

SYLLABUS

PSY 235: Social Psychology
2002 Spring Term
M W F 9:00-9:50, E263
and laboratory.

Dr. John A. Teske
Esbenshade 265C, X1332
Office Hours: 12:30-1:30 MF
and by appointment

Course Description

Purpose:

This course will provide you with a broad survey of issues, theories, and methods in social psychology. You will learn that human beings are essentially social beings. In an important sense, our very existence as persons is as much constituted by our relationships with others as it is by our biological organism. Social psychology is centrally concerned with understanding the deeper character of these experiences with others, in relationships, in groups, and in larger organizations. The central purpose of the course is to show how the knowledge generated from theory and research in social psychology can help us move beyond the limitations and biases in our understandings of human persons: ourselves, our social nexus, and our moral world.

Objectives:

1. To understand the psychological basis of people's interactions with one another by gaining a familiarity with basic processes of social psychology, and an understanding of the concepts, perspectives, and theories that bear on them.
2. To understand the significance and importance of critically evaluating not only social psychological explanations, but the "common sense" we too often take for granted.
3. To gain some facility in exploring and analyzing everyday situations and real world events, using but also recognizing the limitations of social psychology in its historical and cultural context.
4. To develop some practical, hands-on laboratory skills, and familiarize oneself with a sample of the methodologies by which psychologists in general, and social psychologists in particular develop the scientific knowledge base of the discipline.
5. To gain sensitivity to the social forces working upon us and through us, and thereby freedom from the confines of the current social environment, from susceptibility to manipulation, and from pressure to compromise our pursuit of moral ideals.

Instructor Goals:

Social psychology is probably the specialty that cuts closest to the bone of common experience, our thoughts about ourselves and others, our passions and fears, our sense of right and wrong, our co-operations and conflicts, and our accomplishments and failures. This is therefore a course in which a great deal of personal involvement, of bringing your insights from daily life and experience, and learning to critically and analytically examine and evaluate them, is crucial. One of my goals is to help you build your social sensitivity, your interpersonal skills, and your self-

understanding. More importantly, there is a deeper goal: an ability to see beneath appearance and preconception to the more fundamental principles by which we socially construct our world. This will be what is difficult, as it will require lowering our defenses, questioning what we take for granted, and recognizing the fundamental fragility of our own realities. It also requires some ability to handle the critical testing and assessment upon which building this more fundamental understanding is based. To do this requires that we respect each other, listen to each other, and help each other grow, which requires also being sensitive to the fears and anxieties of disciplined criticism.

Social Psychology is also my primary empirical field, and I want to share my sense of intellectual adventure with you. This means developing some hard discipline in the area of inquiry and analysis. It means taking some risks in relating social psychology to the real world of thinking about, influencing, and relating to one another. It also means recognizing the limitations of the field and of ourselves. It can be difficult and frightening, but if we work hard, if we're careful, it can be exciting and even fun.

Reading

Required: Aronson, E., Wilson, T.D., & Akert, R.M. (1998). Social Psychology (3rd Ed.). New York: Addison Wesley Longman.

Required Library Reserve: Sampson, E.E. (1991). Social Worlds/Personal Lives. San Diego: Harcourt, Brace, Jovanovich.

Laboratory Reading:

Encouraged: Demitrakis, K. (1999). Study Guide to Accompany Social Psychology (3rd Ed.) New York: Addison Wesley Longman.

Recommended: Regular perusal of Psychology Today (easiest), American Psychologist (next hardest), and the research journals of the field, e.g. Journal of Personality and Social Psychology, Journal of Experimental Social Psychology, Psychological Bulletin, and Psychological Review (very technical). See reference.

Reference: High Library, 150's and Ref. 150's, Esbenshade 264, 263 lounge, instructor loans. See especially Psychological Abstracts. Some journal copies are in the departmental lounge/library. Documentation standard is that of the American Psychological Association. References cited in text of paper by using author's surname and year of publication in parentheses, e.g. Sampson (1991). At the end of a paper, full references listed in alphabetical order by author, using form described in Publication manual of the APA, or in How to write psychology papers, both available in the department.

