

COURSE APPROVAL DOCUMENT
Southeast Missouri State University

Department: Psychology

Course No.: PY 561

Title of Course: Advanced Social Psychology

Date: 8/15/2015

Please check: **NEW**
 Revision

I. Catalog Description (Credit Hours of Course):

Survey of topics in the study of human social interaction with an emphasis on experimental approaches to studying social behavior. (3 credit hours)

II. Co- or Prerequisite(s):

None

III. Purposes or Objectives of the Course (optional):

- 1) To provide a broad overview of social psychology as a scientific discipline, from classic theories to contemporary research.
- 2) To familiarize students with how social psychologists think, how they conduct research, and what the results of the research mean.
- 3) To help students develop numerous skills, including critical analysis, integration, writing, and oral presentation.
- 4) To enable students to critically analyze real-world situations in terms of social psychological ideas and principles.

IV. Student Learning Outcomes (Minimum of 3):

- 1) Compare theories and approaches within the field of social psychology.
- 2) Describe and discuss important constructs in social psychology (e.g., implicit attitudes, central vs. peripheral persuasion, mere exposure, reward theory of attraction, etc.).
- 3) Apply numerous social psychological principles to their everyday lives.

V. Optional departmental/college requirements:

N/A

VI. Course Content or Outline (Indicate number of class hours per unit or section):

- A. Introduction to the Study of Social Psychology (3 class hours)
- B. Conducting Research in Social Psychology (3 class hours)
- C. Biological Approaches to Social Psychology (3 class hours)
- D. The Cultural Context of Social Behavior (3 class hours)
- E. Thinking About Others I: Social Judgment (2 class hours)
- F. Thinking About Others II: Mind Perception (1 class hour)
- G. Thinking About Others III: Liking & Attraction (3 class hours)
- H. Thinking About Others IV: Stereotyping & Prejudice (3 class hours)
- I. Social Decision Making (3 class hours)
- J. Thinking About the Self (3 class hours)
- K. The Social World in the Context of Individual Differences (1 class hour)
- L. Emotions in a Social World (2 class hours)
- M. Attitudes: Structure, Persuasion, & Social Influence (3 class hours)
- N. Intimate Relationships (3 class hours)
- O. Intergroup Relations & Other Group Processes (3 class hours)
- P. Prosocial Behavior (3 class hours)
- Q. Aggression (3 class hours)

Please Attach copy of class syllabus and schedule as an example

Signature: _____
Chair

Date: _____

Signature: _____
Dean

Date: _____

PY 561 – ADVANCED SOCIAL PSYCHOLOGY

Section 001
Southeast Missouri State University
Fall 2016

Professor: Jeremy D. Heider, Ph.D.
Class Location: SC 413
Meeting Times: MWF 10:00-10:50
Credit Hours: 3
Department: Psychology (SC 404)
Office Location: SC 414
Office Hours: TR 8:30-10:00; or by appointment
Phone Number: (573) 651-2437
E-mail: jheider@semo.edu

Text & Materials:

Text:

Baumeister, R. F., & Finkel, E. J. (Eds.) (2010). *Advanced social psychology: The state of the science*. New York: Oxford University Press.

Required Readings:

