

PSYC 225A: Social Psychology
Tuesdays and Thursdays 12:30-1:50pm
WEY 218
Spring 2017

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Office Hours: Tuesdays (2:30p-3:30p)
& Wednesdays (11a-1p), or by appt.

Required Materials:

- Gilovich, T., Keltner, D., Chen, S. & Nisbett, R. (2016). *Social Psychology* (4th edition). W.W. Norton & Company, Inc.
- Selected readings (provided on Moodle)

Course Description: Social Psychology is a field that uses scientific methods to study the social nature of behavior, attitudes, perceptions, and emotions. Specifically, we will investigate the role of groups, social norms, interpersonal relationships, culture, and obedience to authority, among other factors, in influencing human behaviors and attitudes. Throughout the course of the semester, students will explore how the principles within this field apply to their own lives and various interests. Students will also learn about the important figures and theories that have contributed to this field.

Student Learning Objectives: After taking this course students should be able to:

- Demonstrate familiarity with the principles of social psychology
- Understand basic research methods in social psychology
- Use critical thinking to understand human social behavior
- Apply social psychological principles to promote personal development and self-assessment, as well as insight into personal and complex socio-cultural issues

Course Structure: There will be **three exams, ten article summary/critiques, one group oral presentation, and one research group paper** assigned throughout the semester (see the course schedule below for deadlines). Classes will involve lectures, in-depth class discussions, and activities about the topics and their application to our everyday lives. Questions you should be considering during these class discussions are:

"How does this topic apply to my life, or the lives of those around me?"

"How could we investigate this phenomenon further?"

"What social implications does this topic have?"

"What other disciplines could we apply to studying this topic?"

You are responsible for the material covered in the textbook, in guest lectures, and in my lectures. Lectures will not be posted online. In order to obtain a good grade in this class, you need to **read the book and assigned articles, and attend class**. There will be material in the book and articles that is not in my lectures, and there will be material in my lectures that is not in the book or articles. You must review all of it.

Class Participation/Attendance:

Students are expected to attend and participate in each class. Students will earn attendance/participation points through both small group discussions and minute essays that will happen randomly over the course of the semester. For these activities I will pose thought-provoking, and sometimes controversial questions to the class, and ask you to either discuss them with your fellow classmates or to write your thoughts down in a brief essay format. There will be either a minute essay or group discussion for each of the subjects that we will cover, and participation in these activities will be worth 5 points toward your final grade.

Source Contributions

You and a partner will be expected to locate and bring in a relevant, **current piece** (article, website, clip, etc.) at one point in the semester (indicated by letters A-M). You will need to locate, procure, and bring the item (or show it on the computer), and speak **briefly** (5 minutes) about how your contribution is relevant to that day's readings/topic. Think of your task as providing a kind of "test case" to help us consider the issues of the reading, to bring our discussion up to date, or, perhaps, to consider a different viewpoint on a similar issue—in other words, to jump start the discussion for the day. Part of your contribution includes **raising questions for the class to discuss** during the rest of the hour. You will know in advance the date and readings for your contribution, and will need to be watching for appropriate and interesting sources. You can look to the mainstream media, especially with an eye to what is *not* being covered, perhaps because of our society's various social prejudices and assumptions [for example, most of the coverage of U.S. military action focuses on men—as soldiers, casualties, experts, decision makers]. Finally, you may use more official or scholarly resources to provide an up-to-the-minute look at a topic covered more generally in our readings. Consider your role as providing an informational overview that supplements the basics from our class reading, and brings all of us to a more current understanding of the issue. I strongly encourage you to consider these source contributions as a way of beginning to think about a larger class assignment, depending on the timing: the work you do finding and thinking about your source can be a great starting point for a paper topic. Remember to keep these SHORT; they should be introductions to a productive class conversation. You don't need to cover the topic in depth: simply provide one or two key elements to add to what we've all read and get us involved.

