This class meets in Cramer Hall (CH) 150

TA: Christa Zinke
Office: CH 217-X
E-mail: czinke@pdx.edu

Social Psychology II: Social Relationships and Groups
COURSE OUTLINE: Winter 2013

TEXT: 1. Meyers: SOCIAL PSYCHOLOGY (11TH EDITION)
2. Lesko: READINGS IN SOCIAL PSYCHOLOGY (8TH EDITION)

*****IMPORTANT INFORMATION *****
Supplementary reading materials – Quiz #X and articles relating to the application of social psychological concepts to the areas of health and the environment -- can be downloaded from the library:
Below is instruction how to access e-reserve:
1. Go to the PSU library web site: http://www.pdx.edu/library
2. Click on Course Reserves under FIND IT
3. Search by course number (ex. 410, 121...), you can also search by Department or instructor's last name. Then click Search.
4. Select PSY 343 or SOC 343 and then Click accept
5. Select a document or a folder
6. Enter password (it's instructor's last name: collier)
7. Click “view”
8. Select a document you want
Note: you have to have Adobe Acrobat Reader to open or view documents.

COURSE OBJECTIVES: This course is the second of a two- term sequence of courses that deals with the important concepts, issues, theoretical perspectives, and research approaches used in Social Psychology. The emphasis of this course is on aggression, prosocial behavior, interpersonal attraction, groups and the application of social psychological concepts to the areas of health and the environment. PREREQUISITE: Introductory sequence in either Sociology or Psychology.

LEARNING GOALS:
Upon completion of this course, students will be able to demonstrate:
• understanding of fundamental Social Psychological concepts related to aggression, prosocial behavior, interpersonal attraction, and groups.
• increased awareness of the application of social psychological concepts in regards to environmental issues
• increased awareness of how the application of social psychological concepts in regards to health-related issues
• ability to develop and write an essay in which class concepts are applied to the student's personal experiences.

REQUIRED WORK:

*** Exams: 120 points ***
There will be two exams: a mid-term and a final exam. Both exams will follow the same format: 40 "true/false" or multiple choice questions (worth 1 point each) and 4 short-answer essay questions (worth 5 points each). Each exam will count for a total of 60 points. You need to bring a Scantron 882 form and a number 2 pencil to each exam.

*** Quizzes: 40 points ***
There will also be 10 quizzes (based on the Lesko book of readings). During each class period when there is an outside reading assigned, there will be a 5 POINT short-answer quiz. The BEST 8 (out of 10) Quiz scores will count as your Quiz Grade.

*** Term Paper: 40 points ***
There will be a 5 to 8 page term paper (typewritten; no larger than 12 point print, double-spaced; no more than one inch margins -- top, bottom, left, right) for this course that will be due in class on WEDNESDAY, FEBRUARY 20th. A handout describing the paper format and topics will be passed out in class on the Wednesday (January 16th) of the second week of class.

*** Total possible points: 200 ***

Grading Scale

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<th>Grade</th>
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<tr>
<td>A</td>
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<tr>
<td>D-</td>
<td>57</td>
<td>114</td>
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MISSED QUIZZES: If you are absent on the day a quiz is given, please notify me (via voice mail) at 725-3961 or email (cfpc@pdx.edu). In your message, please include when you plan to make-up the quiz. If you are absent on the day a quiz is given, AND you have notified me before class that you are going to miss the quiz, you must make-up that quiz before you attend the next session of this class, unless you make other arrangements with me. Quizzes must be made-up at my office (CH217-O) or my TA, Christa's office (CH 217-) in the Sociology Department. Make-up quiz times are: MWF between AM and AM (with Christa) and MW between 10:30 and 11:00 (with Collier) or by arrangement. IF YOU DO NOT NOTIFY ME IN ADVANCE OF YOUR UP-COMING ABSENCE, OR IF YOU NOTIFY ME BUT THEN SHOW UP IN CLASS WITHOUT HAVING ALREADY MADE UP THE QUIZ, YOU WILL NOT BE ALLOWED TO MAKE-UP THE QUIZ.
MISSED EXAMS: If an emergency prevents you from taking an exam, please notify the Sociology office (725-3926) as soon as possible. No early exams. Makeup exams only under extreme circumstances. All students must take the final exam.

EXTRA CREDIT WORK: There are two different ways to earn extra credit points in this class.

1. "left-over" quiz points: Since only the best 8 out of 10 Quiz scores count as your Quiz Grade, any additional quiz points count as extra credit. **EXAMPLE:** student takes all 10 quizzes, earning "5 points" on 8 quizzes, and "4 points" on the remaining 2 quizzes. Her quiz grade would be "40" (8 quizzes X 5 points), and the 8 additional quiz points (2 quizzes X 4 points) would count as extra credit.

