

## Instructor/TA Info

### Instructor Information

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**Name:** Maria Garcia

**Office Hours:** Mon, Fri 1:00pm-2:00pm

Or By Appointment

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**Office Hours:** Mon, Wed, Fri 10:00am-10:50am

Or By Appointment

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## Course Information

### Scriptural message

For behold, this life is the time for men to prepare to meet God

Alma 34:32

### Description

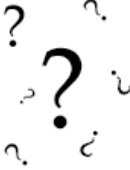
Social psychology is a discipline that employs scientific methods to understand and explain how the thought, feeling, and behavior of individuals are influenced by the actual, imagined, or implied presence of others. The objective of this course is to teach you how people think about others, are influenced by them, and relate to them. This course will provide an overview of social psychological theory and research in a variety of areas, including, but not limited to: helping behavior and aggression, attitude formation and change, interpersonal relationships, conformity, prejudice and stereotyping, and group processes. Finally, we will discuss ethical issues related to behavioral science.

Note: It is important to learn to apply these principles in your own life! Research has shown that concepts stick in memory when they are personally relevant. Additionally, the scriptures teach that the Lord gives us knowledge according to “the heed and diligence” we give unto His word (Alma 12:9; 2 Ne 28:30). This partly works in a very practical way: when we apply something it can become a part of us, and we won’t forget it after test day. An example of a student applying a concept might be:

This week we studied the fundamental attribution error. This really struck me as something that is relevant to my relationships, whether with friends, family, or just people I meet. I realized that much of the time, I might get frustrated with people because I am actually misattributing their behavior to their innate traits when in reality their situation plays a large role. Rather than looking at a homeless person and thinking, ‘oh, they must be lazy’ I can counter that thought with the fact that research shows this is probably an error in judgment. Or if my roommate seems to quite often be in a sulky mood when they come home most days, I can consider that maybe they have a really frustrating class right before. I think learning to look for situational influences on others’ behavior by listening or asking questions, I can probably learn to see others in a more positive light. As I learn to change my attitude in a way that leads to better interactions with others, I am building my character by becoming someone that can have even more positive relationships with others.

You will be asked to apply the concepts we study in this way. We will be breaking out into group discussions regularly to engage in experiential learning, student assisted learning, and group discussion. You will be assigned to a group and a T.A. that you will continue with all semester.

## Materials

	Item	Price (new)	Price (used)
	<u>BUNDLE: SOCIAL PSYCH AND HUMAN NATURE W/MINDTAP</u> 2017 - Required by BAUMEISTER	128.00	96.00

## Learning Outcomes

### 1. Unique contribution of social psychology

Students will be able to identify the unique contribution of social psychology to social science, situating the discipline within the larger domain of psychology and contrasting it with related disciplines, such as sociology.  
*Measurement:* Multiple choice tests, short essays.

### 2. Research methods and ethics

Students will be able to understand the use of surveys, laboratory and field experiments in conducting social psychological research, and understand the ethical principles of informed consent, deception and debriefing when conducting research with human participants.  
*Measurement:* Multiple choice tests, short essays.

### 3. Substantive areas of inquiry

Students will be able to identify substantive areas of social psychological inquiry, including the self, person perception, attitudes and persuasion, group processes, stereotyping and prejudice, interpersonal attraction, helping behavior and aggression.

*Measurement:* Multiple choice tests, short essays.

#### **4. Contributions of major thinkers and contributors**

Students will be able to identify and explain the contributions of major thinkers and contributors of classic and contemporary theory and research in social psychology, such as Leon Festinger and Stanley Milgram.

*Measurement:* Multiple choice tests, short essays.

#### **5. Applications of social psychology**

Students will be able to identify how social psychological theory and research have been applied to domains outside the discipline, such as in health settings and the law.

*Measurement:* Multiple choice tests, short essays.

### **Participation Policy**

Attendance and participation are required. Various class activities will require participation in order to enhance learning. We will be breaking out into group discussions regularly to engage in experiential learning, student assisted learning, and group discussion. You will be assigned to a group and a T.A. that you will continue with all semester.

