

**Semester at Sea Course Syllabus  
Colorado State University, Academic Partner**

**Voyage:** Fall 2017  
**Discipline:** Psychology  
**Course Number and Title:** PSY 315 Social Psychology  
**Division:** Upper  
**Semester Credit Hours:** 3  
**Faculty Name:** Professor Janet Schofield  
**Meeting:** Kino 15:30-16:40 B Days

**Prerequisites:** One (1) general psychology course\*

\*Per Instructor: The prerequisite is waived.

### **COURSE DESCRIPTION**

This course offers an overview of social psychology– the scientific study of how people influence one another's thoughts, feelings, and behaviors. Topics covered include: the self; perception of individuals and groups; attitude change; social influence and persuasion; group processes, including conformity and leadership; intergroup relations including discrimination, prejudice and stereotypes; gender roles including their change over time; altruism and aggression. Consideration will be given to the issue of how many of these topics are influenced by the cultural context. In addition, attention will be paid to the ways in which social psychologists commonly carry out their research, including experimental methods and survey research.

### **LEARNING OBJECTIVES**

1. To learn about the theories and empirical findings that have emerged from social psychological research.
2. To understand the methods used in social psychological research, including experimental and survey approaches, and to increase skills in the critical evaluation of social psychological research.
3. To apply social psychological theory and research to understanding everyday social interactions as well as the potential origins of and solutions to various social problems.
4. To gain an appreciation of the degree to which culture plays a role in shaping social psychological processes.

### **REQUIRED TEXTBOOK**

**AUTHOR:** David G. Myers & Jean M. Twenge  
**TITLE:** Social Psychology  
**PUBLISHER:** McGraw Hill  
**ISBN #:** 9780077861971  
**DATE/EDITION:** 2017/12<sup>th</sup> edition

## INTRODUCTION TO THE COURSE

Class meetings will include lectures, discussions, and group activities as well as individual student presentations. **Lectures and other class activities will not cover all aspects of the readings, and you are responsible for knowing their content whether or not they are covered in class.** In-class learning will complement the readings by discussing certain topics in more detail and presenting new material. The course is challenging and requires a good deal of work. It is strongly recommended that you read each day's assigned material before the class, take good notes, and participate actively in classroom activities.

I will make important announcements about the course *in class*— one of many reasons to maintain good attendance. Occasionally, I may send email messages to all students enrolled. In such cases, I will use your Semester at Sea e-mail addresses. If you don't regularly check that email and instead use another account (e.g., Gmail), please make sure that your messages are forwarded to your preferred account.

Lecture notes will not be distributed, and students who miss a class should borrow notes from classmates. If, after obtaining these notes, you have questions about the material you missed, you are welcome to talk to me. Please note that recording lectures is not allowed without my express prior permission.

The Topical Outline of the Course below indicates the topics and the reading assignments for each class as well as some other scheduled activities. I reserve the right to make changes in the schedule and/or assignments in light of unforeseen events and/or to adjust to conditions on Semester at Sea.

## TOPICAL OUTLINE

Depart Bremerhaven, Germany —September 9

**B1—September 12: TOPIC: Introduction to the field of social psychology and this course  
READING: Myers & Twenge, Chapter 1, pp. 1-26.**

**B2—September 14: TOPIC: Research methods in social psychology  
READING: Myers & Twenge, Chapter 2, pp. 27-41.**

Barcelona, Spain —September 15-18

**B3—September 20: TOPIC: The Self- Part 1(Self-concept, Self-serving bias, Self-esteem)  
READING: Myers & Twenge, Chapter 2, pp. 42-60.**

Letendre, G. (2000). Learning to Be Adolescent: Growing Up in U.S. & Japanese Middle Schools. New Haven: Yale University Press, pp. 56-57. (Electronic resource)

**B4—September 22:TOPIC: The Self- Part 2(Culture & Self; Self-presentation)  
READING: Myers & Twenge, Chapter 3, pp. 62-81.**

No Class — September 23

**B5—September 25: TOPIC: Decision-Making (How it is impacted by memory, attribution processes, etc.)**

**READING: Myers & Twenge, Chapter 3, pp.82-96.**

Tema, Ghana —September 27-30

**B6—October 1: TOPIC:“Bugs” in decision-making processes**

**READING: Myers & Twenge, Chapter 4, pp.97-120.**

No Class — October 2

**B7—October 4: TOPIC: Attitude formation and change**

**READING: Myers & Twenge, Chapter 5, pp. 121-48.**

**Bauwens, D. (2013). Japan values women less- As it needs them more.(Electronicresource)**

**B8—October 6: QUIZ 1 (first 30 minutes):TOPIC: Gender**

**READING: Myers & Twenge, Chapter 5, pp. 149-152.**

**Hornsey, M. (2010). Apartheid. In J. Levine & M. Hogg, (Eds.),*Encyclopedia of Group Processes and Intergroup Relations*. ThousandOaks, CA: Sage, pp. 26-28. (Electronic resource)**

