SOC 3650: Social Psychology Fall 2012

Dr. Gene Deerman 3137 Blair Hall

Contact Info: 581-7831 (office) or 581-3123 (sociology office) and medeerman@eiu.edu

Office hours: Mondays from 10:30am to 12:30pm, and on Tuesdays & Thursdays from 3:30pm to 4:30pm. I am also happy to meet with you, by appointment, outside of these scheduled hours.

This course introduces you to social psychology, a field that bridges sociology and psychology. Both sociologists and psychologists care about how the social world influences our behavior and this course will emphasize its influence on our interactions with others. We will examine the social factors that shape our experiences and our responses to people around us. Within social psychology, there is some agreement and much debate about how social factors influence us, therefore students will learn how the principal approaches in the field differ from one another.

The basic theme of this course can be summed up in the aphorism "most of us, most of the time, are only as good as our situation." Using social psychology, you will see more clearly how situations constrain our behavior and shape our actions. Potentially, you will be better able to choose to act ethically, no matter the possible constraints of a particular situation.

The actual content of this course is best expressed in terms of what you will be able to do after you complete it. Students who fulfill all course requirements, attend all class sessions, and engage in a good faith effort to comprehend the material, will achieve the course objectives listed below.

Course objectives

- List and describe the processes relevant to socialization, the development of the self, person perception, and relationships (knowledge & comprehension)
- Discuss findings in social psychology research on the power of the situation, socialization, impression management, and love and intimate relationships (knowledge)
- Use understanding of the power of the situation to solve problems (application)
- Describe and apply the theories of socialization and of interpersonal relationships in everyday life (application)

To support my teaching philosophy that we learn best when we do things with new knowledge, we will use class time to engage directly with concepts, theories, and arguments. Through an iterative process of incorporating new information with what you already know, you will be asked to construct and reconstruct understanding of course material as you interact with it. This provides the structural support to encourage you to own what you learn in this course.

Textbook

Von Der Haar, Christine M. (2005). *Social Psychology*. Pearson.

You must bring this text to class! You will need it to complete the in-class exercises. It is available from online booksellers at a greatly reduced price, try betterworldbooks.com or amazon.com. I encourage you to buy your own copy. It'll cost less than a latte and give a greater return.

Course Requirements

I expect you to come to class prepared to engage the material. Preparation involves reading the assigned material and preparing notes that concisely identify the main topics. Good notes:

- show how these topics are approached,
- and summarize questions that you have about how this information could be useful and why it matters (to you, to the discipline, to the world at large).

To encourage preparing notes on the reading, <u>I will collect your notes</u> twice during the first half of the semester. I will be glad to make detailed comments on these notes and/or meet with you to ensure that your note taking is effective. If you don't have your notes with you that day, you forfeit the points. No exceptions.

Preparation also involves thinking about the reading, what happened in the previous class meeting, and making connections between what you are learning and your own experience. When everyone does this (including me!), we maximize the potential for provocative discussion, deep engagement, and significant learning.

Assignments	My Points	Points
Reading Notes (collected twice, at random, 15 points each)		30
Research Assignments (5)		120
Research Poster Presentation		50
Section Exams 2 (100 points each)		200
Final Exam		100
Total		500

Research Assignments

You are asked to complete five assignments, in preparation for your end of the semester research poster presentation.

Scholarly Sources Justification (10)

Annotated Bibliography (40 points)

Summary of research findings (20 points)

Summary of theoretical approach(es) (30 points)

Statement of the relevance of your research (20 points)

Research Poster Presentations

You will each prepare and present a poster showing what is known about a topic of your choosing. On the last three class meetings of the term, students will present. Everyone will hear each presentation and complete assessments of each poster presentation. Thoughtfully completed assessments (with useful comments for the presenters) will be worth extra credit points (up to 10).

Exams

Section exams will cover both the assigned reading and lecture material. These exams will include both multiple choice and short essay questions. Your final exam will be on assigned reading, lecture, and the questions developed by each student on their topic. The final will also include both multiple choice and short essay questions.

Make ups

All exam make ups will take place on the last Friday of the semester. We do not not have the capacity to provide a testing environment for every student who misses a test; so, we are all being asked to devise alternative ways of providing a make-up option for students. I believe scheduling a day for make ups is a better option than not allowing make ups at all.

Grade appeals

I am always willing to talk with you about how your work is evaluated. If you would like me to reevaluate an assignment or exam, I ask that you provide a write-up of the reason for your grade appeal. I must receive this write-up within one week of returning the assignment.

Attendance

I do realize that emergencies occur, we all get sick, and life happens. To accommodate, you may make up the exams. All assignments can be sent via email and will receive full consideration if they arrive before class on the due date. Please send via my regular EIU email account (not Web Ct).

Communications Policy

Without question, email is the best way to reach me; please follow these guidelines:

- Always include the **class name** (SOC 3650) in the subject line
- Always begin in a professional manner ("Dear Professor Deerman" is good) and end professionally ("Thank you" is good).
- ALWAYS sign your email with your first and last name!
- Finally, please keep in mind that our relationship is a professional one between a professor and a student and therefore you should use proper English in your email. Avoid jargon, slang, etc.

Academic Dishonesty

The definition of academic dishonesty and its consequences are outlined in the Student Code of Conduct. I will report every incident regardless of the severity of the offense.

DISABILITIES STATEMENT

Please contact the Office of Disability Services (581-6583) and let me know about any accommodations that will permit you to do your best work.

MEDICAL EMERGENCY STATEMENT

For medical emergencies, call 911. Give the floor and room number of the emergency to the 911 operator. Someone should go to the central entrance of Blair Hall to direct EMS personnel to the medical emergency scene-- hold the elevator on the first floor for EMS use.

TORNADO STATEMENT

In case of a tornado warning, proceed to the center of the hallway on the first floor, near the posted severe weather signs. Under no circumstances should you attempt to leave the building.

BUILDING FIRE STATEMENT

In case of fire, activate the fire alarm and exit the building. When a fire alarm sounds, everyone must exit the building and cannot re-enter the building until allowed by the building coordinator or fire department official. Do not use the elevator. Group assembly areas for all classes in Blair are either on the patio area between Blair and Old Main or on the southeast corner of the North Quad. As you exit the building, continue moving well away from the exits so that you do not impede the egress of other students or the work of fire officials.