

SEMESTER AT SEA COURSE SYLLABUS

Voyage: Spring 2014

Discipline: Psychology

SEMS 2500-102: Introduction to Social Psychology

Lower Division

Faculty Name: Peg Barratt

B Days, 14:25 – 15:40

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.

Learning activities:

Read text

Attend explanatory lectures

Assessment (20%)

Factual unit exams

- 2) Apply social psychology by thinking critically about theory and research.

Learning activities:

Read text

Rich learning experiences in class: debate, simulating social psychology experiments, small group problem solving, case studies, role play, discussions, dramatization, planning an intervention, etc.

Field lab

Assessment (30%)

Unit exams with (a) critical thinking, (b) theory, (c) research
Class discussion

- 3) Make connections between the theory, research literature, and perspectives in this course and the international information and experiences during Semester at Sea.

Learning activities:

Read text
Situational observations on shore
Informal conversations on shore
Rich learning experiences in class
Field lab

Assessment (20%)

Short papers with each unit including (a) critical thinking, (b) theory, (c) research
Class discussion

- 4) Understand their own selves and their own social interactions from a social psychology perspective.

Learning activities:

Read text
Living experience on ship
Experience within ongoing small group
Field lab

Assessment (15%)

Three journal reflections linking self and course content

- 5) Develop an empathy that understands, values, and respects a variety of perspectives. Focus on cultural diversity and intercultural relations.

Learning activities:

Entire course

Assessment (5%)

Reflected in written and oral work

- 6) Learn how to study written material, participate in learning activities, and use these in thoughtful writing and discussion.

Learning activities:

Field lab
Rich learning experiences
Feedback on assignments

Assessment (10%)

Two journal reflections on learning (early and late in the course), quizzes, participation

REQUIRED TEXTBOOKS:

AUTHOR: Saul Kassin, Steven Fein, Hazel Rose Markus

TITLE: *Social Psychology*

PUBLISHER: Wadsworth

ISBN #: 13:978-0-495-81240-1

DATE/EDITION: 2011/eighth edition

All reading must be done before class; quizzes will check this.

TOPICAL OUTLINE OF COURSE

Unit One: Introduction

B1 – January 13: Introduction, Basic issues in social psychology, Learning about learning

B2- January 15: Chapter One: (1 – 23)

What is social psychology? Definition, history, cultural perspectives
Defining Social Psychology
Social Psychological questions and applications
The power of social context: An example of a Social Psychology experiment
Social Psychology and related fields: Distinctions and intersections
Social Psychology and common sense
From past to present: A brief history of Social Psychology
The birth and infancy of Social Psychology: 1880s – 1920s
A Call to action: 1930s – 1950s
Confidence and crisis: 1960s – mid-1970s
An era of pluralism: mid-1970s – 1990s
Social Psychology in a new century
Integration of emotion, motivation, and cognition
Biological and evolutionary perspectives
Cultural perspectives
New technologies

January 17: Hilo, Hawaii

B3- January 18: Chapter Two: (25 – 53)

Doing Social Psychology research: Developing ideas, refining ideas, testing ideas, ethics and values
Asking questions
Searching the literature

- Hypotheses and theories
- Basic and applied research
- Refining ideas: Defining and measuring Social Psychological variables
 - Conceptual variables and operational definitions
 - Measuring variables: using self-reports, observations, technology
- Testing ideas: Research designs
 - Descriptive research: Discovering trends and tendencies
 - Correlational research: Looking for associations
 - Experiments: Looking for cause and effect
 - Meta-analysis: Combining results across studies
 - Culture and research methods
- Ethics and values in Social Psychology
 - Institutional review boards and informed consent: Protecting research participants
 - Debriefing: Telling all
 - Values and science: Points of view

➔ **Assignments due January 18:** Journal reflection on social psychology theory and methods (up to one page): How will this help me understand myself?

