

SOCIAL PSYCHOLOGY

PSY 235 730, Summer session one, 2020

Online: May 11 – June 25

INSTRUCTOR

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1 MUST KNOWS

1. High speed internet access is required.
2. All times listed in the syllabus are in Eastern Standard Time (EST) zone.
3. If you run into issues with D2L, call the MSU Help Line: 1-800-500-1554 or (517) 355-2345. Help is available 24 hours / 7 days a week.
4. This course is fast paced (first exam at the end of the first week). Reach out for help early.
5. Check your email regularly! I will e-mail you from time to time with announcements and reminders. Please read these e-mails as soon as you receive them; this is a fast paced course.
6. [YOU MUST COMPLETE ALL THE ITEMS UNDER "Begin Here! 2020 Course Orientation" TO GET ACCESS TO ALL OTHER COURSE MATERIAL!](#)

2 REQUIRED READING

- *No required textbook* for this class.
- Instead, you will **read original source material** (posted on D2L under the Readings tab). References for the readings are also listed at the end of the syllabus.

3 COURSE OVERVIEW

This course provides an overview of social psychology. Research in social psychology tries to understand the relationship between the individual and their social situation. This includes both how the situation influences a person's thoughts, emotions, and behaviors, as well as how a person influences and creates the situation.

Social psychological research has implications for virtually all aspects of life, because social influence is so pervasive: romantic relationships, decision-making, child rearing, marketing and advertising, group identification, political negotiations, etc. So there is much applicability for the principles you will learn in this course. However, rather than providing a list of topics and research findings, this course is structured around the intra- and inter-personal systems that regulate social behavior. My hope is that this provides a more cohesive and engaging presentation compared to simply describing topic after topic in an unconnected way.

The course is made up of four parts:

1. Biological & Developmental System,
2. Cognitive System,
3. Motivational System and
4. Social System.

All material is presented on the course Desire2Learn website (d2l.msu.edu). There are a series of instructional links that will orient you to the layout and features of D2L.

*****YOU MUST COMPLETE ALL THE ITEMS UNDER "[Begin Here! 2020 Course Orientation](#)" TO GET ACCESS TO ALL OTHER COURSE MATERIAL!*****

Any problems with the d2l website should be directed to the d2l Support Staff: (800) 500-1554

All times listed in this syllabus are for Eastern Standard Time (EST) Zone!

4 COURSE OBJECTIVES

- To demonstrate how psychologists think about social interactions and social influence.
 - What questions do social psychologists ask?
 - How do they go about trying to answer these questions?
 - What have they learned?
- To teach you how to think like a social psychologist. By the end of the course you should be able to apply such approaches to novel situations relevant to your own experiences.

5 LECTURES

- A set of instructive and engaging lectures is provided, courtesy of Dr. Joseph Cesario in the Psychology Department here at Michigan State.
- The *slides are provided to facilitate the lecture and not to present the bulk of the material*. All the lectures and transcribed versions for each unit will be available at the start of each unit.
 - *Please note that lecture slides will be closed for the entire duration of the exam period, regardless of when you begin the exam!*
 - For example, lectures for the first exam will be closed off at the start of the Exam 1 test period, Saturday May 16 at 12:00am. EVEN IF YOU ARE NOT PLANNING ON STARTING THE EXAM UNTIL LATER IN THE PERIOD IT WILL BE CLOSED FOR YOU! Therefore, do not plan to view the material after the exam period has begun!

6 COURSE REQUIREMENTS

A. Grading Philosophy.

Your evaluation in this course will be based primarily upon how you master and are able to apply the methods of social psychology that we will cover in the course. As important as it is to learn the findings of social psychology research, it is just as important that you understand the more substantive issues behind research--why a researcher thought an experiment was important, why the experiment was designed the way it was, and the implications these experiments have for our understanding of human social behavior and human nature.

Understanding the scientific process of psychological research is one of the most valuable things you can take away from this course. Long after you have forgotten the findings you learn in this class, you may still be able to use what you know about the psychological approach to contemplate the your and others' behavior, and this philosophy guides the format of this class.

B. Exam

1) There are five exams, each worth 50 points.

- The first four exams are not cumulative; the final exam is cumulative.
- *Only your top four of five exam scores count toward your final grade.*
- Exams will focus both on the extent to which you are able to remember *what* social psychologists have found and on the extent to which you are able to understand and apply *how* they went about finding it.

2) *Exams will be available online for a window of 48 hours, and you will have 2 hours to complete the exam once you have opened it. Exams open at 12:00am on the first day and close at 11:59pm on the second day. You must leave yourself enough time to complete the full exam, and you must finish the test in a single sitting.*

3) The exam method used in our department is called "Single-question, no backtrack."

