there are 12 possible points.

EXAMINATIONS

There will be three examinations. There will be two examinations during the semester and a noncumulative final examination. All examinations will consist of multiple-choice questions will be based upon both text reading and the video lectures. Each examination will have 50 questions and each is worth 50 points (150 possible points total for all exams).

GRADING

Grades will be calculated by adding all of the points that a student has earned. For example, the following student has earned 215 points out of 231 points. This works out to 93% of the points $((215 * 100) / 231)$ and this student would receive an "A-" for the class.

Hypothetical scores are calculated in the table below:

Activity	Points Earned / Points Possible
Assignments	65 out of 69
Discussions	10 out of 12
Exam 1	45 out of 50
Exam 2	50 out of 50
Final Exam	45 out of 50
TOTALS	215 total points out of 231 possible points

GRADE CUTOFFS

Letter Grade	Percentage Range
A	94%-100%
A-	90%-93%
B+	86%-89%
B	82%-85%
B-	80%-81%
C+	76%-79%
C	72%-75%
C-	70%-71%
D+	66%-69%
D	62%-65%
D-	60%-61%
F	0%-59%

CLASS SCHEDULE AND ASSIGNMENTS

Week 1 Introduction

- Read Chapter 1 (What is Social Psychology)
- Review Power point slides for Lecture 1
- Watch Video Lecture 1 (Introduction)
- Assignment (Social Knowledge)

Week 2 Methods

- Read Chapter 2 (Doing Social Psychology Research)
- Watch Video Lecture 2 (Research Methods – Sampling)
- Watch Video Lecture 3 (Research Methods – Hypothesis Testing 1)
- Watch Video Lecture 4 (Research Methods – Hypothesis Testing 2)
- Review Power point slides for Lecture 2, 3, 4
- Assignment (Evaluating Research)
- Assignment (Correlations)

Week 3 Attitude Measurement

- Read Chapter 6 pp. 210 – 222 (Attitudes)
- Watch Video Lecture 5 (Attitude Scales)
- Watch Video Lecture 6 (Attitudes - Physiological Measures)
- Watch Video Lecture 7 (Attitudes and Behavior)
- Review Powerpoint slides for Lecture 5, 6, 7
- Assignment (Attitude Measurement)
- Assignment (Implicit Attitudes)

Week 4 Persuasion

- Read Chapter 6 pp. 223 – 261 (Attitudes)
- Watch Video Lecture 8 (Persuasion – Learning and ELM)

- Watch Video Lecture 9 (Persuasion – Cognitive Dissonance)
- Review Powerpoint slides for Lecture 8, 9
- Assignment (Advertising and Persuasion)

Week 5 Conformity & Compliance

- Read Chapter 7 (Conformity)
- Watch Video Lecture 10 (Conformity)
- Assignment (Conformity)
- Watch Video Lecture 11 (Compliance)
- Review Powerpoint slides for Lecture 10, 11
- Watch supplementary videos
- Assignment (Door-in-the-Face)

Week 6 Obedience

- Read Chapter 7 (Conformity)
- Watch Video Lecture 12 (Obedience 1)
- Watch Video Lecture 13 (Obedience 2)
- Review Powerpoint slides for Lecture 12, 13
- Watch supplementary videos
- Assignment (Obedience)
- Discussion 1 (Ethics in Milgram's Research)

Exam One

Week 7 Initial Attraction

- Read Chapter 9 (Attraction)
- Watch Video Lecture 14 (Initial Attraction)
- Watch Video Lecture 15 (Physical Appearance)
- Watch Video Lecture 16 (Attractiveness Stereotype)
- Review Powerpoint slides for Lecture 14, 15, 16
- Assignment (Similarity and Attraction)

Week 8 Evolution and Attraction

- Read Chapter 9 (Attraction and Close Relationships)
- Watch Video Lecture 17 (Evolution and Attraction)
- Review Powerpoint slides for Lecture 17
- Discussion 2 (Evolutionary Approach)
- Assignment (Personal Ads)
- Assignment (Facial Averaging)