- Ambady, N., & Weisbuch, M. (2010). Nonverbal behavior. In S. T. Fiske, D. T. Gilbert, & G. Lindzey (Eds.), *Handbook of social psychology* (5th ed., Vol. 1, pp. 464-497). Hoboken, NJ: John Wiley & Sons.
- Bailey, K., West, R., & Anderson, C. A. (2011). The association between chronic exposure to video game violence and affective picture processing: An ERP study. *Cognitive, Affective & Behavioral Neuroscience, 11*, 259-276. [Chapter 9]
- Balcetis, E., Dunning, D., & Miller, R.L (2008). Do collectivists know themselves better than individualists? Cross-cultural studies of the holier than thou phenomenon. *Journal of Personality and Social Psychology, 95*, 1252-1267. [Chapter 18]
- Cheung, W-Y., Wildschut, T., Sedikides, C., Hepper, E. G., Arndt, J., & Vingerhoets, A. J. J. M. (2013). Back to the future: Nostalgia increases optimism. *Personality and Social Psychology Bulletin, 39*, 1484-1496. [Chapter 5]
- Crouch, J. L., Irwin, L. M., Wells, B. M., Shelton, C. R., Skowronski, J. J., & Milner, J. S. (2012). The Word Game: An innovative strategy for assessing implicit processes in parents at risk for child physical abuse. *Child Abuse & Neglect, 36*, 498-509. [Chapter 21]
- Edlund, J. E., Hartnett, J. L., Heider, J. D., Perez, E. J., & Lusk, J. (2014). Experimenter characteristics and word choice: Best practices when administering an informed consent. *Ethics and Behavior, 24*, 397-407. [Chapter 1]
- Edlund, J. E., Heider, J. D., Scherer, C. R., Farc, M. M., & Sagarin, B. J. (2006). Sex differences in jealousy in response to actual infidelity. *Evolutionary Psychology, 4*, 462-470. [Chapter 13]
- Edlund, J. E., Nichols, A. L., Okdie, B. M., Guadagno, R. E., Eno, C. A., Heider, J. D., Hansen, E., Sagarin, B. J., Blackhart, G., Cottrell, C. A., & Wilcox, K. T. (2014). The prevalence and prevention of crosstalk: A multi-institutional study. *Journal of Social Psychology, 154*, 181-185. [Chapter 1]
- Epley, N., & Waytz, A. (2010). [Mind perception](#). In S. T. Fiske, D. T. Gilbert, & G. Lindzey (Eds.), *Handbook of social psychology* (5th ed., Vol. 1, pp. 498-541). Hoboken, NJ: John Wiley & Sons.
- Eyal, T., & Epley, N. (2010). How to seem telepathic: Enabling mind reading by matching construal. *Psychological Science, 21*, 700-705.
- Gillath, O., Sesko, A. K., Shaver, P. R., & Chun, D. S. (2010). Attachment, authenticity, and honesty: Dispositional and experimentally induced security can reduce self- and other-deception. *Journal of Personality and Social Psychology, 98*, 841-855. [Chapter 13]
- Guerra, R., Rebelo, M., Monteiro, M. B., Riek, B. M., Mania, E. W., Gaertner, S. L., & Dovidio, J. F. (2010). How should intergroup contact be structured to reduce bias among majority and minority group children? *Group Processes & Intergroup Relations, 13*, 445-460. [Chapter 15]
- Ma, D. S., Correll, J., Wittenbrink, B., Bar-Anan, Y., Sriram, N., & Nosek, B. A. (2013). When fatigue turns deadly: The association between fatigue and racial bias in the decision to shoot. *Basic and Applied Social Psychology, 35*, 515-524. [Chapter 10]

- Maner, J. K., & Miller, S. L. (2013). Adaptive attentional attunement: Perceptions of danger and attention to outgroup men. *Social Cognition, 31*, 733-744. [Chapter 17]
- McCarthy, R. J., & Skowronski, J. J. (2011). The interplay of controlled and automatic processing in the expression of spontaneously inferred traits: A PDP analysis. *Journal of Personality and Social Psychology, 100*, 229-240. [Chapter 3]
- Monforton, J., Vickers, K., & Antony, M. M. (2012). "If only I didn't embarrass myself in front of the class!": Social anxiety and upward counterfactual thinking. *Journal of Social and Clinical Psychology, 31*, 312-328. [Chapter 20]
- Piff, P. K., Kraus, M. W., Cote, S., Cheng, B. H., & Keltner, D. (2010). Having less, giving more: The influence of social class on prosocial behavior. *Journal of Personality and Social Psychology, 99*, 771-784. [Chapter 8]
- Quadflieg, S., Turk, D. J., Waiter, G. D., Mitchell, J. P., Jenkins, A. C., & Macrae, C. N. (2009). Exploring the neural correlates of social stereotyping. *Journal of Cognitive Neuroscience, 21*, 1560-1570. [Chapter 16]
- Ritchie, T., Skowronski, J. J., Hartnett, J., Wells, B., & Walker, W. R. (2009). The fading affect bias in the context of emotion activation level, mood, and personal theories of emotion change. *Memory, 17*, 428-444. [Chapter 4]
- Ross, L., Lepper, M., & Ward, A. (2010). History of social psychology: Insights, challenges, and contributions to theory and application. In S. T. Fiske, D. T. Gilbert, & G. Lindzey (Eds.), *Handbook of social psychology* (5th ed., Vol. 1, pp. 3-50). Hoboken, NJ: John Wiley & Sons. [Chapter 2]
- Rydell, R. J., McConnell, A. R., & Mackie, D. M. (2008). Consequences of discrepant explicit and implicit attitudes: Cognitive dissonance and increased information processing. *Journal of Experimental Social Psychology, 44*, 1526-1532. [Chapter 6]
- Sagarin, B. J., Ambler, J. K., & Lee, E. M. (2014). An ethical approach to peeking at data. *Perspectives on Psychological Science, 9*, 293-304. [Chapter 1]
- Sagarin, B. J., Britt, M. A., Heider, J. D., Wood, S. E., & Lynch, J. E. (2003). Bartering our attention: The distraction and persuasion effects of on-line advertisements. *The International Journal of Cognitive Technology, 8*, 4-17. [Chapter 7]
- Sagarin, B. J., Cialdini, R. B., Rice, W. E., & Serna, S. B. (2002). Dispelling the illusion of invulnerability: The motivations and mechanisms of resistance to persuasion. *Journal of Personality and Social Psychology, 83*, 526-541. [Chapter 7]
- Sagarin, B. J., Cutler, B., Cutler, N., Lawler-Sagarin, K. A., & Matuszewich, L. (2009). Hormonal changes and couple bonding in consensual sadomasochistic activity. *Archives of Sexual Behavior, 38*, 186-200. [Chapter 17]
- Whitchurch, E. R., Wilson, T. D., & Gilbert, D. T. (2011). "He loves me, he loves me not...": Uncertainty can increase romantic attraction. *Psychological Science, 22*, 172-175. [Chapter 12]

