San José State University
Psychology Department
Psych. 154, Social Psychology, Section 02, Fall 2019

Course and Contact Information

Instructor: Jason X. Ventura
Office Location: Dudley Moorhead Hall 342
Telephone: (408) 924-5625
Email: jason.ventura@sjsu.edu

NOTE: When contacting me by email, please put “PSYC 154; Sect.2” in the subject line
Replies within 48 hours; except Sundays. If you e-mail on Sunday, I will reply Monday morning

Office Hours:
Mondays and Wednesdays: 1:30 pm – 2:30 pm
Tuesdays and Thursdays: 3:00 pm – 4:00 pm
* available by appointment

Class Days/Time: Monday and Wednesdays/12:00 - 1:15 pm
Classroom: Clark Building 117
Prerequisites: Introductory Psychology (Psych 1 or equivalent)

Course Format

Faculty Web Page and MYSJSU Messaging
Course materials such as syllabus, handouts, notes, assignment instructions, etc. can be found on the Canvas learning management system course website. You are responsible for regularly checking with the messaging system through MySJSU (or other communication system as indicated by the instructor) to learn of any updates.

Course Description

This course is designed to give you a broad overview of classic and contemporary theory and research in Social Psychology. Social Psychologists are primarily interested in the scientific study of how individuals think, feel, and behave in a social context. How our thoughts, feelings,
and behaviors are influenced by our social environment and by the people with whom we interact.

Class sessions will include lectures, in-class activities, including small group discussions, and video clips.

**Course Goals**

Students will come to this class expecting to find a broad range of topics regarding the fascinating world of social psychology. What makes this class all the more interesting is when students are informed on daily news and events that occur each day. It is encouraged for students to read daily news reports from their preferred news source.

If students do not have a specified daily news source, the instructor recommends BBC (global), The New York Times (national), and San Jose Mercury News (local). Keeping on top of daily events will enhance students’ learning by applying social psychological theories based on real world events. This translates into a better understanding of knowledge presented in class.

**Course Learning Outcomes (CLO)**

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

1. To provide a basic understanding of how social psychologists think about and study human behavior;
2. To provide the tools to understand and critically examine psychological research;
3. To provide an introduction to a general survey of many of the theories and principles that underlie social psychology;
4. To encourage reflection about the application of social psychological research and how it might be used to solve real-world problems and even help understand situations we encounter in everyday life.
5. Express and apply social psychological theory effectively in written and oral communication

**Required Texts/Readings**

**Textbook**

Kassin, Saul; Fein, Steven; Markus, Hazel Rose (2011) *Social Psychology, 10th Edition.*
Cengage Learning
ISBN-10: 1305580222

**Course Requirements and Assignments**

The [University Policy S16-9](http://www.sjsu.edu/senate/docs/S16-9.pdf), Course Syllabi (http://www.sjsu.edu/senate/docs/S16-9.pdf) requires the following language to be included in the syllabus:
“Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course (normally three hours per unit per week) for instruction, preparation/studying, or course related activities, including but not limited to internships, labs, and clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus.”

**Examinations** (50 pts each. 3 exams = 150 pts total) Assessment of CLOs 1, 2, 4, and 5

There will be three in-class exams and they will consist of thirty multiple choice questions and two short answer essay questions. Exams will be designed to measure your knowledge and understanding of the material discussed in lecture as well as your textbook. Each multiple-choice question will be worth 1 point; essay questions worth 10 points each. Each exam will be worth a total of 50 points. The final exam will be comprehensive.

You will need a SCANTRON 882E, a #2 pencil, and a good eraser for each exam. No bluebook necessary.

**IMPORTANT NOTICE FOR EXAM DAYS:**

Examinations: On exam days, just like every class session, students are expected to be in their seat by the time class begins. Students who are more than ten minutes late to exams **will automatically be docked ten points off exam grade.** Reason being: This creates an unfair advantage; students arriving late have more time to prepare than the rest of the class.

