



UNIVERSITY OF NORTHERN COLORADO

---

## Extended Campus

College of Education & Behavioral Sciences  
School of Psychological Sciences

UNC Dual Enrollment at Bennett High School

PSY 265-685 Social Psychology (gtP; LAC\*)  
Spring 2021

**INSTRUCTOR:** William Taylor, Ph.D.  
**OFFICE:** virtual  
**OFFICE PHONE:** 303.809.8729  
**E-MAIL ADDRESS:** William.taylor@unco.edu  
**OFFICE HOURS:** by appointment

### UNC Catalog Description

Survey major areas of social psychology, discussing nature of and factors involved in human social behavior, impression management, prosocial behavior, aggression, conformity, obedience to authority, attitude change and interpersonal attraction.

### Prerequisites

There are no prerequisites for this class.

### Messages

I will respond to email within 24 hours during the week and within 48 hours if over the weekend.

### \*LAC designation

This course fulfills requirements for LAC Area 5c, Human Behavior and Social Systems.

#### **LAC Area 5c (Human Behavior, Culture, or Social Frameworks)**

Competency in this area refers to a student's ability to critically analyze and engage with complex, interdependent global systems and legacies (such as natural, physical, social, cultural, economic, and political) and their implications for people's lives and the earth's sustainability. Through this learning, students should: 1) become informed, open-minded, and responsible people who are attentive to diversity across the spectrum of differences, 2) seek to understand how their actions affect both local and/or global communities, and 3) address the world's most pressing and enduring issues collaboratively and equitably.

- 1) Build Self-Awareness: Demonstrate how one's own attitudes, behaviors, or beliefs compare or relate to those of other individuals, groups, communities, or cultures.
- 2) Examine Perspectives: Examine diverse perspectives when investigating social and behavioral topics within natural or human systems.

- 3) Address Diversity: Make connections between the worldviews, power structures, and experiences of individuals, groups, communities, or cultures, in historical or contemporary contexts.
- 4) Critical Thinking: Demonstrate the ability to ask research questions, judge the quality of research sources, and/or use information to explain an issue or argument.

### **\*gtP designation**

The Colorado Commission on Higher Education has approved PSY265 for inclusion in the Guaranteed Transfer (GT) Pathways program in the GT-SS3 category. For transferring students, successful completion with a minimum C– grade guarantees transfer and application of credit in this GT Pathways category. For more information on the GT Pathways program, go to <http://highered.colorado.gov/academics/transfers/gtpathways/curriculum.html>”.

This course fulfills the GT Pathways Content criteria and Competencies and Student Learning Outcomes for Human Behavior, Culture, or Social Frameworks (GT-SS3). Students who successfully complete a GT Pathways Human Behavior, Culture, or Social Frameworks course should be able to:

- 1) Develop knowledge of human behavior, including learning, cognition, and human development **or** cultural or social frameworks/theories that explore and compare issues and characteristics of individuals, groups, communities, or cultures.
- 2) Use tools, approaches, and skills from the Social & Behavioral Sciences to analyze and interpret issues.
- 3) Understand diverse perspectives and groups.
- 4) Demonstrate competency in critical thinking by being able to:
  - a. Explain an Issue
    - i. Use information to describe a problem or issue and/or articulate a question related to the topic.
  - b. Utilize Context
    - i. Evaluate the relevance of context when presenting a position.
    - ii. Identify assumptions.
    - iii. Analyze one’s own and others’ assumptions.
  - c. Understand Implications and Make Conclusions
    - i. Establish a conclusion that is tied to the range of information presented.
    - ii. Reflect on implications and consequences of stated conclusion.
- 5) Demonstrate diversity and global learning by being able to:
  - a. Build self-awareness
    - i. Demonstrate how their own attitudes, behaviors, or beliefs compare or relate to those of other individuals, groups, communities, or cultures.
  - b. Examine perspectives
    - i. Examine diverse perspectives when investigating social and behavioral topics within natural or human systems.
  - c. Address diversity
    - i. Make connections between the world-views, power structures, and experiences of individuals, groups, communities, or cultures, in historical or contemporary contexts.

Students will be assessed on the content and competency criteria through a combination of examinations, written projects (i.e., the editorials described below), and in-class discussion, activities, and demonstrations.

**Required Text:** Myers, D. G., & Twenge, J. (2015). *Social Psychology* (12<sup>th</sup> edition). New York, NY: McGraw-Hill.

