

Fall 9-1-2018

# PSYX 360.01: Social Psychology

Yin Chan

*University of Montana, Missoula*

Let us know how access to this document benefits you.

Follow this and additional works at: <https://scholarworks.umt.edu/syllabi>

---

## Recommended Citation

Chan, Yin, "PSYX 360.01: Social Psychology" (2018). *Syllabi*. 8339.  
<https://scholarworks.umt.edu/syllabi/8339>

This Syllabus is brought to you for free and open access by the Course Syllabi at ScholarWorks at University of Montana. It has been accepted for inclusion in Syllabi by an authorized administrator of ScholarWorks at University of Montana. For more information, please contact [scholarworks@mso.umt.edu](mailto:scholarworks@mso.umt.edu).



## Psyx 360: Social Psychology

Fall 2018

T/Th 9:30 - 10:50am

Instructor: Linus Chan

E-mail: [yinloklinus.chan@umontana.edu](mailto:yinloklinus.chan@umontana.edu)

Office: Skaggs 368

Office hours: Wednesday 2 – 5

Prerequisite: Psyx 100 or consent of instructor

Textbook: Psyx 360 Social Psychology (2018). NOBA Publishers.

### Course Description

The purpose of this course is to provide an overview on the scientific study of how individuals think, feel, and behave in different social contexts. What are psychological findings on aggression, prosocial behavior, morality, persuasion, stereotyping, attitudes, attachment styles, cyberpsychology, and romantic relationships? How do people from different countries think and behave differently? What are the best predictors of conflict and cooperation? When do people strive to follow the norm and when do they deviate from it? How does one's romantic partner change the self, and how does the self in turn change the romantic partner? These are all topics social psychologists study empirically. We will cover major theories and topics pertinent to social psychology, with a strong emphasis on scientific theory, methods, and critical thinking, which can all be tied to everyday experiences.

### Objectives

I hope that students gain:

1. An understanding of the major topic areas and theories within social psychology;
2. An understanding of the major research methods in social psychology;
3. A healthy skepticism concerning both scientific research and "common sense."
4. An appreciation of studying how people interact in social contexts. Social Psychology is very interesting; after all, we study people, and people are VERY interesting. I want you to *become interested in social psychological research*. If I have failed to spark your interest in this compelling field, then I have failed indeed.

### Required Readings

**Textbook.** We will be using an open textbook that I designed specifically for this class. NOBA is a non-profit publisher that created our textbook by getting top scholars in various areas of social psychology to write one chapter of the book. NOBA then makes the book completely free to students, if they access the book online. To [access the textbook](http://noba.to/gyx46d2n), go to: <http://noba.to/gyx46d2n>. The textbook is posted on Moodle and is fully downloadable. The textbook only covers content up to exam 2 and its chapters are rather concise because we will read published journal articles.

**Journal Articles.** We will be reading published journal articles (some optional reading, some required reading) available via the class Moodle or Google Scholar. Empirical articles report original research

(i.e. data that is collected, analyzed, and interpreted to test hypotheses/theories) while review articles summarize the current state of the given topic.

## Course Schedule

Note: These dates are approximations

| Day | Date             | Topic & Texts (to be read before class)   |
|-----|------------------|---|
| 1   | Week 1: Aug. 28  | Introduction: Overview of Social Psychology   |
| 2   | Aug. 30          | <b>Understanding the Self and Others</b> <ul style="list-style-type: none"> <li>Textbook chapter: Personality Traits</li> </ul>   |
| 3   | Week 2: Sept. 4  | <ul style="list-style-type: none"> <li>Textbook chapter: Social Cognitions and Attitudes</li> <li>Optional Article: Brandt, M. J., Reyna, C., Chambers, J. R., Crawford, J., &amp; Wetherell, G. (2014). The ideological-congruence hypothesis: Intolerance among both liberals and conservatives. <i>Current Directions in Psychological Science</i>, 23(1), 27-34.</li> </ul> |
| 4   | Sept. 6          | <ul style="list-style-type: none"> <li>Textbook chapter: Theory of Mind</li> <li>Optional Article: Chartrand, T. L., &amp; Bargh, J. A. (1999). The chameleon effect: The perception-behavior link and social interaction. <i>Journal of Personality and Social Psychology</i>, 76, 893-910.</li> </ul>   |
| 5   | Week 3: Sept. 11 | <b>Social Psychology as a Science</b> <ul style="list-style-type: none"> <li>Textbook Chapter: An Introduction to the Science of Social Psychology</li> <li>Textbook Chapter: Research Methods in Social Psychology</li> </ul>  |
| 6   | Sept. 13         | <ul style="list-style-type: none"> <li>Textbook Chapter: Conducting Psychology Research in the Real World</li> <li>Optional Article: Lilienfeld, S. O. (2012). Public skepticism of psychology: Why many people perceive the study of human behavior as unscientific. <i>American Psychologist</i>, 67(2), 111-129.</li> </ul>  |
| 7   | Week 4: Sept. 18 | <b>Groups and Group Processes</b> <ul style="list-style-type: none"> <li>Textbook Chapter: The Psychology of Groups</li> <li>Optional Article: Baumeister, R. F., &amp; Leary, M. R. (1995). The need to belong: Desire for interpersonal attachments as a fundamental human motivation. <i>Psychological Bulletin</i>, 117, 497-529.</li> </ul>                                |
| 8   | Sept. 20         | <ul style="list-style-type: none"> <li>Textbook Chapter: Social Comparison</li> <li>Required Article: Swencionis, J. K., &amp; Fiske, S. T. (2016). Promote up, ingratiate down: Status comparisons drive warmth-competence tradeoffs in impression management. <i>Journal of Experimental Social Psychology</i>, 64, 27-34.</li> </ul>   |

