

PSYC 310 / SOC 321: Introduction to Social Psychology
Spring 2016
 Monday, Wednesday, and Friday, 1:00PM – 2:05 PM
 Lone Mountain 241A

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 Office Hours: TBD, or by appointment (please e-mail)

Course Objectives and Philosophy:

The purpose of this course is to introduce and survey the field of social psychology: the study of how the social situations in which we operate affect how we think, feel, and behave. Through the study of social psychology, you gain a deeper awareness of powerful social forces and their ability to shape interactions, thus better understanding the social world around you (including both your own and others' behavior). This course aims to blend a comprehensive overview of social psychology with in-depth lectures exploring the history of the field, reviewing major findings, and highlighting areas of current research. A recurrent theme in the course is the importance of social conditions in shaping behaviors, identities, beliefs, and perceptions.

A further goal of this course is to introduce the ways social psychologists think about, approach, and conduct research on social psychological phenomena – phenomena that are perhaps closer to the immediate experience of everyday life than the contents of any other science. To this end, you will get a both a “participant’s eye view” of psychological research by recreating classic social psychological studies, and an “experimenter’s eye view” by conducting a group research project.

The course, overall, will attempt to foster interest in social psychology as well as scientific curiosity in a fun, supportive, and intellectually stimulating environment.

Learning Objectives:

- 1) **Goal:** Demonstrate your knowledge and understanding of the principles of social psychology.
Relevant learning assessments: Mid-term and final exams, consisting of multiple choice and short answer questions, will require you to correctly recognize and recall social psychological concepts.
- 2) **Goal:** Apply social psychological principles to novel situations and real-world social experiences.
Relevant learning assessments: Short writing assignments will require you to identify and describe social psychological concepts in experiences drawn from your everyday life.
- 3) **Goal:** Give you extensive experience with the methods of social psychological research. Teach you to think like a researcher!
Relevant learning assessments: Attendance and participation activities, such as participating in survey experiments, will immerse you in the experience of being a research participant. The Research Proposal Project will engage you in several stages of research, from idea generation to data collection.

Textbook: *Social Psychology*, by Kassin, Fein, & Markus, 9th Edition. The textbook can be purchased at the bookstore, or on Amazon.com (where you can purchase the textbook used and re-sell it online).

Lectures are meant to complement the text's content by highlighting important concepts, theories and studies. Accordingly, lectures will often contain information not found in the text; similarly, there will be material in the text that is not covered explicitly in lecture. Thus, both completing the readings and attending lecture will be essential to understanding the material.

Course Website:

Information about the course as well as course PowerPoints and handouts can be obtained on Canvas.

Course Requirements: Your grade in this course will be based on the following assignments (for grading rubrics for each of the assignments, see the “**Grading Rubric**” handout on Canvas):

- 1) **Readings.** You are expected to have finished the readings from the textbook before coming to class. This will help you to understand the material in lecture and improve your grade.
- 2) **Short writing assignments** (due on Canvas by Monday, March 7th, and Monday, May 9th at 11:59pm, 10% of final grade). You will be expected to write 2 short assignments through the course of the semester. One should be completed before the midterm and one should be completed after the midterm. The purpose of these writing assignments is to emphasize the relevance of social psychology to everyday life and ask you to apply social psychological principles to new situations. Accordingly, you will write 1-2 double spaced pages about an event from your life that illustrates a social psychological principle or phenomenon. Further details on this assignment can be found on Canvas in the document titled “**Short Writing Assignments.**”
- 3) **In-Class Midterm** (Friday, March 4th, 25% of final grade). This will be a multiple-choice and short answer exam and will cover chapters 1-6 of the text, and the Social Psychology and Morality reading (“The emotional dog...”), and all of the material from the lectures up to this date.
- 4) **Final Exam** (Wednesday, May 18th from 12:30pm – 2:30pm, 25% of final grade). This non-cumulative multiple-choice and short answer exam will cover chapters 7-14 of the text, and all of the materials from the lectures after the midterm.
- 5) **Research Proposal Project** (see below for due dates, 30% of final grade). You will join a small group of 3-4 people to work together on a research project. As a group, you will decide on a topic of inquiry, outline hypotheses, develop a design, and collect pilot data. Groups will be formed in-class on **Wednesday, February 10th**. Since it can be challenging to schedule group meeting times, **the instructor will devote some in-class time** to work on the project. However, you should have regular group meetings **outside of class as well**

to work on the project. In addition, you will be required to sign up to **meet as a group with the instructor**, and these meetings will take place in class on either **Monday, March 7th, Wednesday, March 9th or Friday, March 11th**. The purpose of the research proposal is to demonstrate your mastery of the basic principles of social psychological research. You will need to begin thinking about the proposal right away because early in the semester you will need to place yourself in a group working on a topic of interest to you. I regard the group project and the individual research proposals that result from it to be of central importance to developing an understanding of the methods used in social psychological research through firsthand experience. To encourage equal contributions to the assignment, each individual group member will be graded by their fellow group members on their overall participation.

