

**Psychology 312:  
Social Psychology (Fall, 2016)**

Location: Learning Center C, Room C004  
Time: Tuesdays and Thursdays from 2:00-3:15

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**Required Materials**

Textbook: Aronson, E., Wilson, T. D., Akert, R. M., Sommers, S. R. (2016). *Social Psychology* (9th ed.) Upper Saddle River, NJ: Prentice-Hall. (AWAS, hereafter)

New and used copies should be available at the UIC bookstore. If you prefer, you can purchase an electronic copy (for 60+% discount) at:

<http://www.pearsonhighered.com/educator/product/Social-Psychology-CourseSmart-eTextbook-9E/9780134012384.page>

You can also buy the Kindle version, or rent or purchase a used copy of the textbook from Amazon at a cheaper price here:

<http://amzn.to/2bqe8Qn>

iClicker: An iClicker RF remote

**Course Overview:**

How does the presence of others affect our attitudes, behaviors, and thoughts? How do we make impressions of others? Why are some people more popular than others? When do we help others? When do we become aggressive or violent? Why do we conform? What makes us fall in love with one person but not another? What are the characteristics of couples that stay together? What

strategies can we use to negotiate a good deal on a new car? How do stereotypes affect people? These are just a few of the many questions that social psychologists address in their research. Social psychology is the scientific study of how our thoughts, feelings, and behaviors influence, and are influenced by, other people. This course provides a broad introduction to the field of social psychology. Social psychology is grounded heavily in theory and the scientific method, and we will focus on both in this course.

**Course Prerequisite:**

Grade C or better in PSCH 242

**Course Objectives:**

Students should leave this course with an understanding of:

- Social psychological theories and explanations for how people and environments shape our thoughts, feelings, and behaviors
- How theories of social behavior are translated into scientifically testable hypotheses
- How hypotheses are tested and evaluated by conducting experiments and observing behavior—appreciating these research methods and techniques will underscore the value of the scientific method and scientific reasoning in understanding our world
- How to be a good consumer of research, and to critically evaluate scientific findings about social psychological issues that affect us all
- How to use social psychology to understand everyday life (e.g., interactions with other people and groups, relationships, mind-body issues and health, political processes, law and policy and social processes more generally)

**Course Format and Expectations:**

We will meet twice a week for 75-minute interactive lectures. Videos, class demonstrations, and discussions will supplement the lectures. I will assume that you have completed the reading assignments before each class meeting. In class, we will discuss some—but not all—of the topics from the book. Instead, we will use the class time to gain an in-depth understanding of selected topics. Because you are responsible for knowing theory and research not covered in the reading material, it is a good idea to attend every lecture (see below). You are responsible for both book and class material on the exams. If you miss class, be sure to get notes from a classmate.

**Attendance and Learning Environment:**

Though, I will not take formal attendance, I will incorporate iClicker polls, questions, and pop-quizzes. To obtain credit for these activities, you must be present and have your iClicker. Your participation in these activities is part of your grade (see grading section below, for details), so bring your iClicker to each and every class. Moreover, it is in your best interest to attend class. When you miss class, you may miss out on iClicker points, important announcements, and important material NOT covered in the book that may appear on your exams. You are responsible for all material covered in class. Under no circumstance will I or your teaching assistant(s) provide you with notes from classes that you miss. I spend a lot of time trying to make the lectures enjoyable and informative (I am passionate about social psychology and try to convey this in my lectures); so, please invest in your education, make your parents proud, do it because everyone else is doing it (see Asch experiments in Ch. 8), or your instructor told you to (see Milgram

experiments in Ch. 8). Even if you don't know the reason that you're coming to class (see Nisbett & Wilson studies on pg. 112), I expect to see you there.

I think of the classroom as a community, where success depends on all of our contributions and behaviors. The best classroom communities emerge when everyone comes to class prepared to contribute to the class discussion in a thoughtful manner. These classroom communities are not disrupted by phone calls, texting, Facebooking, Tweeting, Instagramming, emailing, reading newspapers, playing games, talking with others, or engaging in other distracting shenanigans. Over the semester, I promise that I will not stop mid-lecture to catch up on my Twitter feed or to check out recent LOLcats. Please do not do any of these things during class. If you do, you will be asked to leave.

If you do not understand something in class or the textbook, please ask. If you feel uncomfortable asking during class, you may ask immediately following class, via email, or by requesting to meet with me or your TA.

