

**ADVANCED SOCIAL PSYCHOLOGY (PSYC 5332)**  
Dr. Donna M. Desforges      CHSS 380      294-1178  
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FALL 2017  
Office Hours: T 1:30-3:30; W 2-3:00, or by appointment

**Course Description:** This course will examine human behavior in as it is influenced by cultural and social stimuli.

**Textbook:** Aronson, Wilson, Akert, & Sommers (2016) . *Social Psychology* (9<sup>th</sup> Ed. ), . [Print ISBN: 9780133936544, 0133936546; this book is also available at a greatly reduced price as an e-book through VitalSource eText ISBN: 9780134228402, 0134228405, <https://www.vitalsource.com/products/social-psychology-elliott-aronson-v978013422840> ]

The assigned readings are indicated on the accompanying tentative calendar. The textbook readings will be supplemented by reading assignments of original sources included on the course reading list and as suggested by class members.

**Course Format:** Class meetings will be seminar-style and include active participation in discussing the week's readings. Participation can include such things as briefly summarizing the background or social/cultural context leading up to the topic and/or research, the hypotheses tested, methods used, main results, implications, limitations, applications, and/or asking additional questions. Identifying a quotation from an article that you find to be particularly interesting/controversial is another way to add to your "talking points" for the assigned readings.

**Course Goals and Learning Outcomes:**

► **Goal: Gaining factual knowledge in the area of social behavior**

Learning outcome: you will be able to define key terms and concepts

Learning outcome: you will understand and be able to describe the impact of the situation on individual behavior

Learning outcome: you will understand the ways information processing (i.e., attention, perception, memory) affect interpretation of the social world

► **Goal: Learning fundamental principles & theories related to social behavior**

Learning outcome: you will be able to describe major theories and research findings in the area of social psychology

Learning outcome: you will understand and be able to describe basic research methods utilized in social psychology

► **Goal: Learning to apply the knowledge of social psychology**

Learning outcome: you will be able to use information from social psychology to interpret and understand new situations and events

**Coursework & Evaluation:** There are 500 points possible consisting of three exams (100 points possible each, article reaction papers (100 points), one brief presentation (75 points), and participation grade (25 points).

**Exams:** Each exam will consist of short and long answer essay questions. Make-up exams will be permitted only in EXTREMELY rare, documented, and verifiable circumstances that are reported to me within no more than 48 hours of the missed exam. Any make-up exam approved by me must be taken within 1 week of the original exam date. *Please note that you may take only one make-up exam during the semester.*

**Article Reaction Papers:** Four article reaction papers (25 points each) are required over the course of the semester on an every-other week basis, starting 9/6/15. A sign-up sheet will be provided for students to select the weeks in which they will submit papers. Papers will consist of two to three page reactions to the week's assigned readings. The content of the paper could include integration of themes across the readings, discuss applications for material from the readings, and/or develop a research idea. Papers should be 12-point type, double-spaced, with 1-inch margins, and are due in Blackboard by 11:59 p.m. the night before the applicable class.

Article reaction papers will be graded as follows: **25-23 points** = Outstanding; **22-20 points** = Very Good; **19-18 points** = Somewhat Satisfactory; **17-15 points** = Not Quite Satisfactory; **14-0 points** = Unsatisfactory and/or Nonexistent.

**Brief Presentations:** Social psychology is a broad field with applications that are virtually unlimited. In order to focus our class discussions on topics that are applicable to you and your interests, we will have brief presentations (~15-20 minutes or so) of articles selected by students. Each student will give one presentation during the semester. During the presentations, one or two students will select and bring an article to share and discuss with the class. The articles selected should have been published in an appropriate, peer-reviewed journal\* within the last 10 years, and be relevant to the current week's topic. In your presentation, you should describe the article in enough detail that those who have not read the article can follow along and participate in the discussion. Tell us why you selected the particular article, thought it was applicable, important, interesting, etc. You should also pose one or two discussion questions based on the articles. Handouts are not required, but may be helpful.

\*a list of examples is posted on Blackboard.

Brief Presentations will be graded as follows: **75-68 points** = Outstanding; **67-60 points** = Very Good; **59-53 points** = Somewhat Satisfactory; **52-45 points** = Not Quite Satisfactory; **44-0 points** = Unsatisfactory and/or Nonexistent.

**Participation:** It is important, and will be challenging if you have not done the day's assigned readings. Therefore, plan to come to class prepared to briefly summarize the supplemental readings, discuss material from the text, etc.. Identifying a quotation from the reading that you find to be particularly interesting/controversial is another way to add to your "talking points" for the assigned readings. The article reaction papers will likely assist in participation, so feel welcome to use them in class discussions.

Participation will be graded as follows: **25-23 points:** clearly apparent reading of the chapter(s) and articles demonstrated through thoughtful comments, questions, knowledge of the material; **22-20 points:** the reading has been done and there is a general working understanding of the material along with useful comments and questions that are not as thorough as in the first category; **19-17 points:** apparent knowledge/understanding gaps along with less relevant comments/questions and lower level participation; **16-11 points:** not keeping up with the assigned readings, lack of understanding, failing to participate; **10-0 points:** yikes -- missing classes, when attending, signs of life are fairly challenging to discern.