Note. A guiding principle in this (and any) course is to **READ EARLY and READ OFTEN**. You will maximize the benefits of class discussions by completing the assigned readings before we cover them in class, and you will be better prepared for assignments if you have read the material more than once. I also encourage you to ask questions, both to foster in-class discussion and to ensure that you have an understanding of what is covered in the textbook and discussions.

Course Description:

Bulletin Description:

Survey of topics in the study of human social interaction with an emphasis on experimental approaches to studying social behavior.

Dr. J's Description (the real scoop!):

Social psychology is the scientific study of how people think about, feel about, and relate to one another. Put simply, it is often described as "the psychology of everyday life." Thus, this course is about the various ways human beings interact with each other, for better or for worse. Sometimes these interactions are very positive, as you will see when we study topics like *altruism* and *close relationships*. At other times these interactions are very negative, as you will see when we study topics like *prejudice* and *aggression*. But, whether good or bad, at *all* times these topics are very interesting, meaningful, and socially relevant.

Course Objectives:

- To provide a broad overview of the field of social psychology as a scientific discipline, from classic theories to contemporary research.
- To familiarize students with how social psychologists think, how they do research, and what the results of the research mean.
- To help students develop numerous skills, including critical analysis, integration, writing, and oral communication.
- To enable students to critically analyze real-world situations in terms of social psychological ideas and principles

Student Learning Outcomes (SLOs):

Students with a passing grade in this course should be able to:

- Compare theories and approaches within the field of social psychology.
- Describe and discuss important constructs in social psychology (e.g., implicit attitudes, central vs. peripheral persuasion, mere exposure, reward theory of attraction, etc.).
- Apply numerous social psychological principles to their everyday lives.

Means of Assessment:

In this course, students will demonstrate the course outcomes in the following ways:

- Participation in class discussions (including generating novel questions for discussion) and demonstrations.
- Performance on short (400-500 words) research papers, including the delivery of a class presentation based on one of those papers.
- Completion of a class presentation based on a social psychological analysis of a film.
- Completion of an essay-based final exam that addresses one of three prompts related to the course material.

Course Requirements:

Discussion Questions:

For each course topic, we will have some class time devoted to discussion. In order to facilitate this discussion, you will be required to prepare a minimum of two discussion questions for each topic. You will e-mail your questions to me (jheider@semo.edu) the evening before class so I can compile them into one list that will be used to guide that day's discussion.

Notes. With limited exceptions, most course topics will include textbook chapters and supplemental journal articles. In those cases, at least one of your discussion questions should focus on the textbook chapter(s) and at least one question should focus on an article.