Social psychology studies some sensitive subjects, including body-image, conformity, prejudice, and violence. Thus, it is especially important to be respectful of each other. If something in the reading, lecture, or discussion makes you uncomfortable, please let me know. The material can be difficult but is important to understand.

### **Blackboard Page**

Information about the course, including this syllabus, is on Blackboard. It is important that you check Blackboard regularly for announcements. I will post my powerpoint slides on Blackboard so that you won't need to worry about writing down everything on every slide and so that you'll be able to review them before tests. I will post supplemental readings, news articles, videos, cartoons, and other information / links to material that may help shed light on the course material. This content will typically be an application of social psychology in the real-world. I encourage you to share similar material from your everyday life with the course in our supplemental materials page on Blackboard.

As you likely know, Blackboard includes a feature that allows students and faculty to communicate via email. If you choose to use this feature, please keep in mind that you may only use it for purposes relating directly to this course. Please do not use it for solicitations or advertisements of any products, services, or events not directly related to course content. If you do use it to solicit or advertise products, services, or events directly related to course content, please ask the permission of the instructor (Dr. Motyl) before doing so.

### **Exams**

There will be four multiple-choice tests. The tests are roughly evenly spaced throughout the semester (9/13, 10/6, 11/1, 11/22) and the questions will be focused on the material from the previous few weeks of class. That said, there may be some questions on content tested on previous tests, making each test somewhat cumulative. There will be an optional final exam (12/7) that is cumulative. If you cannot attend on at least FOUR of these exam dates, then you should not enroll in this course. All exams will consist of multiple choice questions and will be worth 100 points each. Exams will cover material from the text (even if I did not discuss it in class) and material

from lecture (even if it was not covered in the text).

Exam grades will be posted on blackboard. If you are interested in going over your exams, you may come to our office hours or set up an appointment to meet with one of us. If you choose to go over an exam, you must do so within 2 weeks of taking the exam. I impose this limit because (a) it is more useful to you to go over your exam early, and (b) many students try to cram all the reviews into the days just before the final exam, which leads to overcrowded office hours and is a very poor strategy for long-term retention.

Because your grade is based upon the top four of five potential exam scores, **THERE WILL BE NO MAKE-UP EXAMS UNDER ANY CIRCUMSTANCES.** If you must miss an exam, for whatever reason, there is no need to contact me. Missing an exam means that the final exam is no longer optional for you. Of course, you should miss an exam only if absolutely necessary, as you cannot predict whether something may interfere with your ability to take a future test. You are best served by taking all five exams.

### Homework Assignments

There will be TWO homework assignments. These will be short video projects where you work in small groups to teach some piece of social psychology to the broader population, who may not have had the good fortune of taking a class on social psychology. For examples and select videos from previous classes, view our course [YouTube channel](#). Complete details about the assignments will be provided later in the semester.

### Grading

Your final grade for the course will be determined as follows:

Item	Possible Points	Earned Points
Exam 1	100 points	
Exam 2	100 points	
Exam 3	100 points	
Exam 4	100 points	
Exam 5 (*optional*)	*100 points*	
iClicker	50 points	
Homework #1	50 points	
Homework #2	50 points	
<b>Total Possible Points</b>	<b>550 points</b>	

Grade	Percent	Raw Points
A	89.5 – 100	492.25-550
B	79.5 – 89.4	437.25-492.24
C	69.5- 79.4	382.25-437.24
D	59.5 – 69.4	327.25-382.24

E	0 – 59.4	0-327.24
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### **Email and Question-Answering Policy:**

Ideally, I would like to get to know each of you individually. Unfortunately, with a class this large, that is not possible. Nor is it possible for me to have regular email conversations with all of you. Please do not email me or the TAs about matters that you can look up on the syllabus. If you miss a class, please do not expect us to answer questions about it over email. If you have questions about the material or the assignments, please see the instructor or TA after class, or go to the instructor or TA office hours. If you have questions or comments on the material, feel free to email the instructor or TA and include PSYCH 312 and YOUR NAME in the subject line. We receive hundreds of emails every day, so following this rule will help us to identify your email as important and related to class. Our policy is to respond to emails within two working days of receipt. Working days are Monday through Friday. So, if you send an email on Saturday, we might not get back to you until Tuesday. Please be aware of this and adjust your expectations accordingly. I am available to all of my students and encourage all of you to visit me during office hours, even if it's to have a casual chat. However, given the large size of the class, I am less encouraging of email. If you have concerns or questions, you should check the course syllabus and Blackboard. If you cannot find your answer there, try posting a question in the discussion forum on Blackboard. If that doesn't work, then come to office hours or arrange an appointment with your TA. If you send them to me, I will forward them to your TA and that will delay your response.

