



PSY 224: SOCIAL PSYCHOLOGY

Course Syllabus—Fall 2009

- When:** Tuesdays and Thursdays 2:30 – 4:00pm
- Where:** Sharpless 410
- Instructor:** Benjamin Le, Ph.D.
- Required Readings:** Smith, E. R., & Mackie, D. M. (2007). *Social psychology* (3rd ed.). Philadelphia: Psychology Press.
- Additional journal articles and/or book chapters are included as required readings, and will be available on the web. See pages 6-7 of the class syllabus or the course webpage for a complete list.*
- Course Web Page:** <http://www.haverford.edu/psych/ble/teaching/psy224/>
- You will need the following information to access readings from this webpage:*
- Login: **psy224**
Password: **psy224**
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Course description and objectives:

This course is designed as an in-depth exploration into the field of social psychology. Topics including impression formation, inter- and intra-group processes, social identity, attitudes/persuasion, social influence, and interpersonal attraction will be discussed. In addition to these topic areas, overarching themes and theoretical issues within the field of social psychology will be emphasized throughout the course. Students will become familiar with the research that has contributed to the current social psychological knowledge base.

Instructor information:

Benjamin Le
Assistant Professor of Psychology
Ph.D. (Purdue University, Social Psychology); B.A. (Grinnell College, Psychology)

Office: Sharpless 411B

Office hours: Wednesdays 2:15-3:15pm; Thursdays 11am-noon; and by appointment

e-mail address: ble@haverford.edu

Grading Information:

Grades will be determined based on the following factors*:

	% of Total Grade
1. Journal	20%
2. Final Paper	20%
3. Article Review	10%
4. Exams (2 x 25% each)	50%

TOTAL

100%

*Please see the course webpage for a full description of each of the factors that contribute to grades.

1. Journal: The goal of this assignment is to view your daily experiences within the framework of the concepts you are learning in this class. *You are to keep a journal of experiences you have along with an analysis of those experiences from a social psychological perspective.* In other words, keep note of things that happen to you, behaviors you see occurring in other individuals or among social groups, events in the media, and even storylines from books that you're reading or TV shows you are watching (and including commercials). Basically, anything you notice in your daily life is fair game (assuming you can tie it into the course content). You should carefully explain the event or experience (so that I understand what is going on), and then give evidence to support why this illustrates a social psychological concept. You should have at **least 12 entries** in you journal. Most likely a thorough entry will be about 2-3 double-spaced pages (very roughly). Details about this assignment are available on the course webpage.

2. Final Paper: Your Final Paper, which is due at the end of finals week, is an integrative examination of a problem or event. You will have several choices regarding the topic for your paper. Details about this assignment are available on the course webpage.

3. Article Review: The goal of this assignment is to expose students to the wide range topics covered by social psychological research, and the methodologies that are utilized in implementing these studies. In addition, and most importantly, critically reading and reviewing journal articles is a skill that consumers of social psychological research (and frankly, any research) should acquire. See the course web page for details and tips regarding this assignment.

4. Midterm and Final Exams: There will be two exams for this course—the midterm and the final. The coverage, format, and date of the exams will be discussed in class as the semester progresses.

Other information about the reading load and course content:

A typical week will include 1-2 chapters in the Smith & Mackie (2007) text plus (approximately) 2-3 journal articles or other chapters.

Lecture material will overlap somewhat with readings. In addition, when time permits, classroom discussions will focus around the articles you have read. You are responsible for all material presented in class lectures and in the readings.

A listing of the assigned readings (with tentative dates) is available on the "Schedule" section of the course webpage.