**Self-portrait assignments** Assessment of CLOs 2, 3, 4, and 5

Students will take at least 10 pictures that represent who you think you are; a self-portrait. A three to four-page essay explaining how your respective pictures reflect your self-concept, self-control and self-presentation.

**Perceiving Persons assignment** Assessment of CLOs 2, 3, 4, and 5

Requirements for this assignment will be presented in class.

**Social Media analysis presentation** Assessment of CLOs 2, 4, and 5

In this presentation, students address how social media both perpetuates prejudice and can be used to combat prejudice. The goal of the activity is for students to consider whether social media has increased, decreased, or has no overall effect on stereotypic beliefs and prejudicial attitudes.

Students will select a social media site (e.g. Facebook, Instagram, Twitter) and individually access websites, or apps, to find posts that either reflect negative stereotypes and/or prejudiced attitudes or posts that take a social justice perspective on the topic (e.g., the site suggests ways to
combat these attitudes and beliefs). Students will be assigned into groups, by the instructor, based on their choice of social media site.

**Social Media analysis presentation essay** Assessment of CLOs 1, 2, 4, and 5

As a group, students will present findings to the class, as an *individual* the students will write a 3-4 page (max.) paper. Students will answer questions, provided by the instructor, and requirements for this assignment will be posted on Canvas at a later date.

**IMPORTANT NOTES REGARDING ASSIGNMENTS:**

**ALL PAPERS MUST BE WRITTEN IN APA FORMAT!** Instructor will dock points to papers that are not written in this style.

**I WILL ACCEPT LATE PAPERS!** However, late papers will result in half points, and if paper does not meet requirements, you will lose more points. Students will have one week to turn in late assignments. If your paper is not submitted after a week from the due date, it will result in zero points. It is in your best interest to turn assignments in on time.

How is “on time” defined in this course? Papers are due within the first five minutes of class (I use the first five minutes to make class/campus announcements). If the stack of papers is no longer visible, your paper is considered late (see above language for late paper policy).

**Please make sure you are turning in a professional document.** Papers must be stapled, typed, and contain a title page. If students are unsure of what compromises a title page, it is highly advised students refer to the APA manual (page 41 provides an example) or the Purdue OWL website (under “General format” there is a section labelled, “Title Page;” example provided).

- No wrinkles on pages
- Black ink (blue or any other color is not acceptable)
- Do not hand write any missing elements (remember you are turning in a typed document)

In other words, I am asking for a complete, and professional, document of your COLLEGIATE writing assignment. If the criteria above are not met your paper is considered incomplete (i.e. “late”).

**Class participation (15 pts total)** Assessment of CLO 4 and 5

Because this is in part an experiential class, attendance and participation are crucial. You cannot participate if you do not come to class. Many classroom activities and discussions will supplement the reading and students are responsible for all material, assignments, and explanations given in class, even if they were absent.

**THE INSTRUCTOR WILL MAKE EXTRA CREDIT AVAILABLE**
Final Examination or Evaluation

As mentioned previously, the final exam will be comprehensive. Final will consist of thirty multiple choice questions and two short answer essay questions. Each multiple-choice question will be worth 1 point; essay questions worth 10 points each.

Final will be held in our classroom on Monday, December 16 from 9:45-12:00

Grading Information

Your final course grade will be based on the following assignments & grading scale:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exams (50 pts each)</td>
<td>150</td>
<td>(56%)</td>
</tr>
<tr>
<td>Social Media Analysis presentation</td>
<td>30</td>
<td>(11%)</td>
</tr>
<tr>
<td>Social Media Analysis individual assign.</td>
<td>25</td>
<td>(9%)</td>
</tr>
<tr>
<td>Self Portrait assignment</td>
<td>25</td>
<td>(9%)</td>
</tr>
<tr>
<td>Perceiving persons assignment</td>
<td>25</td>
<td>(9%)</td>
</tr>
<tr>
<td>Participation</td>
<td>15</td>
<td>(6%)</td>
</tr>
</tbody>
</table>

Total possible points: 270

Grading Scale:

- A+ 270-264
- A 263-250
- A- 249-242
- B+ 241-237
- B 236-223
- B- 222-215
- C+ 214-210
- C 209-196
- C- 195-188
- D+ 187-183
- D 182-169
- D- 168-161
- F < 160

Classroom Protocol

Please practice the following guidelines to help the class run more smoothly as well as to limit the amount of distractions that occur.

