Voyage: Spring 2017  
Discipline: Psychology  
Course Number and Title: PSY 315 Social Psychology  
Division: Upper (300-499)  
Faculty Name: Lori Barker  
Semester Credit Hours: 3

Prerequisites:  
PSY 100 General Psychology

COURSE DESCRIPTION  
This course is an overview of the field of social psychology, which studies the influence of social interactions on individual behavior, cognition, and affect. This will include seminal theory and research from the past to the present. Topics include, but are not limited to: social cognition; social perception and attributions; attitude formation and change; social influence, conformity, obedience, and compliance; group behavior and leadership; close relationships; prosocial behavior; aggression and violence; and stereotyping and prejudice. An emphasis will be placed on understanding the influence of the social context (including culture) on behavior, cognition, and affect. The course will also focus on practical application of the theories and research to real world phenomena, with a particular emphasis on solving community and global problems. On Semester at Sea, this includes application to life on the ship as well as the countries on the itinerary.

LEARNING OBJECTIVES  
At the end of this course students should be able to:  
1. Provide a broad overview of the field of social psychology as a scientific discipline, from classic studies to cutting edge research;  
2. Describe the theories, methods, and research in various areas of social psychology;  
3. Apply course concepts to increase their understanding of contemporary problems occurring in U.S. society and around the globe;  
4. Consider how theory and methods in social psychology can be applied to address contemporary problems in U.S. society and around the globe;  
5. Describe the influences that people have on the beliefs and behaviors of others;  
6. Describe the influences that people have on one’s own beliefs and behaviors;  
7. Demonstrate increased awareness of and appreciation for all types of diversity in human social interactions.

REQUIRED TEXTBOOKS

AUTHOR: Kassin, S., Fein, S., & Markus, H. R.  
TITLE: Social Psychology  
PUBLISHER: Cengage Learning, Higher Education  
ISBN #: 1305580222  
DATE/EDITION: 2017, 10th Edition
TOPICAL OUTLINE OF COURSE
Remember a keyword on Semester at Sea is “flexibility.” Therefore, this is a tentative class schedule which may be adjusted as the voyage progresses.

Depart Ensenada—January 5

A1—January 7: Introduction to the Course
Introductions of the students and professor. Review the syllabus, including course learning objectives, requirements, field assignments, and field class, and a brief introduction to the field of Social Psychology.

A2—January 9: What is Social Psychology (Ch. 1)
A more in depth introduction to the field of Social Psychology, including history and contemporary trends. This will also include a brief introduction to the fields of Cross-Cultural, Cultural, and Multicultural Psychology.

A3—January 11: Methodology: How Social Psychologists Do Research (Ch. 2)
Overview of the methods of scientific inquiry used by social psychologists and the ethics of conducting social psychological research. Methods used in cross-cultural research will also be included.

Honolulu—January 12

A4—January 14: The Social Self: Understand Ourselves in Social Context (Ch. 3)
Discussion of social factors which influence self-concept, self-esteem, and self-presentation. Includes a discussion of the cultural concepts of individualism and collectivism and how these influence perceptions of the self. Also includes self-reflection and discussion of reasons why students chose to come on Semester at Sea and how they think the voyage will change them.

A5—January 17: Social Perception: How We Come to Understand Other People (Ch. 4)
Overview of social psychological theory and research on factors that influence how we perceive others, how we form impressions, draw conclusions, and make predictions about the behavior of others. Includes social perceptions in cross-cultural situations and material will be used to help prepare students for observations of and interactions with people they encounter in countries on the itinerary.

No class January 19

A6—January 20: Exam # 1

A7—January 22: Cultural Differences in Communication (Mio, Barker, and Domenech-Rodriguez, Ch. 5)
Overview of cultural differences in both verbal and non-verbal communication, including the relationship between language and culture, and cultural differences in use of personal space, gestures, and facial expressions. Examples will be drawn from countries on the itinerary to help increase cultural sensitivity and avoid cultural misunderstandings.
Kobe – January 24-28

**A8—January 29:** Focused Free Writing Assignment, discussion and application of course concepts to port experiences and observations.

