PSYCHOLOGY 390 SECTION 010
SOCIAL PSYCHOLOGY
FALL 2014

Instructor:	**Dr. Chad Forbes, Ph.D.**
Office:	111 Wolf Hall
Office hours:	TR: 12:00 p.m. – 1:00 p.m.
E-mail:	cforbes@psych.udel.edu
Phone:	302-831-7037 *(email is preferred)*

TA:	**Eric Splan**
Office:	110A McKinly Labs
Office hours:	W: 3-4pm, F: 10-11am
E-mail:	esplan@psych.udel.edu

CLASS MEETINGS: TUESDAYS AND THURSDAYS 2:00 p.m. – 3:15 p.m., Memorial Hall, Room 108

TEXTBOOK: FRANZOI, STEPHEN L. (2012). ***Social Psychology*** (6th ed.)

WHERE TO FIND ALL CLASS RESOURCES: HTTPS://SAKAI.UDEL.EDU

Prerequisite

Please note that Psyc 207 (Methods) and Psyc 209 (Statistics) are listed as prerequisites for Psych 390. Having passed Psyc 207 & 209, we will assume that you have somewhat of a working knowledge of SPSS and that you would be capable of using this program to calculate means and standard deviations, execute t-tests and Chi Square comparisons, obtain a correlation coefficient, and possibly conduct a two-way ANOVA (looking for main effects and interactions). Dig out your Psyc. 309 Text & SPSS manual and begin refreshing your memory. If you are knowledgeable about some other pc or mainframe statistical packages - that will be fine also. If you no longer have your own TEXT or SPSS manual, you should seek out alternative means for addressing these issues.

COURSE GOALS

The primary goal of this course is to familiarize you with basic theory and research in the area of social psychology. Put simply, social psychology is the study of how individuals think, feel, and behave in social situations. In this course, you will gain an understanding of the strong social forces that influence our behavior in everyday life.

By the end of this course, you will be able to answer questions such as...Why do people sometimes fail to help others in emergency situations? How do people justify and make sense of their decisions? Why do people seem to cling to their stereotypes in the face of information that disconfirms them? How do newlyweds maintain the belief that they will always be happily married despite their knowledge of the divorce rate? How do people protect their self-esteem in the face of their own failures?

The course will follow a lecture format, but I will expect you to ask questions and engage in discussions about the material we will cover. Lectures are designed to clarify as well as *extend* the text, therefore, lectures will often cover material that is not in your text. This means that to be successful in this course you must carefully read the text *and* consistently attend lectures.

Class Format

Exams

There will be three midterm exams and a final. The midterm exams will include 50 multiple choice questions (1.5 points each = 75 points total) and one essay worth 25 points for a total of 100 points. The final exam will consist of 50 multiple choice questions from the last quarter of material covered in class and the book and 50 multiple choice questions that will cover all of the material covered throughout the course (i.e., 50% will be cumulative). The final will be worth 100 points. You will be tested on topics covered both in the lecture and in the text. Please note you will be tested on material from the book that we do not cover in lecture. The text is very readable and complements the material we will discuss. I think you will enjoy the reading.

Research Assignments

Literature Review:

You will be asked to write a literature review and formulate a research question based on your review of articles in the social psychology/social neuroscience literature. You are required to read five research articles on a topic within social psychology/social neuroscience that interests you and revolves around a specific theme (e.g.., prejudice, relationships, or the neural correlates of attributional processes). This topic must have been covered at some point during the semester. A typical review consists of 1) one opening paragraph that outlines the topic you are going to discuss and how the 5 papers address that question (i.e., a brief introduction); 2) discussing the research questions of each article, briefly summarizing the methods, results, interpreting the results and identifying shortcomings of the article/findings (one sentence each); 3) each literature review should then conclude with one paragraph that articulates an interesting question that remains unanswered in the literature and 1 possible hypothesis stemming from these questions. If the articles are chosen wisely, the unanswered questions you identify should lead you to a general research question that remains unanswered in the literature (to your knowledge). Briefly conclude your paper with 1 paragraph discussing what you would hypothesize the outcome of this unanswered question to be in light of the findings you discussed (i.e. critically think/reason about how the literature you discussed would inform your hypotheses for the unanswered question), and 1 summary paragraph that summarizes the gist of your literature review. The literature review must be at least five pages in length, double spaced, and written in a way that conforms precisely to the format used in journals published by the American Psychological Association (APA). You must cite your references and include a bibliography that also conforms to APA standards (note the bibliography is NOT included as part of the 5 page requirement). You do not need a title page. The review is worth 100 points and will be **due by 5pm on Thursday, October 30**!

