

Course Number/Title: PS 206 01

Year: Fall 2012

Department: Psychology

Credit Hours: Three

Course: Social Psychology

Required Text: David G. Meyers. Social Psychology, 11th Ed (2013), ISBN 978007803529-6

Days/Time: TR 1:40-2:55 p.m.

Instructor: Ryan Hale

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Office Hours: MW 9:30-10:30 2:00-3:00 TR 11:00-12:00 (also available by appointment)

Course Placement: Freshmen/Soph

Course Rationale: This course provides an understanding of Social Psychology, with an emphasis on the basic concepts of human diversity and its impact on self, family, education, psychology, and community. Social Psychology explores the world around us through the human experience and attempts to answer questions regarding how our thinking, both conscious and unconscious, drives our behavior, as well as what drives social conflict and peace.

Course Outline:

Method of Instruction: Material for this course will be presented in lectures, class discussions, small group interaction, and project participation.

Course Learning Objectives Assessed:

1. Access information on principles and principal proponents of psychological theories using accepted methods of scientific inquiry.
2. Demonstrate an understanding of the biological basis of behavior including physiology of the brain and nervous system and the accompanying sensory systems and perceptual processes.
3. Explain learning theories and cognitive processes.
4. Describe theories and applications of motivation and emotion.
5. Demonstrate an understanding of human life span development and discriminate among its major domains.
6. Identify and describe the major disorders, their treatments and/ or therapy.
7. Specify how the individual, group, and the environment influence human interaction.

Course Description: Social Psychology is the introductory study of how thought drives behavior, especially in a social context. The course is a survey of methods, data, and principles of psychology combined with the practical use of social psychology for everyday living.

Method of Evaluation: The instructor's evaluation of the student will be based upon class discussion, attendance, participation in small group participation, written examinations, and project completion.

Social Psychology is the study of the self, others, and how we think, act and interact. Participation is essential to the process of learning. You are encouraged to ask questions. Class discussion will occur at all points throughout each day's lecture, while small group participation will be based on topics assigned each day at the beginning of class. Therefore, it is important to attend class and be on time.

Grading WILL NOT be done using a curve and there are no expectations as to the number of As, Bs, etc. Letter grades will be given: A=100-90, B=89-80, C=79-70, D=69-60, F < 60. Grades will be rounded up to the nearest whole number (example, 89.3% will receive a 90%); no further rounding should be expected. Anyone who has perfect attendance and a history of class participation WILL NOT receive a grade lower than D.

Assignment Policy: Project assignments may be completed and turned in at any point in the semester, however, it is suggested that your choice of project be completed near or soon after that particular topic is covered in class. Projects must be turned in by the last week of the semester. Project papers may be turned in by emailing them as a document. I appreciate receiving papers as a hard copy, however. Please no paper/project folders or covers.

Late assignments will not be accepted. It is your responsibility to contact me and make arrangements for work to be turned in late or missed class. Tests that are missed must be made up at the earliest possible time and may be subject to point deductions.

Test Policy: There will be frequent examinations covering between 1 and 4 chapters during each test. Test questions will be multiple choice unless otherwise specified (the instructor reserves the right to change testing format at any time, but pledges to inform students of the change at least 1 class meeting prior to testing). "Final examinations are required in all courses and are to be taken at the scheduled time and location. These are printed in the schedule booklet. Changes in the schedule can only be made by the Dean of Academic Affairs (College Catalog p. 28)."

Colby Community College Written Assignment/Test Policy: "In accordance with the mission of Colby Community College- to provide for the development of better futures for its students, it is essential that the principles of academic honesty and professional ethics be stressed throughout the educational process. The college, faculty, and students share the responsibility in addressing the issue of academic honesty. Class assignments must be completed to the best of the students' ability without plagiarizing, cheating or misrepresenting their work. Per pg. 18 of the student handbook, students and faculty must refrain from any form of academic dishonesty as an individual or in combination with other individuals.

Academic Integrity

Colby Community College defines academic integrity as learning that leads to the development of knowledge and/or skills without any form of cheating or plagiarism. This learning requires respect for Colby's institutional values of quality, service and integrity. All Colby Community College students, faculty, staff, and administrators are responsible for upholding academic integrity.

Cheating is giving, receiving, or using unauthorized help on individual and group academic exercises such as papers, quizzes, tests, and presentations through any delivery system in any learning environment. This includes impersonating another student, sharing content without authorization, fabricating data, and altering academic documents, including records, with or without the use of personal and college electronic devices.

