

Foundations of Social Psychology

Psychology 360 Spring, 2016

28735

Tues; Thurs; 1–2:15 PM

CBC C235

Instructor:

Email:

Office Hours: 11:30-12:30 T-R, CBC B324

Required Text

Kassin, S. Fein, S. & Markus, H. R. (2013). Social Psychology, 9th ed.

Welcome

Welcome to the world of social psychology! In many ways the topics we will study should be familiar to you because our focus will be on the thoughts, feelings, and behaviors of people (just like you). We will approach each of these topics using the scientific method that relies on research and theory to develop an understanding of the basis for past behavior and allow prediction for future behavior. We'll place you and others like you under the scientific microscope to examine such mundane issues as why you fall in love (and hate), why some people have tattoos and others don't, why you believe you are beautiful (or ugly), why you care so much about social media (or don't!) and why nobody will stop and help you fix your flat tire. By the end of the course, you should be able to dazzle your friends with in-depth descriptions of social loafing, economic models of love, social identity, cognitive dissonance, and entitativity. You should learn how your culture affects your actions. Most importantly, you should know how you can use science to answer questions you might have about yourself, your lover(s), or your enemy(ies).

Statement of Course Goals

Students taking Psychology 360 should acquire knowledge of scientific theory and research in the major topic areas of social psychology. Students should discover the relevance of the course material to situations of everyday life. Further, they should gain an understanding of the strong (but usually unrecognized) social forces that influence others' and their own behavior in such settings as home, school, and work. Exams, quizzes and writing assignments are intended to both evaluate and enhance students' grasp of social psychological concepts.

Course Format

Class meetings will involve lecture, discussion, a few group activities, and some material will be discussed in class that is not covered in the assigned text or readings. Students will complete one take-home quiz, two midterms, two brief writing assignments with presentation and a comprehensive final exam. The schedule is listed below. Following the final exam, students will have attained a special sense of accomplishment and walk out of the room, as if on air.

Class Calendar

Date	Graded Assignments	Class Topic	Readings
Tues, Jan 19		Welcome / Introduction	Ch 1
Thurs, Jan 21		Introduction / Methods I	Ch 2
Tues, Jan 26		Methods II	
Thurs, Jan 28		The Social Self I	Ch 3
Tues, Feb 2	TH Quiz DUE: Methods & Intro	The Social self II	
Thurs, Feb 4		Social Cognition I	Ch 4
Tues, Feb 9		Social Cognition II	
Thurs, Feb 11		Attribution I	
Tues, Feb 16		Attribution II	
Thurs, Feb 18	Exam I	EXAM	
Tues, Feb 23		Stereotyping I	Ch 5
Thurs, Feb 25		Stereotyping II	
Tues, Mar 1		Prejudice	
Thurs, Mar 3		Attitudes	Ch 6
Tues, Mar 8		Persuasion	
Thurs, Mar 10	Paper 1: Media Application DUE	Conformity, Compliance & Obedience I	Ch 7
Tues, Mar 15		Conformity, Compliance & Obedience II	
Thurs, Mar 17	Exam II (20pts)	EXAM	
Tues, Mar 22		Spring Break (no class)	
Thurs, Mar 24		Spring Break (no class)	
Tues, Mar 29		Group Processes	Ch 8
Thurs, Mar 31		Attraction I	Ch 9
Tues, Apr 5		Attraction II	
Thurs, Apr 7		Altruism I	Ch 10
Tues, Apr 12		Altruism II	
Thurs, Apr 14		Aggression I	Ch 11
Tues, Apr 19		Aggression II	
Thurs, Apr 21		Vote: Applications Business, Health or Law	Ch 12-14
Tues, Apr 26	Paper 2: Historical context DUE	Student Presentations	
Thurs, Apr 28		Student Presentations	
Tues, May 3		Student Presentations	
Thurs, May 5		Review / Q&A	
	Final Exam	EXAM TIME: TBD	

Lecture progression can vary due to many factors in the classroom interaction, but dates for graded assignments are firm.

