

PSY 3201: Introduction to Social Psychology
Fall 2008
4 credits
Tuesdays & Thursdays 6-7:50 pm

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Office Hours: Tuesday 4:30 – 5:45, or by appointment

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Course Website

Log in with your x500 at <http://myu.umn.edu> (My courses tab) or <http://moodle.umn.edu> to link to the course website.

You will find digital copies of this syllabus and all handouts that you receive during class. Copies of the PowerPoint slides used in lecture will be posted by topic once that topic has been completed (see schedule, p. 9; for instance, all of the “Research Methods” slides will be posted after Sept. 9). Links to pdf copies of any assigned readings that are not in your textbooks will also be posted. Exam and paper grades will also be available.

Required Reading

Aronson, E., Wilson, T. D., & Akert, R. M. (2006). *Social Psychology (6th edition)*. NY: Prentice Hall.
This will be your main textbook. Consult it early and often!

Lesko, W. A. (2008). *Readings in Social Psychology: General, Classic, and Contemporary Selections (7th edition)*. Boston: Allyn and Bacon.

This book is a collection of classic and contemporary research and articles in social psychology. Your section leaders will use selections from this reader most weeks as a jumping-off point for discussions. Weekly writing assignments will also draw heavily from these articles.

*Note: Listed above are the most current editions of these textbooks. If the cost of textbooks is a concern, you might prefer to find used copies of these books at the bookstore or online. For the Lesko reader in particular, it may be difficult to find a used copy of this brand-new edition but fairly easy to find a copy of the 6th edition. Feel free to buy an older version if this is the case. However, you are responsible for ensuring that you are reading the correct assignment each week. When a new article is assigned, you will need to make arrangements to get a copy (from a friend, the library, an internet e-journal search, etc).

Copies of these books are on reserve at Wilson Library for short-term use.

Grading Criteria and Assignments

Test or Assignment	Possible Points
Exams	
Exam #1	100
Exam #2	100
Final Exam	150
Essays	
Essay 1	50
Essay 2	50
Weekly Assignments	
10 x 5 points each	100
(12 weekly assignments, lowest 2 dropped)	
Total	550

Final grades for the course will be assigned using the following scale:

Grade	Percentage	Points
A	Above 92%	506 or greater
A-	90-92	495-506
B+	88-90	484-495
B	82-88	451-484
B-	80-82	440-451
C+	78-80	429-440
C	72-78	396-429
C-	70-72	385-396
D+	68-70	374-385
D	62-68	341-374
D-	60-62	330-341
F	Below 60%	Less than 330

Essays

You will complete two papers during the semester, worth 50 points apiece. Each paper should be about 5 pages long (with standard fonts and spacing). We will discuss these further in class as their deadlines approach, and you will be provided with more detailed handouts describing the requirements and grading criteria. Descriptions of each assignment are below:

Essay #1: Analyzing your Junk Mail. During the Attitudes portion of this class, we will be learning about persuasion techniques. Find and save a piece of junk mail (e.g. a credit card offer, a fundraising solicitation from a charity, Qwest pressuring you to “bundle,” etc) to turn in along with your essay. What is this piece of mail trying to persuade you to do? What principles of social psychology does it use to accomplish its goals? How could you use your social psychology knowledge to improve its appeal? This essay will be due in class Oct. 23.

Essay #2: A Social Experiment. For this assignment, you will conduct a casual mini-experiment and describe the results. Your textbook has some ideas that you can use (see the Try It! exercises

throughout), or you can come up with your own idea (just get permission from the instructor first to make sure you won't be violating any ethical principles). You will describe the experiment that you did, and explain how your results relate to the topics we cover in class. This essay will be due in class Dec 4.

Weekly Assignments

Each week, you will turn in a one-page response paper during your discussion section. The topic of the paper will be the readings that are assigned for that week. These papers will be worth 5 points apiece. See the "comment papers" handout for more instructions.

There will be 12 discussion sections during this semester. Only 10 of these papers will count toward your grade. Your lowest two scores will be dropped before your grade is computed. This policy is intended to give you a buffer in case of illness, travel, or other emergencies. If you do not attend discussion section, you will receive a zero on your weekly assignment.

Exams

There will be three multiple-choice exams in this course – two midterms and one final exam. The test items will be designed to test your understanding of basic terminology, your grasp of the concepts, your knowledge in support of these concepts (research results), and your ability to integrate these concepts and apply them to novel situations.

