Welcome to Social Psychology. In this course, we will examine theories, problems and issues in the study of human social behavior from a social psychological perspective. Typical definitions of social psychology are variants on the idea that our behaviors (thoughts, feelings, and actions) are influenced by the presence (real, imagined, or implied) of other people. Social psychology offers a unique perspective on love & lust, hate & heroism, who you are, and many other topics.

We often feel like we know why we do the things we do; we can readily generate a story of our lives. However, the social psychological perspective suggests that we overestimate how much we know about ourselves, and how much "free-will" or personality guide our behavior. Instead, in this course we seriously consider the idea that features of the situation and the influence of those around us, even when we don’t recognize them, can strongly direct our behavior. When examined closely, as will be done in this course, this can be an unsettling perspective, but one with valuable insights.
Learning Outcomes

This class is designed to address 5 broad Course Learning Outcomes (CLOs). These CLOs are outcomes students will have demonstrated upon successful completion of the course. The specific CLOs for this course contribute to the overall experience, learning opportunities, and Program Learning Outcomes (PLOs) students are exposed to when completing the SJSU Psychology Major.

The SJSU Psychology Major is designed to address 5 broad Program Learning Outcomes (PLOs). These PLOs are outcomes students should be able to demonstrate after having successfully completed the Psychology Major.

Course Learning Outcomes (CLOs)

Upon successful completion of this course:

CLO1 – Knowledge Base of Social Psychology – Students will be able to identify, describe, and communicate the major concepts, theoretical perspectives, empirical findings, and historical trends in social psychology (e.g., exam performance).

CLO2 – Research Methods in Social Psychology – Students will be able to

(a) identify and evaluate the strengths and limitations of basic research methods as used in social psychology (observational, correlational, experimental), and

(b) accurately interpret basic statistical information typically presented in social psychological research (means, standard deviations, t-tests, ANOVAs, correlations, p-values, tables, etc.).

CLO3 – Critical Thinking Skills in Social Psychology – Students will be able to use critical and creative thinking, skeptical inquiry, and a scientific approach to address issues related to social psychology (e.g., evaluate the validity of research studies, theories, applications research applications).

CLO4 – Application of Social Psychology – Students will be able to apply social psychological principles to individual, interpersonal, group, and societal issues.

CLO5 – Values in Social Psychology – Students will be able to identify, evaluate, and discuss

(a) ethical issues as they relate to the practice of social psychological research (e.g., informed consent process),

(b) how values may inform social psychological research (e.g., types of problems investigated), and

(c) value empirical evidence, tolerate ambiguity, act ethically, and recognize their role and responsibility as a member of society.
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.

PLO4 – 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.

Required Texts, Readings

Textbook


Note: In order to reduce the cost to students, I asked the bookstore to order a few of the "loose leaf" versions of the book (pages of the book are 3 ringed punched and can be put into a 3-ring binder). The content is the same as the hardcover version, but it is a bit cheaper. Either version is fine to use for this class.

Other Readings & Resources

Readings: See additional readings list at the end of this syllabus. Articles may be added to this list as needed.

Society for Personality and Social Psychology: http://www.spsp.org/

Social Psychology Network: http://www.socialpsychology.org/


Other equipment/material requirements

• 3 Scantron forms 882-ES
• Regular access to a computer and internet connection
• Handouts will be made available in a timely manner via Desire2Learn (D2L). It is your responsibility to print out and bring copies of handouts to the appropriate lecture.
**Course Desire2Learn (D2L) site**

The course Desire2Learn (D2L) site is an online resource supplement for this course. Use of this site and the information provided is **not** a substitute for attending lectures. The site will be updated regularly throughout the semester. This site contains:

- Discussion Board (Course Announcements, student questions)
- Links to webpages that will be of use to you throughout the course
- Handouts and articles
- Lecture slides (generally posted after lecture is presented)
- Assignment submission
- Assignment feedback from instructor
- Grade roster

My intention is that the site will become an additional forum, outside of class, in which we can debate, discuss, and raise questions about the course material. **Check this site regularly for course announcements, articles, assignments, and other course materials.**

