

SOCIAL PSYCHOLOGY
Weber State University
Psychology 3460, Fall 2008

Class Times: Monday, Wednesday & Friday 900 – 950 a.m. in SS 349

Professor: Azenett A. Garza, Ph.D.
Office & Office Hours: SS 328D
Mondays & Wednesdays, 11:00 p.m. – 12:00 p.m.
(or by appointment)
Contact Information: e-mail: agarza@weber.edu
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Website: Web CT <http://online.weber.edu> will need Wildcat username and password to access.
Text: -Social Psychology, 9th ed. by David G.Myers. McGraw-Hill.

Questions that Social Psychology and this course address

How much influence do different situations have on our behavior? What are the conditions under which people will care about making social comparisons and what are the conditions they won't care? How do our expectations influence our interpretations of different events or people? How accurate are our perceptions of others and ourselves? What processes influence the way we perceive others and ourselves? When will attitudes predict our behaviors? Are our attitudes stable or can they change? What kinds of influence does advertising have on us? Why do we conform? Is conformity good or bad? Why do people join groups? Are two (or more) heads better than one? What factors predict attraction between people? Which of the two adages is true "Absence makes the heart grow fonder" or "Out of sight, out of mind"? Or are there conditions under which each is more likely to be true? Why do people help others? Is it purely altruistic or purely egotistic? Is aggression inborn; is it learned, instinctual, situational, or optional? What causes prejudice? How can prejudice be reduced?

Learning Objectives

This course emphasizes social psychology as a behavioral science. It is designed for students interested in psychology as their field of concentration as well for those who wish to include knowledge of social psychology mainly as part of their general education requirements. Its objectives are to help you acquire knowledge of the:

- vocabulary and concepts involved in describing and explaining social psychological phenomena;
 - basic methods used by social psychologists in their investigations of phenomena;
 - principles, theories, and other empirical generalizations which have emerged from social psychological studies;
- and to help you acquire skills in:
- interpreting social psychological knowledge and applying it to daily life, everyday problems, and social issues;
 - in note taking, test taking, writing, and studying.
- and
- to integrate theories and research with real-life applications so as to make the study of social psychology both interesting and meaningful to you
 - to appreciate that all behavior is the result of a complex interaction between multiple factors.

Evaluation of Course Work

Exams: There will be a total of five exams. Each exam may consist of a 50 multiple choice questions. Each test will be worth 100 points toward your final grade. **MAKE-UP EXAMS ARE NOT ALLOWED. A missed exam counts as a zero. Those who provide a written medical excuse can drop that exam (but only a total of one exam can be dropped). Most other excuses will not be accepted.** If you know of a conflict with the exam schedule, you may take ANY exam early. However, no exam may be taken late. **Early exams will be permitted if advanced notice is given.** If you miss an exam, you must take a final exam to replace your missing test score. The final exam will be comprehensive and will be composed of 50 multiple choice questions (that means it will cover material from the entire course). You have 3 days for each exam, and you are responsible for knowing the testing center hours. They will NOT let you arrive or stay late to take an exam. Please schedule your time wisely! **Also, you may replace your lowest exam score by taking the final exam.** So if you DO better on the final exam, your lowest score will be replaced by your final exam score. If you miss more than one exam, remember that only one exam grade will be replaced by the final exam score and your second missed exam will receive a 0! Exam questions will be taken from the textbooks and the lecture. You will be responsible for all material covered during the semester regardless of its source. All exams will be taken in a Weber State University Testing Center. You will have 3 days to take each exam (you will have 4 days for the final exam). Testing Center hours are provided below (next page). The Social Science Testing Center is located in the Social Science Building room 38.

Monday – Thursday	7:30 AM – 9:00 PM (Must show up by 8:00 PM to take an exam)
Friday	7:30 AM – 5:30 PM (Must show up by 4:30 PM to take an exam)
Saturday	9:00 AM – 5:30 PM (Must show up by 4:30 PM to take an exam)

Class Participation: Class attendance will NOT be taken every day, however, from time to time there will be some in-class exercises given in class. If you are present and participate, you will get credit for your participation. There may not be any advanced notice that the class exercise will take place, therefore, it is your responsibility to come to class. You may miss 2 class assignments without penalty. Additional missed days and class assignments will receive Os. Each class exercise will be worth 10 points.

