



DOANE UNIVERSITY

SYLLABUS

SOC 336 – Social Psychology

Course Content

<i>Course Number:</i>	SOC 336
<i>Course Title:</i>	Social Psychology
<i>Course Dates:</i>	October 16 – December 16, 2017
<i>Credit Hours:</i>	3 Credits
<i>Instructor:</i>	Jean Kilnoski
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<i>Office Hours:</i>	By Appointment

Course Description

The study of human thought and behavior as it is influenced by the presence of other people. Topics include conformity to social norms, persuasion, self-justification, group processes, and aggression. Students successfully completing the course will demonstrate their understanding of the major empirical findings on these topics as well as the major theories and concepts which help us understand the processes by which social factors, as opposed to stable personality traits, influence human thought and behavior.

Course Objectives:

At the conclusion of the course, students will:

1. Demonstrate an understanding of the definition of social psychology, and how social psychology bridges the gap between sociology and psychology;
2. Demonstrate an understanding of the core concerns and important theoretical perspectives in social psychology;

3. Demonstrate knowledge of social psychology as a science, and major research methods used by social psychologists and associated ethical issues;
4. Demonstrate the ability to apply critical thinking to the evaluation of social psychological concepts and theory;
5. Enhance writing skills through course assignments;
6. Demonstrate the ability to apply social psychological theory and concepts to everyday, real-world situations.

REQUIRED TEXT:

Myers, D. (2011). Exploring Social Psychology (7th ed.) Publisher: McGraw-Hill, New York, NY.

ISBN: 978-0077825454

SUPPLEMENTAL TEXT: None

Measurement of Outcomes

Assignments (Direct): Midterm paper, Final paper, reading application questions,

Instructor Evaluations (Indirect): Participation, debate

Instructional Methods

This class will include direct lecture; class discussion; videos; in-class activities; reading assignments.

Suggestions for getting the most out of this Course

1. Read the content of this syllabus and ask for clarification if the content is not clear.
2. Complete all reading assignments prior to class meeting times.
3. Ask questions.
4. Participate, participate, participate! The more that you are involved the more you will get out of the class.
5. Stay current with the schedule of assignments for sections of the paper, utilizing instructor feedback each week and applying it to subsequent sections.
6. The Academic Support Center (ASC) is located in room 204 of the Fred Brown Building on the Lincoln campus. ASC offers academic support in the areas of time management, study strategies, note taking, test taking, math, reading, and writing for students enrolled at all three campus settings. Free tutoring and free one-on-one meetings are available to provide assistance in these areas. Additionally, free proofreading of final drafts of papers is available 24/7. To sign up for the proofreading service or to make a tutor or one-on-one appointment, email the director at: terese.francis@doane.edu.

Course Requirements

1. Attendance and participation in classroom discussions. This includes being prepared to discuss assigned readings, homework, and videos. Ten percent of your final grade will be based on participation. After reading the syllabus, you can understand that attendance is important to take full advantage of all the learning opportunities of this course. **There is no make-up work for absences.** If you anticipate more than two absences, please enroll in the course at a more convenient time.

2. **Weekly reading application responses**
 Students will respond to questions related to the reading assignment each week. The questions are posted on Blackboard under Assignments. Students are expected to provide thoughtful responses that are at least two pages double-spaced in length. *Students' responses should be uploaded to Blackboard by midnight the night before the class meeting.*

3. Debate – Students will participate in a debate on a topic related to social psychology. Each member of the debate team will develop his/her own argument, which supports the team's argument in the position paper. Each team member should make a unique contribution to the team's overall position and will become an expert on a main idea or argument that supports their team's position/argument. The arguments will include an assertion, reasoning, and empirical evidence.

4. Midterm Paper
 Students will **define and apply a minimum of 20** social psychological concepts from Modules 1 through 13 in the Myers textbook to a real-world situation chosen by the instructor. Both the **definition and the application** of the concept/term must be included in the body of the paper. Students should **not submit a numbered or bulleted list of terms**. The paper should demonstrate the student's ability to apply concepts in a meaningful way and to synthesize information and make connections. In addition, students should use complete sentences for both the definition and the application. The application of the term should be clearly outlined. Ideally, there should be a demonstrated link between the definition and application. **Simply using the term in a sentence does not indicate how the term applies to the situation described in the article/video.**
 Paper will be graded on:
 - a. Correct definition of the concept as it applies to social psychology (don't google the definition – it may not result in a definition appropriate for social psychology);
 - b. Appropriate application and a clear demonstration of an understanding of the concept;
 - c. Sentence structure, punctuation and grammar;
 - d. Smoothness of expression, or "flow" of paper.
 Papers that are submitted late will lose five points for each day past the due date.

