

Advanced Social Psychology

COUN 8970 (002)

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Text: Fiske, S.T. (2010). *Social Beings: Core Motives in Social Psychology*, Wiley.

Course Description: Social Psychology is the scientific study of human behavior and thought in the actual or implied presence of others. We will cover both the “classics” of modern social psychology as well as recent trends. This social psychology course will help in your understanding of numerous social situations. Thus, social psychology becomes directly applicable to our own lives. Moreover, social psychology provides us with a clearer understanding of what lies behind current events in the world (e.g., Why does violence occur in our schools? Why do crowds of strangers sometimes ignore a victim’s cries for help? Why do people fall in [and out] of love?) In this course, we will discuss how people understand themselves in social contexts, how people influence each other, how people perceive each other, aggression, helping, attitudes, prejudice and stereotyping, communication, friendship, love, and attraction. Furthermore, this class will also work to apply social theories to various other areas of psychology (e.g., clinical/counseling, industrial/organizational, legal, developmental and health).

Course Format: An essential component of this course will be active class participation & discussion. My hope is that the students themselves will help shape the content and direction of the class. To this end, it is very important that you complete the assigned weekly tasks/readings *before* class. Each class will explore a different broad theme in social psychology. My intention is to spend the first part of each class discussing the lecture from the day before, the article(s) that you read (their strengths /weaknesses, persuasiveness, gaps in the literature, implications, and overall application), and each student’s weekly thought paper. **Thus, everyone will be expected to contribute in every class discussion.** My hope is that class discussions will be loose, open, and lively. We should all feel free to stray from the specific material to discuss broader related issues and other ways that the topic may be applied. Students are expected to take a very active role in leading discussions. Again, this means coming to every class prepared. After our discussion, I will then present a lecture on relevant theory and research on the *next* class topic.

Class Attendance: Given the vast amount of information that you need to learn in such an incredibly short amount of time, ***attendance is crucial and expected.*** If you do miss a class, I expect you to demonstrate to me that you are knowledgeable about the material covered in that class. Also, you will then be responsible for reading ALL of the articles that we discussed in class that day. Furthermore, missing more than one class will hurt your class grade.

- Two absences will bring your grade down by one letter grade. Each absence after that will continue to bring down your grade by one letter grade (no exceptions & no excuses).

Course Requirements & Grading Rubrics:

Application Thought Papers & Journal Articles (90 pts – 10 pts/class): In order to encourage class discussions, everyone is required to further apply the topics discussed the week before by doing one of two things: (1) Finding recent research discussing any topics discussed the week before or (2) finding research where the topics discussed the week before were applied to other areas of psychology (e.g., developmental, consumer, clinical/counseling, industrial/organizational, legal, health, etc.).

- First, you are to find and read a peer-reviewed journal article that further researches your topic of interest or applies that topic to another sub-field of psychology. You should find these articles by using either the PsycINFO or PsycARTICLES database...not Google.
- Then, you are to write a short (1-2 pages) application thought paper. Within this paper, you are to do the following:
 - Identify the social topic that you are discussing
 - Briefly describe the article (especially the methods & results)
 - Discuss (1) how the article relates to the social topic discussed in the text, lecture, or assigned articles and (2) how your article furthers the knowledge of that topic (either with further research or application)
- Note: You DO NOT need to provide a detailed report of the article. Instead, summarize the main ideas and how they relate to your chosen topic. The primary purpose of the thought paper is to force you to think about the application of the topic and your journal article in a deeper manner before class. In terms of grading, I will be looking at *quality* not *quantity*. The thought papers are not meant to be lengthy journal reports. Instead, I will be looking for evidence that you were processing the topics, applying them, and you were ready to discuss it further in class.
- **Turning in thought papers & articles:** Each application thought paper and a PDF copy of the journal article must be turned in on Canvas by 5pm on the Monday before class (see instructions on Canvas). If a copy of your paper and article is not turned in on time, you will automatically receive a 0 for that week's paper grade. In other words, no late work will be accepted (no exceptions & no excuses). Additionally, you are also to bring in a copy of each with you to class on Tuesday. Failure to complete the paper may also drastically hurt your weekly class discussion participation grade.
- **Thought Papers Grading Rubric:**

<u>Check Plus</u> <i>10 points</i>	<u>Check</u> <i>5 points</i>	<u>Null</u> <i>0 points</i>
Paper & article demonstrated thoughtful application of chapter's topic.	Paper & article failed to demonstrate thoughtful application of chapter's topic. Paper simply presented the article.	<ul style="list-style-type: none">• Failed to turn in paper/article in on time.• Failed to turn in paper/article.