| Day | Date             | Topic & Texts (to be read before class)  |
|-----|------------------|--|
| 9   | Week 5: Sept. 25 | <b>Social Influence</b> <ul style="list-style-type: none"> <li>Textbook Chapter: Conformity and Obedience</li> <li>Optional Article: Benjamin, L. T., Jr., &amp; Simpson, J. A. (2009). The power of the situation: The impact of Milgram's obedience studies on personality and social psychology. <i>American Psychologist</i>, 64(1), 12-19.</li> </ul> |
| 10  | Sept. 27         | <ul style="list-style-type: none"> <li>Textbook Chapter: Persuasion: So Easily Fooled</li> <li>Required Article: Festinger, L., &amp; Carlsmith, J. M. (1959). Cognitive consequences of forced compliance. <i>The Journal of Abnormal and Social Psychology</i>, 58(2), 203-210.</li> </ul>   |
| 11  | Week 6: Oct. 2   | <b>Exam 1</b> (non-cumulative)   |
| 12  | Oct. 4           | <b>Conflict</b> <ul style="list-style-type: none"> <li>Textbook Chapter: Prejudice, Discrimination, and Stereotyping</li> <li>Optional Article: Fiske, S. T., Cuddy, A. J. C., &amp; Glick, P. (2007). Universal dimensions of social cognition: Warmth and competence. <i>Trends in Cognitive Sciences</i>, 11(2), 77-83.</li> </ul>                      |
| 13  | Week 7: Oct. 9   | <ul style="list-style-type: none"> <li>Required Article: Schaller, M., Conway, L. G., III, &amp; Tanchuk, T. L. (2002). Selective pressures on the once and future contents of ethnic stereotypes: Effects of the communicability of traits. <i>Attitudes and Social Cognition</i>, 82(6), 861-877.</li> </ul>   |
| 14  | Oct. 11          | <ul style="list-style-type: none"> <li>Textbook Chapter: Aggression and Violence</li> <li>Optional Article: Cohen, D., Nisbett, R. E., Bowdle, B. F., &amp; Schwarz, N. (1996). Insult, aggression, and the southern culture of honor: An "experimental ethnography". <i>Interpersonal Relations and Group Processes</i>, 70(5), 945-960.</li> </ul>       |
| 15  | Week 8: Oct. 16  | <ul style="list-style-type: none"> <li>Required Article: Duntley, J. D., &amp; Buss, D. M. (2011). Homicide adaptations. <i>Aggression and Violent Behavior</i>, 16, 399-410.</li> </ul>   |
| 16  | Oct. 18          | <b>Cooperation</b> <ul style="list-style-type: none"> <li>Textbook Chapter: Helping and Prosocial Behavior</li> <li>Required Article: Latane, B., &amp; Darley, J. M. (1968). Group inhibition of bystander intervention in emergencies. <i>Journal of Personality and Social Psychology</i>, 10(3), 215-221.</li> </ul>                                   |
| 17  | Week 9: Oct. 23  | <ul style="list-style-type: none"> <li>Textbook Chapter: Cooperation</li> <li>Optional Article: Van Vugt, M., &amp; Hart, C. M. (2004). Social identity as social glue: The origins of group loyalty. <i>Journal of Personality and Social Psychology</i>, 86(4), 585-598.</li> </ul>  |
| 18  | Oct. 25          | <b>Positive Relationships</b> <ul style="list-style-type: none"> <li>Textbook chapter: Love, Friendship, and Social Support</li> <li>Optional Article: Iannone, N. E., Mccarty, M. K., &amp; Kelly, J. R. (2016). With a little help from your friend: Transactive</li> </ul>  |

