Instructor:
Melissa Ross, M.A., M.S.
Email: mross@Lmross.com or mross@uco.edu (preferably, use both) or use course D2L
Office Hours: Virtual office: anytime through email, phone, text, fax, etc. In person has
to be by appointment only or immediately after class.
Soc/SAS Dept: LA 201
Dept. Phone: 974-5520 (leave message)
Campus Mail: Box 182 Sociology
Cell Phone: 409-3875
Fax Number: 946-1548

Required Texts:
11th edition are also acceptable alternatives)

Recommended Text (as in not required but may be helpful):
- For extra credit assignments: Selected Readings for Social Psychology. Available at
Kopy Kat, Just let them know the course and section numbers for this class.

- For final: DVD or digital copy of 1957 Sidney Lumet’s version of film 12 Angry Men

Justice Student Writer’s Manual,5th ed. Pearson OR American Psychological
MBS APA

Meeting Times:
Section 28043 meets Tuesday 7:30pm-10:15pm in LA 132. All University approved
holidays will be honored. Attendance is expected.

Course Prerequisites:
None.

Course Description:
An integration of sociology and psychology stressing personality development of the
individual growing out of contact with his fellow beings; social adjustments and social
controls.
TRANSFORMATIVE LEARNING OBJECTIVES (CENTRAL SIX):

At the University of Central Oklahoma, we are guided by the mission of helping students learn by providing transformative experiences so that they may become productive, creative, ethical and engaged citizens and leaders contributing to the intellectual, cultural, economic and social advancement of the communities they serve. Transformative learning is a holistic process that places students at the center of their own active and reflective learning experiences. A student's major field is central to the learning experience and is a vital part of the "Central Six."

The Central Six areas of learning at UCO have been identified as Discipline Knowledge, Leadership, Research and Scholarly Activity, Service Learning and Civic Engagement, Global and Cultural Competency, and Health and Wellness.

The chapter reading and reflective assignments, films, in-class exercises, individual student leadership in class discussion, outside class observational research paper and presentation, and comprehensive final paper analyzing 12 Angry Men through the perspective of social psychology, as well as extra credit opportunities addresses all of these objectives.

Course Objectives/Requirements:

This course surveys the psychological and sociological research and theoretical perspectives that culminate into the field of social psychology. This course focuses on the interaction between the individual and his/her social environment with special emphasis on current themes and methods of social research. Upon completion of the course, the student should have a greater understanding of not only the field of social psychology, but also a better awareness of the theories, methods, and applications of a variety of social science disciplines.

Course objectives will be achieved through a variety of techniques. Rather than the typical lecture then exam format, this course will utilize class time through class discussion, in-class projects/assignments, video presentations, etc. Your grade for the course will be made up of chapter outlines/summaries, in-class projects/attendance/participation, outside class experience presentation, and a final essay. There will be no traditional exams or quizzes.

Chapter Outlines/Summaries: Will account for 40% of your course grade. Each chapter outline/summary with discussion questions/comments is worth 4 points. The total amount of points for chapter outlines is 64. Late outlines will be accepted, but only for half credit. NO EXCEPTIONS! You can always turn them in early or email them to me on the day due if you know you cannot be in class on that day. By outlining chapters, you will become familiar with the material before class and be ready for interactive class discussions and debates. This exercise will also familiarize you with organization skills for writing that will be beneficial for upper level courses. At the end of each outline, provide a minimum of three reflective discussion questions and/or comments, failure to do so will lower the grade on the outline by a point. Due dates for chapter outlines are given in the schedule. An example of a chapter outline is provided at the end of the syllabus. Occasionally, more than one chapter will be due at one time. The total outline grade will be calculated as such: Your total outline points/total points possible =
Please be ready to discuss as I will choose discussion leaders every week, and everyone will be a leader at least once.

