Course Goals and Learning Outcomes:

The goal of this course is to introduce students to social psychology in a meaningful way that is relevant to issues and developments in the world and their personal lives. It emphasizes the social nature of cognition, self, meaning, and perception, and reflects a deeply contextualized view of human nature and motivation. Upon completion of the course the student should have a firm grasp of basic concepts and research in social psychology and their application in the real world. The knowledge they acquire should be a means of empowerment that will help them make more enlightened and compassionate decisions regarding a variety of personal, business, and public issues, and also lead more meaningful and fulfilling lives.

Course Methods and Pedagogy:

As an online course, the course will be composed of four weekly online taped video lectures and some assigned online videos that students can watch on the Canvas home page, by merely clicking on them. The lectures will average 25 to 35 minutes, and may sometimes be divided into multiple parts. They will address core concepts and research in social psychology and include many additional concepts that complement and go beyond materials in the text. Lecture outline notes are posted on Canvas, and I advise all students to print them out, and keep them in hand and add your own notes to them, while watching the taped lectures. There is also a Discussion Board where students can participate and ask questions and have dialogues about the course materials and also introduce themselves to the class. In that this is an online class, as will be explained later, this is an important part of the class and also a means of obtaining substantial extra credit.

If you have any questions regarding the lectures or materials, you can email or call me, and I will be glad to respond in a timely fashion. I will also be glad to meet with students by appointment or any time during office hours. I advise all students to try to stay a week ahead in their reading and viewing of any assigned videos reading. In studying for exams, after doing the reading and watching the videos, go over the lecture notes and weekly reviews. A large part of the material on the exams will be highlighted in the reviews. With reasonable notice given to the student, the syllabus may be changed and does not constitute a contract.
Class Requirements:

There are two online exams and a paper required for this course. The exams are multiple choice, true false, fill in the blank, and may range from 60 to 80 questions. Students have two hours to complete them. The paper must be from 5 to 7 double spaced pages, including a title page with an abstract at the bottom. There are four main options for the paper.

The first option (A) calls upon the student to do a small preliminary study in which she will conduct an experiment, survey, participant observation study, ethnography or breaching experiment. The experiment or survey option will necessarily be done on a manageable small scale, and entail testing and evaluating a hypothesis or replicating existing research and then summarizing the significance of the results. Students doing a participant observation study or ethnography will go into a real world setting and over time record and summarize their observations and then draw conclusions about their significance and relevance to existing theory in social psychology and human well-being. Students who choose to do a breaching experiment can go out in the field, and by challenging a social norm or convention or social psychological concept, test its validity. Students can also go out in the field and do intervention, outcome analysis, oppressed group activism analysis and content analysis as is explained in the lecture on methods. Students choosing any of the methods in option A must submit a brief proposal and clear it with me by or before they begin work. These papers may not entail engaging in any activities that are harmful, morally questionable, or illegal.

The second option (B) entails reading one of the books on the suggested book list, and then summarizing and evaluating the book in terms of its relevance to theories and concepts addressed in class and its contribution to social psychology and society.

The third option (C) calls upon the student to choose and summarize what she sees as the most important or significant social psychological assumptions, concepts or findings put forth in this class in terms of their relevance to issues and problems in the real world and in regard to the student's personal growth and understanding. Students choosing this option can also feel free to address concepts, materials and viewpoints addressed in the course that they saw as erroneous, problematic or misleading and that need to be challenged, clarification and require further research and evaluation. In short, this class is not about parroting back everything you see in the class, and you can speak your mind and disagree with materials in the class and challenge them with good sound insightful arguments and documentation.

The fourth option (D) entails addressing people can successfully cope with the many problems, conflicts, and anxieties associated with the modern world. Students choosing this options can also address needed legislation and possible social movements if they deemed necessary.

All papers are evaluated in terms of the extent to which a student can effectively grasp and apply concepts and materials from the class. Papers are also evaluated in terms of thoughtfulness, insight, creativity, and authenticity. Students can use APA, ASA, MPLA or other formats, as long as they are consistent. For citations, a reference page is all that is required, and it may include references to lectures, videos, or readings. Papers are due at the end of the
semester. Plagiarism will result in E for the assignment, so be sure to do your own work. My specific 60 point paper grading criteria are as follows:

- Up to 30 points if the paper is readable, coherent, and the proper length.
- Up to 10 points for correct application of concepts and materials.
- Up to 10 points if the paper is thoughtful and insightful.
- Up to 5 points if there are no or only a few grammatical or spelling errors.
- Up to 5 points if the paper is authentic and creative.

