

## Course Syllabus, Spring 2018

### Psychology 306

**Instructor:** Jordan Pennefather, Ph.D.  
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**Office Hours:** Wednesday 12:00 – 1:50 pm

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|----------------------|--|--|
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| <b>Office Hours:</b> | Mondays 12:30 – 2:00 pm  | Tuesdays 1:30 – 3:00 pm  |

**Course Description:** Processes underlying social perception and social interaction. Topics include aggression, the self-concept, stereotyping and prejudice, conformity, persuasion, attraction, and helping.

Social psychology is the scientific study of the way in which people's thoughts, feelings, and behaviors are influenced by the social context—real or imagined. Social psychology seeks to understand individuals' subjective experiences and the way those experiences impact our behavior. Social psychology creates new knowledge by applying experimental methods to human thoughts, feelings, and behaviors. One of the greatest things about studying social psychology is that it is relevant – it pertains to things you are probably already thinking about in your daily life. After this course you should be able to answer questions such as “Why did so many people like the Gangnam Style dance?” and “Why do women tend to underperform in comparison to men in math and science?” and “What are sources of intolerance and how can we decrease it?” and “Do opposites really attract?” and others like them. Be prepared to challenge some of your long-held assumptions about human behavior. Be prepared to think. Be prepared to apply the ideas and methods you learn in this course to what you've learned in other courses and to your everyday experiences.

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, theories, and methods of social psychology and to help you recognize the influence of the environment on behavior, thoughts, and feelings.

#### **Expected Learning Outcomes:**

- \* Learn about important theories and research findings in social psychology
- \* Learn about how social psychology uses science to create new knowledge
- \* Become a more thoughtful consumer of research in your daily life

- \* Develop your skills as a critical thinker about all topics, not just psychology
- \* Understand the roots and consequences of collective identities, including stereotyping, intolerance, and conflict
- \* Learn about psychological perspectives on the nature and role of the self, group processes and intergroup relations, individual and collective identity, emotion/motivation, and attraction and close relationships.

**Estimated Student Workload:** When you complete this course, you will earn 4 credits toward your degree. Four credits is the equivalent of 120 hours of work across the term, or 12 hours per week for 10 weeks. You will spend 3 hours in class each week. The other 9 hours will be spent reading, writing your paper, watching videos, and preparing for exams. Readings will comprise the majority of your work outside of class (4-5 hours per week). You will complete a short paper and provide feedback to another student on their paper (15 hours). You will be required to watch videos online outside of class and complete short questionnaires (5 hours total). Finally, you will be required to complete weekly quizzes (4 hours). The remaining time will be spent reviewing previous lessons and preparing for exams. The workload will be less at the beginning of the term, increasing as you prepare for exams and complete your papers.

**Required Readings:** Weekly readings from the textbook will be required for all students.

**Text:** Aronson, E., Wilson, T. D., & Akert, R. M. *Social Psychology* (9<sup>th</sup> Edition) Prentice Hall. (Available at the Duck Store as well as a copy on reserve at Knight Library).

**Supplementary Readings:** Additional readings drawn from psychological journals will also be required for each section and will be posted on Canvas.

**Course Requirements:** Your grade for this class will be based on 5 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 exams will require that you be able to apply the general principles from class to novel specific examples. Exams will be multiple choice. The final exam will NOT be cumulative.

*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 one paper due during the term. You will select one topic within Social Psychology and write a review of it. You will be required to include at least 3 peer-reviewed journal articles discussing the topic. A list of topics is provided on Blackboard, however if you would like to write about something not on the list please discuss it with Jordan either during office hours or via email. If you would like assistance finding journal

articles on your topic please contact Jordan or one of the GTFs. In your paper, summarize the history of the topic, current research, and application of the research.

You will each submit a draft which will then be reviewed by another student and returned to you for editing. More details on the papers will be made available online.

**3. In-Class Activities:** Participation points are gained from in-class exercises through your **iClickers**. Credit is based not at all on whether you got the right answer, but only on whether you tried. The purpose of these activities is to give you a chance to apply social psychological ideas and methods to topics that are relevant to your life, even if those topics are not specifically covered in class. There will be no make-ups for in-class activities. For example, you may break into small groups to discuss course material and write brief reactions.

**4. Out of Class Activities:** You will be required to watch videos and complete short questionnaires about those videos outside of class. These activities will require you to synthesize course material and apply it to case examples from the real world.

**5. Quizzes:** You are required to read the chapter and supplemental reading for each section which will be tested with a weekly quiz available on Canvas. The quizzes will be made available after class on Wednesday and will be due by the following Sunday evening. The tests will be about 10-15 questions and will be timed (1.5 minutes per question).