**In-class assignments/attendance/participation:** Will account for 20% of your course grade. In-class assignments are varied and will be explained in-class at the time. Videos shown in class provide additional information and often different perspectives that apply to the field of social psychology. When videos are shown, you are required to turn in a minimum of three discussion questions and/or comments about the video. Attendance and participation in interactive class discussions are expected. **Attendance will be taken every class period.** You CANNOT make an A in my class if you are not here. I know occasionally things happen, i.e. illness, work responsibilities, etc. Grading scale for attendance: 0 absences = A, 100%, 1-2 absences = A, 90%, After that, 3 absences = C, 70%, 4 absences = D, 60%, 5 absences = F, 50%, more than 5 = F, 0%. There will be no excuses or arguments this is the final word on the matter! **Please note:** This is your class. Feel free to share your life and academic experiences. Class success depends upon class participation. However, I expect the utmost courtesy towards myself and other students in class. Anyone becoming excessively rude, malicious, or violent towards another will be **permanently** removed from my class & I’ll try my hardest to see them removed from UCO!

**Outside Class Experience & Presentation:** Will account for 20% of your course grade. For this course, your outside class experience will be to engage in observational research. For this assignment, you must spend a minimum of two hours as an observer in a "natural" setting (for example: a shopping mall, a sports event, a church service, a restaurant, a public park, etc.) You are required to turn in your observation notes (which may be recorded after the observation), along with a 4-6 page paper organized into the following categories: Description of Setting, Description of Actors, Actions & Interactions Observed, Theoretical Reflections, and Hypotheses for Future Research and discuss your findings with the rest of the class on the assigned day. If you have concerns/questions regarding research ethics, or an alternative research method, please let me know! Please do not wait till the last minute to try to do this assignment. **Full credit will not be given if you do not present your report to the class and/or if your written report is late!** Grading scale out of 100% for this assignment is as follows: A = 95%, B = 85 %, C = 75%, D = 65%, F = 55% (unless not turned in at all, which is 0%).

**Final Exam-Film Analysis:** Will account for 20% of your course grade. One class period will be devoted to watching the original black and white version of the movie *12 Angry Men*. If you miss this class period, you will be responsible for obtaining and watching the film on your own. After watching the film we will discuss some possible avenues you can take for your paper. A 8 to 10 page paper (typed, one-inch margins, 12 point font size, double-spaced, times new roman or equivalent font) summarizing the movie and reviewing/explaining some of the various social psychological aspects covered in class that are portrayed in the film will be due at the scheduled time of the final exam. Please consider this paper to be a comprehensive final. A detailed description of what is
expected for this paper is included, further in the syllabus. Late penalty = 10 pts/day (weekends included!!) See grading rubric attached at end of syllabus which must be attached to front of your final. Visit the writing lab if you have difficulties or would like to have someone review your work before you turn in your final! You MAY turn your final in early.

**Grading:**
- Chapter outlines/review questions = 40%
- In-class assignments/attendance/participation = 20%
- Outside Class Experience = 20%
- Final Exam Film Analysis Paper = 20%
- Final Course Grade Total = 100%

For example: (chapters = 87% x 2) + (attend = 90%) + (outside exp = 95%) + (final = 78%) / 500 = 87% = B. Again, please note, I do not round up!

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<tr>
<th>Final Grade</th>
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<tr>
<td>A</td>
<td>90-100%</td>
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<tr>
<td>B</td>
<td>80-89%</td>
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<td>C</td>
<td>70-79%</td>
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<td>D</td>
<td>60-69%</td>
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<td>F</td>
<td>&lt;60%</td>
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**Make-up Policy:**
Late work will be accepted at anytime up to the last day of class, but only for partial credit, since all work can be turned in ahead of time, or emailed/faxed in case of emergency, there is no real excuse for late work.

**Emergencies During Finals Statement:**
Since the final is in essence a “final conducted by electronic media” as it is a paper written on any computer and can be emailed as an attachment, it is not affected by the “emergencies during finals statement” outlined in the Student Information Sheet.

**NOTE**—If for any reason I am unable to hold class, I will contact you immediately through the UCONNECT email system so you will (hopefully) not make an unnecessary trip to campus. If you do not know how to access your UCONNECT account, please call 974-2255.

Although I will be handing out a hardcopy of the UCO Student Information Sheet/Syllabus Attachment with this syllabus, in case you lose it, the link is also provided here:

Note: Although I will try my best to keep the schedule and your assignments as they are stated in this syllabus, sometimes things do happen where it may be necessary to alter them, therefore the schedule and assignments are subject to change, if necessary, at the discretion of the instructor!