Plagiarism is representing or turning in someone else's work without proper citation of the source. This includes unacknowledged paraphrase, quotation, or complete use of someone else's work in any form. It also includes citing work that is not used and taking credit for a group project without contributing to it.

The following procedure will be used for students who violate the policy:

- First Offense – Student will receive a zero for the assignment and the student will be reported to the Dean of Academic Affairs.
- Second Offense – The student will be reported to the Dean of Academic Affairs and removed from the class.
- Third Offense – The student will be reported to the Dean of Academic Affairs and dismissed from the college.

Any questions about this policy may be referred to the Dean of Academic Affairs.

Student Responsibilities: Please make doctor and other important appointments at times that do not conflict with class time. Because participation and attendance make up a portion of your grade, your attendance is essential. College activities and athletics calendars have been shared with instructors. It is your responsibility to make arrangements to complete assignments, tests, and additional work.

Electronics in the Classroom: All cell phones should be set to "silent" mode. Students with children or elderly family members at home or in a daily care setting, those who are volunteers on the fire department or ambulance service, or students with members of their family who are "expecting" may need to take or make phone calls. All others should have a DARN good excuse for using electronic devices for anything other than looking up information on the internet, recording lectures, or taking notes. Anyone found on Facebook, emailing, bidding on an EBay auction, or using his or her device for "entertainment" reasons may be asked to give a 5 minute presentation on that day's topic or risk being counted absent.

Weather Policy: "Due to state requirements mandating the number of instruction hours, Colby Community College rarely cancels regularly scheduled classes due to inclement weather. The decision to attend class during hazardous weather conditions rests with each individual student. Commuters should check with civil authorities for weather and road conditions (College Catalog p. 28)."

Academic Probation and Suspension: “A student registered for a minimum of seven credit hours who does not maintain a semester grade point average of 2.0 will be placed on probation the following semester of enrollment. If at the close of that semester the student has not raised the grade point average, the student may be placed on suspension, during which time the student may not be recommended for admission to any other academic institution. Failure to make satisfactory academic progress may impact financial aid recipients (College Catalog p. 21).”

Equipment: Students will need the course textbook and access to a computer. It may also be helpful for students have access to the college library, Netflix, iTunes, and/or an iPod or other MP3 player. Please see the instructor with questions.

Syllabus Disclaimer: The instructor reserves the right to make changes to the content of the syllabus and the related course at any time. This will be done with notice during class. It is the students’ responsibility to be present for class and, thus, stay current with class changes being made.

Accommodations for Students with Disabilities: According to the Americans with Disabilities Act, it is the responsibility of each student with a disability to notify the college of his or her disability and to request accommodation. If a member of the class has a documented learning disability or a physical disability and needs special accommodations, he/she should contact Student Support Services, which is located in the Student Union.

Course Projects: Students will select 2 of the following project ideas. The deadline for projects is the last day of scheduled class at the end of the semester, however, it is suggested that students complete the projects at the time the topic is being covered in class.

Option #1: Write a 3 page paper (double spaced) on your position concerning one of the following topics:

- Adopt the role of an anthropologist: Observe a demographic group (such as a group of high school girls, a group of older adults playing cards, etc). Observe the group’s rituals, customs, and characteristics that make them distinct from other groups. Take note of their interaction and interaction with others outside the group. Is the group even aware they have rituals and customs? How are the individuals’ behaviors different or similar by being in that group? Try to take an opportunity of going to a sporting event or a trip to the city. Extra credit for observing a group of another race, nationality or culture.
- Your belief about the basic nature of people.
- How would your life be different if you were born into a different culture, race, or nationality. Think in terms of who has power in that society or culture, what kind of

struggles or privilege you might experience or even where and how you would acquire food and clothing.

- Self-analysis about what you remember about your own development history. What was significant at various points in your life (preschool, elementary school, high school, etc.)? Was your childbirth normal or complicated? Did you go to preschool? With whom did you play? What kind of fantasy or pretend play did you engage in? What are your most vivid memories of childhood? What accomplishments and struggles have you experienced as a young adult or up to this point? How have you changed and how have you remained stable at this point in your life?
- In your expected career field, with whom do you expect to struggle and with whom do you expect it to be easy to work with? What's the difference and what can you do about it? Where will you find conflict and how do you expect to resolve them within your given context? (in other words, if you plan on becoming an attorney, conflicts in your work life will likely be settled using the legal system. If you plan on becoming President of the U.S.A. conflicts may be dealt with politically, diplomatically, through negotiations, or war).

