

Social Psychology – PSY 456 / Winter 2009 / CRN 25983

Monday/Wednesday 2:00 – 3:20/ 146 Straub

Course Webpage available at: <https://blackboard.uoregon.edu>**Instructor: Sean Laurent** / Office: 428 StraubPhone: 346-4891 / Email: slaurent@uoregon.edu / Office Hours: W 1:00 – 1:50 F 1:15 – 2:15 & by appt.**Required Texts:**Aronson, E., Wilson, T. D., & Akert, R. M. (2007). *Social Psychology* (6th ed.). Upper Saddle River, NJ: Pearson.**Additional required readings will be posted on blackboard or may be obtained via PsychINFO.***Strongly Recommended:*Cialdini, R. B. (2009). *Influence: Science and Practice* (5th ed.). Boston: Allyn & Bacon.Strunk, W., Jr., & White, E. B. (2000). *The elements of style* (4th ed.). New York: Longman.**Course Description and Goals**

Welcome to the exciting world of social psychology! During this course, you will learn about the many ways that **social influences** can affect human behavior. Examples of social influences are other people, social situations, learned social cues, and internalized social norms and expectations. In social psychology, while the unit of analysis is typically the individual, there is less emphasis given to individual differences (e.g., personality), although we will explore how social influences interact with other variables such as personality, development, biology, and cultural context to predict behavior.

Among others, we will study topics such as stereotyping, attraction, conformity, aggression, and helping. By the end of the course, you should have a good understanding of what the major topics of study are in social psychology, and how social psychology research is done. The course is research based, meaning that the information taught is mostly derived from empirical research in social psychology. Thus, you will not only study theories of social behavior, but also study experiments and observations that have been carried out to test and demonstrate the theories. Although we are using textbook readings to provide broad overviews of the field, we will also be relying on primary sources (i.e., reprints of original journal articles). For this reason, Psychology 302 and 303 (Statistical Methods and Research Methods), or their equivalents, are required as prerequisites for this course.

Many people – formally trained social psychologists and others too – have pointed out that "everyone is a social psychologist," and you are strongly encouraged to be on the lookout for examples of the phenomena we are covering in your everyday life. However, keep in mind that many of our "everyday" social psychology theories may not be correct, and that some of the most famous social psychological research findings are counter-intuitive (not what you would expect). In fact, the science of social psychology can sometimes predict how and why everyday social psychology theories will be wrong.

This class promotes respect for the diverse ways that culture, sex, or other variables can impact how we behave. Although we live in the U.S., and much of the research we will study has been conducted using participants from this country, we must remain aware that not all social psychological phenomena are invariant across cultures. The text addresses this issue by having many sections on multicultural effects in social psychology. We will address diversity further through readings and discussion in class, and as we make our way through the class, I encourage students to always consider the cultural context of the topics we discuss.

You will work hard in this course. This is not a threat but a promise. In return for your work you will gain excitement about social psychology, insights into the complexities of social behavior, and increased self-awareness of the mechanisms that guide your own behavior and experience.

General Course Requirements

The course will include both traditional lecture meetings and a seminar format where we will discuss together the implications of what we read. Therefore, you are expected to attend every class. I will randomly take attendance that will count against your participation grade if you are missing. Your attendance is particularly important during days when we are conducting seminars, because I hope for and expect everyone to contribute to the discussion with questions, comments, and analysis – your contributions to the class are a potentially valuable resource to the other class members. I will learn your names and thus be able to identify your contributions. If you do not like to speak up in class (or even if you do), you may use the discussion board on Blackboard or email to submit your thoughts on the readings or course topics.

Doing well in this class will require an **active** involvement with the course content; merely reading the material and showing up for class is not enough. Research (interestingly, social psychology research) has shown that thinking about what you are reading, watching, or discussing, and *relating* it to experiences in your own life will help you retain that knowledge. This leads to better grades and is a more sound strategy than just trying to cram for tests. If you find yourself not doing as well as you would like in this class, contact me *earlier* rather than later. I can help you solve many problems. If you wait until the end of term, it will likely be too late for me to be of much help.

I also recommend that you check your email and the blackboard website often, as I will use these methods of contact to post important class information. This course has been designed to comply with the psychology department's guidelines for teaching and learning (<http://psychweb.uoregon.edu/guidelines/index.htm>).

Course Components

Lecture/Seminar

During lecture, I will review and elaborate on selected material from the texts and primary source articles, and will introduce material that is not contained in your readings. You are responsible for all material in the course, whether it is directly from readings or from topics discussed in class. On scheduled days, I will also help to facilitate discussion in a seminar-like format, where we will critically explore the implications of what we have read and thought about. Lecture outlines intended to assist note-taking will be posted on blackboard. These are not complete lecture notes, and it would be a mistake to use them in that way.

