San José State University

Department of Psychology
154 (4), Social Psychology, Section 26697

Instructor: Naomi Wagner, Ph.D

Office Location: DMH # 310

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also Psychprof1@yahoo.com
Please note, psychprof1-- it is #1 not lower-case L
Website: http://www.sjsu.edu/people/naomi.wagner/

Office Hours:  
- MW 08:45-10:30 AM  
- DMH 310

Class Days/Time: MW 1:30-2:45 PM

Classroom: DMH 359

Prerequisites: Psych 100

The best way to contact me is via e-mail. In the subject line please specify the title of the class. If you leave a phone message, speak slowly and clearly, and when you leave a phone number speak VERY clearly, and repeat the number.

Instructor webpage for syllabus, lecture notes, study guides etc https://www.sjsu.edu/people/naomi.wagner/

Course Description
- This course aims at introducing the student to the field of social psychology and to explore the relevance of this field to many life situations (see below). Social
psychology’s major interest lies in understanding the factors that shape the actions and thoughts of individual human beings in social settings. Specifically, how people think about, influence, and relate to one another. In their interpretations of events, social psychologists recognize that we construct our social reality via cognitive processes, and that personal attitudes and dispositions, as well as situational variables, shape our behavior.

- Social psychology has also recently come to recognize the relevance of the biological foundations of our social behavior, and has incorporated into its field of inquiry the perspective of evolutionary psychology, viewing our social behavior as the result of evolved psychological mechanisms that helped us to deal with important life situations relating to survival. In addition, social events are also viewed through the perspective of social neuroscience, examining the neurobiology that underlies social behavior, striving to find out how brain, mind and behavior function as one coordinated system.

- Upon the completion of this course, you should be able to understand why social psychologists study certain topics, and how research evolves. You will become familiar with classical topics of inquiry, as well as with new ones. You will also become familiar with the possible applications of the knowledge acquired in this course to legal matters—such as the accuracy of eyewitness testimony and issues of jury selection; to medical matters, such as self-confirming diagnoses; to psychotherapy, such as inducing internal change through external behavior, and the impact of social relations on happiness. You may also be able to apply some of this information into your personal life, when we study the dynamics of intimate relationships, and become familiar with factors that were found to predict the longevity of intimate relationships.

Course Goals and Student Learning Objectives

Upon successful completion of this course, students will be able to:

- LO1: To become familiar with historical perspectives and trends in the area of social psychology.
- LO2: To become familiar with milestones studies that shed light on important aspects of human behavior.
- LO3: To understand the complexity of factors, both on the individual level, the situational level, and the group/cultural level, that shape human behavior.
- LO4: To develop critical thinking skills in analyzing results of research.
- LO5: To apply social psychology principles to a variety of human issues.

Program Learning Outcomes (PLOs): Upon successful completion of the psychology major requirements:

- **PLO1 -- Knowledge Base of Psychology** -- Students will be able to identify, describe, and communicate the major concepts, theoretical perspectives, empirical findings, and historical trends in psychology.
- **PLO2 -- Research Methods in Psychology** -- Students will be able to design, implement, and communicate basic research methods in psychology, including research design, data analysis, and interpretations.
• **PLO3 -- Critical Thinking Skills in Psychology** -- Students will be able to use critical and creative thinking, skeptical inquiry, and a scientific approach to address issues related to behavior and mental processes.

• **PLO 4 -- Application of Psychology** -- Students will be able to apply psychological principles to individual, interpersonal, group, and societal issues.

• **PLO5 -- Values in Psychology** -- Students will value empirical evidence, tolerate ambiguity, act ethically, and recognize their role and responsibility as a member of society.

The GE Writing Requirement is met through the weekly writing assignments that are posted on the instructor’s website.

**GE learning Outcomes**

Upon the completion of this course students should be able to demonstrate

- GELO 1 A broad understanding of issues related to the social sciences
- GELO 2 An ability to communicate ideas effectively both in speaking and in writing
- GELO 3 The capacity for critical and creative thinking;
- GELO 4 The ability to assess information
- GELO 5 The ability for creative and critical thinking

**Required Texts/Readings**

**Textbook**

- Study guide recommended. Book: ISBN #: 978-007-786197-

**Classroom Protocol:**

This course is based on the active participation of the student, and the main requirement is **READING and ATTENDANCE**. You are expected to read the assigned materials before class, so that the teacher can elaborate and expand. Because of time constraints it may not be possible to cover all the segments of a given unit. However, you are responsible for all the assigned reading, as the exams will include questions from ALL the parts of the unit. We will cover one chapter per week, and follow the sequence of the textbook, chapter-by-chapter. Some parts of the chapters will be skipped, please see reading list below.

**Review sessions:** Approximately every two weeks we will have review session for the previously studied material. We will divide into groups, led by students. Your participation is highly encouraged.
The best way to contact me is via e-mail. In the subject line please specify the title of the class. If you leave a phone message, speak slowly and clearly, and when you leave a phone number speak VERY clearly, and repeat the number.

