

Seminar in Social Psychology  
EDP 382C Unique-74425  
Summer 2017

\*\*\*YOU ARE RESPONSIBLE FOR ALL THE MATERIAL IN THIS SYLLABUS\*\*\*

<b>Instructor:</b>	Dr. Germiné Awad	<b>Office hours:</b>	T 11:15-12:15
<b>Office:</b>	SZB 506H		
<b>Phone:</b>	471-0526		Other times by appointment
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**Lecture Time:** MTWTH (July 10-July 27) 1-4:30pm SZB 435

**Required Text:** Baron, Byrne, & Branscombe (2006). *Mastering Social Psychology*. Boston: Pearson. ISBN:9780205495894

**Other readings will be available on CANVAS in PDF Format.**

**Course Description:**

This course is designed to provide a survey of topics in the field of social psychology. Students will obtain an overview of the field, become familiar with classic studies as well as contemporary research in social psychology. In addition, students will become familiar with social psychological research methods.

**Course objectives:**

- 1). To provide knowledge and understanding of social psychological theories and research.
- 2). Critically analyze theories and research in social psychology.
- 3). Synthesize literature to conduct a research proposal on a social psychology topic.

Grades will be based on the cumulative number of points earned in the class from the following elements:

Exam	100 points
Reflection paper:	25 points total
Article Critiques:	40 points total
Discussion questions/Participation: (Comprised of several components)	75 points total
Final Presentation:	100 points
<b>Total Points = 340</b>	

The following scale will be used to determine final grades:

296-305 points = B+	319-340 points = A	306-318 points = A-
262-271 points = C+	286-295 points = B	272-285 points = B-
228-250 points = D+	252-261 points = C	238-251 points = C-
203 or less = F	204-227 points = D	

**Exam:**

To ensure that you are all starting from the same point, there will be an open-book, open note final exam. This exam will cover all the chapters in the required text. I would not attempt to memorize material but rather aim for a general grasp of the content. Reading the chapters will be necessary to take the exam. This will be the only exam of the course. The exam is worth 100 points and must be **TYPED**.

**Reflection paper:**

Students are expected to write 1 reflection paper in this class. Papers are expected to be between 2-3 double spaced pages. The entries are to reflect your **personal** observations of issues related to the course, your reaction to this information, and reflections on what you have read and learned. The paper is worth 25 points. **Reflection papers must be TYPED.**

**Article Critiques:**

Students will be asked to write **two** critique papers throughout the course of the semester. You can choose any article or group of articles in a given week to critique. You must turn in a total of 2 critique papers and you may choose which week of class that you will write a paper. You can critique the article's research methodology and/or theoretical framework among other aspects. Critique papers are expected to be two pages double spaced or one page single spaced. Article critiques are worth 20 points each **and must be TYPED.**

**Discussion questions & Participation:**

Every day (of discussion) you are expected to submit at least one discussion question based on the readings. **Questions must be submitted to CANVAS by 8am the morning of class day.** You are expected to attend and be prepared for every class period. Given that attendance is mandatory, you must provide documentation to the instructor for absences. Class discussion is usually based on the readings in the course. Therefore, you are expected to be an INFORMED participant in class discussion and you must attend every class. Your discussion question/participation grade will consist of the quality of your discussion questions as well as the quality of your class participation. You may also be asked to lead discussions along with one of your classmates at some point in the semester.

**Group Presentation:**

The group presentation will be conducted in groups of 4-5 on a social psychology related topic, issue or event. You are expected to analyze your topic within the framework of social psychology. General categories of analysis coincide with those on the syllabus. The content and organization of the presentation will be determined by each group. Each topic must be approved by me. Presentations should be between 45 and 60 minutes and will be graded on the following criteria: thoroughness (depth of detail), comprehensiveness (amount of information), creativity, teaching effectiveness, and overall impressions.

## ***Policies***

### **Religious Holidays:**

Religious holy days sometimes conflict with class and examination schedules. If you miss an examination, work assignment, or other project due to the observance of a religious holy day you will be given an opportunity to complete the work missed within a reasonable time after the absence. It is the policy of The University of Texas at Austin that you must notify each of your instructors at least fourteen days prior to the classes scheduled on dates you will be absent to observe a religious holy day.