1. Please TURN OFF all cell phones and DO NOT TEXT during class time. If you receive an important call/text during class, please step outside of the classroom should you need to respond.
2. Please REMOVE all head/ear phones during class. DURING CLASS TIME, DO NOT LISTEN TO MUSIC, SURF THE WEB, CHECK YOUR FACEBOOK, INSTAGRAM, TWITTER...ETC.
3. If you arrive late, please come in as quietly as you can and sit in the back of the room.
4. If you have to leave early, please do so quietly and sit next to the door so you don’t distract other people.
5. Don’t talk when your instructor is speaking or when other students are asking questions.
6. Please be respectful of other people’s experiences and comments even though you might not agree with what they are saying. Remember...they are not YOU!
USE OF LAPTOPS IN THE CLASSROOM

Laptops are permitted in the classroom for NOTE-TAKING PURPOSES ONLY. If you use a laptop to take notes, please sit at the back or on the sides of the classroom so that your screen will not be a distraction to the rest of the students in the class.

Use of laptops for any other purposes (e.g., non-class related activities like emailing friends or surfing the web) will not be permitted. Students not abiding by these guidelines will be asked to turn off their laptop and will not be allowed to bring it into the classroom in the future.

University Policies

Per University Policy S16-9, university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc. will be available on Office of Graduate and Undergraduate Programs’ Syllabus Information web page at http://www.sjsu.edu/gup/syllabusinfo/” Make sure to review these university policies and resources.

Dropping and Adding

Students are responsible for understanding the policies and procedures about add/drop, grade forgiveness, etc. Refer to the current semester’s Catalog Policies section at http://info.sjsu.edu/static/catalog/policies.html. Add/drop deadlines can be found on the current academic year calendars document on the Academic Calendars webpage at http://www.sjsu.edu/provost/services/academic_calendars/. The Late Drop Policy is available at http://www.sjsu.edu/aars/policies/latedrops/policy/. Students should be aware of the current deadlines and penalties for dropping classes.

Friday, August 31st: Last day to drop courses without an entry on student’s permanent record.

Information about the latest changes and news is available at the Advising Hub at http://www.sjsu.edu/advising/.

Consent for Recording of Class and Public Sharing of Instructor Material

University Policy S12-7, http://www.sjsu.edu/senate/docs/S12-7.pdf, requires students to obtain instructor’s permission to record the course and the following items to be included in the syllabus:

- “Common courtesy and professional behavior dictate that you notify someone when you are recording him/her. You must obtain the instructor’s permission to make audio or video recordings in this class. Such permission allows the recordings to be used for your private, study purposes only. The recordings are the intellectual property of the instructor; you have not been given any rights to reproduce or distribute the material.”
  - It is suggested that the syllabus include the instructor’s process for granting permission, whether in writing or orally and whether for the whole semester or on a class by class basis.
In classes where active participation of students or guests may be on the recording, permission of those students or guests should be obtained as well.

- “Course material developed by the instructor is the intellectual property of the instructor and cannot be shared publicly without his/her approval. You may not publicly share or upload instructor generated material for this course such as exam questions, lecture notes, or homework solutions without instructor consent.”

**Academic integrity**

Your commitment, as a student, to learning is evidenced by your enrollment at San Jose State University. The [University Academic Integrity Policy S07-2](http://www.sjsu.edu/senate/docs/S07-2.pdf) requires 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 [Student Conduct and Ethical Development website](http://www.sjsu.edu/studentconduct/) is available at http://www.sjsu.edu/studentconduct/.