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

|   |                     |
|---|---------------------|
| Exams (120 points each)   | = 240 points        |
| Short paper (80 points for final draft 20 for first draft and review) | = 100 points        |
| In-class Activities   | = 40 points         |
| Out of Class Activities   | = 40 points         |
| Quizzes (10)  | = 100 points        |
| <b>Total</b>  | <b>= 520 points</b> |

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 |

Please see the psychology department guidelines for a description of the type of achievement that each grade signifies: <https://psychology.uoregon.edu/courses/departement-grading-standards/>

## **Policies**

### **Special Accommodations**

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. If you have a documented disability, please request that a counselor at the Accessible Education Center ([uoaec@uoregon.edu](mailto:uoaec@uoregon.edu), tel. 541-346-1155) send a letter verifying the type of accommodation that is appropriate. For a list of resources provided by the Accessible Education Center, please see <http://aec.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. I will follow all procedures to handle misconduct as outlined by the University. This means that instances of suspected cheating or plagiarizing will be reported to the University. At the very least, you will receive a zero on the assignment. Please familiarize yourself with the University of Oregon's conduct code, found at <http://conduct.uoregon.edu>. 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.

**Diversity:** It is the policy of the University of Oregon to support and value diversity. To do so requires that we:

- Respect the dignity and essential worth of all individuals.
- Promote a culture of respect throughout the University community.
- Respect the privacy, property, and freedom of others.
- Reject bigotry, discrimination, violence, or intimidation of any kind.
- Practice personal and academic integrity and expect it from others.
- Promote the diversity of opinions, ideas and backgrounds which is the lifeblood of the university.

### **Prohibited Discrimination and Harassment Reporting**

Any student who has experienced sexual assault, relationship violence, sex or gender-based bullying, stalking, and/or sexual harassment may seek resources and help at [safe.uoregon.edu](http://safe.uoregon.edu). To get help by phone, a student can also call either the UO's 24-hour hotline at 541-346-7244 [SAFE], or the non-confidential Title IX Coordinator at 541-346-8136. From the SAFE website, students may also connect to Callisto, a confidential, third-party reporting site that is not a part of the university.

Students experiencing any other form of prohibited discrimination or harassment can find information at [respect.uoregon.edu](http://respect.uoregon.edu) or [aaeo.uoregon.edu](http://aaeo.uoregon.edu) or contact the non-confidential AAEO office at 541-346-3123 or the Dean of Students Office at 541-346-3216 for help. As UO policy has different reporting requirements based on the nature of the reported harassment or discrimination, additional information about reporting requirements for discrimination or harassment unrelated to sexual assault, relationship violence, sex or gender based bullying, stalking, and/or sexual harassment is available

at <http://aaeo.uoregon.edu/content/discrimination-harassment>

Specific details about confidentiality of information and reporting obligations of employees can be found at <https://titleix.uoregon.edu>.

The instructor of this class, as a Student Directed Employee, will direct students who disclose sexual harassment or sexual violence to resources that can help and will only report the information shared to the university administration when the student requests that the information be reported (unless someone is in imminent risk of serious harm or a minor). The instructor of this class is required to report all other forms of prohibited discrimination or harassment to the university administration.

**Mandatory Reporting of Child Abuse**

UO employees, including faculty, staff, and GEs, are mandatory reporters of child abuse. This statement is to advise you that that your disclosure of information about child abuse to a UO employee may trigger the UO employee's duty to report that information to the designated authorities. Please refer to the following links for detailed information about mandatory reporting: <https://hr.uoregon.edu/policies-leaves/general-information/mandatory-reporting-child-abuse-and-neglect/presidents-message>

## **COURSE SCHEDULE –**

*Reading is to be completed **before** the first class for which it is listed.*

### Week One: Knowledge Creation in Social Psychology

Textbook Reading: Chapter 1 - Introduction to Social Psychology and Chapter 2 – Methodology (pp. 1 – 45)

**Due: Quiz #1** on Canvas (outside of class) by midnight **Sunday**

### Week Two: Thinking about Other People

Textbook Reading: Chapter 3 - Social Cognition (pp. 46-73)

Supplementary Reading: Back, M. D., & Kenny, D. A. (2010). The social relations model: How to understand dyadic processes. *Social and Personality Psychology Compass*, 4(10), 855-870.

**Due: Quiz #2** Sunday at midnight.

### Week Three: What We See When We Look at Other People

Textbook Reading: Chapter 4 - Social Perception (pp. 74-103)

Supplementary Reading: Nater, C., & Zell, E. (2015). Accuracy of social perception: An integration and review of meta-analyses. *Social and Personality Psychology Compass*, 9(9), 481-494.