**Accessing Course Desire2Learn (D2L) site**

To access the site go to [http://sjsu.desire2learn.com](http://sjsu.desire2learn.com)

**Username** = `firstname.lastname`, but may have an appended number (e.g., `joshua.doe2`)

**Password** = Your initial D2L password is your 9 digit SJSU ID number.

See the online tutorial for additional login and usage information:

Desire2Learn Student Tutorial: [http://www.sjsu.edu/ecampus/students/D2Lstudents/](http://www.sjsu.edu/ecampus/students/D2Lstudents/)

*Email me immediately if you are still unable to access the site.*

**Course Structure**

**Lectures & Discussions**

This will be a lecture course meeting twice a week for 1.25 hours. There will be occasional film and video presentations, in-class demonstrations, discussion groups, and in-class presentations by students to supplement the lectures. Students will be expected to have done the assigned readings for the week prior to attending lecture. Furthermore, students are expected to actively participate in all class discussions and activities.

**Readings**

Readings will be assigned from the Aronson textbook and several outside articles. Assigned readings appear in the course schedule and the reading list, and will be posted to the course D2L site.

The textbook readings are meant to supplement the materials presented in lecture. The textbook provides a broad overview of personality psychology. **Lectures will be coordinated with the text readings, but will often go into greater depth than the readings on a particular topic. Therefore, simply reading the text and never coming to lecture is NOT enough to do well in this course.**
Assignments and Grading Policy

Exams (150 points)

There will be three examinations for this course. These examinations may include a mix of multiple choice, fill-in-the-blank, short answer, and essay questions based on the material presented in lectures and in the assigned readings. Each exam will include 35 - 60 questions each worth 1 point. Essay questions may also be included whose point value will vary between 5 – 10 points. Each exam will be worth 50 points for a total of 150 points across the 3 exams. The exams are generally non-cumulative and will only include material as indicated on the course schedule. The exception is the final exam which may include cumulative essay questions.

Research Paper (50 points)

The major writing assignment for this class will be a 10 – 12 page typed, double-spaced, APA style paper. This paper will either review the research done in a specific area of social psychology (literature review), or (b) review research on the application of social psychological research to address a social issue or problem (application paper). Further instructions regarding this paper will be made available during the term.

Assignments & Participation (50 points)

Throughout the term you will be given assignments to be completed inside or outside of class. Some of these will be completed individually, and some will be done in groups. These assignments will include (but are not limited to):

- **Syllabus Quiz (10 points).** You will be given a 10 - 20 question quiz on the syllabus. Read and study the syllabus prior to this quiz.

- **Response Journal (10 points).** You will complete 1 Response Journal. The Response Journal will be a 2 - 3 about a specific outside reading. Specific instructions for each response journal will be posted on D2L.

- **Research Experience assignment (10 points).** You will participate in 2 hours worth of SJSU psychology research studies that are relevant to social or personality psychology. An alternative assignment will be prepared for those who prefer not to take part in 2 hours of psychology studies. Specific instructions for the research experience assignment and the alternative assignment will be posted on D2L.

- **Other Assignments (20 points).** These will include various in-class and out-of-class assignments. Some assignments can only be completed in-class.

Some assignments are related to the development of your research paper (research question, reference list, annotated references). These assignments are generally worth 3 - 5 points and are an important part in developing a satisfactory research paper.

Instructions for assignments will be posted on D2L (out-of-class assignments) or handed out during class (in-class assignments).

Please note that not all assignments are listed on the course schedule. Additional take home assignments will be announced in class and on Desire2Learn in a timely fashion throughout the semester. In-class assignments may not be announced prior to class. Thus, regular attendance is crucial.
Make-up Exams

No extensions or make-up exams will be given except in cases of reasonable and documented academic reasons, emergencies, serious illness, or similar seriously disruptive events. *If such a circumstance should arise, please contact me as early as possible and be ready to provide documentation.*

Late Assignments

Assignments are due in-class on the day indicated on the course schedule. If due dates are changed, the new due date will be announced in lecture and posted on D2L in a timely fashion.

