Social Psychology  
Course Syllabus

PSY-122-1  
Spring Semester 2018  
Location: Winter Hall, Room 206  
Time: T TH 1:15 – 3:05pm

Instructor: Dr. Carmel Saad  
Office: Winter Hall 335  
Phone: (805) 565-6884  
E-mail: csaad@westmont.edu  
Office Hours: Mondays and Thursdays 3:30-5:30pm & Wednesdays 3:30-4:30pm, or by appointment.

Required Texts:


Course Learning Outcomes:
The primary objective of the course is to provide you with a general background in the main content areas of social psychology, as well as an understanding of the techniques used by social psychologists to study human social behavior. Social psychology is the scientific study of the way individuals think, feel, and behave in social situations. Social psychologists seek to answer many questions that are relevant to our everyday lives. How are we influenced by our environment and by other people? How do we come to know ourselves? How do we form impressions of the people we meet? How do we explain others’ behavior? What causes relationships to begin or to fail? Why are people sometimes helpful, but at other times aggressive or even cruel? What are attitudes and how do they affect us? What leads to conformity and obedience? What leads to prejudice and discrimination and what can be done about this problem? These questions have been pondered for centuries, but social psychology is unique in that it applies the scientific method to investigate such topics.

Social psychologists not only develop theories of social behavior, but they use empirical research to identify which theories are good and can be put to practical use. In this course, we will learn about these theories, how to interpret and evaluate relevant research findings, and how social psychological principles can be applied to everyday life. Beyond learning the content of the course material, an important goal of the class is to help you think critically about the nature of human behavior and how to apply the information you learn in this course in your daily lives.

Specifically, this course is designed to enable students to:

• build a knowledge-base of historically significant research (“classical studies”) in social psychology.

• demonstrate knowledge of basic research methods

• utilize critical thinking skills in social psychology

• helping students understand scientific writing so that they can competently communicate according to the style of the American Psychological Association
• connect with the psychology program at Westmont

• explore the relationships between the goals, methods, and knowledge of psychological science and personal development, allied academic disciplines, and the Christian faith

Prerequisites: PSY 001 (General Psychology)

Course Learning Outcomes

In addition to advancing knowledge that is specific to psychology, this course also addresses the broader institutional learning outcomes that the College has established.

The Psychology Department has identified specific, assessable program learning outcomes (named in parentheses below), and has associated each outcome with a college-wide GE area student learning outcome (identified in bold below). Program learning outcomes most pertinent to general psychology are checked in the list below:

✓ Critical Thinking: Accurately evaluate the strength of evidence in support of a claim as well as demonstrate an ability to recognize good vs. bad experimental designs, theories, and arguments in psychology (Goal: Knowledge Base, Scientific Research Methods and Skills).

Christian Understanding, Practices, and Affections: Demonstrate literacy in biblical and orthodox Christian faith by articulating interactions between psychology and faith; reflect on our call as Christians to be committed to high ethical standards in the design and implementation of psychological research; think through moral and ethical dilemmas from the lens of Christian faith. Demonstrate faithfulness in Christian service and maintain/reinforce positive dispositions toward Christian faith (Goal: Values and Character).

✓ Competence in Written Communication: Write effectively in the context of an APA style research report (Goal: Written and Oral Communication).

✓ Competence in Oral Communication: Effectively communicate orally in the context of a psychological poster presentation (Goal: Written and Oral Communication).

✓ Information Literacy: Identify, evaluate, and integrate sources effectively and ethically in the context of APA-style psychology reports and presentations; use disciplinary and general-purpose databases and search engines effectively and efficiently to refine research questions in psychology and identify extant answers within the literature (Goal: Scientific Research Methods and Skills).

Diversity: Analyze topics and human experiences using categories such as race, ethnicity, gender, social status and disability (Goal: Values and Character).

Global Awareness: Analyze global patterns from at least two different perspectives (social, cultural, economic, political, religious, technological or educational) (Goal: Values and Character).