Requirements:

1. **Communicate with your discussion partner(s) at least three days in advance!**
2. **Email the professor at least 36 hours before class with any relevant texts or link(s) and your class questions/project.**
3. **After I have responded to your email, use the email function on Moodle to send the link or text and your questions to the class at least 24 hours in advance.**

Article Summary and Critiques

Each week students are required to read research article(s) on the subject area being discussed. To ensure that students are reading, comprehending, and thinking critically about these articles, students are expected to submit article summary and critiques for **10 of these articles**. You must turn in these assignments on the same week as the reading you are using is assigned. There is no limit to the number that you can turn in each week (i.e., if there are three readings assigned, then you can turn in three article summary and critiques), however, you cannot turn in late assignments. Please be sure to keep track of deadlines so that you do not run out of time/opportunities to complete all 10 papers.

These assignments must be 2-3 pages in length, double-spaced, 12 pt font, and in Times New Roman. In the first part of these assignments, please briefly describe the overall purpose and/or focus of the study, the methods used (if any), and the conclusions made by the researcher(s). Since many of you have not yet completed a statistics course at UPS, you are not expected to summarize or critique the analyses used (though I won't mark you down if you do). Finally, spend some time describing the theoretical and/or methodological issues you see in these articles. No research study is perfect, so I expect you to be able to come up with at least a few issues with each article. Each of these assignments is worth 20 points toward your overall grade.

Group Research Paper and Presentation

This assignment will introduce you to cutting edge research in the field of Social Psychology and promote your ability to communicate and think critically about science. On **1/31**, you will be randomly assigned to a team of three students, and together you will select a subject area within the field of Social Psychology to use as the focus of a group paper and oral presentation. I will give you detailed guidelines about how to select a topic and approach each part of the assignment. Together, you and your team members will write an outline and description of what each individual student is responsible for, which you will submit for feedback (**due 2/28**). Next you and your team members will write a draft of your group research paper, which will also be submitted for feedback (**due 4/11**). After receiving feedback on your draft, your group will finalize your research paper.

Together with your team members, you will also prepare and deliver an 8-10 minute oral presentation of your paper topic, which you will share with the class on **4/27** and **5/2**. The exact date of your presentation will be based on your randomly assigned group number. The final paper is due at the beginning of class on **5/2**, at which point students will be asked to provide a peer review for each of their group members based on their individual contributions to the overall paper and group presentation. These informal reviews will be considered in the grading process. No late papers will be accepted.

Exams

There will be three exams throughout this course. These exams will be made up of multiple choice, short answer, and essay questions. Each exam will be non-cumulative and will be worth a total of 100 points (3 x 100 = 300 points toward your final grade). These exams are designed not only to test your knowledge, but to also test your ability to *apply* the information learned in class. I will provide you with a study guide the week before each exam. Please note that the exams will cover the information presented both in my lectures, in guest lectures, and in your textbook. *To be successful on these exams, you need to take diligent notes in class and keep up with the readings.*

Participation in Research Studies (Pass/Fail):

Experiments are the cornerstone of psychology. As such, you will be required to participate in 4 research studies over the course of the semester. After participating in a study, you will receive a completion sticker. Stickers must be submitted (all at one time) on (or by) the last day of class (**5/2**), so make sure to keep track of them! If you are currently enrolled in more than one 200-level course, you will only be required to complete 4 research studies total, rather than 4 research studies per class. You may choose to write a paper on a research article instead of participating in studies. If you choose to write a paper instead of participating in research, please see me for details. Failure to complete this course requirement will result in an incomplete.

Extra Credit:

You may earn up to 10 points of extra credit by writing a 4-5 page (double spaced, 1" margins, 12 pt font) paper on any topic relevant to this course. You must obtain prior approval from me for your topic before submitting your paper to receive credit. You will need to obtain and use 4 peer-reviewed journal articles as references for this assignment. If you choose to do this extra credit assignment, you will need to get pre-approval from me before **4/13**. This assignment must be turned in by **5/2** to receive credit. Only one extra credit paper per student may be turned in.

