

SEMESTER AT SEA COURSE SYLLABUS

Voyage: Fall 2015

Discipline: Psychology

PSYC 2600: Introduction to Social Psychology

Lower Division

Faculty Name: Peg Barratt

Credit Hours: 3; Contact Hours: 38

Prerequisites: None.

COURSE DESCRIPTION:

This survey course will include social perception, social influence and social relations. The framework will include learning about theoretical perspectives and research methodology. In the context of Semester at Sea, social psychology will be particularly useful as a lens for understanding ways that individuals influence one another, learn in groups, maintains relationships, cooperate with one another, and adapt during interactions. The focus is on the scientific study of individual behavior and thought in social situations. Applied areas that will be addressed include consideration of the social contexts that best promote innovation, problem solving, motivation, altruism, learning, and risk-taking. In the assignments, students will be asked to link theory and concepts to cultures and current events from around the world.

COURSE OBJECTIVES:

Learning Goals

At the end of this course, and a year later, students should:

- 1) Understand and describe from a social psychology perspective: social perceptions, social influences, and social relations.
- 2) Apply social psychology by thinking critically about theory and research
- 3) Make connections between the theory, research literature, and perspectives of this course and the country-specific observations as well as experiences in the shipboard community.
- 4) Understand their own selves and their own social interactions from a social psychology perspective.
- 5) Develop an empathy that understands, values, and respects a variety of perspectives. Focus on cultural diversity and intercultural relations.
- 6) Learn how to study written material, participate in learning activities, and use these in thoughtful writing and discussion.

REQUIRED TEXTBOOK:

Saul Kassin, Steven Fein, Hazel Rose Markus, Social Psychology, Ninth Edition, 2014, Cengage Learning

TOPICAL OUTLINE OF COURSE

Unit One: Introduction

A1- Sept. 15 Ch. 1 What is Social Psychology?

A2- Sept. 17 Ch. 2 Doing Social Psychology Research

A3- Sept. 19 Ch. 3 The Social Self

➔ A3 first paper due – assignment given in class

Italy

A4- Sept. 27 Ch. 3 The social Self

A5- Sept. 29 Ch. 4 Perceiving Persons

Turkey

A6- Oct. 7 Ch. 4 Perceiving Persons

➔ A6 second paper due – assignment given in class

Greece

A7- October 15 Ch. 5 Stereotypes, Prejudice and Discrimination

A8- Oct. 17 Ch. 5 Stereotypes, Prejudice and Discrimination

Spain

A9- Oct 25 EXAM Units ONE and TWO, Chapters 1 through 5

Morocco

Unit THREE: Social Influence

A10 Nov. 2 Ch. 6 Attitudes

➔ A10 third paper due – assignment given in class

A11 Nov. 4 Ch. 6 Attitudes

Study day

A12 Nov. 7 Ch. 7 Conformity

➔ A12 fourth paper due – assignment given in class

A13 Nov. 9 Ch. 7 Conformity

A14 Nov. 11 Ch. 8 Group Process

Brazil – Field Lab

A15 Nov. 19 Field Lab Discussion

A16 Nov. 21 Ch. 8 Group Process

Study day

A 17 Nov. 24 EXAM Unit THREE Chapters 6, 7, and 8

Unit FOUR Social Relations

A18 Nov. 26 Ch. 9 Attraction and Close Relations

➔ A18 fifth paper due – assignment given in class

Trinidad

A19 Nov. 30 Ch. 9 Attraction and Close Relations

Study day

A20 Dec. 3 Ch. 10 Helping Others

➔ A20 sixth paper due – assignment given in class

A21 Dec. 5 Ch.10 Helping Others

A22 Dec. 13 Ch. 11 Aggression

A 23 Dec. 15 Ch. 11 Aggression

A24 Dec. 18 EXAM Unit FOUR Chapters 9, 10, 11

FIELD LAB and Field Experiences

Students will have the opportunity for in-depth discussions with young people from Brazil. Questions will be accumulated in class related to social psychology, and these questions will guide one-on-one and small group discussion. The settings for these conversations will include on-campus and informal off-campus settings. Conversations will address the set of topics for the full semester: social perception, social influence, and social relations. Students will be prepared to open and examine their own lives as they explore the lives of young people in Brazil.

