

Course Syllabus, Summer 2018

PSY306 – Social Psychology

**Instructor: Netanel
Weinstein**

**Office: 336
Straub**

Email: netanelw@uoregon.edu

Office Hours: Monday 12:15-2:15

**Instructor: Tamara
Niella**

**Office: 332
Straub**

Email: tniella@uoregon.edu

Office Hours: Wednesday 2-4

Course Description:

For many years, people have attempted to explain why humans behave, think and feel the way they do. One important insight that has been made in this regard is that humans are an intrinsically social species. Consequently, in order to understand thoughts, feelings and behavior, it is necessary to explore the ways in which various social factors such as group-identities, group-norms and inter-group conflict shape these phenomena. Social psychology is the contemporary attempt to address these issues using the scientific method of empirical experimentation.

One of the greatest things about studying social psychology is that it is relevant – it pertains to issues that are central topics of heated debate in politics and the media. After this course, you should be able to answer questions such as “What is the difference between stereotypes, prejudice and discrimination?”, “Why are disagreements in the moral domain particularly virulent?”, “What factors facilitate cooperation within and between groups?”, “How do people make sense of information that is inconsistent with their established beliefs or emotional needs?” and others like them. And last but not least, we hope you will go out of this class having a better understanding of how to answer such questions, to be able to come up with your own inquiries and know about the tools social psychology has to answer 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. We have incorporated some of the principles of active and cooperative learning into the class, and try to be sensitive to the various types of learning styles that might exist among our students. To this end, we will do active learning exercises in this class that involves your participation. We will also do some group work.

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.

Required Readings:

Weekly readings from the textbook will be required for all students.

Text: Aronson, E., Wilson, T. D., & Akert, R. M. *Social Psychology* (9th 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 the following things,

1. **Weekly quizzes** ($\frac{1}{3}$ of final grade): You are required to read the chapter and supplemental reading for each week which will be tested with a weekly quiz available on Canvas. The quizzes will be made available after class on Thursday and will be due by Sunday evening. The tests will be about 10-15 questions and will be timed (1.5 minutes per question).
2. **Paper** ($\frac{1}{3}$ of final grade): this paper will be completed in two main stages. First, at the end of week 1, you will submit a 1-page document describing your thoughts on a topic. At the end of week 3, you will submit a 2-page paper that addresses how what you have learned in class has informed your initial thoughts on the topic (further details will be provided on the first day of class and will be posted on Canvas).
3. **Final exam** ($\frac{1}{3}$ of final grade): on our last day of class you will have a final covering all the topics we learned in class. It will be a multiple choice exam.

Extensions and Makeup Exam: 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. The same criterion will be applied in the event you need an extension for the paper or one of the quizzes.

Grading: Each of the 3 requirements are worth $\frac{1}{3}$ (33%) of the final grade.

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/department-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, 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. We 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 an 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. 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 or 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 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 Topics :

1. Introduction: Scientific thinking and History of Social Psychology (Taught by Tamara and Netanel)
 - Chapter 1
 - Chapter 2
2. Social Cognition: How we think about the social world (Taught by Netanel)
 - Chapter 3
3. Social Perception: How we come to understand other people (Taught by Tamara)
 - Chapter 4
4. The self: Understanding ourselves in a social context (Taught by Netanel)
 - Chapter 5
5. The need to justify our actions: Costs and benefits of dissonance reduction (Taught by Netanel)
 - Chapter 6
6. Conformity: Influencing behavior (Taught by Tamara)
 - Chapter 8
7. Attitudes and attitude change (Taught by Netanel)
 - Chapter 7
8. Group Processes II: Wisdom of the crowds. Conflict. Cooperation. (Taught by Tamara)
 - Chapter 9
9. Prejudice I: History and definitions (Taught by Netanel)
 - Chapter 13
10. Prejudice II: its effects and how to reduce it (Taught by Tamara)
 - Chapter 13
11. Prosocial Behavior I: Theory, Development, and Culture (Taught by Netanel) Chapter 11
12. Prosocial Behavior II: Decision-making processes (Taught by Tamara)
 - Chapter 11
13. Aggression: Why do we hurt other people? Can we prevent it? (Taught by Netanel)
 - Chapter 12
14. Judgment and Decision Making (Taught by Tamara)
 - Supplementary reading
15. Interpersonal Attraction: from the First impressions to close relationships (Taught by Tamara)
 - Chapter 10