

**Social Psychology**  
Psychology 330, Section 001  
Spring 2009, MAC 113  
Tuesdays and Thursdays 12:30-1:50

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Office Hours: Mondays 11:30-12:30, 1:45-3:45, Tuesdays 11:15-12:15, Thursdays 11:15-12:15,  
Fridays 11:30-12:30, or by appointment

**Course objectives:**

This course is designed to provide an overview of basic social psychological theories, methods, and empirical results. The goal of social psychology is to understand and explain how our thoughts, feelings, and behaviors are influenced by the actual, imagined, or implied presence of others. At the heart of social psychology is the recognition that our responses are greatly influenced by social situations and are not simply the product of our individual personalities. Social psychology explores many areas including aggression, helping, romantic relationships, and prejudice and stereotyping.

Consistent with the psychology department's (and APA's) learning outcomes, this course will allow you to increase your knowledge base of psychology, better understand research methods, develop critical thinking skills, learn to apply psychology to the real world, be an ethical researcher, use technology, communicate effectively in a variety of formats, understand sociocultural diversity, and develop insight into your own and others' behavior and mental processes.

In order to accomplish these goals, we will be reading both primary (*Insights Reader*) and secondary sources (*Essential Social Psychology*). While some primary sources are easier to read than others, it is important to familiarize yourself with original articles. These provide the backbone for the concepts we will be learning about this semester. Primary sources should give you a better understanding of the research process as well as allow you to hone your critical thinking skills.

**Reading (Available at the bookstore)**

Crisp, R. J., & Turner, R. N. (2007). *Essential Social Psychology*. (First Edition). London: Sage Publications.

Insights: Social Psychology Reader (Collection of social psychology articles)

**Course requirements:**

*Exams.* There will be three exams (50 points each) throughout the semester. These exams will utilize multiple choice questions and short answer responses. Both the material discussed in class and the assigned reading will be included on the exams. You are responsible for all of the material in the assigned readings even if it is not covered in the lectures.

*Final Exam.* There is also an optional comprehensive final (50 points) for this class. If you opt to take the final (and have completed the 3 in-class exams), you can drop your lowest exam grade. Note: the final cannot hurt you (it can only help you). If your lowest exam grade is the final exam, it will be dropped and your grade will not be changed. However, if another exam grade is the lowest, the final will replace this grade.

*Makeup Exam Policy.* There will be no makeup exams. If you miss an exam for any reason, you will be required to take the comprehensive final exam. This comprehensive final exam will only make up for one missed exam. If you miss more than 1 exam in the semester, you will not be able to make up these other exams.

*Research Projects.* You will conduct 3 social psychological research projects (35 points each; due on the dates noted in the course schedule). These projects are due in class and there will be a 10% deduction for each day that they are late (I count weekend days too). We will be working on designing these projects during class time and more details on these projects are available on D2L.

*"This Just In..." Presentation.* You and your to-be-determined group will make a 10 minute presentation on a recent research study (2004-Present) in social psychology (worth 30 points). You will need to email me the citation for the article you're presenting one week before your presentation date (worth 3 of the aforementioned 30 points based on article appropriateness). These articles may be difficult for you to interpret if you have not take statistics and/or research methods. Please come and talk to me individually or as a group if you feel like you are getting bogged down by the statistical details of the article and are losing the big picture. There will be a discussion period following the presentation where your classmates can earn extra credit (up to 6 points) for asking quality and thought-provoking questions (e.g., addressing limitations, alternative explanations, implications, etc.).

*Experiential Research Learning Program (ERLP).* To fully appreciate psychological research, you must also understand the participant's perspective. In addition to conducting your own research and presenting recent research, you will be participating in the ERLP. You are required to earn 8 research points (each of these points will be multiplied by 2 for your course grade, leading to a possible total of 16 points toward your overall course grade). These points can be earned by participating in research studies, attending research presentations, and/or reading and reviewing relevant research articles (1 research point = .25 hours of research experience). All students enrolled in this course are enrolled in the Experiential Research Learning Program (ERLP) D2L page. This page will provide you valuable information about the ERLP, including information on logging into the ERLP Management Website where opportunities for students to earn points are advertised, where students will sign up to participate in studies and attend presentations, and where students can track the points they have earned. The ERLP D2L page has other useful links and information as well. All research points must be earned by the last day of classes, Friday, May 8, 2008.

- To earn research points:
  - Log on to the ERLP D2L page and read more about the program.
  - Create a user account for the ERLP Management Website.

- Sign up for an activity you are interested in and follow the instructions for participation.
- Following the activity, you will print your name on a sign-up sheet which the researcher will use to assign points. You can track your points on the ERLP Management Website.
- Important:
  - Be sure to read the “Information for Students” document on the ERLP D2L page. This will give you other valuable information about the program.
  - Sign up for research activities as early in the term as possible (so you don’t miss the opportunity later).
  - You may only participate in research activities posted on the ERLP management website to receive research points for this class. Other activities will not count.
  - Students who sign up for a research activity but do not attend and do not cancel 24 hours ahead of time (through the ERLP Management Website) will receive a penalty equal to the number of points offered for the activity.
  - You may only participate in the same research study once.

*In-class assignments/activities.* Class attendance is expected. If you do miss a class session, please arrange to get notes, handouts, or other materials from a classmate. In order to encourage attendance and participation, there will be 6 in-class assignments/activities (worth 4 points each). These assignments will be distributed randomly throughout the semester and may involve in-class discussions, group activities, reaction papers, written reflections on group presentations, and other in-class work. These assignments cannot be made up for any reason. You will be graded on 5 of these assignments. Therefore, you can miss one of these assignments without penalty or replace your lowest grade for one of the assignments if you complete all five.

