Summer 2019
PSYC 322 - Social Psychology, Section 901
Mondays & Wednesdays 10:00am – 2:30pm
Social and Behavioral Sciences Building Rm: 2140

Instructor: Daniel R. Berry, PhD  
Email: drberry@csusm.edu  
Office: SBSB 3208

Course Website: click here  
Office Hours: Tuesday 10:00a-11:00a

PREREQUISITES:  
PSYC 230 with a C (2.0) or better

TEXT AND CHAPTER OUTLINES:  
There will also be several videos, readings and surveys posted on Cougar Courses.

COURSE OVERVIEW:

Welcome to social psychology! This course is designed to familiarize students with the principal theories, concepts, methods, and recent research trends of social psychology. The material covers phenomena related to social behavior and social influences on behavior. Topics include social influence (conformity, obedience), the self, attitudes and attitude change, attraction, close relationships, altruism, aggression, social perception and cognition, interpersonal influence, and group processes. Students will apply course concepts to everyday life and develop critical thinking skills through analysis of research studies and questions.

PROGRAMMATIC STUDENT LEARNING OUTCOMES:

BACHELOR OF ARTS IN PSYCHOLOGICAL SCIENCE

PSLO 1: Describe the major concepts theories, empirical findings, historical trends in psychology and their application to behavioral and mental processes.

PSLO 2: Describe the scientific approach to psychology and apply basic research methods in psychology, including research design, quantitative analysis, interpretation and reporting in APA format.

PSLO 4: Demonstrate the ability to independently locate, identify and critically evaluate scholarly literature in the discipline of psychology

BACHELOR OF ARTS IN CHILD AND ADOLESCENT DEVELOPMENT

PSLO 2: Locate, interpret and critically evaluate scholarly articles in developmental psychology.

PSLO 6: Demonstrate effective written communication skills in a variety of formats and for a variety of audiences, using APA format when appropriate.

PSLO 7: Evaluate the role that context (i.e., families, peers, schools, communities, cultures) plays in development.
INSTRUCTOR’S LEARNING OBJECTIVES:

1. Understand theories about social behavior, thought, and emotion.
2. Learn specific methods and results of classic and current research studies and what they tell us about social behavior.
3. Gain appreciation for the concepts in this course by applying course materials to your everyday life.
4. Develop thinking skills by critically thinking and writing about classic or current research in social psychology.
5. Become conversational in the principles of social psychology by discussing social psychological principles with your classmates.

HOW YOU WILL BE EVALUATED:

You will be evaluated in five ways in this course: (1) participation in discussion, (2) four quizzes, (3) four application journals, (4) two exams, and (5) one op-ed paper.

PARTICIPATION IN DISCUSSION

Each class will have dedicated lecture time followed by discussion time. During discussion time, we will analyze current theories, studies, and research practices in the field of social psychology. For each class, I will designate one or two discussion topic questions and assign videos, brief exercises, or popular media articles to read alongside the assigned text reading for that day. I expect you to be prepared (i.e., have read the chapter(s) before class, do assigned activities and bring them to class), to be actively engaged in class, and to take good notes. Professor Berry is responsible for facilitating discussion, and he will try to make sure that everyone gets a fair chance to participate. Your contributions are valued, encouraged, and needed for class. You will receive 10 points for each of the 10 classes that you attend and in which you actively participate. Thus, you can receive a maximum of 100 points (10% of final grade) for class participation. Missing even one class may significantly reduce your grade, so avoid it at all costs.

High quality class participation involves coming to class on time with questions on issues that are unclear in the readings/assignments, raising questions that you think we should cover, constructively criticizing, and commenting on ideas you think are interesting. Class discussion also means volunteering insightful answers to questions that provide contrasts and integration of ideas, actively listening to others' contributions to discussion, and moving the discussion along toward a shared understanding. Comments about personal experiences can be helpful in class discussions (and are encouraged) as long as a connection is made between your experience and the class topic and readings. In sum, what I am looking for is evidence that you have done the readings and thought about the relevant issues. I especially value comments that contribute to our collective learning.

QUizzes:

Quizzes will be administered on random days throughout the course and prior to the discussion portion of the class. The quizzes will be multiple choice, and you may discuss answers with your classmates. The goal is that these quizzes provide a jumping-off point for discussion and help you get a feel for questions that might be on the exams. You will receive up to 12.5 points for each quiz. Thus, you can receive up to 50 points (5% of final grade) for class quizzes.
APPLICATION JOURNALS:
Each class after we begin a new chapter you will be asked to complete an application journal. This journal entry will be due by the start of the following class. There are 8 possible days that you could turn in a journal. You will only need to complete 5 application journals entries, however. Thus, it is your choice which five you will complete. The goal of the application journal is to get you thinking critically about events in your social life that apply to concepts we are learning in class. Journaling can provide a great deal of self-knowledge, and can improve writing quality. Please read the following instructions below.