Movie Analysis Final Paper and Presentation:

- In addition to entertaining us, movies offer detailed portrayals of social behavior. Your task is to analyze from a social psychological perspective the events depicted in one of the films listed below. You are not to critique the film in terms of its entertainment or artistic value. Rather, you should think carefully about the actions and events depicted in the movie. Then, apply what you have learned in this course about the factors that influence and explain social behavior. This project is comprehensive: I encourage you to bring to bear any/all concepts encountered in this course that relate to the issues, interactions, and behaviors portrayed.
- You should watch the film and then choose two scenes from the film that reflect a relevant social-psychological principle. You will likely have to watch all or the relevant scenes of the film at least twice. As you watch the film the second time, stop often and take specific notes about dialogues and interactions – you must have concrete and specific examples to complete your paper.
- For each of the two scenes you choose, you must:
 1. Describe the scene. I have viewed the films, so be sure to give a clear and concise description of the events in the scene you've chosen.
 2. Describe in detail the relationship psychological concept you believe is implicated in or relevant to your scene. You must meticulously define and characterize the relevant

concept. For example, if you are describing a scene bearing on cognitive dissonance, you'll need to explain the theory and its predictions in your own words. Or if you are describing a scene bearing on aggression, you'll need to define aggression and reasons for it. In other words, you must do a lot more than simply name the concept; you need to demonstrate complete understanding of the concept.

3. Elaborate on how the scene illustrates the social psychological concept and any discrepancies between the scene and what the concept would predict. For example, if the scene bears on cognitive dissonance theory, you should state the dissonance that exists and describe how the dissonance is resolved. Or if the scene bears on aggression, you should describe what kind of aggression is depicted and whether the pattern of aggression fits with research findings. You must do more than simply say "This scene illustrates aggression." You must be specific as to precisely how and in what ways the scene illustrates the concept.

➤ Choose **one** of the following films (Synopses from Hollywood.com or Wikipedia.com):

When Harry Met Sally (1989), R, 1 hour 36 minutes, directed by Rob Reiner. Starring: Meg Ryan (Sally Albright) and Billy Crystal (Harry Burns).

Does sex make it impossible for men and women to be true friends? This romantic comedy chronicles this dilemma through the eleven year relationship between Harry and Sally who meet in college, then pursue their own lives until they reconnect ten years later.

Hotel Rwanda (2004), PG-13, 2 hours, 1 minute, directed by Terry George, Starring: Don Cheadle (Paul Rusesabagina).

Ten years ago, as the country of Rwanda descended into madness, one man made a promise to protect the family he loved--and ended up finding the courage to save over 1200 people. Paul Rusesabagina, a hotel manager in Rwanda, secretly used his position and intelligence to shelter over a thousand refugees during the genocide crisis. While the rest of the world closed its eyes, Paul opened his heart to prove that the human spirit can make us stronger than we'd ever imagine.

V for Vendetta (2006), R, 2 hours, 12 minutes, directed by James McTeigue, Starring: Natalie Portman (Evey), Hugo Weaving (V).

Against the futuristic landscape of totalitarian Britain, a young working-class woman named Evey is rescued from a life-and-death situation by a masked man known only as "V." Profoundly complex, V is at once literary, flamboyant, tender and intellectual, a man dedicated to freeing his fellow citizens from those who have terrorized them into compliance. He is also bitter, revenge-seeking, lonely and violent, driven by a personal vendetta. In his quest to free the people of England from the corruption and cruelty that have poisoned their government, V condemns the tyrannical nature of their appointed leaders and invites his fellow citizens to join him in the shadows of Parliament of November the 5th--Guy Fawkes Day. As Evey uncovers the truth about V's mysterious past, she also discovers the truth about herself--and emerges as his unlikely ally in the culmination of his plan to ignite a revolution, bringing freedom and justice back to a society fraught with cruelty and corruption.

The Devil Wears Prada (2006), PG-13, 1 hour, 46 minutes, directed by David Frankel, Starring: Meryl Streep (Miranda Priestly) and Anne Hathaway (Andy Sachs).