Grades

Exam & quiz items will be a combination of multiple choice and short answer responses, and the final exam will be comprehensive in nature. Please see below for the grade breakdown & scale.

Late exams will be allowed **ONLY** in the case of a documented emergency, and the instructor reserves the right to alter the exam format (e.g., oral exam) in such circumstances. Papers turned in late will be penalized, and the instructor reserves the right to utilize plagiarism detection software such as 'turn-it-in' to ensure the integrity of all academic work.

Your grade in this class will be comprised of:

Take-home Quiz	5%
Paper 1: Media application	10%
Paper 2: Historical context	10%
Presentation	10%
Exam I	20%
Exam II	20%
Exam III (Final)	25%

A small amount of extra credit may be offered by the instructor at his discretion. However, if it is, it will be offered to the entire class, and not to individual students.

The grading scale is:

A	93% or higher
A-	90 – 92%
B+	87 – 89%
B	83 – 86%
B-	80 – 82%
C+	77 – 79%
C	73 – 74%
C-	70 – 72%
D	60 – 69%
F	59% or lower

Advice

1. **COME TO CLASS!** Diligent attendance both increases the amount of information you're exposed to and impresses your instructor with your willingness to learn and work hard (both very good things).
2. **DO NOT** read your textbook as if it were a mystery novel. Your goal is to learn social psychology, not methodically plow through the series of concepts and studies as presented by your text authors. Read what interests you the most first, then move to other areas of the relevant chapter and look for connections. This will keep you interested, motivated, and lead to a much more enjoyable and productive experience!
3. Use **FLASH CARDS** to help you learn key concepts.
4. **ASK QUESTIONS** of your instructor, before, after, or, especially, during class. This is one of the best ways he can sculpt the lectures and class time for the students' best interest.
5. You may **EMAIL** your instructor, any time, about anything. I have helped many students get into graduate school, define their interests in college, choose their major and / or subject for post-graduate study, write a better paper, take a better test, and find a better place to live. As one of my students, you are welcome to contact me at any time, and I'll do my best to help you out...

Writing Assignments & Presentation

Paper 1: Media application: Your assignment is to synthesize one current social psychological concept with behavior portrayed in popular media. Media may include TV programming, film or novels. Assessment will be according to how well you:

- Define and discuss the current concept you have chosen
- Summarize the relevant media content
- Describe what you have learned about how the media portrayal is accurate or inaccurate according to known psychological effects, and how it informs your own behavior.

Paper 2: Historical context: Your assignment is to synthesize one current social psychological concept with your experience in high school or college (or that of someone you know), and your reading of a classic work in psychology. Assessment will be according to how well you:

- Define and discuss the current concept you have chosen
- Summarize the context and contribution of the classic work you have chosen
- Explain how the perspective of the classic work and the current concept facilitates your understanding of an experience you have had or one of someone you know
- Describe how the insights above will help you adjust your thoughts, feelings, and behavior in the future to help you achieve your goals.

You may choose any current concept discussed in class or the textbook to use in the synthesis, and you may use the same for both papers. For paper 2, you will also be given a list of classic works to choose from. If you wish to write about a different classic work, your selection **MUST** be approved by your instructor.

Page guidelines: Paper 1 should no more than 2 pages, and paper 2 no more than 3 pages (double-spaced, 12pt Times-New Roman font), not including references. Please use white paper and black ink. Place your name and a single staple in the upper left corner; plastic folders are unnecessary.

Presentation: Class members will be assigned a presentation topic according to preference, forming groups of 3-5 students. Each group will produce a 15-20 minute powerpoint presentation for the class. The format of the presentation is very flexible and your instructor will provide guidance as needed.

More tips on this assignment will be given throughout the course.

Policy information

Academic Misconduct – Academic integrity is a legitimate concern for every member of the campus community; 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 when faced with choices to always take the ethical path. Students enrolling in UNLV assume the obligation to conduct themselves in a manner compatible with UNLV's function as an educational institution.

An example of academic misconduct is plagiarism. Plagiarism is using the words or ideas of another, from the Internet or any source, without proper citation of the sources. See the *Student Academic Misconduct Policy* (approved December 9, 2005) located at:

<http://studentconduct.unlv.edu/misconduct/policy.html>.