Other Points of Importance:

Grading Scale: Grades will be assigned adhering to the following scale:

94.00% and above	=	A / 4.0	73.00% - 76.99%	=	C / 2.0
90.00% - 93.99%	=	A- / 3.7	70.00% - 72.99%	=	C- / 1.7
87.00% - 89.99%	=	B+ / 3.3	67.00% - 69.99%	=	D+ / 1.3
83.00% - 86.99%	=	B / 3.0	60.00% - 66.99%	=	D / 1.0
80.00% - 82.99%	=	B- / 2.7	59.99% and below	=	F / 0.0
77.00% - 79.99%	=	C+ / 2.3			

Extra Credit: Extra credit will not be offered.

Attendance, Participation, and Absence Policy: Class attendance and participation are expected. Students are responsible for all announcements made in class, whether they are present or not. If you must miss a class, it is expected that you notify me (via e-mail: ble@haverford.edu). Course grades may be adjusted downward in instances including (but not limited to) poor course attendance or lack of participation (or upwards based on substantial improvement in course performance over the semester). Decisions to adjust course grades are at my discretion.

You are expected to complete assignments and exams (e.g., papers to turn in, scheduled exams) in accordance to the dates that are outlined in the course schedule or announced in class. If you cannot complete assignments on time (or you miss an exam) because of an unforeseen occurrence (e.g., illness, family emergency etc.), or because of a school-related conflict (e.g., conflict with other course assignments or activities), please contact me immediately (and **in advance**, when possible). Acceptance of late work will be at my discretion (with the loss of points on a given assignment a possibility) and will be considered on a case-by-case basis.

Grade Changes / Regrade Procedure: All grade disputes are to be made in writing (please type). We will not discuss or argue regrades in person. All requests for regrades must be made within two weeks after the exam or assignment is returned to the class (or within 2 weeks of the start of the following term for the final paper or exam).

When disputing a grade, you should state the dispute and the number of points you feel you should have received for the assignment or exam, and the reason you feel your work or answer is correct (including support from the readings or lecture notes). Please note that when you ask for an exam or assignment to be regraded it may be regraded in its entirety, and there is a possibility of losing points. All requests for regrades should be submitted to me along with the original assignment.

Accommodating student needs/disabilities: Students who think they may need accommodations in this course because of the impact of a disability are encouraged to meet with me privately early in the semester. Students should also contact Rick Webb, Coordinator, Office of Disabilities Services (rwebb@haverford.edu, 610.896.1290) to verify their eligibility for reasonable accommodations as soon as possible. Early contact will help to avoid unnecessary inconvenience and delays.

Understanding appropriate sources for citations: For all assignments and exams, the following are considered appropriate and valid sources for citations and references:

- Published journal articles (e.g., from *Journal of Personality and Social Psychology*, *Personality and Social Psychology Bulletin*, *Journal of Experimental Social Psychology*, *Journal of Social Psychology*, *Personal Relationships*, *Journal of Social and Personal Relationships*, *Social Cognition*, *Psychological Science* etc. This list is not comprehensive), both in on-line and paper formats.
- Professional handbook chapters and reviews (i.e., edited volumes with chapters written by psychological researchers).
- Academic books (i.e., books written by psychological researchers).

The following are **not to be used** as citations in your work:

- Information found on the internet, unless it is the on-line version of a scientific journal (e.g., accessing *JPSP* on-line is fine). This includes Wikipedia and/or any other webpages.
- The textbook for this class (Smith & Mackie, 2007), or any other undergraduate-level textbook.

In short, you should always be working with the primary literature written by psychological researchers. If you have questions about a particular source, please ask.

A couple of other points:

- *Buy a stapler...*Unstapled papers will not be accepted (or will have their grades adjusted). This includes paper clips, folded corners, etc. In short, make sure your papers are permanently secured with a staple or other such binding. And if your stapler won't handle the number of pages you're trying to staple, use a bigger stapler.
- *Silence your cell phones*, and put them away during class. Please do not text-message or otherwise fiddle with your wireless communication devices in class.
- *I will not be posting my lectures on-line* for a couple of reasons. First, I would like you to come to class. Second, active learning enhances retention. The act of writing down lecture material in your own words will help you remember it better.
- *Do not submit papers or assignments electronically* (i.e., don't e-mail me with your papers attached). Spam filters and other such technological goof-ups make e-mailing papers problematic.