Your grade for the research proposal will be based on four components:

- i. **Individual Research Questions and Hypotheses Proposal** (due on Canvas by Sunday, February 7th at 11:59pm): Before you form your group and decide on a research topic, you will be responsible for describing three research questions that interest you, and proposing hypotheses for these research questions. Further details on this assignment can be found on Canvas in the document titled “**Individual Research Questions and Hypotheses Proposal.**”
- ii. **Group Research Questions and Hypotheses Proposal** (due on Canvas by Monday, February 29th at 11:59pm): After your group has decided on possible research questions, one designated group member should upload a document to Canvas stating your group’s research questions and hypotheses. Further details on this assignment can be found on Canvas in the document titled “**Group Research Questions and Hypotheses Proposal.**”
- iii. **Group Presentation** (in class on May 4th and 6th): At the end of the semester, you and your group will give a 10-minute presentation to the entire class about your project. You should coordinate and practice your presentation before presenting in-class to make sure that the presentation runs smoothly and everyone is assigned a portion of the presentation (i.e., all group members should speak at least once). Please note that there are benefits to presenting on the earlier presentation date of May 4th: this will give you more time to revise your paper based off of some of the comments and questions you will get from the class while presenting! Further details on this assignment can be found on Canvas in the document titled “**Group Presentation.**”
- iv. **Individual Research Proposal Paper** (due on Canvas by Sunday, May 8th at 11:59pm): You will write a research proposal (approximately 5 pages long, double

spaced) based on the group project. Further details on this assignment can be found on Canvas in the document titled “**Individual Research Proposal Paper.**”

- 6) **Attendance and Participation** (weekly, 10% of final grade): Attendance in lecture is MANDATORY, and will be taken every day. You are expected to engage with the material and participate in any class discussions and activities. This will help you to fully understand the material and improve both your grade and what you are able to learn and take away from the course. Some of your participation grade will consist of activities to be completed before class, such as participating in online survey experiments. These activities are designed to give you firsthand experience with social psychological research techniques.

Please plan on attending every class meeting and respect everyone’s time by arriving promptly. The instructor will respect your time by making sure that each class meeting ends on time.

Meeting with Instructor:

If you would like to schedule a meeting with the instructor about course material or regarding the research project, please stop by during office hours. If you are not available during office hours, please e-mail the instructor to set up a meeting time.

Submitting Assignments:

Assignments should be submitted via Canvas as word files (.docx or .doc). If you have questions, please e-mail the instructor in the first week of class so that I can clarify how to submit assignments and make sure that you understand how to submit assignments **before** anything is due.

Late Policy:

Without an adequate excuse (if you are ill and have a written excuse from a physician), late individual assignments will be penalized 10% each day up to a maximum of 50% off (so a perfect paper handed in five days late will receive a grade of 50%). Individual assignments will no longer be accepted 10 days after the due date. If you do not complete the group assignments (e.g., you are absent for the presentation or do not assist with the group question proposals) you will receive a 0% for that part of your grade. If you are unable to complete a group assignment and have an adequate excuse (e.g., illness with physician’s note, documented emergency), then you will be given an alternate essay assignment to complete for this portion of your grade.

Missing Class:

If you must miss class, please first 1) get notes from a classmate and 2) review the PowerPoint slides posted on Canvas. After taking these actions, you may also schedule a meeting with the instructor to ask specific questions about the lecture material from any missed class sessions.

Make-up Tests:

You *must* take exams on the date and time they are scheduled. Make-up exams *will not be allowed*; if you

miss an exam, you should assume you will not be given an opportunity to make it up. There are only two cases in which a make-up exam will be given: 1) if you are ill on the date of the exam, or 2) in case of a university event, including religious observance. If you are ill, you must (a) inform me that you will be unable to take the scheduled exam *prior* to the exam time and (b) obtain a written excuse from a physician. In the case of a university event or religious observance, you must let the instructor know by one week into the quarter that you will be unable to attend a scheduled exam. You must schedule the make-up exam for within three days from your absence.

