

## Psychology 456: Social Psychology

Winter 2006, Tuesdays and Thursdays 8:30a.m.- 9:50a.m., 242 Gerlinger

Instructor: Jessica Tipsord  
Email: [jtipsord@uoregon.edu](mailto:jtipsord@uoregon.edu)  
Office Hours: Mondays 12-1, Tuesdays 11-12, or by appointment  
Course website: <http://blackboard.uoregon.edu/>

### Text book

The required text for this class is:

Baron, R.A., Byrne, D., & Branscombe, N. (2005). *Social Psychology*. (11th ed.).  
Needham Heights, MA: Allyn & Bacon.

### Course Content/Objectives

This course focuses on social influences on human behavior. Included among these influences are other people, social situations, learned social cues, and internalized social norms and expectations. The unit of analysis in this course will generally be the individual. In this course you will learn about research and theories in social psychology. By the end of the course you will have gained insights into the complexities of social behavior, and increased self-awareness of the mechanisms that guide your own behavior.

### Class Requirements

#### 1. Readings

The readings will include both textbook and primary research articles. The articles will be located on blackboard. The required readings are listed below in the tentative schedule. On the schedule the articles are listed by the first author's last name only to save space. In order to benefit from this class you will need to do the readings that are listed on the schedule BEFORE coming to class that day. That way you will know what I am talking about and be able to ask questions and engage in discussion.

#### 2. Attendance/Seminar Participation

Attendance is not required, but it is to your benefit to attend class. Many concepts highlighted in the lectures (that will likely show up on the exams) will not be mentioned, or will be mentioned only briefly in the textbook. In addition, on the day of the seminar (March 14), your participation in the discussion will earn you points towards your final grade (see seminar participation under grading). You are expected to read the assigned readings and come up with questions or comments about them BEFORE you come to the seminar. If you cannot be there on the day of the seminar and you have an acceptable excuse, please talk to me by **March 9** and we can arrange an alternative written assignment.

#### 3. Quizzes

In order to encourage you to read the material before class there will be weekly quizzes. You will complete the quizzes on the blackboard website. You may use your book or

articles to answer the questions, but you will only have 20 minutes to complete 10 questions. The program will not let you go back to previous questions. The quizzes will be posted by 2pm on Fridays and they will be taken down by 8:30am on Tuesdays. There will be a quiz due every Tuesday except the first day of class and Feb. 21 (because of the midterm). The quizzes will consist of true/false, multiple choice, and short answer questions. The focus will be on the primary research articles that are assigned for that week. However, some questions will come from the text book chapter assigned for the Tuesday the quiz is due. If you get locked out of the quiz because of a computer malfunction (e.g., blackboard freezes and you have to shut down), send me an email and I will fix it on blackboard so that you can take the quiz by the deadline. I will try to check my email regularly, but be aware that if you get locked out after Monday at 7pm I may not get your email until after the quiz is due.

#### 4. Midterm

The midterm will cover material from lecture, videos, textbook, and research articles. Everything is fair game, but I will focus on material covered in lectures. The exam will consist of multiple choice, short answer, and essay questions. If you know you are not able to complete the exam at the scheduled time (e.g., collegiate athletes' away games), you must talk to me **before** the exam date. In case of unforeseen events such as illness or death of a close relative, special arrangements can be made if documentation is provided. No other exceptions will be made.

#### 5. Final Paper and Editing

A good paper introduces one or two major theses, thoughts, arguments, questions, or comments about an article or topic we covered in class. Good papers can come in many forms. You may offer a critique of an article you read, a proposal for a new experiment, an application of a principle, a theoretical analysis of an everyday phenomenon, a description of an inconsistency in the literature, or a policy proposal to solve a societal problem. The paper should include your own perspective, not just a summary of material or readings covered in class. However, your contribution must be well argued. You cannot simply make a claim or speculate without backing it up with arguments, examples, data, or literature sources. Personal experience can contribute to a good paper, but it must be part of a well-constructed argument. A personal story cannot stand on its own; but it can be the starting point or a major illustration of a psychological thesis or argument. If you are in doubt whether an idea you have for a paper is appropriate, talk to me. Use the *APA Publication Manual* (4th edition or 5th edition) style for reference citations.