### **UT Honor Code:**

The core values of The University of Texas at Austin are learning, discovery, freedom, leadership, individual opportunity, and responsibility. Each member of the university is expected to uphold these values through integrity, honesty, trust, fairness, and respect toward peers and community.

### **Academic Integrity**

You and other students are expected to "maintain absolute integrity and a high standard of individual honor in scholastic work" undertaken at the University ([Sec. 11-801, \*Institutional Rules on Student Services and Activities\*](#)). This is a very basic expectation that is further reinforced by the University's [Honor Code](#). At a minimum, you should complete any assignments, exams, and other scholastic endeavors with the utmost honesty, which requires you to: (1) acknowledge the contributions of other sources to your scholastic efforts; (2) complete your assignments independently unless expressly authorized to seek or obtain assistance in preparing them; (3) follow instructions for assignments and exams, (4) observe the standards of your academic discipline and (5) avoid engaging in any form of academic dishonesty on behalf of yourself or another student.

Students found guilty of academic dishonesty (including all forms of cheating) will receive a grade of 0 (note the academic dishonesty policy refers to all work and tests in the course, not just exams). For further information about academic dishonesty, please visit: [http://deanofstudents.utexas.edu/sjs/acint\\_student.php](http://deanofstudents.utexas.edu/sjs/acint_student.php)

### **CANVAS:**

This course uses Canvas, a web-based course management system in which a password-protected site is created for each course. Non-textbook readings will be posted on Canvas. You will be responsible for checking the Canvas course site regularly for class work and announcements. As with all computer systems, there are occasional scheduled downtimes as well as unanticipated disruptions. Notification of these disruptions will be posted on the Canvas login page. Scheduled downtimes are not an excuse for late work. However, if there is an unscheduled downtime for a significant period of time, I will make an adjustment if it occurs close to the due date. Canvas is available at <http://canvas.utexas.edu>. Support is provided by the ITS Help Desk at 475-9400 Monday through Friday 8 am to 6 pm, so plan accordingly.

### **University Email Notification Policy:**

All students should become familiar with the University's official e-mail student notification policy. It is the student's responsibility to keep the University informed as to changes in his or her e-mail address. Students are expected to check e-mail on a frequent and regular basis in order to stay current with University-related communications, recognizing that certain communications may be time-critical. It is recommended that e-mail be checked daily, but at a minimum, twice per week. The complete text of this policy and instructions for updating your e-mail address are available at <http://www.utexas.edu/its/policies/emailnotify.html>. In this course e-mail will be used as a means of communication with students. You will be responsible for checking your e-mail regularly for class work and announcements.

### **Disabilities:**

Students with disabilities who require special accommodations need to get a letter that documents the disability from the Services for Students with Disabilities area of the Office of the Dean of Students (471-6259 voice or 471-4641) TTY for users who are deaf or hard of hearing). This letter should be presented to the instructor in each course at the beginning of the semester and accommodations needed should be discussed at that time. Five business days before an exam the student should remind the instructor of any testing accommodations that will be needed. See website below for more information: <http://deanofstudents.utexas.edu/ssd/providing.php>

**Emergency Evacuation Policy and Other Emergency Instructions:**

Occupants of buildings on The University of Texas at Austin campus are required to evacuate buildings when a fire alarm is activated. Alarm activation or announcement requires exiting and assembling outside.

Familiarize yourself with all exit doors of each classroom and building you may occupy. Remember that the nearest exit door may not be the one you used when entering the building.

Students requiring assistance in evacuation shall inform their instructor in writing during the first week of class.

In the event of an evacuation, follow the instruction of faculty or class instructors.

Do not re-enter a building unless given instructions by the following: The University of Texas at Austin Police Department, or Fire Prevention Services office.

