I. ASCRC General Education Form

<table>
<thead>
<tr>
<th>Group</th>
<th>VII Social Science</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dept/Program</td>
<td>Psychology</td>
</tr>
<tr>
<td>Course Title</td>
<td>Social Psychology</td>
</tr>
<tr>
<td>Prerequisite</td>
<td>Psych 100</td>
</tr>
<tr>
<td>Credits</td>
<td>04</td>
</tr>
</tbody>
</table>

II. Endorsement/Approvals

Complete the form and obtain signatures before submitting to Faculty Senate Office

Please type / print name | Signature | Date
-------------------------|-----------|-----
Instructor               | Dr. Lucian G. Conway III | [Signature] | 9/19/08
Phone / Email            | luke.conway@umontana.edu | [Signature] | 9/19/08
Program Chair            | Dr. Allen Szalda-Petree   | [Signature] | 9/23/08
Dean                     | Dr. Jerry Fetz           | [Signature] | 9/23/08

III. Description and purpose of the course: General Education courses must be introductory and foundational. They must emphasize breadth, context, and connectedness; and relate course content to students’ future lives: See Preamble:
http://www.umt.edu/facultysenate/gened/GEPreamble_final.htm

Description of Purpose:

(1) I want you to get a broad overview of social psychology. Specifically, I hope you learn to understand the nature, structure and historical development of human organizations and/or relationships in multiple ways. Related: The course is extremely theory-oriented, so I want you to learn to approach these and other phenomena through the eyes of social psychological theories. Lastly, I want you to see directly the significance of social phenomena.

(2) I want you to think about and evaluate social psychological research for yourselves. You will be exposed to actual research results throughout the term, and in discussing the meaning of those results, I want you to learn how to interpret and think about these data.

(3) Social Psychology is very interesting; after all, we study people, and people are darned interesting. I want you to become interested in social psychological research. If I have failed to spark your interest in this compelling field, then I have failed indeed.

IV. Criteria: Briefly explain how this course meets the criteria for the group. See:
http://www.umt.edu/facultysenate/ASCRCx/Adocuments/GE_Criteria5-1-08.htm

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Explanations</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. systematically study individuals, groups, or social institutions;</td>
<td>The study of psychology is the systematic investigation of individual and group psychology, and this is the introduction to that field. Thus, the basic content of the course fully meets this requirement.</td>
</tr>
</tbody>
</table>
2. analyze individuals, groups, or social problems and structures; and/or give considerable attention to ways in which conclusions and generalizations are developed and justified as well as the methods of data collection and analysis.

| The course (and indeed the field) is focused on ways that the scientific method can be used to analyze individuals and groups. Further, students see directly the significance of social phenomena through relevant examples and through classroom demonstrations of psychological research. In particular, the class has many opportunities for small-group, hands-on learning. These small-group demonstrations in particular help students to understand how psychological research can be personally significant for them in their everyday lives – and beyond. |

V. Student Learning Goals: Briefly explain how this course will meet the applicable learning goals. See: [http://www.umt.edu/facultysenate/ASCRCx/Adocuments/GE_Criteria5-1-08.htm](http://www.umt.edu/facultysenate/ASCRCx/Adocuments/GE_Criteria5-1-08.htm)

| 1. Students taking courses in the Social Sciences Perspective will be able to: Describe the nature, structure, and historical development of human behavior, organizations, social phenomena, and/or relationships; Students learn to understand the nature, structure and historical development of human organizations and/or relationships in multiple ways. They are taught principles of prejudice directly relevant to the development of group relationships in this country. They are taught group dynamics and group processes. At a larger level, they are taught about both the development of and consequences of larger cultural systems and shared norms. |

| 2. use theory in explaining these individual, group, or social phenomena; and/or understand, assess, and evaluate how conclusions and generalizations are justified based on data The course is extremely theory-oriented, so students are taught to approach these and other phenomena through the eyes of multiple psychological theories, ranging from behavioral, physiological, social, and cognitive approaches. Further, by being exposed to actual research results throughout the term, and discussing the meaning of those results, students learn how to interpret and think about these data. |
VII. Syllabus: Paste syllabus below or attach and send digital copy with form. The syllabus should clearly describe how the above criteria are satisfied. For assistance on syllabus preparation see: [http://teaching.berkeley.edu/bgd/syllabus.html](http://teaching.berkeley.edu/bgd/syllabus.html)

