UVU UTAH VALLEY UNIVERSITY™

Master Course Syllabus

For additional course information, including prerequisites, corequisites, and course fees, please refer to the Catalog: https://catalog.uvu.edu/

Semester: Spring
Year: 2025
Course Prefix: PSY
Course and Section #: 350G X01
Course Title: Social Psychology
Credits: 3

Course Description

Studies the ways in which social context influences behavior. Reviews both social and psychological research. Includes culture and personality theory. Presents a multi-disciplinary approach to understanding human behavior. Requires a research project to observe and report individual or group behavior in a real-life setting.

Course Attributes

This course has the following attributes:

☐ General Education Requirements
☒ Global/Intercultural Graduation Requirements
☐ Writing Enriched Graduation Requirements
☒ Discipline Core Requirements in Program
☐ Elective Core Requirements in Program
☐ Open Elective
Other: *Click here to enter text.*

Instructor Information

Instructor Name: Natalie Noel

Student Learning Outcomes

- Articulate basic concepts and theories in social psychology.
- Explain how individuals are affected by other people.
- Use scientific findings to form strategies for dealing with real life issues.
- Identify some cultural differences on people's thoughts, feelings, and behaviors.
- Construct scientific research in social psychology.
- Discuss stereotypical cultural conceptions. conceptions and recognize the complexity and variety of different cultural groups.
- Evaluate how one's own cultural rules and biases compare and contrast with those from different cultures.
- Analyze and evaluate global or intercultural issues.
- Recognize the complexity and variety of different cultural groups.

Course Materials and Texts

David, G., & Myers, J. M. T. (2022). Social psychology 14E

Course Requirements

Course Assignments, Assessments, and Grading Policy

Course assignments include:
12 weekly chapter quizzes/tests (240 points total)
13 discussion boards (195 points total)
12 journals (60 points total)
1 research poster (100 points total)
1 comprehensive final exam (150 points total)

GRADING POLICY HERE

:

Grade	Percent
A	93-100
A-	90-92
B+	87-89
B	83-86
B-	80-82
C+	77-79
C	73-76
C-	70-72
D+	67-69
D	63-66

Grade	Percent
D-	60-62
E	0-59

Required or Recommended Reading Assignments

All Chapter Readings are found in *David, G., & Myers, J. M. T. (2022). Social psychology 14E*
Lesson One
Chapter One: Introducing Social Psychology
Lesson Two
Chapter Two: The Self in the Social World
Lesson Three
Chapter Three: Social Beliefs and Judgements
Lesson Four
Chapter Four: Behaviors and Attitudes
Lesson Five
Chapter Five: Genes, Culture and Gender
Lesson Six
Chapter Nine: Prejudice
Lesson Seven
Chapter Six: Conformity and Obedience
Lesson Eight
Chapter 8: Group Influence
Lesson Nine
Chapter 11: Attraction and Intimacy
Lesson Ten
Chapter 12: Helping
Lesson Eleven
Chapter 10: Aggression
Lesson Twelve
Chapter 15: Social Psychology in Court

General Description of the Subject Matter of Each Lecture or Discussion

Lesson One
  In this lesson, we will learn what social psychology studies, which includes what kinds of questions social psychologists try to answer, and what big ideas influence the field. In addition, we will learn about research methods central to social psychology.
Lesson Two
  In this lesson, we will learn the definition of self-concept, as well as factors that affect the self-concept from a social psychological perspective. The topics of this lesson include self-perception theory, over-justification effect, social comparison theory, autobiographical memories, self-discrepancy theory, self-presentation, self-verification, and self-monitoring.

Lesson Three

In this lesson, we will learn social psychological factors that affect individuals' perceptions of others, including the importance of first impressions, the role of nonverbal cues, and the impact of cultural norms on evaluating nonverbal behaviors. In addition, we will also learn the difference between personal and situational attributions and other related topics such as the correspondent inference theory, covariation theory, the availability heuristic, the false-consensus effect, the base-rate fallacy, confirmation bias, and self-fulfilling prophecy.