Option #2: Film Case Conceptualization: Write a 3 page paper (double spaced) on the following:

- An overview of the plot
- Discuss the impact of the main character's family, relationships, or culture
- What issues of violence, culture, socioeconomic status, abuse, mental health, etc. did the main characters have to deal with?
- What was unique about the characters' circumstances? What is it about the main character's past, history, or circumstances that may play a role in how he or she behaves?
- What was unique about the main character that affected the way they related to others or the way others related to them?
- What resources did the main character need to find, utilize or develop to overcome his/her circumstances?
- How did membership or being within a group change the character's behavior? Was it supportive, destructive, etc?

Movie List-

Rain man, Radio, A Beautiful Mind, Batman Begins, The Incredibles, Goodwill Hunting, The Pursuit of Happiness, I Am Sam, The Fan, Souls Surfer, Avatar, Role Models, Easy A, Finding Forester, I Love You Man Hotel Rwanda, Young Guns, Shaw shank Redemption, Hoop Dreams

Option #3: Book Review: Read or listen to one of the following books from the list and write a 3page (double spaced) reaction paper. Some books are available in the college library. All are available through interlibrary loan. You may also choose to download the book on iTunes or other audiobook

service. Books may also be purchased online or at the college book store. You may also find books from the list available as EBooks.

- What did you think of the information presented in the book?
- What surprised you the most?
- Was it what you expected?
- What will you remember about the book? Is there anything you think you will be able to use or carry with you through school, career, and life?

Book List -

The Tipping Point: How Little Things Can Make a Big Difference (Malcolm Gladwell) ISBN 0316316962

Blink: The Power of Thinking Without Thinking (Malcolm Gladwell) ISBN 9780316172325

Outliers: The Story of Success (Malcolm Gladwell) ISBN 9780316075848

Linchpin: Are You Indispensable? (Seth Godin) ISBN 9781591844099

Tribes: We Need You to Lead Us (Seth Godin) ISBN 9781591842330

The Baseball Codes: Beanballs, Sign Stealing, and Bench-Clearing Brawls: The Unwritten Rules of America's Pastime (Jason Turbow, Michael Duca) ISBN 9780375424694

The Talent Code: Greatness Isn't Born, It's Grown, Here's How (Daniel Coyle) ISBN 9780553806847

Backboards and Blackboards: College Athletes and Role Engulfment (Patricia and Peter Adler) ISBN 0231073062 Currently Out of Print but Available

Friday Night Lights: A Town, A Team, and a Dream (H.G. Bissinger) ISBN 9780306809903

Option #4: Genogram: A Genogram is like a family tree but shows the condition of relationships within the family. One can also indicate instances of immigration, death and circumstances of death, nationality, chronic illness, vocation, education, veteran status, disability, etc. The point is to point out patterns in the family or cases of adversity or prosperity, and summarizes the story of your family. Please look at the Wikipedia entry for "Genograms" for help and instructions. If you chose to present for 10 minutes on your genogram, this would meet the requirement for 2 projects.

Option #5: Same Vs. Different Project (counts as 2 projects): Read a book about a group or culture as close to your own as possible...one that you identify heavily with. Why are they so similar? How did you pick that group? Then, read a book about a culture as different from the one you identify with as

possible. What makes them so different? How did you select that group. What would it be like if the two groups got together? Is it even possible without a fight? What would help to bring them together to gain better understanding? Would it be easier if it were just a one-on-one meeting? Why would that matter? How could you persuade the two groups to meet?

Anticipated Dates

Week of: August 21 and 23	Introduction and Chapter 1
Week of: August 28 & 30	Chapter 2
Week of: Sept 4 and 6	Chapter 3
Week of: Sept 11 and 13	Chapter 4 Test Chapter (1, 2, 3, and 4)
Week of: Sept 18 and 20	Test (Chapter 1, 2, 3, 4)
Week of: Sept 24 and 26	Chapter 5
Week of: Oct 1 and 3	Chapter 6
Week of: Oct 8 and 10	Chapter 7
Week of: Oct 15 and 17	Chapter 8
Week of: Oct 22 and 24	Chapter 11 Test (Chapter 5, 6, 7, 8, 11)

Week of: Oct 29 and 31	Chapter 9
Week of: Nov 5 and 7	Chapter 10 and 13
Week of: Nov 12 and 14	Chapter 12
Week of: Nov 19	Test (Chapter 9, 10, 12, and 13)
Week of: Nov 26 and 28	Chapter 14
Week of: Dec 3 and 5	Chapter 15 with guest speaker
Week of: Dec 10	Make-up day Final