Exam	Date	Questions & points	Topics covered
Exam #1	Thurs. Oct 2 nd	50 questions x 2 pts = 100	Research methods, Social Cognition, Social Perception, The Self
Exam #2	Thurs. Nov 4 th	50 questions X 2 pts = 100	Cognitive Dissonance, Attitudes & Attitude Change, Conformity, Group Processes
Final Exam	Tues. Dec 16 th	75 questions X 2 pts = 150	Stereotyping & Prejudice, Attraction & Close Relationships, Prosocial Behavior, Aggression, Health, Law, & 25 cumulative questions

Make-Up Examinations

Make-up exams will only be given in the following situations:

1) An official, University-sponsored event requires you to be off campus during the regularly scheduled examination time. In this event, you must notify the instructor *at least two weeks in advance*, and provide official written excuse from a University employee that includes the employee's signature, written name, and phone number by which I can verify the absence, and you must schedule the makeup exam within one week of the official exam date.

2) You experience a medical emergency that can be verified by a doctor's note, complete with doctor's written name, doctor's signature, name of medical facility where you were treated, and a phone number by which I can verify the absence. In this event, you must notify the instructor as soon as possible before the day of the exam, and you must schedule the makeup exam within one week of the official exam date.

3) A family emergency prevents you from attending class; you must provide documentation (note from a family member, funeral notice, etc) including a phone number I can call to verify your absence. In this event, you must notify the instructor as soon as possible before the day of the exam, and you must schedule the makeup exam within one week of the official exam date.

4) Jury duty, military service, religious observance prevents you from attending class. In this event, you must notify the instructor at least two weeks in advance, provide documentation verifying the absence, and schedule the makeup exam within one week of the official exam date.

Taking a make-up exam is a privilege that should only be used under duress. Please be aware that on a random basis, I do call the phone number provided on your written excuse to verify the absence, and that I have caught students who have sought to abuse this privilege. If you are caught abusing this privilege, you will receive a zero on the exam.

Extra Credit Opportunities

Research Experience Program

Students will have the opportunity to earn 10 extra credit points through voluntary participation with the Research Experience Program (REP). In this program, each ½ hour of participation is worth 1 extra credit point. Only participation in REP-approved studies will earn you credit.

You may sign up for REP studies on the bulletin board across from N119 Elliott Hall or using the online REP system. There is no penalty for not choosing to participate in REP studies.

To access the on-line REP system, use the following web address:
<http://www.psych.umn.edu/research/rep/>

You then click on the link titled "MyREP" which will prompt you to log into the system.

When you sign up for a study, be sure to write down the study name, study number, researcher's name, the date, the location of the study, and the number of points it is worth. You and the researcher are the only ones who will know where and when your study takes place; the instructor, the section leaders, and the Psychology Department office staff will NOT have information about your study session. In the event that, at the end of the semester, you do not think that you have been awarded the appropriate number of points, you will need all of the information listed above for each study. If you do not have this information, it will be impossible to clear up any discrepancies regarding missing points. If you must cancel or reschedule a participation session, please let the researcher know that at least 24 hours before your scheduled time.

Other Extra Credit Opportunities

Additionally, the instructor may present extra credit assignments as the semester progresses. Sometimes, these will take the form of an unannounced, in-class assignment. If you are not present in class that day, you will lose that extra credit opportunity. Other times, they will take the form of an essay assignment that you will have at least a week to write and turn in on a pre-established date.

Resources for Student Writers

As noted above, you will have writing assignments throughout the semester. Part of your grade on these assignments will be determined by the clarity of your writing. The course will include guidance on how to write the assignments powerfully and cogently, but if you still feel you need additional writing resources, you are strongly encouraged to contact the resources below.

Student Writing Support: 15 Nicholson Hall and satellite locations varying by semester (612.625.1893) <http://writing.umn.edu/sws>.

College of Education and Human Development Writing Center: Academic Resource Center, Appleby Hall (612.624.0342) <http://education.umn.edu/PSTL/student/writing/default.html>
This service offers one-to-one tutoring on a walk-in basis or by appointment.

Non-Native Speakers:

The Student Writing Center has non-native speaker specialists who are specifically trained to work with non-native speaker students <http://writing.umn.edu>.

The Student Writing Guide: A guidebook providing student writers with detailed, step-by-step guidance through the writing process and lists numerous writing resources. Available on the web in pdf at: <http://writing.umn.edu/docs/sws/swgpdf.pdf> or at the Center for Writing, 10 and 15 Nicholson Hall, (612.626.7579), writing@umn.edu.