**Student misconduct regarding academic dishonesty (a.k.a. “cheating”) will result in failure of the class** (University Academic Integrity Policy S07-2 at http://www.sjsu.edu/senate/docs/S07-2.pdf; Academic Sanction 4.14)

**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](http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf) requires that students with disabilities requesting accommodations must register with the [Accessible Education Center (AEC)](http://www.sjsu.edu/aec) at http://www.sjsu.edu/aec to establish a record of their disability.

**Accommodation to Students’ Religious Holidays**

San José State University shall provide accommodation on any graded class work or activities for students wishing to observe religious holidays when such observances require students to be absent from class. It is the responsibility of the student to inform the instructor, in writing, about such holidays before the add deadline at the start of each semester. If such holidays occur before the add deadline, the student must notify the instructor, in writing, at least three days before the date that he/she will be absent. It is the responsibility of the instructor to make every reasonable effort to honor the student request without penalty, and of the student to make up the work missed. See [University Policy S14-7](http://www.sjsu.edu/senate/docs/S14-7.pdf).

**SJSU Peer Connections**

Peer Connections, a campus-wide resource for mentoring and tutoring, strives to inspire students to develop their potential as independent learners while they learn to successfully navigate through their university experience. You are encouraged to take advantage of their services which include course-content based tutoring, enhanced study and time management skills, more effective critical thinking strategies, decision making and problem-solving abilities, and campus resource referrals.
In addition to offering small group, individual, and drop-in tutoring for a number of undergraduate courses, consultation with mentors is available on a drop-in or by appointment basis. Workshops are offered on a wide variety of topics including preparing for the Writing Skills Test (WST), improving your learning and memory, alleviating procrastination, surviving your first semester at SJSU, and other related topics. A computer lab and study space are also available for student use in Room 600 of Student Services Center (SSC).

Peer Connections is located in three locations: SSC, Room 600 (10th Street Garage on the corner of 10th and San Fernando Street), at the 1st floor entrance of Clark Hall, and in the Living Learning Center (LLC) in Campus Village Housing Building B. Visit Peer Connections website at http://peerconnections.sjsu.edu for more information.

**SJSU Writing Center**

The SJSU Writing Center is located in Clark Hall, Suite 126. All Writing Specialists have gone through a rigorous hiring process, and they are well trained to assist all students at all levels within all disciplines to become better writers. In addition to one-on-one tutoring services, the Writing Center also offers workshops every semester on a variety of writing topics. To make an appointment or to refer to the numerous online resources offered through the Writing Center, visit the Writing Center website at http://www.sjsu.edu/writingcenter. For additional resources and updated information, follow the Writing Center on Twitter and become a fan of the SJSU Writing Center on Facebook. (Note: You need to have a QR Reader to scan this code.)

**SJSU Counseling Services**

The SJSU Counseling Services is located on the corner of 7th Street and San Fernando Street, in Room 201, Administration Building. Professional psychologists, social workers, and counselors are available to provide consultations on issues of student mental health, campus climate or psychological and academic issues on an individual, couple, or group basis. To schedule an appointment or learn more information, visit Counseling Services website at http://www.sjsu.edu/counseling.
**PSYC 154/ Social Psychology, Fall 2019, Tentative Course Schedule**

***The instructor reserves the right to change the date for exams, activities, and papers. Students will be informed IN CLASS of any changes before they are made.***

