PSY 235: SOCIAL PSYCHOLOGY

Summer Session One

Online: Monday May 13th 2024 – Thursday June 27th 2024

INSTRUCTOR

William C. Scott, M.A.

E-mail: scottwi6@msu.edu

Contents

Office Hours (online over Zoom video meetings):

Link: https://msu.zoom.us/j/5836898786

Time: every Wednesday from 1pm-3pm EST on Zoom (May 15 to June 27th).

Please email me if you need to schedule a different time for office hours. I will make additional office hours times available for Finals Week (June 24th).

1   MUST KNOWS

1. **PSY 235 Section 730 (Social Psychology): is a fully online course. Therefore, you will need to have access to a computer with consistent access to a high-speed internet connection. Additionally, the course is set up to be asynchronous. This means you can complete most work according to your own needs (there are no set lecture times or class Zoom video meetings). The course is designed to give you flexibility – but this flexibility also comes with the assumption that you will participate actively and meet due dates as required by the course.**

2. **There is no honors option available for this course or other summer psychology courses, unlike Fall/Spring semesters.**

3. All times listed in the syllabus and on D2L are in **Eastern Standard/Day Time (EST/EDT/ET) Zone, the same as East Lansing, Michigan.** Here is a link to a time zone converter if you are outside of the US: https://savvytime.com/converter/est

   - **If you need technology assistance** at any time during the course/D2L or to report a problem, you can: • Visit the D2L Help Site – https://help.d2l.msu.edu/ • Call the *D2L Help Line* – **(517) 432-6200 or (844) 678-6200** • Visit the *MSU Tech Support Site* – https://tech.msu.edu/support/help/ • Call the *Tech Support Line* – **(517) 432-6200** or toll free **(844) 678-6200**

4. **WORKLOAD: This course is fast paced compared to a regular Fall or Spring semester class that is 15 weeks long. This summer course in comparison is about half that length (6-7 weeks total from May 13 to June 27) but covers roughly the same amount of content as the regular non-summer PSY 235 course. The first exam for this course is on Saturday at the end of the first week, which can come up very quickly. Therefore, it is important to stay up to date on the course calendar and reach out for help early when needed, because it is important to try not to fall behind on course assignments/grades early as there will consistently be graded assignments each week until the end of the course and the Summer Session One Semester.**

5. **Check your MSU email and the D2L class page 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.

2   REQUIRED READING

- **There is 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 interpersonal 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/systems:

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

4   COURSE OBJECTIVES

- To demonstrate how psychologists think about social interactions and social influence.
  - o   What questions do social psychologists ask?
  - o   How do they go about trying to answer these questions?
  - o   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 (https://psychology.msu.edu/directory/cesario-joseph.html).
- **The slides are provided to facilitate the lecture and <u>not</u> 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 for the specific course system 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 (Biological & Developmental System) will be *closed off* at the start of the Exam 1 test period, Saturday May 18 at 12:00am. **EVEN IF YOU ARE NOT PLANNING ON STARTING THE EXAM UNTIL LATER IN THE PERIOD IT WILL BE CLOSED FOR YOU AND ALL STUDENTS.** Therefore, do not plan to view the material for that

class section after the exam period has begun. However, I will make the following class section lectures and materials (for example, the cognitive system) available to view starting the Saturday once the first exam begins, for those who want a head start on viewing that material and have finished the first exam early Saturday.

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 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; however, the final exam is cumulative (meaning that any content covered throughout the duration of the course may appear on the final exam).
   - **Only your top four of five exam scores count toward your final grade**, meaning one exam will be dropped. Therefore, if you as satisfied with your exam grades from the first four exams, you may opt to skip taking final exam.
   - 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, so please do not open the exam until you are prepared to answer all the questions in a single sitting. I have structured the exam on D2L so you are able to view multiple exam questions at once, and can change your answers before submitting the exam for grading.** 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 <u>must</u> finish the test in a single consecutive two-hour period (no splitting the exam across days/times).**

3) ***Makeup Exams***: Please plan to complete your exams during the day and time they are given. If something happens that prevents you from completing an exam by the deadline, please notify me via email as soon as possible. If you do not notify me in a timely manner (The following 3-4 days after the exam deadline has passed) will result in you not being allowed to makeup the exam. If you cannot take an exam because of a religious holiday, required participation in a university-sanctioned event (e.g., a commitment for a sports team), or some other acceptable event that can be foreseen, you must notify me as soon as possible to set up an alternative date and time to make up the exam.