Shanghai – January 31 – February 5

**A9—February 6:** Conformity: Influencing Behavior (Ch. 7)
Overview of the theory and research on social influence, conformity, compliance, and obedience. This will also include discussion of the concept of “tight” versus “loose” cultures and a comparison/contrast between Japan, China, and the United States.

**A10—February 8:** Attitudes and Attitude Change: Influencing Thoughts and Feelings (Ch. 6)
Definition of attitudes, how they are formed, and how they are measured. Focus on persuasion and the factors that influence attitude change. Includes discussion of attitudes students had before embarking on Semester at Sea (e.g., beliefs about the Vietnam War), how these attitudes might be changing as the trip progresses, and factors influence this.

Ho Chi Minh City – February 10-14

**A11—February 15:** Focused Free Writing Assignment, discussion and application of course concepts to port experiences and observations.

No Class—February 17

**A12—February 18:** Group Processes: Influence in Social Groups (Ch. 8)
Discussion of what constitutes a group, individuals in groups, group performance, and group conflict. Includes discussion of how culture impacts group processes, such as social loafing, diversity, social dilemmas, intergroup conflict, and negotiation. Examples of group dynamics will be drawn from countries on the itinerary, such as the business model in Japan, internal conflict in Burma, and apartheid in South Africa.

Yangon – February 20-24

**A13—February 25:** Aggression: Why Do People Hurt Other People? (Ch. 11)
Definition of aggression, its origins, situational influences, and media effects. Includes culture, gender, and individual differences in aggression, and methods for reducing violence. Examples will be drawn from countries on the itinerary, such as the internal conflict in Burma, apartheid in South Africa, and the slave trade in Ghana.

**A14—February 27:** Exam # 2

Cochin – March 1-6

**A15—March 7:** Focused Free Writing Assignment, discussion and application of course concepts to port experiences and observations.
No Class—March 9

A16—March 10: Interpersonal Attraction: From First Impressions to Close Relationships (Ch. 9)  
Description of the cycle of relationship development from first impressions and initial attraction, to dating, courtship, marriage, and relationship dissolution. Comparisons and contrasts will be drawn between these relationship processes in the United States and the countries on the itinerary. These concepts will also be applied to relationship dynamics among the shipboard community.

A17—March 13: Interpersonal Attraction: From First Impressions to Close Relationships (cont.) (Ch. 9)  
Continue description of the relationship cycle from first impressions and initial attraction, to dating, courtship, marriage, and relationship dissolution. Comparisons and contrasts will be drawn between these relationship processes in the United States and the countries on the itinerary. These concepts will also be applied to relationship dynamics among the shipboard community.

No Class—March 15

A18—March 16: Stereotypes, Prejudice, and Discrimination: Causes, Consequences, and Cures (Ch. 5; Mio, Barker, and Domenech Rodriguez, Ch. 6)  
Definitions of the terms stereotype, prejudice, discrimination, and the “-isms” (e.g., racism, sexism). It will also include an overview of theories about how these dynamics develop. Apartheid in South Africa will be used as a case example.

A19—March 18: Stereotypes, Prejudice, and Discrimination: Causes, Consequences, and Cures (cont.) (Ch. 5; Mio, Barker, and Domenech Rodriguez, Ch. 6)  
Coverage of additional topics such as microaggressions and modern versus old-fashioned racism. Also includes methods for reducing stereotypes, prejudice, and discrimination. Post-apartheid South Africa will be used as a case study.

Cape Town—March 19-24

A20—March 26: Focused Free Writing Assignment, discussion and application of course concepts to port experiences and observations.

A21—March 28: Prosocial Behavior: Why Do People Help? (Ch. 10)  
Discussion of the evolutionary, motivational, situational, personal, interpersonal, and cultural factors which influence whether people help others or not. Examples will be drawn from countries/regions on the itinerary, such as the tsunami in Japan, human trafficking in Asia, street children in Vietnam, and apartheid in South Africa. This session will also encourage self-reflection for the students on how they might be motivated to help as a result of their experiences on Semester at Sea.