Psychology 350S Syllabus  
Social Psychology: (Term/Year)

Instructor: Dr. Luke Conway  
Office: 239 Skaggs; ext. 4821 (but don't call me – e-mail!)  
E-mail: luke.conway@umontana.edu  
Book: *Social Psychology* (3rd edition) by Smith and Mackie  
Office hours: Tuesday 9:40-12:30

I. NOTES

A. Accommodation of Students with Disabilities: In accordance with the University of Montana's mission to provide equal educational opportunities for all students, I am willing to provide necessary accommodations for students with disabilities. If you require any accommodations, please make these known to me, and I will work with the office of Disability Services in adapting this course.

B. Academic Misconduct: You are expected to adhere to the university's student conduct code with regard to academic integrity. Academic misconduct in this course will result in an academic penalty commensurate with the offense as well as possible disciplinary action by the university.

C. Incompletes: Departmental and university policies regarding incompletes do not allow changing "incomplete" grades after one year has passed since the "I" was granted.

D. Credit/No Credit: For students taking this course Cr/NCr, "Credit" is a grade of A, B, or C. "No Credit" is a grade of D or F. *Note: I no longer allow students to change from traditional grading to credit/no credit once the deadline for doing so has passed.* (In other words, if I have to sign something in order for you to change the grading option, I will not do so. If you can do it without my approval, I of course will not stop that).

E. Pre-requisite: Psych 100 or consent of instructor.

F. All students must practice academic honesty. Academic misconduct is subject to an academic penalty by the course instructor and/or a disciplinary sanction by the University. All students need to be familiar with the Student Conduct Code. The Code is available for review online at [http://www.umt.edu/SA/VPSA/index.cfm/page/1321](http://www.umt.edu/SA/VPSA/index.cfm/page/1321).
II. MY GOALS FOR THIS CLASS

Hello, and welcome to Social Psychology. When I designed this class, I had several goals for you in mind.

(1) I want you to get a broad overview of social psychology. In line with the Gen Ed nature of the course, I hope you learn to understand the nature, structure and historical development of human organizations and/or relationships in multiple ways. Related: The course is extremely theory-oriented, so I want you to learn to approach these and other phenomena through the eyes of social psychological theories. Lastly, I want you to see directly the significance of social phenomena.

(2) I want you to think about and evaluate social psychological research for yourselves. You will be exposed to actual research results throughout the term, and in discussing the meaning of those results, I want you to learn how to interpret and think about these data.

(3) Social Psychology is very interesting; after all, we study people, and people are darned interesting. I want you to become interested in social psychological research. If I have failed to spark your interest in this compelling field, then I have failed indeed.

III. WHAT I EXPECT OF YOU

There are a few basic things that I expect out of you in this course:

(1) Be quiet and polite during class. If you are not enthralled, that’s OK; if you read the paper, talk to your neighbor, or do anything else that is distracting to me or others, that is not OK. Please, if for some reason you are disinterested in the material, try and find something interesting that is not in any way distracting!!! I do not tolerate talking and whispering during class. It is my responsibility to create a good learning environment, and I will remove people who are distracting if that is what it takes to do so. I may also reduce the course grade of people who are consistently distracting. Bottom line: If you don’t want to learn, stay home.

III. WHAT I EXPECT OF YOU (cont.)

(2) Having said that: ask questions!! Do not buy into anything I say without first critically analyzing it (except, of course, on exams!) I want you to feel free in class to ask any questions you have that are relevant to the subject at hand. I will not have all the answers -- but worthwhile discussions can arise out of difficult questions.

(3) Think! Digesting information is fine – but still: Think!

