

**Dewar College of Education and Human Services
Valdosta State University
Department of Psychology, Counseling, and Family Therapy**

**PSYC 7670
SOCIAL PSYCHOLOGY
3 SEMESTER HOURS**

*Teachers open the door, but you
must enter by yourself.
- Chinese Proverb*

COLLEGE OF EDUCATION CONCEPTUAL FRAMEWORK PRINCIPLES

The following College of Education Graduate Conceptual Framework Principles will be addressed at an introductory level in this course:

- Principle 1: Graduates are committed to students and their learning.
- Principle 2: Graduates know the subject they teach and how to teach those subjects to students.
- Principle 3: Graduates are responsible for managing and monitoring student learning.
- Principle 4: Graduates think systematically about their practice and learn from experience.
- Principle 5: Graduates are members of learning communities.

DEPARTMENTAL EDUCATIONAL OUTCOMES

- 7. Apply basic psychological principles related to perception, learning, and decision making in the context of the design of workplace environment, instrumentation, equipment, and instructional materials.
- 9. Demonstrate an understanding of the relationship and interaction of social and technical environments.

INSTRUCTOR

Dr. Mark A. Whatley
Office: Psychology Building, Room 2220
Voice: (229) 293-6320
Office hours: MW 11:00 - 2:00; T 2:00 - 5:00; Th 10:00 - 11:00; or by appointment.
Email: mwhatley@valdosta.edu
Website: <http://mypages.valdosta.edu/mwhatley>

COURSE DESCRIPTION

Open to graduate students from any major. Integration of classic and contemporary theories, research, and application relating groups, organizations, culture, and society to individual behavior.

REQUIRED TEXTBOOK

Tesser, A. (Ed.). (1995). *Advanced social psychology*. New York: McGraw-Hill.

COURSE OBJECTIVES

Social psychology is the scientific study of how our thoughts, feelings, and behaviors are influenced by the actual, imagined, or implied presence of others. This course will examine the

application of social psychology to the study of dynamic social organizations. In addition, the theoretical and applied approaches to social psychological issues will be emphasized.

My intent is for this course to serve two purposes: (a) to educate you in the classic theories and content areas of social psychology (Objective 7, 9), and (b) for you to learn to analyze and apply these theories in the context of your specialty area (Objective 7, 9).

Course philosophy. This course is a graduate seminar. I WILL NOT be lecturing. What you get out of this course depends solely on whether you do the required readings and whether you are willing and able to discuss them out loud with others. Thus, the only way this course will work is if all of you do all the readings and think about theoretical and methodological issues prior to when we meet.

COURSE ACTIVITIES/ASSIGNMENTS/REQUIREMENTS

Participation in class sessions is a required part of the course. You should develop a list of the issues that most intrigued you in the readings, the issues you found most puzzling, your perceptions of the strengths or weaknesses of the theories or studies represented in the readings, your sense of the directions the field should take, how the findings can be integrated into your specialty area, the theoretical development, etc. These issues are merely suggestions. The point is that you should *think* about the readings and their implications both applied and theoretical. The direction and quality of the discussion will depend on all participants.

For each set of readings (text and articles), you will prepare a one-page single-spaced critical response to the readings. The content of the responses may vary; however, I do not view a simple summary of the readings at the graduate level acceptable. At a minimum, you should demonstrate that you have completed the readings and devoted critical thought to their content. These papers will be turned in at the beginning of class. The papers will be formally graded and are worth up to 10 points. Do not take the one-page critiques lightly as they are an important part of your course participation grade. I have provided acceptable sample papers on the web site for this course. Your level of activity in the course will be monitored and it will contribute to your course participation grade.

Class presentations. Each week, students will make a 4-6 minute presentation on a topic in psychology that is of interest to them. These presentation opportunities are designed to give you “real-world” experience presenting to a sophisticated audience. Your efforts are evaluated critically.

Webpage project. The webpage project involves the development of an original webpage to explicitly inform others in your specialized area the applicability of social psychology. The webpage can be viewed as a resource for others, but the project cannot simply contain links to other webpages. Your task is to be a bridge joining those in your area with social psychology in a manner that will be easy for them to understand and appreciate.

