

Introductory Social Psychology
Fall 2009, Sec. 002
Tuesday & Thursday 9:30-10:45 AM
374 MARB
3 Credit Hours

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Course Description:

Social psychology studies the influence of others on an individual's thoughts, emotions and behaviors. Because we spend a great deal of each day interacting with others in a variety of different situations, the topics of social psychology are myriad. This course, while relating the foundations of social psychology, will give special attention to four recent trends: First, cognition has regained its preeminence in social psychology. This has led to intriguing findings regarding human thought as a collection of phenomena which is both created and changed through social interactions and directs those interactions. Second, applications of social-psychological knowledge have been implemented, extending the reach of the field. Social psychologists are often called on to make contributions in business, medicine, law, and other fields. Third, psychologists have recognized the ubiquity of social-psychological knowledge such that the field is now represented in other areas of psychology, such as developmental, clinical, counseling, cognitive, and industrial and organizational psychology. Fourth, our national interest in diversity and culture has caused a reexamination of research findings and theory with the intent of identifying those that are universal and those that are culture-bound. Our course will examine these issues in addition to the more traditional social-psychological interests such as aggression, research methods, attitudes, altruism, and social influence. By the close of the semester, I expect that you will be well versed in the topics of social psychology and have an appreciative, if critical, understanding of how social-psychological phenomenon influence your day-to-day life.

Goals:

At the end of this course you should have a basic understanding of the principles of social psychology. In particular I hope that you will be more aware of the degree to which our behavior is shaped by social influences that we are unaware of or simply accept uncritically. One of the basic goals of this class is to enable you to apply this knowledge—to allow you to see the pervasive nature of social psychological processes in everyday life, recognize legitimate and illegitimate forms of social influence, and apply social psychological principles and knowledge to pressing social and ethical problems such as prejudice and crime.

Expected Learning Outcomes: The objectives of the department's undergraduate curriculum are closely matched to those advocated by the American Psychological Association, the discipline's primary professional body. (Note: The reference to students in the following statement of goals is to students who graduate from the University with a major in psychology.) Graduates will:

- (1) Be able to demonstrate that they understand and can apply basic research methods in psychology, including research design, data analysis, and interpretation of results in light of previous findings.
- (2) Be able to use computers and other research-related technology to competently collect, access, and manage information, communication, and other purposes.
- (3) Be able to express realistic ideas about how to implement their psychological understanding, skills, and values in occupational and family-related pursuits in a variety of settings.
- (4) Be able to critically reflect on the content of psychology as well as on disciplinary values in light of their knowledge of and commitment to the restored gospel of Jesus Christ and to sustain personal values that are true to the gospel while maintaining their serious study of psychology.

Required Text:

Myers, D. G. (2007). *Social psychology* (9th ed.). New York: McGraw-Hill.

Course Requirements:

Your grade will be based on a group presentation and exams, as explained below. You will be given extra credit if you participate in a research project.

Although class participation will not be part of your grade, I expect you to come to class having read the assigned material and to participate in class discussions.

EXAMS: (50 points for each midterm exam and for final exam). There will be three midterm exams and a final exam. The exams will consist of multiple-choice questions and short essay questions. The multiple-choice questions will come directly from the textbook and lectures, while the essay questions will come from class lectures and discussions. The final will not be comprehensive.

There will be a considerable penalty for late exams: If you know that you will not be able to take an exam on the assigned day, you must take it *before* that day to avoid a penalty. Obviously, if you have an emergency, I will consider your situation on an individual basis. In case of illness, please be prepared to bring a note from your doctor. In such cases, I will not deduct any points from your test score. In other cases, I will deduct 5 points from your test score for each day that you are late in taking the test (e.g., if you take a test three days after the scheduled test date, 15 points will be subtracted from your test score). It is your responsibility to be aware of testing center hours. If you for any reason need to take an exam late, go directly to the psychology department receptionist on the 10th floor of the Kimball tower. She will date the exam and pass it on to be graded. If you have a doctor's note or other verified documentation, attach it and hand it in with the test. If you do not have a note, you will lose 5 points for every day the test is late. It is your responsibility to contact either Dr. Yamawaki or the TA regarding the missed test. It is also your responsibility to be aware of the hours the psychology department office is open. Unlike the Testing Center, the department will be closed at 5 pm.

GROUP PRESENTATION: (50 points)

In this course, you will be working with a group to accomplish a project. Groups will present their work March 19 and 24. Here is a list of group presentation topics. In the first several weeks of the semester, I will ask you to indicate your top three preferences, and I'll assign you to groups, consisting of students with similar interests:

1. The Social Psychology of Violence and Aggression
2. The Social Psychology of Interpersonal Attraction & Relationships
3. The Social Psychology of Persuasion
4. The Social Psychology of Racism and Classism
5. The Social Psychology of Advertising and the Media
6. The Social Psychology of Legal Psychology
7. The Social Psychology of Conformity, Compliance, & Obedience
8. The Social Psychology of Group Influence

Here are some examples of the kinds of team projects (on the above topics) that you might choose:

- a. Video Presentation: Make and present a video which illustrates key concepts of the course material.
- b. Service Learning Project: Volunteer for community service and present your insights from this service into the course material.
- c. Class Demonstration: Design another kind of class presentation or demonstration which illustrates course material.
- d. Poster Project: Create a poster which illustrates insights into course material.
- e. Public Event Analysis: Analyze an event in the national news, such as the war on terrorism, or a more regional topic, such as environmental issues in Provo, which demonstrates insights into the course material.