Instructions: After learning new class content, you will choose one concept, research study, theory, or idea shared in discussion and write about how it applies to your life or a current social issue. Journal entries should (1) identify one of the concepts you learned from lecture or discussed, (2) define the concept in your own words, (3) and identify a life event that happened to you, occurred in popular media, or perhaps to a character in a television episode. Next you should (4) relate the event to the concept, and (5) provide some insight on the outcome of the event. For example, why do you think the event unfolded the way that it did? Journal entries will be due by 10:00am (start of class) on the days that we formally meet (excluding the first day of class and the day after exam`). You will post your journal entries on cougar courses (preferably as a word document); your responses will not be shared with anyone. This instructions paragraph is about 200 words. This is about how long your application journals should be.

Application Journal Grading Breakdown:

23 - 25 Points: great! entry was very relevant to a class concept and very insightful.

21 - 22 Points: good; entry was very relevant to a class concept and insightful.

18 - 20 Points: average; entry was somewhat relevant to a class concept and somewhat insightful.

10 - 17 Points: below average; entry is not relevant to any of the discussed topics.

0 Points: did not turn in an entry on time.

4 entries X 25 possible points per entry = 100 possible points (10% of final grade)

EXAMS:
You will take two exams in this course. Exam questions will be one short essay (50 points), five short-answer (50 points), and twenty-five multiple choice questions (150 points). All together each exam will account for 250 points each (250 x 2 = 500 points or 50% of final grade). The final exam will be based solely on the final half of the course. Exams will be given on days indicated on the syllabus. The material in this course is acquired gradually because new material builds on previously learned concepts. It is very difficult to “cram” for any exam. Thus, it is important that you read and actively participate in class. You can use your notes, book, reading quizzes, exam review notes on exams. On exam review days I will answer questions you have about difficult topics in the course, and come with my own questions for discussion. During the class before the exam, I will tell you the three essay questions that I will ask on the exam. You will answer one of these three questions for your short essay portion of the exam. So you could draft your answer at home and bring it to the
exam. This could save a lot of time on the exam! Because so much opportunity for choice is offered on the exam, I do not offer any extra credit in this course.

**OP-ED PAPER:**
Due on the final day of class (@ 10:00am; bring one printed copy). This assignment is worth **250 points (25% of final grade)**. Op-eds are short for “opposite the editorial page.” They are opinion articles written in prose and are often published in newspapers or magazines by authors not affiliated with the publication’s editorial board. In this paper, you are required to take a position on (make an argument for or against) a social, political, educational, cultural, of other societal issue that relates to social psychology. This paper is not report or a literature review; it is an opinion piece. So please review lecture slides on the topic and read op-eds available in your favorite magazines or newspapers. Please see grading rubric and project guidelines available on Cougar Courses. **Note if you submit your op-ed to magazine, journal, or newspaper and it is published, you will receive up to 20 points for extra credit to go toward your final grade! (10 points for submitting, and 10 more if it is published).**

**GRADING SYSTEM:**
The table to the right details the total points available in this class. Dr. Berry will grade assignments quickly but carefully before returning the feedback to you. You can find your grades posted on the class website (Cougar Courses). Should you have any questions about your grades, Dr. Berry encourages you to share your concerns.

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<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
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<tr>
<td>5 Quizzes</td>
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<tr>
<td>Exam 1</td>
<td>250</td>
<td>25%</td>
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<td>Final Exam</td>
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<tr>
<td>Op-Ed Paper</td>
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<tr>
<td>5 Application Journals</td>
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<tr>
<td>Discussion Participation</td>
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<td>Total</td>
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**GRADE DISTRIBUTION:**

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<tr>
<th>Points</th>
<th>Letter Grade</th>
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<tr>
<td>950 – 1000</td>
<td>A</td>
<td>730 – 759</td>
<td>C</td>
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<tr>
<td>900 – 949</td>
<td>A-</td>
<td>700 – 729</td>
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<td>860 – 899</td>
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<td>660 – 699</td>
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<td>830 – 859</td>
<td>B</td>
<td>630 – 659</td>
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<td>800 – 829</td>
<td>B-</td>
<td>600 – 629</td>
<td>D-</td>
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<tr>
<td>760 – 799</td>
<td>C+</td>
<td>0 – 599</td>
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**RESEARCH EXPERIENCE (GRADED AS EXTRA CREDIT):**
Your experience in this class can be supplemented by learning about how social and behavioral scientists conduct research and so you can earn up to 20 extra credit points by participating in research this semester. To participate in this extra credit assignment, you must sign up on Human Participant Pool (HPP). In order to do this, you must have a CSUSM email account. This assignment and an alternative assignment are detailed in the Human Participant Pool handout available to you online via Cougar Courses. In this course, you can complete up to 8 HPP credits (worth 2.5 points). Each hour of research experience is worth **two credits**, and so you can spend as much as 4 hours on this activity outside of class.
CLASS EXPECTATIONS:

Come prepared. Complete all readings prior to lecture, and come to class after thinking about the material. Bring your textbook, and be prepared to take notes. Check Blackboard regularly.

