



**PSYCHOLOGY 320-01: Social Psychology**  
 Spring 2024  
 11:00 p.m. – 12:15 p.m., TuTh  
 D217 Science Building

**Instructor Contact Information:**

*Instructor:* Robert J. Nemeth, Ph.D.

*Office:* D237 Science Building

*Office hours:* 2:00 p.m. – 3:00 p.m. Mo & 3:00 – 4:00 p.m. We or by appointment.

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*Phone:* (715) 346-2883—this is the School of Behavioral and Social Sciences phone number. Please leave a message.

**Required Textbook**

Myers, D. G. & Twenge, J. M. (2021). *Exploring social psychology*. (9<sup>th</sup> ed.). New York, NY: McGraw Hill.

**General Philosophy of Teaching**

- Promote life-long learning (**thinking for yourself**).
- Foster an intellectual curiosity about questions of human behavior and the mind.
- Develop an appreciation of diverse viewpoints in psychology.
- Help my students develop the following skills that typify an educated adult:
  - organizational skills,
  - critical thinking skills,
  - quantitative skills, and
  - verbal and writing skills.
- Emphasize partnership in learning. I am a facilitator of your learning, so think of me as a valuable resource rather than the “voice of authority.”

**Goals/Objectives**

- Social Psychology will introduce you to concepts, theory, and research on how our thinking, behavior, and relationships are affected by the broader socio-cultural context.
- Social Psychology satisfies a UWSP General Education Program Social Science at the Investigation Level. As such the goals/objectives of the course were designed with the GEP: SS purpose in mind. The following are the learning outcomes for the GEP: SS:
  - Explain or apply major concepts, methods, or theories used in the social sciences to investigate, analyze, or predict human behavior.
  - Examine and explain how social, cultural, or political institutions influence individuals or groups.
- I expect that by the end of the semester you will:
  - Demonstrate knowledge and understanding representing appropriate breadth and depth in social psychology (APA Learning Outcome 1.2),
  - Use critical thinking in issues of social psychology effectively (APA Learning Outcome 3.1),
  - Apply social psychological concepts, theories, and research findings as these relate to everyday life (APA Learning Outcome 4.4), and
  - Demonstrate effective interpersonal communication skills (APA Learning Outcome 7.4)

## Class Format

I will use two primary methods of teaching during the semester.

- **Lecture:** During lectures, I will discuss important ideas, people, research, theories, and issues in social psychology. While my lectures will draw on material in the textbook, *they will not duplicate the textbook*. The degree of overlap may be small or great depending on the topic, and I will present a lot of new material not contained in the textbook. For this reason, *attendance is expected* at lectures, and *many exam questions will come from the lectures alone*. *If you must miss a lecture, you are responsible for the material you have missed*. Thus, *be sure* to get lecture notes from *several* classmates (don't depend on only one person's note-taking skills!). In addition, I will be using videos and multimedia presentations to add a dynamic and visual component to my lectures. Videos will not be repeated later if you happen to miss the day they were shown. If possible, I can give links to video clips through streaming services via the UWSP Library or on YouTube, but at the very least you should ask several classmates to describe or explain the media clip to you.
- **Class Activities:** At times during the semester, I will ask students to complete various activities designed to enhance the topic we are learning in class. These activities typically involve various social psychological scales and worksheets that provide examples of how various concepts are defined in the field. You should expect that most of these activities will have exam questions about them (hint, hint ☺).

## Reading Assignments

To gain the most out of our time together, it is essential that you keep up with the course readings. Your online quizzes will test your knowledge of the textbook reading assignments; to do well in the course, you will need to keep up with the reading. I have selected a textbook for this course that is organized in smaller chunks of material to make it more easily read. If you are ever confused about what you read in the textbook, please feel free to contact me through any of the various means listed above or feel free to ask questions in class.

