

SEMESTER AT SEA COURSE SYLLABUS
University of Virginia, Academic Sponsor

Voyage: Spring 2016

Discipline: Psychology

PSYC 2600-501 & 502: Social Psychology

Division: Lower

Faculty Name: Mikki Hebl

Credit Hours: 3; Contact Hours: 38

COURSE DESCRIPTION

Social psychology is the study of the way people think about, influence, and interact with each other. Social psychologists are sometimes referred to as the doctors of social problems and ask a diverse set of research questions about human behavior: Why do some people have low self-esteem? Why do many people refuse to help others who really need help? Why do people like to hang out with people who are similar? Why do boys avoid wearing pink and holding purses? Why is the divorce rate so high? The purpose of this course is to provide students with a broad introduction to the major themes that characterize today's social psychology.

Although students will learn the fundamentals of social psychology in class and from the Myers textbook, this course also will consider social psychology from a more global perspective, paying particular attention to some of the social psychological-issues facing people in the countries we visit. Thus, you will read country-related articles and we will engage in discussions of key elements of social psychology-related issues (e.g., HIV, maternal deaths, severe unemployment, and poverty) prior to and following each port.

Finally, students in this class also will get the exciting firsthand opportunity to collect original research on some global social psychological topic (e.g., helping behavior, attitudes toward Americans) that takes a multi-port, multi-country approach. Students will work in groups to present their findings at the end of the course.

COURSE OBJECTIVES

As the course instructor, I have several goals for each student to accomplish this term:

- Pursuit of knowledge concerning how social psychology is generally defined and what the major questions of interest are within the field.
- Understanding of each of the three major themes within social psychology:
 - Social Thinking - an understanding of how we “view and encounter” ourselves and others
 - Social Influence - an appreciation of “cultural sources” of our attitudes and a recognition of subtle social forces that affect us
 - Social Relations - awareness of attitudinal and behavioral elements that positively and negatively shape our relationships, and how we “culturally can connect and divide”
- Firsthand experience in reading cross-cultural and SAS country-specific research studies conducted and articles written within the field of social psychology.
- An exposure to the ways in which social creatures misinterpret and misuse cognitive and behavioral information.
- An appreciation of the theoretical, empirical, and applied sides of social psychology.
- A lasting awareness of just how widespread social psychological principles are to one's daily lives.
- A consideration of the Western-centric view of social psychology and experience collecting original cross-cultural data and presenting on a social psychological topic.

REQUIRED TEXTBOOKS

AUTHOR: David Myers
TITLE: Social Psychology
PUBLISHER: McGraw-Hill
ISBN #: ISBN-13: 978-0078035296
DATE/EDITION: 2013/11th Edition

TOPICAL OUTLINE OF COURSE

See schedule of topics, readings and assignments below. * Please note that assignments for readings should be completed on the day they are designated.

Depart Ensenada- January 5:

B1- January 8: Introductions and Overview of the Course
Read: Chapter 1

B2- January 10: Intro to and History of Social Psychology
Read: Chapter 1
Assignments: Autobiography due

B3- January 13: The Self
Read: Chapter 2 & Polynesia Readings
Assignments: Groupings for social project

Honolulu: January 12

B4- January 15: Perceiving and Understanding Ourselves
Read: Chapter 2
Assignments: Joy Luck Club and Half the Sky on the Loop

B5- January 18: Perceiving and Understanding Individuals
Read: Chapter 2
Assignment 1: Summary of Plans

Study Day: January 19

B6- January 21: Exam #1
Read: Chapter 3

B7- January 23: Attitudes; Social Psychological Explorations of Japan
Read: Chapter 4 & Japan Readings

Yokohama: January 24-25
In-Transit: January 26
Kobe: January 27-28

B8- January 30: Behavior and Attitudes; Social Psychological Explorations of China
Read: China Readings

Shanghai: January 31-February 1

In-Transit: February 2-3

Hong Kong: 4-5

B9- February 7: Gender and Culture; Social Psychological Explorations of Viet Nam