### **Specific Course Knowledge and Skills**

- 1) Students will acquire in-depth knowledge of the principles of social psychology, including major theories and concepts in social psychology, physiological foundations of social behavior, and applications of social psychology (obtained through lecture and class discussion, reading of the textbook, and classroom discussion and interaction).
- 2) Students will demonstrate the ability to critically evaluate theories, research, and methods in social psychology (obtained through lecture and class discussion, reading of the textbook, classroom discussion and interaction, and preparation for examinations).
- 3) Students will acquire the ability to apply knowledge of social psychology in service of the larger community or university (obtained through classroom discussions and reading of the textbook).
- 4) Students will demonstrate understanding of research methods in social psychology (obtained through lecture and class discussion, reading of the textbook, classroom discussion and interaction, and preparation for examinations).
- 5) Students will acquire skills and knowledge to prepare them for careers or graduate study in psychology and related fields, such as critical thinking, problem solving skills, and greater cultural knowledge (obtained through lecture and class discussion, reading of the textbook, classroom discussion and interaction, and preparation for examinations).
- 6) Students will demonstrate understanding of the social pressures that shape human behavior, cognition, emotion, and experience (obtained through lecture and class discussion, reading of the textbook, classroom discussion and interaction, and preparation for examinations).
- 7) Students will acquire greater understanding of systematic biases (e.g., sexism, racism, heterosexism, etc.) in psychology and the larger culture as well as the reduction of these biases (obtained through lecture and class discussion, reading of the textbook, classroom discussion and interaction, and preparation for examinations).
- 8) Students will acquire greater understanding and awareness of the importance of diversity, equity, and inclusion, including social, historical, and cultural factors that affect prejudice, privilege, and discrimination (obtained through lecture and class discussion, reading of the textbook, classroom discussion and interaction, and preparation for examinations).
- 9) Students will acquire greater ability to examine others' perspectives, including perspectives that differ from their own (obtained through lecture and class discussion, reading of the textbook, classroom discussion and interaction, and preparation for examinations).
- 10) Students will acquire knowledge of the professional and ethical standards of psychology and will engage in study and self-reflection of their own ethical systems for study, teaching, research, and professional practice (obtained through lecture and class discussion, reading of the textbook, classroom discussion and interaction, and preparation for examinations).
- 11) Students will develop a sensitivity to and an appreciation for the beauty and complexity of human behavior (obtained through all class activities).
- 12) Students will develop skills for critical thinking and dialectic. Students are encouraged to think and discuss freely and critically about psychological theories, ethics, experiments, and conclusions (obtained through all class activities).

## Evaluation/Grading

Your grade will be based on a total of 350 possible points. Two factors play a role in the grade you earn for the course: examinations and papers.

### Examinations

There are three major examinations. Two will be scheduled throughout the semester, and one is scheduled for finals week. Examinations will be a combination of multiple choice and essay questions. Each exam, including the final, is worth 100 points. The final is not cumulative.

Attendance is critical to performance. Exams will be over material from the book and from class discussions. There will be topics discussed in class that are not in the textbook, and there will be topics in the text that will not be discussed in class. You are responsible for all sources of ideas.

Make-up examinations must be approved by the instructor in advance according to university policy, and all make-up examinations will be given in essay format.

### Papers

Students will write two editorials (approximately two to four pages in length) on class topics. Each editorial is worth 25 points. Editorials may be completed at any time before the due dates. Editorials provide opportunities for you to reply to class materials. An editorial may be critical or appreciative and may deal with ideas from the class discussion or the reading materials. I hope that it will feel safe to write an editorial in which you freely state your ideas and opinions. I will always put written feedback on your editorials. If you give your written permission on the editorial, it may be read to the class. I will not reveal your name unless you give me written instructions to do so. If your editorial is read to the class, I will not respond, but other members of the class will be invited to discuss your ideas in a public forum. Again, you must specify in writing if you want your editorial to be shared and if you want your name to be revealed. Please feel invited to select any topic related to class.

### Expectations in Class

Attendance is encouraged, expected, and necessary for performance on examinations. For every class, 100% attendance is expected. When you come to class, come to learn. You are expected to respect your classmates and not be a source of distraction to others.

Questions and comments are encouraged. Participation enhances the quality of the classroom experience for everyone. Please feel invited to be active in class!

