

SEMESTER AT SEA COURSE SYLLABUS

Discipline: Psychology
Fall 2008
PSYC 260Z: Social Psychology
Lower Division
Faculty Name: John Zelenski

Suggested Pre-requisites: Introduction to Psychology useful, but not necessary

COURSE DESCRIPTION

Social psychology examines the ways people are influenced by others. This includes how we perceive ourselves and others, interpersonal attraction, altruism, groups, stereotypes, aggression, conformity, persuasion, etc. Across these topics, we will examine how personal and social processes manifest as thoughts, feelings and behavior. Exploring the diversity of worldviews and social identities (including cross cultural similarities and differences) will form a recurring theme, as will discussion of intergroup conflicts and strategies for their resolution.

COURSE OBJECTIVES

1. Become familiar with major theories and findings in social psychology (many listed above).
2. Understand the methods psychologists use to create knowledge.
3. Use the unique opportunity of observing different cultures as a lens with which to more clearly see social influences in our own and other cultures.

TOPICAL OUTLINE OF COURSE

1. Introduction to social psychology, course expectations; Baron et al., Ch. 1 (pp.3-20).
2. Research methods, including cultural considerations; Baron et al., Ch. 1 (pp. 20-35), Levine (2003) OR Cheung & Cheung (2003).
3. Social perception; Baron et al. Ch. 3.; Elfenbein & Ambady (Brazil)
4. Stereotyping & prejudice; Baron et al. Ch. 6, Terracciano, et al. (2005).
5. Groups; Baron et al. Ch. 11

6. Quiz #1
(Namibia)
7. Social identity and group conflict; Fiske, CDPS, Liu (2004).
(South Africa)
8. Collective guilt & forgiveness; McCulloch, CDPS, Wohl et al. (2008).

9. Prosocial behavior Baron, et al., Ch. 9

10. Aggression; Baron et al. Ch. 10

11. Interpersonal attraction; Baron et al. Ch. 7 (pp. 224-243), Peplau CDPS

12. Close relationships, Baron et al., Ch. 7 (pp. 244-269)
(India)
13. Quiz #2

14. Social cognition; Baron et al., Ch. 2
(Malaysia –possibly day earlier)
15. The self; Baron et al., Ch. 4
(Vietnam)
16. Self-esteem; Solomon et al. CDPS, Baumeister et al. CDPS.
(China)
17. Asian approaches to self and cognition; Heine (2001), Norenzayan & Nisbett CDPS
(Japan)
18. Research ethics, project workshop

19. Attitudes; Baron et al., Ch. 5 (pp. 150-164), Schulz (2002).

20. Persuasion; Baron et al., Ch. 5 (pp. 165-183).

21. Obedience and conformity; Baron et al., Ch. 8.
(Hawaii)
22. Project reports due, class discussion of results.

23. Reflecting on sojourning; Bochner (2003), Sussman (2002). Fieldwork papers due.

Final exam: Quiz #3

FIELD COMPONENT

Students are required to participate in three field directed practica and report on their experiences. Practica must include at least two of those recommended below, and at least one lead by Dr. Zelenski, and at least one in Cape Town. One practicum may be completed as an independent, or as part of another organized trip, but if not included in the list below, the practicum and student's plans must be discussed with Dr. Zelenski prior to the event. During practica, students are encouraged to interact with local people as much as possible, and to make observations of surroundings and behavior.

Following each field experience, students must write a concise 2 to 3 page paper that integrates their experience with course material. Students are encouraged to select from one of the topics below, but alternatives will be considered with prior approval. Some practica will be more conducive to particular topics, but topics may be repeated with new observations/practica.

Consider nonverbal behavior. For example, in port, did the facial expressions, gestures, eye contact, etc. differ from what you consider typical? Were there any nonverbal behaviors that seemed to have meanings you did not expect? How did you use nonverbal behavior to make inferences about the people you met or observed?

Consider 'the self'. Note how people you spoke with in port defined their selves considering both personal and social aspects of identity. How is this similar or different from patterns you observe among yourself and other SAS students. AND/OR Describe aspects of social identity observable without any direct social interaction. What were the people trying to express, and how did it influence your perception of them?

Observe and describe at least one persuasive attempt. What message was being conveyed? What method was used to convey the message (i.e., concretely and in terms of models described in Baron, et al. Ch. 5 or 8)? Describe why you think the persuasive attempt may or may not be effective?

Observe and note an instance of stereotyping or discrimination. Consider the psychological factors that might contribute to stereotyping/discrimination in this instance, and/or consider the likely psychological effects on the target.

Many of the FDPs below involve current or historical intergroup conflict. Consider the concept of collective guilt in your own reactions or expressions of others. What are some probable consequences of collective guilt for in-group and out-group members?

Observe and describe an instance of prosocial behavior. What were the likely motives and consequences of this behavior?