Notes from CLA

The College of Liberal Arts (CLA) has asked instructors to include the following notes on several academic regulations as a reminder to students enrolled in CLA classes:

1. The two grading systems used are the A-F and the S-N. Departmental majors must take major courses on the A-F system; non-majors may use either system. In all courses, the bottom line for the S grade is the equivalent of the C- grade; in other words, what is normally considered as D-level work will be assigned a grade of N in the S-N system. All students, no matter which system used, will be expected to do all work assigned in the course, as determined by the instructor. Any changes you wish to make in the grading base must be done in the first two weeks of the semester.
2. The instructor will specify the conditions, if any, under which an “incomplete” will be assigned instead of a grade. The instructor may set dates and conditions for make-up work, if it is to be allowed. *(See section on Incompletes under “Course-specific Policies.”)*
3. Inquiries regarding any change of grade should be directed to the instructor of the course; you may wish to contact the Student Ombuds Service for assistance.
4. Students are responsible for all information disseminated in class and all course requirements, including deadlines and examinations. The instructor will specify whether class attendance is required or counted in the grade for a class. *(See sections on Attendance and Grading Criteria & Assignments.)*
5. The College of Liberal Arts does not permit a student to submit extra work in an attempt to raise his or her grade, unless the instructor has specified at the outset of the class such opportunities afforded to all students. *(See section on Extra Credit.)*
6. The College of Liberal Arts has defined academic misconduct broadly as “any act that violates the rights of another student in academic work or that involves misrepresentation of your own work. Scholastic dishonesty includes (but is not necessarily limited to) cheating on assignments and examinations; plagiarizing, which means misrepresenting as your own work any part of work done by another; submitting the same paper, or substantially similar papers, to meet the requirements of more than one course without the consent of all professors concerned; depriving another student of necessary course materials; or interfering with another student’s work.” Instructors may define additional standards beyond these. *(See section on Scholastic Misconduct and Plagiarism.)*
7. Students with disabilities that affect their ability to participate fully in class or meet all course requirements are encouraged to bring this to the attention of professors so that appropriate accommodations can be made. *(See section on Students with Special Needs.)*
8. University policy prohibits sexual harassment as defined in the 5/15/97 policy statement. Copies of the 5/15/97 policy statement on sexual harassment are available at 419 Morrill Hall. Complaints about sexual harassment should be reported to the University Office of Equal Opportunity at 419 Morrill Hall.

Course-Specific Policies

Attendance

You are strongly encouraged to attend all lectures and discussion sections. Exam questions will be based on material covered both in class and in your readings. There may be some overlap between these, but there will also be material unique to the lectures. Although PowerPoint slides will be posted to the course website for your convenience, these will not be detailed enough to study from on their own. You should take your own notes during class to help you study.

Incompletes

A grade of “incomplete” (I) will be entered only for students who are unable to complete all course work on time due to *very serious* and *unforeseeable* emergencies, with the instructor’s consent. Such extenuating circumstances may include major emotional traumas (i.e., death or major illness in the family), personal injury or illness; they do not include travel, forgetfulness, employment, or heavy course loads. Students must provide documentation of their circumstances, and work with the instructor to devise a plan and schedule to complete the course requirements. Any student who anticipates being unable to complete the course requirements for any foreseeable reasons is advised to withdraw from the course.

Late Assignments

All late assignments will receive a 5% penalty for each day that they are late. This penalty will be calculated by subtracting 5% of the total points possible for that assignment from the score that you earn. (For example: Let’s say you got an 80 on a 100 point assignment, but it was 2 days late. Now you get a 70.) If you must miss class on the day that an assignment is due, you may turn it in BEFORE the class time by email or by leaving a copy in the instructor’s or your section leader’s mailbox. Any assignments turned in via email must be received before 6:00 pm (i.e. the start of class) on the day that they are due, or they will be considered late.

Exception: The weekly one-page papers will only be accepted during discussion sections. No late papers will be accepted for any reason.

Scholastic Misconduct and Plagiarism

Academic integrity will be taken very seriously. All cases of scholastic misconduct, even if unintentional, will be reported to the College of Liberal Arts Scholastic Conduct Committee. It is each student’s responsibility to understand and abide by these regulations. If a student cheats or plagiarizes on any assignment or test, he or she will receive a zero for that assignment or test and may fail the class. Any student who is at all unsure whether something would be considered to be plagiarism should consult the instructor before turning in the assignment. When in doubt, always cite your sources, and make sure that you are writing your own unique assignments. See the APA Publication Manual for more information on how to do so.

Students with Special Needs

Students with special needs that may affect their ability to participate in this course are encouraged to discuss those needs with the instructor during the first week of the semester, so that appropriate accommodations can be arranged. Students must provide a letter from Disability Services to justify that these accommodations are reasonable and warranted. The student, instructor and Disability Services will work together to make this course accessible.