Cape Town, South Africa —October 7-12

**B9—October 14: TOPIC: Gender (continued) & Identity**

**READING: Myers & Twenge, Chapter 9, pp. 254-270.**

**Buadaeng, K. (2007). Ethnic identities of the Karen peoples in Burma and Thailand. In J.L. Peacock, P.M.Thornton and P.B. Inman (Eds.),*Identity Matters*. New York: Berghahn, pp. 73-82 & 91-92. (Electronic resource)**

No Classes—October 16

**B10—October 17: TOPIC: Intergroup relations**

**READING: Myers & Twenge, Chapter 9, pp. 271-294.**

Port Louis, Mauritius — October 19

**B11—October 20: TOPIC: Improving intergroup relations**

**READING:Myers & Twenge, Chapter 13, pp. 412-447.**

No Class — October 22

**B12—October 23: TOPIC: Prosocial behavior (Helping others)**  
**READING: Myers & Twenge, Chapter 12, pp. 375—398.**

Datta, D. (Jan 25, 2008). *Beggars' Banquet*. *India Times*. (Electronic resource)

Damle, M. (Dec. 6, 2002). *Bringing hope to Beggar Children*. *India Times*. (Electronic resource)

Cochin, India —October 25-30

No Classes—October 31

**B13—November 1TOPIC: Development of moral judgement**  
**READING: Myers & Twenge, Chapter12, pp. 399-411.**

Tseung-Wong, C. & Verkuyten, M. (2013). *Is cultural group representation a fair option? Adolescents' evaluations of forms of decision-making in multicultural Mauritius*. *International Journal of Intercultural Relations*, v. 37, pp. 727–738. (Electronic resource)

**B14—November 3: TOPIC: Conformity and obedience.**  
**READING: Myers & Twenge, Chapter 6, pp. 153-187.**

Orwell, G. (1936). *Shooting an elephant*. (Electronic resource)

Yangon, Myanmar —November 4-8

**B15—November 10: TOPIC:Persuasion**  
**READING: Myers & Twenge, Chapter 7, pp. 188-217.**

No class — November 11

**B16—November 13: Quiz (first 30 minutes): TOPIC: Aggression**  
**READING: Myers & Twenge, Chapter10, pp. 296-308.**

Ho Chi Minh City, Vietnam— November 14-18

**B17—November 20: TOPIC: Aggression (continued) & Non-Verbal Communication**  
**READING: Myers & Twenge, Chapter 10, pp. 309-332.**

No Class – November 21

**B18—November 23: TOPIC: Groups**  
**READING: Myers & Twenge, Chapter 8, pp. 218-232.**

Shanghai, China —November 24-29

**B19—December 1: TOPIC: Leadership**  
**READING: Myers & Twenge, Chapter 8, pp. 233-253.**

Yan, S. (Sept. 29, 2016) Japan's female lawmakers are way behind Saudi Arabia's. (Electronic resource).

Kobe, Japan –December 2-6

**B20–December 8: TOPIC: Friendship& courtship**  
**READING: Myers & Twenge, Chapter 11, pp. 333-357.**

Marsh, J. and Ogura, J. (2016). The rise of romance gaming: Is the perfect boyfriend inside your phone? (Electronic resource).

**B21–December 10: TOPIC: Marriage**  
**READING: Myers & Twenge& Twenge, Chapter 11, pp. 358-374.**

Miedema,S. and Shwe, S. (2016). Social inequalities, empowerment, and women's transitions into abusive marriages: A case study from Myanmar. *Gender and Society*, 30(4), the section pp. 679-683, titled, "Nature of Women's Transition into Marriage." (Electronic resource).

Bumiller, E. (1990). *May You Be the Mother of 100 Sons*. New York: Random House, pp. 51-57 of version provided,starting at the point with the words "ON SEPTEMBER 4..." (Electronic resource).