**Research Paper.** There will be a 5% penalty for each calendar day the research paper is turned in late. Research papers will be accepted up to 3 days after the due date. No other extension will be given except in cases of reasonable and documented academic reasons, emergencies, serious illness, or similar seriously disruptive events. *If such a circumstance should arise, please contact me as early as possible and be ready to provide documentation.*

**Response Journal.** Because Response Journals are discussed in class, late Response Journals must be done on an article different from the one assigned. Student will be able to make-up 1 late Response Journal with a 10% penalty and can expect no instructor feedback other than the grade. See instructor for an alternative assignment. No other extension will be given except in cases of reasonable and documented academic reasons, emergencies, serious illness, or similar seriously disruptive events. *If such a circumstance should arise, please contact me as early as possible and be ready to provide documentation.*

**Other Assignments.** Student will be able to make-up 1 late assignment without penalty, *not counting the research paper-related assignments* (research question, reference list, annotated references). No other extension will be given except in cases of reasonable and documented academic reasons, emergencies, serious illness, or similar seriously disruptive events. *If such a circumstance should arise, please contact me as early as possible and be ready to provide documentation.*

Extra Credit

Extra credit assignments are given at the *instructor’s discretion.* Should extra credit opportunities be extended, the total amount of extra credit points earned by a student cannot exceed 1 – 2 % of the total number of points available in the course.

Tentative Grade Determination

Final grades in this course will be assigned as indicated below:

<table>
<thead>
<tr>
<th>Percent</th>
<th>Grade</th>
<th>Percent</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>100 – 93</td>
<td>A</td>
<td>76 – 73</td>
<td>C</td>
</tr>
<tr>
<td>92 – 90</td>
<td>A-</td>
<td>72 – 70</td>
<td>C-</td>
</tr>
<tr>
<td>89 – 87</td>
<td>B+</td>
<td>69 – 67</td>
<td>D+</td>
</tr>
<tr>
<td>86 – 83</td>
<td>B</td>
<td>66 – 63</td>
<td>D</td>
</tr>
<tr>
<td>82 – 80</td>
<td>B-</td>
<td>62 – 60</td>
<td>D-</td>
</tr>
<tr>
<td>79 - 77</td>
<td>C+</td>
<td>59 or less</td>
<td>F</td>
</tr>
</tbody>
</table>
University Policies

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.

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-324.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.

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 2.5 hours of direct faculty instruction (i.e., time spent in the classroom) and six hours of out-of-class student work (e.g., reading, studying, doing assignments, doing research) each week.
Classroom Protocol

Contacting Instructor

1. **I will answer emails M - F, 9:00 - 5:00.** If you email me at night or on the weekends, do not expect a response until the next weekday, at the earliest.

2. **Through Desire2Learn (D2L) mail function.** Best for private questions and comments.

3. **Through Desire2Learn (D2L) discussion board.** Best for questions about the course that need not remain private. Chances are others have the same questions you have.

4. **Through SJSU email.** clifton.oyamot@sjsu.edu.

5. **By phone.** Best if you need to contact me quickly and cannot use email at the time.

6. **Consider emails for this course as professional correspondence (see sample correspondence below).**

   a. **Subject Line** should include your class and a brief description of the issue (e.g., Subject: Psych 154-01: absence on 10-10-11).

   b. **Greetings** should be formal and use your instructor’s title (e.g., Dear Dr. Oyamot or Professor Oyamot)

   c. **Identify yourself** and the course/section you are in.

   d. **Issue or question** should be stated clearly, concisely, respectfully, and with attention paid to grammar, complete sentences, and so forth.

   e. **Expect replies within 1 - 3 days.** Polite follow-ups are encourage if you have not heard from me in a reasonable amount of time.

Example email correspondence

**Subject:** Psyc 154-04: Assignment due date question

Dear Professor Oyamot (or Dr. Oyamot),

My name is Maggie Jackson and I am in your 154 class that meets T/Th 10:30 - 11:45. I am not sure when the Response Journal assignment is due because of conflicting information. The syllabus schedule says Nov. 5, but the assignment sheet itself says Nov 9. Thank you for your attention to this matter.