2. "compare and contrast" papers

The Lesko book of readings is divided into 14 chapters from which we will use:
Ch 7. Interpersonal Attraction
Ch 11. Aggression
Ch 8. Close Relationships
Ch 12. Groups & Individual Behavior
Ch 10. Prosocial Behavior
Ch 15. Health Psychology

Any student who desires extra credit can write a 2 to 3 page "Compare and Contrast" paper using one of our 10 "Quiz" articles and any other article from the same chapter of the book of readings. Only one paper per chapter of readings will be accepted. Each paper can be worth up to 5 points. There is a 2 paper maximum. See last page of syllabus for specific instructions.

CHAPTER READING QUESTIONS: Handouts, consisting of a series of study questions, will be distributed in class in an effort to assist you in focusing on the key points in each section of the text that you are assigned to read for this course. The TA will have copies of each handout, if you are absent when a handout is passed out or misplace your copy.

**NOTE:** The essay questions for the mid-term and the final exam will be taken directly from these chapter study questions.

In an effort to make this class a learning experience for everyone, please be considerate of the other students in the class. Do not play walkmans or other radios/tape players in the class (even with headphones). Also, if you wish to carry on conversations with your friends, please do so outside of class; not during the lecture. If these or other types of distracting behavior persists, the students involved will be asked to leave the class.

**NOTE:** Dates for Quizzes are in **bold** and also marked with an asterisk “*”

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<thead>
<tr>
<th>DATE</th>
<th>TOPIC</th>
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<tr>
<td>M 1/7</td>
<td>SYLLABUS / INTRODUCTION</td>
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<tr>
<td>W 9</td>
<td>INTRODUCTION</td>
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<tr>
<td>F 11</td>
<td>AGGRESSION (Internal factors)</td>
<td>CH. 10 pp. 353-62</td>
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<td>M 14</td>
<td>AGGRESSION (Frustration-Aggression Theory)</td>
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<td>W 16*</td>
<td>AGGRESSION (Social Learning Theory)</td>
<td>CH. 10 pp. 362-370</td>
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<td><em>QUIZ : article #32</em></td>
<td><em>Transmission of Aggression through Imitation of Aggressive Models</em></td>
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<td>F 18*</td>
<td>AGGRESSION (Media &amp; SLT)</td>
<td>CH.10 pp. 370-391</td>
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<td><em>QUIZ : article #33</em></td>
<td><em>School Violence and the Culture of Honor</em></td>
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<td>M 21</td>
<td>HOLIDAY: MLK Jr. Birthday</td>
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<td>W 23</td>
<td>AGGRESSION (Reducing Aggression)</td>
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<td>F 25</td>
<td>PROSOCIAL BEHAVIOR (Evolution &amp; Culture)</td>
<td>CH. 12 pp. 439-454</td>
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<td>M 28</td>
<td>PROSOCIAL BEHAVIOR (Empathy)</td>
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<td>W 30*</td>
<td>PROSOCIAL BEHAVIOR (External factors &amp; Models of Helping)</td>
<td>CH. 12 pp. 459-472</td>
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<td><em>QUIZ : article #29</em></td>
<td><em>From Jerusalem to Jericho: A Study of Situational and Dispositional Variables in Helping Behaviors</em></td>
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<td>F 2/1</td>
<td>PROSOCIAL BEHAVIOR (Models of Helping)</td>
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<tr>
<td>M 4*</td>
<td>PROSOCIAL BEHAVIOR (Learning to Help)</td>
<td>CH. 12 pp. 473-479</td>
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<td><em>QUIZ : article #30</em></td>
<td><em>Comfortably Numb: Desensitizing Effects of Violent Media on Helping Others</em></td>
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<td>W 6</td>
<td>INTERPERSONAL ATTRACTION (Affiliation)</td>
<td>CH. 11 pp. 393- 399</td>
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<td>F 8*</td>
<td>INTERPERSONAL ATTRACTION (Situational factors)</td>
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<td><em>QUIZ : article # 20</em></td>
<td><em>What is Beautiful is Good</em></td>
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<td>M 11</td>
<td>MID-TERM EXAM OVER CHAPTERS: 10, 11 and 12</td>
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<td>READING ARTICLES: #20, 29, 30, 32 and 33.</td>
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<tr>
<td>W 13</td>
<td>INTERPERSONAL ATTRACTION (Person / Others)</td>
<td>CH. 11 pp. 400- 437</td>
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F 15* INTERPERSONAL ATTRACTION (Problems / Applications)
*QUIZ : article # 23*
"Playing Hard to Get’ : Understanding an Elusive Phenomenon"

M 18 GROUPS (Background) CH. 8 pp. 265 – 82
W 20 GROUPS (Models Development)