- This means only one question is delivered at a time.
- Once you answer and submit a question and the next question is presented, *it is not possible to go back to previous questions.*
- Exams are primarily multiple choice but may include some short and long answer questions as well.

C. Application Paper

This is something that I also did when I took social psychology as an undergraduate! It not only allows you to demonstrate your understanding of the material but also to discover practical applications in your own life that would have otherwise gone unnoticed. I hope this is enjoyable to you as it was for me! Take this as an opportunity to exercise your creativity in applying the material to your life 😊

1) You will turn in **three** application/reaction papers throughout the course.

- The goal of this paper is to first help you absorb information from lectures and readings, then let you go beyond presented information to explore what interests you the most.
- ***Papers should include a brief description of the concept/theory/technique you have chosen and a description of your application/reaction/integration.***
- The possibilities for this paper are endless. For example, you could:
 - Use a theory to make sense of your thoughts, behavior, or emotions. (Can

- evolutionary theory tell me why I find my significant other attractive?)
- Use a social influence technique to get what you want. (If I make certain types of norms salient, can I get my roommate to pick up his underwear off the floor?)
- Present and discuss real world examples (personal, in the news etc.) that do or do not fit what we are learning through lectures and readings.
- Raise questions for future research.

2) Each paper is worth 15 points.

- Please see the course schedule at the end of the syllabus for due dates.
- It is your responsibility to check that the assignment has been uploaded properly. You can turn in any assignment before the deadline.
- The paper is graded on the following criteria:
 - Did the paper meaningfully discuss something relevant to class and the current section?
 - *Formatting:*
 - *One-page, single-spaced text (12-point font and 1-inch margins)*
 - Correctly named the file (if you need a reminder go back to the orientation material – Submitting Assignments).
 - Other than that, there is no required specific format (e.g., APA,); it should simply be written in a professional manner.
- *You can write on any topic covered during that section.*
- If your application paper did not properly apply the concepts, you will receive brief written feedback.

*****Please note that I am a mandatory reporter of any Title IX complaints. So, your application papers can focus on personal topics but if anything is revealed that would fall under Title IX I am required to report it. You can read more information [on the ombudsperson website](#) or [the human resources website](#).**

3) Extra credit: You may submit an application paper for the first section (Part 1: Biological & Developmental System **BY 5/17 11:59PM**) for 1 extra credit point applied towards your final grade. No late papers will be accepted. The requirements for this paper are the same.

D. Discussion Posts

- On weeks you do not have application papers due, you will be posting at least one discussion question about each section and replying to at least two questions that your classmates posted.
 - Please see the course schedule at the end of the syllabus for due dates.
 - You may post and respond anytime between the start of the section to the due date.
- To access the discussion board go to our D2L course site, click on the “Communication” tab, select the “Discussions” tab, and then select the appropriate

section.

1) GUIDELINES FOR POSTING QUESTIONS

- Come up with an interesting question that can stimulate a scientific discussion. Avoid posting questions that you could answer yourself with some additional research. If you are raising an abstract idea or an objection to a reading, make sure to provide a concrete example so that people can more easily understand your perspective.
- Have a clear question in mind for each posting. If you are not sure of the point that you are trying to raise, then it is unlikely that anyone else will get it.
- I may call you out if you post a question that is incoherent or inappropriate! Do not free associate or otherwise waste our time.
- You should read the other postings and respond accordingly. It is fine to build on someone else's question but add something constructive. Feel free to disagree with others' opinions but do so with respect and be sensitive to different opinions and perspectives.

2) Extra credit: You may post discussion questions and/or respond to others for the third section (Part 3: Motivational System **BY 6/7 11:59PM**) for 1 extra credit point applied towards your final grade.

E. Calculating Your Final Grade

	Point Value	% of Final Grade
Exam: Highest 4 out of 5	200	69
Application Papers	45	16%
Posting on the Discussion Board	27	14%
Total	272	100%
Extra Credit	2	+2% potentially

The grading scale is as follows:

90-100% = 4.0

85-89.99% = 3.5

80-84.99% = 3.0

75-79.99% = 2.5

Etc.

7 POLICY ON GRADE CHANGES:

Extra credit is the only way to increase your point total if you are concerned about falling on the wrong side of the cut-offs. At the end of the semester, if you believe that an error was made in calculating your grade, please email me with evidence. I will check and change your grade if there was an error. This is the only circumstance under which your grade will change. Under no circumstance will your grade be "bumped". Please don't ask. There will be no exceptions.

