

SYLLABUS

Psychology 343: **Social Psychology**

Spring, 2006 Index #: 3982 Section#: 01

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Class Meeting Time (Place) : M, W, F: 1:00-1:50 (Young Hall - Room 411)

Office Hours: M, W, F: 2:00 - 3:00

Also by appointment and just about any time you can catch me.

(The hours given above are tentative; they may be changed. All changes will be announced in class.)

Required Texts: Taylor, S. E., Peplau, L. A., & Sears, D. O. (2006). *Social Psychology*, Twelfth ed. Upper Saddle River, NJ: Prentice Hall.
ISBN: 0-13-193281-0

Course Objectives:

You will be engaged in a series of activities designed to develop understanding of concepts, theories, and research related to Social Psychology. Through class lecture, discussions, and other components for evaluation (below), you will be acquainted with information about how the individual impacts and is impacted by the real, imagined, or implied presence of others. This process will encourage you to develop insight into and to think objectively about your own social interactions, which should aid in the development of self-understanding. It will also promote the development of understanding of the behavior of others, in general, necessary and important for those who will in the future work as psychologists, counselors, social workers, teachers, or in other helping professional roles.

Class Mechanics :

Class sessions: Class attendance is not required (though it is a very good idea to come to class). *If you do not come to class, you remain responsible for all material covered in class and for any announcements made in class.* Note: I will keep attendance for census purposes.

Having said that, let me make it clear that I will only accept one extra-credit question paper (see below) per week; with or without an approved university excuse. Also, in-class-quizzes (see below) can not be made up for any reason. In other words, to get the full benefit of extra-credit work, it is a good idea to attend class with high frequency. Further, students who do not attend class regularly, typically do not do well in this course.

Obviously, lectures cannot cover everything contained in a textbook (unless it is a very bad textbook). Therefore, some of the material in the text will not be dealt with in class. This does not mean that the material is unimportant-only that there is not enough time to cover it in class. Also, there will sometimes be things covered in lecture that are not in the text. *In other words, you should pay attention to both the text material and the lecture material in your studying.*

As a note: the best time to see me, especially if you need to persuade me to do something in some way, is not immediately before class or immediately after in the class room. All grade inquiries, personal requests, excuse giving (ha!), etc. should be done in my office during office hours following class sessions, or during scheduled appointments. This is more for your benefit than mine, because I tend to forget things if I don't write them down in my calendar/class book.

Class Announcements and Course Handouts: Many class announcements will be made via the course e-mail alias. These announcements will also be made in class. However, all students are expected to regularly (every other day or so) check their e-mail for class announcements. Further, all course handouts will be posted on my web page (see above). They will be presented in a PDF format (Adobe Acrobat format). All campus computers have the ability to open pdf files. If you are working from your home or dorm room you may need to download the free Adobe Acrobat Reader program. This is available from my website as well. If you are unfamiliar with e-mail, e-mail attachments, navigating the web, or opening files on the web, then please schedule an appointment with me and we will go over it.

Evaluation:

The student's progress in meeting course objectives will be inferred from performance on the following numbered components.

1. Exams: Two 100-point midterm exam and a 100-point final exam will be given. The dates for each exam are listed in the course outline. Exam questions will be approximately 50% from lecture and 50% from text. University policy for Academic Dishonesty will be enforced (so do us both a favor and don't cheat).

Students should bring their Radford ID's with them to exams. You may be asked to present them. Students without identification will not be allowed to take the exam. Students may not retain copies of the exams. Do not arrive at an exam late: once anyone has finished the exam and left, no one else may start the exam and a make-up will be administered.