***The instructor will also send weekly e-mails detailing due dates, topics, and events to keep students informed.***

**Course Schedule**

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topics, Readings, Assignments, Deadlines</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>8/21</td>
<td>Introduction of course and instructor, read all of Chapter 1</td>
</tr>
<tr>
<td>2</td>
<td>8/26</td>
<td>What is social psychology?</td>
</tr>
<tr>
<td>2</td>
<td>8/28</td>
<td>What is social psychology</td>
</tr>
<tr>
<td>3</td>
<td>9/2</td>
<td>NON INSTRUCTIONAL DAY-CAMPUS CLOSED (Labor Day)</td>
</tr>
<tr>
<td>3</td>
<td>9/4</td>
<td>Research methods</td>
</tr>
<tr>
<td>4</td>
<td>9/9</td>
<td>Research methods</td>
</tr>
<tr>
<td>4</td>
<td>9/11</td>
<td>Introduce the self-concept; <em>Self-portrait assignment</em></td>
</tr>
<tr>
<td>5</td>
<td>9/16</td>
<td>The self-concept</td>
</tr>
<tr>
<td>5</td>
<td>9/18</td>
<td>The self-concept</td>
</tr>
<tr>
<td>6</td>
<td>9/23</td>
<td><em>State of the class</em> + the self-concept</td>
</tr>
<tr>
<td>6</td>
<td>9/25</td>
<td>Review day</td>
</tr>
<tr>
<td>7</td>
<td>9/30</td>
<td>EXAM #1</td>
</tr>
<tr>
<td>7</td>
<td>10/2</td>
<td>Start “Perceiving Persons” lecture; <em>Perceiving Persons assignment</em></td>
</tr>
<tr>
<td>8</td>
<td>10/7</td>
<td>Continue “Perceiving Persons” lecture</td>
</tr>
<tr>
<td>8</td>
<td>10/9</td>
<td>Perceiving Persons</td>
</tr>
<tr>
<td>9</td>
<td>10/14</td>
<td>Attitudes</td>
</tr>
<tr>
<td>9</td>
<td>10/16</td>
<td>Attitudes</td>
</tr>
<tr>
<td>10</td>
<td>10/21</td>
<td>Stereotypes, Prejudice, and Discrimination; <em>Introduce Social media analysis presentation and individual paper assignment</em> (instructor will form groups)</td>
</tr>
<tr>
<td>10</td>
<td>10/23</td>
<td><em>State of the class</em>, Stereotypes, Prejudice, and Discrimination/Social media groups will meet.</td>
</tr>
<tr>
<td>11</td>
<td>10/28</td>
<td>Stereotypes, Prejudice, and Discrimination/Social media groups will meet</td>
</tr>
<tr>
<td>11</td>
<td>10/30</td>
<td>Social media presentation day</td>
</tr>
<tr>
<td>Week</td>
<td>Date</td>
<td>Topics, Readings, Assignments, Deadlines</td>
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<tr>
<td>------</td>
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<td>------------------------------------------</td>
</tr>
<tr>
<td>12</td>
<td>11/4</td>
<td>Social media presentation day</td>
</tr>
<tr>
<td>12</td>
<td>11/6</td>
<td>Social media presentation day</td>
</tr>
<tr>
<td>13</td>
<td>11/11</td>
<td><strong>NON INSTRUCTIONAL DAY-CAMPUS CLOSED</strong> (Veteran’s Day)</td>
</tr>
<tr>
<td>13</td>
<td>11/13</td>
<td>Review day</td>
</tr>
<tr>
<td>14</td>
<td>11/18</td>
<td>EXAM #2</td>
</tr>
<tr>
<td>14</td>
<td>11/20</td>
<td>Conformity</td>
</tr>
<tr>
<td>15</td>
<td>11/25</td>
<td>Conformity</td>
</tr>
<tr>
<td>15</td>
<td>11/27</td>
<td><strong>NON-INSTRUCTIONAL DAY</strong> (Thanksgiving Holiday)</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>State of the class</strong> Conformity; individual papers due</td>
</tr>
<tr>
<td>16</td>
<td>12/2</td>
<td>Aggression</td>
</tr>
<tr>
<td>16</td>
<td>12/4</td>
<td>Attraction and Close Relationships</td>
</tr>
<tr>
<td>17</td>
<td>12/9</td>
<td>LAST DAY OF INSTRUCTION Helping Others</td>
</tr>
<tr>
<td>Final Exam</td>
<td>12/16</td>
<td>EXAM #3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Monday, December 16 9:45-12:00</td>
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