

**Fall 2018**

<b>Meeting days:</b> Tuesday	<b>Instructor title and name:</b> Dr. Jarryd Willis
<b>Meeting times:</b> 5:50-8:20	<b>Phone:</b>
<b>Meeting location:</b> Liberty Station 201	<b>E-mail:</b> Jarryd.Willis@gmail.com
<b>Final Exam:</b> Dec 11 at 7:30PM	<b>Office location and hours:</b> Tuesday 4:40-5:40

**PLNU Mission** ★

**To Teach ~ To Shape ~ To Send**

Point Loma Nazarene University exists to provide higher education in a vital Christian community where minds are engaged and challenged, character is modeled and formed, and service is an expression of faith. Being of Wesleyan heritage, we strive to be a learning community where grace is foundational, truth is pursued, and holiness is a way of life.

**COURSE DESCRIPTION** ★

You will develop an understanding of the major theories, gain familiarity with the major research findings, and demonstrate that you can apply social psychological concepts to real-world situations (e.g., microaggressions and discrimination, bullying, gender socialization, marital conflict, peer pressure, social media, personality, xenophobia, social neuroscience).

**COURSE LEARNING OUTCOMES** ⊕

1. Understand major theories & classic research in the field of social psychology.
2. Understand the contribution of social scientists in evaluating contemporary issues and promoting solutions for the public interest.
3. Be able to apply what you learn in this course to your everyday life & real-world situations.
4. Be able to comprehend, critically analyze, & discuss social research. (This learning objective will be assessed during i-Clicker quizzes & class discussions).
5. Locate, interpret and critically evaluate scholarly articles in psychology.
6. Demonstrate effective written communication skills in a variety of formats and for a variety of audiences, using APA format when appropriate.
7. Evaluate the role that context (i.e., families, peers, schools, communities, cultures) plays in development.
8. Describe the major concepts theories, empirical findings, historical trends in psychology and their application to behavioral and mental processes.
9. Describe the scientific approach to psychology and apply basic research methods in psychology, including research design, quantitative analysis, interpretation and reporting in APA format.
10. Demonstrate the ability to independently locate, identify and critically evaluate scholarly literature in the discipline of psychology.

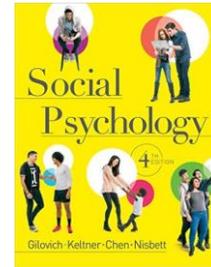
## REQUIRED TEXTS AND RECOMMENDED STUDY RESOURCES

### Social Psychology, 4<sup>th</sup> Edition

Gilovich, Keltner, Chen, & Nisbett

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The i-Clicker2 is mandatory for this course.



### i-Clicker2 Quizzes (100 POINTS)

There will be quizzes in class starting on August 28<sup>th</sup>. They will be fairly easy if you attend class and/or understand the core concept(s). The questions will be worth **1-2 point each**, with **5-10 questions per quiz**, for a total of **100 points**. You may still take the quiz if you forget to bring your iclicker, but you will lose points equal to which quiz it is (e.g., 6 points off for quiz 6), and any bonus questions are automatically forfeit. (You don't need an iclicker for the first quiz)

### EXAMs (200 POINTS)

There will be a **midterm** & a **cumulative final exam** worth 100 points each. Your exams will include topics covered in class, including educational videos, and i-clicker questions.

### IS ATTENDANCE GRADED?

Attendance isn't graded, but all i-Clicker quizzes will be taken during class. In other words, you won't lose attendance points for skipping class but you'll lose points on the quizzes you fail to take. Only university-approved absences are acceptable to make up a missed quiz (i.e., bringing a doctor's note).

**Drop Policy:** For Fall 2018, the Last Drop Date November 2<sup>nd</sup>. It is the student's responsibility to officially withdraw if they do not plan to attend after registering.