In the dizzying world of New York fashion, where size zero is the new 2, six is the new 8, and a bad hair day can end a career, Runway Magazine is the Holy Grail. Overseen with a finely manicured fist by Miranda Priestly--the most powerful woman in fashion--Runway is a fearsome gauntlet for anyone who wants to make it in the industry. To make Runway the fashion bible of New York and therefore the world, Miranda has let nothing stand in her way--including a long line

of assistants that didn't make the cut. It's a job no self-respecting person can survive, yet it's an opportunity a million young women in New York would kill for. A stint as Miranda's assistant could blast-open the doors for recent college graduate Andy Sachs. Andy is completely wrong for the job. But she has something the rest of them don't: she refuses to fail.. But the more of life she sees through Miranda's eyes, the more she begins to grasp that Miranda's world is a fabulous but lonely one—and that sometimes great success depends on great sacrifice. But at what cost?

Spanglish (2004), PG-13, 2 hours, 13 minutes, directed by James L. Brooks, Starring: Adam Sandler (John Clasky), Tea Leoni (Deborah Clasky), and Paz Vega (Flor).

Married couple John and Deborah Clasky have their mundane lives forever changed when a fiery new housekeeper, Flor, and her intelligent daughter step into their home. Although Flor and John do not share a common language, Flor speaks only Spanish and John speaks only English, they soon find themselves romantically attracted to each other. This connection acts as a catalyst for both John and Flor to reevaluate their lives and motivates them to solve their respective family problems.

➤ Requirements:

- At least one concrete and specific example for each of your two scenes to illustrate your arguments.
 - At least two references to your textbook and/or course notes for each of your two scenes.
 - A cover page with your name, the film you analyzed, the due date, and course name, and an APA-style reference list at the end of your paper.
 - A brief introduction outlining the goals of your paper, and a brief conclusion to tie matters together.
 - The text of the paper should be typed and double-spaced with 1-inch margins and 12-pt. font. Check your paper for sentence structure, clarity of arguments, grammar, spelling, and inclusion of appropriate references. Presentation and APA style will constitute 10% of your final grade.
 - Your paper should be thoughtful and organized and range from 4-6 pages (excluding cover and reference pages). Papers over 6 pages will not be accepted; your task is to present your ideas clearly and succinctly.
- To assist you in successfully completing this paper you may want to seek the assistance of tutors in the WSU Writing Center. These tutors are students who have been trained to assist students with all aspects of their writing (i.e., composition, grammar, structure), and ideas for English papers, research papers, abstracts, and creative writing. Tutors are not editors or proofreaders with the goal of fixing your writing problems for you. Rather, tutors seek to help you become a better writer. You should be prepared with specific questions about the areas of your writing you want to improve. There is no need for an appointment, and there is no cost for their assistance. The Writing Center is located in Student Services 261 (626-6463) and open Monday-Friday, 9 am-4 pm, Monday-Thursday, 6-9 pm, and Saturday 10 am-1 pm. Refer to <http://departments.weber.edu/writingcenter/Default.htm> for more information.
- Papers are due on **Wednesday, October 15th** in class. **ABSOLUTELY NO LATE PAPERS WILL BE ACCEPTED! IF YOU MUST MISS CLASS THAT DAY, BE SURE TO E-MAIL ME FINAL THE FINAL PAPER BY NOON.**
- Grading: Introduction = 10%, Scene 1 Analysis = 35%, Scene 2 Analysis = 35%, Conclusion = 10%, and Writing and APA Style = 10%.

Extra Credit Options:

You have the option participating in research for extra credit. Extra credit must be turned in by **November, 24th**.

Research participation: You may participate in research projects being conducted in the psychology department. You may do up to 3 hours of research participation. Please see additional handout for more specific information as to how to do this. All research participation must be completed by **November, 24th**. **ABSOLUTELY NO LATE EXTRA CREDIT WILL BE ALLOWED.**

Student Disability Weber State University is committed to equal opportunity in education for all students, including those with documented physical disabilities or documented learning disabilities. Weber State University policy states that it is the responsibility of students to contact Services for Students with Disabilities (SSD) in room 181 of the Student Service Center. SSD can also arrange to provide course materials (including this syllabus) in alternative formats if necessary. The instructor will meet with the student and staff members of the SSD to formulate a written plan for appropriate accommodations, if required.