**B22–December 12: TOPIC: Social psychology & the law: Eyewitness testimony.**

**READING: Myers &Twenge, Chapter 15, pp. 479-495.**

Barry, E. (2017). How to get away with murder in small town India. *New York Times*

No Class – December 12

**B23–December 14: Social psychology & the law: Jury and judicial behavior**  
**READING: Myers & Twenge, Chapter 15, pp. 496-505.**

Honolulu, Hawaii – December 16

**B24–December 17: Topic: Social psychology of sustainable living, happiness and stress**  
**READING: Myers & Twenge, Chapter 16, pp. 510-528.**

Study Day – December 18

**B25–December 20; B Day Finals**

San Diego, California –December 23

**ACTIVITIES AND ASSIGNMENTS CONTRIBUTING TO COURSE GRADE**

## **CLASS PARTICIPATION**

Student participation in class not only makes the course more enjoyable but also leads to better learning. An obvious aspect of participation is attending class and paying attention to what is going on. In addition, you are encouraged to ask questions, to answer questions that I or your classmates pose, and to participate actively to class discussions. During these discussions, you should feel free to express your opinions candidly and to disagree with comments that others make. However, it is important to be courteous toward others and respectful of their views. Recognize that especially in a class on a topic that involves some controversial issues you are likely to encounter views different from your own. **Before enrolling in the class, make sure you are prepared to hear and consider opinions very different from your own with respect and courtesy.**

There will be numerous opportunities for class participation that will contribute to your grade, primarily though points given for participation in class exercises and activities, which will not typically be announced in advance. In addition, you will sometimes be asked to turn in a 3 X 5 notecard at the beginning of the next class with a comment or a question about the readings/lectures. After getting those cards, I will answer a few of the questions or raise one or more of the suggested issues for discussion. If you are absent on the days when such activities occur, you will not be able to make up the points, unless you bring a note from the SAS medical staff attesting to an illness on that date. In the rare cases in which make-up work is allowed for class participation points, it will involve a written assignment. **It is your responsibility to make sure that you get credit for class participation by being sure to write you name on notecards and on in-class written responses at the time they are handed in.** Notecards and other in-class activities will typically not be graded, only checked off as completed, but graded activities may possibly be given.

Class attendance will also be taken and absences not followed by a note for the ship's medical staff by the beginning of the next class will each reduce the participation grade by the equivalent of the value of one class activity after the first missed class.

## **FIELD WORK**

**Semester at Sea field experiences allow for an unparalleled opportunity to compare, contrast, and synthesize the different cultures and countries encountered over the course of the voyage. In addition to the one field class, students will complete independent field assignments that span multiple countries.**

**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 CLASS & RELATED ASSIGNMENT:** Caste in India: History & Current Situation  
Country: India

During this field class, students will meet with individuals at the Mahatma Gandhi Trust to discuss Gandhian thought and activism, the history of class and caste in India, and Martin Luther King Jr's use of Gandhian methods to address race and class in the U.S. and around the world. Students will also visit a Dalit community, whose members are accorded the

lowest status in Indian society, and learn how they live today and seek to resist the caste system.

**Academic objectives:**

1. Learn about the untouchables (Dalits) and caste in India.
2. Discern the similarities and differences between Gandhi's and King's ideas on nonviolence.
3. Analyze the strengths and weaknesses of affirmative action strategies, such as quotas, for redressing earlier socially-sanctioned inequality.
4. Compare the class and caste systems in the U.S. and India.

**Assignment:** Using materials from class meetings, assigned readings, additional outside sources and the field class, students will write a 1200-1500 word paper on one of the topics listed below. In this and other class assignments, be aware that grades will not only reflect the originality, insight, analytic skill and knowledge demonstrated, but will also be influenced by the effectiveness of your communication (clarity, organization, grammar, spelling, use of citations when appropriate, etc.). **Furthermore, all papers must be typed and submitted electronically with your name, the course name and the date clearly indicated in the electronic file name (e.g. your name Psy 315 11-23-17).**

- 1) How do social categories such as caste impact individual identity in ways likely to reinforce existing stereotypes about that social category?, or
- 2) What are the strengths and weaknesses of reserving seats in education and political institutions as a remedy for caste or racial discrimination? If you believe the weaknesses of this approach are substantial, what alternative approaches would you suggest?

Be sure to think about which of these questions is of most interest to you before and during the field experiences and to ask questions pertinent to that topic. Also, take extensive notes on the field experience so that specific information and observations in the Dalit community can be used in a significant way to support your conclusions rather than relying on memory. If you have another idea for a papertopic very closely connected to this field class you can ask for permission to write on it. However, you **MUST** clear this with me at least a week before the paper is due and no paper will be approved that does not make very significant use of the field class experience as well as of social psychological theory and research relevant to it.