The points needed for each letter grade are as follows:

500-450 = A  
449-400 = B  
399-350 = C  
349-300 = D  
Below 300 = F

**Attendance Policy:** In keeping with SHSU policy, class attendance is expected and required.

**Syllabus Guidelines:** You may find online a more detailed description of the following policies. These guidelines will also provide you with a link to the specific university policy or procedure: <http://www.shsu.edu/syllabus/>

**Academic Dishonesty Policy:** All students are expected to engage in all academic pursuits in a manner that is above reproach. Students are expected to maintain complete honesty and integrity in the academic experiences both in and out of the classroom. Any student found guilty of dishonesty in any phase of academic work will be subject to

disciplinary action. Academic dishonesty in any form in this class will result in a zero for quiz, exam, or assignment, and an "F" for the course. Further, the University and its official representatives may initiate disciplinary proceedings against a student accused of any form of academic dishonesty including, but not limited to, cheating on an examination or other academic work which is to be submitted, plagiarism, collusion and the abuse of resource materials.

**Classroom Rules of Conduct:** Students are expected to assist in maintaining a classroom and discussion board environment that is conducive to learning. Students are to treat faculty and students with respect. Students are to turn off all cell phones while in the classroom. Under no circumstances are cell phones or any electronic devices to be used or seen during times of examination. Please note that I reserve the right to answer any phone that rings (jingles, or otherwise signals an incoming call) in the classroom.

**Students with Disabilities Policy:** It is the policy of Sam Houston State University that individuals otherwise qualified shall not be excluded, solely by reason of their disability, from participation in any academic program of the university. Further, they shall not be denied the benefits of these programs nor shall they be subjected to discrimination. Students with disabilities that might affect their academic performance should visit with the Office of Services for Students with Disabilities (SSD) located in the Lee Drain Annex (next to the Farrington Building). Their contact information is:

Telephone: 936-294-3512

TDD: 936-294-3786

E-mail: [disability@shsu.edu](mailto:disability@shsu.edu)

Web Address: [www.shsu.edu/disability](http://www.shsu.edu/disability)

Please note that no accommodation can be made until the student registers with the SSD Office.

**Religious Holidays:** Students are allowed to miss class and other required activities, including examinations, for the observance of a religious holy day, including travel for that purpose. Students remain responsible for all work.

**Visitors in the Classroom:** Only registered students may attend class. Exceptions can be made on a case-by-case basis by the professor. In all cases, visitors must not present a disruption to the class by their attendance. Students wishing to audit a class must apply to do so through the Registrar's Office.

**Instructor Evaluations:** Students will be asked to complete a course/instructor evaluation form toward the end of the semester.

| TENTATIVE CALEDAR |   |  |
|-------------------|---|--|
| DATE              | TOPIC/DESCRIPTION   | READINGS   |
| <b>AUGUST</b>     |   |  |
| 23                | Introduction  | Ch. 1<br>Baumeister (2010)   |
| <b>SEPTEMBER</b>  |   |  |
| 30                | Research Methods in Social Psychology   | Ch. 2<br>Anderson et al. (1999)<br>Bem (2011)  |
| 6                 | Social Cognition, Social Perception<br>Judgments, Attributions                | Ch. 3, 4<br>Zebrowitz (2017)<br>Adams et al. (2016)<br>Rosenthal (2002)              |
| 13                | Self  | Ch. 5<br>Leary et al. (2009)<br>Baumeister et al. (2009)<br>Markus & Kitayama (2010) |
| 20                | <b>EXAM 1</b>   |  |
| 27                | Attitudes, Attitude-Behavior Consistency, Cognitive<br>Dissonance, Persuasion | Ch. 7, 6<br>Nosek et al. (2005)<br>Blanton et al. (2007)<br>Nook et al. (2016)       |
| <b>OCTOBER</b>    |   |  |
| 4                 | Social Influence, Conformity, Obedience                                       | Ch. 8<br>Milgram (1963, 1964)<br>Baumrind (1964)<br>Burger (2009)                    |
| 11                | Groups  | Ch. 9<br>Zimbardo et al.<br>Haslam (2014)  |
| 18                | Interpersonal Attraction & Relationships                                      | Ch. 10<br>Eastwick et al. (2011)<br>Rholes et al. (2007)<br>Murray et al. (2015)     |
| 25                | <b>EXAM 2</b>   |  |
| <b>NOVEMBER</b>   |   |  |
| 1                 | Prosocial Behavior  | Ch. 11,12<br>DeWall et al. (2008)<br>Nook et al. (2017)                              |
|                   | Aggression  | Bushman et al. (2002; 2005a, b)<br>Cohn et al. (2005)<br>Bell (2005)                 |
| 8, 15             | Stereotypes & Prejudice   | Ch. 13<br>Steele (1997)<br>Shapiro (2011)<br>Plant et al. (2009)                     |
| 22                | <i>Thanksgiving Holiday</i>   |  |
| 29                | Applied Social Psychology   | Sommers et al. (2008);<br>Eberhardt et al. (2006)<br>Correll et al. (2014)           |

**FINAL EXAM (Exam 3): 3:30-5:30 p.m. 12/4/15**