

## **Psychology 3367-90**

### **Social Psychology**

Online

Bemidji State University

Instructor: Dr. Kathryn Klement, aka Dr. K  
Hours and Office: By appointment, virtual office hours Thursdays 11am-12pm  
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**Content Note:** I have a feminist perspective on the world, and that perspective will influence how I choose to teach this class. What does that mean? That means that our discussions of the science, research, and topics of social psychology will include examinations of power dynamics, such as gender inequalities. Power dynamics will also influence discussions of other socially-relevant topics, such as ethnic prejudice and discrimination. Some of the topics we will discuss may challenge your worldview and your values. This is a safe space, where we will recognize everyone's opinions. *However, statements that are disrespectful to another's opinions will not be tolerated.*

#### BSU Course Description

Survey of contemporary research in interpersonal perception and attraction, aggression and altruism, group dynamics, conformity, compliance, and attitude formation and change. Prerequisite: PSY 1100. 3 credits.

#### Actual Course Description

This course is going to cover how humans interact with themselves, with each other, and with the world around them. This is fun stuff! Why do some people have such weird ideas about other people? Why can't different groups get along? Why do advertisers run those boring ads millions of times on TV? What does it mean to fall in (and out) of love with someone else? Can people really be brainwashed? These are just some of the questions we'll be answering this semester.

This course is also about how social psychologists think, what they actually do, and what the results of their research actually mean. I hope to make you critical thinkers, so that when you see a Huffington Post article about how smelling farts will help to prevent cancer, you're motivated to find the actual research and learn that there's more to the story. Like how the actual study was about introducing small amounts of hydrogen sulfide into mitochondria, and the practical implications of what happened. It is also my hope that you are able to learn more about yourself and find real-world

applications for the topics we discuss. Humans are social creatures, so I expect everyone to relate to at least something in this class.

### Learning Outcomes

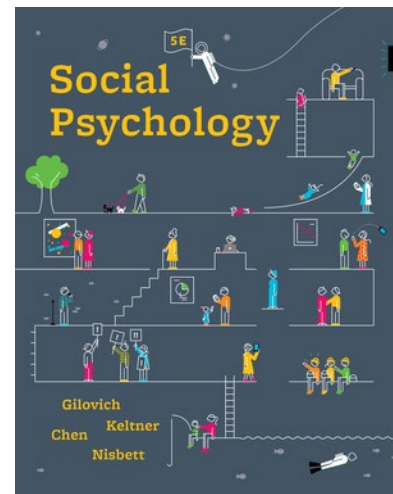
After completion of the course, students should be able to:

1. Identify and describe common research tactics in social psychology, their strengths and weaknesses.
2. Identify and describe basic concepts and findings about interpersonal perception, including self-perception, other perception, and stereotypes and prejudice.
3. Identify and describe basic concepts and findings about interpersonal influence, including persuasion, conformity, compliance, obedience, and the effects of group membership.
4. Identify and describe basic concepts and findings about social relations, including friendship and intimacy, helping behavior, and aggression.
5. Identify and describe basic concepts and findings about applied social psychology, including applications to legal practices, business and industry, and health psychology.

### Required Materials

Gilovich, T., Keltner, D., Chen, S., & Nisbett, R. E. (2018). *Social psychology*. (5th ed.). New York: W.W. Norton.

(OPTIONAL) InQuizitive license via W.W. Norton.



### Policies

**General class format:** The rest of the course will be available after you complete the Syllabus Quiz with 100%. However, all quizzes and assignments are due on Sundays at 11:59PM at the end of their module.

**Meetings and communication:** If you have questions or concerns about the class, or psychology in general, please feel free to contact me. As a first step, please post in the Muddiest Point D2L discussion forum, unless your question is personal or sensitive.

If you would like to talk with me about a personal issue, please use the Instant Message option in D2L (you can find this at the top right of the page when you're in D2L). I will try to respond to all messages, either in the Muddiest Point forum or Instant Messages within 48 hours.

