
PSY 456: Social Psychology

Summer 2007 : CRN: 16715

Mon.-Thurs., 4:00p-5:50p / Eslinger 107

Instructors	Office	E-mail	Phone	Office Hours
Mike Myers	335 Straub	mmyers4@uoregon.edu	346-4937	Wednesday 1:00-3:00 and by appointment
Steve Guglielmo	407 Straub	sgugliel@uoregon.edu	346-5778	Tuesday 10:00-12:00 and by appointment

Course Objectives

This course is designed to acquaint you with the philosophical assumptions of and current research topics within the field of social psychology. You will also participate in this field by applying what you've learned on exams and class discussions. Overall, it is our hope that this course sharpens your analytical reasoning skills, improves your ability to identify phenomena from different perspectives and different levels of analysis, and relates these phenomena to substantive issues in your chosen field of study (e.g., psychology, sociology, etc.). By the end of the course you should be able to:

- Think critically about psychological concepts, with a broader appreciation of how these issues can be framed and studied
- Understand more fully how data analysis plans relate to how psychological issues are studied
- Appreciate and evaluate research in social psychology through exposure to empirical articles

Course Description

Social psychology is a field of study concerned with: (a) how humans represent and understand their social world and themselves within it, and (b) how humans interact with each other in various ways and for various purposes. As such, social psychology focuses on a variety of topics and questions. For instance, how does one's self-concept influence social behavior? How do people form impressions of each other and make sense of human behavior? How do social situations influence human thinking and behavior? What are the roots of aggression, stereotypes, and prejudice? Why are some attitudes so difficult to change? Which factors govern attraction and relationships? In order to answer such questions, diverse research programs have been initiated and these programs employ a variety of approaches including evolution, culture, and the primacy of mental representations and/or emotions.

Please note that since this is a summer class, you will be expected to do the same amount of work in 4 weeks that is normally required for a 10-week course. Readings and class meeting times are adjusted accordingly.

Textbooks

Required:

Baron, R. A., Byrne, D., & Branscombe, N. R. (2007). *Mastering Social Psychology*. Boston, MA: Allyn and Bacon.

Additional research and review articles will be assigned throughout this course and will be available on Blackboard

Course Evaluation Summary

Exams	200 points	(50% of final grade)
Analysis Papers	160 points	(40% of final grade)
“Everyday Social Psychology” Application	40 points	(10% of final grade)
Total	400 points	

Exams (2 at 100 points each)

Two in-class exams (100 pts. each) will cover material from 1) Textbook, 2) Articles, and 3) Lectures. The focus will be on material covered prior to each test; however, essential basic concepts will be tested throughout the term. In general, these tests will consist of multiple choice and true/false items, application questions, and short response/essay questions. **There will be no make-up exams.** However, you may take exams early within a reasonable time frame, and according to instructor and testing center schedule(s).

Analysis Papers (2 at 80 points each)

You will read empirical research papers that supplement the topics we discuss in class or from a list of optional readings available on Blackboard and write 2 (5-6 pages, double spaced) response papers. The purpose of these papers is to take one of these empirical articles and thoroughly review it in two ways: 1) first, to critically analyze the theory, methodology, and results of the specific paper and 2) discuss the possible extensions and future implications of the paper, focusing on real-world applications of these results for society and/or future studies that could address lingering research questions. These response papers usually address a specific issue that is studied in social psychology and require you to apply your knowledge of the field to critically evaluate the readings. Although students may write about one of the assigned or optional articles, it is recommended that students pick a research article from a topic that had been discussed earlier that week. The general format of the response papers should be APA style (but you do not need to submit a reference page). Your experience in PSY 303 or a similar research course will be invaluable for this assignment.

“Everyday Social Psychology” Application (4 at 10 points each)

The topics related to Social Psychology can be found wherever people interact with each other. To encourage students to “see like a Social Psychologist”, students are required to write 4 short papers (approximately 1 page, single-spaced each) describing a story from the news or media in terms of social psychological concepts and theories. For example, can Social Psychology explain why Hillary Clinton suddenly acquired a southern accent when she addressed an African American congregation during Martin Luther King Day? These papers are not to be exhaustive, but simply an illustration that the student is trying to apply the terms and concepts learned in this class to the real world. **Students can decide when to turn in an ESPA so long as one is submitted each week.**