Week 9 Theories of Aggression

- Read Chapter 11 (Aggression Theories)
- Watch Video Lecture 18 (Aggression Theories, Part 1)

- Watch Video Lecture 19 (Aggression Theories, Part 2)
- Review Powerpoint slides for Lecture 18, 19
- Assignment (Definition of Aggression)

Week 10 Aggression: Learning and Prevention

- Read Chapter 11 (Aggression)
- Watch Video Lecture 20 (Aggression and Learning)
- Watch Video Lecture 21 (Aggression and Media)
- Watch Video Lecture 22 (Preventing Aggression)
- Review Powerpoint slides for Lecture 20, 21, 22
- Assignment (Television Violence)

Week 11 Altruism

- Read Chapter 10 (Helping Others)
- Watch Video Lecture 23 (Theories of Altruism)
- Watch Video Lecture 24 (Altruism and Evolution)
- Review Powerpoint slides for Lecture 23, 24
- Assignment (Bystander Effect)
- Discussion 3 (Does Altruism Exist)

Exam Two

Week 12 Application to the Law

- Read Chapter 12 (Law)
- Watch Video Lecture 25 (Eye Witness Testimony)
- Watch Video Lecture 26 (Lie Detection 1)
- Watch Video Lecture 27 (Lie Detection 2)
- Review Powerpoint slides for Lecture 25, 26, 27
- Assignment (Detecting Deception)

Week 13 Attribution Theories

- Read Chapter 4 (Perceiving Persons)
- Watch Video Lecture 28 (Attribution Theories)
- Watch Video Lecture 29 (Attribution Errors)
- Review Powerpoint slides for Lecture 28, 29
- Assignment (Attribution Errors)

Week 14 Cognitive Heuristics and Attribution

- Read Chapter 4 (Perceiving Persons)
- Watch Video Lecture 30 (Cognitive Heuristics: Representativeness)
- Watch Video Lecture 31 (Cognitive Heuristics: Availability)
- Review Powerpoint slides for Lecture 30, 31
- Assignment (Card Trick)

Week 15 Group Processes

- Read Chapter 8 (Group Processes)
- Watch Video Lecture 32 (Social Facilitation 1)
- Watch Video Lecture 33 (Social Facilitation 2)
- Review Powerpoint slides for Lecture 32, 33

Week 16 Final Examination**UNIVERSITY POLICIES*****Public Health Directives***

[Face coverings are mandatory for all faculty and students in the classroom.](#) Students must follow all active UNLV public health directives while enrolled in this class. UNLV public health directives are found at [Health Requirements for Returning to Campus](#). Students who do not comply with these directives may be asked to leave the classroom. Refusal to follow the guidelines may result in further disciplinary action according to the [UNLV Student Conduct Code](#).

Academic Misconduct

Academic integrity is a legitimate concern for every member of the University community. We all share in upholding the fundamental values of honesty, trust, respect, fairness, responsibility, and professionalism. By choosing to join the UNLV community, students accept the expectations of the Student Academic Misconduct Policy, and are encouraged to always take the ethical path whenever faced with choices. Students enrolling at UNLV assume the obligation to conduct themselves in a manner compatible with UNLV's educational mission. An example of academic misconduct is plagiarism. Plagiarism is using the words or ideas of another person, from the Internet or any other source without proper citation of the source(s). See the [Student Conduct Code](#).

Auditing a Course

Auditing a course allows a student to continue attending the lectures and/or laboratories and discussion sessions associated with the course, but the student will not earn a grade for any component of the course. Students who audit a course receive the same educational experience as students taking the course for a grade, but will be excused from exams, assessments, and other evaluative measures that serve the primary purpose of assigning a grade.

Classroom Conduct

Students have a responsibility to conduct themselves in class and in the libraries in ways that do not interfere with the rights of other students to learn, or of instructors to teach. Use of devices such as cellular phones and pagers, or other potentially disruptive activities are only permitted with the prior explicit consent of the instructor. Students are specifically prohibited to record classes without instructor authorization, including online/remote classes (either audio only, or video and audio). The instructor may rescind permission at any time during the class. If a student does not comply with established requirements or obstructs the functioning of the class, the instructor may initiate an administrative withdrawal of the student from the course.