Assigned Text and Videos:

The text for this course is *Social Psychology 9th Edition*, by Aronson, Wilson, & Ekert. It can be purchased at the University book store or online where it should be relatively inexpensive, as low as $10.00 a copy. Do not use earlier or later editions, particularly the 10th edition which is very expensive. In addition to the text, there are a number of short videos and clips and some assigned and recommended movies that can be accessed from the home page on Canvas. Be sure to watch the assigned videos as they are very important and come up in the lectures, and they are on the exams.

Grading and Extra Credit:

There will be two online exams that cover lectures, texts, and videos. Each exam is worth 60 points, and the paper is worth 60 points, making 180 total points possible. Letter grades will reflect the following ranges: 93-100%=A, 90-92%=A-, 87-89%=B+, 83-86%=B, 80-82%=B-, 77-79%=C+, 73-76%=C, 70-72%=C-, 66-69%=D+, 60-65%=D, 59% & below = E. If no student gets 100%, points will be added to all the scores until some students get 100%, which will raise the curve. Most of the materials on the exams will be drawn from the lectures and the assigned videos, but students will do well to familiarize themselves with the text. As noted earlier, students can post up at least 10 times on the Discussion board with a question or response to someone else's comment and receive 10 extra credit points. Students can earn 10 additional points by reading one of the suggested books and writing a three page summary of the key ideas or themes in the book and their relevance to class materials. An extra credit book report cannot be on the same book choose for a final paper. Also, once in a while, there will be a guest speaker in town or on campus, and in lieu of a book report, I will announce the speaker on canvas, and you may attend and instead of writing a book report, write a three double page report on the speakers remarks and their relevance to the class for 10 extra credit points.

All extra credit work, including book reports and posts on campus, must be submitted before the final exam begins, and I advise getting the extra credit work and papers in early before the end of the semester when everyone needs to prepare for finals.
Course Outline

Weeks One (August 19): Introduction / Psychological and Sociological Social Psychology / Fundamental Attribution Error / Participant Observer Difference

• Read: Social Psychology: Chapter 1, Introduction
  • Introduction
  • Lecture 1
  • Lecture 2, Parts A and B

Week Two (August 26): Epistemology / Methods / Issue of Freewill

• Read: Social Psychology: Chapter 2, Methodology
  • Lectures 3, Parts A and B.
  • Lecture 4
  • Assigned Video: Who is On First

Week Three (September 2): Social Cognition / Automatic and Controlled Thinking, Cultural Variation, Logic and Logical Fallacies

• Read: Social Psychology: Chapter 3, Social Cognition
  • Lectures 5, Parts A and B
  • Lectures 6, Part A
  • Assigned Video: Double Talk

Week Four (September 9): Social Perception / Communication / Attribution Theory / Conceptions of Self, Self Awareness, Self-Esteem

• Read: Social Psychology: Chapter 4, Social Perception
  • Lecture 6, Parts B and C
  • Lecture 7, Part A
  • Assigned Video: Dining and Playing Craps With Bud and Lou

Week Five (September 16): American Pragmatists on Self and Society, SI Theory, Cognitive Dissonance

• Read Social Psychology: Chapter 5 Self
  • Lecture 7 Parts B, C, D, E
  • Assigned Video: Koko
  • Assigned Video: Interview With Veterans of the Mi Lai Massacre (30 min.)
**Week Six (September 23): The Social Order, Role Theory, Impression Management, Stanford Prison Experiment**

- Read: Social Psychology: Chapter 6, The Need to Justify Our Actions
- Lecture 8, Parts A and B
- Lecture 9, Parts A and B

**Week Seven (September 30): Midterm / Attitudes / Attitude Change/ Formation / Inoculation / Cognitive Dissonance.**

- Lecture 10, Review
- Midterm Review, Chapters 1-6, Lectures 1-10, Assigned Videos
- Online Midterm Oct. 3-4, Chapters 1-6, Lectures 1-10, Assigned Videos
- Read: Social Psychology: Chapter 7, Attitudes and Attitude Change (not on midterm)
- Assigned Video: Ancient Forests: The Power of Place (30 minutes) (not on midterm)

**Week Eight (October 7): Stratification / Power and Authority**

- Read: Social Psychology: Chapter 8, Conformity: Influencing Behavior
- Assigned Video: The Language of War (30 minutes)
- Lectures 11, 12

**Week Nine (October 14) (Fall Break) (No lectures) (Assigned Videos)**

- Assigned Video: Thirteen Days, 90 minutes
- Recommended Video: Harry and Snowman 60 minutes

