

Social Behavior and Interpersonal Processes  
Psychology 256  
Winter 2018

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Office Hours:  
Wed 12:30-1:30, Fri 1-2  
(or by appointment)

Social psychologists are interested in understanding human behavior within social contexts. The field itself is quite broad but can generally be divided into two overlapping areas of emphasis: social cognition and interpersonal/ group interaction. In order to provide a more thorough introduction to the field of social psychology, the Psychology Department at Carleton offers two separate courses, each focusing primarily on one of these two areas. Psychology 256 covers interpersonal and group processes such as aggression, pro-social behavior and social influence. Social cognition, psychology 258, covers various cognitive processes that occur in the social context such as attitudes, stereotyping, and attribution. Since social behavior involves a combination of cognitive and social processes, I strongly recommend that you take both courses in order to gain a more comprehensive understanding of the field of social psychology. Although this course will focus primarily on the more observable forms of social behavior, you will notice that behavior and cognition go hand in hand. Thus, rather than separating the two processes into distinct categories, I hope you will notice and appreciate their complementarity and recognize the multifaceted and complex nature of everyday human social interactions.

This course relies heavily on theory and research. It seeks to promote a *scientific* understanding of social behavior. Thus, I encourage you to evaluate your day-to-day experiences in light of social psychological theories and research. In doing so, you will gain a more meaningful and rich knowledge of the field. I also encourage you to share your observations with the class and participate actively in your own learning of the course material. To this end, we will be utilizing a team-based method approach. See below for details.

Textbook:

Kenrick, D.T., Neuberg, S.L. & Cialdini, R.B. (2015). *Social Psychology: Goals In Interaction*, 6<sup>th</sup> Ed., Boston: Allyn and Bacon.

Course Requirements:

**Tests:**

A) Two non-comprehensive Midterms are scheduled for this course. Each midterm will consist of multiple choice, short answer/essays. Material from all readings, lectures, films, activities etc. will be fair game for these tests.

B) Readiness Assurance Tests (RATs). These short multiple-choice tests encourage you to obtain a strong foundation of the *textbook* material at the *beginning* of each learning module (module is denoted by a bold-faced label and extends until the next module). You will take this test individually and again with your team. Team scores are on average higher than individual scores, so your total scores (individual score averaged with team scores) will generally gain a boost from cooperative teamwork.

Note: Currently, non-textbook readings will not be included on the RAT, but I encourage you to skim all readings by the beginning of each module. Then plan to read the assigned articles/chapters thoroughly for the day they are assigned. The in-class activities and discussion are directly linked to the assigned texts and videos; thus, it is critical to have a strong mastery of these materials prior to each class period.

### Assignments:

A) Class projects, problem sets and assignments are an integral part of this course. In addition to problem sets completed by your team, you may be asked to prepare reading and video responses, complete questionnaires, gather data, etc. i.e. plan for some additional work outside of class in preparation for in-class activities.

B) A final group/team presentation is assigned toward the end of the term. Your team will select a general topic area to explore in-depth, determine sub-topic/questions or approaches pertaining to the selected topic, decide how you will divide up the work (e.g. who will do what individually or in small groups; how will you coordinate the subtopics as a whole team, etc.) and plan how you will present your research to the class. The overall presentation can utilize a variety of approaches (e.g. literature review, research proposal, applied product, etc.) as long as it is coherent and relevant to the overall presentation goals.

Your presentation should reflect both individual expertise and integration of ideas across members of your team. The presentation should *not* simply be mini-presentations that are loosely related, but rather a collaborative project with a clear common thread. I recommend that you begin discussing ideas with your teammates as soon as possible in order to facilitate coordination.

C) A final paper that formalizes and *extends* the work you presented with your team is required at the end of the term. This paper should be approximately 6 pages and will be due during our regularly scheduled final exam period. Note: you'll have the option of a paired, group or individual paper. Page lengths will be adjusted accordingly. Further information will be forthcoming.

**Attendance/participation:** Your grade for this course is, in part, determined by participation in team, whole class, and individual activities (see grading policy below). Class attendance and participation is the only way to earn these credits.

Note: You will be asked to provide feedback on each individual's contributions to the team activities and projects. Exceptional work (either good or bad) will be taken into account and used to adjust grades.

### Grading:

Two Midterms	20% each
Readiness Assurance Tests	15% total
Class participation (problem sets, homework, team work, participation, attendance etc.)	15%
Class presentation	10%
Final paper	20%

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**\*\*Late work will not be accepted without prior arrangement.** On rare occasions, I will accept late assignments with a deduction of points. Should you experience a major disruption in your course work I encourage you to speak with your class dean for assistance in providing support for possible extensions and accommodations.

If you are eligible for *special accommodations* through the Student Disability Services Office, please let me know asap and arrange for documentation to be sent to me so we can make arrangements ahead of time. Last minute requests may not be feasible.

