

BENEDICTINE UNIVERSITY @ SPRINGFIELD COLLEGE IN ILLINOIS

Summer, 2006

Class: Psy 211-70

Class Meeting Times Tuesday, 6-10, July 10-Aug 20

Instructor: Susan Sides

Office D-229

Home Phone: 787-4632

E-mail: **S sides @sci.edu**

SOCIAL PSYCHOLOGY

I. Course Description. Introduction to Social Psychology (3 credit hours) introduces students to the scientific study of how individuals think, feel and behave in regards to other people and how individuals' thoughts, feelings and behaviors are affected by others. The course focuses on the social nature of humans. The scientific method of systematic observation, description and measurement are applied to the study of the human condition. Students will learn about research methods as applied to the field. By the end of the course students will enhance their self awareness and examine some of the values that define them.

II. Text Books: Social Psychology, Brehm, Sharon. S., Kassin, Saul, Fein, Steven. Sixth Edition, Houghton Mifflin Company, 2005.

Readings in Social Psychology, the Art and Science of Research. Fein, Steven, Kassin, Saul. Third Edition, Houghton Mifflin Company, 2005.

III. Mission Statement: Benedictine University is dedicated to the education of undergraduate and graduate students with diverse ethnic, racial and religious backgrounds. As an academic community committed to the growth and professional education distinguished and guided by our Roman Catholic tradition and Benedictine heritage, we prepare our students for a lifetime as active, informed and responsible citizens in the world community.

IV. Goals, Objectives and Outcomes:
Goals:

Students will understand the theories, processes and functions of Social Psychology.

Students will become aware of their social self, the factors that influence them socially, factors that affect social relations, their personal and work world

Objectives:

Content Knowledge (Life Long Learning) CK-1

Know and apply the central concepts of Social Psychology. (CK-1)

Communication Skills (Life Long Learning and Leadership) CS-1

Communicate effectively in oral and written forms. (CS-1)

Global Perspective (Diversity) GP-1

Recognize the importance of social influence, social relations and perceptions across cultures; their affect on interpersonal relationships and a resulting impact on individual perceptions of self.

Course Based Student Learning Objectives

CK-1 To define the science of Social Psychology, understand the historical evolution of the field, understand the biological, socio-cultural, affective, cognitive basic and applied changes in the field.

To explore the social neuroscience, unconscious (implicit processes), and cultural influences on social cognition.

CS-1 To learn about the principles of social psychology as they relate to ourselves, to apply this knowledge to the exploration of social perceptions, social influence and social relationships and articulate conclusions both orally and in written form.

GP-1 To describe the application of principles of social psychology as they relate to business, law, health and group dynamics in our world as well as across cultural boundaries.

V. Teaching Methods

Discussion, presentation of concepts in field of social psychology, examination of a common sense approach to beliefs and values, research protocol applied.

VI. Course Requirements

Class attendance is required. Reading Assignments (CK-1) Students will read the chapters from the textbook and research readings.

Written assignments (CS-1)

Students will complete a common sense assessment from Chapters 3-14 of the text, pre/post tests will be given for all chapters, four tests will be given during the course, one minute papers will be completed at the close of each class. (CS-1)

Plagiarism. The deliberate and knowing presentation of another persons' original ideas as your own. Three acts are considered plagiarism: Failing to cite quotations and borrowed ideas. (CS-1), Failing to enclose borrowed language in quotation marks (CS-1), Failing to put summaries and para phrase in your own words. (CS-1) Plagiarism is a serious breach of conduct standards and will result in disciplinary action.

Four exams (CK-1) The focus is to know and apply central concepts of Social Psychology.

VII. Means of Evaluation of Outcomes

Tests, common sense assessments, one minute papers, pre/post tests

4 Exams 100%

VIII Topical Course Outline

WEEK 1

Orientation and Chapter 1, Pre/Post Test

Common Sense Assessments for all chapters of text.

Distribution of syllabus, discussion of course requirements, review of class room activities, review of schedule. Defining the field of social psychology, areas of study within the field, focus of the course on the scientific study of how individuals think, feel and behave in regards to other people and how the individual is affected by the thoughts, feelings and behaviors of others. Emphasis on the focus of social psychology on the individual; the social psychology of the individual. Presentation of the areas that social psychology pursues: social perception, social influence, social interaction how social psychology is applied to law, business and health.

Explore the history of social psychology. Presentation of new areas of research in the field: social neuroscience, behavior genetics, evolutionary psychology, socio cultural perspectives of the field. One minute paper completed.

Chapter 2 Pre/Post Test

Why we learn about research, how it can improve our reasoning about real world events and how we can become more effective in channeling consumer information. How research may help us develop a healthy sense of doubt. Discussion of beginning a research experiment, how to develop ideas, hypothesis, a proposed theory and how to test that theory. Presentation of variables, discussion of preferred methods of social psychology experimentation. Discussion of correlation research (advantages and disadvantages). Discussion of experiments (cause and effect). Characteristics of social psychology experiments. Social Psychology and the use of convenience samples. One minute paper

WEEK 2

Chapter 3 Pre/Post test, complete post common sense assessment.