Other important Emergency Information: <http://www.utexas.edu/safety/preparedness/>

**Behavior Concerns Advice Line: Use this resource to help fellow UT members about which you have concerns BCAL: 512-232-5050**

## Tentative Course Schedule

Approx Date	Readings	Assignments & Information
7/10	Introduction	
7/11	<b>Attribution &amp; Social Cognition</b> *Ch 2-Social Cognition *Ch 3- Social Perception *Jones, E. E. (1979). The rocky road from acts to dispositions. <i>American Psychologist</i> , 34(2), 107-117. Darley, J., & Gross, P. (1983). A hypothesis-confirming bias in labeling effects. <i>Journal of Personality and Social Psychology</i> , 44, 20-33. *Workman, J. E., & Freeburg, E. W. (1999). An examination of date rape, victim dress, and perceiver variables within the context of attribution theory. <i>Sex Roles</i> , 41(3-4), 261-277. Fishman, E. J., & Husman, J. (2017). Extending attribution theory: Considering students' perceived control of the attribution process. <i>Journal of Educational Psychology</i> , 109(4), 559-573	
7/12	<b>Group Processes</b> *Ch 12-Groups & Individuals *Zajonc, R. (1965). Social facilitation. <i>Science</i> , 149, 269-274. *Quinn, C. A., Fitzpatrick, S., Bussey, K., Hides, L., & Chan, G. K. (2016). Associations between the group processes of bullying and adolescent substance use. <i>Addictive Behaviors</i> , 626-13. *Latané, B., & Darley, J. (1968). Group inhibition of bystander intervention. <i>Journal of Personality and Social Psychology</i> , 10, 215-221. Stalder, D. (2008). Revisiting the issue of safety in numbers: The likelihood of receiving help from a group. <i>Social Influence</i> , 3, 24-33.	
7/13	<b>Attitudes &amp; Persuasion</b> *Ch 4- Attitudes *LaPierre, R. T. (1934). Attitudes vs. Actions. <i>Social Forces</i> , 13, 230-237. *Greenwald, A. G., & Banaji, M. R. (1995). Implicit social cognition: Attitudes, self-esteem, and stereotypes. <i>Psychological Review</i> , 102, 4 27. *Petty, R., & Cacioppo, J. (1986). The Elaboration likelihood model of persuasion. <i>Advances in Experimental Social Psychology</i> , 19, 123-205. Ham, C. (2017). Exploring how consumers cope with online behavioral advertising. <i>International Journal Of Advertising: The Review Of Marketing Communications</i> , 36(4), 632-658. Egan, L.C., Santos, L.R., & Bloom, P. (2007). The origins of cognitive dissonance: Evidence from children and monkeys. <i>Psychological Science</i> , 11, 978-983.	
7/17	<b>Obedience &amp; Conformity</b> *Ch 9- Social Influence *Burger, J. (2009). Replicating Milgram: Would people still obey today? <i>American Psychologist</i> , 64, 1-11. Asch, S. (1955). Opinions and social pressure, <i>Scientific American</i> , 193, 31-35. *Bond, R., & Smith, P. B. (1996). Culture and conformity: A meta-analysis of studies using Asch's (1952, 1956) line judgment task. <i>Psychological Bulletin</i> , 119, 111-137. Bocchiaro, P., & Zimbardo, P. G. (2010). Defying unjust authority: An exploratory study. <i>Current Psychology: A Journal For Diverse Perspectives On Diverse Psychological Issues</i> , 29(2), 155-170. Iacoviello, V., Berent, J., Frederic, N. S., & Pereira, A. (2017). The impact of ingroup favoritism on self-esteem: A normative perspective. <i>Journal Of Experimental Social Psychology</i> , 71, 31 41.	