Quantitative Literacy: Apply relevant scientific, mathematical and logical methods to analyze and solve problems effectively and be able to utilize the results appropriately when making decisions (Goal: Scientific Research Methods and Skills).
Students should visit the departmental web page and talk with their academic advisors for more information about learning outcomes and goals, and about the structure of our curriculum.

**Administrative Details:**

1. **Course Website**
   Links to this syllabus, lectures, class announcements, and any assignments/handouts can be accessed through the Canvas website. Please go to [westmont.instructure.com](http://westmont.instructure.com) and login using your Westmont email credentials.

2. **Attendance**
   Class attendance is important, because learning occurs best when students can listen, ask questions about, and discuss the topics in a communal setting (such as a classroom). Also, material covered in class will appear on exams. Therefore, students are allowed to miss no more than two (2) classes. If more classes are missed, then the students grade will drop for each missed class.

3. **Participation**
   Participation will be evaluated based on classroom participation and completion of writing assignments. **Writing assignments cannot be made up if you miss class.** The two lowest writing assignments will be dropped at the end of the semester.

4. **Exams**
   There will be two in-class exams, each covering roughly one-third of the assigned readings and lectures. There will also be a **final exam on Wednesday, May 2nd, from 12-2pm. No accommodations will be made for travel plans, so if you cannot make it for the final, you cannot take the course.**

   Each exam will consist of 50 multiple-choice questions and 2 short essay questions. Each exam has a maximum score of 70 points (50 points for multiple choice and 10 points for each of the 2 short essay questions). **Arriving late to exams will result in a failing grade on that exam.** None of the exams are cumulative.

   There will be **no make-up exams** without written justification from a doctor at least 24 hours before the exam. All make-up exams will be all essay in nature.

   Exam material will be based on information in lectures as well as in the textbook. There will be some overlap in the two sources of information, but there will also be concepts in the textbook not discussed in lecture and vice versa. You will be responsible for all material in both the lectures and the textbook.

**Examination Schedule:**

- **Exam #1:** February 27th
- **Exam #2:** April 5th
- **Final Exam:** May 2nd (12-2 pm)

All exams will be administered in Winter Hall, Room 206.

4. **Poster Presentation**
   You will select an empirical research article that highlights an area of social psychology in which you are interested. You will present it as a poster to your peers. This will be similar to a professional conference poster presentation. Empirical research studies present *original data.* They include sections describing participants, methods, and results. Your article should come from a peer-reviewed journal
that normally publishes studies regarding social psychology. You might find the list specified below helpful.

You will prepare a poster which summarizes the Introduction, Methods, Results, and Discussion. You will print it out at FedEx Kinkos beforehand, and, during lecture on March 22nd, you will stand with your poster and discuss the study with your peers. The audience will be moving around the room, so you can expect to have a continual stream of 2-3 peers discussing your poster with you. You will need to prepare a short (4-minute) verbal ‘introduction’ to your poster where you address the questions “What did they do? Why did they do it? What did they find? Why is this important?” You will also need to be able to answer questions, draw conclusions, and discuss this area of research. You can find examples of posters by coming to see me during office hours. You cannot make this presentation up at a later date, so you must be able to present on 3/22 in order to receive points for this assignment.

6. Research Literature Review
In order to assess your mastery of utilizing primary sources, communicating in APA style, and knowledge of the field of social psychology, you will complete a final paper. The paper will be a literature review of a specific topic within social psychology. You may choose any area you please. Your task is to find several articles on your chosen topic and summarize the main message within these articles in the form of a “main argument” (e.g., thesis statement or hypothesis). You will then support this thesis statement by the arguments made in each article. You will explicitly explain how each article supports your overall thesis statement. These connections between each article and your thesis statement should be clear and concise.

The literature review is due on April 24th. It should adhere to APA style and include a title page and references section. The paper is worth 100 points; 5 points will be deducted for each day the paper is late. The bulk of points will be given for effectively linking the articles you review with your overarching thesis statement. Additional information will be provided in class prior to the deadline.