Course Policies

1. We are very strict about deadlines and due dates. However, we are not without sympathy for real things that come up. If you have a circumstance that keeps you from performing well in this course, please let us know when it occurs – not at the end of the term when it will be too late. There is no predefined set of circumstances we find acceptable as reasons affecting course performance, however it is usually something that affects all aspects of your life, not just this course.
2. Tardiness disrupts everyone's learning experience, and having sympathy also means being considerate of everyone. For that reason, all assignments are due at the **beginning of class or by the specific time noted in the class schedule**. Assignments turned in after their due date will be counted as late, and late assignments will lose 20% for each 24-hour period they are late. No assignments will be accepted if they are more than 2 days (48 hours) late.
3. **If you know that you're going to miss a class or will have to leave early, let the instructor (Mike or Steve) know ahead of time.** It is your responsibility to contact the instructor to obtain copies of any handouts or assignments you missed. Please keep in mind that although we will be happy to answer any questions you may have, we cannot provide individual lectures on material missed due to absences, and all course materials will be posted on Blackboard.
4. Finally, a note about cheating and plagiarism: **Do not do it.** If you do, you will fail the course.
 - a. **Plagiarism** is the inclusion of someone else's product, words, ideas, or data as one's own work. When a student submits work for credit that includes the product, words, ideas, or data of others, the source must be acknowledged by the use of complete, accurate, and specific reference.
 - By placing one's name on work submitted for credit, the student certifies the originality of all work not otherwise identified by appropriate acknowledgments.
 - On written assignments, if verbatim statements are included, the statements must be enclosed by quotation marks or set off from regular text as indented extracts.

A student will avoid being charged with plagiarism if there is an acknowledgment of indebtedness. Indebtedness must be acknowledged whenever:

1. one quotes another person's actual words or replicates all or part of another's product;
2. one uses another person's ideas, opinions, work, data, or theories as one's own, even if they are completely paraphrased in one's own words;
3. one borrows facts, statistics, or other illustrative materials--unless the information is common knowledge.

Unauthorized collaboration with others on papers or projects can inadvertently lead to a charge of plagiarism. If in doubt, consult an instructor or seek assistance from the staff of [Academic Learning Services](#) (68 PLC, 346-3226).

Accessing Blackboard

You **MUST** have an email address and be registered for the class in order to log on to *Blackboard*. If you are registered, then you should have received an email letting you know that you are registered for the site. If you do not have an email address, go to the Information Technology Center (ITC) in the Knight Library (2nd floor). If you are having difficulty, check the ITC website at <http://libweb.uoregon.edu/kitc/faq/faq.html>.

- Go to <http://blackboard.uoregon.edu>
 - Username: your email address (e.g., mmyers4@uoregon.edu)
 - Password: your email password

Additional Notes

Concerns: If you find yourself doing more poorly in the class than anticipated, please see Mike or Steve *sooner* rather than later. If you wait to come forward with any problems, you may find that it is too late to do anything about your grade.

Writing Skills: The assigned reading responses in this course require that are able to concisely present ideas and concepts. Strunk & White's *The Elements of Style* can help you write concise, precise sentences, which are good for communicating scientific information. Review the eight elementary rules of usage and the ten elementary principles of composition at <http://www.bartleby.com/141/>.

Accommodations: If one of the following applies to you, please see the instructor *as soon as possible* to make adjustments.

- Documented learning or medical disability
- Non-documented need for adjustments to help you learn
- On a sports team that travels this quarter
- English is not your first language

You are strongly encouraged to contact Disability Services if you have a non-documented condition that prevents you from learning (346-1155). With advance planning, adjustments are relatively easy. Adjustments at the last minute are problematic and sometimes not possible.

SCHEDULE

Date	Lecture Topic	Readings due	Assignments due
July 23	Orientation/Definitions/History	Ch. 1	
July 24	Social Self	Ch. 5; Markus & Kunda (1986)	
July 25	Social Perception – Part 1	Ch. 3; Malle & Pearce (2001)	
July 26	Social Perception – Part 2	Ickes chapter (2003); Ames chapter (2005)	ESPA 1 by today
July 30	Interpersonal Attraction	Ch. 7; Dutton & Aron (1974); Kasser & Sharma (1999)	Analysis Paper 1
July 31	Close Relationships	Ch. 8; Gottman chapter (2003)	
Aug. 1	Prosocial Behavior	Ch. 10; Batson et al. (1997); Cialdini et al. (1997)	
Aug. 2	Exam 1		ESPA 2 by today
Aug. 6	Aggression	Ch. 11 Anderson & Bushman (2001)	
Aug. 7	Social Cognition	Ch. 2 Birch (2005) Slovic et al. (2004)	
Aug. 8	Prejudice and Stereotypes	Ch. 6 Krueger (2001) Bodenhausen (1990)	
Aug. 9	Attitudes and Persuasion	Ch. 4 Cialdini (2003) Cooper & Carlsmith (2001)	ESPA 3 by today; Analysis Paper 2
Aug. 13	Conformity	Ch. 9 Asch (1955) Cialdini (1993)	
Aug. 14	Morality	Haidt (2001) Skitka (2002) Pizzaro et al. (in press)	
Aug. 15	Group Dynamics	Ch. 12 Eisenberger et al. (2003) Karau & Williams (1997)	
Aug. 16	Exam 2		ESPA 4 by today

NOTE: Some dates are subject to change. Changes will be announced in class and on Blackboard.