

PSYCH 204: SURVEY OF SOCIAL PSYCHOLOGY
Spring, 2008

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Office Hours:	M, W, F 10am – 11am		
	Monday 2pm – 2 :45pm		
	Thursday 3pm – 4pm		

The contents of this syllabus are subject to change.

CLASS MEETINGS: M, W, F 11:30am -12:20pm

Course Overview:

This course is designed to serve as an introduction to the advancement of psychology as a science toward understanding human social behavior. More specifically we will explore how our thoughts, perceptions, emotions, attitudes, behaviors are influenced by others and our social environment and culture. Topics to be presented and discussed will include among others: attitude formation, conformity, persuasion, prejudice, aggression and interpersonal relationships. The class format will include lecture, discussion, and demonstration. The use of films and a non-fictional text (by E. Norman) as case studies will serve as a tool for enhancing critical thinking and application skills. In addition, a group influence project will promote effective application of many of the principles.

Upon completion of this course students should have an understanding of many psychological theories and principles related to our social nature, and their application in realistic world social settings. These insights should subsequently increase one's awareness of obstacles hindering their potential, opportunities and interventions for improvement, and ability to become a better person, friend, citizen. In short, with knowledge comes responsibility. In this case, students are challenged to become effective change agents in areas of personal and social improvement.

Required Texts:

Aronson, E., Wilson, T., Akert, R. (2005). *Social psychology: Unraveling the mystery* (6th ed.), Boston, MA: Pearson Books. (referred to as AWA in schedule)

Norman, E. M. (1999). *We band of angels: The untold story of American nurses trapped on Bataan by the Japanese*. New York: Random House.

NOTE: The readings, schedule and assignments in this syllabus are subject to change; additional readings may be assigned. **(Please be sure to register for the course on Blackboard)**

Course Objectives:

- 1) To become knowledgeable about the field of Social Psychology, and the variety of theories and applications it has developed.
- 2) To become adept at thinking critically about such phenomena, especially employing the principles of scientific inquiry; and to gain greater effectiveness at expressing that critical thinking in discussion mode.
- 3) To experience through lecture, discussion, activities and reaction to case study films the applicability of these concepts, ideas and theories to our everyday lives, so as to come to an appreciation of the broad relevance of this discipline within our social world, and develop related application skills for implementing the course material into our lives.
- 4) To become more effective and competent in your various roles (work, family, citizen, etc.) by learning how to become more aware of these phenomena, and apply improvement principles, particularly as they can impact personal development toward our potential.
- 5) To improve your communication skills (listening, written, & verbal) through various opportunities provided during the course.

Course Requirements: *(Please be sure to register for the course on Blackboard)*

Semester Exams and Final Exam (2 @ 18% each = 36%; Final Exam = 20%)

Tests will be a combination of objective (multiple choice, etc.) and essay formats. There may also be a take home component. The structure and format will be discussed in class. The final exam will have a cumulative component. Also, please see make-up policy below.

Three Reaction Papers (24%)

Two films and the Norman text will serve as three “case studies” for illustrating and analyzing social psychological dynamics in a particular context and setting. A creative title and your name (two lines single spaced) should be centered at the top of the first page (no cover page). Each paper will be 3-4 pages long, typed, double-spaced with one inch margins around. Guidelines for the papers will be distributed and discussed in class.

Influence Project (10%):

You will work in groups to PROPOSE an influence strategy to promote some new idea or policy, or to advocate for some change in behavior or community practices. You can feel free to be as creative as you’d like. The grading criteria will mainly focus upon: a) the application of ideas/findings from the course with full justification, and b) basic presentation skills – be clear and concise. Please note, this project is in the form of a 15 – 20 minute PRESENTATION PROPOSAL – it does not need to be implemented as part of the course requirement.

GENERAL FORMAT:

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|--|---|
| I. Objective and Target Audience | II. Detailed Strategies and Justification |
| III. Evaluation Strategy of Effectiveness - see Program Evaluation Principles in the AWA text (pp. 463-466). | |
- These presentations will be done the next to the last week in class (4/14 – 4/18)

Active Learning (10%):

This grade is comprised of four components, including attendance and the following:

PARTICIPATION:

Insight and learning come from an active and interactive process. When we arrive to class it is our responsibility to do our share in interacting by sharing our thoughts, ideas, and insights about these two types of assignments in a mature, constructive manner. PLEASE do not be selfish with your thoughts, and conversely, be highly respectful and supportive of other individual's thoughts and ideas.

