

**Psychology 231
Social Psychology
Spring 2006**

Instructor: Douglas Haynes

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Office Hours: Tuesdays & Thursdays 10 - 10:30; 4:15 – 5:15 PM and by appointment

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Class Meetings: Tuesday & Thursday 10:30-11:45; 12:00-1:15

Room: Lecture Hall 2; Lecture Hall 3

Required Textbook: *Social Psychology*. Baron, Byrne, & Branscombe. 11th Edition.

Course Overview:

Social Psychology is an interesting topic, and so the class should be interesting, fun, and informative at the same time. Classes will involve lectures, discussions, and group/class activities. In order to facilitate these lectures/discussions you will need to be prepared for class; there are reading assignments that are generally outlined in the following course schedule.

Date	Topic	Chapter	Work Due
Week 1 Jan.24&26	▪ Introductions and Group Formation		
	▪ What is Social Psychology? ▪ Basic research methods.	1	
Week 2 Jan 31 & Feb 2	Nonverbal communication.	2	
	▪ Making a “good” first impression.	2	List of four group presentation ideas.
Week 3 Feb 7 & 9	▪ Are we lazy thinkers?	3	
	▪ Why we mess up ... a lot.	3	Last day to add - Feb. 7th
Week 4 Feb 14 & 16	▪ Linking our attitudes and behaviors.	4	
	▪ Cognitive dissonance and other theories.	4	
Week 5 Feb 21 & 23		Feb. 23	▪ Exam One
	▪ Getting to know ourselves.	5	Last day to drop - Feb. 24th
Week 6 Feb 28 & Mar 2	▪ The role of gender in our social lives.	5	
	▪ Where does prejudice come from?	6	▪ Reaction Paper Set One & Group Presentations (Mar 2)
Week 7 Mar 7 & 9	▪ How to counter the effects of prejudice.	6	
	▪ Attraction and meeting new people.	7	
Week 8 Mar 14 & 16	Spring Break!		
Week 9 Mar 21 & 23	▪ Do birds of a feather flock togetheror do opposites attract?	7	
		Mar. 23	Exam Two

Week 10 Mar 28 & 30	▪ Dating relationships, marriage, and sex.	8	
	▪ Family and other close relationships.		
Week 11 Apr 4 & 6	▪ Why do we conform?	9	
	▪ How can we get others to comply with what we want?	9	
Week 12 Apr. 11 & 13	▪ <i>Why</i> do we help?	10	
	▪ <i>Who</i> do we help?	10	
		Apr. 13	▪ Exam Three
Week 13 Apr 18 & 20	▪ What are the roots of violence?	11	
Week 14 Apr 25 & 27	▪ What causes us to act aggressively?	11	▪ Reaction Paper Set Two (Apr 27)
	▪ Why we form groups.	12	
Week 15 May 2 & 4	▪ How do groups work together to make decisions?	12	▪ Group Presentation (May 2)
	▪ Overview/Wrap-up/Big Picture/Review for Final Exam		
Final Exam:			
10:30 a.m. - 11:45 a.m.		Thurs. 5/11	10:30 a.m. - 1:15 p.m.
12:00 p.m. - 1:15 p.m.		Tues. 5/16	10:30 a.m. - 1:15 p.m.

Course Objective:

After taking this class ... you will not be able to analyze your friends or family members to “figure them out.” However, you will be able to recognize things about yourself: how you think and respond to situations, attributions you may make about others, and how your communication style may influence how others respond to you. You will find that you can easily identify many of the concepts we discuss in class in your own life – this should increase your understanding (and even your interest/appreciation!) for the material we discuss.

Your Grade:

There are a total of 240 possible points. Here’s how those points break down:

- Three exams worth 50 points each.
 - There will be four exams (three plus the final), students may drop their lowest score.
 - This exam policy allows you to miss/bomb one exam, but note that there are **NO** make-up exams. Please note exam dates on the above course schedule.
 - Exams 1 -3 are not cumulative. The final exam will focus on the new material covered since exam 3, but will also include questions covering material learned earlier in the semester.
 - Each exam will be composed of multiple-choice questions.

