SOC 343 sec #001/PSY 343 sec # 002
PROFESSOR: Collier
M-W 1400 –1550
OFFICE: 217-0 CH
PHONE: (503) 725-3961
OFFICE HOURS: M-W 1230 – 1330
or by arrangement

This class meets in Cramer Hall (CH) 171

TA: Jaysen Ferestad
Phone: (503) 725-3906
Office: 263 Cramer Hall
Hours: M-W 1230 – 1330
E-mail: jaysenf@pdx.edu & by arrangement

Social Psychology II: Social Relationships and Groups
COURSE OUTLINE: Winter 2015

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.

D2L  https://d2l.pdx.edu/
Desire 2 Learn or D2L is PSU’s on-line learning resource. You MUST be able to
log on to D2L in order to access class materials such as lecture slides and study
sheets. You need to know your PSU ODIN user name and password in order to
log-in (If you do not have an ODIN account come talk to me and I will direct you to
the Technology Help Desk). I will post the powerpoint slides for each class’s
lecture material immediately AFTER class.

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.

***  Activities:  15 points  ***
There will be 3 activities, based on instructions distributed in class, for this course.
Each activity is worth up to 5 points.

***  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 Monday, February 23rd. A handout describing the
paper format and topics will be passed out in class on the Monday (January 12th) of the
second week of class.

***  Total possible points: 220  ***

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<th>%</th>
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<tr>
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<td>205</td>
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<tr>
<td>A-</td>
<td>90</td>
<td>198</td>
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Grading Scale

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<td>60</td>
<td>132</td>
</tr>
<tr>
<td>D-</td>
<td>57</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’s office (CH 263) in the Sociology Department. Make-up quiz times are: Monday and Wednesday between 1230 and 1315 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. His/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 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.

- Please turn the ringer of your cell phone to vibrate before class begins.
- Do not play i-pods, video games or use other electronics in the class (even with headphones).
- If you wish to carry on conversations with your friends (and that includes text messaging), please do so outside of class, not during the lecture. If these or other types of distracting behavior persist, the students involved will be asked to leave the class.

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

<table>
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<tr>
<th>DATE</th>
<th>TOPIC</th>
<th>ASSIGNMENT</th>
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<tbody>
<tr>
<td>M 1/5</td>
<td>SYLLABUS / INTRODUCTION</td>
<td></td>
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<tr>
<td>W 7</td>
<td>AGGRESSION (Internal factors / frustration)</td>
<td>CH.10 pp. 353-62</td>
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<td>M 12*</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>&quot;Transmission of Aggression through Imitation of Aggressive Models&quot;</td>
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<td>W 14*</td>
<td>AGGRESSION (Media &amp; SLT)</td>
<td>CH.10 pp. 370-91</td>
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<td><em>QUIZ: article #33</em></td>
<td>&quot;School Violence and the Culture of Honor“</td>
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<td>Activity #1: video games &amp; aggression assignment passed out</td>
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<td>M 19</td>
<td>Holiday: MLK Jr. Birthday</td>
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<td>W 21</td>
<td>AGGRESSION (Reducing Aggression) / PROSOCIAL BEHAVIOR</td>
<td>Activity #1: video games &amp; aggression assignment due</td>
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<tr>
<td>M 26</td>
<td>PROSOCIAL BEHAVIOR (Evolution &amp; Culture)</td>
<td>CH.12 pp. 439-56</td>
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<tr>
<td>W 28*</td>
<td>PROSOCIAL BEHAVIOR (Empathy &amp; External factors)</td>
<td>CH.12 pp. 456-71</td>
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<td><em>QUIZ: article #29</em></td>
<td>&quot;From Jerusalem to Jericho: A Study of Situational and Dispositional Variables in Helping Behaviors“</td>
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<tr>
<td>M 2/2*</td>
<td>PROSOCIAL BEHAVIOR (Models) / Interpersonal attraction</td>
<td>CH. 12 pp. 471-79</td>
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<td></td>
<td>INTERPERSONAL ATTRACTION (Affiliation)</td>
<td>CH. 11 pp. 418-19</td>
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<tr>
<td></td>
<td><em>QUIZ: article #30</em></td>
<td>“Comfortably Numb: Desensitizing Effects of Violent Media on Helping Others”</td>
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<tr>
<td>W 4</td>
<td>INTERPERSONAL ATTRACTION (Situational factors)</td>
<td>CH. 11 pp. 393-406</td>
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</table>
DATE        TOPIC ASSIGNMENT
M 2/9        MID-TERM EXAM OVER CHAPTERS: 10, 11 (pp. 393-406 + 418-9) & 12
             READING ARTICLES: #29, 30, 32 and 33.
W 11*        INTERPERSONAL ATTRACTION (Person/Others)
             CH. 11 pp. 406-18
*QUIZ: article # 20*  "What is Beautiful is Good"
M 16*        INTERPERSONAL ATTRACTION (Applications) / Groups
*QUIZ: article # 23*
             "'Playing Hard to Get': Understanding an Elusive Phenomenon"
W 18*        GROUPS (Background & Models Development) CH. 8 pp. 265–71
*QUIZ: article # 36*
             "Can High Group Cohesion be Harmful?"
M 23*        GROUPS (Decision making) CH. 8 pp. 276-89
*QUIZ: article # 34*
             "Group Decision Fiascos Continue: Space Shuttle Challenger and a Revised
             Groupthink Perspective"

**** TERM PAPER DUE ****
W 25        GROUPS (Group think) CH. 8 pp. 289 – 297
Activity #2: leadership assignment passed out
M 3/2 *     GROUPS (Leadership) / Environment CH. 8 pp. 271-76
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"
Activity #2: leadership assignment due
W 4        SOC PSYCHOLOGY & ENVIRONMENT CH. 13 pp. 483-91
READ e-reserve: Hardin “The Tragedy of the Commons”
M 9        SOC PSYCHOLOGY & ENVIRONMENT (Resource Conservation)
READ e-reserve: DeYoung "Encouraging Environmentally Appropriate Behavior: The
Role of Intrinsic Motivation”
READ e-reserve: Collier “Applying Social Psychology to Recycling in Multi-family
Apartment Buildings”
Activity #3: What to do with plastics? Assignment passed out
**DATE** | **TOPIC** | **ASSIGNMENT**
---|---|---
W 11* | 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”
**READ** e-reserve: Charmaz “the Body, Identity, and Self: Adapting to Impairment”
*QUIZ: article # 43*
"Understanding the Have-Knots"

Activity #3: What to do with plastics? Assignment Due

****Last Day to Turn in EXTRA-CREDIT Compare & Contrast Papers****

W 3/18 1230 - 1420 FINAL EXAM OVER CHAPTERS: 8, 11 (pp. 411- 418), 13 (pp. 483-491), 14 (pp.526-556) and supplemental readings; AND ARTICLES: #20, 23, 34, 36, 43 and X

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.
   - Term Paper is due, in class, Monday, February 23rd. Late Term Papers will be penalized 5 points per class period; term papers will not be accepted after, Monday, March 9th.
   - 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 of the Lesko text are due by the midterm (February 9th) and papers on articles in Chapters 7, 12 and 15 of the Lesko text are due by last day of lecture (March 11th).
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 sent to me via e-mail as Word documents 10 days before the paper deadline. **Last date to turn in first drafts of papers due by the mid-term is Wednesday, 1-28.** **Last date to turn in first drafts of papers due by the last class session is Monday, 3/2.**