Intercollegiate Student Competitors:

USF's policy regarding intercollegiate student competitors is as follows:

“Students, when representing the University of San Francisco in intercollegiate competition (e.g., athletics, debates, etc.) shall be excused from classes on the hours or days such competition takes them away from classes... However, such students shall be responsible for advising their professors regarding anticipated absences and arranging to complete class work for classes and/or examinations that are missed.”

Furthermore, the Athletics Dept. requires each student-athlete to submit a letter from the Athletics Department before they depart for an away game or match. This letter is generated specifically for those dates and is signed by the head coach. If the student-athlete does not submit the letter to the professor prior to the date(s) they will be absent, they will not be officially excused.

Laptop and Cellular Telephone Policy:

Laptops should be used **ONLY** for class notes. I'd recommend handwriting your notes and leaving laptops at home. There are both *egoistic* (self-interested action, out of concern for your own welfare) and *altruistic* (other-interested action, out of concern for others' welfare) reasons for taking notes by hand rather than on your laptop – and they have been validated by research!

Egoistic reasons: Research indicates that taking notes on a laptop is less effective and leads to poorer learning than taking notes by hand.

Citation: Mueller, P.A. & Oppenheimer, D.M. (2014). The pen is mightier than the keyboard: Advantages of longhand over laptop note-taking. *Psychological Science*, 25, 1159-1168.

Altruistic reasons: Research indicates that using laptops for other purposes (e.g., e-mail, Facebook, reading the news) not only prevents you from learning the material, but is also distracting and can affect the grades of the students sitting around and behind you. Please be considerate of your fellow students!

Citation: Fried, C.B. (2008). In-class laptop use and its effects on student learning. *Computers & Education*, 50(3), 906-914.

Use of cell phones is banned in class – if you absolutely need to make a call or send a text, please step outside. I get distracted during lecture when I notice that a student is sending a text or seems to be checking e-mail on their laptop!

Lecture Material:

All handouts will be posted on Canvas. PowerPoint slides will be posted when available. The instructor will make an effort to post them before the class on the relevant topic starts (ideally the night before) so you can print out and make notes on the slides during lecture.

Academic Integrity

The majority of students are motivated to perform and to be evaluated on their own work. As stated in the USF general catalog, “students must refrain from plagiarism, cheating and collusion in connection with examinations and must acknowledge fully all sources and all assistance received in work submitted to the faculty for evaluation.”

As a Jesuit institution committed to *cura personalis*—the care and education of the whole person—USF has an obligation to embody and foster the values of honesty and integrity. USF upholds the standards of honesty and integrity from all members of the academic community. All students are expected to know and adhere to the University's Honor Code. You can find the full text of the code online at www.usfca.edu/academic_integrity. The policy covers:

- Plagiarism — intentionally or unintentionally representing the words or ideas of another person as your own; failure to properly cite references; manufacturing references.
- Working with another person when independent work is required.
- Submission of the same paper in more than one course without the specific permission of each instructor.
- Submitting a paper written by another person or obtained from the internet.
- The penalties for violation of the policy may include a failing grade on the assignment, a failing grade in the course, and/or a referral to the Academic Integrity Committee.

Students with Disabilities

If you are a student with a disability or disabling condition, or if you think you may have a disability, please contact USF Student Disability Services (SDS) at (415) 422-2613 within the first week of class, or immediately upon onset of disability, to speak with a disability specialist.

If you are determined eligible for reasonable accommodations, please meet with your disability specialist so they can arrange to have your accommodation letter sent to me, and we will discuss your needs for this course. For more information, please visit: <http://www.usfca.edu/sds> or call (415) 422-2613.

Behavioral Expectations

All students are expected to behave in accordance with the Student Conduct Code and other University policies (see <http://www.usfca.edu/fogcutter/>). Open discussion and disagreement are encouraged when done respectfully and in the spirit of academic discourse. There are also a variety of behaviors that, while not against a specific University policy, may create disruption in this course. Any student whose behavior is disruptive or who fail to comply with the instructor may be dismissed from the class for the remainder of the class period and may need to meet with the instructor or Dean prior to returning to the next class period. If

necessary, referrals may also be made to the Student Conduct process for violations of the Student Conduct Code.