Research project. The research project involves an original research proposal investigating social psychological theory in an area relevant to you. A “replication” of a published article will not be allowed. The research proposal is to be a complete description of a research study.

The major portions of the proposal will include a background and significance section (introduction), a method section, a plan of analysis section, and a discussion section. The length of the various sections should be “journal length;” typically, 6-10 pages for the intro, 3-5 pages for the method, 1-4 pages for the planned analysis, and 3-5 pages for the discussion. The “journal length” guidelines are just that, so your mileage may vary ☺. The proposal **MUST BE**, at a minimum, a basic factorial design and must include a power analysis. **Papers turned in after the due date will not be accepted.**

The proposal will be typed in "APA Style" as described in the 6th edition of the publication manual of the American Psychological Association (APA). The responsibility of conforming to APA Style, neatness, grammar, spelling, etc. rests with YOU, even if you hire a typist. All papers will be written in a clear and concise manner. **DO NOT** hand in rough drafts; all submitted papers and assignments should be free of spelling, typographical, and grammatical errors. **Papers and assignments that contain more than three major errors (e.g., spelling, grammatical, poor paragraph development, etc.) or do not fulfill the assignment will be given a 70% at best.** Keep an electronic or hard copy backup for all of your assignments. Some suggestions:

Helpful writing tips: <http://chiron.valdosta.edu/mawhatley/writing.htm>

The Elements of Style: <http://www.bartleby.com/141/index.html>

PLEASE KEEP A BACK-UP COPY OF YOUR PAPERS!!

Important advice you should follow. The proposal will require a good deal of time and effort on your part. Because you have completed a graduate level statistics and research methods course(s), I will expect you to apply what you have learned in those courses to this proposal. A proposal that jeopardizes internal validity will receive, at best, a grade of D. All papers will be written in a clear and concise manner. Papers with avoidable or excessive spelling and grammatical errors will receive a grade of C.

You should not wait until the night before the paper is due to begin final editing for at least two reasons. First, you are likely to find areas in your paper that are missing information (e.g., references, scales, etc.) or have poor paragraph development. Second, computers, printers, and typewriters inevitably choose this time to break down, malfunction, run out of ribbon, or toner. I ***will not*** be sympathetic to stories about malfunctioning computer equipment, professional typists, boyfriends or girlfriends who did not finish your typing job when promised.

COURSE EVALUATION

Around the middle of the semester (i.e., March 5th), you will be scheduled to present an oral presentation of the course project you are proposing. The purpose of the presentation is threefold: to discourage waiting until the last minute before beginning work on the research proposal; to acquaint other class members with the project you are proposing; to obtain direct and comparative feedback that will help refine your project. **DO NOT** approach this initial presentation too casually. You should view the presentation as an opportunity to improve your oral presentation skills, which will become increasingly important as you approach graduation and enter the job market.

Midterm Date: March 7th - THURSDAY

Final Exam Date and Time: TUESDAY, MAY 7th

5:00 - 7:00

Note: You must take your final exam during your scheduled final exam time.

Final grades are based on the following criteria:

A ≥ 90%

B ≥ 80%

C ≥ 70%

D ≥ 60%

F < 60%

Point totals

Critiques	90
Class Participation	25
Presentation	50
Course Project	100

You will earn a maximum of 15 course participation points for simply turning in all required assignments and showing up for every class. Each of you should strive to be an active participant in course discussions. However, the content of what you say is more important than how many times you speak. Students can speak volumes of information while adding virtually nothing to the discussion.

ATTENDANCE POLICY

This is a graduate-level course and I expect you to be in every class period for the entire time. Any deviation from this expectation will be reflected in your course participation grade.

There are only two kinds of absences: excused and unexcused. An excused absence is due to: (a) illness of student or serious illness of a member of the student's immediate family; (b) death of a member of the student's immediate family; (c) attendance on a sponsored University trip; (d) major religious holidays; and (e) any other circumstance which the instructor finds reasonable cause for nonattendance. Any absence that cannot be verified as excused will be considered unexcused. Make-up work will not be allowed for an unexcused absence. For example, "I overslept," "I forgot," "I was called into work," or "My roommate turned off the alarm clock" are examples of situations that are your responsibility, not mine.