Grading:

3 Exams (100 pts each)	300 points
10 Article Summary & Critiques (20 pts each)	200 points

Group Research Paper Outline & Member Responsibilities	20 points
Group Research Paper Draft	50 points
Group Research Paper Final	100 points
Group Oral Presentation	50 points
Group Member(s) Peer Review	30 points
10 Attendance/Participation (5 points each)	50 points
Source Contributions (SC)	20
Participation in 4 research Studies	Pass/Fail
TOTAL	820

93.0-100%	A	73.0-76.9%	C
90.0-92.9%	A-	70.0-72.9%	C-
87.0-89.9%	B+	67.0-69.9%	D+
83.0- 86.9%	B	63.0-66.9%	D
80.0-82.9%	B-	60.0-62.9%	D-
		<60%	F

Your grades will be recorded on the Moodle website. If you have an issue with any of the grades that you receive on these assignments, please make an appointment to speak with me.

Course Policies

Late Work

My late work policy is incredibly simple: **I DO NOT ACCEPT LATE WORK. All written assignments (i.e., papers, quizzes, etc.) are due by the start of class on the day that they are due.** The only exceptions to this rule are 1) if you have a documented disability (see section below on students with disabilities) that necessitates accommodation of late work, 2) you are a student athlete and have received approval from me before the deadline to turn an assignment in late, or 3) you have experienced a death in the family and have informed me of this event (see section below on bereavement).

Open Door Policy

Please feel free to contact me with questions about the course, getting involved with research opportunities at UPS, applying to graduate school, or even just about the field of psychology in general. I would very much like to hear from you all. I am available during my office hours (listed on the first page), and am also open to scheduling separate appointments if those times do not agree with your schedule. There may be times that I am in my office, but not available to chat. In those instances, there will be a sign on my door that requests that you either come back another time or email me with your question. Other than that, come on in!

Email Etiquette and Availability

Contrary to popular belief, professors do not check their email every 10 seconds. I will do my best to respond to your emails in a timely manner. In general, you can expect me to respond to your emails within 24 hours after receiving them. In terms of etiquette, many incoming (and continuing) college students are not well versed on how to communicate via email with their professors. Here is a useful guide to appropriate email interactions: <http://udel.edu/~jsoares/How%20to%20Use%20Proper%20Email%20Etiquette%20When%20Writing%20to%20a%20Professor.pdf>

Attendance and Absences

Attendance is expected for all class sessions. To encourage class attendance, PowerPoint lectures will not be posted on Moodle. Additionally, many questions from your exams will be derived solely from class lectures, and not from the information your textbook. Late and absent students are responsible for all lecture materials, handouts, announcements, and explanations of homework assignments, and should consult a classmate first to get caught up.

Use of Laptops and Cell Phones in Class

Research has demonstrated that we remember information better when it is encoded (note-taking phase) similar to the way that it is later retrieved (writing on an exam). Additionally, when students surf the web in class, it can be very distracting to other students. For those reasons, laptops will not be permitted for note-taking in class. The only exception to this rule is if they are required for a legitimate medical reason (e.g., vision, motor coordination) or if I have specifically stated that you can use your laptops/tablets for a particular class period. Similarly, phone usage in the classroom is also prohibited. *If I see you using your phone in class, I will text your mother (or father, grandparent, etc.) to tell them to scold you after class is over.* If you do need to use your phone, feel free to quietly step out of class if you need to make/take a call or send a text.

University Policies

Academic Honesty and Integrity

Cheating (e.g., copying self or others, falsifying/fabricating assignment information), plagiarism (e.g., copying words and/or sentence structure, paraphrasing without proper citation, etc.), and other forms of academic misconduct are very serious concerns of the University and the Department of Psychology. In all cases of suspected academic misconduct, the parties involved will be pursued to the fullest extent dictated by the guidelines of the University. Strong evidence of cheating or plagiarism will result in a zero credit for the work in question, possible failure of the course, and notification of the offense to the Registrar's Office. If you have questions about academic integrity, consult the University of Puget Sound Academic Handbook (<http://www.pugetsound.edu/student-life/student-resources/student-handbook/academic-handbook/academic-integrity/>). If you are ever uncertain about whether you are violating the academic integrity policy, please feel free to ask me. I'd be happy to look over your work.