Course Policies

Grading:

Exams will be mixed objective and short essay, the latter requiring some integration or application of knowledge. Quizzes will not be announced, but should not be difficult for those who have done the assigned reading. Laboratory grade will be based on two laboratory reports, submitted at appropriate dates during the semester. There will be a participation grade based on the quality of contribution to class (preparation, appropriate questions or comments in class, completion of outside exercises, and supplementary work). Make-up exams must be approved in advance. No make-up quizzes will be given. Semester grades will be broken down as follows:

Midterm Examination.	20%
Final Examination.	40%
Laboratory Reports.	20%
Participation and Quizzes.	20%

Supplementary work is available for those unhappy with their daily preparation and participation; it is also encouraged for majors in any of the social or behavioral sciences, or anyone interested

in working on writing skills. This work can be of two kinds: 1) A short (5 page) applications paper, involving the application of social psychological principles to the analysis and explanation of a documented incident personally observed from everyday life. 2) A full research paper (10 pages or more) in which you integrate and discuss the research bearing on an issue or problem of your interest. See instructor for approval and suggestions. Supplementary work cannot lower your grade, but it won't necessarily raise it. An applications paper can count up to 10% of your grade, a research paper up to 25%, though neither can be used to replace examination grades.

Academic Integrity:

In support of the increase of academic integrity on campus, students in this class are encouraged to abide by the following pledge. "Knowing that every commitment I make to integrity strengthens my self-respect and respect for others, I hereby pledge to abide by the Elizabethtown College Code of Integrity. I will be guided by principles of truth, self-respect, and respect for others. I will cooperate to make campus conditions favorable to fair, honest behaviors by adhering to procedures such as the following. During tests I will sit somewhere that will discourage the giving or receiving of unauthorized aid, and I will keep my work out of sight. In each class I will be sure I understand what is considered fair help and what is not, and I will not give or receive unfair help on any assignments, including papers, homework, or take-home tests. On written assignments I will avoid plagiarism. I will uphold the spirit of fair, truthful, and honest behavior to the utmost of my ability."

Class:

Since participation is graded, class attendance is required but will not be recorded separately. Classes will clarify and build on assigned reading, so at least a first reading of material should be done prior to the class on the material. Appropriate questions, comments, and discussion are encouraged. Students will also occasionally be asked to bring in outside examples, field exercises, or laboratory work.

Laboratory:

The weekly laboratory work is an important part of the class, and your scheduling of laboratory time, participating in the data collection, the interpretation, and writing up several research reports are required for the course. Laboratory work will require approximately an additional three hours of work a week, including scheduling time for particular activities, doing the relevant assignments, and writing up two laboratory reports. Times and locations of these activities will vary as appropriate; handouts and scheduling information will be made available each week for that week's laboratory work. Via this laboratory experience, you will be introduced to methodological issues and artifacts peculiar to social psychology. You will learn to set up field and quasi-experimental observation, including reactive and non-reactive measures. Through an examination of the relationship between self-report and direct physiological measures, you will examine conditions for producing misattribution of arousal. You will also learn to use video-based coding protocols to examine nonverbal behavior, and explore a quasi-experimental procedure, from the set up of independent conditions and measurement protocols, to the summary and discussion of data. You will be assessed on the basis of two laboratory reports, one for each of the research projects involved in the laboratory component. Reports will need to be typed and written according to APA standards. A structured outline for these reports will be provided in class.

News Group:

An internet News Group will be set up for the use of the class, and is one of the avenues for class participation, and for getting group or instructor feedback on laboratory work. Set-up, data collection, and data analysis can also thereby be mediated.

Instructor Availability:

While I cannot give a great deal of personal attention to each student, I will be available for laboratory supervision, during office hours, or by appointment. I love to talk about psychology, so if something interests you, drop in and we'll pursue it, even over lunch, or coffee. If you don't understand something or are lost, please see me; if I can't help you, maybe the learning center or a peer tutor can. Or just stop to chat. This also gives us a chance to get to know each other better, always to your advantage. Normally my office door is open, but if it is closed, interrupt me only at your own peril! The chart on my door maps my availability. If you need my exclusive attention, making an appointment is the best strategy but I am sometimes free before or after classes. Make use of this; much of what you learn may take place outside of class. NOTE: While child-care responsibilities sometimes require my presence at home in Annville, feel free to call me there (867-0346). It is sometimes difficult to get to the phone, but if you leave a message on the machine, I'll return your call or try email: teskeja@etown.edu.