### **Attendance Policy**

Attendance and participation are required. Tests will include questions from lectures that will not be available in the textbook or slides. Because we will be breaking out into group discussions regularly to engage in experiential learning, student assisted learning, and group discussion, attendance will be required

### **Classroom Procedures**

#### **Electronic Devices**

**Personal electronic devices must be managed during class. We will sometimes use your electronic devices in class to provide examples of topics we are discussing. However, texting, tweeting, Snapchatting, Instagramming, Pinteresting, viewing or posting to social media, taking selfies, photobombing, video recording, emailing and any other sending or receiving of personal electronic communications during class is prohibited.**

### **Teaching Philosophy**

The world has changed a great deal from when I was in college, particularly regarding information availability. When I was young, if we didn't know or had forgotten a fact, we had to wait until the library opened, hike over there, consult the card catalogue, and then hope the book we needed was on the shelf. Therefore we needed to memorize a lot of facts so that we didn't have to spend all our time looking things up this way.

Here in the 21<sup>st</sup> Century, you have access to huge amounts of information in the palm of your hand through your smart phone, tablet or computer. Thus, for this course I do not believe that it is necessary for you to memorize facts for tests as I did when I was a student. I want to focus more on learning material that will be useful to you over time rather than learning material for a test.

I believe that you will get the most out of this class if you

- \*know what information is out there

- \*know how to differentiate between valid and invalid sources of information

- \*know how to critically examine and apply the information you find

The class is designed so that the testing format, lectures, assignments, and class activities will help you to get the most out of this class. It is also designed to meet the aims of a BYU education, in that it should be

- \*Spiritually strengthening

- \*Intellectually enlarging

- \*Character building

- \*Leading to Lifelong learning and service

## **Assignments**

### **Assignment Descriptions**

#### **Chapter 1**

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There will be 14 quizzes taken on the publisher's website that will be part of your grade

### Statement of Learning 1

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Sep  
15

Due: Friday, Sep 15 at 1:00 pm

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You will be required to submit a **brief description** of one or more things that you learned in the class (from lectures, textbook readings, class activities, etc.) during the previous week. If possible, try to link up what you have learned with one or more of the Aims of a BYU Education (see course description). These statements will be **due every**

**Wednesday** by 1 p.m.

Note: It is important to learn to apply these principles in your own life! Research has shown that concepts stick in memory when they are personally relevant. Additionally, the scriptures teach that the Lord give us knowledge according to "the heed and diligence" they give unto His word (Alma 12:9; 2 Ne 28:30). This partly works in a very practical way: when we apply something it can become apart of us, and you won't forget it after test day.

An example could be:

This week we studied the fundamental attribution error. This really struck me as something that is relevant to my relationships, whether with friends, family, or just people I meet. I realized that much of the time, I might get frustrated with people because I am actually misattributing their behavior to their innate traits when in reality their situation plays a large role. Rather than looking at a homeless person and thinking, 'oh, they must be lazy' I can counter that thought with the fact that research shows this is probably an error in judgment. Or if my roommate seems to quite often be in a sulky mood when they come home most days, I can consider that maybe they have a really frustrating class right before. I think learning to look for situational influences on others' behavior by listening or asking questions, I can probably learn to see others in a more positive light. As I learn to change my attitude in a way that leads to better interactions with others, I am building my character by becoming someone that can have even more positive relationships with others.

### Chapter 2

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Sep  
18

Due: Monday, Sep 18 at 11:00 pm

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There will be 14 quizzes taken on the publisher's website that will be part of your grade

### Statement of Learning 2

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Sep  
20

Due: Wednesday, Sep 20 at 1:00 pm

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### Statement of Learning 3

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Sep  
27

Due: Wednesday, Sep 27 at 1:00 pm

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### Chapter 3

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Sep  
27

Due: Wednesday, Sep 27 at 11:00 pm

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There will be 14 quizzes taken on the publisher's website that will be part of your grade