Make-up exams: If a student misses an exam and has an adequate *written* excuse, s/he may take a make-up exam. The instructor reserves the right to decide on the adequacy of excuses. The Make-up Exam may be **essay**. A special test session will be used for giving all make-up exams. This will probably be Friday., April 15th, at 2:00 p.m.. Details will be announced in class. If an exam is missed and no make-up is taken, a zero will be given for that exam. ***See me at once if you miss an exam for any reason, or when you anticipate missing an exam. You must see me, in person, in my office for this.***

2. Short Paper: Each student will write a 1.5 to 2 page (not including a cover page containing identifying information, e.g. name, data, title, etc.), 20 point addressing to **one** of the following situations. Papers ***must be typed and double spaced, with 1 inch margins and 12 pt typeface.*** They are due at the beginning of the class meeting on Mon., Jan. 16th. Late papers will be graded for half credit if turned in by Monday, Jan. 23rd.

A. Describe an event in your life (that happened to you or someone you know) where you did something you would not normally do, because other people expected you to. How did it make you feel and how did those feelings influence your subsequent behaviors?

B. Describe an event in your life where you did something unintentionally, but other people believed you meant to do it. How did it make you feel and how did those feelings influence your subsequent behavior?.

C. Describe an event where you did something that was inconsistent with your beliefs and/or values. What caused you to perform the behavior? How did this event make you feel and how did it influence your subsequent behaviors?

3. Event Analysis Paper: For 50-points, the student will write a 4-5 page paper that analyzes a social situation or event using the theories or research we discuss in class and complete the procedures outlined in the Event Analysis Guide (posted on the course web page). Papers ***must be typed and double spaced, with 1 inch margins and 12 pt typeface.*** This paper is ***due on or before Fri., March. 31st,*** at the beginning of class. Students should make an extra copy of the paper to keep. Papers may be submitted in a manilla folder and/or envelope, or stapled together.

Late papers will be accepted, but marked down two letter grades (10 points), by Mon., April., 3rd. Papers turned in after the late date will not be accepted and 0 points will be given for the assignment.

NOTE For ALL written work:

1) In the extremely unlikely event that your paper is missing or has been accidentally lost or destroyed, make sure that you have a hard copy of the paper AND a backup disk in addition to the copy that you turn in. This is your record of having completed the assignment and will be used to replace the missing copy. If you do not have a backup, it will be your responsibility to redo the paper.

2) All written work ***must be typed and double spaced, with 1 inch margins and 12 pt typeface.*** Handwritten work and other work found unacceptable due to format, grammar, or lack of proofreading will not be accepted and will be returned for revision. Revisions submitted within one week of return, will be accepted with a 10% grade reduction. Revisions submitted after the one week deadline will be awarded 0 pts.

Summary of Evaluation:

Exams:	300 points
Short paper:	20 points
Book Review:	50 points
Quizzes	? points

Total	370+ points

Extra Credit Question Papers: the only extra credit that will be offered will take the form of weekly Question Papers that consist of 3 **thoughtful** questions that you write based on the reading that is assigned for that week (see Tentative Course Outline).

-Question papers must include the date the paper was submitted (not written) - no date, no points.

-Each of the 3 questions include the following elements:

a. A clear statement concerning what aspects of the reading to which the question refers.

b. A clear statement of the question.

c. Your thoughts on how you could begin to answer the question.

A copy (keep one for your self to use during class that week) of your question paper is due at the beginning of class the first class session of each week. Every Question paper is worth 3 points for a maximum of 33 points (e.g. 11 question papers = 9/10 of a letter grade). Remember that there are only 15 weeks of class. If you wait until 12th week of class to start doing extra credit, you can only receive a maximum of 12 points (4 weeks). Similarly, if you wait until the 15th week of class to start doing extra credit you can only receive a maximum of 3 points (1 week). If you want to take full advantage of the extra credit opportunities you should start as soon as possible.

In-Class-Quizzes: As stated above, you are expected to have read the assigned materials **prior** to each class. A significant portion of this class will consist of discussions of the material that we have read. You should generally anticipate one quiz per week. Quiz points will be added to the total points required for the class (e.g. they are not extra credit and missing/failing a quiz will reduce your overall grade). Missed quizzes can not be made up for any reason.