- Example 1: “According to Myers, collectivism is defined as giving priority to one’s group and defining one’s identity accordingly. The article about fraternity hazing notes the pledges involved in hazing rituals have made a formal commitment to join the fraternity. The pledges are willing to engage in dangerous hazing activities because membership in the fraternity has become an important component of their identity. The goals of the fraternity, such as brotherhood and group cohesion, have become more important to the pledges than their individual goal, such as personal safety.”
- Example 2: “The culture of the Westboro Baptist Church is dramatically different from mainstream American culture. Culture is defined as the behaviors, ideas, attitudes, and traditions shared by a large group and transmitted from one generation to the next. Most of the members of the WBC are family. The patriarch of the church, Fred Phelps, has passed down the message that the members of the church are chosen messengers of God, who interpret natural disasters and the death of American soldiers as signs that we are living in the end of times. According to senior members of the church, picketing soldier’s funerals allows members to stand with God. It has become a normal part of their daily life. Older members of the church have passed down values of hate and judgment, and the attitude that gay people are sinners and deserve to die. Their culture is further strengthened by their close proximity to each other, which allows senior members to monitor and control younger members.”

4. Debate Position Paper

This paper will outline and support the student’s position in the debate. Each side in a debate is called the “position.” Each member of the debate team will develop his/her own argument, which supports his/her team’s position. If the debate team has two members, each team member should make a unique contribution to the team’s overall position.

Your position paper should include:

- a. Statistics that illustrate and support your position;
 - b. Information that appeals to people’s sense of reason and/or their emotions;
 - c. Research evidence which supports your individual argument;
 - d. Appropriate use of social psychology terms/concepts.
 - e. Definition of terms from the Myers textbook.
- #### 5. Final Paper
- In this paper, the student will apply 25 social psychological theories and concepts to a *real world* situation, event, or issue chosen by the student. Both the **definition and the application** of the term must be included in the body of the paper. **Do not submit a numbered or bulleted list of terms.** The paper should demonstrate the student’s ability to apply concepts in a meaningful way and to synthesize information and make connections.
- The paper should be typed, double-spaced and a minimum of 6 pages. Paper will be graded on:
- e. Correct definition of the concept as it applies to social psychology (don’t google the definition – it may not result in a definition appropriate for social psychology).
 - f. Appropriate application and a clear demonstration of an understanding of the concept.
 - g. Sentence structure, punctuation and grammar

h. Smoothness of expression, or “flow” of paper.

The following topics are not acceptable for a final paper: Movies, television shows, video games, comic books, and novels. Papers that are submitted late will lose five points for each day past the due date. The final paper is due week 7.

Evaluation Criteria

Final Grade

The final grade will be based on the following criteria:

1. Participation and contribution to class discussions	10%
2. Reading application responses	15%
3. Midterm paper	20%
4. Debate position paper	15%
5. Final paper	20%
6. Debate	20%

Grading Scale:

A+	100-97	B+	89.9-87	C+	79.9-77	D+	69.9-67	F	Below 60
A	96.9-93	B	86.9-83	C	76.9-73	D	66.9-63		
A-	92.9-90	B-	82.9-80	C-	72.9-70	D-	62.9-60		

Expectations

1. *Attendance and Participation:* A high premium is placed by the instructor on class participation. It is expected that students will attend every class meeting and be prepared to participate. Ideal class participation, which earns the highest number of participation points, will exemplify the following:
 - a) *Full Participation:* Proactive participation -- leading, originating, informing, challenging contributions that reflect in-depth study, thought, and analysis of the topic under consideration. Often cites from readings; uses readings to support points; often articulates fit of readings with the topic at hand. Demonstrated ability to listen to and build upon the ideas of others.
 - b) *Most Participation:* Reactive participation -- supportive, follow-up contributions that are relevant and of value, but rely on the leadership and study of others, or reflect opinion rather than study, thought, and contemplation.
 - c) *Partial Participation:* Passive participation -- present, awake, alert, attentive, but not actively involved.
 - d) *No Participation:* Uninvolved or disruptive participation -- electronic engagement unrelated to class; psychologically absent, present but not attentive, sleeping, and/or irrelevant contributions that inhibit the progress of the discussion.

2. *Classroom Behavior:* Students are expected to demonstrate professionalism in the classroom. Students should be open to assessing and evaluating all student comments as well as having his or her own comments assessed and evaluated. Graduate learning is an on-going collaborative process. Therefore, students should be respectful and open to others in the classroom. Students' behavior should reflect professionalism, as demonstrated by: being on time, being respectful, prepared, attentive, and open to learning.

