Required Text:


Course Description

Studies in the relationships between individual and social spheres with attention to such issues as conformity, persuasion, self-concept, aggression, prejudice, and attraction.

Additional topics include, gender roles, groups, leadership, and the influence of social systems context on patterns of relationship development. The course is complimented by several reading selections of enduring intellectual value--classic articles, book excerpts, and research studies--that have shaped the study of social psychology and our contemporary understanding of it. These selections are organized topically around major areas of study within social psychology: the social psychological approach; social cognitive processes; attitudes; social interaction and relationships; social influence and group processes; helping and aggression; and applications of social psychology. The readings will provide the topics for our debates.

Participants in the course will be involved in scholarly dialogue and class discussions; will prepare for and present a selected topic for debate to the class; will complete one midterm paper; and will prepare a final paper of acceptable college-level work. Grading will encompass class attendance; the participation in class discussion and the degree of preparedness for each class session; the quality of the debate presentation(s) in terms of content and preparedness; and the quality of the written work in terms of content, concept or theory development, and writing skills.

Course Goals. This course is designed to be a challenging academic experience. The goal is for the course participant to grow as a result of this scholarly pursuit by gaining a better understanding of “self” and the others in one’s life. In this regard, the course can help the participant obtain an understanding of social psychology and to be able to relate this understanding to real life situations, social interactions, and to the situation of others. Also important is for participants to become more proficient communicators, both in verbal and written communicative skills.

Evaluation of Learning Objectives. Course participants will be evaluated to determine whether or not the learning objectives are achieved. Evaluations of learning objectives include class discussion focusing on learning objectives, debate presentation involving these objectives, and the application of theory and concepts (learning objectives) in a midterm and final paper. In total, these means of evaluations address all stated course learning objectives. Preparation for each class session is essential if these objectives are to be met. In this regard, staying current in the assigned readings is very important.

Course Learning Objectives
At the conclusion of the course, students will be able to:

1. understand the definition of social psychology, and comprehend how social psychology bridges the gap between sociology and psychology;
2. understand the core concerns and important theoretical perspectives in social psychology;
3. comprehend social psychology as a science, major research methods used by social psychologists and associated ethical issues;
4. understand and be able to apply the critical thinking perspective to the evaluation of social psychological concepts and theory;
5. enhance writing skills through course assignments
6. master the practical application of social psychological theory and concepts to everyday, real life situations.

Course Requirements and Evaluations (Grading):

1. Attendance and participation in classroom discussions. This includes being prepared to discuss assigned readings, handouts, and videos, etc. Twenty percent of your final grade will be based on participation and attendance. After reading the syllabus, you can understand that attendance is important to take full advantage of all the learning opportunities of this course. There is no make-up work for absences. If you anticipate more than two absences, please enroll for the course at a more convenient time.

2. There will be two quizzes during the term covering social psychological concepts covered to date.

3. Debate – will be discussed during the first class meeting.

4. Midterm Paper
   The paper will apply social psychological concepts to a real world situation chosen by the instructor.

5. Final Paper
   An 8-10 page typed, double-spaced term paper of acceptable college level work. The paper will apply social psychological theories and concepts, or combination thereof, to a real world situation. The following topics are not acceptable for a final paper: Movies, television shows, comic books, novels.

Possible Points:

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<tbody>
<tr>
<td>Quizzes</td>
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<tr>
<td>Midterm</td>
<td>25%</td>
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<tr>
<td>Final Paper</td>
<td>25%</td>
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<tr>
<td>Attendance/Participation</td>
<td>20%</td>
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<tr>
<td>Debate</td>
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Grading Scale:

- 100-97=A+
- 96-94=A
- 93-90=A-
- 89-87=B+
- 86-84=B
- 83-80=B-
- 79-77=C+
- 76-74=C
**Academic Policy**

Academic honesty is one of the most important qualities influencing the character and vitality of Doane College. Academic dishonesty is defined to include those acts which would deceive, cheat, or defraud so as to promote or enhance one’s scholastic record. It includes: academic misconduct, dishonesty, plagiarism and cheating, or knowingly or actively assisting another person in doing the same. Violations of academic honesty represent a serious breach of discipline and may be considered grounds for disciplinary action, including dismissal from the College. Students are responsible for upholding the principles of academic honesty as they would any other professional and ethical standard.

**Civility, Respect and Classroom Etiquette:**

Doane College strives to offer learning experiences and opportunities designed to help students think effectively, develop the capacity to communicate, differentiate values, and make relevant judgments. To do this successfully, many times multiple perspectives will be presented; some of which may represent points of view on which everyone will not agree. A successful educational experience requires a shared sense of respect among and between the students, the instructor and various points of view. Further, it is to be expected that the instructor will treat all students with dignity and respect—it is also expected that the students will treat both the instructor and other students with this same respect. In order to facilitate this process more effectively, students are asked the following:

1) before class turn off all pagers and cell phones;
2) refrain from text messaging during class;
3) minimize side conversations; and
4) maintain respectful interactions.

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