C. Application Paper

1) You will turn in **1** application/reaction paper for 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.
- **The paper should include a brief description of the social psychology 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:
  o Use a social psychology theory to make sense of your thoughts, behavior, or emotions. (*Can evolutionary theory tell me why I find my significant other attractive?*)
  o Reference a movie/tv show/book and illustrate how a social psychology topic in this course was related to a scene, character, or the story as a whole.
- 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 or even propose a potential research study idea for future psychological academic research.

Use of Turnitin: Consistent with MSU's efforts to enhance student learning, foster honesty, and maintain integrity in our academic processes, I have chosen to use a tool called Turnitin to compare your papers with multiple sources. The tool will compare each paper you submit to an extensive database of prior publications and papers, providing links to possible matches and a 'similarity score.' The tool does not determine whether plagiarism has occurred or not. Instead, I will make a complete assessment and judge the originality of your work. All written submissions to this course may be checked using this tool. In choosing to use Turnitin in this course, I have agreed to follow five guidelines. They are:

1. I will use Turnitin as part of a balanced approach to encourage academic integrity and foster student success.
2. I will openly disclose the use of Turnitin in this course on the syllabus.
3. For a given assignment, I will use Turnitin for all papers.
4. I will make the final determination of originality and integrity.
5. **Please do not plagiarize (also reference the syllabus section on the use of generative AI in this course on pages 9 and 10 for what constitutes plagiarism and you can also go to and read this link https://wts.indiana.edu/writing-guides/plagiarism.html).**

2) The paper is **worth 45 points.**
- Please see the course schedule at the end of the syllabus for the due date.
- 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:
  o Did the paper meaningfully discuss something relevant to what we've covered in class at the time of the due date?

Formatting:

Two complete pages, double-spaced text (12-point Times New Roman font and 1-inch page margins). Please only submit files that are either .docx or .pdf, otherwise I cannot open and view them (for example: .pages files). Microsoft Word is typically the ideal program to use, although Google Docs is also acceptable, but the file needs to be converted afterwards to a .docx or .pdf once you finish writing it.

- Other than that, there is no required specific format; it should simply be written in a professional manner.
- **You can write on any topic covered prior to the paper due date.**
- 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 MSU Civil Rights website AND the official policy.

 D. Discussion Posts
- Every week except for the week that your application paper is due, you will be required to post on our class discussion board.
  o *Due dates* for discussion questions are typically **Thursdays by 6pm each week we have discussion questions.**
  o 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.
- 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.

E. Discussion Posts/Application Paper Makeup Policy:
- Unlike the Exams in this course, which have a strict beginning and end date and time, the Discussion Posts and Application Paper are meant to be completed on student's own time, but they must be turned into D2L before the due date. The due dates and times for these assignments are clearly communicated in the syllabus and will be sent through class announcements and updates on D2L. ***Therefore, unlike the Exams, there will be no makeups permitted or late submissions accepted for either the discussion question posts or the application paper for the course, without a clear, reasonable, and valid reason that prevented you from completing these graded assignments on time and before the deadline. Any student with questions about this policy should email me for clarification.***

F. Calculating Your Final Grade

	Point Value	% of Final Grade
Exam: Highest 4 out of 5	200	74%
Application Paper	45	16%
Posting on the Discussion Board	27	10%
Total	**272**	**100%**

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

70-74.99%. = 2.0

7   POLICY ON GRADE CHANGES:

At the end of the semester, if you believe that an error was made in calculating your grade, please email me with **evidence**. If you provide adequate evidence, I will check and change your grade in the case that there was an error. This is the *only* circumstance under which your grade will change.