Classroom Emergency Response Guidance

Please review university emergency preparedness, response procedures and a training video posted at www.pugetsound.edu/emergency/. There is a link on the university home page. Familiarize yourself with hall exit doors and the designated gathering area for your class and laboratory buildings.

If building evacuation becomes necessary (e.g. earthquake), meet your instructor at the designated gathering area so she/he can account for your presence. Then wait for further instructions. Do not return to the building or classroom until advised by a university emergency response representative.

If confronted by an act of violence, be prepared to make quick decisions to protect your safety. Flee the area by running away from the source of danger if you can safely do so. If this is not possible, shelter in place by securing classroom or lab doors and windows, closing blinds, and turning off room lights. Lie on the floor out of sight and away from windows and doors. Place cell phones or pagers on vibrate so that you can receive messages quietly. Wait for further instructions.

Students with Disabilities

If you have a physical, psychological, medical, or learning disability that may impact your course work, I am happy to accommodate you as best I can. Please contact Peggy Perno, Director of the Office of Accessibility and Accommodations, Howarth 105, (253) 879-3395. She will determine with you what accommodations are necessary and appropriate. I recommend making an appointment with Peggy at the beginning of the semester, so that you can begin receiving any necessary accommodations as soon as possible. All information and documentation regarding your disability is completely confidential.

Student Bereavement Policy

Upon approval from the Dean of Student's Office, students who experience a death in the family, including parent, grandparent, sibling, or persons living in the same household, are allowed three consecutive weekdays of excused absences, as negotiated with the Dean of Students. For more information, please see the Academic Handbook. As with any excused absence, all I ask is for written official documentation (i.e., funeral program).

Incomplete Grades

Incompletes will be given only under extreme conditions, and you must file a formal contract with me regarding completion of the missing work no later than two weeks prior to the final exam period. If you wish/need to withdraw from the course, you must submit the paperwork to the registrar by the appropriate deadlines to do so (see the academic calendar: <http://www.pugetsound.edu/news-and-events/events-calendar/academic/2015-08-01/2016-08-31/>).

Student Athletes

For regularly scheduled sporting events, students must notify me within the first two weeks of the semester regarding anticipated absences. For special events or tournaments, students are to notify me as soon as they learn of the anticipated absence. In both cases, students who must miss class for such events will be responsible for completing all assigned work as expeditiously as possible. **IF** it is impossible for a student athlete to turn in the assignment because of their travel schedule, the student must contact me in advance of the assignment deadline. Failure to do so will result in a 0 for that assignment grade. *Student athletes must contact me prior to exam dates if they are unable to take the exam(s) during the assigned time.* Failure to do so will result in an F for that exam grade.

COURSE SCHEDULE

Week 1 (1/17-1/19): Intro to SP & Methods

- *Readings:*
 - Syllabus
 - SP Textbook, read Chapter 2 for review of research methods
- *Assignments:*
 - Review syllabus and put deadlines into your calendar!

Week 2 (1/24-1/26): Social Identity

- *Readings:*
 - Howard, J.A. (2000). Social psychology of identities. *Annual Review of Sociology*, 26, 367-393.
- *Assignments:*
 - (Potential) Article Summary and Critique
 - SC A (1/24)

Week 3 (1/31-2/2): Social Perception

- *Readings:*
 - SP Textbook (pg. 90-105)
 - Hart, C.L., Fillmore, D.G., & Griffith, J.D. (2009). Indirect detection of deception: Looking for change. *Current Research in Social Psychology*, 14(9), 134-142.
 - Darbyshire, D., Kirk, C., Wall, H.J., Kaye, L.K. (2016). Don't judge a (Face)book by its cover: Exploring judgments of others' personality on Facebook. *Computers in Human Behavior*, 58, 380-387.
<http://dx.doi.org/10.1016/j.chb.2016.01.021>.
- *Assignments:*
 - (Potential) Article Summary and Critique
 - SC B (1/31)