Extension Papers and Presentation:

Social psychology is a very research-driven field. One of the most important research skills to develop is *extending* past research by designing new studies to address gaps in the literature. Toward this end, you will write a total of five extension papers over the course of the term. For example, you might select Sagarin et al. (2003) reading, and write an extension paper based on that reading.

What is an extension paper? Basically, I want you to imagine you are a researcher interested in the topic discussed within the reading. Now imagine I'm asking you to design the *next* study (or series of studies) in this line of research. In other words, the Sagarin et al. (2003) paper contains two studies. What do you think Study 3 should be? The key to this process is identifying limitations (i.e., flaws) in the paper that you would like to see addressed in future research. Was an important IV or DV left out of the original studies? Is there a better way to operationalize and/or measure one of these variables? Did the original studies examine the wrong (or merely a limited) population? Etc...

Extension papers must be **typed, single-spaced, and between 400 and 500 words in length (seriously!)**. And please remember – grammar and spelling count! Papers with mistakes in these areas will **DEFINITELY** lose points.

Note. I realize this is not an English class. However, good writing skills are fundamental and transcend course topic. Therefore, take the time to write, proofread, and edit your work. These papers can significantly help your course grade or they can hurt it if you do not take them seriously. There are many free resources if you do not feel confident about your writing. You could make an appointment to have me

review a draft, make an appointment to meet with a writing tutor in the library, have a friend give you feedback, and so on.

At one point during the semester, you will also be delivering a class presentation based on one of your extension papers. This presentation should be approximately 8-10 minutes in length, and should present a synopsis of your extension idea.

Once an extension paper is graded, I will return it to you via e-mail as a file attachment. This file will include specific feedback regarding your grade, so please do not ask me questions about why you received a certain score unless you have already read my feedback. Also please note that in order to see my feedback in its entirety, *you must view the file on a computer/device that has Microsoft Word*. Most smartphones and tablets do not actually have Word; they merely have a “viewer” app that provides a brief preview of Word documents without actually having the features of the full program.

Film Presentation:

One major assignment for this course is a *film presentation* (approx. 12-15 mins) that applies principles from social psychological research to events depicted in a film or television program. The objective will be to select several scenes from the film/program and discuss how those scenes illustrate principles from the textbook and/or readings.

The presentation should open with a description of the film or television program you selected (basic storyline, main characters, etc.). The remainder of the presentation should consist of a series of alternating descriptions – one describing a scene, the next applying research principles to that scene (then another scene description, then the application of principles to that scene, and so on...).

The film you select for your presentation is up to you – as social psychology is the “psychology of everyday life,” its principles can be found in a seemingly endless number of films. However, if you’d like a little help getting started, here are a few suggestions that have worked well in the past:

12 Angry Men – conformity, attitude change, group decision-making, minority influence

American History X – stereotyping and prejudice, social identity, persuasion

Apollo 13 – group performance and other group-based processes

Crash – stereotyping and prejudice, aggression

Fight Club – aggression, social identity, persuasion

Hotel Rwanda – stereotyping and prejudice, altruism

The Hunger Games – persuasion, conformity, altruism, aggression

Lord of the Flies – group influence, conformity, leadership, social identity

The Matrix – the self, social identity, social cognition, aggression

Mean Girls – conformity, social roles, persuasion, leadership

Remember the Titans – stereotyping and prejudice (especially prejudice *reduction*)

Taxi Driver – aggression, interpersonal attraction, close relationships

When Harry Met Sally – interpersonal attraction, close relationships

To recap, your presentation should consist of: (a) a brief synopsis of the film; (b) brief descriptions of the scenes you have selected for analysis; (c) the social psychological principles you believe are applicable to the scenes (and *why* you believe they are applicable); and, if possible, (d) one or more short clips from the film (total running time: 3 minutes maximum) that illustrate one or more of the principles.

Essay Exam:

To help you to think about and integrate this material, you will be asked to **complete a take-home exam**. Here are the three exam topics. You must address **ONE (1)** of these three topics:

(1) You have signed a contract to write a brief chapter entitled “**The Essence of Social Thinking about Others, the Self, and the Situations that they Inhabit - as Explored by Research in Experimental Social Psychology.**” The audience for the chapter consists of smart adults who know nothing about social psychology. Use the chapter to convey your view to this audience of the “essence” of the research that explores social thinking in experimental social psychology. This is not a “for dummies” book: Your publisher requests that in your chapter you make sure that you **explicitly describe** in detail some of the **relevant theory and research** that is especially important to the study of thinking in social psychology.