ENGAGING IN THE MATERIAL

In contrast to passive learning, engaging in the material involves (beyond participation) questioning the readings and lecture material, 'wrestling' with the ideas and concepts presented, and processing them at a deep level mainly by reflecting on their application to you and your world around you. In short, care passionately about the material, your learning, and your fulfillment of the course objectives as well as your own. Periodic reading assessments will help me to track this as well.

DEMONSTRATION EXERCISES

In order to make the material come to life, and make the theoretical concepts and empirical findings more meaningful, you will be required to apply the issues raised in the text and lectures. The criteria for doing well on these assignments will be based on your ability to think critically (i.e., justify your answers, use of examples, etc.), integrate material from the course, and communicate your ideas in a clear concise manner. Details for each assignment will be distributed and discussed in class.

Course Structure & Policies:

1) ACTIVE LEARNING

Active learning involves questioning the text and lecture material, contributing to discussion, sharing ideas and alternative perspectives. As a prerequisite to the active learning that will take place in the classroom, please arrive to class on time and prepared by having read the assigned chapter(s), and completing the assignments. Class participation is expected and highly encouraged. This is the best strategy for achieving many of the objectives laid out for the course. Those who commit themselves to such active learning are scholars. It is for this reasoning that excessive absences will be penalized as stated in policy #4 below.

2) ACCOMMODATIONS - Should you require special accommodations for a disability, please arrange an appointment with the instructor at the beginning of the semester. Documentation of a disability will be required for special accommodations to be arranged in conjunction with the Learning Services Office. Students who wish to request accommodations in this class for support of learning disabilities and/or ADHD, should contact Mrs. Laurie Roth, Director of Learning Services, 1307 Main Street (ext. 1510). Students who wish to request accommodations for support of other disabilities, should contact Dr. Ron Kline, Director of the Counseling Center, 1307 Main Street (ext. 1510). Accommodations cannot be provided until authorization is received from the appropriate disability support provider on campus.

3) MAKE-UP EXAMS - In order to avoid receiving a zero on a missed exam you must provide notification and verification. Notify me beforehand, or as soon as possible. Notification more than three days after the

exam is not acceptable. Also, exams can only be made up if exams are missed for valid reasons. If you miss an exam please provide the appropriate documentation (Drs.' note, court order, family note upon death of a family member, etc.). Due to the awkwardness, in some cases I will not ask for such documentation; however, realize that if such documentation is not presented, the highest score that can be achieved on a test is a 70. I reserve the right to use essay format for make-up exams, and to reschedule these exams for 7:00AM on a day agreed upon by the student and instructor.

4) ATTENDANCE - Class attendance is expected. Class lectures and demonstrations will supplement text material. Excessive absences (beyond three classes – valid or not) will impact directly on your final grade with a deduction of two points per missed class. If you miss a class, the expectation is that you will get the notes from a classmate and then contact me if you should have any questions or need clarification. Excessive absences (more than three) will result in deduction of two points per missed class from your final grade.

5) LATE ASSIGNMENTS - Assignments and projects may be handed in up to two classes late (5 points deducted from the grade each day late) **ONLY IF when handing in an assignment late you indicate the amount of days late on the front cover along with your signature.** Assignments may not be handed in after the second class from when it was due. Please, do not ask me to deviate from this policy. If you must miss class drop off the assignment earlier, send it with a classmate, or fax it to me (610-625-7879). In other words, there should be no valid excuse for a late assignment. I encourage you not to procrastinate such that last minute emergencies (e.g. computer down, ribbon broke, etc.) interfere with getting assignments in on time. Also, be sure to back up your computer disks and use your X: drive!

6) CHEATING and PLAGIARISM will not be tolerated. Plagiarism is the intentional misrepresentation of someone else's work as your own. This includes such instances as quoting directly from a published work without giving the author credit (i.e. proper citation), using or "borrowing" another student's work, buying a paper from a professional service, etc. The policy of the department is that the student must keep all note cards and rough drafts on a paper until given a grade for that course. Evidence of plagiarism and cheating will be dealt with in accordance with the college policy on academic honesty. Copies are available from the departmental secretary.