| Day | Date                          | Topic & Texts (to be read before class)   |
|-----|-------------------------------|---|
|     |                               | memory in best friendships. <i>Journal of Social and Personal Relationships</i> , 34(6), 1-21.  |
| 19  | Week 10: Oct. 30              | <ul style="list-style-type: none"> <li>• Textbook chapter: Attachment Throughout the Life Course</li> <li>• Optional Article: Fraley, R. C., &amp; Shaver, P. R. (2000). Adult romantic attachment: Theoretical developments, emerging controversies, and unanswered questions. <i>Review of General Psychology</i>, 4(2), 132-154.</li> </ul>  |
| 20  | Nov. 1                        | Exam 2 (non-cumulative)   |
|     | Week 11: Nov. 6<br>(No Class) |   |
| 21  | Nov. 8                        | <b>Romantic Relationships</b> <ul style="list-style-type: none"> <li>• Required Book chapter (available on Moodle): Mattingly, B. A., McIntyre, K. P., &amp; Selterman, D. F. (2018). Individual differences and romantic relationships: Bidirectional influences on self and relational processes. In <i>The SAGE Handbook of Personality and Individual Differences</i> (pp. 402-430). SAGE Publications Ltd.</li> </ul>  |
| 22  | Week 12: Nov. 13              | <ul style="list-style-type: none"> <li>• Optional Article: Lewandowski, G. W., Aron, A., &amp; Gee, J. (2007). Personality goes a long way: The malleability of opposite-sex physical attractiveness. <i>Personal Relationships</i>, 14(4), 571-585.</li> <li>• Required Article: Buss, D. M. (2017). Sexual conflict in human mating. <i>Current Directions in Psychological Science</i>, 26(4), 307-313.</li> </ul>   |
| 23  | Nov. 15                       | <b>Cross-Cultural Psychology</b> <ul style="list-style-type: none"> <li>• Required Article: Henrich, J., Heine, S. J., &amp; Norenzayan, A. (2010). Beyond WEIRD: Towards a broad-based behavioral science. <i>Behavioral and Brain Sciences</i>, 33(2-3), 111-135.</li> </ul>  |
| 24  | Week 13: Nov. 20              | <ul style="list-style-type: none"> <li>• Optional Article: Markus, H. R., &amp; Kitayama, S. (2010). Cultures and selves: A cycle of mutual constitution. <i>Perspectives on Psychological Science</i>, 5, 420-430.</li> <li>• <b>Due: Research Proposal</b></li> </ul>   |
|     | Nov. 22 (No Class)            |   |
| 25  | Week 14: Nov. 27              | <b>Cyberpsychology</b> <ul style="list-style-type: none"> <li>• Optional Article: Bargh, J. A., McKenna, K. Y. A., &amp; Fitsimons, G. G. (2002). Can you see the real me? Activation and expression of the true self on the Internet. <i>Journal of Social Issues</i>, 58, 33-48.</li> <li>• Required Article: Hamilton, K. A., McIntyre, K. P., &amp; Hertel, P. T. (2016). Judging knowledge in the digital age: The role of external-memory organization. <i>Applied Cognitive Psychology</i>, 30(6), 1080-1087.</li> </ul> |
| 26  | Nov. 29                       | <ul style="list-style-type: none"> <li>• Required Article: Finkel, E. J., Eastwick, P. W., Karney, B. R., Reis, H. T., &amp; Sprecher, S. (2012). Online dating: A critical analysis from the perspective of psychological</li> </ul>   |

| Day | Date            | Topic & Texts (to be read before class)                                     |
|-----|-----------------|---|
|     |                 | science. <i>Psychological Science in the Public Interest</i> , 13(1), 3-66. |
| 27  | Week 15: Dec. 4 | Exam 3 (non-cumulative)   |
| 28  | Dec. 6          | Mega-Review and Conclusions   |

## Grading

- Exam 1 (20%; Oct. 2)
- Exam 2 (20%; Nov. 1)
- Exam 3 (20%; Dec. 4)
- Final Exam (20%; Dec. 12; cumulative)
- Research Proposal (20%)

### Exams

Exams will comprise of entirely multiple-choice questions; we will use Scantrons for the multiple choice items, so you need to bring pencils to exams. The multiple-choice questions will address content from class discussions/lectures and the required articles. Questions may require application of the knowledge you have learned to scenarios not explicitly covered in class. For example, you might be asked to predict how a given individual would behave in a certain situation, depending on situational factors and characteristics of the individual.