Video: How to Catch a Liar (6 minutes): <https://www.youtube.com/watch?v=wq-poN6sLF8>

**Due: Quiz #3** Sunday at midnight.

### Week Four: Individual Identity, Collective Identity, Self-Concept, and Self-Knowledge

Textbook Reading: Chapter 5 – Identity and Self-Knowledge (pp. 104-135)

Supplementary Reading: Vazire, S., & Carlson, E. N. (2010). Self-knowledge of personality: Do people know themselves? *Social and Personality Psychology Compass*, 4, 605-620.

**Due: Quiz #4** Sunday at midnight.

### Week Five: Maintaining a Coherent, Unique, and Consistent Self

Textbook Reading: Chapter 6 - Justification (pp. 136-163)

Supplementary 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.

Video: Cognitive Dissonance (8 minutes): <https://www.youtube.com/watch?v=gN-6nBs7sbl>

**Due: Quiz #5** Sunday at midnight.

### Week Six: : Culture and Individualism: Fitting in with and Standing Out from the Group

**Monday: EXAM 1 (Chapters 1-6 and Lectures 1-10):**

Textbook Reading: Chapter 8 – Conformity (pp. 196-235)

Supplementary Reading: Smith, J. R., & Louis, W. R. (2009). Group norms and the attitude–behavior relationship. *Social and Personality Psychology Compass*, 3(1), 19-35.

Video: Stanford Prison Study (30 minutes): <https://www.youtube.com/watch?v=760lwYmpXbc>

**Due: Quiz #6** Sunday at midnight. **First Draft of Paper (Sunday by midnight)**

### Week Seven: Close Relationships

Textbook Reading: Chapter 10 - Attraction (pp. 266-299)

Supplementary Reading 1: Buss, D. M., & Schmitt, D. P. (1993). Sexual strategies theory: An evolutionary perspective on human mating. *Psychological review*, 100(2), 204.

Supplementary Reading 2: Eagly, A. H., & Wood, W. (1999). The origins of sex differences in human behavior: Evolved dispositions versus social roles. *American psychologist*, 54(6), 408.

Video: Halo Effect - Science of Attraction (12 minutes):

<https://www.youtube.com/watch?v=ZuometYfMTk>

**Due: Quiz #7** Sunday at midnight. **Peer-Review (Sunday by midnight)**

### Week Eight: Intolerance, Prejudice, Stereotyping, and Discrimination

Textbook Reading: Chapter 13 - Prejudice and Tolerance (pp. 360-395)

Supplementary Reading 1: Correll, J., Hudson, S. M., Guillermo, S., & Ma, D. S. (2014). The Police Officer's Dilemma: A decade of research on racial bias in the decision to shoot. *Social and Personality Psychology Compass*, 8(5), 201-213.

Supplementary Reading 2: Eccleston, C. P. (2008). The psychological and physical health effects of stigma: The role of self-threats. *Social and Personality Psychology Compass*, 2(3), 1345-1361.

Video 1: A Class Divided (1 hour):

<http://www.pbs.org/wgbh/pages/frontline/shows/divided/etc/view.html>

Video 2: Stereotype Threat (10 minutes): <https://www.youtube.com/watch?v=failylR0nrY>

**Due: Quiz #8** Sunday at midnight. **Final Draft (Sunday by midnight)**

### Week Nine: Helping and Altruism

**No Class Monday May 28<sup>th</sup> due to Memorial Day Holiday**

Textbook Reading: Chapter 11 - Prosocial Behavior (pp. 300-327)

Supplemental Reading: Gilbert, P. (2015). The evolution and social dynamics of compassion. *Social and Personality Psychology Compass*, 9(6), 239-254.

Video 1: The Bystander Effect (10 minutes): <https://www.youtube.com/watch?v=z4S1LLrSzVE>

Video 2: The evolutionary benefits of altruism (15 minutes):

<https://www.youtube.com/watch?v=Shw1gQwBINM>

**Due: Quiz #9** Sunday at midnight.

### Week Ten: Aggression

Textbook Reading: Chapter 12 – Aggression (pp. 328-359)

Supplemental Reading: Engelhardt, C. R., & Bartholow, B. D. (2013). Effects of situational cues on aggressive behavior. *Social and Personality Psychology Compass*, 7(10), 762-774

Video 1: Exploring the mind of a killer (7 minutes):

[http://www.ted.com/talks/jim\\_fallon\\_exploring\\_the\\_mind\\_of\\_a\\_killer](http://www.ted.com/talks/jim_fallon_exploring_the_mind_of_a_killer)

Video 2: Bandura's Bobo Doll Studies (6 minutes):

<https://www.youtube.com/watch?v=zerCK0lRjp8>

**Due: Quiz #10** Sunday at midnight.

### FINALS WEEK

**FINAL EXAM: 2:45 PM Tuesday June 12th (Chapters 8, 10, 12 13 and Lectures 11-20).**