

<p style="text-align: center;">Course Syllabus, Fall 2014 Psychology 556: Tuesdays and Thursdays 12 :00 – 1 :30 166 Lawrence Hall</p>
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Course Description: In the field of social psychology, we study the effects of the real or imagined presence of others on the thoughts, feelings, and behaviors of individuals. The questions asked by social psychologists have to do with our daily lives in the social world, and often seek to find answers to social mysteries. For example, why would a teenage boy confess to a murder he never committed? Why would someone join a cult that forces her to give away all her worldly possessions and cease all contact with friends and family? Why would a woman in her 20's be attracted to an elderly man? In this course, we will answer these questions and many others by studying the five major perspectives of social psychology. In the context of these perspectives, we will look at the features of the person, the situation, and the interaction between the person and the situation that govern social behavior.

Research about learning has shown that students learn and retain material better in a situation in which learning is active rather than passive, and cooperative rather than individual. I have incorporated some of the principles of active and cooperative learning into my class, and try to be sensitive to the various types of learning styles that might exist among my students. To this end, we will do active learning exercises in this class that involve your participation. We will also do some group work. Oftentimes these in-class active learning and group exercises will have associated class credit. You must be in class to receive this credit.

Course Objectives: Social psychology is the scientific study of the ways in which people's thoughts, feelings, and behaviors are influenced by their social environment. The aims of this course are:

- To familiarize you with the concepts and theories of social psychology.
- Help you recognize the influence of the environment on behavior, thoughts, and feelings.
- Give you the capacity to interpret research findings.

Required Readings: Weekly readings from the textbook will be required for all students. Additionally, students will be required to read supplemental journal articles for some of the sections. The supplemental readings will be made available online. The schedule lists some readings, but these may be changed with notice via email and in class.

Text: Aronson, E., Wilson, T. D., & Akert, R. M. *Social Psychology* (8th Edition) Prentice Hall.

Course Requirements: Your grade for this class will be based on 4 things:

1. **Exams:** There will be a midterm exam and a final exam. The exams will include questions taken from the text, lecture, and the supplemental readings. There is no way to cover all of the information contained in the textbook during lecture, so doing well on the exams will require that you learn from the textbook, supplemental readings, and the lecture. The final exam will NOT be cumulative. Each exam will be worth 20% of the final grade.

Makeup Exams: It is important to be prepared and present for all scheduled exams. However, I recognize that there are some situations in which you simply cannot make it to an exam. In the case of a serious illness, emergency, religious observance, or university sponsored event, make up exams will be allowed. If you have a scheduled university sponsored event or religious observance, you must let me know well in advance of the listed exam date (at least 1 week) and we will arrange for you to take an exam before you leave. If you have a serious illness or an emergency, you must let me know prior to the exam (before 9:00am) and we will make arrangements for a make-up. Documentation that verifies the event (e.g., a note from a physician) will be required upon request. If you have questions about what type of documentation is required for a specific situation, contact me.

2. **Paper:** You will have two papers due during the term.

Short Paper: For this paper you should consider the interface at the border of social and your discipline (i.e. Marketing, Clinical, and Sociology). You may either translate a social psychological theory to your discipline or translate a theory or idea from your discipline to social psychology. For example, you could propose a social psychological study based on marketing principles, or use a social psychological theory or research finding to discuss Clinical psychology. In both cases you must discuss social psychological research! This paper should be 3-5 pages long and is due on May 6th. The short paper will be worth 15% of your final grade.

