

**SYLLABUS: Social Psy (Psy K240)**

**Three Rivers Community College**

**Fall 2018**

**Instructor: Dylan Gaffney, MSCP**

**Office Location: adjunct office D205**

**Office Hours: By appointment**

**E-Mail: [mypsyclass@earthlink.net](mailto:mypsyclass@earthlink.net)**

**Meeting Time 11:00-12:15 Tuesday and Thursday, Room C-101**

*Information contained in this syllabus may change as circumstances warrant.*

*Check Black board for class notifications.*

**TEXT: SOCIAL PSYCHOLOGY by David G. Myers and Jean M. Twenge**

**13th edition McGraw Hill (copy also reserved in the library)**

**Prerequisite: PSY K111 or PSY K112.**

**This course presents an in-depth and extensive psychological study of social behavior. The major thrust of this course will focus upon attitude formation, language and communication, group interaction, leadership roles, and cultural forces. These factors will be examined as they affect individuals in contemporary society.**

**Framed in critical thinking, the scientific method, and statistics students will come to understand, these concepts in the context of Social Thinking, Social Influence and Social Relations as phenomenon are examined.**

**Student will demonstrate an understanding of:**

**The use of scientific methodology and research for investigating important questions relative to social behavior. Knowledge of the major theories, concepts and research findings that represent the scientific perspective for the basis of social behavior including the cognitive processes involved in social behavior. The ability to recognize how we construe our social worlds, how social institutions guide and sometimes deceive us, how social behaviors are shaped by other people, by our attitudes, personality and biology.**

## **ATTENDANCE:**

This course is based on teaching, learning and communication. Each of us has a responsibility to contribute to the learning of others through critical dialogue, and integrative and collaborative learning. Coming to class is essential for success in this course. If you miss more than 6 hours of class, regardless of the nature of the absences, you risk failure. If you miss a class, *YOU* are responsible for obtaining from a classmate information germane to that meeting (notes, changes in exam dates, etc.) Please let me know if you have any problems, which cause an extended absence.

Punctuality is *imperative*. Important information often is disseminated at the beginning of class and it shows respect for fellow learners. If you repeatedly come to class late, you will be marked absent. Absences affect your grade.



### **Integrity & Civility**

Note that academic dishonesty erodes the integrity of the college and devalues *every* degree granted.

While the instructor encourages students to work together frequently, honesty in all academic work is expected of every student. This means papers shall be the original creation of each student and answers on examinations will be determined without help from auxiliary sources. If the instructor has any reason to question your conduct, the College's academic dishonesty policy will be followed.

We are here to learn from one another. A tone of civility and good will is expected. As adult college students, you are expected to behave as professionals – arrive prepared to work, display maturity and show respect to all. Cell phone conversations and text messaging are grounds for dismissal from class. *Disrespect of your classmates and disruptive behaviors will not be tolerated.*

## **Learning Rules in the Classroom**

**-No cell phones in any way, shape or form. No texting. No tweeting. Turn off your phones before you enter my classroom.....No iPods, etc. in classroom**

**-If you bring a computer to class to take notes, it can only be used to take class notes. No other computer use is acceptable.**

**-No behavior that is viewed as inconsiderate and disrespectful to your classmates, who are here to learn, will be tolerated.**

**-No behavior that is inconsiderate and disrespectful to the instructor, who is here to teach, will be tolerated.**

**-Only activities related to what we are doing in this class will be tolerate**

**-Only one person speaking at a time.**

**-No wandering in and out of the classroom. Use the facilities before coming to class.**

**To ensure a complete understanding of these rules a contract will be provided to you to sign, and a copy will be returned to you.**

## **DISABILITY SUPPORT SERVICES**

**If you have a disability that may affect your progress in this course, please meet with a Disability Service Provider (DSP) as soon as possible. Please note that accommodations cannot be provided until you provide written authorization from a DSP.**