Unit Two: Social Perception

B4- January 21: Chapter Three: (55 – 71)

- The social self: The self-concept
 - Rudiments of the self-concept
 - Introspection
 - Perceptions of our own behavior
 - Influences of other people
 - Autobiographical memories
 - Culture and the self-concept

B5- January 23: Chapter Three: (72 – 98)

- The social self: Self-esteem and self-presentation
- Self-esteem
 - The need for self-esteem
 - Are there gender and race differences?
 - Self-discrepancy theory
 - The self-awareness “trap”
 - Self-regulation and its limits
 - Ironic mental processes
 - Mechanisms of self-enhancement
 - Are positive illusions adaptive?
 - Culture and self-esteem
- Self –presentation
 - Strategic self-presentation
 - Self-verification

Individual differences in self-mentoring

→ **January 23 Assignments due:** Journal reflection on learning: What am I learning? What is the value of what I am learning? How am I learning? What else do I need to learn? What have I learned about how to learn? (up to one page)

B6- January 26: Chapter Four: (102 – 124)

- Observation: The elements of social perception
 - Persons: Judging a book by its cover
 - Situations: the scripts of life
 - Behavioral evidence
 - Distinguishing truth from deception
- Attribution: From elements to dispositions
 - Attribution theories
 - Attribution bases
 - Culture and attribution
 - Motivational bases

B7- January 28: Chapter Four (125 – 142)

- Integration: From dispositions to impressions
 - Information integration: The arithmetic
 - Deviations from the arithmetic
- Confirmation biases: From impressions to reality
 - Perseverance of beliefs
 - Confirmatory hypothesis testing
 - The self-fulfilling prophecy
- Social perception: The bottom line

January 29 – February 3: Yokohama, Transit, Kobe

→ **Field lab** February 3 Kobe Japan

B8 February 5: Field lab discussion

February 6-11: Shanghai, Transit, Hong Kong

B9- February 13: Chapter Five (145 – 165)

- The nature of the problem: Persistence and change
 - Defining our terms
 - Racism: Current forms and challenges
 - Sexism: Ambivalence and double standards
- Causes of the problem: Intergroup and motivational factors
 - Fundamental motives between groups
 - Robbers Cave: A field study in intergroup conflict
 - Realistic conflict theory
 - Social identity theory

Culture and social identity
Motives concerning intergroup dominance and status

→ **February 13 Assignments Due:** Short paper linking social perception to your experiences in Mexico, Hawaii, Japan, Shanghai, and Hong Kong. Include (a) critical thinking, (b) social psychology theory, and (c) social psychology research (up to two pages).

February 14-19: Ho Chi Minh City

B10 - February 21: Chapter Five (166 – 200)

Causes of the problem: Cognitive and cultural factors

Social categorization

How stereotypes survive and self-perpetuate

Culture and socialization

Stereotype content model

Is stereotyping inevitable? Automatic versus intentional processes

“41 Shots”: A focus on the tragic shooting of Amadou Diallo

A threat in the air: Effects on the targets of stereotypes and prejudice

Perceiving discrimination

Stereotype threat

Reducing stereotypes, prejudice, and discrimination

Intergroup contact

The Jigsaw Classroom

Shared identities

Changing cultures and motivations

February 22-23: Singapore

→ **B11- February 26: Exam Units One and Two: Overview, Methods, Social Perception**

Half of the exam is short answer questions reflecting factual understanding; half of the exam is one essay applying theory and research to a significant question in social perception. Answer must evidence (a) critical thinking, (b) social psychology theory, (c) social psychology research and (d) class experiences. 60 minute exam, 75 minutes allowed.