Learning & Writing Center

The Learning & Writing Center provides assistance to all USF students in pursuit of academic success. Peer tutors provide regular review and practice of course materials in the subjects of Math, Science, Business, Economics, Nursing and Languages. Other content areas can be made available by student request. To schedule an appointment, log on to TutorTrac at <https://tutortrac.usfca.edu>. Students may also take advantage of writing support provided by Rhetoric and Language Department instructors and academic study skills support provided by Learning Center professional staff. For more information about these services contact the Learning & Writing Center at (415) 422-6713, email: lwc@usfca.edu or stop by our office in Cowell 215. Information can also be found on our website at www.usfca.edu/lwc.

Counseling and Psychological Services

Our diverse staff offers brief individual, couple, and group counseling to student members of our community. CAPS services are confidential and free of charge. Call 415-422-6352 for an initial consultation appointment. Having a crisis at 3 AM? We are still here for you. Telephone consultation through CAPS After Hours is available between the hours of 5:00 PM to 8:30 AM; call the above number and press 2.

Confidentiality, Mandatory Reporting, and Sexual Assault

As an instructor, one of my responsibilities is to help create a safe learning environment on our campus. I also have a mandatory reporting responsibility related to my role as a faculty member. I am required to share information regarding sexual misconduct or information about a crime that may have occurred on USFs campus with the University. Here are other resources:

- To report any sexual misconduct, students may visit Anna Bartkowski (UC 5th floor) or see many other options by visiting our website: www.usfca.edu/student_life/safer
- Students may speak to someone confidentially, or report a sexual assault confidentially by contacting Counseling and Psychological Services at 415-422-6352.
- To find out more about reporting a sexual assault at USF, visit USFs Callisto website at: www.usfca.callistocampus.org.
- For an off-campus resource, contact San Francisco Women Against Rape (SFWAR) (415) 647-7273 (www.sfwar.org).

Student Accounts - Last day to withdraw with tuition reversal

Students who wish to have the tuition charges reversed on their student account should withdraw from the course(s) by the end of the business day on the last day to withdraw with tuition credit (census date) for the applicable course(s) in which the student is enrolled. Please note that the last day to withdraw with tuition credit may vary by course. The last day to withdraw with tuition credit (census date) listed in the Academic Calendar is applicable only to courses which meet for the standard 15-week semester. To find what the last day to withdraw with tuition credit is for a specific course, please visit the Online Class Schedule at www.usfca.edu/schedules.

Financial Aid - FAFSA priority filing deadline (undergraduates only)

March 2 - Priority filing deadline for FAFSA (The Free Application for Federal Student Aid - <https://fafsa.ed.gov/>) for continuing undergraduates.

Topic Schedule and Due Dates

Mon, Jan 25	Introduction and Course Overview: What is social psychology? <i>Reading: Chapter 1</i>
Wed, Jan 27	A Brief History of Social Psychology <i>Reading: Chapter 1</i>
<i>Friday, January 29 — Last day to add classes</i>	
Friday, Jan 29	No class meeting – Participate in online surveys in preparation for the research methods lecture and other class demos throughout the semester!
Mon, Feb 1	Research Methods: How do social psychologists study social phenomena? <i>Reading: Chapter 2</i>
Wed, Feb 3	Research Methods, Part II: Methods of data collection <i>Reading: Chapter 2</i>
Fri, Feb 4	The Social Self: How do we come to know ourselves? <i>Reading: Chapter 3</i>
Sun, Feb 7	Individual Research Questions and Hypotheses Proposal due at 11:59p.m. <i>Submit on Canvas</i>
Mon, Feb 8	The Social Self, Part II: How do we feel about and present our selves to others? <i>Reading: Chapter 3</i>
Wed, Feb 10	Special Topic: Social Psychology and Morality <i>We'll use this session to discuss social psychology's contributions to the field of moral psychology, a focus of much exciting and controversial recent research.</i> <i>Reading: Journal article "The emotional dog and its rational tail: A social intuitionist approach to moral judgment" (Jonathan Haidt, 2001), available on Canvas</i> Research Proposal Project groups formed in class.
<i>Friday, February 12 — Census Date (last day to drop classes with a refund)</i>	
Friday, Feb 12	Perceiving Persons: How do we understand other people? <i>Reading: Chapter 4</i>
Mon, Feb 15	Presidents' Day – No class meeting