Readings

You should come prepared to class, having done the readings for the day *prior* to coming to class, as well as having spent some time thinking about them. Some of the material from the readings will not be presented in class. You will not do well on exams and papers if you do not keep up with the reading. Most of the articles are taken from prime research journals and will challenge you with both theory and methodology. Another reason to keep up with the readings is to help you benefit from the lectures, contribute to seminars, succeed in exams, and write creative and thoughtful papers and questions for discussion. A note on journal articles: they may be shorter in pages than the chapters in your texts, but you will find that it is much harder to digest each page. Because of this, you should allow yourself ample time for doing **ALL** the readings in this class. I also encourage you to write comments or questions as you read, and bring these with you to class. You can also email me with questions and comments. On seminar days, I will collect these questions (see below) and they will comprise part of your participation grade.

Reading Groups

To facilitate your understanding of the readings, you will be part of a reading group (4-5 members). The groups will get together in person or electronically to exchange ideas about the readings and to generate questions that will promote discussion during the seminar sessions. Each group member is expected to contribute at least two questions or comments (more is OK) for discussion before every seminar session. Together, before seminar sessions, group members should **discuss** and formalize these questions, eliminating redundancy (i.e., questions or comments from more than one group member that are very similar). Do not simply share questions: you should *discuss* the readings as a group. One group member (this should be a rotating assignment) will be responsible for printing out these questions and turning them in for participation credit at the start of seminar sessions (you can also email me these questions, so long as I get them by 1:45 the day of class). Groups will then be picked at random to briefly introduce each reading at the beginning of the seminar sessions. Group members will also serve as editors of each student's initial paper drafts (see below). You will be given the opportunity to evaluate your fellow group members at the end of the term for *part of your grade*.

Papers

You will write 3 short papers (3-5 pages MAXIMUM) as part of this course. All papers will be typed in a readable (12 pt.) font, double-spaced, left-justified only, and with margins of one inch on all sides (these requirements are all consistent with the APA style). Use the APA *Publication Manual* (4th edition or 5th edition) for the proper format of citations. A reference copy of the manual is available in the Knight Library.

For all papers, multiple options are available, although **one of the first two papers must be a reaction paper**. I will give you handouts pertaining to these papers, and will also post these handouts on Bb. Note: Because I encourage using electronic media whenever possible to conserve resources, I ask that all papers be *emailed* to me by **5:00 p.m.** on the day that they are due. Please use Microsoft word (.doc or .docx – these formats are preferred) or rich-text format (.rtf). If you do not have access to either of these formats, use whatever word processing program is available to you, then cut and paste your paper into a text document (.txt). Do NOT paste your paper into an email. **Papers will lose 10% of their grade every day that they are late.** Late means “any time after 5:00 on the day they are due.” Out of fairness to all students, I will not make exceptions to this except in the most extreme circumstances, and only if given advance notice.

Name the file of your paper with the last four digits of your school ID and use these numbers (along with the assignment name) as the name of the file you send to me. You must also type the last four digits of your ID into the **subject line** of the email you send to me. *Do not include your name anywhere on the paper itself.* The text of the paper does not require any additional details (such as my name, the name of the class, etc.) beyond a title for the paper (centered on the first line). Simply write the paper, starting the text on the 2nd line, name the file with your ID, and email it to me with the ID in the subject line of the email. (**Example:** attach 1234_paper_1.doc to an email to me with a subject line re: 1234_paper_1). I realize your name will be on the email, but before reading them I will put all papers into a folder, read them from there, and will look through the subject lines to match IDs to the papers I send back and record grades. I doubt I’ll remember which ID belongs to which person!

You need to **think deeply** about your paper topics and **work independently** on them. All ideas that are not your own and all quotes must be referenced. To get as high a grade as possible, you will need to be VERY CRITICAL of your own work. Read my writing handouts and follow them. Follow all instructions carefully. Be logical and straightforward. All writing assignments will be checked thoroughly with **anti-plagiarism software** (which includes, for the film analysis, checks against movie databases and discussion forums).

Outlines

In order to write quality papers that are well organized, you will turn in a detailed outline 4 days before your first draft is due in class for peer editing. This outline should be **emailed to me by 5:00 of the due date**. This outline should be 1-1.5 pages long, should outline your major thesis(es), show how you plan to develop your ideas in the context of the paper, and should address your opening, conclusion, and how different ideas are tied together. I have used this method in the past, and it has resulted in *much* better papers.