### Chapter 4

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Oct  
04

Due: Wednesday, Oct 04 at 11:00 pm

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## Statement of Learning 4

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Oct  
**04**

Due: Wednesday, Oct 04 at 11:59 pm

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## Chapter 5

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Oct  
**09**

Due: Monday, Oct 09 at 11:00 pm

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## Statement of Learning 5

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Oct  
**11**

Due: Wednesday, Oct 11 at 1:00 pm

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## Statement of Learning 6

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Oct  
**18**

Due: Wednesday, Oct 18 at 1:00 pm

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## Test 1

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Oct  
**18**

Due: Wednesday, Oct 18 at 11:55 pm

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This is an open book take home test. You are allowed/encouraged to use both your textbook and your lecture notes to answer the questions on the test. Searching for and finding the answers to the test questions is a big part of the learning experience you should have in this course. Therefore you are on your honor not to copy someone else's answers wholesale. However, once you have completed searching for the answers, it IS ACCEPTABLE to ask other students in the class, your TAs, or even your instructor for help with any item you don't understand or feel uncertain of your answer. A well documented psychological principle indicates that we learn from one another, so discussion of an item or two that you feel uncertain about can increase your knowledge and enhance your learning experience. My goal for this test is for you to know what information is out there and how to apply it, so if you can learn from each other, we all benefit. What is NOT acceptable: getting the answers without searching your book and lecture notes

## Quiz 6

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Oct  
**18**

Due: Wednesday, Oct 18 at 11:59 pm

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## Chapter 6

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## Statement of Learning 7

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Oct  
**25**

Due: Wednesday, Oct 25 at 1:00 pm

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## Quiz on chapter 8

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Oct  
**27**

Due: Friday, Oct 27 at 11:59 pm

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## Chapter 8

### Quiz 8

#### Statement of Learning 8

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Nov  
**01**

Due: Wednesday, Nov 01 at 1:00 pm

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## Chapter 9

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Nov  
**01**

Due: Wednesday, Nov 01 at 11:00 pm

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#### Statement of Learning 9

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Nov  
**08**

Due: Wednesday, Nov 08 at 1:00 pm

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#### quiz on chapter 10

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Nov  
**08**

Due: Wednesday, Nov 08 at 11:59 pm

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## Chapter 10

### Quiz 10

## Chapter 13

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Nov  
**13**

Due: Monday, Nov 13 at 11:00 pm

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#### Statement of Learning 10

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Nov  
**15**

Due: Wednesday, Nov 15 at 1:00 pm

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#### Test 2

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Nov  
**15**

Due: Wednesday, Nov 15 at 11:59 pm

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This is an open book take home test. You are allowed/encouraged to use both your textbook and your lecture notes to answer the questions on the test. Searching for and finding the answers to the test questions is a big part of the learning experience you should have in this course. Therefore you are on your honor not to copy someone else's answers wholesale. However, once you have completed searching for the answers, it IS ACCEPTABLE to ask your instructor, your TAs, or even another student in the class for help with any item you don't understand or feel uncertain of your answer. A well documented psychological principle indicates that we learn from one another, so discussion of an item or two that you feel uncertain about can increase your knowledge and enhance your learning experience. My goal for this test is for you to know what information is out there and how to apply it, so if you can learn from each other, we all benefit.

#### quiz on chapter 14

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Nov

**20**Due: Monday, Nov 20 at 11:59 pm

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chapter 11

quiz on chapter 14

**Statement of Learning 11**

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Nov

**21**Due: Tuesday, Nov 21 at 1:00 pm

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**Statement of Learning 12**

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Nov

**29**Due: Wednesday, Nov 29 at 1:00 pm

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**Quiz on chapter 11**

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Nov

**29**Due: Wednesday, Nov 29 at 11:59 pm

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Chapter 12

Quiz on chapter 11

**Statement of Learning 13**

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Dec

**06**Due: Wednesday, Dec 06 at 1:00 pm

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**Statement of Learning 14**