Your individual and group performance on this project will be evaluated by two sources: your group and your professor.

Guidelines for Good Group Presentations

1. Use class materials (including the relevant but not formally assigned chapters in the class texts) to generate ideas and information for this presentation.

- I do want your presentations to be creative and to draw on information not directly mentioned in this class. I also want these presentations to be grounded in basic principles of social psychology as they are presented and discussed in the course texts.

2. Practice your talk enough times so that you are not reading it.

- Instead, speak clearly about ideas with which you are comfortable. Your individual presentation should follow a clear outline, but be spontaneous in delivery. Use eye contact, body movement, good voice projection, and make sure that you speak to everyone in the room.

3. Remember your audience:

- Although you should assume that your classmates have done at least some of the reading that you will be drawing from, remember that they are not nearly as conversant with its arguments as you are. Your talk needs to proceed along a clear train of thought, and this means that you must proceed slowly enough that your audience can follow you. Introduce your main point

clearly, and coherently indicate secondary points as distinct from central ones. Highlight your most important points, and avoid jargon.

4. Enhance your presentation with audio-visuals.

- Presenting information in other modes (slides, overheads, handouts, videos, costumes, posters, role play scenarios, demonstrations, etc.) significantly enhances the engagement and understanding of your listeners. Make sure, however, that your audio-visuals enhance and clarify your points, rather than distracting from and confusing them. Practice with them several times before your presentations. All materials should be easily readable by everyone in the room (which means no less than 24 pt font for Powerpoint and overheads).

4. Organize your presentation.

- Your message should be very clear. It is better to cover a little material well, than too much in a fused manner. A good rule of thumb is to make no more than three main points. Your secondary points should follow clearly from your main ones.

EXTRA CREDIT: You will be given opportunities to gain a maximum of 5 points worth of extra credit by participating in research projects offered by the Department of Psychology.

Research participation

Research participation is strongly encouraged in this class to experience psychological research. 60 minutes of extra credit participation will be counted as 1 point. The amount of time you spend in the research will not determine how much extra credit you get; instead, the amount of extra credit will be determined by the amount of time the consent form states that participation will take. Therefore, in order for you to receive extra credit, it is your responsibility to keep the informed consent forms as verification of your participation and turn them in to me, all at once, at the end of this semester. Or you can submit a summary of your research participation that can be printed from SONA. Go <http://byu.sona-systems.com/>, login, and then click myschedule/credit. You will be able to print out the summary.

Note: Some researchers may tell you that they will send me a list of the names of the participants. However, since many previous researchers did not follow through with this, I have decided not to use their lists to enter your participation information. If you do not submit consent forms or SONA summary, I will not be able to verify your participation. Therefore, you will **NOT** receive any extra credit in this case.

Grades:

Three midterm exams (50 points each)	150 points
Group presentation	50 points
Final exam	50 points
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Total Possible Points	250 points

Grades will be calculated on a percentage basis:

93-100%=A	83-86%=B	73-76%=C	63-66%=D
90-92%=A-	80-82%=B-	70-72%=C-	60-62%=D-
87-89%=B+	77-79%=C+	67-69%=D+	Below 60%=E

Blackboard:

All information that you will need for class assignments, tests, or grades will be posted on Blackboard. Please check it periodically. In cases of emergency, I would like to use email. Please keep your email address updated with me and check its capacity and any blockage issues (such as junk mail filters).

Honor Code

In keeping with the principles of the BYU Honor Code, students are expected to be honest in all of their academic work. Academic honesty means, most fundamentally, that any work you present as your own must in fact be your own work and not that of another. Violations of this principle may result in a failing grade in the course and additional disciplinary action by the university. Students are also expected to adhere to the Dress and Grooming Standards. Adherence demonstrates respect for yourself and others and ensures an effective learning and working environment. It is the university's expectation, and my own expectation in class, that each student will abide by all Honor Code standards. Please call the Honor Code Office at 422-2847 if you have questions about those standards.

Preventing Sexual Harassment

Title IX of the Education Amendments of 1972 prohibits sex discrimination against any participant in an educational program or activity that receives federal funds. The act is intended to eliminate sex discrimination in education. Title IX covers discrimination in programs, admissions, activities, and student-to-student sexual harassment. BYU's policy against sexual harassment extends not only to employees of the university, but to students as well. If you encounter unlawful sexual harassment or gender-based discrimination, please talk to your professor; contact the Equal Employment Office at 422-5895 or 367-5689 (24-hours); or contact the Honor Code Office at 422-2847.