(4) Read the book!! Other than the obvious reason that you will be tested over it, it is important for you to get another perspective than mine, to see information presented in a different style than I do.

(5) Work hard! The national standard for course workload is that you should be working 3 hours a week for every hour of class that you take (thus, you should be
working nine hours a week for a three hour class). Once you subtract out the three
hours per week you are in class, this means that you should be averaging
working/studying/writing 6 hours per week outside of class. Over the course of the
15 weeks in the term, this means that you should be devoting 90 hours to this class
outside of the time you spend in the classroom. You have no other assignments,
so this means that it is reasonable of me to expect you to study 18 hours per exam
(including reading the book). So -- don't come to me and complain that you think the
class is too hard until you are studying around 18 hours or more for each exam.
Finally, a piece of advice:
Come to class! I will not enforce any attendance policy, nor will I be offended if you do
not come to class. (In fact, if you are going to be disruptive, I'd rather you stay home).
I'm not going to grade you down or think less of you for not coming. But the odds are
that you're going to do badly if you don't come most of the time.

IV. EXAM OVERVIEW
You will have 5 exams (including the final); only 4 of these exams will be counted
toward your final grade -- the final plus your three highest other exam scores. (In other
words, you get to drop your lowest exam, but you cannot drop the final). If you miss
an exam, that exam counts as your dropped grade. Because of this, there are
absolutely NO makeup exams. The only exception I make to this rule is for
absences due to university-sponsored events (i.e., choir, band, sports, etc.); you must
have an official release form in order to re-schedule, and you must re-schedule the
exam well in advance. (If you fail to schedule the exam well in advance of exam day, I
will not allow a makeup). THERE ARE NO OTHER EXCEPTIONS TO THIS RULE!

Be prepared: I will intentionally ask questions from the book that I do not cover in
class, and questions from class that are not in the book. Thus, both the book readings
and class lectures are vital. I'm not guaranteeing a particular breakdown, but my rule
of thumb is to have approximately 25% of the answers to the exam questions found
only in the book, 25% of the answers found only in lecture material, and 50% found in
both. The exams will be entirely multiple choice. But I will ask many "multiple-
multiple" questions in order to compensate for this weakness -- that is, questions that
could be "a and b" or "a and c" and so forth.

V. HOW YOUR GRADE WILL BE DETERMINED
Each counted exam is worth 25% of your grade, and your final grade will be based on
the following chart:
A: 90% or higher
B+: 86-89%
B: 83-85%
B-: 80-82%
C+: 76-79%
C: 73-75%
C-: 70-72%
D+: 66-69%
D: 63-65%
D-: 60-62%
F: 59% and below
Be warned now: I will round decimal places equal to or greater than ".5" up (so a total of 89.5% will be an "A"); however, beyond this, the grade you receive will be whatever the numbers say, **NO EXCEPTIONS** (so an 89.4% will be a "B"). I am aware that this stinks royally. However, the problem with changing the criterion for a given student is that, once I change that criterion, inevitably another student is "right on the bubble," so ultimately someone just barely misses it. I don’t want to be overly subjective in my judgment of who should get to surpass the objective criteria; thus, no one will.

**NOTE:** If you are a psychology major, you must get a C (not a C-) for the grade to count. This means you must average 72.5 to make a grade that will count towards a major requirement.