Important information. If you miss more than 20% of the scheduled classes, then you will automatically receive an "F" in the course.

Course Withdrawal Policy. Students who withdraw from the course must follow Valdosta State University's withdrawal policy:

<http://www.valdosta.edu/academics/academic-affairs/vp-office/advising/withdrawal-policy.php>

PROFESSIONALISM

All emails will be written in a manner expected of a graduate student (e.g., free of writing errors, etc.). Do not use abbreviations like you do when texting. You will consider any email you send me "professional correspondence." You will not begin an email without a greeting as doing so is considered rude. The email will start with a proper greeting or salutation, such as "Dr. Whatley," "Hi," "Hello," etc. Although used frequently among friends and acquaintances, "Hey," "Yo," "What's Up," etc. are not formal greetings. Please do not send me irrelevant emails, or forward emails that you think are "cute," etc.

However, when you send me an email, I require that you include the course abbreviation and number, and a brief statement/phrase indicating what the email concerns in the subject line of the email. For example, if you had a question about the course, then you would include the following in the subject line of your email:

PSYC 7670: Course Question

Note: Emails that do not follow the above guidelines will be ignored.

DEWAR COLLEGE OF EDUCATION & HUMAN SERVICES POLICY ON PLAGIARISM

<http://www.valdosta.edu/colleges/education/deans-office/policy-statement-of-plagiarism.php>

Students are required to be familiar with Valdosta State University's Policy on plagiarism and cheating. This policy can be found in the Valdosta State University Student Handbook in the "Student Code of Conduct" section. The most severe academic action that may be administered by any faculty member is a grade of "F" in the course. The most severe disciplinary action that may be administered by the VSU Judicial Committee is expulsion or suspension.

Plagiarism refers to reproducing someone else's work, whether it is a published article, chapter of a book, a paper from a friend, or some other resource. When a student's assignment involves research from outside sources or information, he or she must carefully acknowledge exactly what, where, and how he or she has employed them. If the words of someone else are used, then the student must put quotation marks around the passage in question and add in appropriate indication of its origin. If you make simple changes while leaving the organization, content, and phraseology intact, then you are guilty of plagiarism. Any student who is found to have plagiarized in this course will, at minimum, receive a zero for that assignment and a possible F for the course.

Cheating is defined as the wrongfully giving, taking, or presenting any information or material by a student with the intent of aiding himself or herself or another student on any academic work which is considered in any way in the determination of the final grade. If you let someone else copy your work or share answers with them, then that action is cheating. A more detailed description can be found in the Valdosta State University Student Handbook in the "Student Code of Conduct" section.

ACCESSIBILITY STATEMENTS

Access: Students with disabilities who are experiencing barriers in this course may contact the Access Office for assistance in determining and implementing reasonable accommodations. The Access Office is located in Farber Hall. The phone numbers are 229-245-2498 (V), 229-375-5871 (VP) and 229-219-1348 (TTY). For more information, please visit:

<http://www.valdosta.edu/access> or email: access@valdosta.edu

Title IX: Valdosta State University (VSU) is committed to creating a diverse and inclusive work and learning environment free from discrimination and harassment. VSU is dedicated to creating an environment where all campus community members feel valued, respected, and included. Valdosta State University prohibits discrimination on the basis of race, color, ethnicity, national origin, sex (including sexual harassment and sexual violence), sexual orientation, gender identity, religion, age, disability, genetic information, or veteran status, in the University's programs and activities as required by applicable laws and regulations such as Title IX. The individual designated with responsibility for coordination of compliance efforts and receipt of inquiries concerning nondiscrimination policies is the University's Title IX Coordinator: Director of the Office of Social Equity, titleix@valdosta.edu, 1208 N. Patterson St., Valdosta State University, Valdosta, Georgia 31698, 229-333-5463.