(2) You are going to start “The Church of the Greater Prophet” (your motto: my minions do all the work, I get all the profit). **Write an action plan for your endeavor.** Describe campaigns, strategies, and tactics to recruit people into the church, to keep them in the church, to make them committed to the church, to work for the church’s benefit, and to induce them to donate to the church. **Make sure that you explicitly describe the theories and research findings** that form the basis for the campaigns, strategies, and tactics that you develop.

(3) Your consulting firm has been asked to present a plan to help an old company, Amalgamated Widgets, survive its current crisis. They want you to write a proposal that they can consider. If they accept it, they’ll pay you buckets o’ money. The company’s productivity and product quality are low, and there are many different groups in the company who seem to be unable to communicate with each other, to cooperate, and indeed, to even get along. Use your knowledge of interpersonal dynamics and group dynamics to write a proposal to help Amalgamated Widgets. The plan should document the campaigns, strategies, and tactics that you might use to both improve the company’s productivity and to improve the social relations among the various factions at the company. **Make sure that you explicitly describe the theories and research findings** that form the basis for the campaigns, strategies, and tactics that you develop.

How long should your answers be? As long as they need to be. “Good” is more important than “long”. However, these kinds of chapters tend to be 30 to 40 pages long (double-spaced, excluding references), which is roughly 10,000 to 15,000 words. I prefer writing that is simultaneously complete and concise – if you exceed 60 pages, you are probably not being concise enough. If your chapter is 5 pages long, you are probably not being complete enough. Try to be as integrative as you can in your answers – this will be a challenge given the breadth of the questions. Moreover, it would be good to work **in stuff from as many chapters of your assigned readings** as you can when formulating the answer to each question. The better you do this job, the better your grade.

Class Participation:

As noted later in this syllabus (see p. 9), although class attendance is not mandatory, you are expected to attend every class meeting. But beyond mere class attendance, I expect students in my courses to *actively participate* in the learning process by asking questions, contributing to discussions, taking part in class activities and demonstrations, and so on. A small portion of your semester grade will come from the degree to which you fulfill these duties.

Grading Policy:

<i>Material</i>	<i>Possible Points</i>	<i>% of Total Points</i>
Discussion Questions:	30	10%
Extensions:		
Papers (5)	75 (15 per paper)	25%
Presentation	30	10%
Film Presentation:	45	15%
Essay Exam:	90	30%
Class Participation:	30	10%
	300	100%

Grading Scale:

A	=	270-300 pts
B	=	240-269.5
C	=	210-239.5
D	=	180-209.5
F	=	179.5 or less

Note. These grade cutoffs are **FIRM**. In other words, I do not round grades. So if you end up with 269 points (or 268, or 267...), don’t even bother asking me if I will round your grade up to an A. I won’t.

Attendance Policy (see http://www.semo.edu/pdf/old/2014_Bulletin.pdf, p. 19):

Students are expected to attend all classes and to complete all assignments for courses in which they are enrolled. An absence does not relieve the student of the responsibility to complete all assignments. If an absence is associated with a university-sanctioned activity, the instructor will provide an opportunity for assignment make-up. However, it is the instructor's decision to provide, or not to provide, make-up work related to absences for any other reason.

A student not present for class during the entire initial week of a scheduled course may be removed from the course roster unless the student notifies the instructor by the end of the first week of an intention to attend the class. Questions regarding the removal process should be directed to the Registrar.

In other words, class attendance is extremely important. You are expected to attend *every* scheduled class meeting (see course schedule on pp. 11-12), because lectures, class discussions, activities, demonstrations – and most importantly, **your participation** – are all valuable contributors to your learning. If you know you are going to be late to (or leave early from) class, please come anyway. I would rather have you present for part of class than to miss it completely.

Academic Honesty (see http://www.semo.edu/pdf/old/2014_Bulletin.pdf, pp. 20-23):

Academic honesty is one of the most important qualities influencing the character and vitality of an educational institution. Academic misconduct or dishonesty is inconsistent with membership in an academic community and cannot be accepted. Violations of academic honesty represent a serious breach of discipline and may be considered grounds for disciplinary action, including dismissal from the University.