8 ACADEMIC ASSISTANCE:

This is a university, and you are expected to produce college level work equal to an in-person class. If you have any trouble with the material covered in class, please email me. Additionally, the university has resources to assist students, such as the Campus Tutorial Center, the Campus Writing Center, Adult Student Services, and more. A lot is expected of you, but the university wants to help you to produce your best work.

9 LIMITS TO CONFIDENTIALITY:

Please be aware that class materials are generally considered confidential pursuant to the University's student policies. However, all University employees, including instructors, cannot maintain confidentiality when it conflicts with their responsibility to report certain issues based on external legal obligations or health and safety considerations of MSU community members and others. Please note that I must report the following information (including your name and the details of the disclosure) to the Office of Inclusion if you share it with me:

- **Suspected child abuse/neglect, even if this maltreatment happened when you were a child,**
- **Allegations of sexual assault or sexual harassment when they involve MSU students, faculty or staff, and**
- **Credible threats of harm to oneself or to others.**

The Office of Inclusion will reach out to you via a confidential email, to see if you would like to pursue legal action and to provide you with additional university resources. **You have the right to choose whether or not you would like to utilize any of these services or even respond to the university's email.** If you would like to talk about these events in a more confidential setting, you are encouraged to make an appointment with the MSU Counseling Center (<http://counseling.msu.edu/>).

Given this, **you should not disclose experiences of abuse or sexual violence related to MSU unless you are comfortable having this information shared with the Office of Inclusion.**

Despite the mandate, I do not want to further the culture of silence surrounding abuse and sexual violence in this class. All are encouraged to use the resources listed below (not mandated university reporters) as they process their feelings and experiences in this course.

MSU Safe Place <http://safeplace.msu.edu/> NRC DV <http://www.nrcdv.org/> NNEVD <http://www.nnedv.org/>
(517) 355-1100
NCDSV <http://www.ncdsv.org/> MCEDSV <http://www.mcedsv.org/> No More <http://nomore.org/>
RAINN <https://rainn.org/> The Joyful Heart Foundation <http://www.joyfulheartfoundation.org/>
Feministing <http://feministing.com/> Futures Without Violence <http://www.futureswithoutviolence.org/>

10 EMAIL POLICY

I will try my best to be responsive to your emails (expect two business days), but a little bit of help from you will help me to be more responsive. Here are some guidelines:

- ***Have PSY 235 and a brief description of your issue in the subject line***
- Please address the email properly (e.g. Hi Jeewon)
- Please sign your email with your full name (e.g. "Best, Jeewon Oh"). We can have students with the same name so help me to get to know you!
- Proofread your email.
- Please don't ask a question that can be answered by the syllabus. I want to focus my time and effort on helping everyone understand the content. In fact, it is actually much faster to look it up on the document (cntl + f and search the word you are looking for) than wait for me to get back to you!

11 ACCOMMODATIONS

Students who require any accommodations should email me as soon as possible. It is especially important that accommodations for exams be made long before the exam will take place.

12 ACADEMIC HONESTY

The following is the academic honesty statement from the Office of the Ombudsman; all students are required to adhere to this statement:

Article 2.3.3 of the Academic Freedom Report states that "The student shares with the faculty the responsibility for maintaining the integrity of scholarship, grades, and professional standards." In addition, the Psychology department adheres to the policies on academic honesty as specified in General Student Regulations 1.0, *Protection of Scholarship and Grades*; the all-University Policy on *Integrity of Scholarship and Grades*; and Ordinance 17.00, Examinations. (See *Spartan Life: Student Handbook and Resource Guide* and/or the MSU Web site: www.msu.edu.)

Therefore, unless authorized by your instructor, you are expected to complete all course assignments, including exams and discussion posts, without assistance from any source. You are expected to develop original work for this course; therefore, you may not submit course work you completed for another course to satisfy the requirements for this course. Also, you are not authorized to use the www.allmsu.com Web site to complete any course work in PSY 235. Students who violate MSU rules may receive a penalty grade, including--but not limited to--a failing grade on the assignment or in the course. Contact your instructor if you are unsure about the appropriateness of your course work. (See also <http://www.msu.edu/unit/ombud/honestylinks.html>)

Any and all forms of cheating are unacceptable. Make sure you are familiar with MSU definitions regarding academic dishonesty. Ignorance is not an excuse.

Any student caught cheating on an exam, plagiarizing an assignment, or plagiarizing a discussion post will receive a ZERO for the course, and be reported to the University. There are no exceptions.

