Course Description

This course examines how an individual’s mental life and behavior are shaped by interactions with other people. Specific topics include aggression, attitudes, social influence, stereotypes, and group processes.

Course Textbook


Course Learning Outcomes

Upon completion of this course, students should be able to:

1. Describe the history of social psychology.
2. Evaluate the underlying principles and theories in the field of social psychology.
3. Explain how social psychologists think about and study human behavior.
4. Discuss the application of social psychology to different areas of psychology (e.g., cognitive, clinical, developmental) and other disciplines (e.g., health, law, business, environmental/sustainability).
5. Interpret the conclusions of empirical research in social psychology.
6. Explain how the social environment influences our understanding of ourselves and others.
7. Examine how our own feelings and biases influence our behaviors and our perceptions of the behaviors of others.

Academic Integrity

Honesty and integrity are taken very seriously at Waldorf University. All students should be familiar with the Waldorf University Academic Integrity Policy (found in the current Student Handbook) and the consequences that will result from breaches of this policy.

Credits

Upon completion of this course, the students will earn three (3) hours of college credit.

Course Structure

1. **Unit Learning Outcomes:** Each unit contains Learning Outcomes that specify the measurable skills and knowledge students should gain upon completion of the unit.
2. **Unit Lesson:** Each unit contains a Unit Lesson, which discusses unit material.
3. **Reading Assignments:** Each unit contains Reading Assignments from one or more chapters from the textbook.
4. **Discussion Boards:** Discussion Boards are a part of all Waldorf courses. Information and specifications regarding these assignments are provided in the Course Policies listed in the Course Menu bar.
5. **Unit Assignments:** Students are required to submit for grading Unit Assignments in Units I-VIII. Units I-VII contain one assignment in each unit. Unit VIII contains two assignments. Specific information and instructions regarding these assignments are provided below. A grading rubric is included with each assignment. Specific information about accessing these rubrics is provided below.
6. **Ask the Professor:** This communication forum provides you with an opportunity to ask your professor general or course content related questions.
7. **Student Break Room:** This communication forum allows for casual conversation with your classmates.
Unit Assignments

Unit I Reflection Paper

Compose a reflection paper about your chosen career path and how psychology can benefit your career. The directions for this assignment will vary depending on whether or not you aspire to be a social psychologist.

If you are planning a career as something other than a social psychologist, you will address the following:

- Describe your future career aspirations.
- Describe the educational requirements of your future career.
- Describe the history of social psychology.
- Explain how the history of social psychology and the field in its current state can help inform your career of choice. Support your answer by using information from the textbook or another resource.

If you have already decided that you want to be a social psychologist, you will address the following:

- Describe the history of social psychology.
- Describe your interest in social psychology.
- Identify how the history of social psychology and a social psychology theory will inform your interest in social psychology. Support your answer by using information from the textbook or another resource.

Your response should be at least two pages in length. All sources used, including the textbook, must be referenced; paraphrased and quoted material must have accompanying citations.

Information about accessing the Blackboard Grading Rubric for this assignment is provided below.

Unit II Essay

Mental shortcuts can be both beneficial and costly. We read about heuristics in Chapter 3. In this paper, you are to find one benefit and one disadvantage associated with both the availability heuristic and the representative heuristic.

You can rely on specific examples from your life, the lives of people you know, the media, books, or movies. After you describe the example, discuss a better way of thinking about that particular situation. Draw on the research from the textbook or another resource on heuristics.

Your response should be at least two pages in length. All sources used, including the textbook, must be referenced; paraphrased and quoted material must have accompanying citations.

Information about accessing the Blackboard Grading Rubric for this assignment is provided below.

Unit III Essay

This assignment is divided into parts, so it is suggested that you begin working on it in advance.

- Find a popular press article or journal article in which someone argues a point that you disagree with. Write a paragraph agreeing with this person. Allow one day before moving on to the next part.
- Make sure at least one day has passed since writing the first paragraph. Now, write another paragraph disagreeing with the person. You will include both of these paragraphs in your essay.
- Discuss the differences between your arguments from the first paragraph (in which you agree) and the second paragraph (in which you disagree). Elaborate on whether you think that your opinion has changed on this topic, particularly thinking about your initial thoughts on the topic before you wrote either paragraph. In your discussion, incorporate research on cognitive dissonance from your textbook or another resource.

Your response should be at least two pages in length. All sources used, including the textbook, must be referenced; paraphrased and quoted material must have accompanying citations.

Information about accessing the Blackboard Grading Rubric for this assignment is provided below.
Unit IV Essay

Before you begin this assignment, think about a way to violate one social norm. Do not do anything that is illegal, sexual, harmful to others, or disruptive. Some examples might be singing loudly in a public location (with others around), being too close to a coworker while talking to him or her, or talking to people in an elevator. Take detailed notes after you violate the norm, paying particular attention to the reactions of others.