Chapter Class Discussion Participation (90 pts – 10 pts/week): The remaining half of your weekly participation grade will come from your weekly participation in the class discussion. This participation grade will be divided up between (a) how well one leads and generates discussion and (b) how much one participates in the class discussion when others lead. Leadership will be assessed by how well each student presents their ideas, application, facilitates discussion, and builds on the ideas and comments of other students. Participation as a non-leader will be assessed by how actively the student engages in the group discussion, offers own ideas and relevant comments, and builds on the ideas and comments of other students.

- **DO NOT BE LATE FOR CLASS.** If you are not in class by the time we start our discussion that day, you will automatically receive a 0 for that day's discussion grade (no exceptions/no excuses).
- **Note about participation in class discussions:** In order to receive a good class participation grade in this class you must *actively* and *meaningfully* participate in class. This does not mean totally dominating every discussion, bullying others, or saying every random off-topic thought that happens to come into your head. Instead, I'm looking for critical thinking, applications, pros & cons of each paper, and how we can add to the current ideas. I also want you to add in every "half-baked" idea and confusion that you may have! After all, most great psychologists have turned out to be wrong about the things that they are most famous for! If *they* can all be famous for things that turned out to be wrong, then none of us should be anxious for saying what feels odd, partly missing, or even maybe wrong! Remember, the most interesting thing that gets shared in class is generally the very thought that the whole class thought was initially ridiculous. So, don't hold back! There's no judgment from me or anyone else. This is all a huge part of exploring ideas! I hate having to come up with a specific rubric for class participation grades as I feel doing so only results in forced comments and fake interactions. Thus, my grading for class participation will be purely based upon my own perception of your overall participation throughout the semester. I will make notes to myself every class meeting as to everyone's class participation. More than anything I really want you to show me that you were thoughtful when reading the assigned class readings.
- **Class Discussion Participation Grading Rubric:**

<u>Check Plus</u> <i>10 points</i>	<u>Check</u> <i>5 points</i>	<u>Null</u> <i>0 points</i>
Student actively participated in the discussions of 5 or more thought papers.	Student actively participated in the discussions of 4 - 1 thought papers.	<ul style="list-style-type: none"> • Student failed to actively participate in any discussion • Late to class

Exams (300 pts – 150pts/exam): There will be two equally-weighted take home examinations. The first exam (midterm – due June 24) will cover the material from the first half of the course and the second exam (final – due July 30) will cover all course material. Exams will cover all assigned readings, class lectures, thought papers, & class discussions. Thus, integration of materials is expected. Exams will be comprised of essay questions. Students will be assessed on the adequacy, accuracy, and completeness of their answers.

- Exams will be distributed the class before the exam is due. Therefore, you will have *at least* 5 days to complete the exam. Exams turned in late should expect a penalty. No make-up exams will be considered for any reason.
- As this is a take home exam, you are more than welcome to use your text, notes, all thought papers, and articles. However, this comes with a few very important restrictions and qualifiers:
 - You are not allowed to use any other resources (e.g., classmates, friends, internet, etc.).
 - I expect your essay answers to be in paragraph form with careful attention made to editing your answers. In other words, I do not want to see lists or bullet points. Write out an essay and make sure that the essay is grammatically correct.
 - All answers should be in your own words. I have let you use the text as a reference and nothing more. I do not want to see definitions taken straight out of the text. Instead, I want you to explain the concept to me.
 - Be sure to include any research cited within the lecture or the textbook to back up your answers. You have the ability to use the text as a reference which means that I expect you to actually use it!
 - Overall, I will be looking for full answers. I have given you the convenience of typing these essays over a period of 5 days. Thus, I expect to see that surplus of extra time reflected in your answers. In other words, skimpy answers will receive very skimpy points in return. Be sure to answer all of the different points within each question!!