As a last resort, you can send me an email (*Kathryn.klement@bemidjistate.edu*) and I will try to respond within 48 hours. If you're using email, please keep in mind the following email etiquette guidelines: (1) check the syllabus or D2L before asking questions, (2) indicate the course in the subject line and topic (e.g. PSY 3367-90 Assignment Question), (3) use proper grammar/punctuation, and (4) use a salutation (that's the "Hello Dr. K or "Dear Dr. K" part) and sign your name.

**Expectations of feedback** As I mentioned above, I will respond to questions on D2L or email within 48 hours. For the homework assignments that require grading, I will provide feedback and grades within 1 week of the deadline. There is no midterm exam, but at the midpoint, I will give you an update of how your grade is doing. If you have questions and would like more immediate feedback, contact me during my virtual office hours on Thursdays from 11am-12pm.

**Attendance policy:** Since this is an online class, you don't have to worry about synchronous attendance! Study and take quizzes when and wherever, dressed however you like!

If you run into any issue maintaining the pace of the course or completing assignments, please contact me as soon as you can! I am happy to work around personal emergencies, but I need to know about them quickly, so we can make alternate arrangements. I won't be able to accommodate you if you contact me after the beginning of the last week of the course (12/3).

**Synchronous check-ins:** A few times throughout the course, I'll be hosting meetings on Zoom. The purpose of these meetings is to check in and see how everyone is doing, as well as answer specific assignment-related questions. These meetings are not required but may be good for you to connect with me and other students.

**Reading the textbook/taking notes:** You should be reading the textbook. It is full of awesome data and studies in social psychology. It's important for you to read the textbook because the point of this class is to learn about social psychology. You should also be taking notes during lecture; each module has a set of handouts to help with note-taking during the lectures.

**Module check-ins:** At the beginning of the second week of each module, I will have a D2L survey available in an announcement. Your responses will be completely anonymous and the surveys will have questions about how you're feeling about the material (like, "I am still a little confused about the module content" and "I understand the module content") as well as an open-ended question where you can let me know what you're struggling with in the module and if I can clear anything up with a quick video. I highly encourage you to fill out each survey so I can make sure that I'm answering folks' questions.

**Submitting assignments:** All assignments and anything that you are turning into me should be turned in via D2L. And again, everything's due on Sundays at 11:59PM.

**Late work:** I will accept assessments until the end of their respective modules with no grade penalty. This includes discussion posts and module assignments. Without prior arrangements that you make with me in advance (say, you get COVID-19 and need an extension), any assessments that aren't completed by the end of their module will receive a "No evidence" rating, and I won't be able to use them to determine your module-level grade. What that means in practice is that when it comes time to calculate your final grade, I'll only be able to use what assessments you've completed to see how well you've demonstrated mastery over the material. Please check out the "Grading for Mastery, Not Points" video and the Grading Philosophy section below for more information about the grading system.

**Academic integrity:** It's very important that everyone does their own work so that their grades are an accurate reflection of their learning and progress. There are two major types of violations of academic integrity: cheating and plagiarism. Cheating means submitting someone else's work as your own or looking up the answers to assessments online instead of responding based on your knowledge. Relatedly, plagiarism is submitting someone else's work without giving credit. If you're not sure what counts as plagiarism, please ask. If you're not sure whether or how to cite something, ask me! (As a quick tip, copying and pasting something you find on the internet into a paper you then submit without citing that source is plagiarism.) There is more information about using APA to cite sources in the Resources module.

If I suspect someone of violating this policy, I will have a conversation with them and decide on a course of action. That might entail redoing the assignment, writing a reflection paper about why academic integrity is important, or something else. This is not designed to be punitive – I want everyone to be able to learn and demonstrate their learning via the assessments.

You can find the official BSU policy in the [Student Code of Conduct](#).

**Expectations of students:** I expect that all students treat each other with respect and conduct academic work in a spirit of cooperation. All assignments should be typed (12-point font, double-spaced) and follow APA format (within reason – not everything requires a title page and a references page; I'll let you know if/when I expect that).

**\*\*For every submission that requires an upload, please submit only a .doc/.docx or .pdf format.\*\***

**Accommodations for disabilities:** I am happy to provide special accommodations for students with documentation of a disability. BSU/NTC is committed to making all educational programs, course materials, services and activities sponsored by the College/University accessible to individuals with disabilities. Students requesting accommodations due to a disability or other need for access should contact Accessibility Services as soon as possible. Accessibility Services is located at Decker Hall 202. Call them at (218) 755-3883 or email at [disabilityservices@bemidjstate.edu](mailto:disabilityservices@bemidjstate.edu). This information is also available through Minnesota Relay Services at (800) 627-3529.