<u>Meeting</u>	<u>Topic</u>	<u>Reading</u>
Part I. Social Psychology: Explanations and Alternatives		
W Jan 16	1. Social Phenomena	Preface, Browse AWA
F Jan 18	1. Construal, Understanding, and Prediction	AWA 1: 2-18
M Jan 21	1. Esteem and Accuracy	AWA 1: 19-29
W Jan 23	2. Observation, Prediction, and Experiment	AWA 2: 30-48
F Jan 25	2. Causality, Validity, and Ethics	AWA 2: 48-63
M Jan 28	2. Construction and Ideology	Sampson 1 & 2
W Jan 30	2. Reading the Research Literature	Dane (1988); Ellyson & Halberstadt (1995)
Part II. Social Understanding: Schemata, Heuristics, and Attribution		
F Feb 1	3. Schemata and Prophecy	AWA 3: 64-80
M Feb 4	3. Heuristics and Sampling	AWA 3: 80-92
W Feb 6	3. Automatic vs. Controlled Processing	AWA 3: 92-103
F Feb 8	4. Nonverbal Behavior	AWA 4: 104-115
M Feb 11	4. Traits, Accessibility, and Attribution	AWA 4: 115-126
W Feb 13	4. Attributions and Biases	AWA 4: 127-146; Sampson 3
F Feb 15	Further Discussion of Social Understanding	
Part III. The Dynamics of Self: Origins, Multiplicities, and Maintenance		
M Feb 18	5. The Self, History, and Culture	Sampson 12
W Feb 20	5. Social Construction and Self-Perception	AWA 5: 147-176
F Feb 22	5. Self-Knowledge and Self-Negotiation	AWA 5: 176-187, Sampson 13
M Feb 25	6. Dissonance and Justification	AWA 6: 188-217
W Feb 27	6. Self-Discrepancy and Self-Maintenance	AWA 6: 218-233
F Mar 1	MIDTERM EXAMINATION	
SPRING BREAK		
Part IV. Social Influence: Attitudes and Actions		
M Mar 11	13. Prejudice and Stereotyping	AWA 13: 495-523
W Mar 13	13. Discrimination and Racism	AWA 13: 523-545
F Mar 15	7. Attitudes and Behavior	AWA 7: 234-243
M Mar 18	7. Persuasive Communication	AWA 7: 243-262
W Mar 20	7. Media Issues	AWA 7: 262-276
F Mar 22	8. Informational Social Influence	AWA 8: 278-293
M Mar 25	8. Conformity and Innovation	AWA 8: 293-311
W Mar 27	8. Compliance and Obedience	AWA 8: 311-325
Th Mar 28	Further Discussion of Social Influence	
EASTER BREAK		
Part V. Social Action: Helping, Hurting, and Leading		
W April 3	11. Theories of Helping	AWA 11: 416-437
F April 5	11. Bystanders and Responsibility	AWA 11: 437-452
M April 8	12. Biology, Culture, and Aggression	AWA 12: 454-465
W April 10	12. Aggression, Media, and Reduction	AWA 12: 472-493
F April 12	12. Mass Conditioning	Grossman
M April 15	9. Group Facilitation and Deindividuation	AWA 9: 326-339
W April 17	9. Leadership, Conflict, and Cooperation	AWA 9: 339-366
Part VI. Intimacy: Relationships and Privacy		
F April 19	10. Attraction and Relationships	AWA 10: 370-389
M April 22	10. Love: Evolution and Development	AWA 10: 390-409
W April 24	10. Closeness and Differentiation	AWA 10: 409-415, Gottman
F April 26	SPA 1. Stress and Social Support	AWA: 547-570
M April 29	SPA 2. Spaces, Places, and Privacy	AWA: 579-581
W May 1	The Environmental Psychology of Elizabethtown	
F May 3	Wrap-up and Review	
FINAL EXAMINATION		