Peer Editing

Because good writing requires feedback from others and multiple drafts, your first two papers will be **peer-edited**. You will write a first draft of your paper and turn it in to a member of your reading group on the day it is due. That person will read the paper, edit it, and provide feedback while you do the same for somebody else’s paper. Everybody then makes revisions to their papers and turns in the second, improved version to me. You will receive credit both for writing and for editing.

The peer-editing process will go like this: The Monday one week before the final draft is due (noted as the due date for the first draft on the schedule), you should bring a **hard copy** of your first draft to class (**write your name and the last 4 digits of your ID at the top of the hard copy so I can match them up later with your final drafts**). The assignment should be turned in at the beginning of class on the day it is due. I will record who has turned in their papers and return your papers to you. If you do not turn in a draft, you will not receive a draft in return, and you will lose all peer-editing points for that paper (and you won’t get any help with revision). You will choose the person to whom you give your paper **alphabetically**, and since there are two papers, each of your papers will be edited by a different person. Your first paper will go to the person in your group whose name alphabetically follows yours (if this person does not bring a paper, choose the next person). Your next paper will go to the next person on the list.

You will have 2 days to edit the other student's paper (reviewers should put their names on the papers they review, followed by the word "reviewer"), and then you will bring the paper to the next class (the following Wednesday) and return it to the student. Your paper, meanwhile, will have been reviewed 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 email your "final version" of the paper to me. **You should also bring the edited original to class with you and turn it in for credit.** 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. Guidelines for editing will be discussed in class and posted on Bb.

Important note: ALWAYS keep a copy of your paper, either on disk, or a hard copy. Your peer editors are no more reliable than you, perhaps less so, and they may misplace or forget your paper (*you need to let me know by the end of class if you haven't had your paper returned to you*). If your peer editor does not return your edited paper to you, *you* will not be penalized (except your paper will not have the benefit of having been edited – you may also wish to ask a friend in the class to edit your paper for you), but you will still be responsible for turning in a final (edited) version of the paper when it is due along with the original draft. Also, please keep in mind that just as the quality of students in this course will vary so will the quality of editing. Taking bad advice from a peer editor is no excuse for errors in a paper. Final note: If you are a reviewer and know you will not be able to make it to class on the day your review is due, you should make every effort to get your review of a paper to the student you got it from **before class begins that day**. If you do not, you will lose your reviewing points for that paper.

Exams

There will be two quizzes and one final exam in this course. The first quiz will cover material from weeks 1-4, the second quiz will cover material from weeks 5-8, and the final exam will cover material from the entire course. Questions on quizzes will be primarily multiple-choice, although answer formats may be used, and will cover material from readings, lectures, and seminar discussions. There will be both conceptual and factual questions. I will not offer any make-up exams, so you will need to take all quizzes and the final on the days they are administered. Athletes traveling to official events need to contact me early in the term so that arrangements can be made if there are conflicts with scheduled exams. If there are extreme circumstances that will force you to miss an exam, you **must** let me know in advance of the test – I make no promises, but if I feel there is a valid excuse, I may be willing to provide an accommodation.

Grading

2 Quizzes (12.5% each) = 25%

Final Exam = 25%

3 Papers (10% each) = 30%

2 Peer Reviews (2.5% each) = 5%

3 Outlines (2% each) = 6%

Reading Group/Participation (individual attendance and participation 5%, group questions 4%) = 9%

Grades will be approximately based on the following: A > 90%, B > 80%, C > 70%, D > 60%.

Additional Note:

I do not tolerate any form of cheating and have failed students who have cheated in the past (e.g., copied somebody else's paper or exam questions). Don't do it! If you have questions about what constitutes plagiarism or cheating, contact me.

General Advice

This is a fast-paced and work-intensive course. As such, procrastination is not your friend. It is my official advice that you keep up with your reading and not wait until the last minute to write papers or study for exams. Cramming does not advance learning very well and is a poor strategy for doing well on exams. A better idea is to keep up with reading, *think* about the material you are taking in and try to link it to experiences and feelings in your own life. In this way, you can integrate the facts you learn into your life, creating a lifetime of knowledge - and as a byproduct, get better grades. Write papers early in order to have a high-quality first draft.

Students with Disabilities

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

verifying your disability. Students without a documented disability who are experiencing learning difficulties are encouraged to consult Disabilities Services (164 Oregon Hall; 346-1155; disabsrv@uoregon.edu; <http://ds.uoregon.edu/>). If you have a non-documented disability, I encourage you to contact Disabilities Services.