Final Paper: This paper is intended to help you develop a more personal connection to the subject matter, by choosing course concepts that you find interesting to research more extensively. You can either write a proposal for a new study (supported by a literature review of background research) or an applied paper in which you use results of past studies to solve some world problem or improve some institution. Regardless of which paper choice you choose, you should show both your knowledge and integration of past research AND your ability to go beyond previous work by creating something new (e.g., a new study or an application). Please note that the new study or application you propose should be something that is realistic (or doable, in theory). If you propose a new study you can assume you have access to a wide variety of materials (e.g., money, confederates, fMRI or EEG), but make sure you are clear what the expected results are (it is fine to have competing hypotheses). If you propose an application, or a way to improve an institution or problem, please make sure your solutions are possible. However, you can assume that you have resources and power (i.e., you are a hot shot policy creator) and thus, you could propose some kind of reform (e.g., a system-wide educational program). The paper should have complete sentences, good grammar, reasonable organization, and at least 10 complete double-spaced pages of text. APA style should be used for citations and you should include an APA style reference section at the end. The final paper is due Friday June 7th by 5 p.m. via email. Papers turned in late lose 10% of their points for each weekday they are not turned in (starting with the due date).

You will turn in a one-page (or more) proposal describing what you plan to write about in your final paper by May 16th. The more detailed your proposal, the better feedback I can give you. The final paper will be worth 30% of your final grade.

3. Discussion Questions: You will receive "take-home" response questions each week. By Thursday evening of each week, you will receive the questions from me on Blackboard. These questions will be based on the readings for the upcoming week (but may also require that you link those readings to information from earlier readings). Sometimes the question will be rather open-ended, and will simply require that you develop and justify a reaction to the set of readings. Your reply will be due to Blackboard by Tuesday at 12:00pm--prior to our class discussion of the readings. The discussion questions will be worth 15% of your final grade.

4. In-Class Activities: Attendance is not required but is strongly recommended. We will cover some material in class that is not in the textbook. Additionally, there will be in-class activities that will be awarded points, if you are not in class you will not receive the points, there will be no make-ups for in-class activities.

Grading: Your final grade in the course is based on your total points accumulated on the two tests, your paper, attendance, and in-class assignments, as described above. To summarize:

Exams (80 points each)	= 160 points
Discussion Questions	= 60 points
In-class Activities	= 40 points
Short paper	= 60 points
<u>Final paper</u>	<u>= 120 points</u>
Total	= 440 points

The following grid provides the letter grade associated with each percent.

A	93-100%	B	83-86.9%	C	73-76.9%	D	63-66.9%
A-	90-92.9%	B-	80-82.9%	C-	70-72.9%	D-	60-62.9%
B+	87-89.9%	C+	77-79.9%	D+	67-69.9%	F	59.9% or below

Students with Disabilities: The University of Oregon is working to create inclusive learning environments. Please notify me if there are aspects of the instruction or design of this course that result in disability-related barriers to your participation. You are also encouraged to contact the Accessible Education Center in 164 Oregon Hall, (541) 346-1155 or uoaec@uoregon.edu.

Cheating/plagiarism: Any form of academic dishonesty, including cheating on exams, copying answers off of other students during exams, having other students help you falsify your attendance, and plagiarizing of any kind will absolutely not be tolerated in this class. At the very least, you will receive a zero on the assignment. I encourage you to review the University policy on academic dishonesty; you are responsible for behaving in accordance with this policy and continued enrollment in this class will be considered implicit agreement that you have read and accepted the terms of that policy.

Class Etiquette & Norms:

- Arrive on time and stay for the entire class.
- Treat your fellow students and your instructors with respect.
 - Turn the ringer off on your cell phone during class.
- If you attend class, please be attentive (no texting, reading novels, web-surfing, etc).
 - Ask questions and speak up during class.
- Stop by and see Jordan and Melissa during office hours.
- Attendance is not required; do not attend class at all if you cannot meet these norms.

COURSE SCHEDULE

Reading is to be completed **before** the first class for which it is listed. I reserve the right to change the selected readings, though this will be announced via email.

Note: Last date to drop courses without receiving a “W”: October 6th

Last date to drop courses with “W” or change to pass/no pass: November 16th

Week One

Textbook Reading: Chapter 1 - Introduction to Social Psychology and Chapter 2 - Methodology

No supplemental readings.

