

Psychology 210 - Social Psychology
Dr. Andy Karpinski
Fall 2003

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Office Hours: MW 12:30 - 2:30 and by appointment

I am happy to meet with you to go over lecture/textbook material, tests, assignments, or to address any questions you have about the class – just stop by during office hours or make an appointment.

Class Meets: Monday/Wednesday/Friday
11:40 am -12:30 pm
L013 Gladfelter Hall

Prerequisites: In order to take this class, you must have completed Psychology 060 (Psychology as a Social Science) or an equivalent course.

Required Textbooks (Available at the University Bookstore):

Bordens, K. S., & Horowitz, I. A. (2002). *Social Psychology (2nd Edition)*. Mahwah, NJ: Erlbaum.
(ISBN: 0-8058-3520-2)

Textbook website: <http://www.bordens2e.com>

This textbook is concise, up-to-date, and relatively inexpensive. At the textbook website, a free study guide is available for you to download. I strongly recommend that you take advantage of this additional resource.

Course Website: Blackboard

Additional readings, handouts, and assignments will be available from the course website on Blackboard.

Why are we here???

This course will introduce you to the theoretical perspectives, research methods, and empirical findings of social psychology. Social psychology is the scientific study of how people's thoughts, feelings, and behaviors are affected by the real or imagined presence of others. More specifically, the three main goals of this course are for you to learn:

- 1) The major concepts, research findings, and issues in the field of social psychology,
- 2) How social psychologists derive and test their theories and hypotheses through research, and
- 3) How social psychology applies to your own life.

For you to get the most out of this class, it is essential that you:

- 1) *Read.* There is a heavy reading load for this class, but you are expected to have read and understood all of the readings before you come to class.
 - 2) *Think.* It will not be sufficient for you to be able to recite the theories and definitions from the text. You must think critically about the readings and class activities. What are the implications of the findings and how can they be applied to the world?
 - 3) *Write.* You will have three short writing assignments. These assignments will primarily be graded on depth of thought and clarity of expression.
 - 4) *Attend the lectures.* I assume that you will read and understand the textbook and articles. In lecture, I will clarify confusing issues pertaining to the readings, but I will also introduce new material. If you miss a lecture, be sure to get the notes from a classmate.
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Grading: Your final grade will be calculated out of 1000 points:

- Midterm 1 300 points
- Midterm 2 300 points
- Midterm 3 300 points
- 3 Assignments 30 points each
- Free points for all 10 points

Grading Scale

1000 – 925 points	A	794 – 765 points	C+	694 – 665 points	D+
924 – 895 points	A-	764 – 725 points	C	664 – 625 points	D
894 – 865 points	B+	724 – 695 points	C-	624 – 595 points	D-
864 – 825 points	B			594 or fewer points	F
824 – 795 points	B-				

Exam Policy

There will be three midterm exams and an optional final. The three midterm exams will be multiple-choice format, non-cumulative exams and will be given during lecture time. The exams will cover information in the textbook, information in the readings, and information from lecture. Your answer sheets will not be returned to you, but you may review your answer sheets during my office hours.

There will be no makeup tests, and I will not give tests early. There will be no exceptions to this policy. However, there is an *optional cumulative final exam* on the date set by the University. The final is offered as a makeup for those of you who miss an exam for any reason, or as a replacement for a low grade on a previous exam. If you take all three exams and the final, I will use your best three tests in calculating your average. I understand that sometimes you just have to miss an exam, and the optional final gives you the chance to do so without penalty. The final is also provided in case unforeseen circumstances cause you to get a low grade on one of the exams. Details regarding the format of the final will be provided in class.

Assignments

At three points during the semester, you will hand in a short mini-essay. These writings should be 1-2 typed, double-spaced pages (in a standard font with standard margins) in which you apply what you have learned to a social problem. Their format should be as follows:

- 1) A short description of a topic from the course
- 2) A problem you see in the real-world which is an application of this topic
- 3) How the “real-world” attempts to solve this problem
- 4) How you, now armed with your knowledge of social psychology, would attempt to solve this problem.

It is very important that you ensure that you follow this format given, and be as concise yet precise as possible. Feel free to be creative with these exercises. You may **NOT** use any direct quotes from the readings in your assignments. I want these papers in your own words to demonstrate that you understand the material covered (and cite relevant sources, if necessary).

No late assignments will be accepted without advance approval.

Extra Credit Research Assignment

You will have the opportunity to earn extra credit in this course through voluntary participation in a psychological research project. This project will be introduced in late September and will involve turning in a weekly report of events in your life. Weekly reports will be due at the start of class on Fridays. The project will last for five weeks; you can earn 3 points for each weekly report, for a total of 15 extra credit points. Additional information will be provided in class.

Plagiarism: Plagiarism does not merely consist of the obvious (i.e., submitting a paper that someone else wrote, cheating). Plagiarism occurs whenever sources of *ideas or words* (direct quotes) are not properly cited. If you are caught plagiarizing or cheating, you will fail the assignment, and, depending upon the severity of the violation, you may fail the class. I will not hesitate to bring the matter to the college.

Classroom Needs: If you have any specific needs (e.g., related to vision, hearing, learning, or medical conditions) or any religious or cultural practices, please let me know by the second week of class so that I can make the appropriate arrangements.

Tentative Course Schedule

Note: All readings and assignments are DUE at the start of class on the date indicated in the schedule.