If you do not have a documented disability, but you do have a life situation that can make school difficult for you (e.g., chronic pain, caregiving responsibilities), please talk to me so that we can make any needed arrangements. You only need to disclose as much as you want. My purpose as a professor is to facilitate your learning about psychological research methods, not to audit your life.

**Mental health and counseling:** Students may experience mental health concerns or stressful events that may lead to diminished academic performance. If that's you, you are not alone! The Student Center for Health & Counseling is available to assist you with concerns and can include stress relief services. They can be reached in Cedar Hall, First Floor and their number is (218) 755-2053.

It's unlikely we'll have many conversations about sensitive topics in this course. However, I will always try to give a heads-up if I will be discussing content like sexual violence, suicide, or other potentially triggering subjects. Please take care of yourself and determine whether you need to excuse yourself for those topics.

**Basic needs statement:** Any student who faces challenges securing their food or housing and believes this may affect their performance in the course is urged to contact the Dean of Students, Travis Greene ([travis.greene@bemidjstate.edu](mailto:travis.greene@bemidjstate.edu)) for support.

Furthermore, please let me know, too, if you are comfortable in doing so; I may be able to get you in contact with other resources around campus.

**BSU Psychology Department diversity statement:** The Department of Psychology at Bemidji State University is dedicated to preparing students who will apply their psychological knowledge in an increasingly diverse world. We strive to create and sustain a welcoming, supportive and inclusive environment for students, faculty and staff of all races and ethnicities, genders, sexual orientations, ages, socioeconomic backgrounds, abilities, and religions.

Accomplishing this mission requires a broad range of perspectives and backgrounds. Diversity enriches both our department, and the science of psychology, and our local and global communities. We strive to cultivate an inclusive community that values diverse questions, viewpoints, approaches, and participants to foster ingenuity, challenge biases, and promote intellectual growth.

**Land acknowledgement:** Bemidji State University acknowledges that the land we are meeting on today is the original homeland of the Ojibwe and Dakota. We acknowledge the painful history of genocide, forced assimilation, and efforts to alienate the Indigenous inhabitants from their territory here, and we honor and respect the many diverse Indigenous peoples still connected to this land on which we gather, their retained sovereignty, and unbroken linguistic and cultural thriving.

**Withdrawal:** After the fifth day of class (**6/5**), withdrawing will lead to a *W* on your transcript. Please check your eServices course schedule page for the last date to withdraw. You can also contact Records and Registration with questions about withdrawing from the course or check out their [page on withdrawing and dropping](#).

### **My Grading Philosophy**

The grading philosophy for this course is going to be a little different than what you may be used to. There are no quizzes or exams and all assessments are intentionally planned to be able to show your mastery of the material. That is, the lecture videos, textbook readings, and activities are all designed to help you meet the learning objectives for the course and for each individual module.

Instead of grading on a 100-point scale, all assessments will be graded on a 4-point scale. Rather than percentages, think of how the GPA scale looks instead. Each "letter grade" represents a spot on a spectrum of competency (see below). The grading

rubrics demonstrate how I will evaluate each assessment to help you see where you fall in mastering a given module's concepts.

<b>Point value</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>
<b>Letter value</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>F</b>
	Exceeding expected level of competence	Meeting expected level of competence	Moving toward expected level	Needing major improvement	No evidence
<b>Description</b>	This is the grade you would earn by going above and beyond the basic mastery of material.	This is the grade you would earn by displaying basic mastery over the material.	This the grade you would earn by showing you've almost mastered the material, but not quite.	This is the grade you would earn by showing you haven't mastered the material and still need time to get there.	This is the grade you would earn by not completing work or by showing a total lack of mastery of the material.

To determine final grades, I will audit each person's level of mastery over the course concepts. Final grades will represent the average mastery across the course. For more information about this grading philosophy and how it will work in practice, please refer to the "Grading for Mastery, Not Points" video in the Start Here module.