Contribute. Come to class prepared with questions from the readings. All questions will be respected. Please, share your unique perspective with the class! It is an opportunity to demonstrate your competence, help clarify the material for others, and promote an engaging classroom environment.

Be respectful. People relate to psychological theories and concepts in different ways. Please remain open and respectful to alternative perspectives of the course material. Use reason and evidence to challenge ideas presented in this class.

Minimize distractions. You may use laptops/tablets in this class. For each class Dr. Berry will share a Google Doc with the class prior to lecture as a way to crowdsource notes and create an interactive learning environment. Do not surf the web, check your email, Facebook, Instagram, Twitter, IM, Snapchat, etc, during class. While these great activities are only few clicks away, they will not help you or your neighbors accomplish the course objectives. Please be mindful of your classmates when using your computers.

COURSE POLICIES:

Academic integrity: Academic dishonesty is a bad scene; don’t go there. All assignments must represent your own work. However, in doing self-reflection papers you may find it useful to confirm your logic, phrasing, and formatting with classmates – just make sure you write your assignments individually. If you have any questions about what constitutes academic dishonesty (e.g., plagiarism), please ask me.

Meeting course requirements: Generally, the only reasons I consider legitimate for missing a class or assignment deadlines are: conference attendance, medical illness (appropriate documentation required), or personal/family emergencies that require you to leave school. Oversleeping, heavy work load, forgetfulness, assignment disappearance (e.g., computer meltdowns), and alien abduction will not be considered legitimate failures to meet course requirements.

ACCOMMODATIONS FOR STUDENTS:
Students with disabilities who require reasonable accommodations must be approved for services by providing appropriate and recent documentation to the Office of Disabled Student Services (DDS). This office is located in Craven Hall 4300, and can be contacted by phone at (760) 750-4905, or TTY (760) 750-4909. Students authorized by DSS to receive reasonable accommodations should meet with me during my office hours in order to ensure confidentiality. Should you have any questions about services provided through Disabled Student Services, please call 760-750-4905 or go to http://www.csusm.edu/dss/handbooks/student_book.html

WRITING REQUIREMENT:
As stated in the course catalog, all CSU students must demonstrate competency in writing skills as a requirement for graduation. This requirement mandates that every course at the university must have a writing component of at least 2500 words (approximately 10 pages). The writing requirement in this course will be satisfied through your Op-Ed paper and five application journals.
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<tr>
<th>Date</th>
<th>Lecture</th>
<th>Discussion</th>
<th>Before Class</th>
<th>Due</th>
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<tbody>
<tr>
<td>7/8</td>
<td>-Course Overview -Mission and Method -Culture and Nature</td>
<td>-Integrity of Social Psychology</td>
<td>Read: Text Ch. 1 &amp; 2 Read: Stapel – Fabrication Read: Zimbardo – Facilitation Bias</td>
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<td>7/10</td>
<td>-Social Cognition -Attribution -Social Emotion</td>
<td>-Heuristics in the Media -Regulate or Use Emotion?</td>
<td>Read: Text Ch. 4, 5, &amp; 6 Watch: Inside Out (optional)</td>
<td>Journal 1</td>
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<td>7/17</td>
<td>-Attitudes -Exam 1</td>
<td>-Why don’t our actions match our attitudes?</td>
<td>Read: Text Ch. 7</td>
<td>Journal 3</td>
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<tr>
<td>7/22</td>
<td>-Persuasion -Social Influence</td>
<td>-What leads one a person to join a cult? -Everyone’s Selling Something?</td>
<td>Read: Text Ch. 8 &amp; 9 Watch: Benscotter Read: Milgram &amp; Asch</td>
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<td>7/24</td>
<td>-Aggression</td>
<td>-Anger: an Emotion to Listen to? -Aggression in the U.S.</td>
<td>Read: Text Ch. 13 Watch: Slutkin Watch: Satyarthi</td>
<td>Journal 4</td>
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<td>8/5</td>
<td>-Prejudice -Intergroup relations</td>
<td>-Neglecting Outgroup Harmful? -Implicit vs. Explicit Biases</td>
<td>Read: Text Ch. 11 Watch: Williams Watch: King Take: Implicit Association Test</td>
<td>Journal 7</td>
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<tr>
<td>8/7</td>
<td>-Groups -Final Exam</td>
<td>-Groups Give Life Meaning?</td>
<td>Read: Text Ch. 12 Watch: Haidt</td>
<td>Journal 8 Op-Ed</td>
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