

SOCIAL PSYCHOLOGY

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Office hours: By appointment

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Class Meetings: Online

Course Description and Objectives

This course is being taught online. The course will be administered through CANVAS. The course will be broken into MODULES. The majority of the material for each module will be presented as videos of lectures on the topics included in the module. In addition, gaps in the lectures will be filled with written notes, as well as, other videos. Typical lecture videos will be 30-50 minutes in length. Questions about the course material will be asked through CANVAS and my responses will be made available via CANVAS to everyone enrolled in the course. I will also be available to discuss the course *via* email, phone, or in person.

This course is designed to provide a general introduction to the theories and methods of social psychology. The emphasis of the course is on the **scientific understanding** of everyday, normal behavior. The course reflects the broad spectrum of topics that social psychologists examine in their basic research and applied work. The unifying principle of the course is **social cognition**, which refers to the manner in which we *interpret, analyze, remember, and use* information about the social world. Therefore, in this course we will focus on *social behavior*--how people interact with, and *think* about, others, and how this affects behavior. The topics covered in this course will include how, as social perceivers, people figure out *why* people (and ourselves) do the things they (we) do; the detection of *lying*; how *expectations* guide our attention and thoughts; the consequences of having *positive vs. negative self-evaluations*; *prejudice*: its causes and consequences; *violence and aggression*; *decision making*; factors that affect engaging in “*safe*” and “*risky*” *sexual behaviors*; how *alcohol* affects our thoughts and behaviors; factors affecting *love, attractiveness, and friendship*, to name but a few of the many interesting, everyday behaviors that we will discuss.

Learning Outcomes

This course meets the following university learning outcomes:

1. Demonstrate an integrative knowledge of human and natural worlds
2. Develop habits of critical analysis and aesthetic appreciation
3. Act competently in a global and diverse world

4. Understand and promote social justice
5. Apply a framework for examining ethical dilemmas

Examinations

There will be 4 exams in this course and the format will be just about the same for each exam. Each exam will consist of multiple choice and essay questions. Although all of the exams (including the final) will **not** be cumulative *per se*, there will be many times when we will be referring to previously learned material and you will be responsible for that material. The tests will cover material from class meetings (including discussions) and readings.

Exams will be administered around a **cluster** or grouping of modules. Specific time frames will be indicated for each “**exam cluster**” and you will be able to take the exam at any time during the time frame for that cluster. Once you open an exam for a given exam cluster, you will not be open (or take) the exam for that cluster again.

Recommended (Optional) Text (used, earlier editions available online at inexpensive prices*)

Baron, R.A. & Branscombe, N.R. (2012). *Social psychology* (13th ed.), Boston: Allyn & Bacon.

*The latest edition of the book is the 13th edition. The cost for a new copy at the JCU bookstore is about \$175 (\$135 used). However, as is the case with many textbooks, there is not much difference between editions, so you will be able get by with an earlier edition (10th, 11th, or 12th). PLEASE NOTE THAT THIS IS THE 1st EDITION WHERE BARON & BRANSCOMBE ARE THE ONLY AUTHORS. THE PREVIOUS 2 EDITIONS HAVE BARON, BYRNE, & BRANSCOMBE AS AUTHORS; EDITIONS PREVIOUS TO THAT HAVE ONLY BARON & BYRNE AS AUTHORS. They are all the same basic text. Therefore, if you do an online search, search under “social psychology and Robert Baron.”

Grading

Your goal in the course should not be to receive an A, but to **master the material**. If you work hard, focus on mastering the material and presenting your ideas in an organized and coherent manner, you will, in most cases, do very well in this course. In addition, you will find the experience to be much less stressful and you will learn much more in the long run. Final grades will be computed according to the following points:

Four exams (100 points each)-->**total points = 400**. Please note that your final grade is determined by your attainment of the respective *point cutoffs*; **NOT** the corresponding percentages. Therefore, the question of whether or not percentages will be rounded-up is avoided.