<b>TRCC Disabilities Service Providers</b> Counseling & Advising Office Room A-119	
<b>Matt Liscum</b> (860) 215-9265	<ul style="list-style-type: none"><li>• Mental Health Disabilities</li><li>• Learning Disabilities</li><li>• ADD/ADHD</li><li>• Autism Spectrum</li></ul>
Elizabeth Willcox, Advisor (860) 215-9289 Room A113	<ul style="list-style-type: none"><li>• Physical Disabilities</li><li>• Sensory Disabilities</li><li>• Medical Disabilities</li></ul>

## **BOARD OF REGENTS FOR HIGHER EDUCATION AND CONNECTICUT STATE COLLEGES AND UNIVERSITIES POLICY REGARDING SEXUAL MISCONDUCT REPORTING, SUPPORT SERVICES AND PROCESSES POLICY:**

**Statement of Policy for Public Act No. 14-11: An Act Concerning Sexual Assault, Stalking and Intimate Partner Violence on Campus:**

**“The Board of Regents for Higher Education (BOR) in conjunction with the Connecticut State Colleges and Universities (CSCU) is committed to insuring that each member of every BOR governed college and university community has the opportunity to participate fully in the process of education free from acts of sexual misconduct, intimate partner violence and stalking. It is the intent of the BOR and each of its colleges or universities to provide safety, privacy and support to victims of sexual misconduct and intimate partner violence.”**

## **UNITED STATES DEPARTMENT OF EDUCATION AND OFFICE OF CIVIL RIGHTS TITLE IX STATEMENT OF POLICY:**

**“Title IX of the Education Amendments of 1972 (Title IX) prohibits discrimination based on sex in education programs and activities in federally funded schools at all levels. If any part of a school district or college receives any Federal funds for any purpose, all of the operations of the district or college are covered by Title IX.**

**Title IX protects students, employees, applicants for admission and employment,**

and other persons from all forms of sex discrimination, including discrimination based on gender identity or failure to conform to stereotypical notions of masculinity or femininity. All students (as well as other persons) at recipient institutions are protected by Title IX – regardless of their sex, sexual orientation, gender identity, part-or full-time status, disability, race, or national origin-in all aspects of a recipient’s educational programs and activities.”

If any student experiences sexual misconduct or harassment, and/or racial or ethnic discrimination on Three Rivers Community College Campus, or fears for their safety from a threat while on campus, please contact (Victoria Baker, Interim Title IX Coordinator, Update for Fall 2018), the Diversity Officer and Title IX Coordinator.

### **HOW DO I MAKE THE GRADE? IN A NUTSHELL:**

- 1) Engaged Class participation through our discussions and in class activities: 150 points (5 Points a class)
  - 2) Homework EssaysAssignments: 100 points (25 points for each essay)
  - 3) Media Portfolio: 50 points
  - 3) Journal (homework): 75 points (topics given in class)
  - 4) TAP submission 25 points
  - 4) Midterm and Final Exam: 100 points each
- Total Possible Points 600**

**Late material will NOT be accepted. Again, NO LATE ASSIGNMENTS WILL BE ACCEPTED.**

## **The Work Ahead: READ CAREFULLY!**

- 1) Each class you will come prepared to discuss and participate in class activities and reflective writing. This means you will have to do the assigned reading. In this highly interactive class attendance and participation IS graded.**
- 2) You will be assigned four essays during the term. You will turn them in on time as late work will not be accepted. Format: Font 12, double spaced, with citing 3-5 pages. I expect well-written thoughtful essays relatable to the concepts you are studying. Spelling and Grammar do count. These four essays will be outlined further in class and within the syllabus. \***
- 3) Journal: You will practice social psychology by examining the world around you. This will be explained further in class.**
- 4) Media Portfolio Assignment- You will construct a media portfolio illustrating examples of Social Psychology and present it to the class, further explanation below. \*\***
- 5) TAP assignment to be uploaded, with hard copy given to me. Essay format. See below.\*\*\***
- 5) Mid-term and Final Exam**

