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 incorporating some team-based methods of learning. See below for details.

Textbooks:


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 do the readings early and establish a general knowledge base of the textbook material at the beginning of a learning module. Note: each module is denoted by a bold faced label. You will take this test individually and again with your team. Team scores are nearly always higher than individual scores, so your total scores (individual score averaged with team scores) will generally gain a boost from cooperative teamwork.

Assignments:
A) Class projects and assignments are an integral part of this course. They range from completing questionnaires, gathering data, writing short responses, and preparing and leading discussion in small groups. Some can be completed in class or just prior to class; others may require additional work outside of
class. Some assignments will be team based and others will be individual or pair based. Please be on alert for announcements and handouts for assignments that require extra work outside of class.

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-topics, questions or approaches pertaining to the selected topic, decide how you will divide up the work (i.e. who will do what individually or in pairs; how will you coordinate the pieces as a whole group, etc.) and plan how you will present your research to the class as a team. 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 your participation in class (see grading policy below). Thus, if you do not attend class, you cannot participate, and cannot get credit.

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, i.e. used to adjust grades.

Grading:

Two Midterms 20% each

Readiness Assurance Tests 15% total
(note: lowest score is dropped; no opportunity to make up missed team portion)

Projects/assignments/participation/attendance: 15%

Class presentation 10%

Final paper 20%

**I do not accept late assignments/papers unless a very good reason is provided prior to the due date. I strongly encourage you to go to the Dean of Students Office to obtain confirmation of an illness or personal crisis should one occur. On rare occasions, I will accept late assignments with a deduction of points.**
Reading and Assignment Schedule

The following is a tentative schedule of readings and assignments. Additional readings and/or changes to scheduled readings/assignments are likely to occur. Announcements of such changes will be made during class and posted to Moodle, so it is important that you attend class every day. In the event that you must miss class, it will be your responsibility to obtain updates. Reading assignments in *italics* are on e-reserve at the library: Carleton home page→ Gould library→ e-reserves→ electronic reserves course material→ this course. The password is “psyc.” In addition to mastering the texts, you are expected to prepare for and participate in class discussions and activities.

Unless otherwise noted, all readings and assignments must be completed *by class time* on the date they are listed below.

<table>
<thead>
<tr>
<th>WK</th>
<th>Monday</th>
<th>Wednesday</th>
<th>Friday</th>
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| 1  | 3/30 Introduction | 4/1 *Introduction to Social Psychology, methods, theory*  

Mini RAT #1 (Kenrick etal, Ch. 1, 2)  
Kenrick et.al. Ch. 1  
Epstein, R. “Folk Wisdom” (handout) | 4/3 **Person and Situation**  
Kenrick et.al., Ch. 2  
*Hinsz and Tomhaye* |
| 2  | 4/6 Social Influence | 4/8 *Suls and Green; Cialdini*  
NO RAT  
Kenrick et.al. Ch. 6  
*Guadagno, et.al.* | 4/10 *Tarnow  
Burger* |
| 3  | 4/13 Affiliation: friendship, love and romance  
RAT #2 (Kenrick Ch. 7, 8)  
Kenrick et.al. Ch. 7, 8 | 4/15 *Carli, Ganley and Pierce-Otay; DeScioli, Kurzban, Koch and Lieben-Nowell*  
RAT #2 (Kenrick Ch. 7, 8)  
Kenrick et.al. Ch. 7, 8 | 4/17 Love and Romantic Relationships  
Review Kenrick Ch.8;  
*Murray and Holmes* |
| 4  | 4/20 *Finkel, et.al. (note this is rather long review of internet dating)* | 4/22 **Pro-social Behavior**  
NO RAT  
Kenrick et.al. Ch. 9 | 4/24 No Class—Attend Super Friday events |
| 5  | 4/27 *Bartlett and DeSteno; Prot et.al.* | 4/29 Make up day  
Team presentation planning | 5/1 MIDTERM EXAM I |
| 6 | 5/4 Midterm Break | 5/6 **Anti social behavior:** Aggression and Prejudice  
RAT #3 (Kenrick Ch, 10, 11)  
Kenrick et.al. Ch. 10, 11 | 5/8 Aggression and media  
*Ballard and Wiest; Bushman and Anderson* |
|---|---|---|---|
| 7 | 5/11 Aggression continued  
*Wolke et.al; Legate, DeHaan, Weinstein, Ryan; Greitemeyer* | 5/13 Prejudice and discrimination  
Review Kenrick Ch. 11; Sue, etal. | 5/15 Prejudice continued  
*Brewer in Pines/Maslach, Ch. 7; Shook and Fazio in Lesko,*  
**paper/presentation prospectus due** |
| 8 | 5/18 **Group Processes**  
**RAT #4** (Kenrick Ch 12, 13)  
Kenrick et.al. Ch. 12, 13 | 5/20  
*Jones in Pines and Maslach, ch.7 Schmidt, Gilovich, Goore and Joseph* | 5/22  
Film: Stanford Prison Experiment  
*Zadro, Williams and Richardson;*  
[http://www.nytimes.com/2006/03/19/international/middlReveeast/19abuse.html?ex=1300424400&en=e8755a4b031b64a1&ei=5088&partner=rssnyt&emc=rss](http://www.nytimes.com/2006/03/19/international/middlReveeast/19abuse.html?ex=1300424400&en=e8755a4b031b64a1&ei=5088&partner=rssnyt&emc=rss) |
| 9 | 5/25 Social Dilemmas  
Review Kenrick, Ch. 13; Cramer | 5/27 **Application and integration**  
**NO RAT**  
Kenrick et.al. Ch. 14; McKinsey-Mohr Marsden | 5/29 Group PRESENTATIONS I |
| 10 | 6/1 Group PRESENTATIONS II | 6/3 MIDTERM EXAM II | Monday June 8-last day of finals  
Final Paper DUE |

Some useful websites:  
[http://www.spss.org](http://www.spss.org) Society for Personality and Social Psychology  
[http://www.sesp.org](http://www.sesp.org) The Society of Experimental Social Psychology
References and suggested readings
(note: changes to this list may occur during the term)