I reserve the right to modify the course requirements and/or schedule as deemed appropriate and with reasonable notice of such revisions.

### Course Schedule

January 27 (Tues)                      Introduction and Overview of Course  
*Reading:* What is Social Psychology? (Insights pp. 1-7)

January 29 (Thurs)                      Scientific Research Methods I  
*Reading:* Research Methods (Insights pp. 8-13); Basking in Reflected Glory: Three (Football) Field Studies: Cialdini et al. (Insights pp. 14-20)

February 3 (Tues)                      Scientific Research Methods II

February 5 (Thurs)                      Meet with “This Just In…” Groups

February 10 (Tues)                      The Self I  
*Reading:* Crisp & Turner pp. 1-30

February 12 (Thurs)                      The Self II

*Reading:* Crisp & Turner pp. 31-37; Culture and the Self: Markus & Kitayama  
(Insights pp. 21-34)

February 17 (Tues)                      Impression Formation

February 19 (Thurs)                    Attribution

*Reading:* Crisp & Turner pp. 38-49

February 24 (Tues)                    Social Cognition I

*Reading:* When Less is More: Counterfactual Thinking and Satisfaction Among Olympic Medalists: Hedvec, Madey, and Gilovich (Insights pp. 35-43)

RESEARCH PROJECT 1 DUE

February 26 (Thurs)                   Social Cognition II

*Reading:* Crisp & Turner pp. 49-56

March 3 (Tues)                         EXAM 1

March 5 (Thurs)                        Attitudes I

*Reading:* Crisp & Turner pp. 72-89; Attitudes vs. Actions: LaPiere (Insights pp. 44-49)

March 10 (Tues)                        Attitudes II

*Reading:* Crisp & Turner pp. 90-94

March 12 (Thurs)                       Application of Attitudes: Persuasion

*Reading:* Crisp & Turner pp. 94-103

March 17 (Tues)                        No Class—Spring Break

March 19 (Thurs)                       No Class—Spring Break

March 24 (Tues)                        Group Behavior

*Reading:* Crisp & Turner pp. 104-115, 146-147; Group Decision Fiascoes Continue: Moorhead, Ference, & Neck (Insights pp. 65-71)

March 26 (Thurs)                       Social Psychology and Law

*Reading:* Crisp & Turner pp. 144-145; The Psychology of Confession Evidence: Kassin (Insights pp. 72-85)

March 31 (Tues)                        Social Influence: Conformity

*Reading:* Crisp & Turner pp. 131-143

April 2 (Thurs)                         Social Influence: Compliance

*Reading:* Reciprocation: Cialdini (Insights pp. 86-99)

RESEARCH PROJECT 2 DUE

April 7 (Tues)            Social Influence: Obedience  
*Reading:* Crisp & Turner pp. 152-160

April 9 (Thurs)            EXAM 2

April 14 (Tues)            Affiliation and Attraction  
*Reading:* Crisp & Turner pp. 265-287

April 16 (Thurs)            Friendship and Love  
*Reading:* Crisp & Turner pp. 288-310

April 21 (Tues)            Prosocial Behavior  
*Reading:* Crisp & Turner pp. 230-264; Bystander “Apathy”: Latané & Darley  
(Insights pp. 106-118)

April 23 (Thurs)            Aggression  
*Reading:* Crisp & Turner pp. 195-229

April 28 (Tues)            Stereotyping and Prejudice I  
*Reading:* Crisp & Turner pp. 161-174

April 30 (Thurs)            Stereotyping and Prejudice II  
*Reading:* Crisp & Turner pp. 65-67; 182-194; Jigsaw Groups and the Desegregated Classroom:  
Aronson & Bridgeman (Insights pp. 100-105)  
RESEARCH PROJECT 3

May 5 (Tues)            Applications of Social Psychology

May 7 (Thurs)            EXAM 3

May 14 (Thurs)            FINAL EXAM 10:30 a.m.-12:30 p.m.

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<b>Grading:</b>	Three research projects worth 35 points each:	105
	“This Just In...” Presentation worth 30 points:	30
	Five in-class assignments worth 4 points each:	20
	Eight ERLP research points worth 2 points each toward class:	16
	Three exams worth 50 points each:	<u>150</u>
	<b>Total points</b>	<b>321</b>

I do not round grades up or down to the nearest point. You can extra credit by asking questions of the group presenters as well as replace your lowest exam grade by taking the final exam. I would highly recommend taking advantage of these opportunities because they can have a significant impact on a borderline grade.

A	93.0-100%	BC	78.0-82.9%	D	63.0-67.9%
AB	88.0-92.9%	C	73.0-77.9%	F	below 63.0%
B	83.0-87.9%	CD	68.0-72.9%		

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Consistent with the federal law and the policies of the University of Wisconsin, it is the policy of the University of Wisconsin-Green Bay to provide appropriate and necessary accommodations to students with documented physical and learning disabilities. If you anticipate requiring any auxiliary aids or services, you should contact me or the Coordinator of Services for Students with Disabilities at 465-2849 as soon as possible to discuss your needs and arrange for the provision of services.

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Academic Honesty: Cheating is not fair to honest students, is counter to the purpose of the university, and is not in your best interest. Cheating and plagiarism will not be tolerated and will be dealt with according to the University's policies on academic misconduct.