**Tuesday (7:30-10:15) Class Schedule**

<table>
<thead>
<tr>
<th>Date</th>
<th>Assignment/Activity</th>
<th>Date</th>
<th>Assignment/Activity</th>
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<tbody>
<tr>
<td>Jan 15</td>
<td>Syllabus. Test your knowledge exercise. Attendance WILL be taken!</td>
<td>Mar 26</td>
<td>Outside experience paper due, Outside experience presentation/discussion (think casual—don’t stress out)</td>
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<tr>
<td>Jan 22</td>
<td><strong>Chapter 1 Outline Due.</strong> In-class readings and exercises and discussion. Experiment Exercise. <strong>Article 2</strong> from reader.</td>
<td>Apr 2</td>
<td><strong>Chapter 11 Outline Due.</strong> Film—The Science of Sex Appeal. In-class readings and exercises and discussion. Article 20 from reader.</td>
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<tr>
<td>Jan 29</td>
<td><strong>Chapter 2 &amp; 3 Outline Due.</strong> Film—A child’s world: Mind Games. In-class readings and exercises and discussion.</td>
<td>Apr 9</td>
<td><strong>Chapter 12 Outline Due.</strong> Film—Silent Witnesses: The Kitty Genovese murder. In-class readings and exercises and discussion. Article 29 from reader.</td>
</tr>
<tr>
<td>Feb 5</td>
<td><strong>Chapter 4 Outline Due.</strong> Film—The language of the body. In-class readings and exercises and discussion. <strong>Articles 11</strong> from reader.</td>
<td>Apr 16</td>
<td><strong>Chapter 13 &amp; 14 Outlines Due.</strong> Film—12 Angry Men (the film for the final!)</td>
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<tr>
<td>Feb 12</td>
<td><strong>Chapter 5 Outline Due.</strong> Film—Dogs Decoded: Understanding the Human-Dog Relationship. In-class readings and exercises and discussion.</td>
<td>Apr 23</td>
<td><strong>Chapter 15 &amp; 16 Outlines Due.</strong> Jeopardy Game-extra credit opportunity.</td>
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<tr>
<td>Feb 19</td>
<td><strong>Chapter 6 &amp; 7 Outline Due.</strong> Film—Science of Evil, Articles 26 &amp; 34 from reader.</td>
<td>Apr 30</td>
<td><strong>Dead Week</strong> Last chance to turn in late work &amp; EC. Grade check. I will not take roll.</td>
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<tr>
<td>Feb 26</td>
<td><strong>Chapter 8 Outline Due.</strong> In-class readings and exercises and discussion. Survivors Exercise. <strong>Article 37</strong> from reader</td>
<td>May 7</td>
<td><strong>Final Exam—Final Essay Due</strong> Late penalties begin if not turned in at this time or before!</td>
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<tr>
<td>Mar 5</td>
<td><strong>Chapter 9 Outlines Due.</strong> Film—A Class Divided. In-class readings and exercises and discussion. <strong>Article 17</strong> from reader</td>
<td>May 14</td>
<td><strong>Grades Due to records office by noon</strong></td>
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<tr>
<td>Mar 12</td>
<td><strong>Chapter 10 Outline Due.</strong> Film—The Human Zoo. In-class readings and exercises and discussion. Articles 32 from reader</td>
<td></td>
<td><strong>Grades posted on transcripts and available to students</strong></td>
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<tr>
<td>Mar 19</td>
<td><strong>SPRING BREAK!! NO CLASS!!</strong></td>
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<td>Remember—Procrastination is your enemy!!!!!!!!!!!</td>
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</table>
A. What is social psychology?
   a. Social psychology = the scientific study of how people think about, influence, and relate to one another
      i. Social thinking = how we perceive ourselves & others, what we believe, judgments we make, our attitudes
      ii. Social influence = culture & biology, pressures to conform, persuasion, groups of people
      iii. Social relations = prejudice, aggression, attraction & intimacy, helping
   b. Big questions in social psychology
      i. How much of our social world is just in our heads?
      ii. Would you be cruel if ordered?
      iii. To help? Or to help oneself?
   c. Some big ideas in social psychology
      i. We construct our social reality
      ii. Our social intuitions are often powerful but sometimes perilous
      iii. Social influences shape our behavior
      iv. Personal attitudes and dispositions also shape behavior
      v. Social behavior is also biological behavior
      vi. Feelings and actions toward people are sometimes negative and sometimes positive
      vii. Social psychology’s principles are applicable in everyday life and in other disciplines

