San José State University

Department of Psychology
154 (4), Social Psychology, Section 24436  Spring 2017

Instructor: Naomi Wagner, Ph.D
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Office Hours: • MW 08:45-10:30 AM DMH 310

Class Days/Time: MW 1:30-2:45 PM
Classroom: Clark Hall # 224

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.

Course Resources

On Canvas
Syllabus, lecture Notes (PPT), chapter summaries, chapter review questions, instructions for paper, exams study guides.

Canvas:
The course Canvas site is an online resource supplement for this course. Use of this site and the information provided is not a substitute for attending lectures.
To access the Canvas site go to http://www.sjsu.edu/at/ec/canvas/
and click on “Log in to Canvas”
Username = SJSU 9-digit ID
Password = your current SJSUOne password
For additional information or help with logging in:

Canvas Student Tutorial:
http://www.sjsu.edu/at/ec/canvas

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 impossible 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.

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 Canvas.
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](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/](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 Chapter Review Questions that are posted Canvas. These Chapter Review Questions 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. In addition, we will have class activities aimed at demonstrating various concepts.

Research paper: The topic of the research paper is the comparison between romantically--based marriage and arranged marriage. You will need to use 3 articles from peer-reviewed psychological journals (not popular magazines) to address this issue. More details on Canvas. Paper should not be longer than 5-6 pages, and is due on May 1, 2017 at 11:59 PM. Upload to Canvas as doc or docx.

- Please consult the power-points presentation on Canvas: How to Avoid Plagiarism. The Turnitin system checks for plagiarism and “similarity level “ of above 30% will disqualify your paper.

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).

Structure of Grade:

<table>
<thead>
<tr>
<th>Grade Component</th>
<th>Points Available</th>
<th>Percentage of Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 midterms (50 pts each)</td>
<td>150</td>
<td>50</td>
</tr>
<tr>
<td>Final Exam</td>
<td>100</td>
<td>30</td>
</tr>
<tr>
<td>Term paper</td>
<td>100</td>
<td>20</td>
</tr>
<tr>
<td><strong>Total:</strong></td>
<td><strong>350</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

The grading scale:

A+ 98-100%
A  93-97
A-  90-92
B+  87-89
B   83-86
B-  80-82
C+  77-79
Exam Dates:

Midterm 1: Wed, March 1, 2017  
Midterm 2: Wed, April 5, 2017  
Midterm 3: Wed, May 10, 2017  
Final: Monday, May 22, 2017, 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 availabe at [http://www.sa.sjsu.edu/download/judicial_affairs/Academic_Integrity_Policy_S07-2.pdf](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](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/.

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/.

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/.154 (1)
154 (4) Social Psychology Spring 2017 Semester,  
Course Schedule

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 1 Course Schedule

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topics, Readings, Exams</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>January 30</td>
<td><strong>Chapter 1: Introduction and research methods:</strong> pp. 1-7; 11-14; 14-25</td>
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<tr>
<td></td>
<td>February 1</td>
<td>Chapter 1 Cont-d</td>
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<tr>
<td>2</td>
<td>Feb 6</td>
<td><strong>Ch. 2: Self-serving bias:</strong> pp. 48-53; Managing self-presentation pp. 55-57</td>
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<td></td>
<td>Feb 8</td>
<td>Chapter 2 Cont-d</td>
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<tr>
<td>3</td>
<td>Feb 13</td>
<td><strong>Ch 3: How do we explain our social world?</strong> pp. 82-89</td>
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<td></td>
<td>Feb 15</td>
<td>Chapter 3 Cont-d</td>
</tr>
<tr>
<td>4</td>
<td>Feb 20</td>
<td><strong>Ch 4: Behavior and Attitudes:</strong> The whole chapter</td>
</tr>
<tr>
<td></td>
<td>Feb 22</td>
<td>Chapter 4 Cont-d</td>
</tr>
<tr>
<td>5</td>
<td>Feb 27</td>
<td><strong>Review for Exam#1</strong></td>
</tr>
<tr>
<td></td>
<td>March 1</td>
<td>Midterm #1 The readings above (sections from chapters 1, 2, 3, and whole ch 4)</td>
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<tr>
<td>6</td>
<td>Mar 6</td>
<td><strong>Chapter 5: Genes, Culture and Gender</strong></td>
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<td></td>
<td>Mar 8</td>
<td>Chapter 5 Cont-d</td>
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<tr>
<td>7</td>
<td>Mar 13</td>
<td><strong>Chapter 6: Conformity and Obedience:</strong> The whole chapter</td>
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<tr>
<td></td>
<td>Mar 15</td>
<td>Chapter 6 Cont-d</td>
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<tr>
<td>8</td>
<td>Mar 20</td>
<td><strong>Chapter 7: Persuasion;</strong> The whole chapter</td>
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<td></td>
<td>Mar 22</td>
<td>Chapter 7 Cont-d</td>
</tr>
<tr>
<td>Week</td>
<td>Date</td>
<td>Topics, Readings, Exams</td>
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<tr>
<td></td>
<td></td>
<td>The Weekly Reading Sequence will be maintained though the actual weeks will be stretched or shortened for a given topic</td>
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<tr>
<td></td>
<td></td>
<td>Page numbers by the 12th edition, if you have a previous edition please make sure to compare and find the appropriated page numbers in your own book</td>
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<tr>
<td>9</td>
<td>Mar 27</td>
<td>Spring Break No School</td>
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<tr>
<td></td>
<td>Mar 31</td>
<td>Spring Break No School</td>
</tr>
<tr>
<td>10</td>
<td>April 3</td>
<td>Review for Exam # 2</td>
</tr>
<tr>
<td></td>
<td>April 5</td>
<td>Midterm #2: Chapters 5, 6, 7</td>
</tr>
<tr>
<td>11</td>
<td>Apr 10</td>
<td>Chapter 8: Group Influence</td>
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<td></td>
<td>Apr 12</td>
<td>Chapter 8 Cont-d</td>
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<tr>
<td>12</td>
<td>Apr 17</td>
<td>Chapter 10: Aggression</td>
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<td></td>
<td>Apr 19</td>
<td>Chapter 10 Cont-d</td>
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<tr>
<td>13</td>
<td>Apr 24</td>
<td>Chapter 11: Attraction and Intimacy</td>
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<tr>
<td></td>
<td>Apr 26</td>
<td>Chapter 11 Cont-d</td>
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<tr>
<td>14</td>
<td>May 1</td>
<td>Chapter 12: Helping</td>
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<tr>
<td></td>
<td>May 3</td>
<td>Chapter 12 Cont-d</td>
</tr>
<tr>
<td>15</td>
<td>May 8</td>
<td>Review for Exam #3</td>
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<tr>
<td></td>
<td>May 10</td>
<td>Midterm #3: Chapters 8, 10, 11</td>
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<tr>
<td>16</td>
<td>May 15</td>
<td>Review for Final</td>
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<tr>
<td></td>
<td>(Last class)</td>
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</tr>
<tr>
<td></td>
<td>Final</td>
<td>Monday, May 22, 2017; 12:15-2:30 PM</td>
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</tbody>
</table>