No Class—March 29
A22—April 4: Social Psychology in Action: Health and Well-being (Ch. 14)
Brief overview of the field of Health Psychology, including concepts such as stress, coping, treatment, prevention, and the pursuit of happiness. This will also include discussion of how most of the top health problems in the United States are related to behaviors under our control, and a comparison contrast with factors related to the top health issues in countries on the itinerary (e.g., sanitation, access to clean water, cultural beliefs). Students will be encouraged to think about how they and others can lead healthier lifestyles.

A23—April 6: Social Psychology in Action: Psychology and the Law (Ch. 12)
Brief overview of the field of Forensic Psychology. Includes discussion of how social psychology is applied in the legal and criminal justice systems, including eyewitness testimony, confessions, jury decision making, sentencing, and incarceration. Examples will be drawn from recent controversial cases in the United States (e.g., Trayvon Martin, Michael Brown). Comparisons and contrasts will be drawn between sample cases from countries on the itinerary (e.g., the Pistorius murder trial in South Africa).

A24—April 8: Focused Free Writing Assignment and Course Wrap-Up
This final free writing assignment will focus on students’ thoughts and feelings as they conclude the voyage, how concepts from the course impacted their observations and experiences while on the trip, and what they will take away as they return home.

Study Day—April 10

Casablanca – April 11-14

A25 Final – April 15: Exam # 3

Arrive Hamburg—April 19

FIELD WORK
Field Class proposals listed below are not finalized. Confirmed ports, dates, and times will be posted to the Spring 2017 Courses and Field Class page when available.

Field Class attendance is mandatory for all students enrolled in this course. Do not book individual travel plans or a Semester at Sea sponsored trip on the day of your field class. Field Classes constitute at least 20% of the contact hours for each course, and will be developed and led by the instructor.

Field Class (Proposal # 1): The Adventist Development and Relief Agency (Vietnam)
The Adventist Development and Relief Agency (ADRA) is a global humanitarian organization sponsored by the Seventh-day Adventist church. ADRA partners with local communities, organizations, and governments to provide development and relief assistance to individuals and families in more than 130 countries. Their programs focus on economic opportunity, disaster relief, hunger and nutrition, clean water, community health, social justice, animals and agriculture, women/girls/gender, children, animals and agriculture. Students will spend
the day with representatives from ADRA Vietnam, learn about the programs sponsored in their
country, and visit local families and schools that participate in and benefit from them. For
example, we will visit families who participate in the Cow Bank program, a micro-loan program
aimed at the economic development and self-sufficiency of low income families in the region.
In the morning, ADRA officials will meet with the students and brief them about the
organization, their local programs, the local population and community. In the morning we will
visit at least two different sites related to ADRA programs, observe the programs, and interact
with local officials and program participants. Then we will break for lunch. In the afternoon we
will visit at least two more sites.

Academic Objectives:
1. Learn about the effects of poverty on individuals and families in Vietnam through direct
observation;
2. Learn about programs aimed at relieving poverty through economic development and
education;
3. Interact with ADRA officials, local officials, and local individuals and families to learn first-
hand about the issues facing those living in poverty in Vietnam and efforts aimed at relieving
poverty;
3. Apply concepts from social psychology to the factors which influence poverty and the
success and/or failure of programs aimed at addressing poverty, in Vietnam, the U.S., and
other countries on the itinerary.

Field Class (Proposal # 2): Persuasion in Action: Marketplaces and Social Change (Burma)
(From Spring 2013)
Students will visit a local marketplace and spend time with local vendors. Students will be
expected to interact with the vendors, analyze the persuasion techniques used by the vendors,
and also use persuasion techniques that they have learned in class in the marketplace.
Students will then take time over lunch to discuss persuasion techniques used on them and
that they used, the success of those techniques, and the difference between those techniques
and those used in United States. Students will then be taken to a local non-profit where they
will tour the facility, talk about persuasion techniques used to raise money, or get people to
adopt certain practices, and learn about the most effective ways to persuade people.