Calculation of Grades

5 Exams	100 pts. ea.	60% of your grade
Class Participation	25 pts. ea.	20% of your grade
Movie Analysis	100 pts project	20% of your grade

Final Grade

A	94-100%
A-	90-93%
B+	84-89%
B-	80-83%
C+	74-79%

Final Grade

C-	70-73%
D+	64-69%
D-	60-63%
E	0-59%

Final Grades: Please note that due to the policy in which assignments are dropped in most of the categories, extra points are usually awarded in exams, and extra credit opportunities are provided, final grades are not "rounded up or curved". Meaning that if you have an 89.9 in the class, you will not be rounded up to an A-, rather you will receive a B+. In the **ONLY** circumstance in which a grade will be rounded is if **ALL** assignments and exams have been completed.

Grade Appeals: If, after receiving an exam or homework back during class, you think a question is open to more than one interpretation, please do not ask about this during class. Write down on a sheet of paper your challenge to me. The challenge must be submitted within a week after the exam and must explain how the question could be interpreted so that one of the other answers (the one you chose) would be as "correct" as my answer. I will return the challenges with comments either accepting or rejecting the challenge. I encourage you to utilize this option if you feel strongly about a test question. Your challenge must include the following (if any of these components are missing, your challenge will automatically receive no credit): 1) your name 2) your exam with answer sheet 3) the number of the question that you are challenging and what the question is generally asking 4) the CORRECT answer (according to me) 5) YOUR answer, and 6) why YOUR answer is as "correct" as the CORRECT answer. NOTE: Good challenges include citations from lecture notes, text (with page numbers), or assigned articles. Challenge points are almost never given for arguments based on your own life experience, on the simple assertion that your answer is correct, etc.

Class Attendance: Please note that attendance will officially be taken every class, an excessive number of absences will result in a lower grade. Class and Homework assignments are given during class. Therefore, it is to the benefit of the student to attend class everyday. Also remember that tests will cover both reading and lecture material and lectures might often cover material not found in the book. Material to be covered is likely to change. Therefore, it is to the student's benefit to attend the class every time.

Excused Absences for University-Recognized Activities. "Students who will be absent while representing the University in officially recognized University activities (sports, band, professional conferences, etc.) must notify the instructor ten days prior to absence. Students will be permitted to make up both assignments and examinations in consultation with their instructors

Dropping the Course.

You may completely withdraw from the semester at any time. Please be aware of the dates in which "W"s are assigned and such.

Class Contact: At times it is necessary to miss a part or all of class. When this happens, it is helpful to have the name and number of another student in the class you can call to answer any questions you may have about any information missed, etc. Please use the space below to write down the name, email, and phone number of at least one student in this class who you can contact:

CLASS DISRUPTIONS

Students in this course have the right to participate in lecture sessions that are relatively free of any unnecessary noises or other distractions that could impair their ability to take good lecture notes. For this reason, all students attending class will be expected to refrain from the following:

Chronic Tardiness. Students who anticipate being late for class on a regular basis should see me at the beginning of the semester to explain why they will be late. They also should plan to sit in an area of the classroom that will lead to the least amount of class disruption when they arrive. Students who are chronically late (4 or more times) but fail to discuss the problem with me can expect to receive a final grade in the class that is one letter grade lower than is indicated by their total point accumulation in the course.

Early Departures. Students who must leave a class early should discuss their plans with me before the beginning of the class period. Students who expect to make many such departures should talk to me about their plan at the beginning of the semester. Students who depart early from class on a regular basis without permission will be penalized in the same manner as indicated for chronic tardiness.

Inappropriate Behavior. Students engaging in horseplay or disruptive, lecture-irrelevant conversations during a class period will be given up to two warnings to stop their behavior. Following the second warning, disruptive students will be asked to leave the classroom after each additional incident. A petition will be submitted to the Dean's office to drop the disruptive students from the class roster after the second class dismissal. Those dropped from the roster may receive a grade of "F".