Since the COVID-19 pandemic forced some instruction to be delivered remotely starting in Spring 2020, numerous students have asked instructors to record their synchronous classes, so that they can access them at their convenience. Instructors who agree to record their classes (audio only, or video and audio) should inform students in advance. Recorded lectures may not be broadly released to anyone, but made available exclusively to those students enrolled in the class during the particular academic term. Recorded lectures must be stored securely, and are subject to the Nevada System of Higher Education's Records Retention Policy, meaning that the recordings can only be deleted 120 days after the end of class (i.e., after grades are posted). Once this requirement is met, the recordings should be deleted. Class recordings are protected from disclosure, as they are deemed part of an educational record under the Family Educational Rights and Privacy Act (FERPA).

Copyright

The University requires all members of the University Community to familiarize themselves with, and to follow copyright and fair use requirements. You are individually and solely responsible for violations of copyright and fair use laws. The University will neither protect nor defend you, nor assume any responsibility for student or employee violations of fair use laws. Violations of copyright laws could subject you to federal and state civil penalties and criminal liability, as well as disciplinary action under University policies. Additional [copyright policy information](#) is available online.

Disability Resource Center (DRC)

The [UNLV Disability Resource Center](https://www.unlv.edu/drc) (Student Services Complex, SSC-A, Room 143, <https://www.unlv.edu/drc>, telephone 702-895-0866) provides resources for students with disabilities. Students who believe that they may need academic accommodations due to a permanent disability, temporary or permanent medical need, or academic support due to pregnancy are encouraged to contact the DRC as early as possible in the academic term. A Disabilities Specialist will discuss what options may be available to you. Students who are already registered with the DRC should request their accommodations online each semester, and make an appointment to discuss their accommodations with their instructors.

Final Examinations

The University requires that final exams given at the end of a course occur on the date and at the time specified in the Final Exam schedule. The Final Exam schedule is typically available at the start of the semester, and the classroom locations are available approximately one month before the end of the semester. See the [Final Exam Schedule](#).

Identity Verification in Online Courses

All UNLV students must use their Campus-issued ACE ID and password to log in to WebCampus-Canvas.

UNLV students enrolled in online or hybrid courses are expected to read and adhere to the [Student Academic Misconduct Policy](#), which states that “acting or attempting to act as a substitute for another, or using or attempting to use a substitute, in any academic evaluation or assignment” is a form of academic misconduct. Intentionally sharing ACE login credentials with

another person may be considered an attempt to use a substitute, and could result in investigation and sanctions, as outlined in the Student Academic Misconduct Policy.

UNLV students enrolled in online courses are also expected to read and adhere to the [Acceptable Use of Computing and Information Technology Resources Policy](#), which prohibits sharing university accounts with other persons without authorization.

To the greatest extent possible, all graded assignments and assessments in UNLV online courses should be hosted in WebCampus-Canvas or another UNLV-managed platform that requires ACE login credentials for access.

Incomplete Grades

The grade of “I” (Incomplete) may be granted when a student has satisfactorily completed three-fourths of course work for that semester/session, but cannot complete the last part of the course for reason(s) beyond the student’s control and acceptable to the instructor, and the instructor believes that the student can finish the course without repeating it. For undergraduate courses, the incomplete work must be made up before the end of the following regular semester. Graduate students receiving “I” grades in 500-, 600-, or 700-level courses have up to one calendar year to complete the work, at the discretion of the instructor. If course requirements are not completed within the period indicated, a grade of “F” will be recorded, and the student’s GPA will be adjusted accordingly. Students who are fulfilling an Incomplete grade do not register for the course, but make individual arrangements with the instructor who assigned the “I” grade.

Library Resources

Librarians are available to consult with students on research needs, including developing research topics, finding information, and evaluating sources. To make an appointment with a subject expert for this class, please visit the [Libraries’ Research Consultation](#) website. You can also [ask the library staff](#) questions via chat and text message.