Final Grades:

Grades will be determined using the grading scale listed below. There is no grading on a curve. Any rounding of grades is purely at my discretion but I will only consider rounding if five requirements have been met. (1) The percentage point is at a 9 (e.g., 79%), (2) the student has successfully completed all thought papers, (3) the student has earned the full points for all class participation, (4) the student has turned in all exams on time, and (5) the student attempted/completed all exams. No exceptions.

- **Application Thought Papers = 90 points (19%)**
- **Class Discussions = 90 points (19%)**
- **Exams = 300 points (62%)**
= 480 total possible points for the class.

Grading Scale: A=100-90%; B=89-80%; C=79-70%; D=69-60%; F=59-0%

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Class Professionalism Policy: During class, cell phones, pagers and any other electronic devices such as IPODS are to be ON SILENT OR MUTE ONLY (not on vibrate) and put away.

- Text messaging is rude and disruptive. Students are never allowed to text message in my class.
- Laptops are welcome in my class if you wish to take notes. However, you are NOT to engage in *any* unauthorized communication or entertainment (web surfing, instant messaging, chatting, DVD viewing, music playing, game playing, Facebook, etc.) during class

Course Schedule (subject to change)

<u>May 21st</u>	Readings:	N/A
	Discussion:	N/A
	Lecture:	Introduction & Ordinary Personology
<u>May 28th</u>	Readings:	Chapters 1 & 3 + Your discussion article
	Discussion:	Introduction & Ordinary Personology
	Lecture:	Social Cognition
<u>June 4th</u>	Readings:	Chapter 4 + Masuda & Nisbett (2001) + Your discussion article
	Discussion:	Social Cognition
	Lecture:	The Self & Attitudes/Persuasion
<u>June 11</u>	Readings:	Chapters 5 & 6 + Festinger & Carlsmith (1959) + Your discussion article
	Discussion:	The Self & Attitudes/Persuasion
	Lecture:	Attraction & Close Relationships
<u>June 18</u>	Readings:	Chapter 7 & 8 + Buss, Larsen, Westen, & Semmelroth (1992) + Your discussion article
	Discussion:	Attraction & Close Relationships
	Lecture:	Prosocial Behavior
<i>** The midterm will be distributed at the end of class on June 18th **</i>		

<u>June 24</u> <u>(Monday)</u>	<i>*Take Home Midterm Due by 5pm*</i> <i>Covers: All readings, discussions, and lectures from chapters 1, 3-8</i>	
<u>June 25</u>	Readings:	Chapter 9 + Shariff & Norenzayan (2007) + Your discussion article
	Discussion:	Prosocial Behavior
	Lecture:	Aggression
<u>July 2</u>	Readings:	Chapter 10 + Bushman, Ridge, Das, Key, & Busath (2007) + Cohen, Nisbett, Bowdle, Schwarz (1996)+ Your discussion article
	Discussion:	Aggression
	Lecture:	Stereotyping, Prejudice, & Discrimination
<u>July 9</u>	Readings:	Chapter 11 + Monteith, Sherman, & Devine (1998) + Payne (2006) + Your discussion article
	Discussion:	Stereotyping, Prejudice, & Discrimination
	Lecture:	Small Groups
<u>July 16</u>	Readings:	Chapter 12 + Pettigrew (1998) + Matz & Wood (2005) + Your discussion article
	Discussion:	Small Groups
	Lecture:	Social Influence
<u>July 23</u>	Readings:	Chapter 13 + Milgram (1965) + Cialdini (2003) + Your discussion article
	Discussion:	Social Influence
	Lecture:	Conclusions & Final Exam Review
<i>** The final will be distributed at the end of class on July 23rd **</i>		
<u>July 30</u>	<i>*Take Home Final Due by 8pm*</i> <i>Covers: All readings, discussions, and lectures from all chapters</i>	