Electronic Gadgetry. Students are expected to deactivate all beepers, cellular phones, and watch alarms while class is in session. Any students who disrupts the class more than 2 times during the semester because of these devices will be asked to leave the classroom after each subsequent incident. No walkmans or other portable headsets may be worn while class is in session. Tape recorders are permitted in lecture; however, care should be taken to not disrupt class while changing tapes.

VISITORS AND CHILDREN

No adult visitors are allowed in class without prior permission. No children under 12 are allowed in the classroom under any circumstance.

Academic Dishonesty

PLAGIARISM AND CHEATING

All work submitted in this course must be your own and be written exclusively for this course. The use of sources (ideas, quotations, paraphrases) must be properly documented. "Plagiarism" means the intentional unacknowledged use or incorporation of any other person's work in, or as a basis for, one's own work offered for academic consideration or credit or for public presentation. Plagiarism includes, but is not limited to, representing as one's own, without attribution, any other individual's words, phrasing, ideas, sequence of ideas, information or any other mode or content of expression. For example, you are engaging in plagiarism if you turn in a paper purchased from a commercial website, turn in the work of another student as your own, or fail to attribute quotations or ideas to the original author of the work. If you include verbatim text in your coursework, you must quote the original source. You must put the text in quotes and give the specific citation for the questions.

Consider the following hypothetical response as an example.

Contrary to Plato and Descartes who assumed that knowledge and ideas are innate or inborn, Locke proposed that the mind is a "blank slate...on which experience writes" (Meyers, 2003, p. 4). This notion helped lay the foundation for empiricism, or "the view that knowledge originates in experience and that science should, therefore, rely on observation and experimentation" (Meyers, 2003, p. 4).

Ignorance is not an excuse; understanding and avoiding plagiarism is your responsibility. Please ask me if you have any questions about how to properly cite sources. Cheating or plagiarism is an act of academic dishonesty and a violation of University Standards and the Student Code of Conduct. **It will result in a grade of zero for the assignment** and at the instructor's discretion **may result in a grade of zero for the entire course and possibly a hearing before the Dean of Students;** therefore, it could have serious implications for your academic career (e.g., academic probation, suspension, or expulsion). Please refer to the following website for a complete listing of infringements that constitute cheating:
<http://documents.weber.edu/ppm/6-22.htm>

ACADEMIC PROBATION

Students who believe that a poor grade in this course may lead to their dismissal from Weber State University should come talk to me **BEFORE** the first exam about strategies to improve their class performance. Seeing me after the final exam will not be helpful since extra-credit projects and test retakes are not to be available in this course.

Students who do not perform well on the first exam should come and see me immediately to determine ways in which to help improve your scores for the rest of the course. Coming to see me because you are unhappy with your grade after the third or final exam will be of no avail. At that point in time, it is too late to do anything to improve your grade since no extra-credit or test retakes are available in this class.

This Syllabus:

This syllabus is our contract. It details your obligations to me, and mine to you. If there are any problems, questions, suggestions or concerns about it, please bring them up now! Please bring this syllabus to class with you and record any changes in requirements or deadlines on it. Announcements made in class "count" just as much as policies outlined in the written syllabus.

Staying registered in this class indicates that you have understood this syllabus and agree to abide by the guidelines of this class and to be evaluated accordingly.

Permissions/Notifications: If at any time you need to notify me of an upcoming absence, tardiness, or any other circumstance that I need to be aware of or if you have a special request due to some unique circumstance, you are to provide me with a written notice in both hard copy and electronic format (e-mail). This procedure will allow me to remember what agreements or arrangements have been made with you.