Week	Topic	Readings	Assignments
Week 1 (9/03 – 9/05)	Introduction & Methods	B & H: Chapter 1 Kasser & Sheldon (2000)	
Week 2 (9/08 – 9/12)	Group Processes	B & H: Chapter 8 Ahlfinger & Esser (2001)	
Week 3 (9/15-9/19)	Conformity, Compliance & Obedience	B & H: Chapter 7 Milgram (1963)	
Week 4 (9/22-9/26)	Attitudes	B & H: Chapter 5 Greenwald, McGee, & Schwartz (1998)	
Week 5 (9/29-10/03)	Attitude Change & Persuasion	B & H: Chapter 6 Festinger & Carlsmith (1959)	9/29 Assignment #1 Due
Monday October 06 Midterm 1			
Week 6 (10/06-10/10)	Social Cognition	Bargh, Chen & Burrows (1996) Wegner, Ansfield, & Pilloff (1998)	
Week 7 (10/13-10/17)	Social Perception & Attribution	B & H: Chapter 3 Snyder, Tanke & Berscheid (1977)	
Week 8 (10/20-10/24)	Social Judgment	Tversky & Kahneman (1974) Medvec, Madey, & Gilovich (1995)	No Class Monday October 20
Week 9 (10/27-10/31)	Stereotyping, Prejudice & Discrimination I	B & H: Chapter 4 Dovidio & Gaertner (2000)	No Class Friday October 31
Week 10 (11/03-11/07)	Stereotyping, Prejudice & Discrimination II	Steele & Aronson (1995) Sherif (1956)	11/03 Assignment #2 Due
Friday November 07 Midterm 2			
Week 11 (11/10-11/14)	The Social Self	B & H: Chapter 3 Pelham, Mirenberg, & Jones (2002)	
Week 12 (11/17-11/21)	Attraction & Close Relationships	B & H: Chapter 9 Reading TBA	
Week 13 (11/24-11/26)	Aggression	B & H: Chapter 10 Anderson & Dill (2000)	Happy Thanksgiving No Class November 27
Week 14 (12/01-12/05)	Altruism	B & H: Chapter 11 Darley & Latane (1968)	12/05 Assignment #3 Due
Week 15 (12/08-12/10)	Applying Social Psychology to the Law	Kassin & Kiechel (1996)	
Wednesday December 10 Midterm 3			
Monday December 15 Optional Final Exam 11am – 1pm			

Reading List

- Ahlfinger, N. R. & Esser, J. K. (2001). Testing the groupthink model: Effects of promotional leadership and conformity predisposition. *Social Behavior & Personality*, 29, 31-41.
- Anderson, C. A., & Dill, K. E. (2000). Video games and aggressive thoughts, feelings, and behavior in the laboratory and in life. *Journal of Personality and Social Psychology*, 78, 772-790.
- Bargh, J. A., Chen, M., & Burrows, L. (1996). Automaticity of social behavior: Direct effects of trait construct and stereotype activation on action. *Journal of Personality and Social Psychology*, 71, 230-244.
- Darley, J. M., & Latane, B. (1968). Bystander intervention in emergencies: Diffusion of responsibility. *Journal of Personality & Social Psychology*, 8, 377-383.
- Dovidio, J. F., & Gaertner, S. L. (2000). Aversive racism and selection decisions: 1989 and 1999. *Psychological Science*, 11, 315-319.
- Festinger, L. & Carlsmith, J. M. (1959). Cognitive consequences of forced compliance. *Journal of Abnormal & Social Psychology*, 58, 203-210.
- Greenwald, A. G., McGhee, D. E., & Schwartz, J. L. K. (1998). Measuring individual differences in implicit cognition: The implicit association test. *Journal of Personality and Social Psychology*, 74, 1464-1480.
- Kasser, T., & Sheldon, K. M. (2000). Of Wealth and Death: Materialism, Mortality Salience, and Consumption Behavior. *Psychological Science*, 11, 348-351.
- Kassin, S. M., & Kiechel, K. L. (1996). The social psychology of false confessions: Compliance, internalization, and confabulation. *Psychological Science*, 7, 125-128.
- Medvec, V. H., Madey, S. F., & Gilovich, T. (1995). When less is more: Counterfactual thinking and satisfaction among Olympic medallists. *Journal of Personality & Social Psychology*, 69, 603-610.
- Milgram, S. (1963). Behavioral study of obedience. *Journal of Abnormal & Social Psychology*, 67, 371-378.
- Pelham, B. W., Mirenberg, M. C., & Jones, J. T. (2002). Why Susie sells seashells by the seashore: Implicit egotism and major life decisions. *Journal of Personality & Social Psychology*, 82, 469-487.
- Sherif, M. (1956). Experiments in group conflict. *Scientific American*, 195, 54-58.
- Snyder, M., Tanke, E. D., & Berscheid, E. (1977). Social perception and interpersonal behavior: On the self-fulfilling nature of social stereotypes. *Journal of Personality & Social Psychology*, 35, 656-666.
- Steele, C. M., & Aronson, J. (1995). Stereotype threat and the intellectual test performance of African Americans. *Journal of Personality & Social Psychology*, 69, 797-811.
- Tversky, A., & Kahneman, D. (1974). Judgment under uncertainty: Heuristics and biases. *Science*, 185, 1124-1131.
- Wegner, D. M., Ansfield, M., & Pilloff, D. (1998). The putt and the pendulum: Ironic effects of the mental control of action. *Psychological Science*, 9, 196-199.