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 employee or student 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 information can be found at: <http://www.unlv.edu/provost/copyright>.

Disability Resource Center (DRC) – The UNLV Disability Resource Center (SSC-A 143, <http://drc.unlv.edu/>, 702-895-0866) provides resources for students with disabilities. If you feel that you have a disability, please make an appointment with a Disabilities Specialist at the DRC to discuss what options may be available to you. If you are registered with the UNLV Disability Resource Center, bring your Academic Accommodation Plan from the DRC to the instructor during office hours so that you may work together to develop strategies for implementing the accommodations to meet both your needs and the requirements of the course. Any information you provide is private and will be treated as such. To maintain the confidentiality of your request, please do not approach the instructor in front of others to discuss your accommodation needs.

Religious Holidays Policy – Any student missing class quizzes, examinations, or any other class or lab work because of observance of religious holidays shall be given an opportunity during that semester to make up missed work. The make-up will apply to the religious holiday absence only. It shall be the responsibility of the student to notify the instructor no later than the end of the first two weeks of classes, January 29, 2016, of his or her intention to participate in religious holidays which do not fall on state holidays or periods of class recess. This policy shall not apply in the event that administering the test or examination at an alternate time would impose an undue hardship on the instructor or the university that could not reasonably have been avoided. Any student who is denied a make-up option after appropriately notifying the teaching faculty, shall have the right to appeal that decision through the normal appeal mechanism in place. For additional information, please visit: <http://catalog.unlv.edu/content.php?catoid=6&navoid=531>.

Transparency in Learning and Teaching - The University encourages application of the transparency method of constructing assignments for student success. Please see these two links for further information:

<https://www.unlv.edu/provost/teachingandlearning>

<https://www.unlv.edu/provost/transparency>

Incomplete Grades - The grade of I – Incomplete – can be granted when a student has satisfactorily completed three-fourths of course work for that semester/session but for reason(s) beyond the student’s control, and acceptable to the instructor, cannot complete the last part of the course, and the instructor believes that the student can finish the course without repeating it. The incomplete work must be made up before the end of the following regular semester for undergraduate courses. 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 time indicated, a grade of F will be recorded and the GPA will be adjusted accordingly. Students who are fulfilling an Incomplete do not register for the course but make individual arrangements with the instructor who assigned the I grade.

Tutoring and Coaching – The Academic Success Center (ASC) 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, visit <http://www.unlv.edu/asc> or call 702-895-3177. The ASC building is located across from the Student Services Complex (SSC). Academic success coaching is located on the second floor of the SSC (ASC Coaching Spot). Drop-in tutoring is located on the second floor of the Lied Library and College of Engineering TEB second floor.

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 CDC-3-301. Although walk-in consultations are sometimes available, students with appointments will receive priority assistance. Appointments may be made in person or by calling 702-895-3908. The student's Rebel ID Card, a copy of the assignment (if possible), and two copies of any writing to be reviewed are requested for the consultation. More information can be found at: <http://writingcenter.unlv.edu/>.

Rebelmail – By policy, faculty and staff should e-mail students' Rebelmail accounts only. Rebelmail is UNLV's official e-mail system for students. It is one of the primary ways students receive official university communication such as information about deadlines, major campus events, and announcements. All UNLV students receive a Rebelmail account after they have been admitted to the university. Students' e-mail prefixes are listed on class rosters. The suffix is always @unlv.nevada.edu. **Emailing within WebCampus is acceptable.**

Final Examinations – The University requires that final exams given at the end of a course occur at the time and on the day specified in the final exam schedule. See the schedule at: <http://www.unlv.edu/registrar/calendars>.

Library statement:

Students may consult with a librarian on research needs. For this class, the Subject Librarian is https://www.library.unlv.edu/contact/librarians_by_subject). UNLV Libraries provides resources to support students' access to information. Discovery, access, and use of information are vital skills for academic work and for successful post-college life. Access library resources and ask questions at <https://www.library.unlv.edu/>