



PSY 255 Social Psychology

Lucia Sell

Email: lseltru@acu.upo.es

Office Hours: By appointment

Course Information:

Spring 2018

Tuesday and Thursday

10:30 – 11:50

Course Description

This course is designed to offer a comprehensive view of Social Psychology and its most important phenomena. Our approach will depart from the theoretical basis of social psychology but our learning process will be directly connected to our daily lives. This means that learning will combine the theoretical dimension with a set of new ways of looking at reality, at social others, and at yourself. To combine these two dimensions in our classes, we will complement the theoretical dimension with examples that will help us to identify and understand the theory on the basis of materials such as films, songs, videos, and presentations of students' research projects. The course is conducted in English. The course provides an introduction to the psychosocial study of human life and focuses on the central topics of this evolving discipline. To this end, the course explores the main theoretical approaches to the field of social psychology and introduces current examples in the field along with a number of practical applications of core concepts covered in class readings and discussions. These include in-class exercises and analyses of social and media events. Structured into distinctive sections covering the main aspects of the discipline of Social Psychology and its application to contemporary phenomena, the course addresses: theoretical approaches and tools; self & identity; social influence; interpersonal relationships & diversity and group behavior. Within these areas, you will engage in field research on particular topics of interest to you, taking into consideration an intercultural framework.

Prerequisites

One introductory course in General Psychology, General Sociology or equivalent is recommended but not a requirement.

Course Goals and Methodology

The core objectives of this course are: to spark awareness of and appreciation for a subject at the crossroads of social interaction and individual identity; to provide an operational framework for using social psychology for generating insights into individual, intergroup and group phenomena and dynamics; to initiate you into the process of questioning and reflecting upon underlying psychosocial forces acting upon everyday life situations; to introduce you to the empirical methods used by social psychologists for extracting hidden meaning from commonplace social situations; and to provide you with conceptual methods and practical tools for managing daily social and psychological dilemmas.

Learning Objectives

Cognitive / Knowledge skills:

- Describe key concepts, theories and methodological approaches of social psychology
- Relate knowledge acquired in social psychology to local experiences in the host setting

- Use social psychology to analyze comparatively home and host social situations
- Identify the main processes and phenomena of social relations and interactions

Analytical / Critical Thinking Skills:

- Use standards of critical thinking when analyzing daily social and individual events
- Describe key tools and processes used for analyzing our social world
- Collect evidence demonstrating that we are a 'product of our times' and culture
- Apply the tools of social psychology to transform personal intuitions into 'scientifically' tested hypothesis
- Explain how and why individual behavior changes within group dynamics

Affective & Behavioral / Attitudinal Skills:

- Demonstrate awareness of the elements of one's particular self & cultural identity
- Raise personal awareness of central issues of Social Psychology so as to mitigate discrimination and pernicious bystander effects in contemporary society
- Apply acquired knowledge for enhancing your intercultural competence
- Seek personal improvement in one's relationship to society by using theoretical and practical tools that enable social change

Required Texts

- R. Baron and B.D. Byrne, Social Psychology, International Edition, 2011.
- C. Fraser and B. Burchell, Introducing Social Psychology, London: Polity Press, 2011.
- W.A. Lesko, Reading in Social Psychology: General, Classic, and Contemporary Selections. 2006
- G.H. Allport and L. Postman, "An Analysis of Rumor", Public Opinion Quarterly, 10 (4), (1946): 501-517.
- Berganza Conde, M.R., Garcina, C. and Grandio M.M. (2002): "Women and advertising: evolution of stereotypes in Spanish mass media". Available at: http://www.portalcomunicacion.com/bcn2002/n_eng/programme/prog_ind/papers/b/pdf/b010_bergaeng.pdf

All reading materials will be available online. Additional articles will also be available for specific topics during the term.

WEBS:

- www.economist.com - analytical articles on world economic/political affairs
- www.europa.eu.int - EU official web-page (history, policies, legislation, stats etc)
- www.apa.org: American Psychological Association
- www.psychologicalscience.org/: American Psychological Society
- <http://www.vanguard.edu/psychology/amoebaweb/>: Applied Psychology and Social Psychology Resources
- www.bps.org.uk: British Psychological Society

General Course Policies

Class will meet twice a week for 80 minutes. Course work is comprised of in-class lectures and discussions, group exercises, student presentations, documentary clips, extensive

outside readings, independent group and individual onsite practice and study, and guest lectures. Some onsite study will be integrated into class-time while others will be assigned as out-of-class independent learning.