Self Reflection and ABC's of self "Cocktail Part Effect", definition of self concept, self schemas and hypothesis of a theory. Schematic vs. aschematic

Steps of self concept

Introspection (affective forecasting)

Self perception theory, facial feedback hypothesis, intrinsic and extrinsic motivation and self perception. Over justification effect, incentive programs, (do they work?) social comparison theory, two factors of theory of emotion. Two factors necessary to feel a specific emotion. AM, reminiscence peak and transitional firsts. Flashbulb memories, cultural perspectives and orientation, self esteem defined, self discrepancy theory, self awareness trap and theory, public vs. private self consciousness, self regulation, self control, ironic processes, implicit egotism, downward social comparison, positive illusions (are they adaptive?) self presentation and self monitoring activity (p 89) one minute paper .

Chapter 4

Common sense assessment, pre/post test

Perceiving Persons

Social perceptions and 3 sources, Physiognomy defined, scripts (what are they), non verbal cues, 4 channels for communication, processes that lead to attribution, 2 major attribution theories (correspondent inference and co variation), attribution biases, cognitive heuristics/ availability heuristics, false consensus effect, base-rate fallacy, counterfactual thinking, fundamental attribution errors, 2 steps process of social perception, actor observer effect, bio cultural identity, motivational biases, dispositions to impressions, impression formation, personal changes to the process, perceiver characteristics, priming effects. 2 contextual factors that affect perceiver characteristics need for closure, confirmation bias, belief perseverence, self fulfilling prophecy, (3 steps) combining satisfying and sufficiency, 4 reasons about competence as social perceivers. One minute paper.

Chapter 5 Common sense post assessment, pre/post test Discussion of reading 4. Stereotypes, prejudice& discrimination. Defined, how they are formed, social categorization, ingroups vs. outgroups, entity theorists, how stereotypes survive and perpetuate themselves. Illusory correlations, subtyping and contrast effect, ways to reduce stereotypes, prejudice, realistic conflict theory, ingroup favoritism, social identity theory, social dominance orientation, sexism, gender, social role theory, racism, modern racism, contact hypothesis, decategorization and recategorization, and one minute paper.

WEEK 3

EXAM I

Chapter 6 Social Influence

Common sense post assessment, pre/post test. Discussion of reading 5
Study of attitudes, how they are measured, link between attitudes and behavior.
Self esteem as an attitude we hold about ourselves. Attitude defined and its' purpose.
Ways to measure attitudes, (self report measures, likert scale, bogus pipeline), covert measures, how the brain is affected (amygdala), Implicit Association Test (IAT).
Theory of planned behavior, impact limited (4) , genetic makeup and attitude, when are attitudes the strongest? How are attitudes linked to behavior? Persuasion, steps to persuade, outcomes to persuasive communication, processing strategies to persuasion, " sleeper effect". Discounting cue hypothesis, central or peripheral route, How to change attitudes, self monitoring, cultural impact- individualism vs collectivism.
P 211 7 strategies to resist changing attitudes, inoculation hypothesis, psychological reactance, roleplaying, cognitive dissonance theory, insufficient justification and deterrence, 4 steps to reduce dissonance, challenges to the dissonance theory: self perception theory, impression management theory, self esteem theory. One minute paper.

WEEK 4

Chapter 7 Conformity

Pre/Post test, common sense post assessment, discussion of reading 7

Flash mob defined, ways people are affected by social influence, forms of influence (automatic, conformity, compliance, obedience), mood contagion, conformity defined, autokinetic effect, why people conform (2) types of conformity (private and public), factors that lead to conformity (4) what does an ally do to a conformist?

Cultural effects of conformity, individualism vs collectivism and the type society where you find more individualism. Minority slowness effect, minority influence, consistency in behavior is better, (why), differing points of view presented, difference between minority and majority effect on change, compliance (examples)

The effect of language on compliance, setting traps: types

Obedience procedures, the obedient participant, the authority, the victim, defiance, disobedience, social influence continuum, social impact theory, perspectives on human nature.

Chapter 8 Group Processes

Common sense post assessment, pre/post tests

Founders of Social Psychology: Triplett, Ringelmann

Collective processes of groups, social integration of groups, collectives and how collective processes affect groups and collectives. The Zajonc solution, 2 variations of Zajonc's theme, evaluation apprehension theory, distraction conflict theory, social loafing, things that reduce social loafing. P 271. collective effort model, social compensation, sucker effect. How the presence of others increases arousal.

Deindividuation (2 types of environments). Social identity model of deindividuation, stages of group development, 3 components of a group, group polarization and what creates it. Group think. How to prevent group think., P. 285 ways to avoid group think. Things that affect group performance, types of task, process loss, groups perform best: p 288 factors that inhibit brainstorming, biased sampling, escalation effects, transactive memory, group support systems (computer), diversity in groups, social dilemma, prisoner dilemma, resource dilemma. Conflicts: sources, things that escalate between group conflict. GRIT, Negotiating, finding common ground, p 301 Alternative approach to Negotiations. Road to Peace. One minute paper.