B. Social Psychology and related disciplines
   a. Social psychology and sociology
      i. Both share an interest in studying how people behave in groups
   b. Social psychology and personality psychology
      i. Both share their focus on the individual
   c. Levels of explanation
      i. The disciplines range from the basic sciences that study nature’s building blocks up to integrative disciplines that study complex systems. A successful explanation of human functioning at one level need not contradict explanations at other levels.
      ii. (elemental explanation) Physics <> Chemistry <> Biology <> Psychology <> Social Psychology <> Sociology <> Philosophy <> Theology (integrative explanation)
      iii. “Knowledge is one. Its divisions into subjects is a concession to human weakness” - Sir Halford John MacKinder, 1887

(and so on, DO NOT FORGET TO INCLUDE A MINIMUM OF 3 REFLECTIVE DISCUSSION QUESTIONS/COMMENTS AT THE END OF YOUR OUTLINE/SUMMARY. THESE SHOULD PROMOTE INTERACTIVE DISCUSSION WITH THE REST OF THE CLASS. PERSONAL EXPERIENCES ARE WELCOME.)
Here are a few examples of reflective discussion questions/comments from previous students’ chapter one outlines:

- What do you think of the use of deceit in social experiments?
- Which common sense ideas were you most surprised to learn that research shows the opposite?
- How do you think you would respond to the vehicle that dropped the cash?
- It was very interesting to know how our mind can prejudge our reality based on our expectations. The picture where the Dalmatian is present was a good example of this fact. At the beginning the nonexistence of the dog was a given reality, but as we knew about it, it was difficult to ignore or not see the dog’s existence. Therefore our preconceptions guide our interpretations.
- We learned in chapter 1, on page 21 – 23 that when performing survey, there are several factors that can affect the results of the survey. Several factors were named, wording of the questions, response options, and order of questions to name a few. However, I believe the framing of the question, which is the way the question or how the issue is posed, perhaps is greatest challenge, facing social psychologist during research process. If the question is misleading from the beginning it does not matter when or how the question is ask, the end results will be influenced, subjective, and skewed. Therefore the finding will be disingenuous and perhaps damaging to our society, if the findings are applied to the general society.
- One of the questions for social psychology includes “Would people be cruel if ordered to?” I find this idea fascinating because we want to answer “No, of course not.” However it is a well-known fact now that most people would in fact be cruel. It’s easy to say no, I am a free minded person, I wouldn’t be cruel to others if a person in authority were to order me, but I have never actually been in that situation. Does anyone have a story where this occurred?

What is reflective thinking?

Reflective thinking is a part of the critical thinking process referring specifically to the processes of analyzing and making judgments about what has happened. Reflective thinking is an active, persistent, and careful consideration of a belief or supposed form of knowledge, of the grounds that support that knowledge, and the further conclusions to which that knowledge leads. Learners are aware of and control their learning by actively participating in reflective thinking – assessing what they know, what they need to know, and how they bridge that gap – during learning situations. Reflective thinking focuses on the process of making judgments about what has happened.

FILM ANALYSIS PAPER

Brief Introduction
In addition to entertaining us, movies offer detailed portrayals of human social behavior. Your task in this assignment is to analyze -- from a social-psychological perspective -- the behaviors and events depicted in the film, 12 Angry Men. You are NOT being asked to critique the film in terms of its value as a work of art or as entertainment. Rather, you should think carefully about the human actions and events portrayed in the film. Then, to make sense of this material, apply what you've learned this semester regarding the factors that predict and explain human social behavior. This assignment is comprehensive: I urge you to bring any/all concepts encountered in this course that relate to the issues, interactions, and behaviors portrayed.