SUGGESTED PRACTICA:

BRAZIL:	Service project: Calabar Favela (FDP)
SOUTH AFRICA:	Psychology in South Africa (FDP); Robben Island; Township Visit & District Six Museum
MALAYSIA:	Religions of Malaysia (FDP); Ethnic Communities in Malaysia
VIET NAM:	Former UPI Photographer and Museum of War Remnants (FDP)
HONG KONG:	International Student Exchange: Chinese University of Hong Kong
JAPAN:	Hiroshima

METHODS OF EVALUATION

Three quizzes containing multiple choice and short essay questions will assess knowledge of readings and in class material.

Each student will complete a project where they apply and test social psychological principles by collecting 'data'. For example, students might violate a social norm and observe the consequences, try to promote helping behavior or persuade others in another way. These 'mini experiments' must conform to ethical standards of psychological research, and must be approved by the instructor before being conducted. A written report of approximately 10 pages will include 1) introduction the topic, 2) method used to conduct experiment, 4) results of the experiment, 5) conclusion and reflection on results that considers why results occurred and how they might be similar or different across other contexts or cultures. Students may work in groups of up to four to conduct their projects, by reports must be written and submitted independently.

Final grades will be calculated using the following weights:

- Quizzes (20% each, total 60%)
- Social psychology project report (20%)
- Field work notes & report (20%)

Important note: Attendance at all classes and participation in activities and demonstrations are mandatory. Although not represented above, failure to meet these requirements will result in deductions from the final grade.

REQUIRED TEXTBOOKS

AUTHOR:	Baron, Branscombe, & Byrne
TITLE:	Social Psychology
PUBLISHER:	Allyn and Bacon
ISBN #:	978-0-205-58149-8
DATE/EDITION:	12 th edition
COST:	

RESERVE LIBRARY LIST

AUTHOR: Janet B. Ruscher & Elizabeth Yost Hammer (Eds.)
TITLE: Current Directions in Social Psychology
PUBLISHER: Pearson/Prentice Hall
ISBN #: 0-13-189583-4
DATE/EDITION: 2004
COST:

ELECTRONIC COURSE MATERIALS

A number of readings are available online and collected at: <http://www.wvu.edu/~culture>

Bochner, S. (2003). Culture shock due to contact with unfamiliar cultures. In W. J. Lonner, D. L. Dinnel, S. A. Hayes, & D. N. Sattler (Eds.), *Online Readings in Psychology and Culture* (Unit 8, Chapter 7), (<http://www.wvu.edu/~culture>), Center for Cross-Cultural Research, Western Washington University, Bellingham, Washington USA.

Cheung, F. M., & Cheung, S. F. (2003). Measuring personality and values across cultures: Imported versus indigenous measures. In W. J. Lonner, D. L. Dinnel, S. A. Hayes, & D. N. Sattler (Eds.), *Online Readings in Psychology and Culture* (Unit 6, Chapter 5), (<http://www.wvu.edu/~culture>), Center for Cross-Cultural Research, Western Washington University, Bellingham, Washington USA.

Levine, R. V. (2003). Measuring helping behavior across cultures. In W. J. Lonner, D. L. Dinnel, S. A. Hayes, & D. N. Sattler (Eds.), *Online Readings in Psychology and Culture* (Unit 15, Chapter 9), (<http://www.wvu.edu/~culture>), Center for Cross-Cultural Research, Western Washington University, Bellingham, Washington USA.

Liu, James H. (2004). *A Cultural Perspective on Intergroup Relations and Social Identity*. (<http://www.wvu.edu/~culture>), Center for Cross-Cultural Research, Western Washington University, Bellingham, Washington USA

Schultz, P. W. (2002). Environmental attitudes and behaviors across cultures. In W. J. Lonner, D. L. Dinnel, S. A. Hayes, & D. N. Sattler (Eds.), *Online Readings in Psychology and Culture* (Unit 8, Chapter 4), (<http://www.wvu.edu/~culture>), Center for Cross-Cultural Research, Western Washington University, Bellingham, Washington USA.

Sussman, N. M. (2002). Sojourners to another country: The psychological roller-coaster of cultural transitions. In W. J. Lonner, D. L. Dinnel, S. A. Hayes, & D. N. Sattler (Eds.), *Online Readings in Psychology and Culture* (Unit 8, Chapter 1), (<http://www.wvu.edu/~culture>), Center for Cross-Cultural Research, Western Washington University, Bellingham, Washington USA.

Articles collected in the Current Directions edition (above):

Baumeister, Bushman, & Campbell. Self-esteem, narcissism, and aggression: Does violence result from low self-esteem or from threatened egotism?

Elfenbein & Ambady. Universals and cultural differences in recognizing emotions.

Fiske. What we know now about bias and intergroup conflict, the problem of the century.

McCullough. Forgiveness: Who does it and how do they do it?

Norenzayan & Nisbet, Culture and causal cognition.

Other articles:

Heine, S. J. (2001). Self as cultural product: An examination of East Asian and North American selves. *Journal of Personality*, 69(6), 881-906.

Terracciano, et al. (2005). National character does not reflect mean personality trait levels in 49 cultures. *Science*, 310, 96-100.

Wohl, M. J. A., Branscombe, N. R., & Klar, Y. (in press). Collective guilt: An emotional response to perceived ingroup misdeeds. *European Review of Social Psychology*.