## GRADING POLICY

Quizzes	100
Midterm	100
Cumulative Final	100
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Total	300

## SCALING

A+, A, A-	100-96.45	96.44-92.45	92.44-89.45
B+, B, B-	89.44-86.45	86.44-82.45	82.44-79.45
C+, C, C-	79.44-76.45	76.44-72.45	72.44-69.45
D+, D, D-	69.44-66.45	66.44-62.45	62.44-59.45

## OUT OF CLASS STUDY

Generally speaking, for every credit hour earned, an undergraduate student should spend 3 hours per week working outside of class. Thus, you're expected to spend 9 hours per week outside of our regularly scheduled class reading required materials & preparing for quizzes/exams.

## FINAL EXAMINATION POLICY

Successful completion of this class requires taking the final examination **on its scheduled day**. The final examination schedule is posted on the [Class Schedules](#) site. No requests for early examinations or alternative days will be approved.

## PLNU COPYRIGHT POLICY

Point Loma Nazarene University, as a non-profit educational institution, is entitled by law to use materials protected by the US Copyright Act for classroom education. Any use of those materials outside the class may violate the law.

## PLNU ACADEMIC HONESTY POLICY

Students should demonstrate academic honesty by doing original work and by giving appropriate credit to the ideas of others. Academic dishonesty is the act of presenting information, ideas, and/or concepts as one's own when in reality they are the results of another person's creativity and effort. A faculty member who believes a situation involving academic dishonesty has been detected may assign a failing grade for that assignment or examination, or, depending on the seriousness of the offense, for the course. Faculty should follow and students may appeal using the procedure in the university Catalog. See [Academic Policies](#) for definitions of kinds of academic dishonesty and for further policy information.

## PLNU ACADEMIC ACCOMMODATIONS POLICY

If you have a diagnosed disability, please contact PLNU's Disability Resource Center (DRC) to demonstrate need and to register for accommodation by phone at 619-849-2486 or by e-mail at [DRC@pointloma.edu](mailto:DRC@pointloma.edu). See [Disability Resource Center](#) for additional information.

## PLNU ATTENDANCE AND PARTICIPATION POLICY

Regular and punctual attendance at all classes is considered essential to optimum academic achievement. If the student is absent from more than 10 percent of class meetings, the faculty member can file a written report which may result in de-enrollment. If the absences exceed 20 percent, the student may be de-enrolled without notice until the university drop date or, after that date, receive the appropriate grade for their work and participation. See [Academic Policies](#) in the Undergraduate Academic Catalog.

## MAKE-UP POLICY

Makeup exam & quiz requests will be approved only when appropriate documentation is provided that indicates that compelling circumstances prevented you from taking a scheduled exam or quiz. Examples of such circumstances include documented funeral attendance, religious holidays, car wrecks, illness, or if you add the class late. No information should be provided in a makeup exam or quiz request that is private or confidential in nature. A note from a friend or family member is not acceptable documentation. **A request for a makeup exam or quiz must be made in writing (email) within 1 week following the scheduled missed exam or quiz.** If you do not inform me within this time period, the missed exam or quiz will automatically be converted to a zero.

It is your responsibility to ensure your iclicker is synced correctly & that responses are recorded. You should check your quiz grade after each quiz. **If you don't check your quiz grade the entire semester & email about missing quizzes at the end, you will not be allowed to make up those quizzes** given that there is no existing evidence to verify that you were in attendance.

## ARTICLES

### Midterm Articles

Baumeister, R. F., & Vohs, K. D. (2007). Self-Regulation, ego depletion, and motivation. *Social and Personality Psychology Compass*, 1(1), 115-128.

Burger (2009). Replicating Milgram: Would People Still Obey Today?

Buss (1989). Personality as Traits.

Correll et al. (2007). Across the Thin Blue Line: Police Officers and Racial Bias in the Decision to Shoot.

Goldstein, Cialdini, & Griskevicius (2008). A Room with a Viewpoint: Using Social Norms to Motivate Environmental Conservation in Hotels

Gordon, Slade, & Schmitt (1986). The "Science of the Sophomore" Revisited: From Conjecture to Empiricism.