February 27-March 4: Rangoon

Unit Three: Social Influence

B12- March 6: Chapter Six (203 – 234)

The study of attitudes

How attitudes are measured

How attitudes are formed

The link between attitudes and behavior

Persuasion by communication

Two routes to persuasion

The source

The message
The audience
Culture and persuasion

B13- March 8: Chapter 6 (234 – 248)

Persuasion by our own actions
Role playing: All the world's a stage
Cognitive dissonance theory: The classic version
Cognitive dissonance theory: A new look
Alternative routes to self-persuasion
Cultural influences on cognitive dissonance
Changing attitudes

➔**March 8 Assignments Due:** Journal reflection on social perception: How has this material helped me to understand myself? (up to one page)

March 9-14: Cochin

B14- March 16: Chapter 7 (251 – 274)

Social influence as “automatic”
Conformity
The early classics
Why do people conform?
Majority influence
Minority influence
Culture and conformity
Compliance
Mindlessness and compliance
The norm of reciprocity
Setting traps: Sequential request strategies

B15- March 19: Chapter 7 (275 – 290)

Obedience
Milgram's research: Forces of destructive obedience
Milgram in the 21st Century
Defiance: When people rebel
The continuum of social influence
Social impact theory
Perspectives on human nature

➔**March 19 Assignment Due:** Short paper linking social influence to your experiences in Ho Chi Minh City, Singapore, Rangoon, and Cochin. Include (a) critical thinking, (b) social psychology theory, (c) social psychology research. (up to two pages)

March 21: Port Louis

B16- March 22: Chapter 8 (293 – 309)

Fundamentals of groups

What is a group? Why join a group?
Socialization and group development
Roles, norms, and cohesiveness
Culture and cohesiveness

Individuals in groups: the presence of others

Social facilitation: When others arouse us
Social loafing: when others relax us
Culture and social loafing
Deindividuation

B17- March 24: Chapter 8 (310 – 336)

Group performance: Problems and solutions

Process loss and types of group tasks
Brainstorming
Group polarization
Groupthink
Escalation effects
Communicating information and utilizing expertise
Strategies for improvement
Virtual teams
Diversity

Conflict: Cooperation and competition within and between groups

Mixed motives and social dilemmas
Culture and social dilemmas
Conflict escalation and reduction
Negotiation
Culture and negotiation
Finding common ground

→ B18- March 27: Exam Unit Three: Social Influence

Half of the exam is short answer questions reflecting factual understanding; half of the exam is one essay applying theory and research to a significant question in social perception. Answer must evidence (a) critical thinking, (b) social psychology theory, (c) social psychology research and (d) class experiences. 60 minute exam, 75 minutes allowed.

March 28-April 2: Cape Town

Unit Four: Social Relations

B19- April 4: Chapter 9 (339 – 362)

Being with others: A fundamental human motive
The thrill of affiliation
The agony of loneliness
The initial attraction

Familiarity: Being there
Physical attractiveness: Getting drawn in
First encounters: Getting acquainted
Mate selection: The evolution of desire

B20- April 6: Chapter 9 (363 – 387)

Close relationships

The intimate marketplace: Tracking the gains and losses

Types of relationships

How do I love thee? Counting the ways

Culture, attraction, and close relationships

Relationship issues: The male-female connection

➔**April 6 Assignment Due:** Journal reflection on social influence: How has this material helped me understand myself? (up to one page)

B21- April 9: Chapter 10 (389 – 420)

Evolutionary and motivational factors: Why do people help?

Evolutionary factors in helping

Rewards of helping: Helping others to help oneself

Situational influences: When do people help?

The unhelpful crowd

Time pressure

Location and helping

Culture and helping

Moods and helping

Role models and social norms: A helpful standard

Culture and social norms for helping

April 10-14: Tema, transit, Tokoradi Ghana

B22- April 16: Chapter 10 (421 – 433)

Personal influences: Who is likely to help?

Are some people more helpful than others?

What is the altruistic personality?

Interpersonal influences: Whom do people help?

Perceived characteristics of the person in need

The fit between giver and receiver

Gender and helping

Reactions to receiving help

Culture and who receives help

The helping connection

➔**April 16 Assignment Due:** Short paper linking social relations to your experiences in, Port Louis, Cape Town and Ghana. Include (a) critical thinking, (b) social psychology theory, (c) social

psychology research. (up to two pages)

B23- April 18: Chapter 11 (435 – 454)

What is aggression?

Culture, gender, and individual differences

Culture and aggression

Gender and aggression

Individual differences

Origins of aggression

Is aggression innate?

Is aggression learned?