Read: Viet Nam Readings

Ho Chi Minh: February 8-12

B10- February 14: Conformity; Social Psychological Explorations of Singapore

Read: Singapore Readings

Study Day: February 15

B11-February 17: Social Project and Data Collection Discussion; Social Psychological Explorations of Burma

Read: Chapter 7 & Burma Readings

Yangon: February 18-22

B12- February 24: Persuasion

Read: Chapter 7

Assignments: 12 Angry Men on the Loop

B13- February 26: Changing Attitudes; Social Psychological Explorations of India

Read: Chapter 7 & India Readings

Cochin: February 27-March 3

B14- March 5: Group Influence

Read: Chapter 8

Study Day: March 6

B15- March 8: Prejudice; Social Psychological Explorations of Mauritius

Read: Chapter 9 & Mauritius Readings

Port Louis: March 9

B16- March 11: Aggression

Read: Chapter 10

Study Day: March 12

B17- March 14: Attraction

Read: Chapter 11

Cape Town: March 15-20

B18- March 22: Altruism; Social Psychological Explorations of South Africa

Read: Chapter 12 & South Africa Readings

B19- March 24: Conflict and Peace; Social in the Clinics

Read: Chapter 11 & Ghana Readings

B20- March 25: Social in the Courts and Orgs; Social Psychological Explorations of Ghana

Read: Chapters 14-16

Tema: March 27-28

Takoradi: March 29-31

B21- April 2: Second Exam

B22- April 4: Powerpoint Presentations Cont.,

B23- April 6: Powerpoint Presentations Cont.,

Read: Morocco Readings

Casablanca: April 7-11

Study Day: April 12

B24- B Day Finals, April 14: Powerpoint Presentations Cont., Ending Wrapup

April 16: Disembarkation Day

FIELD WORK

Field lab attendance is mandatory for all students enrolled in this course.

FIELD LAB (At least 20 percent of the contact hours for each course, to be led by the instructor.)

The Field Lab will occur in Accra, Ghana on March 30th (Section 1) or March 31st (Section 2). This lab will involve a day-long visit in which we will reinforce some of the topics we discuss in social psychology, namely gender-related issues; race, power, and leadership; and social influence. We will begin the morning by visiting and learning about an African practice of, and what local constituents are doing to try to prevent, female genital cutting (FGC) at the Ghana Association for Women's Welfare. After a local lunch, we will visit the memorial park commemorating and serving as the final resting spot for the first Ghana President (Kwame Nkrumah) and we will visit the W.E.B. Dubois Center that commemorates the founder (and later renouncer) of the NAACP. Finally, we will observe and put our own social influence skills to test by observing and participating in street vending at the Accra street market. Upon return to the ship, we will reflect on our social psychological experiences.

DRESS CODE

What to Wear: For men, jeans or pants, nice tee shirt, polo or button down. For women, jeans or pants, dress or skirt, and nice tee shirt, polo or button down. Tank tops without spaghetti straps are ok. Comfortable shoes for walking distances.

Do NOT Wear: Flip flops, sneakers, shorts, short skirts, sweat pants, leggings, spaghetti tank tops, and/or revealing, stained or dirty clothing.

FIELD ASSIGNMENTS

In this course, students will carry out hands-on experiential assignments and observations, both on board

ship and in the ports.

Group Research Project. Individuals will work in groups to collect original data and compile a multiple port powerpoint showcasing some aspect of cross-cultural similarities or differences on a social psychological phenomenon. Students will choose a group theme (from a group pre-selected by the professor) that they wish to study across the different countries that they visit. Students will work in groups to conduct this research (although each student will only collect data in one or two ports) and write it up as a group project. The final paper should be approximately 20 pages in length and reflect a summary of all the findings across countries visited.

Group Powerpoint. Students will also present their project at the end of the class.