Due: Complete Discussion Questions on Blackboard (outside of class) by midnight **Sunday, October 5th.**

Questions will show up on Blackboard Wednesday evening after class (all Discussion Questions will appear on Wednesday and be due by Sunday at midnight).

Week Two

Textbook Reading: Chapter 3 - Social Cognition

Supplemental Reading:

Correll, J., Park, B., Judd, C. M. & Wittenbrink, B. (2002). The police officer's dilemma: Using ethnicity to disambiguate potentially threatening individuals. *Journal of Personality and Social Psychology*, 83, 1314-1329.

Jussim, L. (1986). Self-fulfilling prophecies: A theoretical and integrative review. *Psychological Review*, 93, 429-445.

Due: Discussion Questions #2 Sunday at midnight.

Week Three

Textbook Reading: Chapter 4 - Social Perception

Supplemental Reading:

Bodenhausen, G. V., & Macrae, C. N. (2006). Putting a face on person perception. *Social Cognition*, 24, 511-515.

Due: Discussion Questions #3 Sunday at midnight.

Week Four

Textbook Reading: Chapter 5 - Self-Knowledge

Supplemental Reading:

Gilovich, T., Medvec, V. H., & Savitsky, K. (2000). The spotlight effect in social judgment: An egocentric bias in estimates of the salience of one's own actions and appearance. *Journal of Personality and Social Psychology*, 78, 211-222.

Due: Discussion Questions #4 Sunday at midnight.

Week Five

Textbook Reading: Chapter 6 - Justification

Joule, R. V. & Azdia, T. (2003). Cognitive dissonance, double forced compliance, and commitment. *European Journal of Social Psychology*, 33, 565-571.

Due: Discussion Questions #5 Sunday at midnight.

Week Six

Tuesday: EXAM 1(Chapters 1-6):

Textbook Reading: Chapter 8 - Conformity

Supplemental Reading:

Milgram, S. (1963). Behavioral study of obedience. *Journal of Abnormal and Social Psychology*, 667, 371-378.

Due: Discussion Questions #6 Sunday at midnight.

Short Paper Due Thursday

Week Seven

Textbook Reading: Chapter 10 - Attraction

Supplemental Reading:

Buss, D. M. (1985). Human mate selection. *American Scientist*, 73, 47-51.

Buss, D. M. & Barnes, M. (1986). Preferences in human mate selection. *Journal of Personality and Social Psychology*, 50, 559-570.

Due: Discussion Questions #7 Sunday at midnight.

Week Eight

Textbook Reading: Chapter 13 - Prejudice

Supplemental Readings:

Sherif, M. (1961). Experiments in group conflict.

Steele, C. M., & Aronson, J. M. (1995). Stereotype threat and the intellectual test performance of African-Americans. *Journal of Personality and Social Psychology*, 69, 797-811.

Swim, J. K., Aiken, K. J., Hall, W. S., & Hunter, B. A. (1995). Sexism and racism: Old-fashioned and modern prejudices. *Journal of Personality and Social Psychology*, 68, 199-214.

Due: Discussion Questions #8 Sunday at midnight.

Week Nine

NO CLASS Thursday due to Thanksgiving

Textbook Reading: Chapter 11 - Prosocial Behavior

Supplemental Reading:

Latané, B., & Darley, J. M. (1968). Group inhibition of bystander intervention in emergencies. *Journal of Personality and Social Psychology*, 10, 215-221.

Due: Final Draft of Paper Due: Tuesday

Discussion Questions #9 Sunday at midnight.

Week Ten

Textbook Reading: Complete Chapter 11 - Prosocial Behavior

Supplemental Reading: None

Due: Discussion Questions #10 Sunday at midnight.

Final Paper Due Thursday

FINALS WEEK

Wednesday December 10th, 8:00 am. FINAL EXAM (Chapters 8, 10, 11, and 13).