Gender differences and socialization: “Boys will be boys”

Culture and socialization: Cultures of honor

Nature versus nurture: A false debate?

B24- April 21: Chapter 11 (454 – 482)

Situational influences on aggression

Frustration: Aggression as a drive

Negative affect

Arousal: “Wired” for action

Thought: Automatic and deliberate

Situational influences: Putting it all together

Media effects

Violence in TV, movies, music lyrics, and video games

Pornography

Intimate violence: Trust betrayed

Sexual aggression among college students

Domestic violence: Partner and child abuse

Reducing Violence

Multiple causes, multiple cures

Conclusions

→April 21 Assignment Due: Journal reflection on learning: What am I learning? What is the value of what I am learning? How am I learning? What else do I need to learn? What have I learned about learning to learn? (up to one page)

April 23-27: Casablanca

→B25- April 29: B Day Finals: Exam Unit Four: Social Relations

Half of the exam is short answer questions reflecting factual understanding; half of the exam is one essay applying theory and research to a significant question in social perception. Answer must evidence (a) critical thinking, (b) social psychology theory, (c) social psychology research and (d) class experiences. 60 minute exam, 75 minutes allowed.

May 2: Arrive in Southampton

FIELD Lab -- Kobe Japan February 3

- 1100 Welcome and orientation with Japanese students and Semester at Sea students
- 1130 Small group discussions
- 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

Questions will be accumulated in class about aspects of social psychology that will be asked in a cross-cultural context in Kobe, Japan. The areas to be explored will link to social perception, social influence, and social relations. Cross-cutting questions on the social psychology of imagination and innovation will also be included. These questions will be explored in one-on-one conversations as well as small group conversations. We will have conversations on campus, and informally in the context of a collective visit to a cultural or natural site with our host students.

Academic Objectives:

1. Apply social psychology by thinking critically about theory and research in a person-to-person context
2. Make person-to-person connections
3. Use social psychology as a window for learning about culture in Kobe, Japan

Field lab and field work will be reflected in all assignments.

METHODS OF EVALUATION / GRADING RUBRIC

Methods of Evaluating

- 20% Factual exam questions for units 1/2, 3, 4
- 30% Essay exams for units 1/2, 3, 4
Successful exams will integrate (a) critical thinking, (b) social psychology theory, (c) social psychology research, and (d) class experiences.
- 20% Short papers for units 1/2, 3, 4 that make the connection between material of the course and experiences during Semester at Sea. Successful papers will integrate (a) critical thinking, (b) social psychology theory, (c) social psychology research, and (d) Semester at Sea international experiences.

- 15% Journal reflections linking self and course content, units 1/2, 3, 4
Successful reflections will include significant course material with personal reflection
- 5% Respectful and empathetic reflections throughout the course
- 10% Journal reflections on learning, one at the start of the course, one at the end of the course, quizzes, participation.

	Goal	Learning Activities	Assessment
1 (20%)	Understand and describe	<ul style="list-style-type: none"> • Read text • Explanatory lectures 	Factual exam questions
2 (30%)	Apply theory and research	<ul style="list-style-type: none"> • Read text • Rich learning experiences • Field lab 	Essay exam questions with (a) Critical thinking (b) Theory and (c) Research (d) Class discussion
3 (20%)	Link to international experiences	<ul style="list-style-type: none"> • Read text • Rich learning experiences • Field lab • Situational observations on shore • Conversations on shore 	Short papers following time ashore with (a) Critical thinking (b) Theory and (c) Research (d) Class discussion
4 (15%)	Understand self	<ul style="list-style-type: none"> • Read text • Experiences on shore • Field lab • Class discussions 	Journal reflection on content; self
5 (5%)	Empathy, respect	<ul style="list-style-type: none"> • Class discussions • Field lab 	Reflected in written and oral work
6 (10%)	Learn to study, write, speak	<ul style="list-style-type: none"> • Class discussion and rich learning experiences • Feedback on assignments 	Journal reflections on learning Oral and written skill Quizzes, participation

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 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]."