In your paper, you will need to address the following:

- Describe the norm you violated.
- Explain how you felt.
- Discuss the reactions people had to you.
- Draw on the social psychology of other people's reactions to you by using research from the textbook or other resources.

Your response should be at least two pages in length. All sources used, including the textbook, must be referenced; paraphrased and quoted material must have accompanying citations.

Information about accessing the Blackboard Grading Rubric for this assignment is provided below.

Unit V Essay

Before completing this assignment, read over the three types of attachment styles on page 285. Identify which attachment style you believe that you exhibit in romantic relationships.

In your paper, address the following:

- Explain the three types of attachment styles.
- List the type of attachment style you identified with.
- Discuss why you believe this attachment style corresponds to your attitudes and behaviors in your romantic relationships.
- Explain why the other attachment styles do not fit your attitudes and behaviors in your romantic relationships.
- Apply research from the textbook or another resource to your answers.

Your response should be at least two pages in length. All sources used, including the textbook, must be referenced; paraphrased and quoted material must have accompanying citations.

Information about accessing the Blackboard Grading Rubric for this assignment is provided below.

Unit VI Essay

Your text discusses diffusion of responsibility—a belief that others will help someone, leading to a lessened sense of responsibility and a lower probability of helping. To demonstrate the diffusion of responsibility, when you are at work, on campus, in public, or in some other situation, act as if you need help with some minor problem. For example, you can look around confusedly while holding a map, drop your books or something that will scatter a bit. Do something innocuous and harmless to yourself. Do this a couple of times: once when there are several people present and once when there are only one or two people around.

After you complete these experiments, write down your notes right away. Compose an essay addressing the following points:

- Describe what you did.
- Explain the response to the situation when many people were present and when only a few people were present.
- Discuss whether there were any differences in behavior when many people were present and when few people were present.
- Discuss if the people’s responses fit with the text’s discussion of the bystander effect. If your demonstration did not work out, explain why you think it might not have.
- Draw on research from the textbook or another resource to support your answer.

Your response should be at least two pages in length. All sources used, including the textbook, must be referenced; paraphrased and quoted material must have accompanying citations.

Information about accessing the Blackboard Grading Rubric for this assignment is provided below.
Unit VII Essay

In Chapter 13, you read about six conditions in which contact reduces prejudices. In this assignment, you will reflect on these conditions and develop a program to reduce prejudice.

Your essay should include the following components:

- Describe the six conditions used to reduce prejudice.
- Discuss at least two conditions that you think are most important and why.

You must access the Waldorf Online Library to find a peer-reviewed empirical article that satisfies at least one of the six conditions, and address the following points:

- Describe the program in the context of the two (or more) conditions that you previously selected.
- Explain why you believe this program will be effective by drawing on research concerning prejudices.
- Discuss how the program would be implemented.

Your response should be at least two pages in length. All sources used, including the textbook, must be referenced; paraphrased and quoted material must have accompanying citations.

Information about accessing the Blackboard Grading Rubric for this assignment is provided below.

Unit VIII Essay

For this assignment, you will monitor your stress-related symptoms over a period of time using the chart provided below. By doing this, it is possible to get an idea of how much stress you have been experiencing. The sheet lists a variety of stress-related symptoms listed in the left-hand column. There are 15 columns to the right of these symptoms. Filling out the sheet involves checking off the symptoms that you have experienced during a certain portion of the day. In this case, it is recommended that you check off symptoms three times a day: once in the afternoon (around lunch), the other around dinner, and once before bed. With 15 columns to fill out, this sheet can be used to monitor stress-related symptoms for five days.

Click here for the Unit VIII Stress Symptom Chart. Click here for a PDF version.

After you complete the stress symptom chart, you will create an essay reflecting on this experience. In this essay, discuss the following questions:

- Did you check off many symptoms or just a few, some symptoms more than others, and/or more symptoms on some days than others?
- Was there a certain time of day when you were more likely to experience symptoms?
- Were you aware of any events during the week that might have contributed to these symptoms?
- Briefly reflect on the ways you dealt with the stress symptoms by drawing on research from the textbook or other resources.

Your response should be at least two pages in length. All sources used, including the textbook, must be referenced; paraphrased and quoted material must have accompanying citations.

Information about accessing the Blackboard Grading Rubric for this assignment is provided below.

Unit VIII Research Paper

Use the Waldorf Online Library to research an article on social psychology. Then write a research paper answering the following questions concerning the article you selected.