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/MENTAL HEALTH RESOURCES:

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 https://caps.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/ NRCDV 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 a response within 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 sign your email with your full name (e.g. "Best, William Scott"). We can have students with the same first name, so help me to get to know you individually.
- Please try not to ask a question that can be answered by this 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 (keyboard command control + f and then search the word you are looking for) than wait for me to get back to you.

11   ACCOMMODATIONS

Accommodations for Students with Disabilities: Michigan State University is committed to providing equal opportunity for participation in all programs, services, and activities. Requests for accommodations by persons with disabilities may be made by contacting the Resource Center for Persons with Disabilities at 517-884-RCPD or on the web at http://rcpd.msu.edu. Once your eligibility for an accommodation has been determined, you will be issued a Verified Individual Services Accommodation ("VISA") form. Please present this form to me via email (scottwi6@msu.edu) as soon as possible

at the start of the term and/or two weeks prior to the accommodation date (exam, quiz, etc.) so the proper accommodations can be made.

12 ACADEMIC HONESTY AND ARTIFICIAL INTELLIGENCE (A.I.) POLICY

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 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.

Any and all forms of cheating are unacceptable. This includes the use of **generative Artificial Intelligence (AI) software (such as ChatGPT, Google Bard, etc.).** Make sure you are familiar with MSU definitions regarding academic dishonesty. A statement regarding the usage of generative AI for this course is given below:

In my personal experience, the use of generative AI can be useful for certain tasks, such as summarizing or explaining information from a topic that I am less familiar with. I have no issues with students using generative AI in this manner for the course. **However, it is important to stress that all graded assignments (the exams, the application paper, and the discussion questions) in this course are expected to be reflective of your own knowledge, writing**

abilities, and ability to problem solve. Therefore, the use of generative AI is NOT allowed for any graded assignment in this course. *In simple terms*, please do not copy and paste sentences or paragraphs into your assignment from any AI (generative or not), as this clearly does not reflect your own work.

*If there are any further questions about the acceptable use of AI in this course, please email me directly. However, if you find yourself questioning for more than a few minutes over whether your using of an AI resource would be considered cheating for a graded course assignment, it most likely **IS** cheating.*

The course schedule and reading list are on the next page

13   COURSE SCHEDULE AND READINGS

Dates	Topic	Readings

Part 1: Biological & Developmental System

5/13 – 5/17	**Lectures #1 - 4**	
	Course Introduction & Approach	
	Evolution	**Read: Cosmides & Tooby (1997)**
	Evolution cont.; Life History Theory	
	Life History Theory cont.	
	Attachment Theory	**Read: Fraley (2010)**
5/16 (by 6pm)	**Post 1 Discussion Question**	
5/18 – 5/19	**Exam 1 (2 hours)**	

Part 2: Cognitive System

5/20– 5/31	**Lectures #5 - 14**	
	Social Cog Foundations	**Read: Hamilton & Gifford (1976)**
	Principles of Knowledge Activation	
	Categories & Expectancies	**Read: Macrae & Boden. (2000)**
	Categories & Expectancies cont.	**Read: Bargh (1999)**
	Recent Revisions	**Read: Jussim et al. (2009)**
	ELM; Subjective Experience/Misattribution	
5/30 (by 6pm)	**Post 1 Discussion Question**	
6/1 – 6/2	**Exam 2**	

Part 3: Motivational System

6/3 – 6/7	**Lectures #15 - 18**	
	Fundamentals: Regulatory Focus Theory	
	Fundamentals: Self-Control	
	Attribution	**Read: Yeager & Dweck (2012)**
	Attribution cont.	**Read: Ryan & Deci (2000)**
	Motivated Reasoning & Perception	
	Motivated Reasoning & Perception cont.	**Read: Fessler & Holbrook (2013)**
6/6 (by 11:59pm)	**Application Paper**	
6/8 – 6/9	**Exam 3**	

Part 4: Social System

6/10 – 6/21	**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.

6/20 (by 6pm)   **Post 1 Discussion Question**
6/22 – 6/23   **Exam 4**

FINAL EXAM*:*
Starts: Wednesday, June 26th @ 12:00am
Ends: Thursday June 27th @ 11:59pm

14   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.