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Dec

**13**Due: Wednesday, Dec 13 at 1:00 pm

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**Chapter 12**

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Dec

**13**Due: Wednesday, Dec 13 at 11:00 pm

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**Test 3**

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Dec

**13**Due: Wednesday, Dec 13 at 11:59 pm

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This is an open book take home test. You are allowed/encouraged to use both your textbook and your lecture notes to answer the questions on the test. Searching for and finding the answers to the test questions is a big part of the learning experience you should have in this course. Therefore you are on your honor not to copy someone else's answers wholesale. However, once you have completed searching for the answers, it IS ACCEPTABLE to ask your instructor, your TAs, or even another student in the class for help with any item you don't understand or feel uncertain of your answer. A well documented psychological principle indicates that we learn from one another, so discussion of an item or two that you feel uncertain about can increase your knowledge and enhance your learning experience. My goal for this test is for you to know what information is out there and how to apply it, so if you can learn from each other, we all benefit.

**Final Exam**

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open book take home exam

## University Policies

### 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 every instructor's 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 Misconduct

In accordance with Title IX of the Education Amendments of 1972, Brigham Young University prohibits unlawful sex discrimination against any participant in its education programs or activities. The university also prohibits sexual harassment-including sexual violence-committed by or against students, university employees, and visitors to campus. As outlined in university policy, sexual harassment, dating violence, domestic violence, sexual assault, and stalking are considered forms of "Sexual Misconduct" prohibited by the university.

University policy requires all university employees in a teaching, managerial, or supervisory role to report all incidents of Sexual Misconduct that come to their attention in any way, including but not limited to face-to-face conversations, a written class assignment or paper, class discussion, email, text, or social media post. Incidents of Sexual Misconduct should be reported to the Title IX Coordinator at [t9coordinator@byu.edu](mailto:t9coordinator@byu.edu) or (801) 422-8692. Reports may also be submitted through EthicsPoint at <https://titleix.byu.edu/report> (<https://titleix.byu.edu/report>) or 1-888-238-1062 (24-hours a day).

BYU offers confidential resources for those affected by Sexual Misconduct, including the university's Victim Advocate, as well as a number of non-confidential resources and services that may be helpful. Additional information about Title IX, the university's Sexual Misconduct Policy, reporting requirements, and resources can be found at <http://titleix.byu.edu> (<http://titleix.byu.edu>) or by contacting the university's Title IX Coordinator.

### Student Disability

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 University Accessibility Center (UAC), 2170 WSC or 422-2767. Reasonable academic accommodations are reviewed for all students who have qualified, documented disabilities. The UAC can also assess students for learning, attention, and emotional concerns. Services are coordinated with the student and instructor by the UAC. 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.

### Academic Honesty

The first injunction of the Honor Code is the call to "be honest." Students come to the university not only to improve their minds, gain knowledge, and develop skills that will assist them in their life's work, but also to build character. "President David O. McKay taught that character is the highest aim of education" (The Aims of a BYU Education, p.6). It is the purpose of the BYU Academic Honesty Policy to assist in fulfilling that aim. BYU students should seek to be totally honest in their dealings with others. They should complete their own work and be evaluated based upon that work. They should avoid academic dishonesty and misconduct in all its forms, including but not limited to plagiarism, fabrication or falsification, cheating, and other academic misconduct.



## Deliberation Guidelines

To facilitate productive and open discussions about sensitive topics about which there are differing opinions, members of the BYU community should: (1) Remember that we are each responsible for enabling a productive, respectful dialogue. (2) To enable time for everyone to speak, strive to be concise with your thoughts. (3) Respect all speakers by listening actively. (4) Treat others with the respect that you would like them to treat you with, regardless of your differences. (5) Do not interrupt others. (6) Always try to understand what is being said before you respond. (7) Ask for clarification instead of making assumptions. (8) When countering an idea, or making one initially, demonstrate that you are listening to what is being said by others. Try to validate other positions as you assert your own, which aids in dialogue, versus attack. (9) Under no circumstances should an argument continue out of the classroom when someone does not want it to. Extending these conversations beyond class can be productive, but we must agree to do so respectfully, ethically, and with attention to individuals' requests for confidentiality and discretion. (10) Remember that exposing yourself to different perspectives helps you to evaluate your own beliefs more clearly and learn new information. (11) Remember that just because you do not agree with a person's statements, it does not mean that you cannot get along with that person. (12) Speak with your professor privately if you feel that the classroom environment has become hostile, biased, or intimidating. Adapted from the Deliberation Guidelines published by The Center for Democratic Deliberation.