**\*Details for your assigned essays:**

**For the movie reviews watch the movie and pull out and list/chronicle/re-search all the social psy phenomenon you can find. (there are TONS in these movies!)**

**ESSAY 1: Reflection/Research, Movie Review: “The Wave” OR Schindlers’s List. Both on reserve in the library. Schindlers list is also on Netflix**

**Due October 10.**

**ESSAY 2: Reflection/Research, Movie Review: “Kumare”**

**Due October 24**

**ESSAY 3: “12 Angry Men” or “Runaway Jury” Movie Review**

**Due: Nov 14**

**ESSAY 4: Day of Social Justice: handout and instructions will be given in class.**

**Due: Dec 5**

**Format: 2-4 pages, font 12 double spaced, cover page. Cite from the text and/or lecture. (Citing not needed for Day of Social Justice Paper)**

**Spelling and grammar count. Please be sure to proofread your work before turning it in. There is absolutely no excuse for sloppy work.**

**\*\*DETAILS and REQUIREMENTS for your MEDIA PORTFOLIO:**

For this assignment, you will collect popular press/media information that is relevant to social psychology. This project is an opportunity for you to apply the social psychological principles from class to real-world events and information. Be creative! Social psychology is everywhere, once you start looking for it.

Your collection can be made up of newspaper articles, magazine articles, advertisements, comic strips, photographs, advice columns, or anything else pertaining to social psychology. You can use advertisements, or video. You may use song lyrics for no more than one entry. If you chose this, provide the text of the lyrics, the artist, the album title, and the release date. You may also submit a video entry for no more than two items in your portfolio if you do this, provide the URL

Keep your eyes open for materials starting at the beginning of the course Your portfolio must include at least 6 items. You may not include more than one item on the same topic. DO NOT USE CLIP ART. LOOK FOR ACTUAL MEDIA IMAGES.

Each item should include:

- \* The original source material (e.g., the cartoon, article, etc.), with complete information about the source (e.g., the name of the publication, the date of publication, page numbers).
- \* Embedded in the presentation is to be an explanation of the concept and the way in which the item relates to the concept. I'm looking for evidence that you understand the concept and that you can explain the links between your material and that concept. THAT IS THE ASSESSMENT TOOL.

Format: POWER POINT to be presented to the class DECEMBER 5



**\*\*\* ConnSCU General Education Assessment  
K240 Social Psychology-Fall 2018  
Social Phenomena Knowledge (7)**

**Think back through text reading, lectures and media chosen to depict the social psychology phenomena and answer, in essay format. Organize your material/writing clearly with headings for each topic listed below.**

1) What are **three** elements that influence and are influenced by individuals in group behavior. Think of the organizational, political, historical, economic and cultural influences that contribute to behavior. **HINTS/PROMPTS: THE PERSUASION USED IN ADVERTISING, INCLUDING POLITICAL ADVERTISEMENTS, WWII, CULTS.**

2) Explain two or more theories or methods of research that have been used to investigate and explain social phenomena. **Be accurate and thorough.** **HINTS/PROMPTS: LABORATORY SETTINGS, OBSERVATIONAL RESEARCH. MANY ARE FOUND IN YOUR TEXTBOOK AND IN LECTURE.**

3) Explain ethical social issues regarding social phenomena in our everyday world, as well as in experimentation. **HINTS/PROMPTS: ZIMBARDO AND MILGRAM**

4) Consider your own cultural perspective in regard to your chosen phenomena you have been writing about and compare that with another culture's perspective. How might it be the same, or different? **HINTS/PROMPTS: CONSIDER THE COLLECTIVIST CULTURES VS THE INDIVIDUALISTIC CULTURES AND CONSIDER HOW ONE CULTURAL MINDSET MAY, OR MAY NOT BE MORE INFLUENCED BY THE SOCIAL PSY PHENOMENON WE HAVE STUDIED.- CONSIDER HOW SOME PHENOMENON IS UNIVERSAL, SUCH AS THE FUNDAMENTAL ATTRIBUTION ERROR.**

