**Advanced Social Psychology (605)**

**Social Psychology as it Applies to Social Problems and Change:**

**Historical Perspectives and Current Research**

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| **Instructor: Jessica Williamson, Ph.D.****E-mail:** jessrwill@ksu.edu **Classroom: Bluemont Hall Rm 498****Days: MWF** | **Time: 9:30 – 10:20****Office:** Bluemont Hall, Room 472**Student hours: W: 1:30 – 2:30; Tuesday: 1:30 – 1:30; Friday F: 11:30 – 12:30****Or by appt** |

**Graduate Teaching Assistant:**

Robin Besse (robinb@ksu.edu) will be helping with the grading for the course.

Office hours: Mondays 12:00 - 1:00 p.m., Fridays 10:30 - 11:30 a.m., and by appt.

**E-mail Correspondence with Instructor:**

I will not respond to e-mails between 4:00 PM and 8:00 AM on weekdays. I will not respond to e-mails on weekends. In general, you can expect a response from me within 48 hours during the week. When e-mailing me, identify yourself with your name and the course you’re in.

**Objectives of the Course**

Advanced Social Psychology is a course designed to introduce students to an in-depth focus on social problems. Overarching topics include **social inequality** (poverty, racial and ethnic inequality, gender inequality, aging and inequality), **societal problems and well-being** (sexuality, physical and mental health, violence), and **social institutions and their effects on the individual** (work and the workplace, education, family life, urban life, economy and politics). Students will read research articles on each of these topics. We may cover more topics (or fewer) as time allows.

Textbook:

There is no required textbook. Readings will be provided on the course website.

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| Course Components and Percent Value |
| **Item** | **Percent value** |
| Final exam……………………......……………………………………………………….. | 20% |
| Quizzes …………………………………………………………………………………… | 20% |
| Assignments ……………………………………………………………………………... | 5% |
| Summaries & reflection papers …………………………………………………………... | 5% |
| Major paper ………………………………………………………………………………. | **30%** |
| *Topic Assignment* | *(25% of major paper grade)* |
| *Final Draft* | *(75% of major paper grade)* |
| Group Project | …...…………………………………………………….................20% |
| *Project topic* | *(20% of group project grade)* |
| *Final project draft* | *(50% of group project grade)* |
| *Project presentation* | *(30% of group project grade)* |
| ***Extra credit: 5% of total grade available*** |  |

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| Final grades will be assigned on the following scale:A = 90.0 – 100 B = 80.0 ‑ 89.9  | C = 70.0 ‑ 79.9 D = 60.0 ‑ 69.9 F = 59.99 and below |

I do not curve grades. Curving actually means assigning the 10% highest-scoring students an A, the next 10% highest-scoring students a B, the 60% middle range students a C, and dividing the remaining 20% between D’s and F’s. Students’ grades can actually *be brought down* through curving.

***Final grades are not negotiable.*** I do not “bump up” or “round up” grades. Please note that percentages are not the same thing as points. Getting a grade of 89.5% does not mean that a student is ½ a point away from an A, but instead means ½ a *percent*. **Any requests for additional extra credit, grade opportunities, or for me to round up grades will be ignored.**

**Quizzes**

Quizzes will be given every Friday and will cover material from the preceding 3 classes (Monday and Wednesday of the same week as well as the Friday from the previous week). E.g., Quiz 1 will be on 1/29 over classes 1/22, 1/25, and 1/27. Quiz 2 will be on 2/5 and covers material from 1/29, 2/1, and 2/3. Because we go over the answers in class after quizzes are administered, **students may not make up missed quizzes for any reason whatsoever**. Any requests to make up quizzes will be ignored.

**Exercises/Assignments**

**Analyses and reflection papers**

Students will write descriptions and critical analyses/reflections for the section’s readings.

**Instructions**

Spend ***1-2 pages discussing at least four readings (e.g., if we have 10, students only have to write about 4)***. Students must cover: **1)** What was it about? **2)** How did the authors support their claims? [e.g., if it was a study, briefly describe the study – groups, analyses, results; if it was a review, briefly describe research reviewed]. **3)** Write a brief (~1 paragraph) reflection of the reading.

Examples of reflections students might talk about would be what they learned from these readings. Did you learn anything you didn't know before? Did you disagree with anything said in the reading? Why?

Each week’s readings are provided in the assignments section – this is also where students will turn in their reflection questions. As we will take between 4-6 days to cover each topic, students have two weeks to complete analyses and reflections for each topic. Due dates are provided in the schedule. It would be best to do one a day to not become overwhelmed.