Missed Classwork

Any student missing class, quizzes, examinations, or any other class or laboratory work because of observance of religious holidays will be given an opportunity during that semester to make up the missed work. The make-up opportunity will apply to the religious holiday absence only. It is the responsibility of the student to notify the instructor within the first 14 calendar days of the course for Fall and Spring courses (except for modular courses), or within the first 7 calendar days of the course for Summer and modular courses, of their intention to participate in religious holidays which do not fall on state holidays or periods of class recess. For additional information, please visit the Missed Classwork policy, under Registration Policies, on the [Academic Policies](#) webpage.

In accordance with the policy approved by the Faculty Senate regarding missed class time and assignments, students who represent UNLV in any official extracurricular activity will also have the opportunity to make up assignments, provided that the student submits official written notification to the instructor no less than one week prior to the missed class(es).

The spirit and intent of the policy for missed classwork is to offer fair and equitable assessment opportunities to all students, including those representing the University in extracurricular activities. Instructors should consider, for example, that in courses which offer a “Drop one” option for the lowest assignment, quiz, or exam, assigning the student a grade of zero for an excused absence for extracurricular activity is both contrary to the intent of the Faculty Senate’s policy, and an infringement on the student’s right to complete all work for the course.

This policy will not apply in the event that completing the assignment or administering the examination at an alternate time would impose an undue hardship on the instructor or the University that could be reasonably avoided. There should be a good faith effort by both the instructor and the student to agree to a reasonable resolution. When disagreements regarding this policy arise, decisions can be appealed to the Department Chair/School Director, College/School Dean, and/or the Faculty Senate Academic Standards Committee.

For purposes of definition, extracurricular activities may include, but are not limited to academic recruitment activities, competitive intercollegiate athletics, fine arts activities, liberal arts competitions, science and engineering competitions, and any other event or activity sanctioned by a College/School Dean, and/or by the Executive Vice President and Provost.

Rebelmail

Rebelmail is UNLV’s official email system for students and by University policy, instructors and staff should only send emails to students’ Rebelmail accounts. Rebelmail is one of the primary ways in which students receive official University communications, information about deadlines, major Campus events, and announcements. All UNLV students receive a Rebelmail account after they have been admitted to the University. Sending emails within WebCampus-Canvas is also acceptable.

Tutoring and Coaching

The Academic Success Center (ASC), at the Claude I. Howard Building, provides tutoring, academic success coaching, and other academic assistance for all UNLV undergraduate students. For information regarding tutoring subjects, tutoring times, and other ASC programs and services, please visit the [ASC website](#) or call 702-895-3177. The ASC is located across from the Student Services Complex (SSC). Academic success coaching is located on the second floor of SSC A, Room 254. Drop-in tutoring is located on the second floor of the Lied Library, and on the second floor of the College of Engineering building (TBE A 207).

UNLV Writing Center

One-on-one or small group assistance with writing is available free of charge to UNLV students at the [Writing Center](#), located in the Central Desert Complex, Building 3, Room 301 (CDC 3–301). Walk-in consultations are sometimes available, but students with appointments receive priority assistance. Students may make appointments in person or by calling the Center, telephone 702-895-3908. Students are requested to bring to their appointments their Rebel ID Card, a copy of the instructions for their assignment, and two copies of any writing they have completed on their assignment.

Diversity Statement

As an institution of higher learning, UNLV represents a rich diversity of human beings among its faculty, staff, and students, and is committed to aspiring to maintain a Campus environment that values that diversity. Accordingly, the University supports understanding and appreciation of all members of its community, regardless of race, sex, age, color, national origin, ethnicity, creed, religion, disability, sexual orientation, gender, gender identity, marital status, pregnancy, genetic information, veteran status, or political affiliation. Please see [University Statements and Compliance](#).

A successful learning experience requires mutual respect and trust between the students and the instructor. Accordingly, the instructor asks that students be willing to listen to one another's points of view, acknowledging that there may be disagreements, keep discussion and comments on topic, and use first person, positive language when expressing their perspectives.