- Ten reaction papers worth 6 points each (10 x 6 = 60). Due in sets on dates specified above.
 - Papers are due at the beginning of class on the dates specified in the above course schedule. Late papers will not be accepted.

- These reaction papers should be short (2 -4 pages each) and should be just that – your reaction. My reaction to *what?* It can be your reaction to something we have discussed in class that surprised you. It can be your reaction to a movie or TV show you have seen in which you recognized a social psychology concept. Or, it can be your reaction to an event in your own life in which you realized that something we have discussed in class was relevant or helpful.
 - Each reaction paper should focus on the material covered in the current chapter. I would recommend a commentary/weblog (blog) format. The purpose for these papers is to make sure that the course material is properly understood and can be applied to real world events.
 - Reaction papers will be evaluated on: spelling, grammar, clarity, extent to which you demonstrate understanding of the concept you are discussing, extent to which the story/experience you are describing is related the concept, and the extent to which you have integrated your own thoughts and ideas. Will not accept unstapled submissions.
- Two group presentations worth 15 points each.
 - You will work in small groups to come up with a fun way to demonstrate (act out) a concept or experiment we have discussed in class. These should be fun/in-formal presentations.
 - Group presentations will be evaluated on: enthusiasm, extent to which all group members are actively participating, extent to which you demonstrate understanding of the concept/experiment, and your ability to answer questions about the concept/experiment.
- The final grades will be based on the following scale:
 - A) 90 – 100
 - B) 80 – 89
 - C) 70 – 79
 - D) 60 – 69
- Extra Credit Opportunities: Students may earn up to 15 extra credit points to be added to any test score, writing assignment grade, or group presentation grade. During the semester, I may give extra credit assignments and/or ask extra-credit questions. Questions will pertain to what we discussed in the last class meeting or the material students should have read for the current class meeting. Students can earn between ½ (for being present) and 1 (for answering correctly) point.

Honor Code:

The University has set out a clear Honor Code – you can read it below. The bottom line is: do NOT cheat, do NOT plagiarize, do NOT lie to me, and do NOT steal. If you have questions about any of this, please ask me.

The Honor Code of George Mason University shall deal specifically with

- A. Cheating and attempted cheating
- B. Plagiarism
- C. Lying
- D. Stealing

A. Cheating encompasses the following:

1. The willful giving or receiving of an unauthorized, unfair, dishonest, or unscrupulous advantage in academic work over other students. The above may be accomplished by any means whatsoever, including, but not limited to, the following: fraud, duress, deception, theft, trick, talking, signs, gestures, copying from another student, and the unauthorized use of study aids, memoranda, books, data or other information.

2. Attempted Cheating.

B. Plagiarism encompasses the following:

1. Presenting as one's own the works, the work, or the opinions of someone else without proper acknowledgement.
2. Borrowing the sequence of ideas, the arrangement of material, or the pattern of thought of someone else without proper acknowledgement.

C. Lying encompasses the following:

The willful and knowledgeable telling of an untruth, as well as any form of deceit, attempted deceit, or fraud in an oral or written statement relating to academic work. This includes but is not limited to:

1. Lying to administration and faculty members.
2. Falsifying any University documents by mutilation, addition, or deletion.
3. Lying to Honor Committee Members and counsels during investigation and hearing. This may constitute a second charge, with the Committee members who acted as judges during that specific hearing acting as accusers.

D. Stealing encompasses the following:

Taking or appropriating without the permission to do so, and with the intent to keep or to make use of wrongfully, property belonging to any member of the George Mason University community or any property located on the University campus. This section is relevant only to academic work and related materials.

Disability/Assistance:

If you are a student with a disability and you need academic accommodations, please see me and contact the Disability Resource Center(DRC) at 703-993-2474. All academic accommodations must be arranged through that office.