**Grading rubric: 0 [clearly didn’t read articles/turned nothing in], 1 [incoherent, makes no sense, did not adequately talk about articles, made vague general statements], 2 [student left out sufficient detail of readings, did not describe what s/he learned], 3 [adequately discussed readings and concepts learned but lacked in-depth analytical analysis of articles], 4 [provided critical analysis of readings and in-depth discussion of what s/he learned].**

**Students may receive grades falling between these categories (e.g., 3.5).**

***SAVE AND UPLOAD THE SUMMARIES AND REFLECTIONS FOR EACH READING INTO A SINGLE FILE TO UPLOAD RATHER THAN UPLOADING MULTIPLE FILES.***

**Other exercises and assignments**

Exercises and assignments will be provided randomly throughout the semester. These can range from in-class activities to assignments students will complete outside of class. Due dates are generally given when the assignment is assigned. In-class assignments will be posted on Canvas with instructions for the assignment and a dropbox for students who miss class. For each day late (including major paper assignments) 20% will be deducted from a student’s assignment grade. Students missing class are subject to an automatic 20% off of in-class assignments – even when turning in on the same day. Assignments submitted into the dropbox (when required) must be submitted in .doc/.docx files. No other file formats will be accepted!

**Final Exam**

There will be only one major test in the course and it is the Final Exam. The final exam is cumulative. The quizzes throughout the semester are designed to help students prepare for the final exam. This means that students should make note of what we cover on quizzes. Students will be given a study guide and we will devote time during the last week for review. The review is not designed for students to ask what every single item on the study guide is – students are expected to attempt to define the terms on the study guide themselves before the review. The review is for re-covering topics students may have had trouble with and for clarification, NOT for giving students answers to the exam ahead of time.

**Major Paper**

A major component of the current course is to write a research proposal. The paper should address an area of research in social problems in Social Psychology. This can include a proposal on examining the effects of a social problem (e.g., poverty, racism, sexism) on the individual or how people contribute to/maintain social problems (e.g. the U.S. “pull yourself up by your bootstraps” mentality making people less likely to support social welfare programs and maintains poverty rates). Materials must be submitted in .doc/.docx files. No other file formats will be accepted! The paper must also be in APA style, including correct headers, a title page, abstract page, main body, and references section.

**The paper grade for the class consists of 2 components:**

**Component 1: A topic assignment** in which students state their topic, hypothesis, methods (including intended participants, measures, procedures), proposed statistical analysis. This is basically a rough draft of the paper EXCLUDING the introduction and discussion. These are due during the final draft. A detailed rubric is available for this assignment on Canvas.

**Component 2: A final draft** in which students will have implemented feedback from the topic proposal in addition to writing the introduction and discussion. A detailed rubric is available for this assignment on Canvas.

**Group Project**

Groups must create a proposal on developing AND testing the efficacy of an intervention for a social problem. Interventions may include things like programs developed to deliver in schools to diminish racism, sexism, etc. Another example would be programs designed to help communities address homelessness and poverty. Students will be in groups of 4-6 and will turn in an APA style proposal for their intervention project (similar structure to individual major paper proposals). A main component of this project is proposing how to assess the efficacy of the intervention. We will have a total of 6-7 groups and each group will have 15 minutes to present a presentation of their proposal to the class.

**Extra Credit**

Students can earn up to 5% of their total grade in extra credit. Students will read two articles – each holding clashing views on a specific topic – then write a 2,000 word paper on which article they agree with and why. Students are expected to look up at least 3 other articles to cite to support their explanation of why they agree with one of the assigned articles. Students have until 11:59 PM on the last day of the semester to turn in the Clashing Views extra credit.

Extra credit will be added at the end of the semester. The number of points available for the class is not set in stone as assignments are given randomly. At the end of the semester, all points available that we’ve had will be added and 5% of that will be calculated and added to students’ grades upon completed the extra credit. For example, if we end up having 300 points in the class, 5% of that will be 15 points. If a student earned 250 out of 300 (83%) points and did extra credit, s/he will then have 265 out of 300 points (88%).

**Attendance**

Attendance will be taken randomly throughout the semester. Students get two (2) free unexcused absences. Students can miss two classes for whatever reason and don’t have to provide a note. Students who have more than 2 unexcused days (when attendance is taken) will be subject to a 1% deduction from their overall grade for every day after 2 missed days. Students are expected to make arrangements to obtain notes from classmates in the event of absences. Do not ask the course instructor or GTA for notes.