- Explain why you picked the article you selected for this assignment. Include a description of how the article’s focus captured your interest, and why.
- Describe the previous research related to your article. You can find such information included at the beginning of your article. Usually, this information will be under the “Introduction” section or be in the paragraphs before the “Method” section. Here you need to summarize information, such as introductory descriptions of previous related research and the author’s or authors’ ideas about why the article’s study needs to be conducted (this may be stated in the article or may be gleaned from author’s(s’) comments about limitations of previous research). Do not discuss the article’s study design just yet.
• Describe the participants of the research article you read. In your description, include demographic information (age, gender, race, ethnicity, employment status, college status, or geographic location). You should also include whether the participants were compensated for their participation or not. You must address each of these components to the extent that they are included in your article.

• Explain the research methodology utilized in the article. You will include whether the article's study utilized surveys or inventories, individual or group interviews, case studies, laboratory controlled, or naturalistic observations. If your study was an experiment and/or utilized special machinery, you will also include this information in your essay. This information should be detailed and explain what these components measured.

• Summarize the findings of the article. You can find this information in the “Results” section. Some information might display findings in tables and charts, but these should not be included here. Be thorough and concise when describing the findings in a narrative format.

• Summarize what your article’s author(s) said in the discussion and/or conclusion sections. This information might be found under “Discussion” and “Conclusion” headings while others will have it in paragraphs near the end of the article with no distinguishing heading. A discussion section is usually interpretations of findings (i.e., what do they mean), and a conclusion section is more about author ideas about why the findings occurred. There could be overlaps. If your article has both sections, you will summarize them both.

• Describe three different types of information that were covered in your selected article and in the course textbook. The information can be discussed in the textbook as theories, concepts, or principles from any chapter. These three should be distinct, and they must be described in clear and succinct statements with accompanying explanations of how they relate specifically to the article.

• Describe at least two ways that your article has real world applications. To have real world impact means that a study’s findings are used to make a difference, not that they can be related to phenomena that exist in the real world. You will need to provide specifics about what might be done with the findings.

• Explain something related to your selected article’s focus that the researchers did not cover in their study and that you would like to learn more about. Your answer should not be a critique of the article or the study methods or a re-envisioning of the study conducted in a better way. You should think in terms of something you would like to learn about that was not covered by the author(s) but is related to the article’s focus.

Your paper should be four to six pages in length. All sources used, including the textbook, must be referenced; paraphrased and quoted material must have accompanying citations.

Information about accessing the Blackboard Grading Rubric for this assignment is provided below.

Submiting Course Papers/Projects

Once you have completed your papers/projects, submit your completed papers/projects by uploading through the Assignment tab in each unit. Do not e-mail your paper directly to your professor. By using the Assignment tab, your record will automatically be updated to indicate you have submitted your papers/projects and the assignment will be provided to your professor for grading. Instructions for submitting your assignment can be found under the Assignment tab in each unit.

APA Guidelines

Waldorf University requires that students use APA style for papers and projects. Therefore, the APA rules for formatting, quoting, paraphrasing, citing, and listing of sources are to be followed. Students can find Waldorf’s Citation Guide in the myWaldorf Student Portal by clicking on the “Citation Guide” link under the “Resources” heading. This document includes examples and sample papers.

Grading Rubrics

This course utilizes analytic grading rubrics as tools for your professor in assigning grades for all learning activities. Each rubric serves as a guide that communicates the expectations of the learning activity and describes the criteria for each level of achievement. In addition, a rubric is a reference tool that lists evaluation criteria and can help you organize your efforts to meet the requirements of that learning activity. It is imperative for you to familiarize yourself with these rubrics because these are the primary tools your professor uses for assessing learning activities.
Rubric categories include: (1) Discussion Board, (2) Assessment (Written Response), and (3) Assignment. However, it is possible that not all of the listed rubric types will be used in a single course (e.g., some courses may not have Assessments).

The Discussion Board rubric can be found within Unit I’s Discussion Board submission instructions.

The Assessment (Written Response) rubric can be found embedded in a link within the directions for each Unit Assessment. However, these rubrics will only be used when written-response questions appear within the Assessment.

Each Assignment type (e.g., article critique, case study, research paper) will have its own rubric. The Assignment rubrics are built into Blackboard, allowing students to review them prior to beginning the Assignment and again once the Assignment has been scored. This rubric can be accessed via the Assignment link located within the unit where it is to be submitted. Students may also access the rubric through the course menu by selecting the “Grades” link.

Again, it is vitally important for you to become familiar with these rubrics because their application to your Discussion Boards, Assessments, and Assignments is the method by which your instructor assigns all grades.

Communication Forums

These are non-graded discussion forums that allow you to communicate with your professor and other students. Participation in these discussion forums is encouraged, but not required. You can access these forums with the buttons in the Course Menu. Instructions for subscribing/unsubscribing to these forums are provided below.