7) EXCUSES - Grades reflect essential standards and cannot be adjusted based on extenuating circumstances. Valid obstacles/setbacks may understandably inhibit your performance, but they are not able to influence the course and college standards. I cannot pardon work nor substitute/supplement extra credit other than that which has been built into the course and offered to all. In the spirit of fairness to ALL students I must be consistent with the policies laid out in this syllabus and ask you to be familiar with and respectful of them. If you are thinking of asking for an exception to my policies; first ask yourself – “Am I willing to ask my classmates to support my exception to the rules of the course?”

8) The following GRADING SCALE will be used in the course:

A :	92.4 - 100	A- :	89.7 – 92.4
B+ :	86.7 - 89.65	B- :	79.7 - 82.65
C+ :	76.7 - 79.65	C- :	69.7 - 72.65
D+ :	66.7 - 69.65	D- :	60 - 62.65
		F :	Below 60

Assigned letter grades can be represented numerically by the midpoint of the range above.

COURSE SCHEDULE

DATE	LECTURE TOPICS	READINGS & ASSIGNMENTS
Mon. Jan 14 th	Introduction and Course Overview	
<p><i>I believe that we have to content ourselves with our <u>imperfect</u> knowledge and understanding; and treat values and moral obligations as a purely human problem - the most important of all human problems.</i> -- Albert Einstein</p> <p><i>At different states in our lives, the signs of love may vary: dependence, attraction, contentment, worry, loyalty, grief, but at the heart, the source is always the same. Human beings have the rare capacity to connect with each other, against all odds.</i> --Anonymous</p>		
Wed. Jan. 16 th	Intro to Social Psych	AWA Chpt. 1; Read syllabus
Fri. Jan 18 th	Social Cognition	AWA Chpt. 3
<p><i>Preconceived notions are the locks on the door to wisdom.</i> --Merry Browne</p>		
Mon. Jan. 21 st	MLK Day – NO CLASS	
Wed. Jan 23rd	Social Perception	AWA Chpt. 4
Fri. Jan. 25 th	Social Cognition & Perception continued	
<p><i>Will it make it easier for you now - you got someone to blame . . . we're one but we're not the same, we hurt each other than we do it again . . . we're one but we're not the same, we gotta carry each other, carry each other - one.</i> ---Bono of U2, <i>One</i></p> <p><i>Other men's sins are before our eyes; our own are behind our back.</i> – Seneca, <i>De Ira</i></p>		
Mon. Jan. 28 th	Social Psych and Sustainability	AWA pp. 466 - 480

Wed. Jan. 30 th	(Continued)	
8PM	<i>Global Warming / Sustainability Webcast</i>	Location: Dana Lecture or TBA
<i>Let's face it, we are a nation and people who, shamefully, pride ourselves in the foolish motto that "bigger and more is better." –Juan DeRojas</i>		
Fri. Feb. 1 st	Knowing One's Self	AWA pp. 126-128; 139-155
<p><i>Know thyself, for once we know ourselves, we may learn how to care for ourselves; but otherwise we never shall.</i> --- Socrates</p> <p><i>If only we wanted to be happy, it would be easy; but we want to be happier than other people which is difficult since we think them happier than they are.</i> -- Montesquieu</p>		
Mon. Feb. 4 th	Justification and Cognitive Dissonance	AWA Chpt. 6
Wed. Feb. 6 th	(continued)	<i>Influence Proposals due</i>
<i>Thinking is easy, acting is difficult, and to put one's thoughts into action is the most difficult thing in the world.</i> -- Goethe		
Fri. Feb. 8 th	Discuss Influence Projects, Reaction Papers, Review for Exam one	
Mon. Feb. 11 th	EXAM ONE	
Wed. Feb. 13 th	Attitude & Attitude Change	AWA Chpt. 7 & Cialdini Reading
<p><i>One does what one is, one becomes what one does.</i> – Robert Musil, <i>Kleine Prosa</i></p> <p><i>We do not love people so much for the good they have done us, as for the good we have done them.</i> – Leo Tolstoy, <i>War & Peace</i></p>		