Extra Credit

Thought papers:

In addition to the exams, there will also be a weekly writing assignment where you will have the opportunity to apply social psychology to your everyday life. Each week you may **ELECT** to submit a thought paper in which you select a topic, issue, research finding, experiment etc., mentioned in that week's reading assignment and either A) describe a journal, newspaper or magazine article, advertisement, TV or movie that applies the concept or issue; or B) recall some previous event in your life which relates to this issue that you would not hesitate to tell us about; or C) How this issue or concept can be actually applied by you in your chosen career. After involving yourself with some issue, theory, concept or research finding, TYPE up and submit a description of it. *EACH PAPER MUST INCORPORATE THE FOLLOWING FORMAT: 1) Begin by very clearly stating the principle from the reading which you are illustrating. 2) Then describe your example. 3) Finally, discuss how or why your example is a good example of the principle you described in step 1. For example, say one week you've recently learned about cognitive dissonance and you're watching Seinfeld later that night. You notice George is up to his old hijinks again, saying one thing, doing another, and then saying that his actions were in line with what he believed all along. You may think to yourself "huh, I think that's a good example of cognitive dissonance!" There's your paper for that week. Talk about what

cognitive dissonance is, what George did, and why you think what George did was a good example of cognitive dissonance.

Thought papers CAN ONLY be submitted the week (ON FRIDAYS) when it is relevant to the ASSIGNED READING FOR THAT WEEK and only one thought paper can be submitted for a given week's reading assignment. Thus, there are no make-ups and late submissions cannot be accepted. Scores on the thought papers will range from 0-5. You will receive less than 5 points if it appears to be a half-hearted effort or if it does not clearly illustrate a principle or concept presented in the text or if you do not clearly state what the principle is; and 5 points if there is evidence of sincere effort and a strong, clear connection between the experience and the ISSUE you wish to illustrate. Each student can elect to submit 2 of these (but no more) thought papers during the semester. It should be clear that you are not required to do these thought papers and that the basis for your grade is the 500 points that can be earned from each of the other course components. Thus, doing these assignments can only help you, while the choice NOT to do them cannot - by itself - hurt you. But 10 points is 10 points! NOTE that GRADES are assigned on the basis of 500 points (e.g., 90% of 500 points for an "A" = 450). Nevertheless, it should be obvious to you that we will all be better off if you choose to do them reasonably frequently. Social psychological theories play out in our society every day so just think about it, apply the theories to your life, and have fun with it. You'll be surprised how easy it is.

NOTE: Your observations will be due at the end of the week on the Friday of each week by midnight. Papers need to be 2 pages in length, typed and double spaced. Each writing assignment is worth 5 points (5 points x 2 opportunities = 10 points).

Research Participation:

You will also have the opportunity to earn extra credit by participating in experiments here in the psychology department. How this will be done is an evolving process but it will likely be possible via Fleen. You will earn **5 points** for **every 30 minutes** of research participation you engage in. You can earn a total of 25 extra credit points through this route, which amounts to 2.5 hours of research participation. Note that this route is completely voluntary and you still have the opportunity to earn extra credit via the thought papers.

YOUR GRADE WILL BE BASED ON A TOTAL OF 500 POINTS, HOWEVER, YOU WILL HAVE THE OPPORTUNITY TO EARN 535 POINTS IN THE COURSE.

GRADING POLICY:

Midterm Exam 1	Covers first quarter of material	100 pts.
Midterm Exam 2	Covers second quarter of material	100 pts.
Midterm Exam 3	Covers third quarter of material	100 pts.
Final Exam	Covers final quarter of material + cumulative portion	100 pts.
Writing assignment	Literature review	100 pts.
Experiment Participation		25 pts.
2 thought papers	see description above	10 pts.
TOTAL POINTS IN CLASS		**535 PTS.**

There will be no grading curve in this course. Grades will be determined in the following manner:

A = 500 – 450 pts.

B = 449 – 400 pts.

C = 399 – 350 pts.

D = 349 – 300 pts.

F = < 299 pts.

Policy on Make-up Exams:

You *must* take exams on the date and time they are scheduled. Make-up exams *will not be allowed* for trips out of town, sleeping late, or because you have several tests on the same day. The only case in which a make-up exam is in the case of an emergency (e.g., illness or family tragedy). If this occurs, you must (a) inform me that you will be unable to take the scheduled exam *prior* to the exam time (b) and obtain an ***official excused absence*** from the Dean of your college. Make-up exams must be completed within one week of the scheduled exam.