### Research Proposal

You are required to write a research proposal (due Nov. 20) that relates to a social psychology topic of your choice. The proposal will present an idea for a study that is novel in the context of the existing social psychological literature. To avoid reinventing the wheel with your proposal, you will need to consult relevant research literature to investigate what other researchers have learned about your topic. Your idea should be informed and shaped by consulting these prior studies.

The proposals should read like the introduction of a journal article (use empirical journal articles listed in this syllabus as models). In other words, you will present the problem/question/issue (what you want to know), consider possible answers, and present hypotheses. It is crucial to justify the need for your study: You don't need to save the world with your study, but you do need to clarify how your study could contribute new knowledge.

Your proposals must follow APA style guidelines, except you should avoid writing the abstract, method, results, discussion, and table/figure/appendix sections. The body of your paper should end as if the method section would be next. You should give the reader a basic idea of how you plan to test your hypotheses, but avoid including method details that would normally be included in the method section. The length of each proposal should be 5-7 pages (double-spaced, 12-point font) not including the title and reference pages.

A *minimum* of 7 references from academic journal articles (which can be found easily online) or books are required for each proposal (websites, newspapers, pop psych publications, and textbooks don't count toward this requirement). Readings for this class can count toward this minimum

requirement. APA style for the reference page is a bit tricky, so be sure to proofread carefully before submitting. Tips on writing the research proposal is posted on Moodle.

**Final Grades** will be assigned according to where your total score fall with this breakdown.

| Grade | Percentage |
|-------|------------|
| A     | 90 – 100   |
| B+    | 86 – 89    |
| B     | 83 – 85    |
| C+    | 76 – 79    |
| C     | 73 – 75    |
| C-    | 70 – 72    |
| D+    | 66 – 69    |
| D     | 63 – 65    |
| D-    | 60 – 62    |
| F     | Below 60   |

Be warned now: I will round decimal places equal to or greater than ".5" up (so a total of 89.5% will be an "A"); however, beyond this, the grade you receive will be whatever the numbers say, NO EXCEPTIONS (so an 89.4% will be a "B+"). I am aware that this stinks royally. However, the problem with changing the criterion for a given student is that, once I change that criterion, inevitably another student is "right on the bubble," so ultimately someone just barely misses it. I don't want to be overly subjective in my judgment of who should get to surpass the objective criteria; thus, no one will. Fortunately, there are extra credit assignments to boost your grade. If you miss an exam and have no officially approved excuse, you will receive a zero for that exam. If you arrive late for an exam, you will not receive extra time to complete the exam. If a scheduled exam time conflicts with a University-sponsored extracurricular event, notify me as soon as possible.

## Course Guidelines and Policies

### Ground Rules for a Successful Semester

1. **Read the assigned textbook chapter and articles** before class to get a grasp on the key concepts. Class lectures will expand on these concepts and class discussions (some discussion questions will be drawn from the textbook, some drawn from elsewhere) will focus on applying these concepts to real world situations.
2. **Be quiet and polite during class.** If you are not enthralled, that's OK; if you read the paper, talk to your neighbor, or do anything else that is distracting to me or others, that is not OK. Please, if for some reason you are disinterested in the material, try and find something interesting that is not in any way distracting!!! It is my responsibility to create a good learning environment, and I will remove people who are distracting if that is what it takes to do so. If the distraction continues, you will eventually be removed from the course and given an un-droppable F for a grade. Bottom line: If you don't want to learn, stay home.
3. Having said that: **ask questions!!** Do not buy into anything I say without first critically analyzing it (except, of course, on exams!) I want you to feel free in class to ask any questions you have that are relevant to the subject at hand, even if they challenge what I present in class. I will not have all the answers -- but worthwhile discussions can arise out of difficult questions.
4. **Work hard!** The national standard for course workload is that you should be working 3 hours a week for every hour of class that you take (thus, you should be working nine hours a

week for a three hour class). Once you subtract out the three hours per week you are in class, this means that you should be *averaging* working/studying/writing 6 hours per week outside of class. Over the course of the 15 weeks in the term, this means that you should be devoting 90 hours to this class *outside* of the time you spend in the classroom.

5. I will **respond to email** as quickly as possible (usually within 36 hours). But, please remember that there are a lot more of you (60+ students) than there are of me (1). So, if you don't get a reply to your email immediately, please be patient. FYI, email is not the place to ask me highly detailed or complex questions. If you want to engage in deeper discussions, I ask that you visit my office hours.