In order to make a coherent argument, please review the literature in the field of social psychology and find at least four (4) journal articles that address the question and review the findings from each article. The following list of journals typically publishes work on social psychology: Emotion, Journal of Cross-Cultural Psychology, Journal of Experimental Social Psychology, Journal of Personality, Journal of Research on Personality, Journal of Personality and Social Psychology, Journal of Social Psychology Bulletin, Social Psychological and Personality Science, Psychological Science. You can access these journals through the PsycInfo database.

Remember, your paper will be graded with explicit reference to the summary of findings from these articles and how you use these findings to support your thesis statement. Points will be lost if your paper contains distracting grammatical problems.

Here are some broad areas in social psychology within which you can choose a more specific question for your literature review: (1) In what ways are individuals influenced by conformity? (2) What are some ways to reduce the influence of obedience? (3) How do attitudes change? (4) How can groups work together most effectively when making decisions? (5) What determines if someone is attracted to someone else? (6) Which are the best ways to reduce prejudice and discrimination? (7) What kinds of behaviors do implicit versus explicit attitudes predict? (8) How do we compare ourselves to others and how does this influence our behavior? (9) How do cultures differ in their social norms? (10) What factors influence the development of the self?
7. Grading  
Your grade in this course will be based on your performance on the following criteria:  
   - Examinations – 3 x 20% = 60%  
   - Attendance = 5%  
   - Participation = 5%  
   - Poster Presentation – 15%  
   - Research Paper – 15%  

Grades will be distributed in the following manner:

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<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tr>
<td>A+</td>
<td>98-100%</td>
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<tr>
<td>A</td>
<td>93-97%</td>
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<tr>
<td>A-</td>
<td>90-92%</td>
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<td>B+</td>
<td>88-89%</td>
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<tr>
<td>B</td>
<td>83-87%</td>
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<td>B-</td>
<td>80-82%</td>
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<td>C+</td>
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<td>C</td>
<td>73-77%</td>
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<td>C-</td>
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<td>D+</td>
<td>68-69%</td>
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<td>D</td>
<td>63-67%</td>
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<td>D-</td>
<td>60-62%</td>
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<td>F</td>
<td>≤ 59%</td>
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8. Academic Integrity.  
All students are expected to subscribe to the highest ideals of academic integrity. Any form of academic dishonesty will be dealt with as severely as allowed by the College, most likely a grade of F in the course and recommendation of dismissal from the College. “Academic dishonesty” includes, but is not limited to, plagiarism, cheating, and falsification. Please refer to the College’s policy on Academic Integrity by clicking on the link below:

[http://www.westmont.edu/_offices/provost/plagiarism/academic_integrity_policy.html](http://www.westmont.edu/_offices/provost/plagiarism/academic_integrity_policy.html)

Plagiarism. The current plagiarism document can be found at [http://www.westmont.edu/_offices/provost/plagiarism/academic_integrity_policy.html](http://www.westmont.edu/_offices/provost/plagiarism/academic_integrity_policy.html). You are required to read this page and email your acknowledgement of the policy to the instructor before you turn in your first written assignment. According to Westmont’s plagiarism policy,

*To plagiarize is to present someone else's work—his or her words, line of thought, or organizational structure—as your own. This occurs when sources are not cited properly, or when permission is not obtained from the original author to use his or her work. Another person’s “work” can take many forms: printed or electronic copies of computer programs, musical compositions, drawings, paintings, oral presentations, papers, essays, articles or chapters, statistical data, tables or figures, etc. In short, if any information that can be considered the intellectual property of another is used without acknowledging the original source properly, this is plagiarism.*

Please familiarize yourself with the entire Westmont College Plagiarism Policy. This document defines different levels of plagiarism and the penalties for each. It also contains very helpful information on strategies for avoiding plagiarism. It cannot be overemphasized that plagiarism is an insidious and disruptive form of academic dishonesty.

