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Spring 2-1-2018

PSYX 360.01: Social Psychology

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Psychology 360 Syllabus

Social Psychology: Spring 2018

Course Information

Scheduled Time: 9:30-10:50 T/TH

Location: SS 356

Instructor Information

Instructor: Dr. Luke Conway

Office: 239 Skaggs Building

E-mail: luke.conway@umontana.edu

Office hours: TBA

Book: *Social Psychology* (3rd edition) by Smith and Mackie

Course Guidelines and Policies

Disability Modifications

The University of Montana assures equal access to instruction through collaboration between students with disabilities, instructors, and [Disability Services for Students](#). If you think you may have a disability adversely affecting your academic performance, and you have not already registered with Disability Services, please contact Disability Services in Lommasson Center 154 or call 406.243.2243. I will work with you and Disability Services to provide an appropriate modification.

Academic Misconduct & Academic Integrity

All students must practice academic honesty. You are expected to be familiar and adhere to the university's [Student Conduct Code](#) with regard to academic integrity. Academic misconduct is subject to academic penalty by the course instructor and/or disciplinary action by the university.

Incompletes

Departmental and university policies regarding incompletes do not allow changing "incomplete" grades after one year has passed since the "I" was granted.

Credit/No Credit

For students taking this course Cr/NCr, "Credit" is a grade of A, B, or C. "No Credit" is a grade of D or F. *Note: I no longer allow students to change from traditional grading to credit/no credit once the deadline for doing so has passed.* (In other words, if I have to sign something in order for you to change the grading option, I will not do so. If you can do it without my approval, I of course will not stop that).

Pre-requisite

The pre-requisite is Psych 100 or consent of instructor.

My Goals for this Class

Hello, and welcome to Social Psychology. When I designed this class, I had several goals for you in mind.

1. I want you to get a *broad overview of social psychology*.
2. I want you to *think about and evaluate social psychological research* for yourselves.
3. Social Psychology is very interesting; after all, we study people, and people are darned interesting. I want you to *become interested in social psychological research*. If I have failed to spark your interest in this compelling field, then I have failed indeed.

What I Expect of You

There are a few basic things that I expect out of you in this course:

1. Be quiet and polite during class. If you are not enthralled, that's OK; if you read the paper, talk to your neighbor, or do anything else that is distracting to me or others, that is not OK. Please, if for some reason you are disinterested in the material, try and find something interesting that is not in any way distracting!!! I do not tolerate talking and whispering during class. It is my responsibility to create a good learning environment, and I will remove people who are distracting if that is what it takes to do so. I may also reduce the course grade of people who are consistently distracting. If the distraction continues, you will eventually be removed from the course and given an un-droppable F for a grade. Bottom line: If you don't want to learn, stay home.
2. Having said that: ask questions!! Do not buy into anything I say without first critically analyzing it (except, of course, on exams!) I want you to feel free in class to ask any questions you have that are relevant to the subject at hand. I will not have all the answers -- but worthwhile discussions can arise out of difficult questions.
3. Think! Digesting information is fine – but still: Think!
4. Read the book!! Other than the obvious reason that you will be tested over it, it is important for you to get another perspective than mine, to see information presented in a different style than I do.
5. Work hard! The national standard for course workload is that you should be working 3 hours a week for every hour of class that you take (thus, you should be working nine hours a week for a three hour class). Once you subtract out the three hours per week you are in class, this means that you should be *averaging* working/studying/writing 6 hours per week **outside of class**. Over the course of the 15 weeks in the term, this means that you should be devoting **90 hours to this class outside of the time you spend in the classroom**. You have no other assignments, so this means that it is *reasonable* of me to expect you to study 18 hours per exam (including reading the book). So -- do not come to me and complain that you think the class is too hard until you are studying around 18 hours or more for each exam.

Finally, a piece of advice:

Come to class! I will not enforce any attendance policy, nor will I be offended if you do not come to class. (In fact, if you are going to be disruptive, I'd rather you stay home). I'm not going to grade you down or think less of you for not coming. But the odds are that you're going to do badly if you don't come most of the time.