Course Schedule

Date	Topic	Readings and Assignments
Week 1		
Sept 2	Welcome and Introduction	
Sept 4	Research Methods in Social Psychology Discussion section #1	AWA Chapters 1 & 2 Lesko 2 & 3
Week 2		
Sept 9	Research Methods in Social Psychology	
Sept 11	Social Cognition Discussion #2	AWA Chapter 3 Lesko 7 & 8
Week 3		
Sept 16	Social Cognition	
Sept 18	Social Perception Discussion #3	AWA Chapter 4 Bargh & Williams, 2006
Week 4		
Sept 23	Social Perception	
Sept 25	The Self Discussion #4	AWA Chapter 5 Lesko 13
Week 5		
Sept 30	The Self	
Oct 2	EXAM #1 (no discussion section)	
Week 6		
Oct 7	Cognitive Dissonance	AWA Chapter 6
Oct 9	Cognitive Dissonance (and alternative theories) Discussion #5	Lesko 11
Week 7		
Oct 14	Attitudes & Attitude Change	AWA Chapter 7
Oct 16	Attitudes & Attitude Change Discussion #6	Rudman, 2004; Cialdini, 2001
Week 8		
Oct 21	Conformity	AWA Chapter 8
Oct 23	Conformity Discussion #7	Essay 1 due Lesko 25 & 26
Week 9		
Oct 28	Group Processes	AWA Chapter 9
Oct 30	Group Processes Discussion #8	Lesko 34
Week 10		
Nov 2	Special topics in Social Psych: Political Psychology	
Nov 4	EXAM #2	
Week 11		
Nov 11	Stereotyping and Prejudice	AWA Chapter 13
Nov 13	Stereotyping and Prejudice Discussion #9	Lesko 16 & 18

Week 12	Interpersonal Attraction	AWA Chapter 10
Nov 18	Close Relationships	
Nov 20	Discussion #10	Lesko 23
Week 13		
Nov 25	Prosocial behavior	AWA Chapter 11
Nov 27	No class – Thanksgiving Holiday	
Week 14		
Dec 2	Aggression	AWA Chapter 12
Dec 4	Social Psychology & Health Discussion #11	Essay #2 due Goleman, 2006
Week 15		
Dec 9	Social Psychology & the Law	AWA Chapter 16
Dec 11	Catch-up day & Review Discussion #12	Lesko 41 & 42
Week 16	FINAL EXAM	
Dec 16, 6:30 pm		

Citations for Lesko Readings

2. Kelman, H. C. (1967). Human use of human subjects: the problem of deception in social psychological experiments. *Psychological Bulletin*, 67, 1-11.

*3. APA. (2007). How to be a wise consumer of psychological research. Office of Public Communications. Retrieved from www.psychologymatters.org/wiseconsumer.html.

7. Gilovich, T. (1997). Some systematic biases of everyday judgement. *The Skeptical Inquirer*, 21(2), p 31.

8. Schachter, S. & Singer, J. E. (1962). Cognitive, social, and physiological determinants of emotional state. *Psychological Review*, 69, 379-399.

11. Festinger, L. & Carlsmith, J. M. (1959). Cognitive consequences of forced compliance. *Journal of Abnormal and Social Psychology*, 58, 203-210.

13. Snyder, M. (1980). The many me's of the self-monitor. *Psychology Today*, 13, 33-40.

*16. Monteith, M. & Winters, J. (2002). Why we hate. *Psychology Today*, 35, 44-50.

*18. Henry, P. J. & Hardin, C. D. (2006). The contact hypothesis revisited: status bias in the reduction of implicit prejudice in the United States and Lebanon. *Psychological Science*, 17, 862-868.

23. Hatfield, E., Walster, G. W., Piliavin, J., & Schmidt, L. (1973). "Playing hard to get:" understanding an elusive phenomenon. *Journal of Personality and Social Psychology*, 26, 113-121.

*25. Zimbardo, P. G. (2007). Revisiting the Stanford Prison Experiment: a lesson in the power of the situation. *The Chronicle of Higher Education*, March 30, B6-B7.

26. Milgram, S. (1963). Behavioral study of obedience. *Journal of Abnormal and Social Psychology*, 67, 371-378.

34. Janis, I. L. (1973). Groupthink. *Yale Alumni Magazine*.

41. Sigall, H. & Ostrove, N. (1975). Beautiful but dangerous: effects of offender attractiveness and nature of the crime on juridic judgement. *Journal of Personality and Social Psychology*, 31, 410-414.

*42. Eberhardt, J. L., Davies, P. G., Purdie-Vaughns, V. J., & Johnson, S. L. (2006). Looking deathworthy: perceived stereotypicality of Black defendants predicts capital-sentencing outcomes. *Psychological Science*, 17, 383-386.

*not available in older editions of this book

Readings from outside sources (posted on course website)

Bargh, J. A. & Williams, E. L. (2006). The automaticity of social life. *Current Directions in Psychological Science*, 15, 1-4.

Cialdini, R. B. (2001). The science of persuasion. *Scientific American*, 284, 76-81.

Goleman, D. (2006). The healing power of relationships. *International Herald Tribune*. October 11.

Rudman, L. A. (2004). Sources of implicit attitudes. *Current Directions in Psychological Science*, 13, 79-82.