Field Assignment. A short paper will be assigned as part of the Field Lab experience. Students will be expected to reflect on their thoughts and reactions during the Field Lab experience, and will write a short paper relating the experience to the concepts and issues discussed in class.

Movies. We will be watching several movies on the Loop. In particular, you will watch the following movies on the Loop: "Half the Sky," "Joy Luck Club," "12 Angry Men,"

METHODS OF EVALUATION / GRADING RUBRIC

Evaluation will include two exams, the amount of class participation, the field lab paper, and the group powerpoint and group paper that is completed:

	Weight
Exam 1	25%
Exam 2	25%
Class Participation	5%
Group Powerpoint	10%
Group Project and Paper	15%
Field lab paper	20%
TOTAL	100%

RESERVE BOOKS AND FILMS FOR THE LIBRARY

The following electronic materials will be available online and focus on some of the social issues facing each of the countries that we will be visiting.

These include:

Polynesian Readings

McCabe, M. P., Waqa, G., Dev, A., Cama, T., & Swinburn, B. A. (2013). The role of cultural values and religion on views of body size and eating practices among adolescents from Fiji, Tonga, and Australia. *British journal of health psychology, 18*(2), 383-394.

Vasey, P. L., & Bartlett, N. H. (2007). What can the Samoan "Fa'afafine" teach us about the Western concept of gender identity disorder in childhood?. *Perspectives in Biology and Medicine, 50*(4), 481-490.

Japan Readings

Chiu, C., Gries, P., Torelli, C. J., & Cheng, S. Y. Y. (2011). Toward a social psychology of globalization. *Journal of Social Issues, 67*, 663-676.

Kim, H., & Markus, H. R. (1999). Deviance or uniqueness, harmony or conformity? A cultural analysis. *Journal of Personality and Social Psychology, 77*(4), 785.

Sun, S., Zagefka, H., & Goodwin, R. (2013). Predictors of intergroup concern for disaster victims of the Japan earthquake. *Asian Journal of Social Psychology, 16*(2), 152-157.

Takasuna, M. (2007). Proliferation of Western methodological thought in psychology in Japan: Ways of objectification. *Integrative Psychological and Behavioral Science, 41*(1), 83-92.

China Readings

- Cameron, L., Erkal, N., Gangadharan, L., & Meng, X. (2013). Little emperors: behavioral impacts of China's one-child policy. *Science*, 339(6122), 953-957.
- Phelps, L. (2005). Academic achievement of children in China: The 2002 Fulbright experience. *Psychology in the Schools*, 42(3), 233-239.
- Podoshen, J. S., Li, L., & Zhang, J. (2011). Materialism and conspicuous consumption in China: A cross-cultural examination. *International Journal of Consumer Studies*, 35(1), 17-25.
- Weidemann, D. (2013). Three decades of Chinese indigenous psychology: A contribution to overcoming the hegemonic structures of international science?. *Theories about and Strategies against Hegemonic Social Sciences*, 105.

Vietnam Readings

- Roelen, K. (2014). Multidimensional child poverty in Vietnam from a longitudinal perspective—improved lives or impoverished conditions?. *Child Indicators Research*, 7(3), 487-516.
- Rydström, H. (2006). Sexual desires and ‘social evils’: young women in rural Vietnam. *Gender, Place and Culture*, 13(3), 283-301.

Singapore Readings

- Detenber, B. H., Ho, S. S., Neo, R. L., Malik, S., & Cenite, M. (2013). Influence of value predispositions, interpersonal contact, and mediated exposure on public attitudes toward homosexuals in Singapore. *Asian Journal of Social Psychology*, 16(3), 181-196.
- Elliott, J. M. (1999). Studies in psychology. In C. B. Huat (Ed.) *Singapore Studies II: Critical Surveys of the Humanities and Social Sciences*. Chapter 9, pp. 183-200.