STUDENT OPINION OF INSTRUCTION

At the end of the term, all students will be expected to complete an online Student Opinion of Instruction survey (SOI) that will be available on BANNER. Students will receive an email notification through their VSU email address when the SOI is available (generally at least one week before the end of the term). SOI responses are anonymous, and instructors will be able to view only

a summary of all responses two weeks after they have submitted final grades. While instructors will not be able to view individual responses or to access any of the responses until after final grade submission, they will be able to see which students have or have not completed their SOIs, and student compliance may be considered in the determination of the final course grade. These compliance and non-compliance reports will not be available once instructors are able to access the results. Complete information about the SOIs, including how to access the survey and a timetable for this term is available at:

<http://www.valdosta.edu/academic/OnlineSOIPilotProject.shtml>

A FINAL WORD

I want to convey to you that I am firm on these policies. However, I am aware that individual circumstances may arise warranting change in some of these procedures or policies, but you ***should not*** count on that being the case. If you have any questions regarding where you stand in the course, then I strongly recommend that you come and talk to me. I want to emphasize the importance of consulting with me ***as soon as possible*** should any difficulties arise in your life that might interfere with your performance in the course. **I reserve the right to add, remove, or modify course assessments as necessary.**

TENTATIVE COURSE SCHEDULE

Readings to be determined, in part, by student interests. They can be accessed via the “Course Readings” folder in the content browser in BlazeVIEW.

Week of:	Class Activities
01/14 Week 1:	Course Questions. Chapter 1 and 2 (skim) - No critique due
01/21 Week 2:	Chapter 3: Self and Identity (plus 2 of the readings)
01/28 Week 3:	Chapter 4: Attribution (plus 2 of the readings)
02/04 Week 4:	Project Work – Identify group members and assignments, area of concentration, submit outline.
02/11 Week 5:	Chapter 5: Social Cognition (plus 2 of the readings)
02/18 Week 6:	Chapter 6: Attitudes and Attitude Change (plus 2 of the readings)
02/25 Week 7:	Project Work
03/04 Week 8:	Chapter 7: Social Influence (plus 2 of the readings)
03/11 Week 9:	Project Presentations
03/18 Week 10:	<i>SPRING BREAK: NO CLASS MEETINGS</i>

03/25 Week 11: Chapter 9: Prosocial Behavior (plus 2 of the readings)
 04/01 Week 12: Chapter 10: Aggression (plus 2 of the readings)
 04/08 Week 13: Project Work
 04/15 Week 14: Project Due
 04/22 Week 15: Chapter 11: Group Processes (plus 2 of the readings)
 04/29 Week 16 Chapter 12: Prejudice (plus 2 of the readings)
 05/06 Last Class Day - Monday

FINAL EXAM TUESDAY, MAY 7th 5:00 - 7:00

Program and Course	Activity	Assessment
M.S. Industrial/ Organizational Psychology - Social Psychology (PSYC 7670)		
Program Outcomes		
7. Apply basic psychological principles related to perception, learning, and decision making in the context of the design of workplace environment, instrumentation, equipment, and instructional materials.	Lecture. Discussion. Assigned readings. In addition, students write weekly reaction papers, are responsible for a research proposal applying social psychology to their area of expertise, and give an in-class presentation.	Graded critiques. An appropriate rubric is used to grade the research proposal and the presentation.
9. Demonstrate an understanding of the relationship and interaction of social and technical environments.	Lecture. Discussion. Assigned readings. In addition, students write weekly reaction papers, are responsible for a research proposal applying social psychology to their area of expertise, and give an in-class presentation.	Graded critiques. An appropriate rubric is used to grade the research proposal and the presentation.

Educational Outcomes of I/O Psychology Degree <i>Identified courses address listed outcomes explicitly.</i>	PSYC Course Numbers
1. utilize basic research designs to conduct laboratory and field studies as related to human resources and organizational issues	5800, 7690, 7961, 7962, 8000
2. collect, summarize, analyze, and interpret data utilizing univariate and multivariate statistical procedures	5800, 7961, 7962, 8000
3. conduct job analyses for use in personnel selection, appraisal, training, and job design	5800, 7600, 7610, 7961, 7962, 8360, 8370
4. demonstrate use of ethical behavior and know legal requirements when developing and using personnel/organizational tools	5800, 7600, 7610, 7690, 7961, 7962, 8360
5. develop, administer, and evaluate human resource programs related to skill acquisition, training, and career development	5800, 7690, 7961, 7962, 8360, 8370, 8610
6. select, utilize, and evaluate appropriate motivational and behavior modification strategies in the context of human resource management	5800, 7961, 7962, 8350, 8610
7. apply basic psychological principles related to perception, learning, and decision making in the context of the design of workplace environment, instrumentation, equipment, and instructional materials	5800, 7610, 7670, 7961, 7962, 8350, 8360, 8370
8. develop, administer, and evaluate tests and assessment techniques as related to personnel and organizational issues	5800, 7610, 7690, 7961, 7962
9. demonstrate an understanding of the relationship and interaction of social and technical environments	5800, 7690, 7670, 7961, 7962