Aug. 25 (Mon.)	<i>"Introduction" Syllabus</i>	
Aug. 27 (Wed.)	<i>What is Social Psychology</i>	Chapter 1
Aug. 29 (Fri.)	<i>What is Social Psychology</i>	Chapter 1
Sep. 1 (Mon.)	LABOR DAY, NO CLASSES	
Sep. 3 (Wed.)	<i>Research in Social Psychology</i>	Chapter 1
Sep. 5 (Fri.)	<i>Research in Social Psychology</i>	Chapter 1
Sep. 8 (Mon.)	<i>Research in Social Psychology</i>	Chapter 1
Sep. 10 (Wed.)	<i>Social Beliefs</i>	Chapter 3
Sep. 12 (Fri.)	<i>Social Beliefs</i>	Chapter 3
Sep. 15 (Mon.)	<i>Social Beliefs</i>	Chapter 3
Sep. 17 (Wed.)	EXAM 1- Exam available Sep. 16 – Sep 19 (Tu-Th)	NO CLASSES
Sep. 19 (Fri.)	<i>Attitudes</i>	Chapter 4
Sep. 22 (Mon.)	<i>Attitudes</i>	Chapter 4
Sep. 24 (Wed.)	<i>Attitudes</i>	Chapter 4
Sep. 26 (Fri.)	<i>Persuasion</i>	Chapter 7
Sep. 29 (Mon.)	<i>Persuasion</i>	Chapter 7
Oct. 1 (Wed.)	<i>Persuasion</i>	Chapter 7
Oct. 3 (Fri.)	EXAM 2- Exam available Oct. 2 – Oct. 4 (Th-Sat)	NO CLASSES
Oct. 6 (Mon.)	<i>Prejudice, Stereotyping, and Discrimination</i>	Chapter 9
Oct. 8 (Wed.)	<i>Prejudice, Stereotyping, and Discrimination</i>	Chapter 9
Oct. 10 (Fri.)	<i>Prejudice, Stereotyping, and Discrimination</i>	Chapter 9
Oct. 13 (Mon.)	<i>Prejudice, Stereotyping, and Discrimination</i>	Chapter 9
Oct. 15 (Wed.)	<i>Aggression – MOVIE ANALYSIS DUE – NO LATE PAPERS!!!</i>	Chapter 10
Oct. 17 (Fri.)	FALL BREAK	NO CLASSES
Oct. 20 (Mon.)	<i>Aggression</i>	Chapter 10
Oct. 22 (Wed.)	<i>Aggression</i>	Chapter 10
Oct. 24 (Fri.)	EXAM 3 - Exam available Oct. 23 – Oct. 25 (Th-Sat)	NO CLASSES
Oct. 27 (Mon.)	<i>Group Behavior</i>	Chapter 8
Oct. 29 (Wed.)	<i>Group Behavior</i>	Chapter 8
Oct. 31 (Fri.)	<i>Group Behavior</i>	Chapter 8
Nov. 3 (Mon.)	<i>Conformity</i>	Chapter 6
Nov. 5 (Wed.)	<i>Conformity</i>	Chapter 6
Nov. 7 (Fri.)	<i>Conformity</i>	Chapter 6
Nov. 10 (Mon.)	EXAM 4 – Exam available Nov. 8 – Nov.11 (Sat – Tu)	NO CLASSES
Nov. 12 (Wed.)	<i>Attraction</i>	Chapter 11
Nov. 14 (Fri.)	<i>Attraction</i>	Chapter 11
Nov. 17 (Mon.)	<i>Attraction</i>	Chapter 11
Nov. 19 (Wed.)	<i>Helping Others</i>	Chapter 12
Nov. 21 (Fri.)	<i>Helping Others</i>	Chapter 12
Nov. 24 (Mon.)	<i>Helping Others</i>	Chapter 12
Nov. 26 (Wed.)	EXAM 5 – Exam available Nov. 25 – Dec. 1 (Tu – Mon)	NO CLASSES
	FINAL EXAM – Available Dec. 1 – Dec. 3	

NOTE: This schedule is likely to change as necessary and it is your duty to attend class to learn about the changes. Test dates rarely change, however, material to be covered in test might and often change. If there is time at the end of the semester, we will return to some of the skipped chapters.

Grade Record

Please keep a record of the grades you receive on all of your work. This will help insure that you are always aware of you academic progress in this class.

Exam #1 _____

Exam #2 _____

Exam #3 _____

Exam #4 _____

Exam #5 _____

Final Exam _____

* Note remember to drop lowest exam.

Class Participation _____

Class Participation _____

Class Participation _____

Class Participation _____

Class Participation _____

Class Participation _____

Class Participation _____

Class Participation _____

Class Participation _____

Class Participation _____

*Note remember to drop your lowest 2 scores.

Movie Analysis _____

My signature indicates that I understand the PSYC 3460 syllabus and have agreed to become a member of this learning community as described in the requirements for Social Psychology for Fall 2008.

(NAME)

(DATE)