# Psychology 456: Social Psychology 

Summer 2013, 116 Esslinger, M-TR 2:00-3:50

## Instructor Information

Lecturer: Arielle Morganstern, M.S. (weeks 1-2)
Office: 1715 Franklin, room \#226
Office Hours: Weds 10:30am-12:30pm or by apt.
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Rosemary Bernstein, M.S. (weeks 3-4)
Office: 1715 Franklin, room \#226
Office Hours: Tues 12-2 pm or by apt. Contact info: reb@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 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-coaters 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. (2013). Social Psychology (8th edition). Upper Saddle River, NJ: Pearson Education, Inc.

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.

For week 1 and 3 the Monday group will post like the Tuesday group.

| Group | Blackboard Discussion Posting Period |
| :--- | :--- |
| 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 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.

It is important students confine their questions to material specifically designated for the upcoming lecture.

## Grading

Exam 1: 35 points (35\%)
Exam 2: 35 points (35\%)
Discussion posts: 5 points each ( x 4 ) $=20$ 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. Lecture slides will be posted after each class not before. 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 us 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 | $6 / 24$ | Intro to the Class |  |
| 2 | T | $6 / 25$ | Social Perception | Chapter 4 (pg. 75, 82-101) |
| 3 | W | $6 / 26$ | The Self/Emotion | Chapter 5 |
| 4 | R | $6 / 27$ | Attitude \& Attitude Change | Chapter 7 |
| 5 | M | $7 / 1$ | Conformity | Chapter 8 |
| 6 | T | $7 / 2$ | Aggression | Chapter 12 |
| 7 | W | $7 / 3$ | Applied Social Psychology | Assigned Readings TBA |
| 8 | R | $7 / 4$ | NO CLASS HOLIDAY |  |
| 9 | M | $7 / 8$ | Exam \#1 |  |
| 10 | T | $7 / 9$ | Group Cognition | Chapter 3 |
| 11 | W | $7 / 10$ | Intergroup Relations |  <br> Nisbett pp. 416-423. |
| 12 | R | $7 / 11$ | Non-Verbal Behavior |  <br> Nisbett pp. 235-251. |
| 13 | M | $7 / 15$ | Health Psychology | SPA \#2 |
| 14 | T | $7 / 16$ | Altruism | Chapter 11 |
| 15 | W | $7 / 17$ | Close Relationships | Chapter 10 |
| 16 | R | $7 / 18$ | Exam \#2 |  |

## Group Assignments

| Monday | Erin Berkey |
| :---: | :---: |
|  | Nicole Bogden |
|  | Chenoa Bostick |
|  | Peangjai Chansomboon |
|  | Kacey Christensen |
|  | Nicholas Durbin |
|  | Audra Erickson |
| Tuesday | Karina Francia |
|  | Anne Galloway |
|  | Manmeet Kals |
|  | Miaolong Liu |
|  | Shao-Chi Lu |
|  | Michelle Massingale |
|  | Benjamin Mills |
| Wednesday | Kaylee Nelson |
|  | Taylor Oakes |
|  | Anni Peng |
|  | John Post |
|  | Juliana Prskalo |
|  | Diego Pulido |
|  | Tyler Ricci |
| Thursday | Brandon Ruggles |
|  | Patrick Sequeira |
|  | Erin Smith |
|  | Fushu Tan |
|  | Mackenzie Thomas |
|  | Mariah Turnidge |
|  | Allison White |
|  | Ariella Wolfe |