CURRENT APPLICATIONS

CROSS-SITUATIONAL CONSISTENCY IN PUNCTUALITY: ARE SOME PEOPLE NOTORIOUSLY LATE?

"Five people showed up late to class the other night. This would be no big deal, except that the class they were late for was a class on how not to be late. The class, called 'Never Be Late Again,' is given once a month in a downtown San Francisco hotel by the Learning Annex...Della, a truck driver, said she has been late to work all her life. If she is late one more time, even by a single minute, she stands to lose her job. 'I need help,' she said."

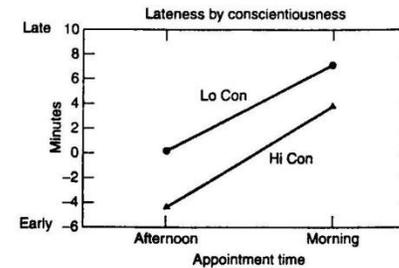
John Carroll,
San Francisco Chronicle,
May 3, 1991, p. e10

Is it true that there is considerable cross-situational consistency in how late people are? Dudycha (1936) was the first psychologist to study punctuality empirically. He recorded children's arrival times to various school and social activities and found a modest degree of consistency. More recently, Mischel and Peake (1982) assessed various behavioral manifestations of conscientiousness, including several measures of subjects' arrival times. Using correlational indices, they concluded that behavioral consistency across situations was low at best.

Ware and John (1995) asked a slightly different question: Does the broad Conscientiousness factor from the Five-Factor Model help us predict individual

differences in punctuality? The subjects were Berkeley students in the Masters of Business Administration Program whose arrival times at a managerial assessment program were recorded on several days. Conscientiousness was measured with the NEO-PI self-report scale two weeks prior to the experiment, thus allowing the researchers to divide up the sample beforehand into high and low Conscientiousness groups. Individual differences in lateness were substantial; subjects' arrival times ranged from 30 minutes early (a score of -30) to 46 minutes late (a score of +46 on lateness).

There were two kinds of situations: one was an easy appointment time (5 p.m. in the afternoon), and the other was a difficult appointment time (8 a.m. in the morning). The findings are illustrated in the figure below. As situationist accounts of behavior would suggest, the average participant was 2 minutes early for the afternoon appointment but 6 minutes late for the early morning one. Now consider the trait effect: the students high in Conscientiousness consistently arrived earlier than the students low in Conscientiousness, by about 5 minutes, and this effect held in both situations. Generally students were consistent in their relative promptness across the situations and their conscientiousness scores predicted lateness to a statistically significant degree (see accompanying figure).



How large is this conscientiousness effect? Five minutes late on *one* day may not seem that much. But consider that 50 percent of the students were classified as relatively low on Conscientiousness and they arrived an average of 5 minutes later for *each* of their appointments. That adds up to an hour late in 12 appointments. At a job, it would translate into almost a half hour of work missed per week, two hours per month, and 24 hours (that is, three whole work days) per year. Thus, what seems like a small effect can quickly

snowball. No wonder that Della, the truck driver, is in trouble at her job!

These findings illustrate that both the situation and our personality traits affect how we behave at any given time. There is *some* cross-situational consistency in lateness but the personality trait of Conscientiousness is only one of many influences that determine whether we are late in any one specific situation.

SOURCES: Dudycha, 1936; Mischel & Peake, 1982; Ware & John, 1995.

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by Jerry Bittle



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