3. *Late Assignments:* Assignments submitted past the due date will have **five points deducted** per day for each day past the due date. The instructor will not be available to help with technological issues the day of class.

Due to the time frame given for each class, moving presentations may become overly difficult and affect the learning of other students. Therefore, in class role-plays must be completed on the day chosen by the student. Should an unforeseen issue arise (i.e., illness, family death, etc.) changes will be determined on a case-by-case basis. Students should contact the instructor in a timely manner.

3. *Use of Technology:* The use of technology during class time is generally disruptive and inhibits classroom interactions; therefore, the use of computers or phones is generally inappropriate. Special needs should be discussed with the instructor. If you are on call or need to make a call/text please leave the classroom as talking or texting could distract others from learning.

4. *Plagiarism:* All of the work submitted must be each student's own work. Any use of others' work (i.e., research papers, journal articles, etc.) must be cited using APA format. Students

who do not cite work correctly and give ownership of others' work will at minimum be given a zero for that assignment.

Tentative Schedule

Date	Topic	Reading Assignment – Due before class meeting	Assignment Due
Week 1 10/17/17	Social psychology defined; social self	Modules 1 – 4	
Week 2 10/24/17	Influence of others on behavior and cognition	Modules 5 – 9	Reading/Application responses
Week 3 10/31/17	Gender	Modules 10 – 13	Reading/Application responses
Week 4 11/7/17	Person vs. situation; persuasion	Modules 14 – 17	Midterm paper due
Week 5 11/13/17	Influence of groups	Modules 18 – 21	Debate position paper due
Week 6 11/20/17	Prejudice and aggression	Modules 22 – 26	Reading/Application responses
Week 7 11/27/17	Prosocial behaviors	Modules 27 - 31	Final paper due
Week 8 12/4/17			Debates

Course Declarations

LiveText/Blackboard Usage: Blackboard will be utilized to collect various assignments that represent the student's body of work.

Questions, Concerns, Grievances: Feel free to schedule an appointment to talk with the instructor, if you have follow-up issues to discuss; if you feel there is a problem or misunderstanding; or if you have a question or complaint. In addition, you may contact the Dean regarding any concerns. Formal grievance procedures are outlined in the Doane MAC Student Handbook.

Non-Discrimination Policy

Applicants for admission and employment or professional agreements with the University are hereby notified that this institution does not discriminate on the basis of race, color, religion, sex, genetic information, national origin, disability, age, marital status, sexual orientation or any other protected class recognized by state or federal law in admission or access to, or treatment, or employment in its programs and activities. Sexual Harassment and sexual violence are prohibited forms of sex discrimination.

Title IX Policy Statement

It is the policy of Doane University not to discriminate on the basis of gender in its educational programs, activities or employment policies as required by Title IX of the 1972 Education Amendments.

Inquiries regarding compliance with Title IX may be directed to the Director of Human Resources, Doane University, 1014 Boswell Avenue, Crete, NE 68333 or to the ***Director of the Office for Civil Rights***, Department of Health, Education, and Welfare, Washington, D.C., 20202.

Academic Integrity

Doane faculty expect students to pursue their work with academic integrity. A copy of the policies concerning academic honesty may be obtained from the office of the Vice President for Academic Affairs in Crete or from the Dean of each program. Any breach of academic integrity may result in immediate suspension from the program.

Access/Services for Students with Disabilities

The Rehabilitation Act of 1973 (section 504) and the Americans with Disabilities Act (ADA) provide that "no otherwise qualified disabled individual in the United States shall, solely on the basis of disability, be denied access to, or the benefits of, or be subjected to discrimination under any program or activity provided by any institution receiving federal financial assistance." This regulation requires that Doane programs be accessible to the disabled, but it does not require that every building or part of a building be accessible. Thus, it may be necessary to reschedule classes to accessible classrooms or to take other steps to open one of the programs to students with mobility impairments.

1. Students interested in services related to a disability should notify the university of any special circumstances that would affect their ability to compete equally in the college environment. To assist the university in providing services, documentation of such disabilities must be provided by qualified professionals upon request.
2. While students are encouraged to self-identify at the earliest possible time, they can access services at any time by initiating the process described in number one above.
3. To initiate this process, students are encouraged to contact the Office of Graduate Studies before beginning classes so their needs can be anticipated, reviewed, and accommodated.

Changes in Syllabus: Circumstances may occur which require adjustments to the syllabus. Changes will be made public at the earliest possible time.