5) Think of social phenomenon in regards to social learning theory and address the difference between anti-social and pro-social behavior manifested in civic engagement, conflict resolution, and any other organization. **HINTS/PROMPTS: WHILE WE HAVE STUDIED PLENTY OF THE "DARK SIDE" WE HAVE ALSO LOOKED AT HELPING AND ALTRUISM. RECIPROCAL DETERMINISM WORKS BOTH WAYS.**

## **COURSE SCHEDULE**

**Important note: I will NOT be spending our lecture time repackaging the reading material, but rather expanding upon it. This means you have to read the text. Also, we cover a lot of (very interesting) material and I do my best to keep us on the schedule below. Sometimes we have to be flexible. Another reason to be on time in case adjustments are made.**

**(Week One) August 27/29**

**August 27 Topic: Course Introduction and Syllabus Review**

**Sept 29 Topic: Introducing Social Psychology**

**Readings: CHAPTER ONE**

## **SOCIAL THINKING**

**(Week Two) Sept 3/5**

**Sept 3: NO CLASS HELD**

**Readings: CHAPTER TWO**

**Sept 5: Topic: The Self in a Social World**

**(Week Three) Sept 10/12**

**Readings: CHAPTER THREE**

**Dates: Sept. 10/12**

**Topic: Social Beliefs and Judgements**

**(Week Four) Sept 17/19**

**Reading CHAPTER FOUR**

**Topic: Behaviors and Attitudes**

**READING: CHAPTER FIVE**

**Topic: Genes, Culture and Gender**

**SOCIAL INFLUENCE**

**(Week Five) Sept 24/26**

**READING; CHAPTER SIX**

**Topic: Conformity and Obedience**

**Week Six (Oct 1/3)**

**READING: CHAPTER 7**

**Topic: Persuasion and cults**

**Week Seven (Oct 8/10)**

**READING: CHAPTER 8**

**Oct: 8 Topic: Group Influence**

**Oct 10: MID-TERM REVIEW**

**ESSAY : Reflection and Research, Movie Review: “The Wave” or  
“Schindler’s List” Due October 10**

**Week Eight (Oct 15/17)**

**Oct 15: MID TERM EXAM**

**Oct 17: Movie Kumare shown in class**

## **SOCIAL RELATIONS**

**Week Nine Oct 22/24**

**October 22: October 25: Topic: Prejudice: Disliking Others**

**READING: CHAPTER NINE**

**Essay 2: Reflection/Research, Movie “Kumare’ Due October 24**

**Week 10 Oct 29/31**

**READING: CHAPTER 10**

**Topic: Aggression**

**Week 11 Nov 5/7**

**READING CHAPTER 11**

**Topic: Attraction and Intimacy**

**Week 12 Nov 12/14**

**READING CHAPTER 12**

**Topic: Helping**

**Essay 3 Due: Nov 14; “12 Angry Men” or “Runaway Jury” Movie Review**

**Week 13 Nov 19/21**

**READING CHAPTER 13**

**Topic: Conflict and Peacekeeping**

**Thanksgiving Week-NO CLASSES Nov 26/28**

**APPLYING SOCIAL PSYCHOLOGY**

**WEEK 14 Dec 3/5**

**ESSAY FOUR DUE: DEC. 5 Day of Social Justice**

**READING: CHAPTER 16**

**Topic: Social Psychology and the Sustainable Future**

**Dec 5: Class Media Presentations**

**JOURNALS DUE (which will be returned Dec 10th)**

**Week 15 Dec 10/12**

**Dec 19: MIDTERM REVIEW and Uconn General Assessment Essay Due**

**Dec 12: FINAL EXAM**

**GRADES AVAILABLE DEC.17 ON THE THREE RIVERS WEB SITE**

**IF you have questions about this syllabus or grading please ask early on in the term!**