Klucharev et al. (2009). Reinforcement Learning Signal Predicts Social Conformity.

Lovaglia, M. J. (2003). From summer camps to glass ceilings: The power of experiments. *contexts*, 2(4), 42-49.

### Final Exam Articles

Buss, D. M. (1989). Sex differences in human mate preferences: Evolutionary hypotheses tested in 37 cultures. *Behavioral and brain sciences*, 12(1), 1-14.

Eagly, A. H., & Wood, W. (2013). The nature–nurture debates 25 years of challenges in understanding the psychology of gender. *Perspectives on Psychological Science*, 8(3), 340-357.

Eisenberger, N. I. (2012). Broken Hearts and Broken Bones A Neural Perspective on the Similarities Between Social and Physical Pain. *Current Directions in Psychological Science*, 21(1), 42-47.

Ensari, Christian, Kuriyama, & Miller (2012). The personalization model revisited: An experimental investigation of the role of five personalization-based strategies on prejudice reduction.

Graham, J., Haidt, J., & Nosek, B. A. (2009). Liberals and conservatives rely on different sets of moral foundations. *Journal of personality and social psychology*, 96(5), 1029.

Harris, J. (1995). Where Is the Child's Environment? A Group Socialization Theory of Development.

Hasan, Y., Bègue, L., & Bushman, B. J. (2013). Violent video games stress people out and make them more aggressive. *Aggressive behavior*, 39(1), 64-70.

Haselton, M. G., & Gangestad, S. W. (2006). Conditional expression of women's desires and men's mate guarding across the ovulatory cycle. *Hormones and behavior*, 49(4), 509-518.

Hood III, M. V., & Morris, I. L. (1998). Give Us Your Tired, Your Poor,... But Make Sure They Have a Green Card: The Effects of Documented and Undocumented Migrant Context on Anglo Opinion toward Immigration. *Political Behavior*, 1-15.

Iyer, P. A., Dougall, A. L., & Jensen-Campbell, L. A. (2013). Are some adolescents differentially susceptible to the influence of bullying on depression?. *Journal of Research in Personality*, 47(4), 272-281.

Willis, J. (2013). Partner Preferences Across Sexual Orientation & Gender.

## LECTURE SCHEDULE

	Lecture Topic	i-Clicker Quizzes	Reading Assignment
28 – Aug	Syllabus/What is Social Psychology Research Methods	Quiz 1	Chapter 1
11 – Sept	Social Cognition & Attribution Theory	Quiz 2	Chapter 2
18	The Self in a Social Context Self-Regulation/Ego-Depletion	Quiz 3	Chapter 3 <i>Baumeister</i>
25	Cognitive Dissonance Conformity	Quiz 4	Chapter 7 Chapter 12
2 – Oct	Pluralistic Ignorance & Groupthink Obedience to Authority	Quiz 5	Chapter 9
9	Midterm		
16	Aggression: Southern Culture of Honor Video Games & Media Bullying & Self-Harm	Quiz 6	Chapter 13 <i>Hasan</i> <i>Eisenberger / Iyer</i>
23	Social Identity Theory	Quiz 7	Chapter 11
30	Status Theory: Microaggressions & Measurement Workplace Sexism, Homophobia, Racism	Quiz 8	
6 – Nov	Status Theory: Stereotype Threat Prejudice Reduction		Chapter 9 <i>Hood &amp; Morris</i>
13	Personality vs. Social Situations		
20	Texas week (no class)		
26	Ovulatory Cycle, Hormones, & Sexuality Gender Socialization & Evolution (Haselton, Eagly, & Buss articles)	Quiz 9	Chapter 10
3 – Dec	Romance & Close Relationships Social Exchange Theory Attachment Theory	Quiz 10	Chapter 10
Cumulative Final Exam – Tuesday Dec 11 <sup>th</sup> 7:30PM			

*This schedule is subject to change, as needed.*