## Canvas

Lecture outlines, slides, quizzes, handouts, class announcements, and grades will be posted on *Canvas*. Make sure to check Canvas on a weekly basis for new material. **To find *Canvas*, from the UWSP home page (<https://www.uwsp.edu/Pages/default.aspx>), click on the Logins in the upper right-hand corner of the page. Alternatively, you can just point your web browser directly to <https://www.uwsp.edu/canvas/Pages/default.aspx>**

## Attendance

According to UWSP's attendance policy, students are required to attend classes regularly (<http://www.uwsp.edu/regrec/Pages/Attendance-Policy.aspx>). I will not be recording attendance except for the first few days of the course, but I expect you to attend every class unless you have an understandable excuse (e.g., illness, unforeseen emergencies, etc.). **If you miss a class, you are responsible for the material you missed. Please contact fellow students to obtain the notes.**

### Guidelines for Courtesy and Respect in the Classroom

- Please **ask questions** if you are unclear about anything presented in lecture.
- Please **minimize disruptions** during class (e.g., conversations, doing other classwork, mobile devices, or other electronics, etc.).
- Please **show respect for your fellow students and your instructor** during classroom discussions and activities by attending, listening, and being open to diverse perspectives.
- I will let you out on time; please **do not get ready to leave** before the class is over.
- If you wish to use any **electronic device** to record class lectures and discussions, please speak with me first to get permission. In addition, the use of electronic devices during exams will be prohibited unless approval has been documented by the Disability and Assistive Technology Center.

Thank you for your cooperation.

### Grading

- **Exams**
  - There will be three exams over the course of the semester.
  - Each exam will cover only the material up to the test.
  - The format of the exam will be 30 multiple-choice questions, 6 fill-in-the-blank questions, and 2 short answer questions (answered in as little as a sentence up to a paragraph).
  - The questions will cover the assigned readings and any in-class activities such as lectures, discussions, activities, demonstrations, questionnaires, films/videos, and group work.
  - If you know in advance that you will miss an exam date (e.g., for university functions, family functions such as marriages, religious holidays, etc.), please contact me a week before the exam and we will schedule a make-up. **If you miss an exam due to an unexpected absence (e.g., illness), you must contact me within 2 business days of the exam date to schedule a make-up exam. Should you fail to contact me within the 2 business days of the exam date, you will be assigned a 0 for that exam.** Make-up exams are typically taken within 1 week of the scheduled exam date. You may not make up exams after 2 weeks have passed since the original exam was scheduled. Make-up exams are on paper just like the regular exam. There are no online make-up exams.
  - **Exams may not be retaken once completed.**
- **Reading Quizzes**
  - To help you keep up with the reading, to provide an opportunity for regular feedback, and to prep you for class, I will be giving semi-weekly quizzes on *Canvas*.
  - These quizzes will consist of 5 multiple-choice questions that will cover the readings for the week. There will be a 5-minute time limit to complete the quizzes; the time limit is designed to prevent “fishing” for answers from the textbook.
  - In addition, these quizzes will show you what to expect for the multiple-choice questions on the exams.
  - The quizzes will be posted one week before they are due.
  - You will have the opportunity to retake the quiz three times within the one week that the quiz is available on *Canvas*.
  - Normally, make-ups for reading quizzes will **NOT** be permitted, since you have a full week to complete them. However, I will provide make-up availability to students with exceptional circumstances on a case-by-case basis. If you miss a reading quiz and feel you should be given extra time, please contact me. I will consider these make-up possibilities within a reasonable timeframe.

• **Reflection Assignments**

- To promote critical thinking of social psychological theories and methods and to foster student discussions about social psychology, students will complete three reflection assignments over the course of the semester (one per unit). The reflection assignments will include both out-of-class components and in-class components (including class discussion).
- A handout explaining the criteria for the reflection assignments will be distributed in class and on Canvas during the second week of class.

<b>Graded Components of Psych 320</b>	<b>Point Values</b>	<b>Percentage of Grade</b>
Quizzes 8 × 5 points	40	10%
Unit Exams 3 × 100 points	300	75%
Reflection Assignments 3 × 20 points	60	15%
<b>TOTAL</b>	<b>400</b>	<b>100%</b>

**Final grades will be given according to the following scale:**

Grade	Points	% Total
A	370 – 400	93%-100%
A-	358 – 369	90%-92%
B+	346 – 357	87%-89%
B	330 – 345	83%-86%
B-	318 – 329	80%-82%
C+	306 – 317	77%-79%
C	290 – 305	73%-76%
C-	278 – 289	70%-72%
D+	266 – 277	67%-69%
D	238 – 265	60%-66%
F	≤ 237	≤ 59%