Please do not hesitate to ask about anything that may not be clear to you. You can always ask me in class (or either after, or before), or contact me via email to arrange some time to meet (lsetru@acu.upo.es).

The use of mobile telephones during class is not allowed. The use of computers and tablets will be strictly limited to learning purposes. The use of social networks during class is not allowed.

General Rules for Papers:

- The required papers can be printed out and sent to the teacher by e-mail. No handwritten papers will be accepted.
- They **MUST BE HANDED IN ON TIME**. No unjustified delayed paper will be corrected or evaluated.
- Format: Word Document / Paper Size: A4 / Font: Verdana, 10 / 1.5 interline space / Text fully justified.

Finally, all formal written work you carry out in this course (research papers, projects, studies, etc.) must be handed in as a hard copy but also submitted in electronic format.

Course Requirements and Grading

The course comprises numerous and differentiated forms of assessment to calculate the final grade you receive. For the record, these are listed and weighted below. The content, criteria and specific requirements for each assessment category will be explained in greater detail in class.

Participation	20%
Field assignments & Class Presentations	20%
Research Project	20%
Midterm Exam	20%
Final Exam	20%

Please beware that exam dates cannot be changed

Participation:

This grade will be calculated to reflect your participation in class discussions, your capacity to introduce ideas and thoughts dealing with the texts, your ability to present your analysis in an intellectual and constructive argumentation.

When determining your class participation grade, traditional criteria such as material preparation, completed reading before class, and collaborative group work are all evaluated. But it is the active, meaningful and informed verbal and written contribution that you make that is most important to your overall participation grade. Participation is not only related to the exchanges with the instructor but also with your peers in the class. Indeed, willingness to share views in classroom discussions and the insightfulness of your comments and questions about assigned readings will all be taken into account when evaluating your participation.

While students are expected to keep up with the required readings and assignments, it is also important that they show in class their preparation. In-class participation is related not only to what you say during the class, but how well you prepare the comments and responses before class and while relating to your peers.

Additionally, it is important to demonstrate a positive and supportive attitude to the instructor and your classmates, and give full attention to class activities (i.e., cell-phones off, laptop for notes only, not sleeping or distracted, etc.). Whereas attendance and punctuality are expected and will not count positively towards the grade, laxity in these areas will have a negative effect.

Assessing Class Participation	
The student made original contributions, sparking debate, engaging in critical comments based on readings and research. S/he displayed knowledge of theoretical issues.	A+ (9.70–10.00)
The student made significant contributions that demonstrate insight as well as knowledge of required readings and independent research.	A-/A (9.00–9.69)
The student participated voluntarily and made useful contributions that are based upon some reflection and familiarity with required readings.	B/B+ (8.40–8.90)
The student made voluntary but infrequent comments that generally reiterate the basic points of the required readings.	C+/B- (7.70–.39)
The student made limited comments only when prompted and did not initiate debate or show a clear awareness of the importance of the readings.	C (7.00–7.69)
The student rarely made comments and resisted engagement with the subject, attending class having done little preparation.	D (6.00–6.69)
The student made irrelevant and tangential comments disruptive to class discussion, a result of absence and un-preparedness.	F (0–5.90)

Field Assignments & Class presentations: Throughout the semester, via in-class exercises, you will be assessed continually by the instructor on the basis of your ability to apply the theoretical material to the specific experience and knowledge you acquire here, outside the classroom. You will be required to complete some field assignments. The content of the assignment and what is expected of you will vary. You may also be required to make a number of oral presentations related to course readings, individual field assignments and research projects.

Students will be required to fill out tests related to the content of the readings assigned for the course on particular days. They will not be told beforehand, as they are supposed to come prepared to the class. Also, they will be expected to give feedback on particular readings assigned, provide comment upon news items or videos given by the instructor, or be required to find media sources and examples related to the contents of the course. These ongoing short exercises will be integral to the course throughout the semester. The

purpose is to stimulate critical thinking about the theoretical material taught in class thus ensuring that students arrived prepared, as well as reinforce the internalization of key elements to enhance intercultural competence.