**Random group assignments will be announced on 1/31 in class*

Week 4 (2/7-2/9): Social Cognition

- *Readings:*
 - SP Textbook (pg. 119-135)
 - Bowen, A.M. & Bourgeois, M.J. (2014). Attitudes toward lesbian, gay, and bisexual college students: The contribution of pluralistic ignorance, dynamic social impact, and contact theories. *Journal of American College Health, 50*(2), 91-96.
 - Gilovich, T. (1997). Some systematic biases of everyday judgment. *The Skeptical Inquirer, 18*(2), 31-35.
 - Geraerts, E., Bernstein, D.M., Merckelback, H., Linders, C., Raymaekers, L., & Loftus, E.F. (2008). Lasting false beliefs and their behavioral consequences. *Psychological Science, 19*(8), 749-753. doi: 10.1111/j.1467-9280.2008.02151.x.
- *Assignments:*
 - (Potential) Article Summary and Critique
 - SC C (2/7)

Week 5 (2/14-2/16): Attitudes, Behaviors, & Rationalization

- *Readings:*
 - SP Textbook (pg. 238-259)
 - Festinger, L. & Carlsmith, J.M. (1959). Cognitive consequences of forced compliance. *The Journal of Abnormal and Social Psychology, 58*, 203-210.
 - Egan, L.C., Santos, L.R., & Bloom, P. (2007). The origins of cognitive dissonance: Evidence from children and monkeys. *Psychological Science, 18*(11), 978-983. doi: 10.1111/j.1467-9280.2007.02012.x.
- *Assignments:*
 - (Potential) Article Summary and Critique
 - SC D (2/14)

Exam #1 on 2/23*Week 6 (2/21-2/23*): Attitudes, Bx, and Rationalization, Continued**

- *Assignments:*
 - *Group projects should be selected and reported to MC by 2/21*

Week 7 (2/28-3/2): Prejudice & Discrimination

- *Readings:*
 - SP Textbook (pg. 434-441)
 - Ashby Plant, E. & Devine, P.G. (2003). The antecedents and implications of interracial anxiety. *Personality and Social Psychology Bulletin, 29*, 790-801.
 - Barsamian Kahn, K. & McMahon, J.M. (2015). Shooting deaths of unarmed racial minorities: Understanding the role of racial

stereotypes on decisions to shoot. *Translational Issues in Psychological Science*, 1(4), 310-320.

- DeAngelis, T. (2009). Unmasking “racial micro aggressions.” *Monitor on Psychology*, 40(2), 42-46.
- **Assignments:**
 - (Potential) Article Summary and Critique
 - SC E (2/28)
 - Group project outline and delegation of responsibilities due on 2/28

Week 8 (3/7-3/9): Emotions & Interpersonal Attraction

- **Readings:**
 - SP Textbook (pg. 199-207, 213-225)
 - Ekman, P. & Cordaro, D. (2011). What is meant by calling emotions basic. *Emotion Review*, 3(4), 364-370. doi: 10.1177/1754073911410740.
 - Bar-Tal, D., Halperin, E., & de Rivera, J. (2007). Collective emotions in conflict situations: Societal implications. *Journal of Social Issues*, 63(2), 441-460.
 - Dion, K., Berscheid, E., & Walster (Hatfield), E. (1972). What is beautiful is good. *Journal of Personality and Social Psychology*, 24, 285-290.
- **Assignments:**
 - (Potential) Article Summary and Critique
 - SC F (3/7)

Week 9 (3/13-3/17): SPRING BREAK

Week 10 (3/21-3/23): Interpersonal Attraction (Continued) & Close Relationships

- **Readings:**
 - SP Textbook (pg. 359-380, 349-358, 381-391)
 - Haselton, M.G., Mortezaie, M., Pillsworth, E.G., Bleske-Rechek, A., & Frederick, D.A. (2007). Ovulatory shifts in human female ornamentation: Near ovulation, women dress to impress. *Hormones and Behavior*, 51, 40-45.
 - Acevedo, B.P. & Aron, A. (2009). Does a long-term relationship kill romantic love? *Review of General Psychology*, 13(1), 59-65. doi: 10.1037/a0014226.
 - Sidlinger, R.J. & Booth-Butterfield, M. (2007). Mate value discrepancy as predictor of forgiveness and jealousy in romantic relationships. *Communication Quarterly*, 55(2), 207-223. doi: 10.1080/01463370701290426.
- **Assignments:**
 - (Potential) Article Summary and Critique
 - SC G (3/21)