(<http://cdd.la.psu.edu/education/The%20CDD%20Deliberation%20Guidelines.pdf/view?searchterm=deliberation%20guidelines>)

## Inappropriate Use Of Course Materials

All course materials (e.g., outlines, handouts, syllabi, exams, quizzes, PowerPoint presentations, lectures, audio and video recordings, etc.) are proprietary. Students are prohibited from posting or selling any such course materials without the express written permission of the professor teaching this course. To do so is a violation of the Brigham Young University Honor Code.

## Mental Health Concerns

Mental health concerns and stressful life events can affect students' academic performance and quality of life. BYU Counseling and Psychological Services (CAPS, 1500 WSC, 801-422-3035, [caps.byu.edu](http://caps.byu.edu)) provides individual, couples, and group counseling, as well as stress management services. These services are confidential and are provided by the university at no cost for full-time students. For general information please visit <https://caps.byu.edu> (<https://caps.byu.edu>); for more immediate concerns please visit <http://help.byu.edu> (<http://help.byu.edu>).

## Respectful Environment

"Sadly, from time to time, we do hear reports of those who are at best insensitive and at worst insulting in their comments to and about others... We hear derogatory and sometimes even defamatory comments about those with different political, athletic, or ethnic views or experiences. Such behavior is completely out of place at BYU, and I enlist the aid of all to monitor carefully and, if necessary, correct any such that might occur here, however inadvertent or unintentional. "I worry particularly about demeaning comments made about the career or major choices of women or men either directly or about members of the BYU community generally. We must remember that personal agency is a fundamental principle and that none of us has the right or option to criticize the lawful choices of another." President Cecil O. Samuelson, Annual University Conference, August 24, 2010 "Occasionally, we ... hear reports that our female faculty feel disrespected, especially by students, for choosing to work at BYU, even though each one has been approved by the BYU Board of Trustees. Brothers and sisters, these things ought not to be. Not here. Not at a university that shares a constitution with the School of the Prophets." Vice President John S. Tanner, Annual University Conference, August 24, 2010

## Schedule

Date	Column 1	Column 2
Week 1		

W Sep 06 Wednesday	Chapter 1	Read from beginning of chapter 1 up to page 17 (through the section entitled How Do Social Psychologists Answer Their Own Questions)
F Sep 08 Friday	Chapter 1	Read pp. 18- end of chapter
Week 2		
M Sep 11 Monday	Chapter 2 Quiz 1 (All quizzes taken through publisher site) <b>Chapter 1</b>	Read pp 35-50 (up to but not including Important Features of Human Social Life)  Take quiz 1 on publisher's website
W Sep 13 Wednesday	Chapter 2	Read pp 50 - end of chapter
F Sep 15 Friday	Chapter 2 <b>Statement of Learning 1</b>	review chapter 2
Week 3		
M Sep 18 Monday	Chapter 2 Quiz 2 (All quizzes taken through publisher site) <b>Chapter 2</b>	review chapter 2, take quiz on publisher web site
W Sep 20 Wednesday	Chapter 3 <b>Statement of Learning 2</b>	read pp. 67 - 88 (beginning of chapter up to but NOT including Self and Information Processing)
F Sep 22 Friday	Chapter 3	Read pp 88 (self and Information Processing) to end of chapter
Week 4		
M Sep 25 Monday	Chapter 3	Review Chapter 3
W Sep 27 Wednesday	Chapter 3 Quiz 3 <b>Chapter 3</b> <b>Statement of Learning 3</b>	review chapter 3 and take quiz on publisher's website
F Sep 29 Friday	Chapter 4	read from beginning of chapter 4 to p. 131 (up to but not including Self-regulation and habits)
Week 5		
M Oct 02 Monday	Chapter 4	read from p 131 (Self-regulation and habit) to end of chapter