Academic dishonesty is defined to include those acts which would deceive, cheat, or defraud so as to promote or enhance one's scholastic record. Knowingly or actively assisting any person in the commission of an above-mentioned act is also academic dishonesty.

Students are responsible for upholding the principles of academic honesty in accordance with the "University Statement of Student Rights" found in the student handbook. The University requires that all assignments submitted to faculty members by students be the work of the individual student submitting the work. An exception would be group projects assigned by the instructor. In this situation, the work must be that of the group. Academic dishonesty includes:

Plagiarism. In speaking or writing, plagiarism is the act of passing someone else's work off as one's own. In addition, plagiarism is defined as using the essential style and manner of expression of a source as if it were one's own. If there is any doubt, the student should consult his/her instructor or any manual of term paper or report writing. Violations of academic honesty include:

1. Presenting the exact words of a source without quotation marks;
2. Using another student's computer source code or algorithm or copying a laboratory report; or
3. Presenting information, judgments, ideas, or facts summarized from a source without giving credit.

Cheating. Cheating includes using or relying on the work of someone else in an inappropriate manner. It includes, but is not limited to, those activities where a student:

1. Obtains or attempts to obtain unauthorized knowledge of an examination's contents prior to the time of that examination.
2. Copies another student's work or intentionally allows others to copy assignments, examinations, source codes or designs;
3. Works in a group when she/he has been told to work individually;
4. Uses unauthorized reference material during an examination; or
5. Have someone else take an examination or takes the examination for another.

Translation? **DON'T CHEAT.**

Civility (see <http://www.semo.edu/pdf/stuconduct-code-conduct.pdf>):

Every student at Southeast is obligated at all times to assume responsibility for his/her actions, to respect constituted authority, to be truthful, and to respect the rights of others, as well as to respect private and public property. In their academic activities, students are expected to maintain high standards of honesty

and integrity and abide by the University's Policy on Academic Honesty. Alleged violations of the Code of Student Conduct are adjudicated in accordance with the established procedures of the judicial system.

Classroom behavior should not interfere with the instructor's ability to conduct the class or the ability of other students to learn from the instructional program. Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This prohibition applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc.

I expect every student in my courses to be good community members by remembering to **CONSIDER THE NEEDS OF OTHERS**. This means a lot of things: (1) If others need help (e.g., asking to see your notes), then help them. (2) Don't be disruptive in class (e.g., via excessive talking); other people might actually want to pay attention. (3) **SILENCE YOUR CELL PHONES OR OTHER DEVICES THAT MAKE NOISE**. They are annoying. No one cares that you have a phone call, nor do they need to hear what witty song you have as a ringtone. (4) Please **SHOW RESPECT FOR OTHERS' IDEAS AND OPINIONS**. In this class we may occasionally discuss personal and/or sensitive issues that provoke strong feelings. Please be sensitive to the feelings of others in discussing these issues. Also remember that good people can have differing opinions, and that part of the purpose of the class is to increase your familiarity with how others might think and feel about various issues related to psychology and life.

Accommodations for Students with Disabilities:

Southeast Missouri State University and Disability Support Services remain committed to making every reasonable educational accommodation for students with disabilities. Many services and accommodations which aid a student's educational experience are available for students with various types of disabilities. It is the student's responsibility to contact Disability Support Services to become registered as a student with a disability in order to have accommodations implemented. Accommodations are implemented on a case by case basis. For more information visit the following site: <http://www.semo.edu/ds/index.htm> or contact Disability Support Services at 573-651-2273.

Technology:

As noted above, some of your assignments will be written in Microsoft Word and submitted electronically. Southeast provides you with access to both Word and the internet via on-campus computer labs, so all students should have no problems using these technologies for our course.

Unlike some instructors, I **DO** allow the use of portable electronic devices in my classroom (e.g., phones, tablets, laptops, etc.). However, I fully expect these devices to be silenced (see previous section on "Civility") and primarily used for class-related purposes. For example, if you want to use Google to find a certain fact that might contribute to a class discussion, I encourage you to do so. On the other hand, texting your BFF about Katy Perry's latest hairstyle is discouraged. I'm not saying I will take your device away in such circumstances, but please know that whenever you use a device for non-class purposes, you are only hurting yourself by missing out on potentially important class-related information.