Communication

Because this course is work-intensive from the first week on, it is important that we communicate effectively with each other inside and outside the classroom. Come to class and contribute; see me in my office; make sure you check Blackboard and your Email several times a week. In my experience, there are few problems that cannot be solved by open and effective communication.

Tentative schedule of topics (subject to revision). AWA = Aronson, Wilson, & Akert text; CIAL = Cialdini text. Full citations for readings are posted on a separate handout (which also includes optional readings).

Date	Topics/Readings/Due Dates
1/5	Lecture – Introduction to Social Ψ , Syllabus, Group Formation (Chp. 1 Optional)
1/7	Lecture – Methods in Social Ψ , Social Cognition/Chp. 2 (pp. 46-51) - AWA, Chp. 3 - AWA
1/12	Lecture – Social Cognition, Attribution/Chp. 4 (pp. 104 – 122) - AWA, Malle, Knobe, & Nelson (2007)
1/14	Seminar 1 – Social Cognition/Correll, Park, Judd, & Wittenbrink (2002), Ferguson & Bargh (2004), Stangor et al. (1992), Rothbart & Park (1986)
1/19	MARTIN LUTHER KING JR. DAY HOLIDAY – NO CLASS
1/21	Lecture – Self-Knowledge/Chp. 5 - AWA, Markus (1977)/ Outline of 1st paper due
1/26	Lecture – Self-Justification/Chp. 6 – AWA/ First draft of paper 1 due
1/28	Lecture – Consistency/Chp. 3 (CIAL), Wilson et al. (1993)/ Return edited papers to authors
2/2	Seminar 2 – Using the self to understand others/Hodges, Johnson, & Scott (2002), Epley, Keysar, Van Boven, & Gilovich (2004)
2/4	Quiz 1/Final draft of paper 1 due in email by 5:00 pm /Final draft of paper 1 due in email by 5:00 pm
2/9	Lecture – Using others to understand the self/Chp. 4 - CIAL
2/11	Lecture – Conformity and Obedience/Chp. 8 (pp.229-243) - AWA, Milgram (1963)
2/16	Lecture – Attitudes & Stereotyping/Chp. 7 -AWA, Chp. 9 (pp. 437-438) – AWA, Eberhardt et al. (2006)
2/18	Lecture – Stereotyping and prejudice/Devine (1989), Fine & Spencer (1997)/ Outline of 2nd paper due
2/23	Seminar 3 – Gender stereotypes/Diekman & Eagly (2000), Rudman & Glick (2001), Prentice & Carranza (2002)/ First draft of paper 2 due
2/25	Seminar – Stereotype and prejudice reduction/Galinsky & Moskowitz (2000), Macrae et al. (1994), Rudman et al. (2001), Batson et al. - suggested (1997)/ Return edited papers to authors
3/2	QUIZ #2/Final draft of paper 2 due in email by 5:00 pm
3/4	Lecture – Liking and Loving/Chp. 10 – AWA, (optional Cialdini, chp. 6)/ Outline of 3rd paper due
3/9	Lecture - Prosocial behavior/Isen & Levin (1972), Maner, Luce et al. (2002)
3/11	Seminar 4 & Wrap Up – Interpersonal sensitivity/Klein & Hodges (2001), Laurent & Hodges (in press), Zaki, Bolger, & Ochsner (2008)

FINAL EXAM – MONDAY, MARCH 16, 3:15-5:15/Final draft of paper 3 due in email by 6:00 pm

Academic Honesty Revisited

All work submitted in this course must be your own and *produced exclusively* for this course. Members of the university community are expected to be honest and forthright in their academic endeavors. To falsify the results of one's research, to present the words, ideas, data, or work of another as one's own, or to cheat on an examination corrupts the essential process by which knowledge is advanced. It is the official policy of the University of Oregon that all acts of alleged academic dishonesty by students be reported to the Director of Student Judicial Affairs in the Office of Students Life.

Using Blackboard

The web site for this course was constructed using "Blackboard" software. This allows the web site to be extensive and interactive. On the web site, you will find general announcements for the class, all documents for the course (including this syllabus), on-line discussions, links to relevant web sites, and more. We hope that this web site will be a useful tool for you in learning the material for this class, and in further exploring topics you find interesting. You can get to the course web site by going to <http://blackboard.uoregon.edu>. If you need help logging in or using Blackboard, see <http://blackboard.uoregon.edu/local/usingbb/>. Also you can get help starting by going to the library [Information Technology Center \(ITC\)](http://libweb.uoregon.edu/kitc/faq/blackboard.html#help) and/or see <http://libweb.uoregon.edu/kitc/faq/blackboard.html#help>.