A few words about plagiarism and academic dishonesty: I tend to have a relaxed and laid back teaching style, but do not mistake this for a lack of rigor. I take plagiarism and academic integrity very seriously. Plagiarism involves your use of another person's work, words, or ideas without properly crediting them. This includes copying the work from another student's paper or exam, as well as using direct quotes from a source, such as your textbook or a journal article, without citing the author. Simply rewording a sentence or passage from another source without giving credit is also inappropriate. Furthermore, using another person's ideas without a proper citation is considered plagiarism as well. The best way to assure that your work does not plagiarize from another source is to liberally use citations within your work (e.g., be very thorough with your references—we will discuss APA style of references in class if necessary) and to ask if you are ever in doubt.

I feel very strongly about academic dishonesty—it **will not** be tolerated. Do your own work, and know and follow the Haverford College Honor Code.

PSY224: Tentative Schedule—Spring 2009

- "S&M-#" refers to a chapter in Smith & Mackie [e.g., "S&M-3" = Smith & Mackie chapter 3]
- Authors' names (and year) refer to a reserve reading [e.g., Devine (1995)]. These papers are available on the web. Recall, the login and password to access these readings are both **psy224**.
- These papers are also on the storage server: *storage\users\b\ble\public_readonly\PSY224\Readings*

	Date	Topic	Readings & Notes
Week 1	9/1	Course Introduction	
	9/3	What is Social Psychology?	S&M-1 Hastorf & Cantril (1954) Darley & Batson (1973) Jordan & Zanna (2003; <i>OPTIONAL paper on how to read a journal article</i>)
Week 2	9/8	History of Social Psychology	Devine (1995) Fiske (1995)
	9/10	(continued)	S&M-2
Week 3	9/15	Perceiving Individuals	S&M-3 Kenrick & Gutierrez (1980)
	9/17	(continued)	Storms (1973)
Week 4	9/22	Perceiving Groups	S&M-5 Word et al. (1974)
	9/23	(continued)	Sherif (1956) Aronson & Bridgeman (1979)
Week 5	9/29	The Social Self	S&M-4
	10/1	(continued)	S&M-6 Cialdini et al. (1976) Article review due; turn in during class.
Week 6	10/6	(continued)	Dutton & Aron (1974) Progress check on Journals ; you should have at least 5 entries by this date.
	10/8	(continued)	Arndt et al. (1997) Landau et al. (2004)
Week 7	10/13	No class: Fall Break	
	10/15	No class: Fall Break	
Week 8	10/20	Attitudes & Persuasion	S&M-8
	10/22	EXAM 1	

	Date	Topic	Readings & Notes
Week 9	10/27	(continued)	S&M-7 Fazio & Williams (1986)
	10/29	(continued)	Dickerson et al. (1992)
Week 10	11/3	(continued)	Petty et al. (1997)
	11/5	Social Influence	S&M-9 Freedman & Fraser (1966)
Week 11	11/10	(continued)	Asch (1955) Cialdini et al. (1990)
	11/12	(continued)	S&M-10 Milgram (1963)
Week 12	11/17	Groups Processes	S&M-12 Progress check on Journals; you should have at least 9 entries by this date.
	11/19	(continued)	Markus (1978) Harkins (1987)
Week 13	11/24	(continued)	Smith & Williams (2004)
	11/26	No class: Thanksgiving Break	
Week 14	12/1	Close Relationships	S&M-11 Walster et al. (1973) Snyder et al. (1977)
	12/3	(continued)	TBA
Week 15	12/8	(continued)	TBA
	12/10	Exam 2	Journal due (12 entries) by 5:00pm on Friday December 11th .
Week 16		Finals week	Final paper: due before Friday, December 18 th , 5:00pm