In order to improve the quality of papers, and to provide you with experience editing, papers will be peer edited. The system will work this way: On the day that a paper is "due for editing" (see schedule), you will turn your paper in at the beginning of class. At the end of class, you will be given someone else's paper to edit. You will have 2 days to edit the other student's paper, then you will bring the paper to the next class (2 days later) and return it to the student. Your paper, meanwhile, will have been edited by someone else. You will then have a few more days to consider the corrections, incorporate those you think are good, revise the paper, and then turn in your "final version" of the paper AND

the corrected original (see schedule for dates). As an author, you should be as clear as possible so your editor has something to work with. As an editor, you should be as constructive as possible, so your author can improve his or her initial draft. Your editing must cover all levels: from the main message of the paper to the clarity of an argument, to grammar, punctuation, and spelling. For helpful guidelines consult *The writer's brief handbook*, by Rosa and Eschholz (available at the U of O Bookstore).

Please note that final versions of papers are due on days that the class does not meet! Your grade on the paper will be based mainly on the final version, but your original will be considered too, in order to prevent people from turning in sloppy first drafts. Your editing will also be evaluated, and you will receive points toward your final grade for it (see grading section, "peer edits"). **Papers are due at the beginning of class on the day they are due.** If you don't turn your paper in at the start of class, it is not be eligible for peer editing, and you will NOT be given a paper to peer edit (**so you will lose your peer editing points**). If you cannot be in class the day a paper is due for peer editing, you may turn in the paper BEFORE 4 pm the day before it is due to the Psychology Office (Straub 131), and you will be eligible for the peer editing system, but it is your responsibility to arrange to pick up the paper you are to peer edit from me. If you cannot be in class the day peer edited papers are to be returned to their authors, you can also return an edited paper by 4 pm to the Psychology Office the day before papers are to be returned.

### **Point Breakdown/Grading**

Seminar Participation	= 40
Quizzes (8 at 10 points)	= 80
Midterm	= 100
Final Paper	= 100
Peer edit	= 40

There are 360 possible points. The translation of points into grades will be *approximately* as follows: A > 322 points, B > 286, C > 252, D > 214. Final grades will be curved upwards if I think it is necessary at the end of the quarter.

### **Cheating**

Cheating will earn **a failing grade** in the course. Cheating is turning in the work of others as your own, copying other people's quiz or exam answers, or copying the final paper (in part or whole).

### **Disabilities**

If you have a documented disability and anticipate needing accommodations in this course, please make arrangements to meet with me soon. Please request that the Counselor for Students with Disabilities send a letter verifying your disability.

### **Changes**

Topics, readings, and other aspects of this course may be changed at the instructor's discretion. Changes will be announced in class or on the blackboard site.

### Tentative Schedule

DATE	TOPIC	READING ASSIGNMENT
1/10	Intro	Chapter 1
1/12	The Self	Leary(1999)
1/17*	The Self	Chap 5, Leary(2004), Wegner(xxxx)
1/19	Social cognition	Chap 2
1/24*	Social perception	Chap 3, articles TBA
1/26	Social Influence	Chap 4, pgs 144-166 only
1/31*	Social influence	Chap 9, articles TBA
2/2	Attraction	
2/7*	Attraction	Chap 7, Dutton(1974)
2/9	Close Relationships	
2/14*	Close Relationships	Chap 8, McRae(1994), Fein(1997)
2/16	Prejudice	Chap 6
2/21	Midterm Exam	
2/23	Groups	Chap 12
2/28*	Prosocial behavior	Chap 10, Darley(1973), Isen(1972), Bushman(1999)
3/2	Aggression	Chap 11
3/7*	Social psych and Health	pg 519-536, articles TBA   **Paper due for editing
3/9	Social psych in the work place	Module B   **peer edits due
3/14*	Seminar	Seminar Readings TBA
3/16	Final Lecture	
3/17 by 4pm	Final paper due to Psychology office—Turn in DRAFT too!	

\*Dates that quizzes need to be completed by 8:30 am.

\*\*paper and editing due