Approx Date	Readings	Assignments & Information
7/18	<p><b>Prejudice, Stereotypes &amp; Racism</b></p> <p>*Ch 6- Prejudice</p> <p>*Neville, H. A., Awad, G. H., Brooks, J., Flores, M., &amp; Bluemel, J. (2013). Color-Blind Racial Ideology: Theory, Training, and Measurement Implications in Psychology. <i>The American Psychologist</i>.</p> <p>Eberhardt J, Davies P, Purdie-Vaughns V, Johnson S. Looking Deathworthy: Perceived Stereotypicality of Black Defendants Predicts Capital Sentencing Outcomes. <i>Psychological Science</i> [serial online]. May 2006;17(5):383-386.</p> <p>*Dovidio, J., Kawakami, K., &amp; Gaertner, S. (2002). Implicit and explicit prejudice and interracial interaction. <i>Journal of Personality and Social Psychology</i>, 82, 62–68.</p> <p>Dovidio, J. F., Glick P., &amp; Rudman, L. A. (2005). Introduction: Reflecting on the Nature of Prejudice: Fifty years after Allport, In J.F. Dovidio, P. Glick, &amp; L. A Rudman (Eds), <i>On the Nature of Prejudice: Fifty years after Allport</i>. (pp. 1-15). Malden, MA: Blackwell.</p>	
7/19	<p><b>Self &amp; Identity</b></p> <p>*Ch 5- The Self</p> <p>*Steele, C. (1997). A threat in the air: How stereotypes shape intellectual identity and performance. <i>American Psychologist</i>, 52, 613–629.</p> <p>Dunning, D., et al. (2003). Why people fail to recognize their own incompetence. <i>Current Directions in Psychological Science</i>, 12, 66-69</p> <p>*Crocker, J., &amp; Park, L. (2004). The costly pursuit of self-esteem. <i>Psychological Bulletin</i>, 130, 392-414.</p> <p>*Markus, H., &amp; Kitayama, S. (1991). Culture and the self: Implications for cognition, emotion, and motivation. <i>Psychological review</i>, 98, 224-253.</p>	

Approx Date	Readings	Assignments & Information
7/20	<b>Altruism &amp; Aggression</b> *Ch 10- Prosocial Behavior *Ch 11- Aggression Cohen, D., Nisbett, R. E., Bowdle, B. F., & Schwarz, N. (1996). Insult, aggression, and the Southern culture of honor. <i>Journal of Personality and Social Psychology</i> , 70, 945-960. *Bushman, B.J., & Baumeister, R.F. (1998). Threatened egotism, narcissism, self esteem, and direct and displaced aggression: Does self-love or self-hate lead to violence? <i>Journal of Personality and Social Psychology</i> , 219-229. Schlosser, A. E., & Levy, E. (2016). Helping others or oneself: How direction of comparison affects prosocial behavior. <i>Journal Of Consumer Psychology</i> , 26(4), 461-473 *Shariff, A.F., & Norenzayan, A. (2007). God is watching you: Priming God concepts increases prosocial behavior in an anonymous economic game. <i>Psychological Science</i> , 18, 803-809.	
7/24	<b>Interpersonal Attraction and Close Relationships</b> *Ch 7- Interpersonal Attraction *Ch 8- Close Relationships *Confer, J., Buss, D., et al. (2010). Evolutionary psychology: Controversies, questions, prospects, and limitations. <i>American Psychologist</i> , 65, 110-126. Eastwick, P., & Finkel, E. (2008). Sex differences in mate preference revisited: Do people know what they initially desire in a romantic partner? <i>Journal of Personality and Social Psychology</i> , 94, 245-264. Finkel, E. J., Rusbult, C. E., Kumashiro, M., & Hannon, P. A. (2002). Dealing with betrayal in close relationships: Does commitment promote forgiveness? <i>Journal of Personality and Social Psychology</i> , 82, 956-974. Wilson, S. J., Martire, L. M., & Sliwinski, M. J. (2017). Daily spousal responsiveness predicts longer-term trajectories of patients' physical function. <i>Psychological Science</i> , 28(6), 786-797.	
7/25	Group Presentations	
7/26	Group Presentations	
7/27	Group Presentations	<b>Reflection Paper Due</b> 7/27-Exam given via Canvas after class. 7/31-Exam Due by 11:59pm

**NOTE. THIS SCHEDULE SHOULD BE CONSIDERED TENTATIVE. I RESERVE THE RIGHT TO TAKE MORE OR LESS TIME ON TOPICS. \*READINGS AVAILABLE ON CANVAS**