EXAM II

WEEK 5

Chapter 9

Common Sense post assessment, pre/post test

Social Anxiety

Sociostar, why does stress arouse the need for others? Loneliness defined, how relationships develop, the proximity effect, mere exposure effect, what is beautiful is good stereotype. 3 characteristics that influence attraction. Matching hypothesis, complimentary hypothesis, reciprocity, 3 components of intimate relationships, social exchange theory, equity theory, communal relationships and exchange relationships, attachment style. Types of love, secondary love types, 3 components: triangular

theory of love (8 subtypes), passionate love, excitation transfer, self disclosure, sexual orientation, one minute paper.

Chapter 10: Helping others

Common sense post assessment, pre/post test

Prosocial behavior defined, kinship selection, reciprocal altruism, evolutionary roots of helping, arousal-cost reward model, moral hypocrisy, courageous resistance, egoistic, empathy-altruism hypothesis, egoistic alternatives, negative state relief model, bystander effect, 5 steps to helping in an emergency ,pluralistic ignorance, diffusion of responsibility, audience inhibition, pressure of time as it effect helping . Rural vs city, collectivists, good mood effect, role models, social norms, norm of self interest, exchange fiction, altruistic personality, characteristics of people who get helped. Self evaluation maintenance model, social support and gender, self supportive vs self threatening help. Sense of connection, one minute paper.

Chapter 11 Aggression

Pre/post test, common sense post assessment

The violent crime time clock. Aggression defined with different types emphasized. P 400 culture and aggression. Gender and violence, nature/nurture discussion. Instinct and evolutionary psychology, social learning theory, frustration, displacement, catharsis, frustration aggression theory revised. Arousal affect model, positive/negative emotions, cognitive neoassociation analysis, weapons ,mitigating information, hostile attribution bias, immediate and LT effects of violence, desensitization to violence, mass media, types of violence, reducing violence, multi systemic therapy, societies where violence is less. Media: what can you do to impact aggression: one minute paper.

EXAM III

WEEK 6

Chapter 12 Law

Pre/post test, common sense post assessment

Voir dire

Scientific jury selection approval

Death qualification

DNA

Social pressure to confess: techniques used

P 451 9 steps to interrogation

Polygraph

3 stages of eye witness

acquisition

storage

retrieval

weapon focus effect

cross race identification bias

theory of reconstructive memory
misinformation effect, lineup, courtroom testimony, p 462 eyewitness factors,
nonevidentiary influences, pretrial publicity: the danger, judges instructions to the
jury, jury, nullification. Watch the movie: 12 angry men. Leadership (foreman) role,
3 stages of deliberation, leniency bias, number on a jury, sentencing disparity ,justice,
models, adversarial and inquisitorial model. Role of the social psychologist in the
courtroom. one minute paper.

Chapter 13 Business

Common sense post assessment, pre/post test

Industrial organization psychologist

The Hawthorne effect

Hiring: interview and alternatives, standardized tests, personality test, integrity tests,
performance appraisals, new methods of evaluation, leadership: personality traits,
contingency model of leadership, normative model of leadership, transactional and
transformational leaders, (p 497 characteristics of the transformational leader)

Women and leadership, motivation, expectancy theory, extrinsic and intrinsic
rewards, equity theory, sabotage, sunk cost principle.

one minute paper.

Chapter 14

Health

Common Sense post assessment, pre/post test

Health psychology

Stress defined

Easy to cope- appraisal, coping, 3 levels of stress, PTSD, negative events of illness,
burnout, type A behavior, general adaptation syndrome(alarm, resistance,
exhaustion). Immune system, PNI ,Ways to cope: problem focused, emotion focused,
proactive, learned helplessness, depressive explanatory style, hardy people, self
efficacy, placebos, optimism, helplessness. P 532 ways to cope reviewed.

Shutting down, blocking, opening up, insight, self focus: getting out or trapped?

Proactive coping, prevention, subjective well being, adaptation level theory.

One minute paper.

EXAM VI

IX American with Disabilities Act (ADA)

Individuals with reasonable accommodation needs for disabilities in order to
participate in education programs, activities and services will be accommodated.

Students with special needs should contact the Director of Resource Center to specify
accommodation needed.

X Assessment

Goals, objectives and learning outcomes that will be assessed in the class are stated in this syllabus. Instructor will use pre/post test, students will complete a one minute paper for each chapter and a common sense assessment on chapters beginning with Chapter 3 of the text. Other class room assessment techniques will be used as deemed necessary in order to provide continuous improvement of instruction . Students are required to take part in all assessment measures.

XI Omitted

XII Semester Calendar attached.

CALENDAR

Week 1 Orientation , chapter 1 and 2

Week 2 Chapters 3,4,5

Week 3 Exam I, Chapter 6

Week 4 Chapter 7 and 8, Exam II

Week 5 Chapters 9,10,11, Exam III

Week 6 Chapters 12,13,14,Exam IV

Exam I will cover Chapters 1-5

Exam II will cover Chapters 6-8

Exam III will cover Chapters 9-11

Exam IV will cover Chapters 12-14