Academic Objectives for the field lab:

1. Apply social psychology by thinking critically about theory and research in a person-to-person context.
2. Make person-to-person connections with young people in Brazil
3. Learn about culture and its role in social perceptions, social influences, and social relations in the context of Brazil

1000 Depart ship (earliest start time for Day 1 as there will be the diplomatic briefing upon arrival and sometimes there are issues with immigration and clearance of the ship.)

1100 Welcome and orientation

1300 Lunch with university student hosts in university cafeteria

1400 Walk (or bus) to nearby cultural or natural site with university students. Explore in small groups for informal conversation

1600 Debrief in large group with university student hosts

1700 Return to ship 1800 Arrive ship

The field lab grade will be based on student questions submitted in advance of the field lab (1 page), a write up of links to social psychology after the field lab (2 pages) and participation during the field lab and the discussion after the field lab.

METHODS OF EVALUATION

Methods of Evaluating: Only the materials of the books and class will be necessary. All evaluations are developmental, allowing for learning and improvement over the semester.

300 points 3 exams at 100 points. Half of the exam is short answer questions reflecting factual understanding; half of the exam is two short essays applying theory and research to a significant question on psychosocial development during adolescence. Answer must evidence (a) critical thinking, (b) adolescent psychology theory, (c)

adolescent psychology research and (d) field and class experiences. 60 minute exam, 75 minutes allowed.

120 points 6 one-page papers at 20 points. Successful papers will integrate (a) critical thinking, (b) adolescent psychological theory, (c) adolescent psychology research, and (d) Semester at Sea international experiences.

100 points Field lab. One-page set of specific questions in advance, 2 page report on the conversations, with links to the material of the course. Significant participation in field lab and class discussion.

40 points Attendance and quizzes

For the total of 560 points: 90-100% A, 80-89% B, 70-79% C, 60-69% D, below 60 F
Grades will be no lower than this; I will also allow for improvement and may give grades slightly higher than this.

GRADING RUBRIC

Grading rubric for one-page papers (double spaced). All work must be done independently (except for help from the Writing Center).

A (14-15) Exceeds expectations. Demonstrates sophisticated ability to apply relevant material from the text and class with strong evidence of critical thinking (analysis, evaluation, synthesis, interpretation). Includes specific reference to specific material from the text and class (cited as text, page number). Includes clear and relevant links to our international experiences. Well-organized and logical presentation; writing is strong and clear

B (12-13) Meets expectations. Demonstrates good ability to apply relevant material from the text and class, with some evidence of critical thinking (analysis, evaluation, synthesis, interpretation). Includes some reference to material from the text and class (cited as text, page number). Includes interesting links to our international experiences. The presentation is more or less well-organized and logically presented; writing is straight forward with minimal awkwardness.

C (10-11) Marginal. Demonstrates limited ability to apply relevant material from the text and class, with limited evidence of critical thinking (analysis, evaluation, synthesis, interpretation). There may be inaccuracies, superficial thinking and failure to include relevant ideas from the course. Includes links to our international experiences. Poor organization and poor logical thinking stand in the way of the argument; the writing stands in the way of the expression of the ideas. Paper is late.

D or F (9 and below) Below expectations. Demonstrates little ability to apply relevant material from the text and class and little evidence of critical thinking (analysis, evaluation, synthesis, interpretation). There may be significant inaccuracies, superficial thinking, and failure to include relevant ideas from the course. There is little linkage to our international experiences. Poor organization, poor logical thinking or poor writing stand in the way of the argument. Paper is significantly late.

HONOR CODE

Semester at Sea students enroll in an academic program administered by the University of Virginia, and thus bind themselves to the University's honor code. The code prohibits all acts of lying, cheating, and stealing. Please consult the Voyager's Handbook for further explanation of what constitutes an honor offense.

Each written assignment for this course (exams and papers) must be pledged by the student as follows: "On my honor as a student, I pledge that I have neither given nor received aid on this assignment." The pledge must be signed, or, in the case of an electronic file, signed "[signed]."

OTHER ACADEMIC AND SUPPORT SERVICES are available just as on your home campus.