Lesson Four

In this lesson, we will learn the definition of attitudes, as well as ways to measure them. We will also learn how attitudes are formed and changed from a social psychological perspective. Other relevant topics include impression management, evil and moral acts, social movements, cognitive dissonance theory, and cultural influences on cognitive dissonance.

Lesson Five

In this lesson we will explore three related topics: genetic and evolutionary influences, cultural influences, and gender differences. First, we will look at how we are influenced by our biology and how we are influenced by culture. We will explore how the two interact.

Lesson Six

In this lesson, we will learn the concepts of stereotype, prejudice, discrimination, racism and sexism. In addition, we will also learn the sources of prejudice and discrimination, as well as reasons why they perpetuate rather than diminish as people grow older. At the end, we will learn some social psychological solutions to reduce prejudice and discrimination.

Lesson Seven

In this lesson, we will compare the differences between conformity, compliance, and obedience. We will find out why people conform, comply, or obey, and some social psychological factors affecting individual conformity, compliance, and obedience. Other relevant topics include the Sherif's and Asch's classic studies, the differences between individualistic and collectivistic cultures, techniques of compliance, Milgram's research on obedience, and social impact theory.

Lesson Eight

In this lesson, we will learn the definition of a group, and impacts of others' presence on individuals' performance. In addition, we will also learn the definition of social loafing, and factors affecting likelihood of social loafing. Other related topics include group performance, group polarization, group think, leadership, social dilemmas, and cultural differences on negotiation.

Lesson Nine

In this lesson, we will learn predictors of attraction, as well as factors affecting the satisfaction and commitment of the relationship. Topics include the mere exposure effect, an evolutionary perspective on attraction, the media influence on the bias for beauty, the benefits and costs of beauty, two-stage model of the attraction process, and social exchange theory on satisfaction and commitment of the relationship.

Lesson Ten

In this lesson, we will learn why people help others, and factors affecting individuals' helping behaviors, such as rewards and costs of helping, location, time pressure, culture, moods, gender, and social norms. In addition, we will also learn the bystander effect, the steps in the helping process, and obstacles to each step.

Lesson Eleven

In this lesson, we will learn the definition of aggression, and other related concepts, such as anger, hostility, and violence. We will also learn the differences between instrumental aggression and emotional aggression. Other topics include some situational influences on aggression, media effect on violence, the antecedents, prevalence, and consequences of different forms of violence, as well as ways of reducing violence.

Lesson Twelve

In this lesson, we will examine the legal process from a social psychological perspective, including eyewitness testimony, confessions, jury decision making, post-trial sentencing and prison, and perceptions of justice. Some other related topics include adversarial model, inquisitorial model, jury nullification, leniency bias, misinformation effect, peremptory challenge, sentencing disparity, and weapon-focus effect.

Required Course Syllabus Statements

Generative AI

AI programs are not a replacement for your human creativity, originality, and critical thinking. Writing, thinking, and researching are crafts that you must develop over time to develop your own individual voice. At the same time, you should learn how to use AI and in what instances AI can be helpful to you.

The use of generative AI tools (e.g. ChatGPT, Google Bard, etc.) is permitted in this course for the following activities:

- Brainstorming and refining your ideas;
- Fine tuning your research questions;
- Finding information on your topic;
- Drafting an outline to organize your thoughts; and
- Checking grammar and style.

The use of generative AI tools is not permitted in this course for the following activities:

- Impersonating you in classroom contexts, such as by using the tool to compose discussion board prompts/responses assigned to you or content that you put into a Teams/Canvas chat.
- Completing group work that your group has assigned to you, unless it is mutually agreed upon that you may utilize the tool.
- Writing a draft of a writing assignment.
- Writing entire sentences, paragraphs or papers to complete class assignments.

