Psychology 210 - Social Psychology  
Dr. Andy Karpinski  
Spring 2007

Professor: Dr. Andy Karpinski  
Office: 520 Weiss Hall  
Email: andykarp@temple.edu  
Phone: 215-204-3102  
Office Hours: MW 10:30-11:30; W 3:30-4:40 and by appointment  

Teaching Assistant: Abby Harvey  
Office: 536 Weiss Hall (Office) or 550/551 Weiss Hall (Lab)  
Email: aharv93@temple.edu  
Office Hours: W 10:30-12:30 and by appointment

We are happy to meet with you to go over any questions you have about the class – just stop by during office hours or make an appointment. If you have questions about the textbook, lecture material, or the exams, you should meet with Dr. Karpinski. If you have questions about the assignments, you should meet with Abby.

Class Meets: Monday/Wednesday/Friday  
2:40 pm - 3:30 pm  
Anderson Hall Lecture Halls – AL 14

Prerequisites: In order to take this class, you must have completed Psychology 060 (Psychology as a Social Science) or an equivalent course.

Required Textbooks (Available at the University Bookstore):  
(ISBN: 0-8058-3520-2)  
Textbook website: http://www.bordens2e.com

This textbook is concise, up-to-date, and relatively inexpensive. At the textbook website, a free study guide is available for you to download. I strongly recommend that you take advantage of this additional resource.

Course Website: Blackboard  
Additional readings, handouts, and assignments will be available from the course website on Blackboard.

Why are we here???
This course will introduce you to the theoretical perspectives, research methods, and empirical findings of social psychology. Social psychology is the scientific study of how people’s thoughts, feelings, and behaviors are affected by the real or imagined presence of others. More specifically, the four main goals of this course are for you to learn:

1) The major concepts, research findings, and issues in the field of social psychology,  
2) How social psychologists derive and test their theories and hypotheses through research, and  
3) How subtle situational factors affect behavior  
4) How social psychology applies to your own life.

For you to get the most out of this class, it is essential that you:

1) Read. There is a heavy reading load for this class, but you are expected to have read and understood all of the readings before you come to class.  
2) Think. It will not be sufficient for you to be able to recite the theories and definitions from the text. You must think critically about the readings and class activities. What are the implications of the findings and how can they be applied to the world?  
3) Write. You will have four writing assignments to complete this term. Depth of thought and clarity of expression will be extremely important in determining your grade for these assignments.  
4) Attend the lectures. I assume that you will read and understand the textbook and articles. In lecture, I will clarify confusing issues pertaining to the readings, but I will also introduce new material. If you miss a lecture, be sure to get the notes from a classmate.
Grading: Your final grade will be calculated out of 1000 points:

- Exam 1 270 points
- Exam 2 270 points
- Exam 3 270 points
- The Milgram study 40 points
- Analyzing situations 100 points
- Social psychology in daily life 50 points

Note: The final exam may take the place of your lowest midterm score

Grading Scale

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<thead>
<tr>
<th>Points Range</th>
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<tbody>
<tr>
<td>1000 – 930 points</td>
<td>A</td>
<td>829 – 800 points</td>
<td>B-</td>
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<td>929 – 900 points</td>
<td>A-</td>
<td>799 – 770 points</td>
<td>C+</td>
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<td>899 – 870 points</td>
<td>B+</td>
<td>769 – 730 points</td>
<td>C</td>
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<td>869 – 830 points</td>
<td>B</td>
<td>729 – 700 points</td>
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<td>599 or fewer points</td>
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Note: If you do not complete at least 2 out of 3 of the written assignments, you automatically fail the course.

Exam Policy

There will be three exams and a cumulative final. The three exams will be multiple-choice format, non-cumulative exams and will be given during lecture time. The exams will cover information in the textbook, information in the readings, and information from lecture. Your answer sheets will not be returned to you, but you may review your answer sheets during my office hours.

There will be no makeup tests, and I will not give tests early. There will be no exceptions to this policy.

The final exam will be a cumulative, multiple-choice format exam. If you perform better on the final than you did on one of the previous exams, then the final exam will replace your lowest exam score. If you perform worse on the final than you did on all the previous exams, then the final exam will not count toward your final grade.

General Information About Assignments (see next page for details about each assignment)

- A paper copy of each assignment must be turned in at the start of class on the due dates listed on the syllabus. If you cannot make it to class on the day an assignment is due, you must turn in the assignment before class, not afterward. An email copy of your assignment will not be accepted.
- Assignments turned in after class will be marked one day late. For each day your paper is late, it will be marked down 10%. No paper will be accepted more than three days after the due date listed on the syllabus.
- All assignments must be typed (double-spaced in a standard font with standard margins)
- Place your name and TU ID# on the top right corner of the first page of the assignment. Do not include a cover page.
- All pages and supplemental materials must be stapled.
- You may NOT use any direct quotes from the readings in your assignments. I want these papers in your own words to demonstrate that you understand the material covered (and be careful not to plagiarize the textbook or the notes).