This course will utilize the **Moodle** online system to facilitate learning and communication. The Moodle page for this class will be used to post course documents such as the course syllabus and lecture notes, and you will also be able to check your grades using this system.

Note: I highly recommend printing out the lecture notes and bringing them to class – your printouts will make a handy place to take additional notes. However, don't make the mistake of thinking that having access to my PowerPoint notes will serve as a substitute for class attendance. It won't!!! We will discuss a great deal of information above and beyond what is presented in the slides, so if you make a habit of missing class I can guarantee you will be at a serious disadvantage when it comes time for the exams and other assignments.

To log into Moodle, go to <http://learning.semo.edu>. This will take you to the login page (your user name and password are the same ones you use to log into the mySoutheast portal).

Questions/Comments:

Questions, comments or requests regarding this course should be taken to the instructor. Unresolved issues involving this class may be taken to Dr. Leslee Pollina, Chair of the Department of Psychology (573-651-2835 or lpollina@semo.edu).

Course Calendar:

Note. This proposed schedule is tentative; changes may be made as necessary. If changes are made, they will only be announced in class – so make sure you attend regularly!

Week 1 (8/22, 8/24, 8/26):

Introduction to the Study of Social Psychology (Baumeister & Finkel, Chs 1-2; Ross et al., 2010)

Week 2 (8/29, 8/31, 9/2):

Conducting Research in Social Psychology (Baumeister & Finkel, Ch 1; Edlund, Hartnett et al., 2014; Edlund, Nichols et al., 2014; Sagarin et al., 2014)

NO CLASS MONDAY, 9/5 (LABOR DAY)

Week 3 (9/7, 9/9):

Biological Approaches to Social Psychology (Baumeister & Finkel, Chs 16-17; Maner & Miller, 2013; Quadflieg et al., 2009; Sagarin et al., 2009)

Week 4 (9/12, 9/14, 9/16):

The Cultural Context of Social Behavior (Baumeister & Finkel, Ch 18; Balcetis et al., 2008)

Week 5 (9/19, 9/21, 9/23):

Thinking About Others I: Social Judgment (Baumeister & Finkel, Ch 3; McCarthy & Skowronski, 2011)
Thinking About Others II: Mind Perception (Epley & Waytz, 2010)

Week 6 (9/26, 9/28, 9/30):

Thinking About Others III: Liking and Attraction (Baumeister & Finkel, Ch 12; Whitchurch et al., 2011)

Week 7 (10/3, 10/5, 10/7):

Thinking About Others IV: Stereotyping and Prejudice (Baumeister & Finkel, Ch 10; Ma et al., 2013)

Week 8 (10/10, 10/12, 10/14):

Social Decision Making (Baumeister & Finkel, Ch 20; Monforton et al., 2012)

Week 9 (10/17, 10/19, 10/21):

Thinking About the Self (Baumeister & Finkel, Ch 5; Cheung et al., 2013)

Week 10 (10/24, 10/26, 10/28):

The Social World in the Context of Individual Differences (Baumeister & Finkel, Ch 21; Crouch et al., 2012)

Emotions in a Social World (Baumeister & Finkel, Ch 4; Ritchie et al., 2009)

Week 11 (10/31, 11/2, 11/4):

Attitudes: Structure, Persuasion, and Social Influence (Baumeister & Finkel, Chs 6, 7, & 11; Rydell et al., 2008; Sagarin et al., 2002; Sagarin et al., 2003)

Week 12 (11/7, 11/9, 11/11):

Intimate Relationships (Baumeister & Finkel, Ch 13; Gillath et al., 2010)

Week 13 (11/14, 11/16, 11/18):

Intergroup Relations & Other Group Processes (Baumeister & Finkel, Chs 14-15; Guerra et al., 2010)

NO CLASS MONDAY, 11/21, WEDNESDAY, 11/23, OR FRIDAY, 11/25 (FALL/THANKSGIVING BREAK)

Week 14 (11/28, 11/30, 12/2):

Prosocial Behavior (Baumeister & Finkel, Ch 8; Piff et al., 2010)

Week 15 (12/5, 12/7, 12/9):

Aggression (Baumeister & Finkel, Ch 9; Bailey et al., 2011)

FINAL EXAM MEETING: MONDAY, 12/12, 10:00-12:00 (regular classroom)