Research Project: Each student or group of students (max. 3) will focus on a topic area of interest and will present a written report which will follow the format of an academic paper. The paper will include theoretical or field-work study along with a brief review of the literature relevant to the topic, a research design and analysis when applicable, and meaningful conclusions. These projects will then be presented to the rest of the class. You are encouraged to use media sources (via press or internet), interviews or ethnographic diaries to study topics related to social psychology issues, you can also develop cross cultural projects to deal with differences between the host culture and North America approaches related to the content of the course.

The instructor will explain the different methodological choices and suggest relevant readings to guide your research. The research topic and methodology will have to be approved by your instructor. You will submit to the instructor periodic updates on the progress of your research and these will count towards the overall assessment of your work.

In this exercise, your work will be evaluated according to the tenets and principles of scholarly academic research, Standard English usage and expository writing. Therefore, ensure that you are using a recognized handbook of style, a good dictionary, and that you are guided by the highest principles of academic integrity. The instructor will supply you with additional guidelines and advice on research topics, methods and resources for successfully completing your paper here in a “foreign” country.

Midterm & Final Examinations: The midterm and final exams are designed to establish and communicate to you the progress you are making towards meeting the course learning objectives listed above. They are comprised of questions and exercises that test your abilities in three important areas of competency: the amount of information you master; the accuracy of the information you present; and the significance you ascribe to the facts and ideas you have integrated across your study in this course. These exams will be a mixture short answers and short essay questions. The midterm will cover the first half of the course and the final will cover the second part of the course. Exam dates will not be changed under any circumstances.

Attendance and Punctuality

Attendance is mandatory. More than 3 unexcused absences will result in the lowering of the final grade. Students with more than 2 such absences may not challenge the final grade received. Punctuality is required – lateness will be penalised by 0.5 (over 15 mins) or 1 absence (over 30mins).

Missed or Late Work

If you fail to participate in class on a regular basis, or if you miss assignments (e.g. essays, class presentations, or exams) your final grade will be affected. Please keep this in mind.

Academic Dishonesty

Academic integrity is a guiding principle for all academic activity at Pablo de Olavide University. Cheating on exams and plagiarism (which includes copying from the internet)

are clear violations of academic honesty. A student is guilty of plagiarism when he or she presents another person's intellectual property as his or her own. The penalty for plagiarism and cheating is a failing grade for the assignment/exam and a failing grade for the course. Avoid plagiarism by citing sources properly (using footnotes or endnotes and a bibliography).

Students with Disabilities

If you require special accommodations, you must stop by the International Center to speak to Rubén to either turn in your documentation or to confirm that our office has received it. The deadline is February 16th. Rubén will explain the options available to you.

Behavior Policy

Students are expected to show integrity and act in a professional and respectful manner at all times. A student's attitude in class may influence his/her participation grade. The professor has a right to ask a student to leave the classroom if the student is unruly or appears intoxicated. If a student is asked to leave the classroom, that day will count as an absence regardless of how long the student has been in class.

Class Schedule (all readings will be available online)

Session	Topic	Student Assignments
1 1 st February	Course Introduction	<ul style="list-style-type: none"> Syllabus Handout: overview of syllabus with focus on learning objectives and course structure In-class activity: Story of a name
2 6 th February	What is Social Psychology Scope & Development of Social Psychology	<ul style="list-style-type: none"> Reading: Stango, C. (2014) Principles of Social Psychology In class activity: Name the Group; 3 things in common
3 8 th February	Research in Social Psychology Investigating People & Investigating Society	<ul style="list-style-type: none"> Readings: Stango, C. (2014) Conducting research in social psychology (available online) Case Study: Milgram's Experiment In class activity: First impressions: cooking and dressing; cultural differences
4 13 th February	Research in Social Psychology: Methodology & Social Research In the field	<ul style="list-style-type: none"> Draft proposal of Research Project (Research question, objectives & design) In class activity: Content analysis of Spanish tabloid press (prensa rosa)
5 15 th February	Research in Social Psychology: Sevilla in Context	<ul style="list-style-type: none"> Deadline for Research Question Out of class learning: Exposure to Contemporary issues in Sevilla: Managing the crisis
6 20 th February	Self & Identity Self: Components & Distinctions	<ul style="list-style-type: none"> Readings: Chapter 4. Self: Answering the questions "Who am I"? In Baron, R. & Branscombe, N.R. (2011) Additional information @ Good, D. (2011) Personality & the Self. In Fraser, C. & Burchell, B. (Chapter 2; pp. 9-33) In class activity: Discussion: analysis of research proposals

