
PSY 456: Social Psychology

Summer 2008 : CRN: 41719

Mon.-Thurs. 12:00p-1:50p | McKenzie 121

Instructors	Office	E-mail	Phone	Office Hours
Andrew Monroe	337 Straub	amonroe1@uoregon.edu	346-5770	(Weeks 1 & 2): Tues & Weds 2 – 4 and by appointment
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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 apply your knowledge of the course material on exams, papers, 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 relate 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

Kenrick, D. T., Neuberg, S. L., & Cialdini, R. B. (2007). *Social Psychology: Goals in Interaction*. (4th ed.) Boston, MA: Pearson.

Additional required articles are listed in the Course Schedule and will be available on Blackboard.

Course Evaluation Summary

Exams (2 at 100 points each)	200 points	(50% of final grade)
Analysis Papers (4 at 40 points each)	160 points	(40% of final grade)
Social Psychology Application (2 at 10 points each)	20 points	(5% of final grade)
Attendance/Participation	20 points	(5% of final grade)
Total	400 points	

Exams (2 at 100 points each)

Two in-class exams will test material covered in 1) the textbook, 2) articles assigned as required readings, and 3) class lectures. The focus will be on material covered prior to each test; however, essential basic concepts may be tested throughout the term. In general, these tests will consist of multiple choice and true/false items, application questions, and response/essay questions. There will be no make-up exams.

Analysis Papers (4 at 40 points each)

You will write 4 response papers in which you critically evaluate an empirical research paper that supplements the topics we discuss in class. Each analysis paper should be approximately 2 double-spaced pages and should have two major components: 1) a critical analysis of the theory, methodology, and results of the specific paper; and 2) a discussion of the possible extensions and implications of the paper (e.g., real-world applications of these results for society and/or future studies that could address lingering research questions). The analysis papers should NOT include a summary of your chosen article. If you wish, you may reference other sources in your analysis papers (beyond the one article you have chosen), but doing so is not required. Your experience in PSY 303 or a similar research course will be invaluable for this assignment.

Social Psychology Applications (2 at 10 points each)

The topics related to Social Psychology can be found wherever people interact with each other. To encourage you to "see like a social psychologist", you will write 2 short papers (approximately 1 double-spaced page 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 on Martin Luther King Day? These papers are not to be exhaustive, but simply an application of the terms and concepts learned in this class to the real world.

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 about it when it occurs – not at the end of the term when it will be too late.
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 are going to miss a class or will have to leave early, let the instructor (Andrew or Steve) know ahead of time.** 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, but 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.

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, website: <http://darkwing.uoregon.edu/~als/>).

Accessing Blackboard

- Go to <http://blackboard.uoregon.edu>
 - Username: your email address (do not include the '@uoregon.edu')
 - Password: your email password

You **MUST** have a UO 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 Blackboard FAQ website at <http://libweb.uoregon.edu/systems/kitc/blackboard.html>.

Additional Notes

Concerns: If you find yourself doing more poorly in the class than anticipated, please see Andrew 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 (346-1155, website: <http://ds.uoregon.edu/>) if you have a non-documented condition that prevents you from learning. With advanced planning, adjustments are relatively easy. Adjustments at the last minute are problematic and sometimes not possible.

COURSE SCHEDULE

Note: Readings should be completed by the day for which they are listed.

Date	Lecture Topic	Readings	Assignments
June 23	Orientation, History	Chapter 1	
June 24	Social Self	Chapter 2 Funder & Colvin (1991) Mischel et al. (2002)	
June 25	Social Perception – Part 1	Chapter 3 Gilbert & Malone (1995) Reeder et al. (2004)	
June 26	Social Perception – Part 2	Malle (2005) Hodges (2005)	Analysis Paper 1 due by Fri. 6/27 @ 4 pm
June 30	Aggression	Chapter 10 Anderson & Bushman (2001)	
July 1	Group Dynamics	Chapter 12 Arrow & Crosson (2003) Eisenberger et al. (2003)	SPA 1 due in class today, 7/1
July 2	Prejudice and Stereotypes	Chapter 11 Maddux et al. (2008) Lambert et al. (2003)	
July 3	Exam 1		Analysis Paper 2 due by Fri. 7/4 @ 4 pm
July 7	Heuristics and Biases in Social Cognition	Slovic et al. (2004) Tversky & Kahneman (1974)	
July 8	Emotions and Social Behavior	Gilovich et al. chapter Lerner et al. (2003) Wilson & Gilbert (2005)	
July 9	Interpersonal Attraction & Close Relationships	Chapter 7 Dutton & Aron (1974) Kasser & Sharma (1999)	
July 10	Prosocial Behavior	Chapter 9 Batson (1990)	Analysis Paper 3 due by Fri. 7/11 @ 4pm
July 14	Morality	Gilovich et al. chapter Haidt (2001) pp. 814-825	
July 15	Attitudes and Persuasion	Chapter 5 Baumeister & Tice (1984)	SPA 2 due in class today, 7/15
July 16	Conformity	Chapter 6 Cialdini (1993)	
July 17	Exam 2		Analysis Paper 4 due in class today, 7/17

Dates/readings are subject to change. Any changes will be announced in class and on Blackboard.