**Week Ten (October 21): Conformity / Ideology / Double Speak**

- Read: Social Psychology: Chapter 9, Group Processes: Influence in Groups
- Assigned Video: Keeping Up Appearances (30 minutes)
- Lectures 13, 14

**Week Eleven (October 28): Group Processes, Process Loss/ Group Think / Leadership / Social Control, Conflict Management/ Effective Communication**

- Assigned Video: Obedience, Stanley Milgram (50 minutes)
- Assigned Video: Conformity and Independence (30 minutes)
- Lectures 15, 16
**Week Twelve (November 4): Authority, Stanley Milgram’s Agentic State / Social Control**

- Read: Social Psychology: Chapter 10, Interpersonal Attraction: From First Impressions to Close Relationships
- Assigned Video: The Secret World of the CIA (30 minutes)
- Recommended Video: Jonestown: The Peoples Temple (60 minutes)
- Lectures 17, 18

**Week Thirteen (November 11) Human Attachment / Human Dependence, and Growth / Interpersonal Attraction / Theories of Love and Happiness**

- Read: Social Psychology: Chapter 11, Prosocial Behavior: Why We Help
- Recommended Video: Love and Sex (40 minutes)
- Lectures 19, 20

**Week Fourteen (November 18): Prosocial Behavior / Altruism / Applied Exchange Theory & Sociobiology**

- Read: Social Psychology: Chapter 12, Aggression: Why We Hurt Others
- Assigned Video: Insight Into Violence (40 minutes)
- Assigned Video: Sex, Violence and Video Games (20 minutes)
- Lectures 21, 22

**Week Fifteen (November 25): Aggression / War and Peace, Prejudice / Racism, Sexism, Speciesism**

- Read: Social Psychology: Chapter 13, Prejudice: Causes and Cures
- Assigned Video: Robin Williams and Dolphins (40 minutes)
- Lectures 23, 24

**Week Sixteen (December 2): Modernity & Constructive Coping / Summary of Core Principles / Final Review**

- Read Social Psychology in Action 1 & 2
- Lecture 25
- Papers Due: Dec. 2.
- All Extra credit due by midnight Dec. 8, prior to final exam.