Grades: Grades are based on the percentage of the total points earned divided by the total points possible in the course (including: tests, papers, and quizzes). The minimum percentages for each letter grade as follows: D=60%, C=70%, B= 80%, A= 90%.

Special needs Students :

In accordance with University policy, if you have a documented disability and require accommodations to obtain equal access in this course, please contact the instructor at the beginning of the semester or when given an assignment for which an accommodation is required. Students with disabilities must verify their eligibility through the Disability Resource Office in the Tyler Hall (831-6350).

Tape Recording Lectures: In an effort to encourage frank and open class discussions, please obtain permission from the instructor (who will in turn, seek the permission of fellow classmates) before attempting to make taped recordings of lectures. Failure to obtain permission will be treated as a violation of the university honor code.

Lecture and Reading Outline:

This outline can only be an approximate guide, since dates for particular lecture topics can only be approximate and since material may be added or deleted. The dates and material for the exams will be as listed, however, unless changes are absolutely necessary. If changes affecting exams are made, they will be announced in class as soon as possible. Lecture dates in this outline are used to identify lecture topics to covered on exams. On the class day immediately before an exam, there will be time for questions, etc.

<u>Date</u>	<u>Chapter No.</u>	<u>Lecture Topics</u>
1/9 m	-	Syllabus
1/11 w	1	Introduction to Soc Psyc / Research Methodology
1/13 f	1	Research Methodology
1/16 m	2	Impression Formation : Short Paper Due
1/18 w	2	Impression Formation & Attribution Theory
1/20 f	2	Attribution Theory
1/23 m	5	Attitudes
1/25 w	5	Persuasion
1/27 f	5	Cognitive Dissonance
1/30 m	5	Cognitive Dissonance (Article: Festinger & Carlsmith: Induced Compliance)
1/1 w	7	Conformity (Out of Class Activity: Norm Violation)
1/2 f	7	Compliance
2/6 m	7	Obedience (Article: Milgram, Behavioral study of Obedience)
2/8 w	7	Obedience
2/10 f	Exam I	Ch. 1, 2, 5, 7
2/13 m	3	Social Cognition - Schemas
2/15 w	3	Social Cognition - (Article: Snyder: Self-fulfilling Stereotypes)
2/17 f	3	Social Cognition - Heuristics
2/20 m	3	Social Cognition - Bias
2/22 w	4	The Self - Components of the Self
2/24 f	4	The Self - Social Comparison Theory
2/27 m	4	The Self - Impression Management
2/1 w	6	Prejudice- (Article: Allport, What is the Problem?)
2/2 f	6	Prejudice
3/6 m	6	Prejudice
3/8 w	11	Gender
3/10 f	-	Application: Dr. Seuss & Group Conflict
3/13 m	no class	Spring Break
3/15 w	no class	Spring Break
3/17 f	no class	Spring Break
3/20 m	11	Gender
3/22 w	11	Gender
3/24 f	Exam II	Ch. 3, 4, 6, & 11
3/27 m	8	Attraction (Article: <i>What is beautiful is good</i>)
3/29 w	8	Attraction
3/31 f	8	Attraction : Event Analysis Paper Due
4/3 m	9	Close Relationships
4/5 w	9	Close Relationships
4/7 f	9	Close Relationships
4/10 m	12	Prosocial Behavior (Article: Darly & Batson, Helping Behavior)
4/12 w	12	Prosocial Behavior
4/14 f	12	Prosocial Behavior : Make up exams 2:00, Russell 402
4/17 m	13	Aggression (Bandura, Ross & Ross, Modeling and Agression)
4/19 w	13	Aggression
4/21 f	13	Aggression
4/24 m	10	Group Processes (Article: Group Think)
4/26 w	10	Group Processes
4/28 f	10	Group Processes
5/1 mon	Final	2:00pm - 4:00pm (Young 411)