SC H (3/23)

Week 11 (3/28-3/30): Social Influence

- *Readings:*
 - SP Textbook (pg. 314-321, 343)
 - Levitan, L.C. & Verhulst, B. (2015). Conformity in groups: The effects of others' views on expressed attitudes and attitude change. *Political Behavior*.
 - Milgram, S. (1963). Behavioral study of obedience. *Journal of Abnormal and Social Psychology*, 67, 371-378.
 - Schultz, P.W., Nolan, J.M., Cialdini, R.B., Goldstein, N.J., & Griskevicius, V. (2007). The constructive, destructive, and reconstructive power of social norms. *Psychological Science*, 18(5), 429-434. doi: 10.1111/j.1467-9280.2007.01917.x.
- *Assignments:*
 - (Potential) Article Summary and Critique
 - IMPORTANT:** if you haven't submitted any ASC's yet, you need to complete one for every article assignment for weeks 10-15.
 - SC I (3/28)

*Exam #2 on 4/4

Week 12 (4/4*-4/6): Group Behavior

- *Readings:*
 - SP Textbook (pg. 447-456, 465-474)
 - Silke, A. (2003). Deindividuation, anonymity, and violence: Findings from Northern Ireland. *The Journal of Social Psychology*, 143(4), 493-499.
 - Moorhead, G., Ference, R., & Neck, C.P. (1991). Group decision fiascoes continue: Space shuttle Challenger and a revised groupthink framework. *Human Relations*, 44(6), 539-549.
- *Assignments:*
 - (Potential) Article Summary and Critique
 - SC J (4/6)

Week 13 (4/11-4/13): Persuasion

- *Readings:*
 - SP Textbook (pg. 285-299)
 - Weiss, J.N. (2015). From Aristotle to Sadat: A short strategic persuasion framework for negotiators. *Negotiation Journal*, 31(3), 211-222. doi: 10.1111/nejo.12091.
- *Assignments:*
 - Group research paper draft due on 4/11
 - (Potential) Article Summary and Critique

- Optional extra credit research paper topic due (email to Megan for approval)
- SC K (4/11)

Week 14 (4/18-4/20): Prosocial Behavior & Cooperation

- *Readings:*
 - SP Textbook (pg. 541-553)
 - Darley, J.M. & Batson, C.D. (1973). "From Jerusalem to Jericho": A study of situational and dispositional variables in helping behavior. *Journal of Personality and Social Psychology*, 27(1), 100-108.
- *Assignments:*
 - (Potential) Article Summary and Critique
 - SC L (4/18)

Week 15 (4/25-4/27): Aggression & Start of Presentations

- *Readings:*
 - Carnagey, N.L., Anderson, C.A., & Bushman, B.J. (2007). The effect of video game violence on physiological desensitization to real-life violence. *Journal of Experimental Social Psychology*, 43, 489-496.
 - Bandura, A., Ross, D., & Ross, S.A. (1961). Transmission of aggression through imitation of aggressive models. *Journal of Abnormal and Social Psychology*, 63, 575-582.
 - DeAngelis, T. (2003). When anger's a plus. *Monitor on Psychology*, 34(3), 44-45.
- *Assignments:*
 - (Potential) Article Summary and Critique
 - SC M (4/25)

Week 16 (5/2): Finishing up Presentations

- *Assignments:*
 - RESEARCH PARTICIPATION STICKERS DUE ON 5/2!
 - Final Paper due 5/2
 - Peer Evaluation due 5/2

Reading Period (5/4-5/5)

FINAL EXAM: Thursday, 5/11/17, 12:00-2:00pm in WEY 218