Extra Credit Research Assignment

You will have the opportunity to earn extra credit in this course through voluntary participation in a psychological research project. Three research questionnaires will be handed out in class. Completion of each questionnaire is worth an additional five points (added onto the total possible of 1000 points) for your final grade. Additional information will be provided in class.

Plagiarism: Plagiarism is the unacknowledged use of another person's labor, another person's ideas, another person's words, or another person's assistance. Normally, all work done for courses -- papers, examinations, homework exercises, laboratory reports, oral presentations -- is expected to be the individual effort of the student presenting the work. Any assistance must be reported to the instructor. If the work has entailed consulting other resources -- journals, books, or other media -- these resources must be cited in a manner appropriate to the course. Everything used from other sources -- suggestions for organization of ideas, ideas themselves, or actual language -- must be cited. Failure to cite borrowed material constitutes plagiarism. Undocumented use of materials from the World Wide Web is plagiarism. If you are caught plagiarizing or cheating, you will fail the assignment, and, depending upon the severity of the violation, you may fail the class. I will not hesitate to bring the matter to the college.

Disabilities Statement: Any student who has a need for accommodation based on the impact of a disability should contact me privately to discuss the specific situation as soon as possible. Contact Disability Resources and Services at 215-204-1280 in 100 Ritter Annex to coordinate reasonable accommodations for students with documented disabilities.

Statement on Academic Freedom: Freedom to teach and freedom to learn are inseparable facets of academic freedom. The University has adopted a policy on Student and Faculty Academic Rights and Responsibilities (Policy # 03.70.02) which can be accessed through the following link: http://policies.temple.edu/getdoc.asp?policy_no=03.70.02.
The Milgram Study: (Due February 09) – 40 points

Stanley Milgram’s studies on obedience are some of the most famous and powerful studies in social psychology. When you read Milgram’s original article, I would like you to think critically about the study and its findings. Answer the following questions completely in a 2-3 page paper:

- What aspects of the situation faced by the subjects in the Milgram study do you think were most influential in causing the subjects to obey? Why? Would you have been vulnerable to these factors? Do you think most people today would show similar levels of obedience? Why or why not?
- Consider the ethical implications of Milgram’s research. What are the ethical pros and cons of research such as Milgram's? If you were an experimenter in Milgram's study how would you have handled the debriefing of the subjects at the end of the study? If you were on a review board that was deciding whether or not to allow Milgram to conduct his study, how would you vote? Why?

Your grade will be based on 1) how well you answer the questions, 2) how well you support any opinions you state, and 3) the clarity of your writing.

Analyzing Situations (Due March 23) – 100 points

For this assignment, I would like you to sharpen your eyes, analyze a situation, and draw some insights about how subtle factors of a situation affect behavior. Choose a relatively common social situation that has a script for brief social interactions and that can be replicated across specific locations. For example, you might observe food order lines, dentist waiting rooms, grocery store check-out lanes, college information desks, etc. Make sure that you choose a setting that can be found in different locations (e.g., 2 different dentist offices).

After getting permission to do so from the owner/manager/supervisor, unobtrusively observe one setting for at least a half-hour during at least 2 times of day, then do the same in the other location at about those same times of day (for a total of two hours of observation). For example, observe the waiting room at Dentist A from 8:30-9 and 3-3:30pm on Tuesday and the same times at Dentist B on Wednesday. Note details about the setting and costumes (e.g., location, number of people present, lighting, background noise, dirty clothes), physical and demographic features of the main actors, non-verbal behaviors (e.g., personal space, territoriality, gestures, eye contact, tone of voice), and verbal exchanges. Take lots of notes!

Write a 3-4 page analytical-refl ective paper on your observations in which you address these points:

- Create a 1-page setting map (for each location you observe) that includes the visible setting details and the location of the main people in the situation. Attach these maps to your paper (but they do not count toward the 3-4 page limit).
- Compare and contrast the main features of the settings and any patterns of non-verbal behaviors and verbal exchanges across the two situations.
- Analyze the settings in terms of situational influences (possibly using social psychological concepts/theories). Support your analysis with specific examples from your observations. Identify subtle situational factors that guide behavior in both situations, and factors that lead to differences across the situations.
- Finally, reflect on what surprised you or what you learned about situational factors from this assignment.

You should turn in your notes with your paper (with the time, date, and location of your observations clearly marked). Your grade will be based on 1) the specificity and acuteness of your observations, 2) your analysis of similarities and differences in the situations, 3) your ability to identify situational factors that influence behavior, 4) what you learned from this assignment, and 5) the clarity of your writing.