**INDEPENDENT FIELD ASSIGNMENT: COMPARATIVE PORT PRESENTATIONS**

Each student is expected to make one 5-6 minute class presentation drawing on specific material from at least two ports which illustrates, challenges or otherwise **DIRECTLY** relates to topics covered in this class. Each presentation should have a clear point of view and/or analysis of the comparison, rather than being merely descriptive. For example, if you select the first topic listed below, include serious discussion of what the likely implications of specific gender roles differences are, rather than just asserting that there are differences and illustrating them with some pictures.

You are expected to include visual, auditory or other materials (e.g. newspaper clippings, other cultural artifacts such as pamphlets, material objects, etc.) from the ports to support your observations and conclusions. (Although photos are also strongly encouraged, be sure not to invade individuals' privacy or to take pictures in situations that might create any threat to yourself). You are also expected to make significant use in this presentation of material from class and class readings as well as at least two pertinent outside readings not. Also included must be something brief but specific about the outside written resources you consulted as well as information on your in-port data gathering, e.g. how many interviews did you do and what kinds of people did you speak with, how long and where did you make your observations, etc. Use of power point is strongly recommended but not required if some other approach would be more effective given your topic.

You are encouraged to work on a topic of special interest to yourself as long as it is clearly related to material in this course. However, you must get approval of your topic from me before we reach Cape Town. If, instead, you decide to work on one of the topics below, you must also consult with me before Cape Town before proceeding because in order to maximize the classes' learning from these presentations I want to avoid having multiple students select precisely the same topic. So, if another student is already working on a particular comparison, I will ask you to select another topic, a different set of ports, etc. Given this, early choice of a topic and checking in with me about it is definitely to your advantage. These presentations will be given throughout the semester from November 1 on, with the exception of quiz days. Since some dates may be generally preferred to others, a lottery will be held near the beginning of the semester and students will be allowed to choose their preferred date from those available in the order indicated by the number they get in the lottery. Students may trade dates if both agree, but I must be informed of any such trades at least two classes in advance of the earlier presentation involved.

If your presentation is ready before the assigned date and you would like to present it while it is fresh in your mind, please let me know and I will see if it can be scheduled sooner.

Examples of possible presentations (with examples of the kinds of resources to be utilized for the first 2) are:

**A comparison of some specific aspect of gender roles in Spain and India (who is primarily responsible for child care, who does various kinds of work, etc.) illustrated by things such as photos, excerpts from interviews with individuals you met in ports, notes on your personal observations, etc.**

**A comparison of the approach used in marketing a specific product in two contrasting countries that reflects the cultures of those countries using things such as information from cross-cultural studies on cultural values and examples of marketing materials found in those countries to support your analysis.**

**A comparison of prosocial behavioral opportunities in two ports and your reactions to them, one from a developed country and another from a developing country.**

**Observations on differences in how young people relate to romantic partners in public in countries with differing cultural expectations regarding dating behavior and the implications of this for long-term relationships.**



Differences in non-verbal behavior in similar situations across cultures and how they reflect those cultures.

## METHODS OF EVALUATION

<u>Evaluation Mechanism</u>	<u>Date</u>	<u>Percent of Grade</u>
Quiz 1 (multiple choice & more)	Oct. 6 (B Day 8) first 30 minutes of class	15
Quiz 2(multiple choice & more)	Nov. 13 (B Day16) first 30 minutes of class	15
Class participation	Throughout the semester	15
Field Class Paper	Nov. 21 by 9pm	20
Comparative Port Presentations (If you are ready earlier let me know. I will try to schedule it earlier if you prefer)	From B 13-B24 dates by lottery	10
Final Exam (multiple choice & more)	Dec 20 (B- Day 25)	25

**THE FINAL EXAM IS CUMULATIVE, ALTHOUGH EMPHASIS WILL BE ON MATERIAL FROM THE LAST THIRD OF THE COURSE.**

## GRADING SCALE

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). However, I plan to give +'s and -'s for other grades, although I do not generally give A+'s since a plain A already says you did a great job.

Pluses and minuses are awarded as follows on a 100% scale:

<u>Excellent</u>	<u>Good</u>	<u>Satisfactory/Poor</u>	<u>Failing</u>
97-100%: A+	87-89%: B+	77-79%: C+	Less than 60%:
93-96%: A	83-86%: B	70-76%: C	
90-92%: A-	80-82%: B-	60-69%: D	

## CLASSROOM ETIQUETTE

Arriving late or departing early disrupts other students' learning as well as your own. For that reason, I request that all students make a point of arriving on time and not leaving before the end of class. Any student who arrives late more than once or who leaves early (except for documented illness) will lose class participation points.