**Week Seventeen (December 9-10): Final Exam Online**
Suggested Readings

- *The Lucifer Effect: How Good People Turn Evil.* Philip C. Zimbardo (Contextualizing immoral behavior in context)
- *The Happiness Hypothesis.* Jonathan Haidt
- *The Righteous Mind: Why Good People Are Divided by Politics and Religion.* J. Haidt
- *Buddha's Brain.* The Practical Neuroscience of Happiness and Wisdom, Rick Hanson
- *Hardwiring Happiness. The New Brain Science of Contentment, Calm and Confidence,* Rick Hanson
- *On Authority,* Stanley Milgram
- *Man's Search For Meaning,* Viktor E. Frankl (holocaust, logotherapy, classic)
- *Gang Leader For A Day,* Sudhir Venkatesh
- *The Robbers Cave Experiment,* Muzafer Sherif, Harvey, White, Hood, Sherif
- *On the Origins of Totalitarianism,* Hannah Arendt (classic work)
- *A Long Way Gone,* Ishmael Beah (biography of a child forced into war)
- *The Anatomy of Peace,* The Arbinger Institute
- *Why We Work,* Barry Schwartz
- *Self and Society: A Symbolic Interactionist Social Psychology.* John P. Hewitt
- *Symbols, Selves, and Social Reality.* Kent L. Daniel D. Sandstrom, Martin, Gar, Fine
- *Character and Social Structure,* (social psychology) Hans Gerth and C. Wright Mills
- *Presentation of Self in Everyday Life,* Erving Goffman (classic on social interaction)
- *The Social Construction of Reality,* Berger & Luckmann (sociology of knowledge)
- *The Nature of Prejudice,* Gordon Allport (prejudice)
- *The Other Side,* Howard S. Becker (deviance, labeling theory)
- *On Psychology,* William James (foundations of western psychology, classic)
- *The McDonaldization of Society,* George F. Ritzer
- *The Pursuit of Attention,* Charles Derber (Human need for validation)
- *Selected writings of George Herbert Mead,* Andrew J. Reck (classic social psychology)
- *Civilization and It's Discontents,* Sigmund Freud (society, control, human nature)
- *Race Matters,* Cornell West (racism)
- *On Being Human,* Ashley Montagu (social interdependence and meaning)
- *In the Wake of 9/11: The Psychology of Terror,* Pyszczynski, Solomon, and Greenberg
- *The Human Zoo,* Desmond Morris (human nature, naturalistic)
- *On Civil Disobedience,* Thoreau (dissent, morality and society)
- *The Sane Society,* Eric Fromm (critical analysis of modern times)
- *One Dimensional Man* Herbert Marcuse (alienation, technology)
- *The Hidden Injuries of Class,* Sennet & Cobb (real people talk on stratification)
- *The Abyss,* Jack London (powerful ethnography on poverty in England ,1900’s)
- *The Lonely Crowd,* David Reisman (modern alienation, mass society)
- *The Axemaker’s Gift,* (evolution of consciousness) James Burke and Robert Orstein
- *Human Nature and the Social Order,* Charles Cooley
- *Theory of the Leisure Class,* Thorstein Veblen (conspicuous consumption and status)
- *The Causes of World War Three,* C. Wright Mills, (social criticism)
- *Distracting Ourselves To Death,* Neil Postman, (critical analysis technology, literacy)
- *In the Presence of Fear*, Wendell Berry (globalization)
- *Feminist Thought, A Comprehensive Introduction*, Rosemarie Tong (feminism)
- *On the Future of the Planet*, Edward O. Wilson (deep ecology)
- *The Sea of Cortez*, John Steinbeck, (science, art, evolution, human nature)
- *Bright-Sided: How the Relentless Promotion of Positive Thinking Has Undermined America*, Barbara Ehrenreich
- *On Suicide*, Emile Durkheim
- *Freedom and Culture*, John Dewey
- *Collapse*, Jerad Diamond, (ecological basis of society)
- *The Organizational Man*, William F. White (classic in sociology on conformity)
- *Never Cry Wolf*, Farley Mowat (naturalist, deep ecology)
- *Martin Eden*, Jack London (Identity and upward mobility)
- *Small is Beautiful, Economics as if People Mattered*, Schumacher (ecology & survival)
- *Bury My Heart at Wounded Knee*, Dee Brown (racism, imperialism)
- *Gorillas in the Mist*, Diane Fossey (speciesism)
- *The Acorn People*, Ron Jones, (caring for disabled and terminally ill kids, powerful)
- *Democracy for the Few*, Michael Parenti (radical view on elitism, class conflict)
- *Uncle Tom's Cabin*, H. B. Stowe (racism)
- *The Fire Next Time*, James Baldwin (racism)
- *The Lemming Condition*, Alan Arkin (family, deviance, labeling)
- *The True Believer*, Eric Hoffer (Social psychology of reactionary movements)
- *Freakonomics*, Steven D. Levitt (research driven theory)
- *Saving Capitalism: For The Many Not the Few*, Robert Reich
- *Agenda for A New Economy*, David Korten
- *Seven Habits of Effective People*, Stephen Covey
- *The Causes of World War Three*, C. Wright Mills
- *Fiver and the Psychology of Rabbits*, Dr. Frank J. Page (a novel about meaning, work, and morality in the modern world) (Available at The University Bookstore, Kings English, Sam Wellers and Amazon.com. Also on Kindle)

**Institutional Polices & Procedures**

1. **The Americans with Disabilities Act.** The University of Utah seeks to provide equal access to its programs, services, and activities for people with disabilities. If you will need accommodations in this class, reasonable prior notice needs to be given to the Center for Disability Services, 162 Olpin Union Building, (801) 581-5020. CDS will work with you and the instructor to make arrangements for accommodations. All written information in this course can be made available in an alternative format with prior notification to the Center for Disability Services.
2. **Addressing Sexual Misconduct.** Title IX makes it clear that violence and harassment based on sex and gender (which includes sexual orientation and gender identity/expression) is a civil rights offense subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, color, religion, age, status as a person with a disability, veteran’s status or genetic information. If you or someone you know has been harassed or assaulted, you are encouraged to report it to the Title IX Coordinator in the Office of Equal Opportunity and Affirmative Action, 135 Park Building, 801-581-8365, or the Office of the Dean of Students, 270 Union Building, 801-581-7066. For support and confidential consultation, contact the Center for Student Wellness, 426 SSB, 801-581-7776. To report to the police, contact the Department of Public Safety, 801-585-2677(COPS).

3. **Drop/Withdrawal.** Students may drop a course within the first two weeks of a given semester without any penalties. Students may officially withdraw (W) from a class or all classes after the drop deadline through the midpoint of a course. A “W” grade is recorded on the transcript and appropriate tuition/fees are assessed. The grade “W” is not used in calculating the student’s GPA. See the [Academic Calendar](http://www.utah.edu) for the last day to withdraw from term, first and second session classes.