Social Psychology in Daily Life (Due April 20) – 50 points

The purpose of this assignment is to use a social psychological concept or theory to understand and explain something that has taken place in your life. You should write a 2 page paper (longer than 1 page, but absolutely no longer than 2 pages) that includes the following:

- A description of a specific event that has happpened to you
- An application of a specific social psychological concept to help explain and understand the event. (Avoid using general concepts like persuasion, prejudice, discrimination, or self-esteem; use more specific concepts and theories)
- Describe some interesting implications of your social psychological analysis.

It is very important that you be as concise yet precise as possible. Feel free to be creative with these exercises. You are not required to conduct any external research for these papers, but if you do, be sure to cite your sources. You may assume that your reader has taken an introduction to psychology course, but any terms beyond that level should be defined in your paper. Your grade will be based on 1) your application of a social psychological concept or theory, 2) the originality/creativity of your application, 3) the implications you draw from your analysis, and 4) the clarity of your writing.
## Course Schedule

Note: All assignments are DUE at the start of class on the date indicated in the schedule.

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Readings</th>
<th>Assignments</th>
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<tbody>
<tr>
<td>Week 1</td>
<td>Introduction &amp; Basic Principles</td>
<td>B &amp; H: Chapter 1</td>
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<td>(01/17 – 01/19)</td>
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<tr>
<td>Week 2</td>
<td>Methods &amp; Reading Journal Articles</td>
<td>B &amp; H: Chapter 1, Holland, Hendriks &amp; Aarts (2005)</td>
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<td>(01/22 – 01/26)</td>
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<td>Week 3</td>
<td>Group Processes</td>
<td>B &amp; H: Chapter 8</td>
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<td>(01/29 – 02/02)</td>
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<td>Crandall (1988)</td>
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<td>Week 4</td>
<td>Conformity, Compliance, &amp; Obedience</td>
<td>B &amp; H: Chapter 7, Milgram (1963)</td>
<td>Milgram Essay Questions (Due February 9)</td>
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<tr>
<td>(02/05 – 02/09)</td>
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<td>Week 5</td>
<td>Attitudes</td>
<td>B &amp; H: Chapter 5</td>
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<td>(02/12 – 02/16)</td>
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<td>McConnell &amp; Leibold (2001).</td>
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<td>Friday February 16 Exam 1</td>
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<td>Week 6</td>
<td>Attitude Change &amp; Persuasion</td>
<td>B &amp; H: Chapter 6</td>
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<td>(02/19 – 02/23)</td>
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<td>Festinger &amp; Carlsmith (1959)</td>
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<td>(02/26 – 03/02)</td>
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<td>Week 8</td>
<td>Attribution &amp; Social Judgment</td>
<td>B &amp; H: Chapter 3</td>
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<td>(03/12 – 03/16)</td>
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<td>Medvec, Madey, &amp; Gilovich (1995)</td>
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<td>Week 9</td>
<td>Stereotyping, Prejudice, &amp; Discrimination I</td>
<td>B &amp; H: Chapter 4, Saucier, Miller, &amp; Doucet (2005).</td>
<td>Analyzing Situations (Due March 23)</td>
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<td>(03/19 – 03/23)</td>
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<td>Week 10</td>
<td>Stereotyping, Prejudice, &amp; Discrimination II</td>
<td>Steele &amp; Aronson (1995), Sheriff (1956)</td>
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<td>(03/26 – 03/30)</td>
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<td>Friday March 30 Exam 2</td>
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<td>Week 11</td>
<td>The Social Self</td>
<td>B &amp; H: Chapter 2</td>
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<td>(04/02 – 04/06)</td>
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<td>Pelham, Mirenberg, &amp; Jones (2002), Cialdini, et al. (1976)</td>
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<td>Week 12</td>
<td>Attraction &amp; Close Relationships</td>
<td>B &amp; H: Chapter 9</td>
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<td>(04/09 – 04/13)</td>
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<td>Bartholomew &amp; Horowitz (1991)</td>
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<td>Week 13</td>
<td>Aggression</td>
<td>B &amp; H: Chapter 10</td>
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<td>(04/16 – 04/20)</td>
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<td>Uhlmann &amp; Swanson (2004)</td>
<td>Social Psychology in Daily Life (Due April 20)</td>
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<td>Week 14</td>
<td>Altruism</td>
<td>B &amp; H: Chapter 11</td>
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<td>(04/23 – 04/27)</td>
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<td>Darley &amp; Latane (1968)</td>
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<td>Monday April 30 Exam 3</td>
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<td>Monday May 07 Final Exam 2:00pm – 4:00pm</td>
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Reading List