Click here for instructions on how to subscribe/unsubscribe and post to the Communication Forums.

Ask the Professor

This communication forum provides you with an opportunity to ask your professor general or course content questions. Questions may focus on Blackboard locations of online course components, textbook or course content elaboration, additional guidance on assessment requirements, or general advice from other students.

Questions that are specific in nature, such as inquiries regarding assessment/assignment grades or personal accommodation requests, are NOT to be posted on this forum. If you have questions, comments, or concerns of a non-public nature, please feel free to email your professor. Responses to your post will be addressed or emailed by the professor within 48 hours.

Before posting, please ensure that you have read all relevant course documentation, including the syllabus, assessment/assignment instructions, faculty feedback, and other important information.

Student Break Room

This communication forum allows for casual conversation with your classmates. Communication on this forum should always maintain a standard of appropriateness and respect for your fellow classmates. This forum should NOT be used to share assessment answers.

Grading

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<td>Unit I Reflection Paper</td>
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<td>Essays (7 @ 9%)</td>
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Course Schedule/Checklist (PLEASE PRINT)

The following pages contain a printable Course Schedule to assist you through this course. By following this schedule, you will be assured that you will complete the course within the time allotted.
By following this schedule, you will be assured that you will complete the course within the time allotted. Please keep this schedule for reference as you progress through your course.

### Unit I  Introduction to Social Psychology

**Review:**
- Chapter 1: Introducing Social Psychology
- Chapter 2: Methodology: How Social Psychologists Do Research

**Read:**
- Chapter 1: Introducing Social Psychology
- Chapter 2: Methodology: How Social Psychologists Do Research

**Discuss:**
- **Discussion Board Response:** Submit your response to the Discussion Board question by Saturday, 11:59 p.m. (Central Time)
- **Discussion Board Comment:** Comment on another student’s Discussion Board response by Tuesday, 11:59 p.m. (Central Time)

**Submit:**
- **Reflection Paper** by Tuesday, 11:59 p.m. (Central Time)

### Unit II  Social Cognition & Social Perception

**Review:**
- Unit Study Guide

**Read:**
- Chapter 3: Social Cognition: How We Think About the Social World
- Chapter 4: Social Perception: How We Come to Understand Other People

**Discuss:**
- **Discussion Board Response:** Submit your response to the Discussion Board question by Saturday, 11:59 p.m. (Central Time)
- **Discussion Board Comment:** Comment on another student’s Discussion Board response by Tuesday, 11:59 p.m. (Central Time)

**Submit:**
- **Essay** by Tuesday, 11:59 p.m. (Central Time)

### Unit III  Understanding Yourself and Others

**Review:**
- Unit Study Guide

**Read:**
- Chapter 5: The Self: Understanding Ourselves in a Social Context
- Chapter 6: The Need to Justify Our Actions: The Costs and Benefits of Dissonance Reduction

**Discuss:**
- **Discussion Board Response:** Submit your response to the Discussion Board question by Saturday, 11:59 p.m. (Central Time)
- **Discussion Board Comment:** Comment on another student’s Discussion Board response by Tuesday, 11:59 p.m. (Central Time)

**Submit:**
- **Essay** by Tuesday, 11:59 p.m. (Central Time)
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<th>Unit IV</th>
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<td>Chapter 8: Conformity: Influencing Behavior</td>
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<td>Chapter 12: Aggression: Why Do We Hurt Other People? Can We Prevent It?</td>
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<td>Review:</td>
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| Read:    | □ Chapter 13: Prejudice: Causes, Consequences, and Cures  
          | □ Social Psychology in Action 1: Making a Difference with Social Psychology |
| Discuss: | □ Discussion Board Response: Submit your response to the Discussion Board question by Saturday, 11:59 p.m. (Central Time)  
          | □ Discussion Board Comment: Comment on another student’s Discussion Board response by Tuesday, 11:59 p.m. (Central Time) |
| Submit:  | □ Essay by Tuesday, 11:59 p.m. (Central Time) |

Notes/Goals:

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<td>Review:</td>
<td>□ Unit Study Guide</td>
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| Read:     | □ Social Psychology in Action 2: Social Psychology and Health  
          | □ Social Psychology in Action 3: Social Psychology and the Law |
| Discuss:  | □ Discussion Board Response: Submit your response to the Discussion Board question by Saturday, 11:59 p.m. (Central Time)  
          | □ Discussion Board Comment: Comment on another student’s Discussion Board response by Tuesday, 11:59 p.m. (Central Time) |
| Submit:   | □ Essay by Tuesday, 11:59 p.m. (Central Time)  
          | □ Research Paper by Tuesday, 11:59 p.m. (Central Time) |

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