13 PASSWORD FOR D2L WEBSITE QUIZ

After completing the D2L orientation, you will need to complete an online quiz in order to gain access to the lectures. The quiz will ask you for the syllabus password, which is: *psychology*

14 COURSE SCHEDULE AND READINGS

Dates	Topic	Readings
Part 1: Biological & Developmental System		
5/11 – 5/15	Lectures #1 - 4 Course Introduction & Approach Evolution Evolution cont.; Life History Theory Life History Theory cont. Attachment Theory	Read: Cosmides & Tooby (1997) Read: Fraley (2010)
5/14 (by 6pm)	Post 1 Discussion Question	
5/15 (by 11:59pm)	Respond to 2 post	
5/16 – 5/17	Exam 1 (2 hours)	
Part 2: Cognitive System		
5/18 – 5/29	Lectures #5 - 14 Social Cog Foundations Principles of Knowledge Activation Categories & Expectancies Categories & Expectancies cont. Recent Revisions ELM; Subjective Experience/Misattribution	Read: Hamilton & Gifford (1976) Read: Macrae & Boden. (2000) Read: Bargh (1999) Read: Jussim et al. (2009)
5/22 (by 11:59pm)	Application Paper #1 Due	
5/28 (by 6pm)	Post 1 Discussion Questions	
5/29 (by 11:59pm)	Respond to 2 post	
5/30 – 5/31	Exam 2	
Part 3: Motivational System		
6/1 – 6/5	Lectures #15 - 18 Fundamentals: Regulatory Focus Theory Fundamentals: Self-Control Attribution Attribution cont. Motivated Reasoning & Perception Motivated Reasoning & Perception cont.	Read: Yeager & Dweck (2012) Read: Ryan & Deci (2000) Read: Fessler & Holbrook (2013)
6/5 (by 11:59pm)	Application Paper #2	
6/6 – 6/7	Exam 3	

Part 4: Social System

6/8 – 6/19

Lectures #19 - 25

Interpersonal Level: Attraction

Interpersonal Level: Repulsion

Group Dynamics: Fundamentals of Us vs. Them Read: Navarrete & Fessler (2005)

Group Dynamics: Fundamentals of Us vs. Them cont.

Group Dynamics: Being a Good Group Member Read: Schulz et al. (2007)

Group Dynamics: Being a Good Group Member cont.

Group Dynamics: Being a Good Group Member cont.

6/12 (by 11:59pm) Application Paper #3 Due

6/18 (by 6pm) Post 1 Discussion Questions

6/19 (by 11:59pm) Respond to 2 posts

6/20 – 6/21 Exam 4

FINAL EXAM:

Starts: Wednesday, June 24 @ 12:00am

Ends: Thursday June 25 @ 11:59pm

15 REFERENCES: READING LIST

Bargh, J. A. (1999). The cognitive monster: The case against the controllability of automatic stereotype effects. In S. Chaiken & Y. Trope (Eds.), *Dual-process theories in social psychology* (pp. 361-382). New York: The Guilford Press.

Cosmides, L., & Tooby, J. (1997). Evolutionary Psychology: A Primer.
<http://www.cep.ucsb.edu/primer.html>

Fessler, D.M.T., & Holbrook, C. (2013). Friends shrink foes: The presence of comrades decreases the envisioned physical formidability of an opponent. *Psychological Science, 24*, 797-802.

Fraley, R.C. (2010). A brief overview of adult attachment theory and research.
<https://internal.psychology.illinois.edu/~rcfraley/attachment.htm>

Hamilton, D.L., & Gifford, R.K. (1976). Illusory correlation in interpersonal perception: A cognitive basis of stereotypic judgments. *Journal of Experimental Social Psychology, 12*, 392-407.

Jussim, L., Cain, T.R., Crawford, J.T., Harber, K., & Cohen, F. (2009). The unbearable accuracy of stereotypes. In Nelson, T. (ed.), *The Handbook of Prejudice, Stereotyping, and Discrimination* (199-227). NY: Psychological Press.

Macrae, C.N., & Bodenhausen, G.V. (2000). Social cognition: Thinking categorically about others. *Annual Review of Psychology, 51*, 93-120.

Navarrete, C.D., & Fessler, D.M.T. (2005). Normative bias and adaptive challenges: A relational approach to coalitional psychology and a critique of Terror Management Theory. *Evolutionary Psychology, 3*, 297-325.

Ryan, R. M., & Deci, E. L. (2000). Self-determination theory and the facilitation of intrinsic motivation, social development, and well-being. *American Psychologist, 55*, 68-78.

Schultz, P. W., Nolan, J. M., Cialdini, R. B., Goldstein, N. J., & Griskevicius, V. (2007). The constructive, destructive, and reconstructive power of social norms. *Psychological Science, 18*, 429-434.

Yeager, D.S., & Dweck, C.S. (2012). Mindsets that promote resilience: When students believe that personal characteristics can be developed. *Educational Psychologist, 47*, 302-314.