**Academic Honesty**

- I treat academic honesty seriously. In short, academic honesty means that academic work you submit for your classes is yours alone (unless explicitly allowed by your instructor to work together with another and submit your assignment jointly), that you have properly cited sources of information in your work, that you have not misrepresented, in whole or in part, another person's work or the output of an AI generator as your own, and that you respect the academic work of others.
- If I suspect that a violation of academic honesty has occurred, I will pursue disciplinary sanctions up to and including suspension or expulsion from the university as permitted in Chapter UWS 14, "Student Academic Standards and Disciplinary Procedures," of the *Wisconsin Administrative Code, Rules of the Board of Regents of the University of Wisconsin System*.
- Copies of Ch. UWS 14 can be found in electronic form at <https://www.uwsp.edu/dos/Documents/UWS%2014-1.pdf> and in paper form at The Office of Student Rights and Responsibilities, each residence hall desk, the Reserve Desk of the Learning Resources Center, the University Center Information Center, and the office of each academic dean. I recommend that you get a copy and read about your rights and responsibilities. In addition, Ch. UWS 14 provides specific examples of academic misconduct.
- For additional information about academic integrity and misconduct see, <https://www.uwsp.edu/dos/Documents/AcademicIntegrityBrochure.pdf>

**Course Withdrawal**

- If you wish to drop the class, you must do so within published deadlines to avoid a failing grade or loss of reimbursable tuition. The published deadlines can be found at <https://www.uwsp.edu/regrec/Pages/AddDropSchedule.aspx>

**For Assistance:**

- If you find that you are having academic difficulties in this course, please contact me. I am interested in helping you succeed in this course.
- For personal difficulties or concerns (e.g., stress, depression, etc.), please consider seeking professional counseling from the UWSP Counseling Center, Third Floor Delzell Hall, 346-3553. Additional mental health resources (e.g., teletherapy and telepsychiatry) are available at this website: <http://www.uwsp.edu/counseling/>.
- If you need additional accommodations (e.g., extra time on an exam), please contact me and the Disability and Resource Center (DRC) within the first two weeks of the semester. The DRC can be found at 108 CCC, and can be contacted at 346-3365, <http://www.uwsp.edu/disability/Pages/default.aspx>.

**Emergency Procedures:** The UWSP Office of Risk Management has recommended the following emergency procedures:

- In the event of a medical emergency, call 911 or use the red emergency phone located in the hallway. Offer assistance if trained and willing to do so. Guide emergency responders to victims.
- In the event of a tornado warning, please move to the hallway outside this room. See <http://www.uwsp.edu/rmgt/Pages/em/procedures/other/floor-plans.aspx> for floor plans showing severe weather shelters on campus.
- In the event of a fire alarm, evacuate the building in a calm manner. Notify instructor or emergency command personnel of any missing individuals.

**Abuse and Sexual Assault:** Due to recent legislation, if any disclosure of unreported neglect or abuse of a child, elder, or disabled individual is made to a university instructor, he or she is required to report such information to the appropriate administrative or law enforcement officials. This includes instances of sexual assault of an adult.

**PERFORMANCE SUMMARY**

<b>Reading Quizzes</b>	
Quiz 1	/5
Quiz 2	/5
Quiz 3	/5
Quiz 4	/5
Quiz 5	/5
Quiz 6	/5
Quiz 7	/5
Quiz 8	/5
<i>Sub-total</i>	<i>/40</i>

<b>Reflection Assignments</b>	
RA 1	/20
RA 2	/20
RA 3	/20
<i>Sub-total</i>	<i>/60</i>

<b>Exams</b>	
Exam 1	/100
Exam 2	/100
Exam 3	/100
<i>Sub-total</i>	<i>/300</i>

<b>Total Score</b>	<b>/400</b>
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**Class Schedule**

I reserve the right to make changes to the class schedule as necessary. If such a situation occurs, I will make an announcement regarding the changes of the schedule in class and on *Canvas*.