To reiterate, **DO NOT SEND EMAILS REGARDING YOUR GRADES**. The syllabus contains the point values for all grade entries and space for you to keep track of your own grade. If you have additional questions, please ask them after class or during office hours. Any email inquiries about grades will go without a response.

### **Grade Appeals:**

If you feel strongly that your grade on an assignment or test was unfair, you have the right to appeal. In such cases, you must first talk with your TA to find out why your assignment or exam was graded the way that it was. Usually, you will be able to resolve things directly with your TA. If an issue remains, however, you may submit a word document stating (a) what test item you are questioning and (b) your rationale for the appeal. Email the document to Professor Motyl. When you request a grade appeal, Professor Motyl will re-grade the entire test or assignment—not just the single item or aspect that you are appealing. Thus, it is possible that your grade could go down on the basis of an appeal if an error that had initially favored you is caught on a second examination. **An appeal of a test item or assignment MUST be submitted within two weeks of when the assignment was handed back / posted; there will be no exceptions to this rule.**

### **Academic Integrity:**

*As an academic community, UIC is committed to providing an environment in which research, learning, and scholarship can flourish and in which all endeavors are guided by academic and professional integrity. All members of the campus community—students, staff, faculty, and administrators—share the responsibility of insuring that these standards are upheld so that such an environment exists. Instances of academic misconduct by students will be handled pursuant to the Student Disciplinary Policy:*

<http://www.uic.edu/depts/dos/docs/Student%20Disciplinary%20Policy.pdf>

In fairness to the vast majority of students who take their college career seriously, **no form of cheating will be tolerated**. If you cheat on any exam or assignment in this class, you will fail the entire class and I will file official judicial charges against you immediately with the Dean of Students, who will place a notice about the incident in your permanent record. There will be no exceptions to this policy.

Cheating includes, but is not limited to, looking on others' tests or letting them look on yours during a test, copying or giving others test answers, using your cell phone or other electronic devices during an exam without prior explicit permission to do so, and plagiarism which includes copying the words of a fellow student or any other author in your papers, copying even short phrases from written work that you are using as a reference (even if you cite it properly), handing in work that you have handed in for another class, and handing in papers you've gotten from the internet or from other students.

No form of reproduction or provision of exams or assignments, or any part thereof, including, but not limited to, copying for personal use, sharing with current or prospective students, or posting on the Internet in open access or restricted selective spaces is permitted without the written permission of the course instructor, Dr. Motyl.

All violations of student conduct or academic integrity will be handled according to UIC's student conduct policy: <http://www.uic.edu/depts/dos/studentconduct.html>

### **Students with Disabilities:**

Students with disabilities who require accommodations for access and participation in this course must be registered with the Office of Disability Services (ODS). Please contact ODS at (312) 413-2103 (voice) or (312) 413-0123 (TTY). More information about accommodations is available at [http://www.uic.edu/depts/oa/disability\\_resources/faq/accommodations.html](http://www.uic.edu/depts/oa/disability_resources/faq/accommodations.html).

### **Religious Holidays:**

Campus Policy States: The faculty of the University of Illinois at Chicago shall make every effort to avoid scheduling examinations or requiring that student projects be turned in or completed on religious holidays. Students who wish to observe their religious holidays shall notify the faculty member by the tenth day of the semester of the date when they will be absent unless the religious holiday is observed on or before the tenth day of the semester. In such cases, the student shall notify the faculty member at least five days in advance of the date when he/she will be absent. The faculty member shall make every reasonable effort to honor the request, not penalize the student for missing the class, and if an examination or project is due during the absence, give the student an exam or assignment equivalent to the one completed by those students in attendance. If the student feels aggrieved, he/she may request remedy through the campus grievance procedure.