## USE OF ELECTRONIC DEVICES

To promote your learning and as a courtesy to me and the entire class, students are not allowed to use phones, computers or other electronic devices during class except to take class-related notes or to facilitate presentations to the class that need such devices. Any student found using such a device for other purposes will not be allowed to bring it or other ones to class subsequently, with no warning needed. If I find that this approach is not

sufficient to prevent the classroom use of such devices for surfing the internet, etc. I reserve the right to prohibit their use entirely during class. So, I please encourage your peers to use such devices appropriately.

In addition, at no time during tests or quizzes are students allowed to access computers, cell phones or other electronic devices or to communicate with other students in any other way.

### **MAKE-UP AND LATE WORK POLICY**

Students are expected to take tests and to participate in classroom activities on the dates when they occur. Make up quizzes will not be given. Students missing a quiz or exam will not be allowed to make it up without a medical excuse from a ship doctor. The make-up will be an additional paper, rather than a quiz. The same policy applies to missed scheduled classroom presentations and it is each student's responsibility to keep track of these without reminders.

Should the field class paper be late, one half grade (e.g. A- to B+ or B to B- will be taken off for each day of tardiness. No paper will be accepted after December 7, which means you will be a zero for the assignment unless the ship doctor certifies a major health problem as the cause of this (e.g. not a just a cold, traveler's diarrhea, etc.).

### **ATTENDANCE/ENGAGEMENT IN THE ACADEMIC PROGRAM**

Attendance in all Semester at Sea classes, including the Field Class, is mandatory. 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 to [academic@isevoyages.org](mailto:academic@isevoyages.org) as soon as possible, but no later than two months prior to the voyage.

### **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.

Academic integrity consists of many things, including but not limited to doing your own work, avoidance of plagiarism, neither giving nor receiving unauthorized assistance from others on exams and assignments, etc. If there is any question about whether or not a behavior would violate academic integrity expectations it is your responsibility to consult with me in advance of engaging in it. Please be aware that breaches of academic integrity may well result in your failing the entire class rather than just losing credit for the particular activity or assignment involved. This applies whether you were the person initiating the unacceptable behavior or cooperating with it.

## RESERVE BOOKS AND FILMS FOR THE LIBRARY

None needed

## ELECTRONIC COURSE MATERIALS

I have obtained digital copies of all needed course materials except for the textbook, I will bring these materials to the ship on a thumb drive. **I have listed all assigned electronic readings below.**

Bauwens, D. (2013). Japan values women less- As it needs them more. <http://www.ipsnews.net/2013/01/japan-values-women-less-as-it-needs-them-more/>

Buadaeng, K. (2007). Ethnic identities of the Karen peoples in Burma and Thailand. In J.L. Peacock, P. M Thornton and P. B. Inman (Eds.), *Identity Matters*. New York: Berghahn, pp. 73-82 & 91-92.

Bumiller, E. (1990). *May You Be the Mother of 100 Sons*. New York: Random House, pp. 51-57 of the version provided, starting at the point with the words "ON SEPTEMBER 4..."

Datta, D. (Jan 25, 2008). Beggars' banquet. *India Times*.

Damle, M. (Dec. 6, 2002). Bringing hope to beggar children. *India Times*.

Hornsey, M. (2010) Apartheid. In J. Levine & M. Hogg, (Eds.), *Encyclopedia of Group Processes and Intergroup Relations*. Thousand Oaks, CA: Sage, pp. 26-28 (electronic resource)

Letendre, G. (2000). New Haven: Yale University Press, pp. 56-57.

Marsh, J. and Ogura, J. (2016). The rise of romance gaming: Is the perfect boyfriend inside your phone? <http://edition.cnn.com/2016/11/21/asia/romance-gaming-japan/index.html>

Miedema, S. and Shwe, S. (2016). Social inequalities, empowerment, and women's transitions into abusive marriages: A case study from Myanmar. *Gender and Society*, 30(4), the section pp. 579-682, titled, "Nature of Women's Transition into Marriage."

Orwell, G. (1936). Shooting an elephant.

Tseung-Wong, C. & Verkuyten, M. (2013). Is cultural group representation a fair option? Adolescents' evaluations of forms of decision-making in multicultural Mauritius. *International Journal of Intercultural Relations*, v. 37, pp. 727–738.

Yan, S. (Sept. 29, 2016) Japan's female lawmakers are way behind Saudi Arabia's.

### **ADDITIONAL RESOURCES**

I expect to bring a few books of my own for reserve and some additional PDF's of journal articles to serve as supplementary materials that students can use for their various assignments.