Exam Overview

You will have 5 exams (including the final); only 4 of these exams will be counted toward your final grade – the final plus your three highest other exam scores. (In other words, you get to drop your lowest exam, but you cannot drop the final). If you miss an exam, that exam counts as your dropped grade. Because of this, **there are absolutely NO makeup exams**. The only exception I make to this rule is for absences due to university-sponsored events (i.e., choir, band, sports, etc.); you must have an official release form in order to re-schedule, and you must re-schedule the exam well in advance. (If you

fail to schedule the exam well in advance of exam day, I will not allow a makeup). **THERE ARE NO OTHER EXCEPTIONS TO THIS RULE!**

Be prepared: I will intentionally ask questions from the book that I do not cover in class, and questions from class that are not in the book. Thus, both the book readings and class lectures are vital. I'm not guaranteeing a particular breakdown, but my general guideline is to have approximately 25% of the answers to the exam questions found *only* in the book, 25% of the answers found *only* in lecture material, and 50% found in both. (Of the material found in both places, the questions are centered on the lecture presentation and *not* on the book presentation. Thus, roughly 75% of the test questions come from the lecture notes, whereas roughly 25% of the questions come *solely* from book material not presented in lecture.) **The exams will be entirely multiple choice.** But I will ask many "multiple-multiple" questions in order to compensate for this weakness – that is, questions that could be "a and b" or "a and c" and so forth.

[There will be study guides for the tests posted here.](#)

How Your Grade will be Determined

Each counted exam is worth 25% of your grade, and your final grade will be based on the following chart:

A:	90% or higher
B+:	86-89%
B:	83-85%
B-:	80-82%
C+:	76-79%
C:	73-75%
C-:	70-72%
D+:	66-69%
D:	63-65%
D-:	60-62%
F:	59% and below

Be warned now: I will round decimal places equal to or greater than ".5" up (so a total of 89.5% will be an "A"); however, beyond this, the grade you receive will be whatever the numbers say, **NO EXCEPTIONS** (so an 89.4% will be a "B"). I am aware that this stinks royally. However, the problem with changing the criterion for a given student is that, once I change that criterion, inevitably another student is "right on the bubble," so ultimately someone just barely misses it. I don't want to be overly subjective in my judgment of who should get to surpass the objective criteria; thus, no one will.

NOTE: If you are a psychology major, you must get a C (not a C-) for the grade to count. This means you must average 72.5 to make a grade that will count towards a major requirement.

Schedule

Note: These dates are approximations.

Day	Topic	Chapter(s)
Jan 23	Class Overview	--
Jan 25	Introduction, History and Methods	1
Jan 30	Impression Formation	1
Feb 1	Impression formation/Attribution	3
Feb 6	Attribution	3
Feb 8	Attribution	3
Feb 13	The Self	4
Feb 15	The Self	4
Feb 20	Exam 1	1-4*
Feb 22	The Self	--
Feb 27	The Self-Prejudice	5-6
Mar 1	<i>No Class – Luke at SPSP</i>	
Mar 6	Prejudice	5-6
Mar 8	Prejudice	5-6
Mar 13	Prejudice	5-6
Mar 15	Exam 2	5-6
Mar 20	Prejudice/Attitudes and Persuasion	7-8
Mar 22	Attitudes and Persuasion	7-8
Mar 27	<i>No Class – Spring Break</i>	
Mar 29	<i>No Class – Spring Break</i>	
April 3	Attitudes and Persuasion	7-8
April 5	Norms and Persuasion	7-8
Apr 10	Norms and Persuasion	8, 10
Apr 12	Exam 3	7-8, 10
Apr 17	Conformity & Obedience	9
Apr 19	Origins of Culture/Interpersonal Relationships	11
Apr 24	Interpersonal Relationships	11
Apr 26	Exam 4	9, 11, 12
May 1	Helping	13, 14
May 3	Aggression, Cultural Differences	13, 14
Tues., May 8, 8:00 – 10:00 AM	FINAL	CUMULATIVE

***For Exam 1, you will be held accountable for a small part of Chapter 2; this part will be given directly on the study guide.**

PLEASE REMOVE THIS PAGE FROM YOUR SYLLABUS

I, _____ (print your name) hereby acknowledge that I have received a copy of the Social Psychology syllabus for Spring 2018. I have read the syllabus and understand all the course policies and requirements. I recognize that it is my responsibility to seek clarification regarding any aspect of the syllabus, the course requirements, or the grading policies if they are unclear to me.

Signature

Date

I do not post grades with student ID #'s. Therefore, you will need to provide me with a "code name" if you would like your grades posted following tests. (Note: I never post grades prior to handing back a test in class. The grade postings are primarily for you to be able to "check" what you think you earned against the grade in my gradebook). Please be certain to choose a code name that is familiar to you, so that you remember it when you look up your grades. **WORD OF CAUTION: I will NOT accept codenames that are inappropriate (racist, sexist, general bad taste).**

CODE NAME: _____

Please provide the following information below:

1. Name:
2. e-mail address:
3. phone#:
4. class (e.g., sophomore, junior):
5. major:
6. Why are you taking this class?

7. What do you want to do with your life?