## TENTATIVE Reading and Assignment Schedule (Updates on MOODLE)

The following is a *tentative* schedule of readings and assignments. Please follow Moodle for most current updates and adjustments. Reading assignments in *italics* below are available on Moodle. *Unless otherwise noted, all readings and assignments must be completed before class time on the date they are listed below. Class activities are based on your having completed the assignments prior to class.*  
*Exception: textbook chapters must be read for the first day of each module regardless of where they are listed below as these are covered on the RAT.*

WK	Monday	Wednesday	Friday
1		1/3 <b><u>Introduction to Social Psychology</u></b>  Team Based Learning approach Demo RAT, team formation  Mini experiment assignment due Fri. Epstein, R. "Folk Wisdom" (handout)	1/5 Theory, Methods, Conceptual frameworks  Kenrick et.al., Ch. 1, 2  <i>Hinsz and Tomhave</i> (read <u>after</u> conducting mini-experiment)
2	1/8 <b>Module I: <u>Social Influence</u></b>  <b>RAT #1 (on textbook Ch. 6)</b>  Kenrick et.al. Ch. 6	1/10 Conformity and Compliance  <i>Guadagno, et.al. (note: also assigned for lab)</i>	1/12  <i>Suls and Green;</i>  <i>Cialdini</i>
3	1/15 Obedience  <a href="https://www.youtube.com/watch?v=mOUEC5YXV8U">https://www.youtube.com/watch?v=mOUEC5YXV8U</a> (shortened obedience study)  <i>Burger;</i>  <i>Staub;</i>	1/17 <b>Module II: <u>Affiliation, friendship, love</u></b>  <b>RAT #2 (on textbook Ch. 7 &amp; 8)</b>  Kenrick et.al. Ch. 7  <i>DeScioli, Kurzban, Koch and Lieben-Nowell</i>	1/19  <i>Deters;</i>  <i>Aron et.al.</i>
4	1/22 Romantic relationships  Kenrick Ch.8;  <a href="https://www.youtube.com/watch?v=yosfPU3dWgc">https://www.youtube.com/watch?v=yosfPU3dWgc</a> ) Familiar faces  <i>Taylor</i>	1/24  <a href="http://www.abc.net.au/catalyst/stories/3805064.htm">http://www.abc.net.au/catalyst/stories/3805064.htm</a>  <i>Murray and Holmes</i>  <i>Optional: Finkel, et.al. (note this is rather long review of internet dating)</i>	1/26 <b>Module III: <u>Pro-social Behavior</u></b>  <b>RAT#3 (on textbook Ch.9)</b>  Kenrick et.al. Ch. 9;  <i>Manning</i>
5	1/29 Guest: Laura Haave (Green Dot)  <i>Abbott</i>	1/31  <i>Bartlett and DeSteno</i>  <i>Prot et.al.</i>	2/2 MIDTERM EXAM I

6	2/5 Midterm Break (no class)	2/7 <b><u>Module IV: Anti-social behavior: Aggression and Prejudice</u></b>  <b>RAT #4 (on textbook Ch. 10 &amp; 11)</b>  Kenrick et.al. Ch. 10	2/9 Aggression and media  <i>Ballard and Wiest;</i>  <i>Bushman and Anderson</i>
7	2/12 Aggression continued  <i>Zadro, Williams and Richardson;</i>  <i>Greitemeyer</i>  **paper/presentation prospectus due**	2/14 Prejudice and discrimination  Kenrick Ch. 11;  <i>Zitek</i>	2/16 prejudice continued  <i>Jones</i>  <i>Shook &amp; Fazio</i>
8	2/19 <b><u>Module V: Group Processes</u></b>  <b>RAT #5 (on textbook ch 12, 13)</b>  Kenrick et.al. Ch. 12	2/21  <i>Lehrer;</i>  <i>Schmidt, Gilovich, Goore and Joseph</i>	2/23 Watch Stanford Prison Experiment: <a href="https://www.youtube.com/watch?v=760lwYmpXbc&amp;t=1245s">https://www.youtube.com/watch?v=760lwYmpXbc&amp;t=1245s</a>  <i>Konnikova;</i>  <i>Jones</i>
9	2/26 Social Dilemmas  Review Kenrick, Ch. 13;  <i>Cramer</i>	2/28 <b><u>Module VI: Application and integration</u></b>  <b>NO RAT</b>  Kenrick et.al. Ch. 14;  <i>McKinsey-Mohr</i>	3/2 Continuation of application  Begin Group PRESENTATIONS if needed.
10	3/5 Group PRESENTATIONS II	3/7 Group PRESENTATIONS III if needed.  Review and final paper coordination	3/9 MIDTERM EXAM II Last day of classes  Final Paper DUE last day of final exam period.