Students with Disabilities

Brigham Young University is committed to providing a working and learning atmosphere that reasonably accommodates qualified persons with disabilities. If you have any disability which may impair your ability to complete this course successfully, please contact the Services for Students with Disabilities Office (422-2767). Reasonable academic accommodations are reviewed for all students who have qualified, documented disabilities. Services are coordinated with the student and instructor by the SSD Office. If you need assistance or if you feel you have been unlawfully discriminated against on the basis of disability, you may seek resolution through established grievance policy and procedures by contacting the Equal Employment Office at 422-5895, D-285 ASB.

Learning Outcomes

Each program at BYU has developed a set of expected student learning outcomes. These will help you understand the objectives of the curriculum in the program, including this class. To learn the expected student outcomes for the programs in the psychology department and college go to <http://learningoutcomes.byu.edu> and click on the College of Family, Home and Social Sciences and then the psychology department. We welcome feedback on the expected student learning outcomes. Any comments or suggestions you have can be sent to <FHSS@byu.edu>.

Cell phones must be turned off during class. Text messaging and sending or receiving email via laptop computer during class is prohibited. Persons violating this policy will be dismissed from the lecture. Repeated violations of this policy will result in a reduction in the course grade to be determined by the professor.

Flu policy

As are all large communities, BYU is preparing for the potential of the H1N1 influenza virus to spread rapidly throughout the campus during the coming winter. Details of BYU's preparation, and advice on what you can do to prepare, can be found at flu.byu.edu. Please read it! In order to contain any possible infection, the administration has advised course instructors to ask any student who is feeling sick with flu-like symptoms (fever with either sore throat or cough) to remain home, away from class and away from all large gatherings. Sick students should remain at home until at least 24 hours after the fever has gone away. Students should also call their doctor or the student health center for advice as soon as possible.

The administration has asked course instructors to provide adequate make-up opportunities for all work missed during a flu-like illness. Accordingly, I will allow all time as needed to miss class during an illness and to make up work at a reasonable time afterward, provided the student provides a doctor's note to document the illness. ALL students who feel sick with fever and sore throat or cough should call the doctor and visit if so advised. If advised to visit the doctor, please obtain a note whether or not you are diagnosed with the flu! When you are ill please call or email your TA or the instructor as soon as possible, and *continue to communicate* with us until you are well. You should also be in contact as much as possible with one or two class members, in order to keep up on what you miss. We will try to facilitate class communication from the beginning of the semester.

For your protection, your instructors will follow the same rules! If your instructor is sick he or she will try to find a replacement to carry the class forward, else will notify students as soon as possible about a class cancellation.

Final Note:

The instructor reserves the right to make changes in the course schedule, the course requirements, the course grading procedures, and/or any other aspects of the course at any time. Any alterations will be made in the best interest of the students, the course, and the instructor.

Group presentation evaluation criteria

The professors' evaluation of your team's overall performance: (1= poor; 10 = excellent)

- _____ Delivery: Includes eye contact, voice projection, spontaneity vs. reading, body movement, ease of speaking, ability to engage listeners
- _____ Visual Aids: Includes value, creativity, power, and thoughtfulness
- _____ Rigor: Accurate use of course material, substantive content of your argument
- _____ Clarity of Points Made: Coherence and organization of argument
- _____ Contribution to Team: Your feedback based on team ratings

Evaluation of your team members: (1= poor; 10 = excellent)

- _____ Preparation and attendance at meetings
- _____ Initiation of ideas; quality of conceptual contribution
- _____ Initiation of group process; quality of group membership
- _____ Follow-through with promises and commitments
- _____ Performance during presentation (Delivery, Visual Aids, Rigor, Clarity, Creativity, Speaking vs. Reading)

TENTATIVE CLASS SCHEDULE

DATE	CHAPTER TO STUDY
9/1	Introduction and Chapter 1
9/3	Chapter 1
9/8	Chapter 2
9/10	Chapter 2
9/15	Chapter 3
9/17	Chapter 3
9/22-23	Midterm Exam #1
9/24	Chapter 4
9/29	Chapter 5
10/1	Chapter 5
10/6	Chapter 6
10/8	Chapter 6
10/13-14	Midterm Exam #2
10/15	Chapter 7
10/20	Chapter 7
10/22	Chapter 8
10/27	Chapter 9
10/29	Chapter 9
11/3-4	Midterm Exam #3
11/5	Chapter 10
11/10	Group presentation
11/12	Group presentation
11/17	Group presentation
11/19	Chapter 11
12/1	Chapter 12
12/3	Chapter 12
12/8	Chapter 15
12/10	Chapter 15
Final Week	Final Exam

**** It is your responsibility to check the time for the tests. Please call the Testing Center or visit the website at <http://testing.byu.edu/students>.**