***** TERM PAPER DUE *****

F 22* GROUPS (Decision making)
*QUIZ : article # 35*
"The Effect of Threat on Interpersonal Bargaining"

M 25* GROUPS (Group think) CH. 8 pp. 282 – 303
*QUIZ : article # 34* "Group Decision Fiascos Continue: Space Shuttle Challenger and a Revised Groupthink Perspective"

W 27 GROUPS (Leadership)
F 3/1 GROUPS (applications)

M 4* SOC PSYCHOLOGY & ENVIRONMENT (Space) CH. 13 pp. 483-491
READ e-reserve: Epstein “Crowding Stress and Human Behavior”
*QUIZ : article #X* e-reserve
"Satisfaction in a dormitory building: The Effects of Floor Height on the Perception of Room size and Crowding"

W 6* SOC PSYCHOLOGY & ENVIRONMENT (Social Dilemmas)
READ e-reserve: Hardin “The Tragedy of the Commons”

F 8 SOC PSYCHOLOGY & ENVIRONMENT (Resource Conservation)
READ e-reserve: DeYoung ”Encouraging Environmentally Appropriate Behavior: The Role of Intrinsic Motivation”

M 11 SOC PSYCHOLOGY & ENVIRONMENT (Resource Conservation)
READ e-reserve: Collier “Applying Social Psychology to Recycling in Multi-family Apartment Buildings”

W 13* SOC PSYCHOLOGY & HEALTH (Perspective) CH. 14 PP. 526-556
READ e-reserve: Conrad: “Learning to Doctor: Reflections of Recent Accounts of the Medical School Years”
*QUIZ : article # 45*
"Psychological Resilience after Disaster: NYC in the Aftermath of the September 11th Terrorist Attack"
The schedule listed in the course syllabus is subject to change during the term. Any changes will be announced in class.

**** IMPORTANT INFORMATION ****

1. All papers are to be typed or computer printed. Handwritten papers will not be accepted.

2. Please pay attention to deadlines for turning in papers.
   • The Term Paper is due, in class, Wednesday February 22\textsuperscript{nd}. Late Term Papers will be penalized 5 points per class period; term papers will not be accepted after, Monday, February 27\textsuperscript{th}.
   • Late extra-credit papers will not be accepted.

3. All papers need to checked and corrected for spelling errors, and should be grammatically correct. If you require assistance in this area, the PSU writing lab (188F CH) can help. Papers with high numbers of spelling and grammatical errors will be penalized 20\% of assignment grade.

4. Keep a copy of all papers you write for this course.

HOW TO WRITE A COMPARE AND CONTRAST PAPER
Papers on articles in Chapters 10 and 11 are due by the midterm (February 7\textsuperscript{th}) and papers on articles in Chapters 7, 12 and 15 are due by last day of lecture (March 13\textsuperscript{th}).

You can ONLY compare and contrast two articles from the SAME chapter of the Lesko book of readings.

Basic Format

1. Introduction: A paragraph briefly describing the content of the two articles. Please mention each article by name (not "the first article" and "the second
article”) so that it is clear to me which two articles you are writing about. **DO NOT WASTE YOUR TIME WITH PAGES OF ARTICLE SUMMARIES.**

2. **Compare:** How are the two articles similar? Dimensions of similarity can be methodological, theoretical, or contextual. **Provide specific examples from each article.** You need to present at least **three points of similarity**, along with a **discussion of why each of your points is an important similarity based on Social Psychological theories, concepts or methods -- not just your opinion.**

   Example: “The first way these two articles are similar is that they both involved the use of deception. In article #12 deception was involved in …. In article #14, the use of deception was part of … The fact that both of these articles involved the use of deception is an important similarity because …” Note: each point of similarity should be its own paragraph.

3. **Contrast:** How are the two articles different? Again, dimensions of similarity can be methodological, theoretical, or contextual. **Provide specific examples from each article.** You need to present at least **three points of difference**, along with a **discussion of why each of your points is an important difference.**

   Example: "The first way these two articles are different is that article #23 describes a field study while article #25 describes a laboratory study. The field study in article #23 took place in…In article #25, the laboratory study … This is an important point of difference because field studies provide … while laboratory studies tend to produce …” Note: each point of difference should be its own paragraph.

4. **Conclusion:** A paragraph tying together the points of similarity and difference you have selected.

I have examples of papers from other classes that I would be willing to let you examine during office hours. I am willing to provide comments on the appropriateness of content for the first draft of any of your papers. However, in order for me to do so, these draft papers need to be turned in to me **10 days** before the paper deadline. **Last class to turn in first drafts of papers due by the mid-term: Friday, 2-3. Last class to turn in first drafts of papers due by the last class session: Wednesday, 3-7.**