### Summary of Evaluation

Three exams worth 100 points each	300 points possible
Two papers worth 25 points each	<u>50 points possible</u>
Total	350 points

Grades will be assigned as follows:

92.6 – 100% A	90.0 – 92.5% A-
87.6 – 89.9% B+	82.6 – 87.5% B
80.0 – 82.5% B-	77.6 – 79.9% C+
72.6 – 77.5% C	70.0 – 72.5% C-
67.6 – 69.9% D+	62.6 – 67.5% D
60.0 – 62.5% D-	below 60% Failing

## **Late Work Policy**

Students will complete all work on time as specified in the syllabus. For each day a required class project (i.e., paper, editorial, in-class assignment) is late, there will be a 10% reduction in grade unless there are extenuating circumstances. After five days, the grade will be reduced to zero unless there are extenuating circumstances.

## **Extenuating Circumstances**

Students facing extenuating circumstances must contact the instructor as soon as reasonably possible, and students must provide documentation of their situation. Students are encouraged to contact the University of Northern Colorado Dean of Students Office (970-351-2001; <http://www.unco.edu/dean-of-students/>) for support.

## **Technology**

Use of technology in class is a privilege. Extracurricular activity, including but not limited to email, websurfing, text messaging, or coursework for other classes, is a disruption of the educational process and will result in termination of privileges at the discretion of the instructor. Any student wishing to use technology in class MUST complete and sign the Technology Use Agreement Form in duplicate.

## **Audio/Video Recording Policy**

Audio or video recording of class (including lectures, discussions, activities, etc.) is expressly prohibited due to concerns about confidentiality, anonymity, and intellectual property. Exceptions may be granted for accommodations for students with disabilities or on a case by case basis.

## **Students with Disabilities**

Any student requesting disability accommodation for this class must inform the instructor giving appropriate notice. Students are encouraged to contact the Bennett High School counseling office to certify documentation of disability and to ensure appropriate accommodations are implemented in a timely manner.

## **UNC Policies:**

**Honor Code-** All members of the University of Northern Colorado community are entrusted with the responsibility to uphold and promote five fundamental values: Honesty, Trust, Respect, Fairness, and Responsibility. These core elements foster an atmosphere, inside and outside of the classroom, which serves as a foundation and guides the UNC community's academic, professional, and personal growth. Endorsement of these core elements by students, faculty, staff, administration, and trustees strengthens the integrity and value of our academic climate. For more information, refer to the Dean of Students' website: <http://www.unco.edu/dean-of-students/>.

## **Dropping or Withdrawing from a UNC Dual Credit Course**

**Note:** Drop and withdrawal dates for the courses at your school can be found on your [dual enrollment page for your high school](#).

Please use the [Dual Enrollment Drop & Withdrawal Form](#).

- You can drop your course up until the designated Drop Deadline. The course will be removed from your transcript and you will receive a full tuition refund.
- After the Drop Deadline and up until the Withdrawal Deadline you can withdraw from your course. The course will remain on your transcript with a grade of "W" (this does not impact your GPA), and there is no tuition refund.
- After the withdrawal deadline you are unable to be removed from the course. The course will remain on your transcript with the grade that you have earned, and there is no tuition refund.
- If you stop attending the course but fail to officially withdraw from the course(s), you will be responsible for full tuition and fees and the course grade will remain on your transcript.

## **Tentative Course Schedule**

<u>Chapter</u>	<u>Topic</u>
1	Introducing Social Psychology
2	The Self in a Social World
3	Social Beliefs and Judgments
4	Behavior and Attitudes
5	Genes, Culture, and Gender
EXAM 1	2.8.2020 (Discussions and Chapters 1, 2, 3, 4, 5)
PAPER 1	3.15.2020
6	Conformity and Obedience
7	Persuasion
8	Group Influence
9	Prejudice
10	Aggression
EXAM 2	3.29.2020 (Discussions and Chapters 6, 7, 8, 9, 10)
PAPER 2	4.15.2020
11	Attraction and Intimacy
12	Helping
13	Conflict and Peacemaking
14	Cultural Influences
15	Social Psychology in Court
16	A Sustainable Future
EXAM 3	5.5.2020 (Discussions and Chapters 11, 12, 13, 15, 16)

**Taking this course signifies acceptance of the terms and conditions stated in this syllabus.**