- Wed, Feb 17 Perceiving Persons, Part II: Biases in judgments of others
Reading: Chapter 4
- Fri, Feb 19 Attitudes & Persuasion: How are attitudes formed and how can they be changed?
Reading: Chapter 6
- Mon, Feb 22 Special Topic: A Class Divided.
In this session, we will learn about an Iowa schoolteacher, Jane Elliot, who created a unique classroom activity to give her third-graders a first-hand experience in the meaning of discrimination. This session will introduce important concepts covered in the subsequent lecture on stereotypes, prejudice, & discrimination.
- Wed, Feb 24 Guest Lecture: Stereotypes & Educational Interventions.
In this session, our guest speaker – an experienced researcher studying stereotype threat and interventions for improving educational outcomes among minority students – will discuss research on stereotypes and their impact in the classroom.
Reading: Chapter 5
- Fri, Feb 25 Prejudice & Discrimination: How do stereotypes influence feelings and behavior?
Reading: Chapter 5
- Mon, Feb 29 *In-class Group research project meeting – work on Group Research Question and Hypotheses Proposal*
- Mon, Feb 29 **Group Research Question and Hypotheses Proposal due at 11:59p.m.**
Submit on Canvas
- Wed, March 2 **In-class review session for Midterm Exam**
- Fri, March 4 **In-class Midterm Exam**
Topics: Lectures from January 25th – March 2nd and associated readings
- Mon, March 7 *In-class Group Research Project meetings with professor*
1st Writing Assignment Due by 11:59pm (*submit on Canvas*)
- Wed, March 9 *In-class Group Research Project meetings with professor*
- Fri, March 11 *In-class Group Research Project meetings with professor*
- Mon, March 14 –
Fri, March 18 **Spring Break – No class meeting**

- Mon, March 21 Conformity & Compliance: Why do we change our behavior because of others?
Reading: Chapter 7
- Wed, March 23 Obedience: When do we follow orders from authorities?
Reading: Chapter 7
- Fri, March 25 **Easter Holiday – No class meeting**
- Mon, March 28 Group Processes: How does being in a group affect behavior?
Reading: Chapter 8
- Wed, March 30 Special Topic: Understanding abnormal behavior through the lens of social psychology.
We'll be using social psychological principles from previous lectures to understand the behavior of the notorious "Manson Family" cult. This session will review key concepts from the Conformity and Obedience lectures and demonstrate how social psychology can shed light on a shocking and baffling historical event.
- Fri, April 1 Attraction: Why do we initially like other people?
Reading: Chapter 9
- Mon, April 4 *In-class data collection time*
- Wed, April 6 Relationships: How do we form close relationships with other people?
Reading: Chapter 9
- Fri, April 8 Improving Relationships: What makes close relationships more successful?
- Mon, April 11 Prosocial behavior: What affects whether people help others?
Reading: Chapter 10
- Wed, April 13 Special Topic: The Stanford Prison Experiment.
We'll watch clips from footage of the experiment and review the aftermath of and controversy over the study. This session will help to introduce important ideas covered in the subsequent lecture on aggression.
Reading: Chapter 12, "The Prison Experience" pages 521-523
- Monday, April 11th – Last day to drop classes*
- Fri, April 15 Aggression: What affects (and can prevent) whether people act aggressively?
Reading: Chapter 11

- Mon, April 18 Applying Social Psychology: Law
Reading: Chapter 12, “Eyewitness Testimony” pages 485-499 & “Confessions” pages 499-505
- Wed, April 20 Applying Social Psychology: Business
Reading: Chapter 13, “Motivation at Work” pages 555-560, & “Economic Decision-Making” pages 561-566
- Fri, April 22 *In-class Group research project meetings*
- Mon, April 25 Stress: What causes stress, and how can we prevent stress it?
Reading: Chapter 14
- Wed, April 27 Health: How can we promote healthy behavior?
Reading: Chapter 14
- Fri, April 29 Well-being: How can we increase happiness and life satisfaction?
Reading: Chapter 14
- Mon, May 2 *In-class Group Presentations work-day*
- Wed, May 4 *Group Presentations in class, Day 1*
- Fri, May 6 *Group Presentations in class, Day 2*
- Sun, May 8 **Individual Research Proposal Paper due at 11:59p.m.**
Submit on Canvas
- Mon, May 9 Final Lecture: 10 favorite take-aways from Social Psychology
2nd Writing Assignment Due by 11:59pm (*submit on Canvas*)
- Wed, May 11 **In-class review session for Final Exam**
- Wed, May 18 **Final Exam** (12:30PM to 2:30PM)
 Topics: Lectures from March 21st – May 9th and associated readings