

PSY 3201: Introduction to Social Psychology
Fall 2009
4 credits
Mondays and Wednesdays 2:30-4:25 pm
N119 Elliott Hall

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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 view 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. Links to 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. If you are willing to do extra work, you may be able to find many of the readings from the Lesko book online through the library's journal archives. A list of these readings is provided on page 10-11. Regardless of how you choose to acquire these books, remember that you are responsible for reading and understanding all course assignments.

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 (11 weekly assignments, lowest one dropped)	50
Total	500

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

Grade	Percentage	Points
A	Above 92%	460 or greater
A-	90-92	450-460
B+	88-90	440-450
B	82-88	410-440
B-	80-82	400-410
C+	78-80	390-400
C	72-78	360-390
C-	70-72	350-360
D+	68-70	340-350
D	62-68	310-340
D-	60-62	300-310
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. 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 November 4.

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. 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 December 16.

You should strive to turn in these assignments on time. The essays will receive a 5% penalty for each day that they are late; i.e., 2.5 points will be subtracted from your overall score for each day after the deadline. If you must miss class on the day that an essay is due, you may turn it in BEFORE the class time by email or by leaving a copy in my mailbox on the 2nd floor of Elliott Hall. Any assignments turned in via email must be received before 2:30 pm (i.e. the start of class) on the day that they are due, or they will be considered late.

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 11 discussion sections during this semester. Only 10 of these papers will count toward your grade. Your lowest score 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.

The weekly one-page papers will only be accepted during discussion sections. **No late discussion papers will be accepted for any reason.** Your section leaders will not accept papers left in their mailboxes. In line with new University policies regarding the H1N1 flu, you may email your paper to your section leader if you are ill, rather than exposing your classmates to viruses.

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	Wed, Oct 7 th	50 questions x 2 pts = 100	What is Social Psych, Research methods, Social Cognition, Social Perception, The Self
Exam #2	Wed, Nov 11 th	50 questions X 2 pts = 100	Cognitive Dissonance, Attitudes & Attitude Change, Conformity, Group Processes
Final Exam	Wed, Dec 23 rd 1:30-3:30 pm	75 questions X 2 pts = 150	Aggression, Stereotyping & Prejudice, Attraction & Close Relationships, Prosocial Behavior, 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 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 up to 12 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 search 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 decide to 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 may write out of class 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.

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 9	Welcome and Introduction	AWA Chapter 1
Week 2 Sept 14 Sept 16	Research Methods in Social Psychology Social Cognition Discussion #1	AWA Chapter 2 AWA Chapter 3 Lesko 2 & 3
Week 3 Sept 21 Sept 23	Social Cognition Social Perception Discussion #2	AWA Chapter 4 Lesko 7 & 8
Week 4 Sept 28 Sept 30	Social Perception The Self Discussion #3	AWA Chapter 5 Bargh & Williams, 2006; Lesko 13
Week 5 Oct 5 Oct 7	The Self Exam #1 No discussion	
Week 6 Oct 12 Oct 14	Cognitive Dissonance (and alternative theories) Video: Faces of the Enemy Discussion #4	AWA Chapter 6 Lesko 11
Week 7 Oct 19 Oct 21	Attitudes & Attitude Change Attitudes & Attitude Change Discussion #5	AWA Chapter 7 Rudman, 2004; Cialdini, 2001
Week 8 Oct 26 Oct 28	Conformity Conformity Discussion #6	AWA Chapter 8 Lesko 25 & 26
Week 9 Nov 2 Nov 4	Group processes Group processes Discussion #7	AWA Chapter 9 Essay #1 Due Lesko 34
Week 10 Nov 9 Nov 11	Guest Lecture - TBA Exam #2 No discussion	
Week 11 Nov 16 Nov 18	Stereotyping and Prejudice Stereotyping and Prejudice Discussion #8	AWA Chapter 13 Lesko 16 & 18

Week 12		
Nov 23	Aggression	AWA Chapter 12
Nov 25	No class Happy Thanksgiving!	
Week 13		
Nov 30	Attraction and Relationships	AWA Chapter 10
Dec 2	Attraction and Relationships Discussion #9	Lesko 23; Diamond, 2004
Week 14		
Dec 7	Prosocial Behavior	AWA Chapter 11
Dec 9	Social Psych & Health Discussion #10	Cohen, 2004
Week 15		
Dec 14	Social Psych & Law	AWA Chapter 16
Dec 16	Video: Killing us Softly; Catch-up and Review Discussion #11	Essay #2 Due Lesko 41 & 42
Final exam	Wed, Dec 23, 1:30 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 judgment. *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.

Cohen, S. (2004). Social relationships and health. *American Psychologist*, 676-685.

Diamond, L. M. (2004). Emerging perspectives on distinctions between romantic love and sexual desire. *Current Directions in Psychological Science*, 13, 116-119.

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