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| Course Schedule 1/18 – 5/6 |
| **Date** | **Topic covered** | **Assignment due** |
| Weeks 1 & 21/20 – 1/29 | Introduction to courseHow do we study social problems? APA style papers | Analysis and reflection 1 (1/29) |
| Weeks 3 & 42/1 – 2/12 | Research Methods | Analysis and reflection 2 (2/12) |
| Weeks 5 & 62/15 – 2/26 | Poverty | Assigning groups 2/15Analysis and reflection 3 (2/26) |
| Weeks 7 & 82/29 – 3/11  | Race and Ethnicity Issues | Topic Assignment for Individual Papers 3/11Analysis and reflection 4 (3/11) |
| **Week 9****3/14 – 3/18** | **SPRING BREAK** |  |
| Weeks 10 & 113/21 – 4/1 | Gender Issues | Topic Proposal for Group Project 3/21Analysis and reflection 5 (4/1) |
| Weeks 12 & 134/4 – 4/15 | Violence, Aggression, and Crime | Optional Rough Draft for Individual Papers 4/15Analysis and reflection 6 (4/15) |
| Weeks 14 & 154/18 – 4/29 | Sexual Minority Issues | Analysis and reflection 7 (4/29) |
| Week 165/2 – 5/6 | Presentations (M, W) Review (F) | Electronic versions of all presentations due on 5/2 – Group paper final draft also dueFinal Draft of Individual Papers 5/6 |
| Week 17 | **FINAL EXAM** | Exam schedule matrix (<https://courses.k-state.edu/spring2016/information/xam.html>) |

Additional topics we may cover (as time allows):

Education

Physical and Mental health

Ageism

Urban Life and Planning

Family Life

**Note:** *I reserve the right to change the schedule and syllabus at any point during the semester. If I do, I will notify the students of any changes. We may finish some material earlier than scheduled or some material may take longer to cover than scheduled. The schedule will be adjusted accordingly and distributed to students if changes are necessary.*

**Student Disabilities Services**

Any student with a disability who needs accommodations, for example arrangement for examinations or seating placement, should inform the instructor at the beginning of the course. Faculty accommodation forms are provided to students through Disability Services in Disability Support Services in 202 Holton Hall (532-6441).

**Classroom Etiquette (and “Netiquette”)**

Students are expected to arrive on time and be courteous to their instructor and fellow classmates. Discussions and debates will be civil and respectful. Students may use laptops or similar electronic devices (e.g., tablets) to take notes during class; however, students may NOT use these devices to play games, chat, or do anything that is not related to the class at hand. Any student caught using electronic devices for purposes not related to the course will have their privilege of using devices in class revoked and may be asked to leave the classroom and will receive a 0 for the day’s quizzes and assignments.

**MENTAL HEALTH AND COUNSELING SERVICES**

College can be a very stressful time for any individual. It’s important to take care of your well-being. K-State offers resources for students in need of mental health intervention. There are a variety of outlets for mental healthcare, including in-person and online (so you don’t have to go in-person if you have anxiety about face-to-face meetings or a schedule that disallows appointments during business hours). If you are distressed or feel that you need someone to talk to, please explore the resources below. If you need any help finding resources, the places mentioned in the resources, or contacting/setting up initial appointments with any of these resources, do not hesitate to ask me to help you. I will be more than happy to help you find and approach resources. Your success as a student and well-being are important to me. (press ctrl + the link to open the link in your browser)

[Kansas State Counseling Services](http://www.k-state.edu/counseling/topics/mhlinks.html)

[Mental Health Services Internet Links](http://www.k-state.edu/counseling/topics/mhlinks.html)

[National Institute of Mental Health Suicide Prevention Hotline](http://www.nimh.nih.gov/health/topics/suicide-prevention/if-you-are-in-crisis-and-need-immediate-help.shtml): **1-800-273-TALK (1-800-273-8255)**

**Academic Integrity**

Kansas State University has an Honor & Integrity System based on personal integrity which is presumed to be sufficient assurance in academic matters one's work is performed honestly and without unauthorized assistance. Undergraduate and graduate students, by registration, acknowledge the jurisdiction of the Honor & Integrity System. The policies and procedures of the Honor System apply to all full and part-time students enrolled in undergraduate and graduate courses on-campus, off-campus, and via distance learning.

A component vital to the Honor & Integrity System is the inclusion of the [Honor Pledge](http://www.k-state.edu/honor/honorsystem/pledge.htm) which applies to all assignments, examinations, or other course work undertaken by students. The Honor Pledge is implied, *whether or not* it is stated: **"On my honor, as a student, I have neither given nor received unauthorized aid on this academic work."** The default in this class is that ALL work will be accomplished individually, UNLESS my permission is given in advance of an assignment/quiz/exam/take-home exam/final. If you are in doubt, please ask. A [grade of XF](http://www.k-state.edu/honor/faculty/xfagree.html) can result from a breach of academic honesty. The F indicates failure in the course; the X indicates the reason is an Honor Pledge violation.

For more information, visit the Honor & Integrity System home web page at: <http://www.k-state.edu/honor/>