You are responsible for the information you submit based on an AI query (for instance, that it does not violate intellectual property laws, or contain misinformation or unethical content). Your use of AI tools must be properly documented and cited in order to stay within university policies on academic honesty. Any student work submitted using AI tools should clearly indicate what work is the student's work and what part is generated by the AI. In such cases, no more than 25% of the student work should be generated by AI. If any part of this is confusing or uncertain, please reach out to me for a conversation before submitting your work.

Using Remote Testing Software

☐ This course does not use remote testing software.

☒ This course uses remote testing software. Remote test-takers may choose their remote testing locations. Please note, however, that the testing software used for this may conduct a brief scan of remote test-takers' immediate surroundings, may require use of a webcam while taking an exam, may require the microphone be on while taking an exam, or may require other practices to confirm academic honesty. Test-takers therefore shall have no expectation of privacy in their test-taking location during, or immediately preceding, remote testing. If a student strongly objects to using test-taking software, the student should contact the instructor at the beginning of the semester to determine whether alternative testing arrangements are feasible. Alternatives are not guaranteed.

Required University Syllabus Statements

Accommodations/Students with Disabilities

Students needing accommodations due to a permanent or temporary disability, pregnancy or pregnancy-related conditions may contact UVU Accessibility Services at accessibilityservices@uvu.edu or 801-863-8747.

Accessibility Services is located on the Orem Campus in BA 110.

Deaf/Hard of Hearing students requesting ASL interpreters or transcribers can contact Accessibility Services to set up accommodations. Deaf/Hard of Hearing services can be contacted at DHHservices@uvu.edu

DHH is located on the Orem Campus in BA 112.

Academic Integrity

At Utah Valley University, faculty and students operate in an atmosphere of mutual trust. Maintaining an atmosphere of academic integrity allows for free exchange of ideas and enables all members of the community to achieve their highest potential. Our goal is to foster an intellectual atmosphere that produces scholars of integrity and imaginative thought. In all academic work, the ideas and contributions of others must be appropriately acknowledged and UVU students are expected to produce their own original academic work.

Faculty and students share the responsibility of ensuring the honesty and fairness of the intellectual environment at UVU. Students have a responsibility to promote academic integrity at the university by not participating in or facilitating others' participation in any act of academic dishonesty. As members of the academic community, students must become familiar with their rights and responsibilities. In each course, they are responsible for knowing the requirements and restrictions regarding research and writing, assessments, collaborative work, the use of study aids, the appropriateness of assistance, and other issues. Likewise, instructors are responsible to clearly state expectations and model best practices.

Further information on what constitutes academic dishonesty is detailed in UVU Policy 541: *Student Code of Conduct*.

Equity and Title IX

Utah Valley University does not discriminate on the basis of race, color, religion, national origin, sex, sexual orientation, gender identity, gender expression, age (40 and over), disability, veteran status, pregnancy, childbirth, or pregnancy-related conditions, citizenship, genetic information, or other basis protected by applicable law, including Title IX and 34 C.F.R. Part 106, in employment, treatment, admission, access to educational programs and activities, or other University benefits or services. Inquiries about nondiscrimination at UVU may be directed to the U.S. Department of Education's Office for Civil Rights or UVU's Title IX Coordinator at 801-863-7999 – TitleIX@uvu.edu – 800 W University Pkwy, Orem, 84058, Suite BA 203.

Religious Accommodation

UVU values and acknowledges the array of worldviews, faiths, and religions represented in our student body, and as such provides supportive accommodations for students. Religious belief or conscience broadly includes religious, non-religious, theistic, or non-theistic moral or ethical beliefs as well as

participation in religious holidays, observances, or activities. Accommodations may include scheduling or due-date modifications or make-up assignments for missed class work.

To seek a religious accommodation, a student must provide written notice to the instructor and the Director of Accessibility Services at accessibilityservices@uvu.edu. If the accommodation relates to a scheduling conflict, the notice should include the date, time, and brief description of the difficulty posed by the conflict. Such requests should be made as soon as the student is aware of the prospective scheduling conflict.

While religious expression is welcome throughout campus, UVU also has a specially dedicated space for meditation, prayer, reflection, or other forms of religious expression.