Regards,

Maggie

student id # 123456789

Regular attendance is necessary to do well in the course.

Although the course has an online resource, this resource is not a substitute for attending lectures.
Laptops
In-class laptop use should be restricted to course-related activities (e.g., taking notes). Other activities (e.g., surfing the web) distract both the instructor and students, and will not be tolerated. You will be asked to turn off your laptop if you are engaged in non-class activities. You will be asked to refrain from laptop use for the duration of the course if this behavior continues.

Cellphones and other electronic devices
Please be certain to turn off or put in silent mode all cell phones, pagers, and any other devices that produce distraction prior to entering the classroom.

Late arrivals
If you must arrive late or leave early, please do so quietly and with a minimum of distraction.

Be respectful of others
Respect differing points of view offered by students. Independent discussions should not be happening when someone is addressing the class.

I expect you to come to class prepared
“Prepared” means you have completed the readings and any assignment before class starts, and written down any questions you had from the assignment. You should be as prepared as you expect your professor to be.

Communication
Use email!! Use office hours! Talk to me!!

Check the course D2L site regularly
If I become ill, I will inform you the night before that I will be absent. Please email me before class if you will not be in class. Please set your spam controls to accept my email address.

Recording of Class Lectures
Common courtesy and professional behavior dictates 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. This 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.

- If you wish to record lectures for your private, study purposes, please discuss this with the instructor. **Written permission** to record lectures will need to be granted 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.
Student Resources

Librarian: Psychology
The SJSU library has a librarian who specializes in psychology (and other social sciences), and this librarian can serve as a very valuable resource for helping you to develop research ideas and locating appropriate research materials. The library also has an abundance of resources for doing psychology research:

Psychology Librarian: Bernd Becker
408.808.2348
Bernd.Becker@sjsu.edu
http://libguides.sjsu.edu/psychology

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. The Peer Mentor Center website is located at http://www.sjsu.edu/muse/peermentor/.
# Psychology 154 (Tentative) Course Schedule*

