

# Psychology 456: Social Psychology

## Summer 2012, 107 Esslinger Hall, M-TR 2:00 – 3:50

### Instructor Information

Rosemary Bernstein, M.S (weeks 1&2)  
Office Hours: T/R 1-2 pm, 375 Straub Hall  
Contact info: reb@uoregon.edu

Arielle Morganstern, M.S. (weeks 3&4)  
Office Hours: W 11am-1pm, 375 Straub Hall  
Contact info: ariellem@uoregon.edu

### 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 dang popular?”
- “Why do women tend to underperform in math and science?”
- “Why do east-coasters say they’re standing ‘on-line’ while west-coasters say ‘in line’ instead?”
- “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 12 pm 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.

<b>Group</b>	<b>Blackboard Discussion Posting Period</b>
Monday	Sunday at 4 pm until Monday at 12 pm
Tuesday	Monday at 4 pm until Tuesday at 12 pm
Wednesday	Tuesday at 4 pm until Wednesday at 12 pm
Thursday	Wednesday at 4 pm until Thursday at 12 pm

On the day before your assigned day (anytime after 4 pm), you will find the day's thread on the blackboard discussion board. If you are the first to post for that day, your assignment is to post a *substantive* question related to the reading for the upcoming lecture. Most often, this involves an observation followed by a question, for example:

“On pg. 10, our text described a study that...This made me think of (concept from class/current or historical event, etc.) and so I wondered...(then pose a question to the class)”

If you are *not* the first to respond, you are responsible for both a) responding to the question posted immediately before yours, and then b) composing a new discussion question for the next student to answer (in the same format as above). *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.

Participation points. Upper division (i.e. 400-level) classes like this one rely on students' active participation. That means we expect that you not only show up for class having read the assigned readings, but you also participate by sharing comments or asking questions during class. We understand that speaking in class is hard for some, so if this is you, you can earn participation points by coming to our office hours, emailing the appropriate instructor with questions, or otherwise letting us know you are engaging with the material. These points ARE NOT guaranteed padding points—you *really will have to earn them!*

Also, we want to emphasize that QUALITY is better than QUANTITY here—we want you to participate in meaningful ways, and not in ways that either undermine the lecture agenda or disrespect your peers. Remember, your classmates need to earn their points too, so if you find yourself talking a great deal, let someone else take the floor for a bit.

The rubric for participation will be:

0= spotty attendance (<75%) with no participation

3= regular attendance without participation

5= a small number of incidences of talking in class

8= consistent\* participation in at least 2 of the 4 weeks

10= consistent\* participation throughout the class

\*= this means that you meaningfully contribute to class at least twice a week

## 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 class during the summer is the equivalent of missing a whole week 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.

**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 us as soon as possible. You may also wish to contact Disability Services in 164 Oregon Hall at 346-1155 or [disabsrv@uoregon.edu](mailto:disabsrv@uoregon.edu)

**Order of Operations (OoO).** If you have a question, in this class or any other, we advise you to follow these steps to seek an answer.

- 1) **Consult the syllabus.** Instructors spend time preparing syllabi for a reason, and they contain lots of important information. They are not meant to be looked at once at the beginning of the term and then put away never to be seen again.
- 2) **Phone a friend.** Classmates are a great resource for getting a question answered, especially regarding things you may have missed if you were late/absent.
- 3) **If these first two steps leave you high and dry, then it’s time to email your instructor(s).** If you ask us something that has been answered/addressed in your syllabus, we will respond to you with a simple “OoO.” If it happens consistently, we will not hesitate to take off participation points from your grade.

## **Lecture/Exam Schedule**

<b>Lecture</b>	<b>Day</b>	<b>Date</b>	<b>Topic</b>	<b>Reading</b>
1	M	6/25	Intro to the Class	Chapter 1, skim 2
2	T	6/26	Group Cognition	Chapter 9
3	W	6/27	Intergroup Relations	Chapter 11 in Gilovich, Keltner & Nisbett pp. 416-423.
4	R	6/28	Non-Verbal Behavior	Chapter 7 in Gilovich, Keltner & Nisbett pp. 238 (bottom)-251.
5	M	7/2	Health Psychology	SPA 2
6	T	7/3	Altruism	Chapter 11
7	W	7/4	<b>NO CLASS</b>	Chapter 13**
8	R	7/5	Close Relationships	Chapter 10
9	M	7/9	<b>Exam #1</b>	
10	T	7/10	Social Perception	Chapter 4 (pg. 92-113)
11	W	7/11	The Self/Emotion	Chapter 5
12	R	7/12	Attitude & Attitude Change	Chapter 6 (pg. 150-157) & Chapter 7
13	M	7/16	Conformity	Chapter 8
14	T	7/17	Aggression	Chapter 12
15	W	7/18	Applied Social Psychology	SPA 1
16	R	7/19	<b>Exam #2</b>	

\*\* Note that due to the Independence Day holiday, we will NOT cover the textbook chapter on prejudice in class (chapter 13). You ARE, nevertheless, responsible for the material provided in the chapter.

### **Group Assignments**

Monday	Joshua Allen
	Julia Burton
	Rachael Carlson
	Amanda Daniels
	Rudy Diatezua
	Casey Drobnick
	Cameron Fillmore
Tuesday	Kelli Fowler
	Cory Gordon
	Emily Hatstat
	Laurel Hess
	Hadas Horenstein
	Nicole Kallas
	Amy Kessler
Wednesday	Roberta Kirsch
	Linda LaZar
	Rayna Lauridsen
	Bryson Lee
	Katie Lukaszewski
	Amy Monroe
Thursday	Emma Overton
	Alicia Pruitt
	Amy Rauth
	Fushu Tan
	Christopher Teske
	Theanna Ventura

Note: If you absolutely need to switch days due to a scheduling conflict, let us know ASAP and we will switch you.