

<p style="text-align: center;">Course Syllabus Psychology 306: Social Psychology Monday, Wednesday 8:30 – 9:50 am, LLC South 101</p>

Instructor: Elliot Berkman, PhD
Office: 250 Lewis Integrative Sciences Building
Email: berkman@uoregon.edu
Office Hours: Email me to set up a meeting!

GEs:	Zach Schroeder	Nate Weinstein
Office:	Straub Hall 339	Straub Hall 365
Email:	zschroe2@uoregon.edu	netanelw@uoregon.edu
Office Hours:	Mondays 10 - 11am	Wednesdays 12 – 1pm

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 are so many people into dabbing and flossing?” 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, taking quizzes, watching videos, and preparing for exams. Readings will comprise the majority of your work outside of class (4-5 hours per week). There will also be weekly quizzes which will each take about 20 minutes to complete, though when combined with preparation and review will take about an hour per week total. You will be required to watch videos online outside of class and complete short questionnaires (10 hours total). Finally, you will answer weekly discussion questions and respond to fellow students on a threaded discussion board (15 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.

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

Text: Gilovich, T., Keltner, D., Nisbett, R. E., & Chen, S. (2018). *Social Psychology* (5th edition). W. W. Norton. (Available at the Duck Store as well as a copy on reserve at Knight Library). *The e-book or previous editions are acceptable. We will not be using the extra online resources for this class.*

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 the exams. However, I know 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 so forth, make up exams will be allowed. If you have a conflict that is already known, 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 8:30am) 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. **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).

3. In-Class Activities: We will cover some material in class that is not in the textbook. 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. 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. 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. Discussion Questions: You will write responses to discussion questions and respond to fellow students' posts (2 replies) each week on Canvas. Discussion questions will be posted after the last class each week and be due before class the following week. Responses to fellow students' posts will be due by the following Sunday. 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.

Extra credit: You can earn up to 3% extra credit by participating in 3 credits of research through the human subjects pool. Please note that extra credit is all-or-none, meaning that you either receive 3% credit for participating in 3 (or more) credits of research, or 0% credit for any amount less than 3 credits. Go to <https://uopsych.sona-systems.com/Default.aspx> to sign up.

Grading: Your final grade in the course is based on your total points. To summarize:

Exams (120 points each)	= 240 points
Quizzes (10 points each)	= 100 points
In-class activities	= 40 points
Out-of-class activities (videos)	= 40 points
<u>Discussion questions</u>	<u>= 80 points</u>
Total	= 500 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

Please see the psychology department guidelines for a description of the type of achievement that each grade signifies: <http://psychology.uoregon.edu/courses/departments-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. 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.

Late/missed assignments. Due dates for each assignment are listed in the schedule below. All assignments are due by midnight on the date noted. Late assignments will not be accepted.

Diversity and classroom climate: A core value in academia is the free and candid exchange of ideas. To uphold this value, we must make sure that everyone in this class (students and instructors alike) has the opportunity to offer opinions, hear one another's opinions, and make arguments and challenge ideas. That is only possible in an environment of mutual respect. At times students may disagree with other students, I may disagree with you, and I expect – even hope! – that you will disagree with me. I believe that all of this can be consistent with, and even promote, the high value we place on intellectual exchange and mutual respect.

I also recognize we are a group with diverse backgrounds and experiences, and I hope that the subject matter of this course will touch on the lived experiences of people in the class. If you do not feel comfortable participating in the class discussions or believe there is more I could do to promote a more effective learning environment, I urge you to come talk to me (even – especially! – if I as the instructor am the person making you feel uncomfortable). I will always listen to your concerns with respect and open minds and will make adjustments when appropriate. Promoting the free and candid exchange of ideas will always drive the changes I make.

COURSE SCHEDULE

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

Week One: Knowledge Creation in Social Psychology

NO CLASS MONDAY

Textbook Reading: Chapter 1 – An Invitation to Social Psychology and Chapter 2 – Methodology (pp. 1 – 62)

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

Week Two: Thinking about Other People

Textbook Reading: Chapter 4 - Social Cognition (pp. 99 - 138)

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.

Video: Overconfidence Bias (5 min): <https://youtu.be/o4wv4RYFuE4>

Due: Quiz #2 Sunday at midnight.

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

Textbook Reading: Chapter 5 - Social Attribution (pp. 139 - 172)

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 3 – The Social Self (pp. 63 - 98)

Supplementary Reading: Van Bavel, J. J., & Pereira, A. (2018). The Partisan Brain: An Identity-Based Model of Political Belief. *Trends in Cognitive Sciences*, 22(3), 213–224.

Due: Quiz #4 Sunday at midnight.

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

Textbook Reading: Chapter 7 – Attitudes, Behavior, and Rationalization (pp. 205 - 238)

Supplementary Reading: Festinger, L. (1962). Cognitive dissonance. *Sci. Am.*, 207, 93–107.

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: MIDTERM on Chapters 1-5, Chapter 7, and Lectures 1-9

Textbook Reading: Chapter 9 – Social Influence (pp. 269 - 310)

Supplementary Reading: Sheeran, P., Maki, A., Montanaro, E., Avishai-Yitshak, A., Bryan, A., Klein, W. M. P., et al. (2016). The impact of changing attitudes, norms, and self-efficacy on health-related intentions and behavior: A meta-analysis. *Health Psychology*, 35(11), 1178–1188.

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

Due: Quiz #6 Sunday at midnight.

Week Seven: Close Relationships

Textbook Reading: Chapter 10 – Relationships and Attraction (pp. 311 - 358)

Supplementary Reading: Haselton, M. G., & Gildersleeve, K. (2016). Human ovulation cues. *Current Opinion in Psychology*, 7, 120–125.

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

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

Due: Quiz #7 Sunday at midnight.

Week Eight: Intolerance, Prejudice, Stereotyping, and Discrimination

Textbook Reading: Chapter 11 – Stereotyping, Prejudice, and Discrimination (pp. 359 - 408)

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.

Video 1: A Class Divided (1 hour, but totally worth it!):

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

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

Due: Quiz #8 Sunday at midnight.

Week Nine: Aggression

Textbook Reading: Chapter 13 – Aggression (pp. 445 - 480)

Supplemental Reading: Ginges, J. (2019). The Moral Logic of Political Violence. *Trends in Cognitive Sciences*, 23(1), 1–3.

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

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=zerCK0IRjp8>

Due: Quiz #9 Sunday at midnight.

Week Ten: Helping and (the limits of) Altruism

Textbook Reading: Chapter 14 – Altruism and Cooperation (pp. 481 - 513)

Supplemental Reading: Hortensius, R., & de Gelder, B. (2018). From Empathy to Apathy: The Bystander Effect Revisited. *Current Directions in Psychological Science*, 27(4), 249–256.

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 #10 Sunday at midnight.

FINALS WEEK

FINAL EXAM on Chapters 9 – 11, Chapters 13 – 14, and Lectures 10-18

Friday, December 13, 10:15 am in LLC South 101