**Attendance:**
Your regular attendance and participation are factors contributing to the successful completion of this course. If you do not attend class you will miss on the opportunity to ask questions and to get clarifications. In addition, please make all effort to come to class on time. Tardiness disturbs the instructor and other students, and also deprives you of the short reviews of the previous lecture that are presented at the beginning of each class.

**If you hold a full time job, please make all effort to attend class regularly, and to study each night for at least an hour and a half.** Cramming before the test has not been very effective for most students. As you read, take notes and go over the material that has been discussed in class, pay attention to concepts, and examples of these concepts. Be familiar with important studies. Chapter summaries are posted on my website (see address above).

**NOTE that University policy F69-24, “Students should attend all meetings of their classes, not only because they are responsible for material discussed therein, but because active participation is frequently essential to insure maximum benefit for all members of the class. Attendance per se shall not be used as a criterion for grading.”**

**Definition of a Credit Hour**
Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of forty-five hours over the length of the course (normally 3 hours per unit per week with 1 of the hours used for lecture) for instruction or preparation/studying or course related activities including but not limited to internships, labs, clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus.

As an example, the expectation of work for a 3-credit course is 150-minutes of direct faculty instruction and six hours of out-of-class student work each week.

**Distractions:**
You cannot surf the Internet, text-message, check your messages or respond to cell-phone during class.

**Teacher Availability:**
Do not hesitate to e-mail me or to come by with questions. If you have not done so well on any of the tests, please come to see me ASAP, in order to go over test questions that you missed, so we can understand how you interpreted the questions, and devise strategies for doing better on the next test.
Dropping and Adding:
Students are responsible for understanding the policies and procedures about add/drops, academic renewal, etc. Information on add/drops are available at http://info.sjsu.edu/web-dbgen/narr/soc-fall/rec-298.html. Information about late drop is available at http://www.sjsu.edu/sac/advising/latedrops/policy/. Students should be aware of the current deadlines and penalties for adding and dropping classes.

Assignments and Grading Policy

Extra Credit:
Please note that I do not give extra-credits. You mastery of the subject matter as measured on the exams is the factor that counts.

Assignments: Weekly homework consists of the assigned reading, and responding to the Learning Assignments that are posted on the Instructor’s website. These assignments are designed to enable the student to process the information more efficiently and to retain it better. They cover main concepts and issues related to these concepts. You are not obligated to do these assignments, and you do NOT get any credit point.

Exams:
We will have 3 midterms and a final. Each midterm will consist of 50 multiple-choice questions. Each question is worth 2 points. The questions are factual (specific information), conceptual (assigning a concept to a scenario), and applied (use the information to offer solution to a problem). Each midterm will cover about 3 to 4 chapters. Please bring a scantron (#882) and a pencil. The final will include 100 multiple-choice questions and will be selectively cumulative; that is, it will cover the central themes for each topic studied (you will receive a study guide).

The final grade is calculated as the number of correct items on the 4 tests, divided by 250 (total number of questions)

The grading scale:
A+ 96-100%
A  93-95
A- 90-92
B+ 87-89
B  83-86
B- 80-82
C+ 77-79
C  73-76
C- 70-72
D+ 67-69
Exam Dates:

Exam 1: Wed. March 2, 2016

Exam 2: Wed. April 6, 2016


Final: Wednesday, May 18, 2016, 12:15-2:30 PM

Make up exams:
Please note exam dates and plan your trips and events accordingly. You will be allowed to reschedule an exam ONLY upon the presentation of documented medical reason, or if you have a mandatory, documented school activity.

Extra credit:
Please note that I do not give extra-credits. Please realize that summarizing an article or even two does not reflect your mastery of the subject matter, which is what you need to get out of this class, and is the basis for your evaluation.

If you hold a full time job, please make all effort to attend class regularly, and to devote at least an hour and a half a day to study. Cramming before the test has not been very effective for most students. Take notes and go over the material that has been discussed in class, note concepts, and examples of these concepts.

Academic integrity
Students should know that the University’s Academic Integrity Policy is available at http://www.sa.sjsu.edu/download/judicial_affairs/Academic_Integrity_Policy_S07-2.pdf. Your own commitment to learning, as evidenced by your enrollment at San Jose State University and the University’s integrity policy, require you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. The website for Student Conduct and Ethical Development is available at http://www.sa.sjsu.edu/judicial_affairs/index.html.

Instances of academic dishonesty will not be tolerated. Cheating on exams or plagiarism (presenting the work of another as your own, or the use of another person’s ideas without giving proper credit) will result in a failing grade and sanctions by the University. For this class, all assignments are to be completed by the individual student unless otherwise specified. If you would like to include in your assignment any material you have submitted,
or plan to submit for another class, please note that SJSU’s Academic Policy F06-1 requires approval of instructors.

**Campus Policy in Compliance with the American Disabilities Act**

If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. Presidential Directive 97-03 requires that students with disabilities requesting accommodations must register with the DRC (Disability Resource Center) to establish a record of their disability.