9. Helpful Resources

Academic Accommodations  
Students who have been diagnosed with a disability (chronic medical, learning, physical, or psychological) are strongly encouraged to contact the Office of Disability Services (ODS) as early as possible to discuss appropriate accommodations for this course. Formal accommodations will only be granted for students whose disabilities have been verified by ODS. For more information, contact Sheri Noble, Director of Disability Services (805-565-6186, snoble@westmont.edu) or visit the website

**Counseling Center**

Personal concerns such as stress, anxiety, relationship difficulties, depression, cross-cultural differences, etc., can interfere with a student’s ability to succeed and thrive in college. For helpful resources, contact the Counseling Center on campus. Their website is [www.westmont.edu/_offices/counseling/](http://www.westmont.edu/_offices/counseling/)

## 10. Course and Reading Schedule

Below you will find a tentative course and reading schedule. This is tentative because this Syllabus and its contents are subject to change. Changes will be announced in class and students are expected to note any changes at that time. *Being absent is not an excuse for being uninformed.*

**SPRING 2018 TENTATIVE COURSE & READING SCHEDULE**

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topics</th>
<th>Readings</th>
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<tbody>
<tr>
<td>2</td>
<td>January 18&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Introduction &amp; Overview</td>
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<tr>
<td>3</td>
<td>January 23&lt;sup&gt;rd&lt;/sup&gt;</td>
<td>Introduction to Social Psychology</td>
<td>Chapter 1</td>
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<td></td>
<td>January 25&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Introduction to Social Psychology</td>
<td>Chapter 1</td>
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<td>4</td>
<td>January 30&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Research Methods in Social Psychology</td>
<td>Chapter 2</td>
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<td></td>
<td>February 1&lt;sup&gt;st&lt;/sup&gt;</td>
<td>Research Methods in Social Psychology</td>
<td>Chapter 2</td>
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<tr>
<td>5</td>
<td>February 6&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Research Methods in Social Psychology</td>
<td>Chapter 2</td>
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<td></td>
<td>February 8&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Social Cognition</td>
<td>Chapter 3</td>
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<td>6</td>
<td>February 13&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Social Cognition</td>
<td>Chapter 3</td>
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<td>February 15&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Social Perception</td>
<td>Chapter 4</td>
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<td>7</td>
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<td>Social Perception</td>
<td>Chapter 4</td>
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<td>February 22&lt;sup&gt;nd&lt;/sup&gt;</td>
<td>Social Perception</td>
<td>Chapter 4</td>
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<td>8</td>
<td>February 27&lt;sup&gt;th&lt;/sup&gt;</td>
<td><strong>Exam 1</strong></td>
<td>Ch. 1-4</td>
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<td>March 1&lt;sup&gt;st&lt;/sup&gt;</td>
<td><strong>The Self</strong></td>
<td>Chapter 5</td>
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<td>Date</td>
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<td>9</td>
<td>March 6&lt;sup&gt;th&lt;/sup&gt;</td>
<td>The Self</td>
<td>Chapter 5</td>
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<td>March 8&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Justifying our Actions</td>
<td>Chapter 6</td>
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<td>10</td>
<td>March 13&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Spring Break</td>
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<td>March 15&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Spring Break</td>
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<td>March 20&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Justifying our Actions</td>
<td>Chapter 6</td>
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<td>March 22&lt;sup&gt;nd&lt;/sup&gt;</td>
<td>Attitudes &amp; Attitude Change</td>
<td>Chapter 7</td>
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<td>Poster Presentations</td>
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<td>12</td>
<td>March 27&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Attitudes &amp; Attitude Change</td>
<td>Chapter 7</td>
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<td>March 29&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Conformity</td>
<td>Chapter 8</td>
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<tr>
<td>13</td>
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<td>Ch. 5-8</td>
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<td>14</td>
<td>April 10&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Group Processes</td>
<td>Chapter 9</td>
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<td>April 12&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Interpersonal Attraction</td>
<td>Chapter 10</td>
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<td>15</td>
<td>April 17&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Prosocial Behavior</td>
<td>Chapter 11</td>
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<td>April 19&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Aggression</td>
<td>Chapter 12</td>
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<td>16</td>
<td>April 24&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Prejudice</td>
<td>Chapter 13</td>
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<td>Literature Review Due</td>
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<td>Prejudice</td>
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<td>Wed., May 2&lt;sup&gt;nd&lt;/sup&gt;</td>
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<td>(12-2pm)</td>
<td>FINAL EXAM</td>
<td>Ch. 9-13</td>
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