### **Incompletes:**

University policy on incomplete grades is very strict. I will grant an incomplete grade only under the most extreme circumstances. Do not request an incomplete unless the following conditions apply (taken from the undergraduate catalogue):

*Course work is incomplete when a student fails to submit all required assignments or is absent from the final examination; incomplete course work will normally result in a failing grade. The IN (incomplete) grade may be assigned in lieu of a grade only when all the following conditions are met: (a) the student has been making satisfactory progress in the course; (b) the student is unable to complete all course work due to unusual circumstances that are beyond personal control and are acceptable to the instructor; (c) the student presents these reasons prior to the time that the final grade roster is due. The instructor must submit an Incomplete report with the final grade roster for the IN to be recorded. This report is a contract for the student to complete the course work with that instructor or one designated by the department executive officer in the way described and by the time indicated on the report. In resolving the IN, the student may not register for the course a second time, but must follow the procedures detailed on the report. An IN must be removed by the end of the student's first semester or summer session in residence subsequent to the occurrence, or, if not in residence, no later than one calendar year after the occurrence. When the student submits the work, the instructor will grade it and change the IN to the appropriate grade. If an undergraduate fails to meet the stated conditions, the instructor will assign an E for the final grade.*

### **Letters of Recommendation:**

I am happy to provide letters of recommendation for students who have demonstrated excellence in my class. In order to write a good letter, I must know you. So, if you anticipate requesting a letter of recommendation from me, please ensure that you meet with me at least once to discuss your aspirations and plans. If I don't know you, I cannot write a strong letter for you.

### **Legal Disclaimers**

The content of this course is the intellectual property of the instructor and is covered by copyright law. The exams and handouts in this class are copyrighted. Any sale, reproduction, or re-transmission of course-related materials (including exams or exam questions) is a violation of US Copyright Law, and any parties (students or commercial enterprises) involved in such illegal activities are subject to both criminal and civil prosecution. Students are allowed to provide or lend notes to fellow students, provided they do not financially profit from doing so. The commercialization of class notes, however, is strictly prohibited; violators will be prosecuted.

## Psych 312 Course Outline and Assigned Readings

Date	Topic	Read and/or Do
23-Aug	Class introduction	AWAS, pp. xxviii-xxix & Ch. 1
25-Aug	Research methods	AWAS, Ch. 2
30-Aug	Cognitive Dissonance & Self-Esteem	AWAS, Ch. 6
1-Sep	Cognitive Dissonance & Self-Esteem	AWAS, Ch. 6
6-Sep	Social Cognition - Part 1	AWAS, Ch. 3
8-Sep	Social Cognition - Part 2	AWAS, Ch. 3
13-Sep	<b>*****FIRST EXAM*****</b>	
15-Sep	Social Perception -- Part 1	AWAS, Ch. 4
20-Sep	Social Perception -- Part 2	AWAS, Ch. 4
22-Sep	The Self -- Part 1	AWAS, Ch. 5
27-Sep	The Self -- Part 2	AWAS, Ch. 5
29-Sep	Conformity -- Part 1	AWAS, Ch. 8; <b>HW #1</b>
4-Oct	Conformity -- Part 2	AWAS, Ch. 8
6-Oct	<b>*****SECOND EXAM*****</b>	
11-Oct	Attitudes -- Part 1	AWAS, Ch. 7
13-Oct	Attitudes -- Part 2	AWAS, Ch. 7
18-Oct	Group Processes -- Part 1	AWAS, Ch. 9
20-Oct	Group Processes -- Part 2	AWAS, Ch. 9
25-Oct	Interpersonal Attraction -- Part 1	AWAS, Ch. 10
27-Oct	Interpersonal Attraction -- Part 2	AWAS, Ch. 10
1-Nov	<b>*****THIRD EXAM*****</b>	
3-Nov	Prosocial Behavior -- Part 1	AWAS, Ch. 11
8-Nov	Aggression -- Part 1	AWAS, Ch. 12
10-Nov	Aggression -- Part 2	AWAS, Ch. 12; <b>HW #2</b>
15-Nov	Prejudice -- Part 1	AWAS, Ch. 13
17-Nov	Prejudice -- Part 2	AWAS, Ch. 13
22-Nov	<b>*****FOURTH EXAM*****</b>	
24-Nov	TURKEY / TOFURKEY (no class)	Eat / Relax
29-Nov	Applied Social Psychology	AWAS, Soc Psy in Action 1
1-Dec	Wrap-up	AWAS, Soc Psy in Action 2&3
<b><u>FINAL EXAM (NOTE THAT THIS IS WEDNESDAY and from 3:30-</u></b>		
7-Dec	<b><u>5:30; not the usual class time)</u></b>	All the things!