Burma Readings

- Hudson, S. (2006). To go or not to go? Ethical perspectives on tourism in an “outpost of tyranny” *Journal of Business Ethics*.
- Steinberg, D. I. (2010). *Burma/Myanmar: What Everyone Needs to Know*. Ch 1 (The Crises that are Burma, pp.1-14); Chap 6 (1988 to the Present; pp 95-130; Chap 8 (Issues in Myanmar’s Future; pp. 158-179). Oxford University Press.
- Suthirat, K., & Takashi, M. (2013). “Everyone will die anyway”: Managing the cultural bias towards fatalistic thinking about global climate change in the Thai context. *Culture*, 2(1).
- Thein-Lemelson, S. M. (2014). Grooming and cultural socialization: A mixed method study of caregiving practices in Burma (Myanmar) and the United States. *International Journal of Psychology*.
- Zagefka, H., & Jamir, L. (2015). Conflict, fear and social identity in Nagaland. *Asian Journal of Social Psychology*, 18(1), 43-51.

India Readings

- Dalal, A. K. (2011). Indigenisation of Psychology in India. *Psychology Teaching Review*, 17(2), 29-37.
- Deere, C.D., Oduro, A.D., Swaminathan, H., & Doss, C. (2009). Property rights and the gender distribution of wealth in Ecuador, Ghana and India. Paper presented at AAEA Annual Meeting.
- Sell, S. (2013). The unsanitary truth about gender inequality in India. *International Development Journalism Competition 2013*. The Guardian. Monday, June 10.

Mauritius Readings

- Lallah, P. (2012). Challenges ahead for the Mauritian youth. LeMauricien. October 16, 2012. Online.
- Raine, A., Liu, J., Venables, P. H., Mednick, S. A., & Dalais, C. (2010). Cohort profile: The Mauritius child health project. *International journal of epidemiology*, 39(6), 1441-1451.

South Africa Readings

- Bhutta, Z. A., Cabral, S., Chan, C. W., & Keenan, W. J. (2012). Reducing maternal, newborn, and infant mortality globally: an integrated action agenda. *International Journal of Gynecology & Obstetrics*, 119, S13-S17.
- Hayes, S. (2014). South Africa’s ticking time bomb. U.S. New & World Report. July 2, 2014. Online
- Pettifor, A., MacPhail, C., Anderson, A. D., & Maman, S. (2012). ‘If I buy the Kellogg’s then he should [buy] the milk’: young women’s perspectives on relationship dynamics, gender power and HIV risk in

Johannesburg, South Africa. *Culture, health & sexuality*, 14(5), 477-490.

SABC (2011). Key issues affecting the youth of South Africa today. Wednesday, August 17. Online

Seedat, M., & Lazarus, S. (2011). Community psychology in South Africa: Origins, developments, and manifestations. *Journal of community psychology*, 39(3), 241-257.

Ghana Readings

Asante, K. O. (2012). Social support and the psychological wellbeing of people living with HIV/AIDS in Ghana. *African Journal of Psychiatry*, 15, 340-345.

Asante, K. O., & Oppong, S. (2012). Psychology in Ghana. *Journal of Psychology in Africa*, 22(3), 473-476.

Unicef (2013). Female genital mutilation/cutting: A statistical overview and exploration of the dynamics of change.

Oppong, S., Oppong Asante, K., & Kumaku, S. K. (2013). History, development and current status of psychology in Ghana. *Contemporary Psychology: Readings from Ghana*, 1-17.

Walsh, J. P. (2015). Organization and management scholarship in and for Africa...and the world. *Academy of Management Perspective*, 29, 1-6.

Morocco Readings

Kruglanski, A. E. (2014). Psychology not theology: Overcoming ISIS' secret appeal. Downloaded from url: <http://www.e-ir.info/2014/10/28/psychology-not-theology-overcoming-isis-secret-appeal/>

Lambarraa, F., & Riener, G. (2015). On the norms of charitable giving in Islam: Two field experiments in Morocco. *Journal of Economic Behavior & Organization*. In press.

Movies: "Half the Sky," "Joy Luck Club," "12 Angry Men,"

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]."