### VI. SCHEDULE (Note: these dates are approximations)

<table>
<thead>
<tr>
<th>Day</th>
<th>Topic</th>
<th>Chapter(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aug. 26</td>
<td>Class overview</td>
<td>--</td>
</tr>
<tr>
<td>Aug. 28</td>
<td>Introduction, History and Methods</td>
<td>1</td>
</tr>
<tr>
<td>Sept. 2</td>
<td>Impression formation</td>
<td>3</td>
</tr>
<tr>
<td>Sept. 4</td>
<td>Attribution</td>
<td>3</td>
</tr>
<tr>
<td>Sept. 9</td>
<td>Attribution</td>
<td>3</td>
</tr>
<tr>
<td>Sept. 11</td>
<td>The Self</td>
<td>4</td>
</tr>
<tr>
<td>Sept. 16</td>
<td>The Self</td>
<td>4</td>
</tr>
<tr>
<td>Sept. 18</td>
<td>Exam 1</td>
<td>1-4*</td>
</tr>
<tr>
<td>Sept. 23</td>
<td>The Self</td>
<td>--</td>
</tr>
<tr>
<td>Sept. 25</td>
<td>The Self</td>
<td>--</td>
</tr>
<tr>
<td>Sept. 30</td>
<td>Prejudice</td>
<td>5-6</td>
</tr>
<tr>
<td>Oct. 2</td>
<td>Prejudice</td>
<td>5-6</td>
</tr>
<tr>
<td>Oct. 7</td>
<td>Prejudice</td>
<td>5-6</td>
</tr>
<tr>
<td>Oct. 9</td>
<td>Exam 2</td>
<td>5-6</td>
</tr>
<tr>
<td>Oct. 14</td>
<td>Prejudice</td>
<td>--</td>
</tr>
<tr>
<td>Oct. 16</td>
<td>Prejudice/Attitudes and Persuasion</td>
<td>7-8</td>
</tr>
<tr>
<td>Oct. 21</td>
<td>Attitudes and Persuasion</td>
<td>7-8</td>
</tr>
<tr>
<td>Oct. 23</td>
<td>Attitudes and Persuasion</td>
<td>7-8</td>
</tr>
<tr>
<td>Oct. 28</td>
<td>Norms and Persuasion</td>
<td>8,10</td>
</tr>
<tr>
<td>Oct. 30</td>
<td>Exam 3</td>
<td>7-8, 10</td>
</tr>
<tr>
<td>Nov. 4</td>
<td><em>Election Day Holiday—NO CLASSES</em></td>
<td></td>
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<tr>
<td>Nov. 6</td>
<td>Norms and Persuasion</td>
<td>--</td>
</tr>
<tr>
<td>Nov. 11</td>
<td><em>Veterans Day Holiday – NO CLASSES</em></td>
<td></td>
</tr>
</tbody>
</table>
Nov. 13  Conformity & Obedience  9
Nov. 18  Conformity & Obedience; Origins of Culture  9
Nov. 20  Interpersonal Relationships  11
Nov. 25  Exam 4  9, 11-14
Nov. 27  THANKSGIVING – NO CLASSES
Dec. 2  Helping  13, 14
Dec. 4  Aggression, Cultural Differences  --

FINAL: Tuesday, Dec. 9, 10:10-12:10

**CUMULATIVE**

*for test 1, you will be held accountable for a small part of chapter 2; this part will be given directly on the study guide.*

PLEASE REMOVE THIS PAGE FROM YOUR SYLLABUS

I, ___________________________ (print your name) hereby acknowledge that I have received a copy of the Social Psychology syllabus for Fall 2005. I have read the syllabus and understand all the course policies and requirements. I recognize that it is my responsibility to seek clarification regarding any aspect of the syllabus, the course requirements, or the grading policies if they are unclear to me.

______________________________
Signature

______________________________
Date

**********************

I do not post grades with student ID #’s. Therefore, you will need to provide me with a “code name” if you would like your grades posted following tests. (Note: I never post grades prior to handing back a test in class. The grade postings are primarily for you to be able to “check” what you think you earned against the grade in my gradebook). Please be certain to choose a code name that is familiar to you, so that you remember it when you look up your grades.

**WORD OF CAUTION: I will NOT accept codenames that are inappropriate (racist, sexist, general bad taste).**

CODE NAME: __________________________

**********************

Please provide the following information below:

1. Name:
2. e-mail address:
3. phone#:
4. class (e.g., sophomore, junior):
5. major:
<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>6.</td>
<td>Why are you taking this class?</td>
</tr>
<tr>
<td>7.</td>
<td>What do you want to do with your life?</td>
</tr>
</tbody>
</table>

*Please note: As an instructor of a general education course, you will be expected to provide sample assessment items and corresponding responses to the Assessment Advisory Committee.*