A = 372 (93%)
A- = 360 (90%)
B+ = 348 (87%)
B = 332 (83%)
B- = 320 (80%)
C+ = 308 (77%)
C = 292 (73%)
C- = 280 (70%)
D+ = 268 (67%)
D = 252 (63%)
F < 252 (<63%)

SCHEDULE

Week 1 (week of June 15)

Exam Cluster 1

Module 1: Introduction to course
Module 2: Research Methods
Module 3: Social Perception
Module 4: Social Cognition (through “Schemas”)

Exam 1 (must be completed by Monday, 6/22/15, 11:59 PM)

Week 2 (week of June 22)

Exam Cluster 2

Module 5: Social Cognition (beginning with “Heuristics”)
Module 6: Attitudes & Attitude Change

Exam 2 (must be completed by Monday, 6/29/15, 11:59 PM)

Week 3 (week of June 29)

Exam Cluster 3

Module 7: The Self
Module 8: Prejudice and Discrimination

Week 4 (week of July 6)

Module 8 (continued) Prejudice and Discrimination

Exam 3 (must be completed by Thursday, 7/9/15, 11:59 PM)

Exam Cluster 4 (Week of July 13; material will be made available 7/10/15)

Module 9: Interpersonal Attraction/Close Relationships

Module 10: Social Influence

Exam 4 (must be completed by Thursday, 7/16/15, 11:59 PM)

End of Course (7/16/15)

Students with Disabilities Policy:

In accordance with federal law, if you have a documented disability (Learning, Psychological, Sensory, Physical, or Medical) you may be eligible to request accommodations from the Office of Services for Students with Disabilities (SSD). Please contact the Director, Allison West at (216) 397-4967 or come to the office located in room 7A, in the Garden Level of the Administration Building. Please keep in mind that accommodations are not retroactive so it is best to register at the beginning of each semester. Only accommodations approved by SSD will be recognized in the classroom. Please contact SSD if you have further questions.

Statement on Mutual Respect, Discrimination, and Bias:

John Carroll University is committed to fostering ethical and moral values that are consistent with Jesuit and Catholic traditions. Among the central values of the University are the inherent dignities of every individual as well as the right of each person to hold and to express his or her viewpoint. When these views conflict it is the obligation of members of the community to respect other perspectives.

The University welcomes students, faculty, staff, and visitors from diverse backgrounds and it works to ensure that they will find the University environment free of discriminatory conduct. It is unacceptable and a violation of University policy to harass, abuse, or discriminate against any person because of age, race, gender, ethnicity, sexual orientation, religion, or disability.

Furthermore, each member of the JCU community is expected to take an active role in fostering an appreciation for diversity and inclusion and sending the message that bias-related acts will not be tolerated. "Bias" is defined as intentional or unintentional actions targeting a person because of a real or perceived aspect of that person's identity, including (though not limited to) age, gender, religion, race, ethnicity, nationality, sexual orientation, gender identity, or (dis)ability.

All bias incidents, including those occurring in the classroom, should be reported using the JCU Bias Reporting System at <http://sites.jcu.edu/bias/>.

Questions about the Bias Reporting System or bias incidents may be directed to Dr. Terry Mills, Assistant Provost for Diversity and Inclusion, at tmills@jcu.edu or (216) 397-4455. For more information about University policies and community standards for appropriate conduct, please refer to the Dean of Students web page at <http://sites.jcu.edu/deanofstudents>. For more information about the University commitment to diversity and inclusion, please see <http://sites.jcu.edu/diversity>.

Psychology Department Statement on Academic Honesty:

The John Carroll University Policy Statement on Academic Honesty states: “Academic honesty is essential to the process of education and to upholding high ethical standards. Cheating or any other kind of unethical behavior may subject the student to severe academic penalties, including expulsion.”

“All work submitted for evaluation in a course, including tests, term papers, and computer programs, must represent only the work of the student unless indicated otherwise.”

The purpose of this statement is to assure that students clearly understand what is and what is not academically honest behavior.

Examples of unacceptable behavior:

1. Cheating on a test by copying from another student.
2. Cheating on a test by using notes during a test.
3. Turning in a paper you have written for another class.
4. Turning in a paper written by someone else.
5. Plagiarizing in oral or written work by
 - a. Using the exact words of another person without indicating that you are quoting, or
 - b. Paraphrasing the ideas of another person without citing the source.

Just citing the source (Author, date) is not enough if the exact words from that source are used. If you quote you must indicate that you are quoting. There are two ways to do this. If the quote is brief (less than 50 words), use quotation marks and include the page number in the citation. Follow the quotation with the author’s name and date of the work and the page number for the quoted material, for example: “...which support this conclusion?” (Sheehy, 2006, p.38). If the quote is longer than 50 words, indent the entire quoted passage five spaces and put the page number and source (Anderson, 2005, p. 256) at the end of the quote.

The University Policy Statement on Academic Honesty indicates that, “Penalties, appropriate to the severity of the infraction, may include a grade of zero for the assignment, possible failure in the course, suspension, or even expulsion from the university.”

If you have any questions about what constitutes academically honest behavior, ask your professor.