WEEK	DATE	TOPIC	READINGS/QUIZ DATES
1	1/23 – 1/25	<b>Introduction</b> <ul style="list-style-type: none"> <li>Defining Social Psych</li> <li>History</li> </ul>	
2	1/30 – 2/1	<ul style="list-style-type: none"> <li>Overview of Research Methods</li> </ul>	Modules 1 & 2
<b>Social Thinking</b>			
3	2/6 – 2/8	<b>Self-Concept</b> <ul style="list-style-type: none"> <li>Social Self</li> <li>Self-Serving Bias</li> </ul>	Modules 3 & 4 Q1 (Modules 3 & 4) due 2/6
4	2/13 – 2/15	<ul style="list-style-type: none"> <li>Self-Esteem, Locus of Control, Learned Helplessness</li> <li>Reflection Assignment 1 Discussion</li> </ul>	Module 5 <i>Zell et al. (2021)</i> RA Quiz 1 due 2/15
5	2/20 – 2/22	<b>Social Beliefs and Judgments</b> <ul style="list-style-type: none"> <li>Attribution Theory and Fundamental Attribution Error</li> <li>Attitudes and Behavior</li> </ul>	Module 6 Q2 (Module 6 & 9) due 2/20  Module 9 RA1 essays due 2/22
6	2/27 – 2/29	<ul style="list-style-type: none"> <li>Social Cognition (Heuristics and Biases)</li> </ul>	Modules 7 & 8
		<b>Unit Exam 1 on Social Thinking</b> <ul style="list-style-type: none"> <li>Covers class material weeks 1-6 and modules 1 – 9</li> </ul>	<b>Unit Exam 1 – 2/29</b>
<b>Social Influence</b>			
7	3/5 – 3/7	<b>Conformity &amp; Obedience</b> <ul style="list-style-type: none"> <li>Informational &amp; Normative Conformity and Obedience</li> </ul>	Module 14  Burger (2009)
8	3/12 – 3/14	<b>Persuasion</b> <ul style="list-style-type: none"> <li>Elements of Persuasion</li> </ul>	Module 15 Q3 (Module 15) due 3/12
9	3/26 – 3/28	<ul style="list-style-type: none"> <li>Resistance to Persuasion</li> <li>Reflection Assignment 2 Discussion: <i>Jonestown: The Life and Death of Peoples Temple (video)</i></li> </ul>	Module 16 Q4 (Module 16) due 3/26  Osherow (2004) RA Quiz 2 due 3/28
10	4/2 – 4/4	<b>Group Influence</b> <ul style="list-style-type: none"> <li>Social Facilitation and Social Loafing</li> <li>Deindividuation</li> </ul>	Modules 17 & 18 Q5 (Mods. 17-19) due 4/2  Module 19 RA2 Essays due 4/4
11	4/9 – 4/11	<ul style="list-style-type: none"> <li>Group polarization/Groupthink/Reactance and Minority Influence</li> </ul>	Modules 20 & 21
		<b>Unit Exam 2 on Social Influence</b> <ul style="list-style-type: none"> <li>Covers class material from weeks 7-11 and modules 14 – 21</li> </ul>	<b>Unit Exam 2 – 4/11</b>

<b>Social Relations</b>			
<b>12</b>	4/16 – 4/18	<b>Attraction and Intimacy</b> <ul style="list-style-type: none"> <li>• Liking and Love</li> </ul>	Module 26 & 27 <i>Q6 (Mods. 26 &amp; 27) Due 4/16</i>
<b>13</b>	4/23 – 4/25	<b>Aggression</b> <ul style="list-style-type: none"> <li>• Influence of Person and Situation on Aggression</li> </ul>	Modules 24 & 25 <i>Q7 (Mods. 24 &amp; 25) Due 4/23</i>
<b>14</b>	4/30 – 5/2	<b>Prejudice and Discrimination</b> <ul style="list-style-type: none"> <li>• Measuring Prejudice, Automatic Prejudice, and Implicit Attitudes</li> <li>• <i>Reflection Assignment 3 Discussion: Implicit Association Test</i></li> </ul>	Modules 22 & 23 <i>Q8 (Mods. 22 &amp; 23) Due 4/30</i>
<b>15</b>	5/7 – 5/9	<b>Group Conflict and Resolution</b> <ul style="list-style-type: none"> <li>• Causes of Group Conflict</li> <li>• Conflict Resolution</li> </ul>	Modules 28 & 29 <i>RA3 Essays Due 5/9</i>
<b>16</b>	5/13	<b>Unit Exam 3 (Final Exam) on Social Relations –</b> <ul style="list-style-type: none"> <li>• Covers class material from weeks 12-15 and modules 22 – 31</li> </ul>	<b>Unit Exam 3 (Final Exam)</b> <b>12:30 – 2:30 p.m</b>