Study and Review

You are encouraged to take responsibility for your performance in this class by attending lectures, participating in class discussion, and seeking me out during my scheduled office hours. To review your exams, please come to my office hours or set up an appointment. If you do poorly on an early exam, please come talk to me. I am happy to go over material with you or offer advice on study strategies. There is nothing I can do to help you or your grade at the end of the semester. You will be responsible for material and announcements made in class. If you do miss a class period, get notes from another classmate. If you need clarification of this material, then seek me out for additional information.

Tips for Doing Well in this Class

1) Come to class everyday.
2) Take good notes on what I say.
3) Keep up on the reading and study information from the text when preparing for exams.
4) Start studying for exams a week ahead of time.
5) Find a study partner that you can review information with.
6) Participate during class; ask questions if you want something clarified.
7) Have fun with the material. Try to relate information to things you observe.

Class Etiquette

This class can be fun but I will need your help to limit the number of distractions during class. Please follow these simple rules and if another student in the class is causing a disruption, please bring it to my attention.

- Absolutely no talking or whispering during class.
- Turn off your cell phone. If you need to have a cell phone with you to be contacted in case of an emergency, please let me know before class and set the phone to vibrate.
- Please arrive to class on time and wait until class has ended to leave. If you know that you will need to arrive late to class or leave early please inform me ahead of time.
- No eating or sleeping during class

Academic Honesty

All work in this class is to be your own. All written work that you hand in for this class should be in your own words, and if the ideas come from another source, they must be appropriately cited with quotation marks, author information, and page numbers (if relevant), according to APA style. If I discover that you have copied all or part of any course assignment from a friend, text, or other public source, without attributing your work to the correct person, *you will fail this course with an "F-X"* and I will report your infraction to Judicial Affairs.

If, in your writing, you **fail to appropriately paraphrase** and cite the ideas of others (that is, if you use an author's phrase or sentence of more than two words and CITE the author, but you do not use quotation marks), I will ask you to redo the assignment and your grade will be reduced by two letter grades. I will also report your actions to Judicial Affairs. To avoid plagiarizing, you must educate yourself about appropriate citation procedures and follow them carefully. When in doubt, ask—ignorance of this policy is not an excuse that I accept.

Psychology 390

CLASS SCHEDULE

DATE	LECTURE TOPIC	READING ASSIGNMENT
AUG 26	Intro: What is Social Psychology?/Research Methods	CH. 1,2
AUG 28	Research Methods in Social Psychology	CH. 2; "OVERVIEW OF THE BRAIN"
SEP 2	SOCIAL COGNITION (SCHEMAS)	CH. 4; SECTION OF FORBES & GRAFMAN (2010) ON SOCIAL COGNITION
SEP 4	SOCIAL COGNITION (HEURISTICS)	CH. 4
SEP 9	SOCIAL COGNITION (IMPLICIT AND EXPLICIT PROCESSING)	Greenwald & Banaji (1995). "Implicit social cognition"
SEP 11	PERSON PERCEPTION & ATTRIBUTION	CH. 4
SEP 16	**MIDTERM 1**	
SEP 18	THE SELF (PART 1)	CH. 3
SEP 23	AUTOBIOGRAPHICAL MEMORY & THE SELF (PART 1)	CH. 3; WILSON & ROSS (2003). "THE IDENTITY FUNCTION OF AM"
SEP 25	SELF-ESTEEM	CH. 3
SEP 30	ATTITUDES	CH. 5
OCT 2	PERSUASION	CH. 5
OCT 7	SOCIAL INFLUENCE (CONFORMITY)	CH. 7
OCT 9	SOCIAL INFLUENCE (OBEDIENCE)	CH. 7
OCT 14	**MIDTERM 2**	
OCT 16	GROUP INFLUENCE (PERFORMANCE)	CH. 8
OCT 21	GROUP INFLUENCE (ATTITUDES & DECISIONS)	CH. 8
OCT 23	STEREOTYPING & PREJUDICE	CH. 6; BLAIR (2002) "MALLEABILITY OF STEREOTYPES"
OCT 28	PREJUDICE & PREJUDICE REDUCTION	CH. 6
OCT 30	PREJUDICE REDUCTION & STIGMA ***LITERATURE REVIEWS DUE**	STEELE (1997) "A THREAT IN THE AIR"
NOV 4	NO CLASS	
NOV 6	STIGMA CONTINUED	
NOV 11	**MIDTERM 3**	
NOV 13	AGGRESSION	CH. 11
NOV 18	AGGRESSION; PROSOCIAL BEHAVIOR	CH. 12
NOV 20	PROSOCIAL BEHAVIOR	CH. 12
NOV 25	ATTRACTION & RELATIONSHIPS	CH. 10

NOV 27	NO CLASS	
DEC 2	ATTRACTION & RELATIONSHIPS	CH. 10
DEC 9/11	**FINAL EXAM**	