### **Finally, a piece of advice:**

Come to class! I will not enforce any attendance policy, nor will I be offended if you do not come to class. (In fact, if you are going to be disruptive, I'd rather you stay home). I'm not going to grade you down or think less of you for not coming. But the odds are that you're going to do badly if you don't come most of the time. If you miss class, it will be your responsibility to get the lecture notes from a classmate.

### **Technology inside the Classroom**

Cell phones must be switched off and remain off for the duration of each class. Laptops are permitted for class activities only (but not during test days, obviously). Taking notes and accessing class readings are appropriate uses; social media, email, entertainment, or working on non-class related things are not. Inappropriate use of technology will result in being asked to leave class.

### **Academic Misconduct & Academic Integrity**

All students must practice academic honesty. You are expected to be familiar and adhere to the university's [Student Conduct Code](#) with regard to academic integrity. Academic misconduct is subject to academic penalty by the course instructor and/or disciplinary action by the university. In short, don't cheat.

### **Disability Modifications**

The University of Montana assures equal access to instruction through collaboration between students with disabilities, instructors, and [Disability Services for Students](#). If you think you may have a disability adversely affecting your academic performance, and you have not already registered with Disability Services, please contact Disability Services in Lommasson Center 154 or call [406.243.2243](tel:406.243.2243). I will work with you and Disability Services to provide an appropriate modification.

#### **Incompletes**

Be aware that if you earn an "Incomplete" in any course at UM, an "I" remains on your record permanently, even if you eventually complete the work.

## Extra Credit

**(6 possible points):** Extra credit opportunities are worth 3 points each. A total of 6 points may be earned. Each option may only be completed once. Extra credit **MUST** be completed and documented by Dec. 4, 2018.

1. Research Volunteer: Participate in a research project being conducted in the psychology department during the semester. These typically take 30-60 minutes. Signing up for studies occurs via an online sign-up system. To sign up, you will need to create an account online via [umontana.sona-systems.com/](http://umontana.sona-systems.com/) then "request account". When doing so, (1) be sure you use your umontana e-mail address (not your NetID) as your username (so if your umontana e-mail address is bruce\_wayne@umontana.edu, you would enter bruce.wayne); if you don't do this properly, you will not get the account information. Also, (2) be sure you enter the right course section number, or else you may not be properly credited. Signing up and checking studies is easy – for directions on how to do this, please go to the Psychology Undergraduate Program website.

Once you created an account and logged in, click on the link titled "SONA Research Participation." Your credit will be tracked via the online system – you will be awarded credit for participation within 72 hours of participating by the researcher who was in charge of the study. If you check your credit and it has not been awarded in a timely fashion, **contact the experimenter** listed as the contact on the study to resolve this conflict.

2. Empirical Article Review: Conduct a literature review on a topic of your choice, related to social psychology. Write a 2 to 3-page, APA-formatted reflection (e.g., how do you feel about the conclusions the researcher made, what are your ideas for future studies, how does this apply to class).

### Disclaimer:

Linus Chan reserves the right to make changes in (a) the course schedule, (b) course requirements, (c) the course grading procedures, and/or any other aspects of the course at any time. Any alterations will be circumspect and will be made in the best interests of the students, the course, and the instructor.

**PLEASE REMOVE THIS PAGE FROM YOUR SYLLABUS**

I, \_\_\_\_\_ (print your name) hereby acknowledge that I have received a copy of the Social Psychology syllabus for Fall 2018. I have read the syllabus and understand all the course policies and requirements. I recognize that it is my responsibility to seek clarification regarding any aspect of the syllabus, the course requirements, or the grading policies if they are unclear to me.

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

\*\*\*\*\*

I do not post grades with student ID #'s. Therefore, you will need to provide me with a "code name" (e.g. Batman123) if you would like your grades posted following tests. (Note: I never post grades prior to handing back a test in class. The grade postings are primarily for you to be able to "check" what you think you earned against the grade in my gradebook). Please be certain to choose a code name that is familiar to you, so that you remember it when you look up your grades.  
WORD OF CAUTION: I will NOT accept codenames that are inappropriate.

CODE NAME: \_\_\_\_\_

BACKUP CODENAME (In case two people happen to have the same codename):

\_\_\_\_\_

\*\*\*\*\*

Please provide the following information below:

1. Name:
2. e-mail address:
3. class (e.g., sophomore, junior):
4. major:
  
5. Why are you taking this class?
  
6. What other psychology classes have you taken? (if none, put N/A)
  
7. What do you want to do with your life?