<table>
<thead>
<tr>
<th>WEEK</th>
<th>DAY</th>
<th>DATE</th>
<th>TOPIC</th>
<th>READINGS &amp; ASSIGNMENTS DUE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>W</td>
<td>08/22</td>
<td>Course Introduction</td>
<td>Survey (link to be emailed)</td>
</tr>
<tr>
<td>2</td>
<td>M</td>
<td>08/27</td>
<td>Principles of Social Psychology</td>
<td>Log onto course D2L site AWA 1</td>
</tr>
<tr>
<td></td>
<td>W</td>
<td>08/29</td>
<td>Conformity</td>
<td>Quiz: Syllabus AWA 8</td>
</tr>
<tr>
<td>3</td>
<td>M</td>
<td>09/03</td>
<td>NO CLASS: LABOR DAY</td>
<td></td>
</tr>
<tr>
<td></td>
<td>W</td>
<td>09/05</td>
<td>Obedience</td>
<td>In-class assignment &amp; discussion Paper: Research Question assignment</td>
</tr>
<tr>
<td>4</td>
<td>M</td>
<td>09/10</td>
<td>Methods/Cognitive Dissonance</td>
<td>AWA 2, 6</td>
</tr>
<tr>
<td></td>
<td>W</td>
<td>09/12</td>
<td>Methods/Cognitive Dissonance</td>
<td>Aronson &amp; Mills (1959) + assignment</td>
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<tr>
<td>5</td>
<td>M</td>
<td>09/17</td>
<td>Methods/Cognitive Dissonance</td>
<td>Festinger &amp; Carlsmith (1959) + assignment</td>
</tr>
<tr>
<td></td>
<td>W</td>
<td>09/19</td>
<td>Social Cognition</td>
<td>AWA 3</td>
</tr>
<tr>
<td>6</td>
<td>M</td>
<td>09/24</td>
<td>Social Cognition</td>
<td></td>
</tr>
<tr>
<td></td>
<td>W</td>
<td>09/26</td>
<td>EXAM 1</td>
<td>1, 2, 3, 6, 8 &amp; outside readings</td>
</tr>
<tr>
<td>7</td>
<td>M</td>
<td>10/01</td>
<td>Social Perception</td>
<td>AWA 4</td>
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<tr>
<td></td>
<td>W</td>
<td>10/03</td>
<td>Social Perception</td>
<td>Response Journal: Kelley (1950)</td>
</tr>
<tr>
<td>8</td>
<td>M</td>
<td>10/08</td>
<td>Self-Knowledge</td>
<td>AWA 5</td>
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<tr>
<td></td>
<td>W</td>
<td>10/10</td>
<td>Self-Knowledge</td>
<td>Paper: References Assignment</td>
</tr>
<tr>
<td>9</td>
<td>M</td>
<td>10/15</td>
<td>Self-Knowledge</td>
<td></td>
</tr>
<tr>
<td></td>
<td>W</td>
<td>10/17</td>
<td>Group Processes</td>
<td>AWA 9</td>
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<tr>
<td>10</td>
<td>M</td>
<td>10/22</td>
<td>Aggression</td>
<td>AWA 12</td>
</tr>
<tr>
<td></td>
<td>W</td>
<td>10/24</td>
<td>Aggression, Prosocial Behavior</td>
<td>AWA 11</td>
</tr>
<tr>
<td>11</td>
<td>M</td>
<td>10/29</td>
<td>EXAM 2</td>
<td>4, 5, 9, 11, 12 &amp; outside readings</td>
</tr>
<tr>
<td></td>
<td>W</td>
<td>10/31</td>
<td>Interpersonal Attraction</td>
<td>10</td>
</tr>
<tr>
<td>12</td>
<td>M</td>
<td>11/05</td>
<td>Interpersonal Attraction</td>
<td>Paper: Annotated References Assignment</td>
</tr>
<tr>
<td></td>
<td>W</td>
<td>11/07</td>
<td>Interpersonal Attraction</td>
<td>Gottman &amp; Silver (1999)</td>
</tr>
<tr>
<td>13</td>
<td>M</td>
<td>11/12</td>
<td>NO CLASS: VETERAN'S DAY</td>
<td></td>
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<tr>
<td></td>
<td>W</td>
<td>11/14</td>
<td>Attitudes &amp; Attitude Change</td>
<td>AWA 7, Cialdini (2001)</td>
</tr>
<tr>
<td>14</td>
<td>M</td>
<td>11/19</td>
<td>Attitudes &amp; Attitude Change</td>
<td></td>
</tr>
<tr>
<td></td>
<td>W</td>
<td>11/21</td>
<td>To be announced</td>
<td></td>
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<tr>
<td>15</td>
<td>M</td>
<td>11/26</td>
<td>Prejudice</td>
<td>AWA 13, Paul (1998) In-class assignment &amp; discussion</td>
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<tr>
<td>16</td>
<td>M</td>
<td>12/03</td>
<td>Prejudice</td>
<td>Research Paper</td>
</tr>
<tr>
<td></td>
<td>W</td>
<td>12/05</td>
<td>Social Psychology in Action 1</td>
<td>AWA 14</td>
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<tr>
<td>16</td>
<td>M</td>
<td>12/10</td>
<td>Course Retrospective &amp; Review</td>
<td>Research Experience Assignment</td>
</tr>
<tr>
<td>FINAL</td>
<td></td>
<td></td>
<td>EXAM 3: 7, 10, 13, SPA 1 &amp; outside readings</td>
<td></td>
</tr>
</tbody>
</table>

AWA = Aronson, Wilson, & Akert textbook

* This is a tentative timeline. We may find ourselves spending more time on particular topics due to student interest, or the need to clarify further information presented.
Additional Readings (Tentative)

Copies of these articles will be made available on the D2L site. Please contact me ASAP if you have trouble getting these articles.

The reading list may be modified during the term. Updates will be announced in class and on the D2L site.