Fri. Feb. 15 th	Social Psychology & Health Case Study: Ordinary People	AWA Chpt. 15
<p><i>I felt like there was this big black hole. And I just started falling into it. No matter what I tried to do - I couldn't get out. And it just kept getting bigger and bigger . . . and then you become the hole.</i> --Timothy Hutton in <i>Ordinary People</i></p> <p><i>I don't believe in circumstances. The people who go on in this world are the people who get up and look for the circumstances they want.</i> -- George Bernard Shaw</p>		
Mon. Feb. 18 th	Case Study cont'd	
Wed. Feb. 20 th	Discuss Case Study	
<p><i>Life is the art of being well deceived.</i> – William Hazlitt</p>		
Fri. Feb. 22 nd	Conformity	AWA Chpt. 8
<p><i>When I'm watching my TV, and a man comes on and tells me how white my shirt should be, and I can't be a man 'cause I don't smoke the same cigarettes as he . . . I can't get no satisfaction.</i> -- Mic Jagger, <i>I Can't Get No Satisfaction</i></p> <p><i>He who sees the truth, let him proclaim it, without asking who is for it or who is against it.</i> --Henry George, The Irish Land Question</p>		
Mon. Feb. 25 th	Group Processes	AWA Chpt. 9; pp. 530-536 <i>Reaction Paper for Ordinary People due</i>
<p><i>Mere social contact begets . . . a stimulation of the animal spirits that heightens the efficiency of each individual workman.</i> -- Karl Mark, <i>Das Kapital</i></p>		
Wed. Feb. 27 th	Conformity & Group Processes continued	

Fri. Feb. 29 th	(cont'd)	
<p><i>To sin by silence when they should protest, makes cowards of men.</i> --Abraham Lincoln</p> <p><i>The test of courage comes when we are in the minority. The test of tolerance comes when we are in the majority.</i> --Ralph W. Sockman</p>		
Week of March 3 rd – 7 th	SPRING BREAK	
Mon. March 10 th	Prosocial Behavior	AWA Chpt. 11
Wed. March 12 th	Cont'd	
<p><i>Fools say that I do not know. Silence like a cancer grows. Hear my words that I might teach you. Take my arms that I might reach you.</i> -- Paul Simon & Art Garfunkle, <i>The Sounds of Silence</i></p>		
Fri. March 14 th	Aggression	AWA Chpt. 12
<p><i>Despite all my rage - I am still just a rat in a cage.</i> --Smashing Pumpkins.</p>		
Mon. March 17 th	Altruism and Aggression cont'd	
<p><i>War is an ugly thing but not the ugliest of things; the decayed and degraded state of moral and patriotic feelings which thinks that nothing is worth war is much worse. A man who has nothing for which he is willing to fight, nothing which is more important than his own personal safety, is a miserable creature and has no chance of being free unless made and kept so by the exertions of better men than himself.</i> -- John Stuart Mill</p>		
Wed. March 19 th	Discuss Short stories and “We Band of Angels”	<i>After You My Dear Alphonse</i>

		<i>A Good Long Sidewalk</i> <i>"We Band of Angels"</i>
<i>One would like to know more about these women's interior lives and what sustained them through privation and terror...</i> —Barbara Ehrenreich, <i>The New York Times Book Review</i>		
Fri./Mon. March 21 st & 24 th	Easter Break - NO CLASS	
Wed. March 26 th	Discussion of "We Band of Angels" & Review for Exam 2	Norman's book completed
Fri. March 28 th	EXAM TWO	
Mon. March 31 st	Prejudice	AWA Chpt. 13
Wed. Apr. 2 nd	Prejudice continued	
<i>We are each burdened with prejudice; against the poor or the rich, the smart or the slow, the gaunt or the obese. It is natural to develop prejudices. It is noble to rise above them.</i> -- Author Unknown		
Fri. Apr. 4 th	Discuss Paper Reactions	<i>Reaction Paper – "We Band of Angels" due</i>
Mon. Apr. 7 th	Interpersonal Attraction	AWA Chpt. 10
Wed. Apr. 9 th	Cont'd	
<i>What's been misplaced in American life is the crucial distinction between having sex and making love. With a generous assist from Hollywood, stigma has been stripped from commitment to nothing larger than oneself.</i> --Harry Stein		
Fri. Apr. 11 th	Eyewitness Testimony	AWA: pp. 515 - 530
<i>Certitude is not the test of certainty.</i> – Oliver Wendell Holmes		
Week of Apr. 14 th	Informal presentation of Individual Reaction Papers	<i>Reaction Papers – Individual</i>

	And begin Influence Intervention Projects	<i>Topics - Due</i>
Week of Mon. Apr. 21 st	Influence Intervention Projects continued	
FINAL EXAM WEEK	Time and location will be determined by the Registrar sometime during the semester.	Completion of a cumulative final exam

