PSYCHOLOGY 325 - Social Psychology
Fall 2017

Tues, Thurs., 8:00 – 9:50 am
Stevenson 3049

Instructor: Heather Smith, Ph.D.
Office: Stevenson 3089
Office Hours: 12 – 1, Thursday, 9 – 11 every other Wednesday & by appointment
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Email (preferred): smithh@sonoma.edu

Website: http://www.sonoma.edu/users/s/smithh/psy326/default.htm

Course Description:
This course offers a broad introduction to social psychology. We will explore the various ways in which people think about, influence and relate to one another. We also will consider how the immediate social situation shapes people's behavior and attitudes. The course includes topics such as conformity and obedience, attitudes and attitude change, social perception, aggression, prejudice, attraction, romantic love and altruism.

Course Objectives:
• Learn key principles and concepts in social psychology.
• Learn how social psychologists do what they do.
• Apply social psychological principles and concepts to your own experience or questions.

As a GE D1 (Individual and Society) course, I designed this course to contribute to the following SSU General Education learning objectives:
• Demonstrate understanding of how cultural diversity and social factors influence the individual, society, and social institutions.
• Demonstrate understanding of the interchange among individuals and social systems and institutions, and how these develop.
• Apply social science perspectives to social issues and problems as manifested in individuals, groups, societies, and/or internationally.
• Demonstrate understanding of the factors influencing inequality and social justice among individuals, groups, societies, and/or across nations.
• In particular, I designed this course to help you valuate everyday experiences critically (an overall GE program goal).

Course Requirements and Grades:
There are four different course requirements:
• There will be three closed book, in-class identification and short essay exams in this course. Each exam will be worth 30 points. All exams, including the final exam, will be non-cumulative (covering only the lectures and chapters assigned for each section). Questions will be drawn from the lectures and the text. If you should miss a lecture, be sure that you get someone to take notes for you. Approximately one week before the exam, I will provide you with a study guide that includes a list of sample questions and terms. The best way to study for the exams is to work with other people in the class. If you cannot explain the concepts, principles, theories and research to someone else, then you do not really understand them as fully as you thought you did.
• You should complete two course projects. For each due date, you have a choice between two different project assignments. Each course project is worth 20 points and is more fully described in separate handouts.
• In order to reward conscientious class attendance, I will collect (randomly selected) in-class exercises as evidence of class attendance and participation.
• You will be asked to write a reflection paper after we discuss the relevant background material and you complete two on-line measures. The assignment will be described more fully in a separate handout.
The final grade will be based on the following:

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<tr>
<th>Component</th>
<th>Weight</th>
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<tr>
<td>Three identification exams</td>
<td>50%</td>
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<tr>
<td>Two course projects</td>
<td>30%</td>
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<tr>
<td>Participation in in-class exercises</td>
<td>10%</td>
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<tr>
<td>Implicit prejudice reflection paper</td>
<td>10%</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
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I will assign final grades on the basis of the total possible points that you could receive in the course. I will use the following formula: 90-100% (A to A), 80-89% (B through B+), 70-79% (C through C+), 60-69% (D), <60% (F). There will be no restriction on the number of students falling into any particular grade category. There also will be opportunities for 10 points of extra credit based on participation in research projects, attendance at selected lectures or other possibilities. To learn more about extra credit opportunities, check the web site.

**Access for students with disabilities:** If you are a student with a documented disability and believe you may need academic accommodations for this course please be sure to see me during the first two weeks of the semester. Please note that you must be registered each semester with the DISABLED STUDENT SERVICES office in Salazar 1049 to receive accommodation considerations.

**Missed Examinations:** There will be no make-up examinations for any reason, other than serious illness, overwhelming personal crisis, or the rare event that you have three examinations on the same day. You must provide written documentation from the appropriate authority before the make-up exam will be scheduled.

**Academic Integrity:** I am committed to a code of values that honors academic and personal integrity, honesty, and ethical standards. I expect students to complete their own work. When a student refers to ideas of another person, I expect students to acknowledge this work by appropriate citation. Examples of academic dishonesty are listed in the Psychology Department’s policy (http://www.sonoma.edu/psychology/AcademicHonestyPolicy.html). In this class, any incident of academic dishonesty will immediately result a failing grade for that particular assignment for all the individuals involved, and may, at my discretion, involve additional university disciplinary action.

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**Attendance and Participation:** Your active participation in this class is expected. Attending and participating in class on a regular basis is the best way to learn the material and to succeed in this course. Class activities can facilitate learning by encouraging you to use, apply and integrate the concepts and methods that we discuss. Randomly selected in-class assignments represent one way that I reward regular attendance. I also will consider attendance, punctuality, behavior (the degree to which responsibilities are carried out in a professional manner), and class participation when deciding whether to tip a borderline grade one way or another.


**Course schedule is available on the website:** http://www.sonoma.edu/users/s/mithh/psy326/