\*Please note, too, that because grades will be based entirely on the evidence of mastering course concepts, I'm not offering extra credit opportunities anymore.

### **What You're Doing in the Course**

There are 3 different formal ways to show mastery in this course: (1) application discussion questions; (2) mini-experiments; and (3) the final reflection paper. There are also some optional ways that you can practice and strengthen your knowledge and skills: (1) review quizzes; and (2) InQuizitive.

I very much recognize that this is a lot to do in one course. I encourage you to block out a schedule for when you'll be working on the course. If there are concepts you'd like additional context or explanation for, we can talk, email, or I can create a quick video to post on D2L. Be sure to complete the module check-ins, too!

## Application Discussion Questions

One of the cool things about social psychology is that it can give us the language to explain beliefs we have and behaviors we do on a daily basis. For Modules 3-7, I want you to think of a belief, attitude, or behavior you have/do or have observed in others that corresponds with a theory or concept we're learning about in the module. (For example, in Module 4, maybe you've used peripheral route reasoning to persuade someone to do something.) I want you to post your example with a description of the theory or concept and how your example illustrates it (you can see more information about what you should include on the discussion prompt).

There will be 5 discussion questions for the course, and you should respond to the prompt by the end of the respective module. You should also reply to at least one other classmate. These replies should be substantive – not just “I agree” or “Awesome example!” You can check out the rubric attached to the discussion questions to see my expectations for posts. I also have a “How to Write Good Discussion Posts” document in the Resources module.

*Module Discussion Questions are all graded on the 4 point scale (see above).*

## Mini-Experiments

Each module will contain one or more mini-experiments that help to reinforce and apply module concepts. In total, there are 15 mini-experiments (see the list below), but keep in mind that several of them have two parts to complete. While these mini-experiments are due at the end of the module, working on them throughout the modules will help with time management. I have set deadlines for each mini-experiment, but keep in mind that the folders will not close, so that you can submit them late (refer to the late assignment policy above). Please check out the rubric attached to the D2L assignment folder to see my expectations for them.

Below is the list of mini-experiments and their corresponding modules:

1. Module 1
  - a. Mini-Experiment 1 (Part 1 and Part 2)
2. Module 2
  - a. Mini-Experiment 2
3. Module 3
  - a. Mini-Experiment 3 (Part 1 and Part 2)
  - b. Mini-Experiment 4 (Part 1 and Part 2)



- c. Mini-Experiment 5
- 4. Module 4
  - a. Mini-Experiment 6
  - b. Mini-Experiment 7
  - c. Mini-Experiment 8
- 5. Module 5
  - a. Mini-Experiment 9
  - b. Mini-Experiment 10 (Part 1 and Part 2)
- 6. Module 6
  - a. Mini-Experiment 11
  - b. Mini-Experiment 12 (Part 1 and Part 2)
  - c. Mini-Experiment 13
  - d. Mini-Experiment 14
- 7. Module 7
  - a. Mini-Experiment 15 (Part 1 and Part 2)

*Module Assignments are all graded on the 4 point scale (see above).*

#### Final Reflection Paper

At the end of the course, you will write a reflection paper (due at the end of Module 8, December 14th). I want to reflect on what you've learned over the class, and how you might apply that knowledge going forward. Your paper should be 1-2 pages, double-spaced. More information, as well as a rubric, can be found on D2L (see the Assignment folder in Module 8).

*The Final Reflection Paper is graded on the 4 point scale (see above).*

#### Optional: Review Quizzes

In each module, there are several short review quizzes (either 5 items or 10 items per quiz) that are designed to help test you on concepts that will be in a specific assignment. For example, the Stereotypes and Dual Processing review quiz is a 5-item quiz that reviews the types of processing discussed in Chapter 1, and completing this quiz with a high score will prepare you for completing Mini-Experiment 1. These quizzes are optional, but I encourage you to complete them, especially if you are feeling not quite confident about answering the questions for a specific mini-experiment.

#### Optional: InQuizitive

InQuizitive is a web-based application created by the textbook publisher, WW Norton, that helps to reinforce concepts we're learning in class. While you can sign up for a free 21-day trial, to access the platform for longer than 3 weeks, you'll need to purchase a license (\$25, unless you got the license with your textbook). I provide a link to IQ questions in each module, and have created a student set number: **XXXXXX**.