4. **Plagiarism/Cheating.** It is assumed that all work submitted to your instructor is your own work. When you have used ideas of others, you must properly indicate that you have done so. Plagiarism and cheating are serious offenses and may be punished by failure on an individual assignment, and/or failure in the course. Academic misconduct, according to the University of Utah Student Code, “includes, but is not limited to, cheating, misrepresenting one’s work, inappropriately collaborating, plagiarism, and falsification or fabrication of information...It also includes facilitating academic misconduct by intentionally helping or attempting to help another to commit an act of academic misconduct.” For detailed definitions and possible sanctions please see the [Student Code](http://regulations.utah.edu/academics/6-400.php) below.

5. **Wellness Statement.** Your personal health and wellness are essential to success as a student. Personal concerns such as stress, anxiety, relationships, depression, cross-cultural differences, etc., can interfere with a student’s ability succeed in this course and at the University of Utah. Please speak with the instructor or TA before issues become problems. Additional resources can be found at [www.wellness.utah.edu](http://www.wellness.utah.edu) or 801-581-7776.

6. **Veterans Support Center.** The Veterans Support Center is a “one stop shop” for student veterans to find services, support, advocacy, and camaraderie. They are located in the Park Building Room 201. You can visit their website for more information about their services and support at [http://veteranscenter.utah.edu](http://veteranscenter.utah.edu).

7. **LGBT Resource Center.** The University of Utah has an LGBT Resource Center on campus. They are located in Room 409 of the Olpin Union Building. Hours: M-F 8-5pm.
You can visit their website to find more information about the support they can offer, a list of events through the center and links to additional resources: http://lgbt.utah.edu.

8. **Learners of English as an Additional/Second Language.** If you are an English language learner, please be aware of several resources on campus that will support you with your language and writing development. These resources include: the Writing Center (http://writingcenter.utah.edu); the Writing Program (http://writing-program.utah.edu); the English Language Institute (http://continue.utah.edu/eli).

9. **The University of Utah** values the safety of all campus community members. To report suspicious activity or to request a courtesy escort, call campus police at 801-585-COPS (801-585-2677). You will receive important emergency alerts and safety messages regarding campus safety via text message. For more information regarding safety and to view available training resources, including helpful videos, visit safeu.utah.edu.

10. **Class Rosters** are provided to the instructor with the student's legal name as well as "Preferred first name" (if previously entered by you in the Student Profile section of your CIS account. While CIS refers to this as merely a preference, I will honor you by referring to you with the name and pronoun that feels best for you in class or on assignments.

11. It is my intent that students from all diverse backgrounds and perspectives be well served by this course, and that materials presented will be respectful of diversity: gender, sexuality, disability, age, socioeconomic status, ethnicity, race and culture. Your suggestions for improvement are encouraged. If you are a veteran feel free to utilize the U. of U Veterans Support Center located in room 161 at the Olpin Union Building or at http://veteranscenter.utah.edu/. Let me know if you need any additional assistance.

12. If you immigration status presents obstacles to engaging in specific activities or fulfilling specific course criteria, confidential arrangements may be requested from the Dream Center, and will not jeopardize your student status, financial aid, or any other part of your residence. The Dream Center offers resource to support undocumented students *with and without DACA) as well as students form mixed-status families, and can be contacted at 801-213-3697.

---

**CSBS Emergency Action Plan**
EAP (Emergency Assembly Point) – When you receive a notification to evacuate the building either by campus text alert system or by building fire alarm, please follow your instructor in an orderly fashion to the EAP marked on the map below. Once everyone is at the EAP, you will receive further instructions from Emergency Management personnel. You can also look up the EAP for any building you may be in on campus at http://emergencymanagement.utah.edu/eap

**CAMPUS RESOURCES**

**U Heads Up App:** There’s an app for that. Download the app on your smartphone at http://alert.utah.edu/headsup to access the following resources:

- **Emergency Response Guide:** Provides instructions on how to handle any type of emergency, such as earthquake, utility failure, fire, active shooter, etc. Flip charts with this information are also available around campus.

- **See Something, Say Something:** Report unsafe or hazardous conditions on campus if you see a life threatening or emergency situation, please call 911!

- **Safety Escorts:** For students who are on campus at night or passed business hours and would like an escort to your care, please call 801-585-2677. You can a call 24/7 and a security officer will walk with you or give you a ride to your desired on-campus location.