W Oct 04 Wednesday	Chapter 4 Quiz 4 <b>Chapter 4</b> <b>Statement of Learning 4</b>	review chapter 4 and take quiz on publisher's website
F Oct 06 Friday	Chapter 4 & 5	read pp 147- 164 (up to but not including Heuristics)
Week 6		
M Oct 09 Monday	Chapter 5 Quiz 5 <b>Chapter 5</b>	Read remainder of chapter 5 and take quiz on publisher's website
W Oct 11 Wednesday	Chapter 6 Test 1 begins: All tests are on Learning suite <b>Statement of Learning 5</b> <b>Test 1 Opens</b>	from beginning of chapter up to Why Do We Have Emotions
F Oct 13 Friday	Chapter 6	from Why Do We Have Emotions to end of chapter
Week 7		
M Oct 16 Monday	Chapter 6	
W Oct 18 Wednesday	Test 1 ends <b>Quiz 6</b> <b>Statement of Learning 6</b> <b>Test 1 Closes</b>	
F Oct 20 Friday	questions from film will be on the next test	
Week 8		
M Oct 23 Monday	emotions in the scriptures	
W Oct 25 Wednesday	Chapter 8 <b>Statement of Learning 7</b>	beginning to p 270- (Persuasion)
F Oct 27 Friday	<b>Quiz on chapter 8</b>	Persuasion to end of chapter
Sa Oct 28 Saturday		
Week 9		
M Oct 30 Monday	Chapter 9	beginning to p 310 (why do people help others)
W Nov 01 Wednesday	<b>Chapter 9</b> <b>Statement of Learning 8</b>	why do people help others to end

F Nov 03 Friday	Chapter 9 and 10 Quiz 9	beginning to Interpersonal Causes of Aggression
Week 10		
M Nov 06 Monday	Chapter 10	Interpersonal Causes of Aggression to end
W Nov 08 Wednesday	<b>Statement of Learning 9 quiz on chapter 10 Test 2 Opens</b>	TEST 2 OPENS
F Nov 10 Friday	Chapter 13	beginning to Content of prejudice and stereotypes
Week 11		
M Nov 13 Monday	Chapter 13 Quiz on Chapter 13  <b>Chapter 13</b>	Content of prejudice and stereotypes to end
W Nov 15 Wednesday	chapter 14 <b>Statement of Learning 10 Test 2 Closes</b>	TEST 2 ENDS beginning to Power and Leadership
F Nov 17 Friday	chapter 14	Power and Leadership to end
Week 12		
M Nov 20 Monday	<b>quiz on chapter 14</b>	
T Nov 21 Tuesday	<b>Friday Instruction</b> no class Happy Thanksgiving <b>Statement of Learning 11</b>	no class happy thanksgiving!
W Nov 22 Wednesday	<b>No Classes</b>	
Th Nov 23 Thursday	<b>Thanksgiving</b>	
F Nov 24 Friday	<b>Thanksgiving Holiday</b>	
Week 13		
M Nov 27 Monday	Chapter 11	beginning to Rejection
W Nov 29 Wednesday	<b>Quiz on chapter 11 Statement of Learning 12</b>	Rejection to end
F Dec 01 Friday	Chapter 12	beginning to Sexuality
Week 14		
M Dec 04 Monday	chapter 12	Sexuality to end

W Dec 06 Wednesday	Chapter 12 Test 3 opens <b>Statement of Learning 13</b> <b>Test 3 Opens</b>	TEST 3 OPENS
F Dec 08 Friday	Chapter 12	
Week 15		
M Dec 11 Monday	Chapter 12	
W Dec 13 Wednesday	Quiz on Chapter 12 Test 3 closes Chapter 12 <b>Chapter 12</b> <b>Statement of Learning 14</b> <b>Test 3 Closes</b>	TEST 3 ENDS
F Dec 15 Friday	<b>Fall Exam Preparation (12/15/2017 - 12/15/2017)</b>	
Week 16		
M Dec 18 Monday		
W Dec 20 Wednesday		
Th Dec 21 Thursday		