Academic Objectives:
1. Learn about persuasion techniques used in marketplaces in Burma
2. Have the opportunity to practice persuasion techniques in a real-world setting
3. Learn about persuasion techniques used by a local non-profit company

FIELD CLASS AND ASSIGNMENT
Field Class Report
Due Date: TBA
50 points
Maximum 3 pages, typed, double-spaced
Students are to write a report on the Field Class Experience. This report must include:
1. A description of the experience, highlighting your personal observations
2. Application of course concepts—use at least three concepts from the course to analyze or explain things you learned, observed, and experienced during the Field Class. Be sure to explain each concept and exactly how it applies.
3. What you learned from the experience; what you will take away from it.

INDEPENDENT FIELD ASSIGNMENTS

Focused Free Writing Assignments
5 at 10 points each
Due dates: See class schedule
At least 1 full hand-written page

Focused free (or speculative) writing is similar to “stream of consciousness” writing, where you write down whatever comes to your mind with respect to a target subject given to you. The purpose of these focused free writing assignments is to encourage students to think more deeply about course material, integrate course material with in-country experiences and observations, and hone their writing and critical thinking skills.

Focused free writing assignments will be completed during class time, on days when we return from a port. Students will be given a target subject, or prompt (e.g., a specific question, topic, or concept), and asked to write for a period of time in response to that prompt. Prompts will be related to the most recent country or countries visited and concepts covered thus far in the class. After free writing, students will be divided into small groups to share their responses. Then the class will come together as a whole and debrief the free writing and discussions.

METHODS OF EVALUATION / GRADING SCALE

Grades will be based on three midterm exams, five focused free writing assignments, and one field class report. Exams will cover material from each section of the course. In other words, each exam will cover only the material since the previous one. There will be no cumulative final exam. Each exam will consist of multiple choice questions that will cover material from the text, lectures, class discussions, class activities, films, and videos. Please note the exam dates in the schedule. Other assignments are described above. At the end of the semester your points from the three midterm exams (50 points each), five focused free writing assignments (10 points each), and one field class report (50 points) will be totaled. There are a total 250 points in the course. Letter grades are assigned as follows:

A+ = 243-250   B+ = 218-224   C+ = 193-199
A  = 233-242   B  = 208-217   C  = 175-192
A- = 225-232   B- = 200-207   D  = 150-174

The following Grading Scale is utilized for student evaluation. Pass/Fail is not an option for Semester at Sea coursework. Note that C+, D+ and D- grades are also not assigned on Semester at Sea in accordance with the grading system at Colorado State University (the SAS partner institution).

Pluses and minuses are awarded as follows on a 100% scale:
ATTENDANCE/ENGAGEMENT IN THE ACADEMIC PROGRAM
Attendance in all Semester at Sea classes is mandatory, but it is at the instructor’s discretion to assign a grade to the participation and attendance requirement. Remember to include information concerning the evaluation of Field Assignments and the Field Classes, which must constitute at least 20% of the total grade in a course.

Students must inform their instructors prior to any unanticipated absence and take the initiative to make up missed work in a timely fashion. Instructors must make reasonable efforts to enable students to make up work which must be accomplished under the instructor’s supervision (e.g., examinations, laboratories). In the event of a conflict in regard to this policy, individuals may appeal using established CSU procedures.

LEARNING ACCOMMODATIONS
Semester at Sea provides academic accommodations for students with diagnosed learning disabilities, in accordance with ADA guidelines. Students who will need accommodations in a class, should contact ISE to discuss their individual needs. Any accommodation must be discussed in a timely manner prior to implementation. A memo from the student’s home institution verifying the accommodations received on their home campus is required before any accommodation is provided on the ship. Students must submit this verification of accommodations pre-voyage as soon as possible, but no later than November 19, 2016 to academic@isevoyages.org.

STUDENT CONDUCT CODE
The foundation of a university is truth and knowledge, each of which relies in a fundamental manner upon academic integrity and is diminished significantly by academic misconduct. Academic integrity is conceptualized as doing and taking credit for one’s own work. A pervasive attitude promoting academic integrity enhances the sense of community and adds value to the educational process. All within the University are affected by the cooperative commitment to academic integrity. All Semester at Sea courses adhere to this Academic Integrity Policy and Student Conduct Code.

Depending on the nature of the assignment or exam, the faculty member may require a written declaration of the following honor pledge: “I have not given, received, or used any unauthorized assistance on this exam/assignment.”

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