InQuizitive is not required, but you might find it helpful to test yourself on the material, particularly in a gamified, dynamic way. If you use it, remember that none of your scores will count toward your final grade – it is 100% optional. You can find more information about it here: <https://wwnorton.com/inquizitive>. If you're interested in purchasing a license, you can do that here: <https://digital.wwnorton.com/socialpsych5>.

## **Other Assignment Ideas**

The assignments below were in previous versions of my course. My rationale for changing my assessment strategy (in particular, switching from chapter quizzes and/or InQuizitive assignments to the mini-experiments) is the desire to elevate the level of assessment to align more closely with a 3000-level elective course, as well as a desire to move away from traditional assessments (e.g., multiple-choice exams).

I also switched to a competency-based grading system (rather than having a points-based/percentage-based system), with the goal of creating assessments that are matched to module-level and course-level learning objectives. The assignments below still include information from a points-based grading perspective.

### **InQuizitive Assignments**

InQuizitive is a web-based application created by the textbook publisher that helps to reinforce concepts we're learning in class. For each chapter, you must complete a minimum of correct answers to a variety of question types (fill-in-the-blank, matching, etc.). Each set of chapter questions (20 per chapter) is worth 10 points.

Note about grading: As you complete the InQuizitive questions, your grade will automatically be generated in D2L, though the individual grades won't "count" toward your final grade yet (and will also show to be out of 100 points). At the midpoint (after Module 4) and end of the semester, I will calculate your total InQuizitive grade from the individual scores.

*InQuizitive is worth 150 points in total.*

### **Discussion Questions**

Social psychology is a collaborative enterprise. Where once researchers worked on their own (maybe with a fleet of young research assistants at their beck and call), today projects can have more than one principal investigator (co-PIs) and span multiple labs.

Each week, I will post a discussion question designed to complement the course material and stimulate conversation amongst the class about various issues in social psychology. There will be 15 discussion questions and each response will receive up to 10 points. There are two parts to the questions: your initial response to the prompt and your response to another classmate's post. Thus, there are two deadlines associated with the discussion questions, in order to make sure that everyone has time

to respond to someone else. Initial posts are due on Thursday nights at 11:59pm, and response posts are due Sundays at 11:59pm. Each of these posts are worth 5 points; you can check out the rubric in the Resources module to see my expectations for posts.

*Discussion Questions are worth 150 points in total.*

### Media Analysis Paper

For this assignment, you need to analyze a piece of media. This can be a movie, tv show, book, or comic. Its content must relate to social psychology, and your analysis must include an explanation of the relevant topics. For example, in the show, The X-Files, Mulder is a giant conspiracy theorist, convinced that his sister was abducted by aliens. You could write a paper analyzing Mulder's belief in aliens and tying that to a few different theories in social psychology, like belief perseverance and cognitive dissonance. Another example could be the movie 12 Angry Men, and how different group processes, like groupthink or social facilitation, might impact juries' decision-making. The paper should be 2-3 pages, double-spaced. It is due at the end of Module 7 (December 9th). More information, as well as a rubric and link to potential movies, can be found on D2L (see the Assignment folder in Module 7).

*The Media Analysis Paper is worth 25 points.*

### PSA Fact Sheet

Over the course of the semester, you'll be working to create a fact sheet that applies what you're learning about social psychology to a real-world problem. Think of it like a PSA campaign (like anti-drugs or anti-smoking). It doesn't have to be health-related – it can be anything, but it needs to be a problem that you think can be solved with social psychological concepts. Disordered eating behaviors in teenagers? Improving recycling habits? Encouraging direct communication in relationships? Whatever issue you choose, you're going to create a sheet that provides a solution. There will be intermediate deadlines (i.e., selecting a topic, finding 2 scholarly sources, submitting a draft for peer review) to help keep you on track. More information, as well as a schedule for intermediate deadlines and a rubric, can be found in the Resources module and Course Schedule module on D2L.

*The PSA Fact Sheet Assignments are worth 25 points in total. The PSA Fact Sheet is worth 25 points in total.*