**Student Technology Resources**

Computer labs for student use are available in the Academic Success Center located on the 1st floor of Clark Hall and on the 2nd floor of the Student Union. Additional computer labs may be available in your department/college. Computers are also available in the Martin Luther King Library.

A wide variety of audio-visual equipment is available for student checkout from Media Services located in IRC 112. These items include digital and VHS camcorders, VHS and Beta video players, 16 mm, slide, overhead, DVD, CD, and audiotape players, sound systems, wireless microphones, projection screens and monitors.

**Learning Assistance Resource Center :**

The Learning Assistance Resource Center (LARC) is located in Room 600 in the Student Services Center. It is designed to assist students in the development of their full academic potential and to motivate them to become self-directed learners. The center provides support services, such as skills assessment, individual or group tutorials, subject advising, learning assistance, summer academic preparation and basic skills development. [The LARC website is located at http://www.sjsu.edu/larc/](http://www.sjsu.edu/larc/).

**SJSU Writing Center**

The SJSU Writing Center is located in Room 126 in Clark Hall. It is staffed by professional instructors and upper-division or graduate-level writing specialists from each of the seven SJSU colleges. Our writing specialists have met a rigorous GPA requirement, and they are well trained to assist all students at all levels within all disciplines to become better writers. [The Writing Center website is located at http://www.sjsu.edu/writingcenter/about/staff//](http://www.sjsu.edu/writingcenter/about/staff//).

**Peer Mentor Center**

The Peer Mentor Center is located on the 1st floor of Clark Hall in the Academic Success Center. The Peer Mentor Center is staffed with Peer Mentors who excel in helping students manage university life, tackling problems that range from academic challenges to interpersonal struggles. On the road to graduation, Peer Mentors are navigators, offering “roadside assistance” to peers who feel a bit lost or simply need help mapping out the locations of campus resources. Peer Mentor services are free and available on a drop –in basis, no reservation required. [Website of Peer Mentor Center is located at http://www.sjsu.edu/muse/peermentor/](http://www.sjsu.edu/muse/peermentor/).
List the agenda for the semester including when and where the final exam will be held. Indicate the schedule is subject to change with fair notice and how the notice will be made available.

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topics, Readings, Exams</th>
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<tbody>
<tr>
<td>1</td>
<td>Feb 1</td>
<td><strong>Introduction and research methods:</strong> Chapter 1 pp. 1-7; 11-14; 14-25</td>
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<td>Feb 3</td>
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<td>2</td>
<td>Feb 8</td>
<td>Ch. 2: Self-serving bias: pp. 48-53; Managing self-presentation pp. 55.-57</td>
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<td>Feb 10</td>
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<td>3</td>
<td>Feb 15</td>
<td>Ch 3: How do we explain our social world? pp. 82-89</td>
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<td>Feb 17</td>
<td>Ch 4: Behavior and Attitudes: The whole chapter</td>
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<td>Feb 22</td>
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<td>Feb 24</td>
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<td>5</td>
<td>Feb 29</td>
<td><strong>Chapter 5: Genes, Culture, and Gender:</strong> The whole chapter</td>
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<td>March 2</td>
<td>Midterm #1 The readings above (sections from chapters 1, 2, 3, and whole ch 4)</td>
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<td>6</td>
<td>Mar 7</td>
<td><strong>Chapter 5 cont-d</strong></td>
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<td>Mar 9</td>
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<td>7</td>
<td>Mar 14</td>
<td><strong>Chapter 6: Conformity and Obedience:</strong> The whole chapter</td>
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<td>Mar 16</td>
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<td>8</td>
<td>Mar 21</td>
<td><strong>Chapter 7: Persuasion:</strong> The whole chapter</td>
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<td>Mar 23</td>
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<td>9</td>
<td>Mar 28</td>
<td><strong>Spring Break No School</strong></td>
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<td>April 1</td>
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<td>10</td>
<td>April 4</td>
<td><strong>Chapter 8: Groups</strong></td>
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<td>April 6</td>
<td>Midterm #2: Chapters 5,6, 7</td>
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<td>Week</td>
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<td>Topics, Readings, Exams</td>
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<td>11</td>
<td>Apr 11</td>
<td>Chapter 8 cont-d</td>
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<td>Apr 13</td>
<td><strong>Chapter 11: Attraction and intimacy</strong>: The whole chapter</td>
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<td>12</td>
<td>Apr 18</td>
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<td>Apr 20</td>
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<td>13</td>
<td>May 2</td>
<td><strong>Chapter 12: Helping</strong>: The whole chapter</td>
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<td>May 4</td>
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<td>14</td>
<td>May 9</td>
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<td>May 11</td>
<td><strong>Midterm # 3</strong>: Chapters 8, 11, 12</td>
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<td>15</td>
<td>May 16</td>
<td><strong>Last day of Instruction</strong>: Review for final</td>
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<tr>
<td>16</td>
<td>Final Exam</td>
<td><strong>Wednesday, May 18, 2016, 12:15-2:30 PM</strong></td>
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