

Psychology 456: Social Psychology

Summer 2011, 102 Peterson Hall, M-TR 12:00 – 1:50

Instructor Information

Lecturer: Crystal Shackelford, M.S. (weeks 1&2)
Office Hours: M/W 2-3 pm, 419 Straub Hall
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Rosemary Bernstein, M.S. (weeks 2&3)
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Course overview

Welcome to Psychology 456! In the next four weeks, we will explore some of the most fundamental principles in social psychology—the scientific study of the way in which people’s thoughts, feelings, and behaviors are influenced by the social context—real or imagined. Social psychologists seek to understand individuals’ subjective experiences and the way those experiences impact our behavior. Because we all live embedded within a social world, we predict you will find the concepts discussed in class to be relevant to your daily life. After this course, we hope you will be able to produce informed hypotheses to questions such as “Why did fedora hats get so popular?” & “Why do women tend to underperform in comparison to men in math and science?” & “Why do east-coasters say on-line and tag sale while west-coasters say in line and garage sale?” & “Do opposites really attract?” Be prepared to think, and be prepared to challenge some of your long-held assumptions about human behavior.

This course has several goals:

1. To inform you about important theories and research findings in social psychology
2. To help you become better a consumer of research in your daily life
3. To give you a forum to develop as a critical thinker

Required Texts

Aronson, E., Wilson, T.D., & Akert, R.M. (2010). *Social psychology* (7th edition). Upper Saddle River, NJ: Prentice Hall.

Selected readings to be distributed on the course webpage at <http://blackboard.uoregon.edu>

Course Organization and Requirements

Lectures. In general, the material in the lectures will not exactly match the material in the text, as we will be incorporating findings from more recent research. That being said, the topics we will cover will generally mirror those in the text. All assigned chapters should be read *before* class, as it will give you a solid introduction and framework to understand the lecture material.

In addition to lectures, there will occasionally be a film or in-class demonstration to help illustrate the social psychological theories we will be studying. We strongly encourage discussion and questions. You are encouraged to participate in course discussions and to interrupt us when we lecture in order to ask a question or to share an insight.

Exams. There will be two exams in this course: one at the end of week 2, and another at the end of week 4. The exams will be multiple-choice and non-cumulative (i.e. they will only cover material since the previous exam). Both exams will have 50 questions each worth 2 points for a total score out of 100. These scores will be scaled (*.35) and added to your final grade.

Extra credit. At the end of each of the two exams, an optional short-answer section will provide the opportunity for up to 6 extra credit points.

Discussion posts. Each week, you will be responsible for contributing to the class discussion board on our blackboard course website. The class will be divided into 4 groups of 7 or 8 students, and each group will be assigned a day of the week (i.e. M, T, W, or R). The day before your assigned day, you will add your own thread to the discussion, wherein you will post your own question based on the reading for the upcoming day, and answer another student's posted question. Discussion boards will be open from the time class dismisses until 10 am the next day (2 hours before class). Each post is worth 5 points and will be graded on an all-or-none basis. No late posts will be accepted.

Group	Blackboard Discussion Posting Period
Monday	Sunday at 2 pm until Monday at 10 am
Tuesday	Monday at 2 pm until Tuesday at 10 am
Wednesday	Tuesday at 2 pm until Wednesday at 10 am
Thursday	Wednesday at 2 pm until Thursday at 10 am

On the day before your assigned day (anytime after 2 pm), you will find the day's thread on the blackboard discussion board, started by a discussion question from the instructor. You are responsible for 1) responding to the question posted immediately before yours, and then 2) composing a new discussion question for the next student to answer. *Include both part 1 & 2 in the same thread.* In addition to replying to the most recent post's question, you will need to read all of the same day's discussion questions already posted to make sure your question is novel (so it is in your interest to do it early!). Thus, if you are the last student to post a discussion question for the day, you will need to a) read the seven or eight discussion questions already posted for that posting period, b) respond to the question immediately before yours, and c) ask a new discussion question. *It is important students confine their questions to material designated for the upcoming lecture.*

Grading

Exam 1: 35 points (35%)

Exam 2: 35 points (35%)

Discussion posts: 5 points each (x4)= 20 points (20%)

Participation: 10 points (10%)

Total points possible: 100

Your scores will be combined and weighted to yield one final total score. The top score from class will be used to determine full credit (i.e. if the top score in the class is a 96%, this score will become a 100% and all student scores will increase by 4%). After this adjustment, the following percentage conversion will be used to assign letter grades:

%	0-59	60-69	70-72	73-76	77-79	80-82	83-86	87-89	90-92	93-96	97-100
Grade	F	D	C-	C	C+	B-	B	B+	A-	A	A+

Policies

Attendance. Although no daily attendance will be taken, your daily attendance is expected. Because we only have four weeks together, each class will cover a lot of material. Missing one is the equivalent of missing two lectures in a course during the school year. Moreover, because much of the lecture material will be supplemental to (and not a repetition of) your textbook reading, it is strongly in your interest to be in class to learn this material. Exam dates are listed in the “Lecture/Exam Schedule,” and we expect you to take the exams on those scheduled dates. Only in the cases of a documented emergency will make-up exams be offered.

Late/missed assignments. Due dates for each assignment are listed in the “Lecture/Assignment Schedule.” All assignments are due at the beginning of class. Late assignments will not be accepted.

Cheating/plagiarism. Don’t do it! You’re missing the point of college if you do. We will not hesitate to report academic misconduct to the University.

Students with special needs. The UO works to create inclusive learning environments. If there are aspects of the instruction or design of this course that result in disability-related barriers to your participation, please notify me as soon as possible. You may also wish to contact Disability Services in 164 Oregon Hall at 346-1155 or disabsrv@uoregon.edu.

Lecture/Exam Schedule

Lecture	Day	Date	Topic	Reading
1	M	7/18	Intro & Methods	Chapters 1 & 2
2	T	7/19	Social Cognition	Chapters 3 & 4 (pgs. 95-112)
3	W	7/20	The Self	Chapter 5
4	R	7/21	Attitudes & Attitude Change	Chapter 7
5	M	7/25	Persuasion & Conformity	Chapter 8
6	T	7/26	Aggression	Chapter 12
7	W	7/27	Moral Cognition TBD	Chapter 6
8	R	7/28	Exam #1	
9	M	8/1	Non-Verbal Behavior	Chapter 7 in Gilovich, Keltner & Nisbett pp. 235-251.
10	T	8/2	Group Cognition	Chapter 9
11	W	8/3	Intergroup Relations	Chapter 11 in Gilovich, Keltner & Nisbett pp. 416-423.
12	R	8/4	Prejudice	Chapter 13
13	M	8/8	Health Psychology	SPA 2
14	T	8/9	Altruism	Chapter 11
15	W	8/10	Close Relationships	Chapter 10
16	R	8/11	Exam #2	

Group Assignments

Monday	Elinor Allison
	Jake Antonini
	Jamie Belcher
	Kathleen Dale
	Kasimera DeHart
	Crystal Elletson
	Alexzander Elletson
Tuesday	Kelli Fowler
	Eric Given
	Kevin Guderjahn
	Jeffrey Heil
	Allison Jackson
	Karlie Jorgensen
	Neneh Korma
Wednesday	Joseph Leonardich
	Benjamin Miller
	Shali Peng
	Cindi Peterson
	Elijah Prichard
	Traci Richardson
	Elizabeth Samuels
Thursday	Alexandrea Sloy
	Kathryn Steetle
	Robert Valdez
	Ashley Wedlake
	Matthew Young
	Jiaolin Zhao
	Mo Zhou