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7 22 th February	Self & Identity Impression Management	<ul style="list-style-type: none"> • Additional information @ Snyder, M. (2006). The many me's of the self-monitor. • In class activity: The Many Me's Test
8 27 st February	Self & Identity Social Cognition	<ul style="list-style-type: none"> • Readings: Chapter 2. Social Cognition: How we think about the Social world In Baron, R. & Branscombe, N.R. (2011) • Out of Class Learning: Field Assignment Typical Spanish (snaps of Sevilla's life)
9 1 st March	Self & Identity Social Identity	<ul style="list-style-type: none"> • Readings: Social Identity; Theory & Concepts
10 6 th March	Self & Identity Fighting Prejudice & Discrimination	<ul style="list-style-type: none"> • Readings: Chapter 6. The Causes, Effects, and Cures of Stereotyping, Prejudice, and Discrimination. In Baron, R. & Branscombe, N.R. (2011)
11 8 th March	Self & Identity Fighting Prejudice & Discrimination	<ul style="list-style-type: none"> • Field Assignment I: Spotting the stereotype
12 13 th March	Social Influence Social Attitudes & Behavior	<ul style="list-style-type: none"> • Reading: Chapter 4 Behaviour & Attitudes. In Baron, R. & Byrne, B.D. (2011) (Chapter 5; pp. 125-163).
12 15 th March	Attitudes & Social Influence	<ul style="list-style-type: none"> • Readings: Baron, R. & Byrne, B.D. (2011) Social Influence: Changing Others' Behavior (Chapter 9; pp. 350-395).
14 20 th March	Social Influence Majority Influence	<ul style="list-style-type: none"> • Stanford prison experiment
15 22 th March	MIDTERM	

Session	Topic	Student Assignments
16 3 rd April	Social Influence Majority Influence	<ul style="list-style-type: none"> Zimbardo's Psychology of Evil
17 5 th April	Social Influence Minority Influence & Obedience	<ul style="list-style-type: none"> Readings: Conformity and Obedience; Milgram, S. (2006) Behavioral Study of Obedience. In Lesko, W. A. (Article 25; pp. 245-254)
18 10 rd April	Social Influence Minority Influence & Obedience	<ul style="list-style-type: none"> In class activity: Analysis of Movie 12 Angry Men (Class assignment)
19 12 rd April	Social Influence Media Communications: Propaganda & Publicity	<ul style="list-style-type: none"> In class activity: Analysis of Adds
20 24 th April	Social Influence Rumors	<ul style="list-style-type: none"> Readings: Allport, G. H. & Postman, L. (1946). An analysis of Rumor (pp. 501-517). In class case study: Social media, ICT Communications & the viral effect
21 26 th April	Interpersonal Relations Friendship & Love	<p>Readings (reading groups assigned in class):</p> <ul style="list-style-type: none"> Baron, R. & Byrne, B.D. (2011) Interpersonal Attraction, Close Relationships and Love. (Chapter 7). Romantic Behaviors of University Students: A cross-cultural and gender analysis. In Lesko, W. A. (Article 24; pp. 225-235).
22 3 rd May	Interpersonal Relations Language & Non-verbal Communication	<ul style="list-style-type: none"> Field assignment: <i>International</i> corporal language. Cross cultural analysis of Kinesics: what it is and how to apply it Reading: Good, D. (2011) Language and Communication. In Fraser, C. & Burchell, B. (Chapter 5; pp. 76-93).
23 8 th May	Group Behavior Group Mind & the Crowd	<ul style="list-style-type: none"> Deadline Research Projects In class activity: Analysis of Movie The Wave

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24 10 ^d May	Group Behavior Group Mind & the Crowd	<ul style="list-style-type: none"> • Class Assignment II; two option: (a) Group Behavior in Semana Santa; (b) Groupthink and applications today • Case Study: Cults & Social Control (Jonestown)
25 15 th May	Group Behavior Bystander Effect & Groupthink	<ul style="list-style-type: none"> • Web search: Janis & Groupthink. Reading: Baron, R. & Byrne, B.D. (2011) Prosocial Behavior: Helping Others (Chapter 10; pp.397-442).
26 17 th May	Research Project presentations	
21-24 th May	Final Exam	

The syllabus can be subjected to changes