Assignment
View the film at least once, (it will be shown in class on the day listed in the schedule provided at the end of the syllabus). (Two or more viewings may offer a distinct advantage; this film is available Netflix and Amazon Video OnDemand, or you can buy a dvd on-line for about $10 or less). Then, after reviewing your notes and readings, choose a minimum of 3 (you may discuss more!) chapters and go into detail discussing the social-psychological principles from those chapters that appear to be operating in the events or individuals depicted in the film (e.g., cognitive dissonance, schemas, self-fulfilling prophecies, groupthink, deindividuation, conformity, realistic conflict theory, modern racism, etc.). For each principle that you identify:

(a) briefly describe the relevant scene (you may assume that your reader has seen the film);

(b) describe in detail the social-psychological principle you believe is relevant, bringing in research findings as much as possible (that is, briefly state the findings of relevant experiments you've read or heard about); and

(c) elaborate on how the selected scene conforms and/or fails to conform to the social-psychological principle you have identified, as well as to the research findings that support the principle (for example, describe how the scene is similar to or different from relevant experiments you've read or heard about).

Your written analysis should be succinct and well-written (8-10 pages). Be sure to include a short Introduction to orient the reader, as well as a short Discussion to tie things together. At the end of the syllabus is a grading evaluation form to be stapled to the top of your paper.

The paper should be typed, double spaced, 12 point font, with 1” margins. Use whatever writing format that is required for your major. APA, MLA, Tubarian and Chicago styles are all acceptable. Must include a references/works cited page. This should include, at minimum, the film and the textbook, as well as any websites used or articles from the recommended reader.

Have fun!
Extra Credit Opportunity

You can do up to 8 "Article Dissection" assignments from the Kopy Kat reader, each worth 1 point of extra credit added to the Chapter Outline portion of your grade. This is well worth doing if you have a few late or missing outlines. Remember, the chapter outlines account for 40% of your total grade.

Article Dissection

Here are the questions:

1. What is the title?
2. Who is the author? If more than one author, provide all names.
3. What is the year of original publication or copyright?
4. What are the major psychological or sociological topics discussed in the selection?
5. What is the thesis?
6. What methods did the author use to support his/her thesis?
7. What evidence did the author(s) provide in support of the thesis?
8. Overall, what are the main points of this article/selection?
9. In about one or two paragraphs, summarize the article.
Class: **Social Psychology**  
Name: __________________________

Due Date: **May 7, 7:30 pm**  
Total Possible Points: 100

Late Penalty: __________  
Your Score: __________

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<tr>
<th>Points Possible</th>
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<tr>
<td>10</td>
<td>Introduction and Conclusion</td>
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<tr>
<td>10</td>
<td>Thesis (what's the point?)</td>
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<tr>
<td>10</td>
<td>Logical Development of Ideas/Structure, Relevant Examples</td>
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<td>10</td>
<td>Understandability</td>
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<td>10</td>
<td>Theory Application/Interpretation</td>
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<tr>
<td>10</td>
<td>References/Citations</td>
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<td>Transitions</td>
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<td>Grammar and Punctuation</td>
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<td>Format (points)</td>
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<td>10</td>
<td>Overall Demonstrations of Effort And Professionalism</td>
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Note: The Student Writer's handbook gives you examples of all of the items above.

Breakdown of 10 points for each area:
- 0-4 points—did not complete to needs improvement
- 5-8 points—marginal to meets expectations
- 9-10 points—exemplary to exceptional

I grade very hard on the final paper, as I have high expectations. Perfect 10’s are rare indeed.
I have fully read the Syllabus as well as the UCO Student Information Sheet/Syllabus Attachment and understand the course requirements for SOC 2303 CRN 28043.

Additional statement concerning films to be shown in class (Spring 2013):

I understand that several videos will be shown in class. Some of these videos will contain graphic and disturbing material, including obscene language, violence, nudity, etc. and have been rated R by the film industry. In-class assignments will be given on this material as well as relevant classroom discussion and debate.

I understand that if I am disturbed by the material I may leave the class. Also, if I am under the age of 18, I will inform the instructor, and obtain parental consent or be excused from class on those days. If I choose to leave the class (or am required to do so due to age requirements), I will let the instructor know and therefore will be provided an alternate assignment to be conducted outside of class, as well as be given credit for attendance on those days. **If I do not inform the professor, I understand I will lose credit for the assignment and for attendance.**

____________________________________  Printed Name

____________________________________  Signature

____________________________________  Date

Please returned signed statement to the instructor during the first week of class.