PSYC 2606 003  Social Psychology
Fall 2008
2:00 - 2:50 MWF  Chem 142

Dr. Diane Martichuski

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Phone: 303.492.4246
Office Hours: Through Oct 3: MW 1:00 - 1:45 pm, Fri 11 am - noon, or by appt.
Oct 6 - Dec: MW 3:15 - 4:00 pm, Fri 11 am - noon, or by appt
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Wiki for class: Link from http://psych.colorado.edu or direct at http://psych-swiki.colorado.edu:8080/Prof-Martichuski (login information will be announced in class).


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Office Hours:

Welcome to Social Psychology!

Social psychology is the study of human interaction. This course is intended to provide an overview of the basic knowledge, theories, and research methods in social psychology. You will learn the answers to these and other questions:

- What causes gender differences in aggression? (aggression)
- Why do I feel a “chemistry” with some strangers, but I am not attracted to my good friend? (attraction)
- How can I get more money out of my parents? (persuasion)
- Why do I like/dislike some people based on appearance alone? (social cognition)
- What is the best way to end strikes between unions and management? (conflict)
- If I expect a certain behavior out of someone, will I get it? (self-fulfilling prophecy)
- Why does my boss think I am stupid after I made only one mistake? (first impressions, prejudice, social cognition)
- What internal beliefs influence how I interpret events around me? (self, social cognition)
- Why do some advertisements work better on me than others? (persuasion)
- Is prejudice against minorities declining in the US? (prejudice)
- Is it a good idea to have a panel of judges or just one judge in our criminal justice system? (group decision making)
- Does the full moon affect behavior? (environmental psychology)
- Why do some athletes perform badly during the big game (like the Superbowl)? (social facilitation)
REQUIREMENTS AND CLASS INFORMATION

1. Students are expected to read the assigned chapters.

2. The course format will be lecture- and discussion-oriented, with some class demonstrations and exercises designed to facilitate learning. Students are encouraged to ask questions both during and after class.

3. Attendance is not required separately, but it is necessary for you to attend class to get quiz and participation points. Also, lecture material will be covered on exams, so students are encouraged to develop regular attendance habits.

4. Grades: There will be 4 unit exams each consisting of multiple choice questions. Each exam will cover only material covered since the previous exam. Each exam will be worth 100 points. In addition, a second set of assignments (see below) is worth 100 points, and in-class quiz and participation points will be worth 50 points. Four exams (4x100) plus assignments (100) plus participation/quiz points (50) make a grand total of 550 possible points. Makeup exams will only be given in extreme cases, and will occur during finals week (exceptions are students on official university business who should arrange to take the exam early). Make-up exams will be essay in format. Final grades will be determined by overall percentage (out of 550 possible points).

5. Campus policies: Campus policy regarding religious observances requires that faculty make every effort to reasonably and fairly deal with all students who, because of religious obligations, have conflicts with scheduled exams, assignments or required attendance. In this class, you can miss some classes and still get full credit on quizzes and participation. If the religious observance occurs over a few class periods, you need to discuss alternatives with Dr. Martichuski BEFORE the week in question. For exams, you should arrange to take the exam EARLY.

If you qualify for accommodations because of a disability, please submit a letter to Dr. Martichuski from Disability Services in a timely manner so that your needs may be addressed (preferably in the first two weeks of classes). Disability Services determines accommodations based on documented disabilities. Contact: 303-492-8671, Willard 322, or http://www.colorado.edu/disabilityservices.

Students are expected to adhere to the University of Colorado Student Honor Code for every assignment and exam in this class, and are expected to follow the university classroom behavior policy:

Students and faculty each have responsibility for maintaining an appropriate learning environment. Students who fail to adhere to such behavioral standards may be subject to discipline. Faculty have the professional responsibility to treat all students with understanding, dignity and respect, to guide classroom discussion and to set reasonable limits on the manner in which they and their students express opinions. Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, culture, religion, politics, sexual orientation, gender variance, and nationalities. Class rosters are provided to the instructor with students’ legal names. I will gladly honor your request to address you by an alternate name or gender pronoun. Please advise me of this preference early in the semester so that I may make appropriate changes to my records.

All students of the University of Colorado at Boulder are responsible for knowing and adhering to the academic integrity policy of this institution. Violations of this policy may include: cheating, plagiarism, aid of academic dishonesty, fabrication, lying, bribery, and threatening behavior. All incidents of academic misconduct will be reported to the Honor Code Council. Students who are found to be in violation of the academic integrity policy will be subject to both academic sanctions from the faculty member and non-academic sanctions (including, but not limited to, university probation, suspension, or expulsion).
ASSIGNMENTS
You may choose from the following assignments, but you must choose an option by the fourth week of class.

OPTION 1: SERVICE LEARNING
Service learning is an educational tool that provides students with the opportunity to integrate community service with their traditional coursework. In this option, students gain practical hands-on experience in a non-academic setting. Students will volunteer for 6 hours at an organization that has volunteer opportunities where the volunteer’s “job” requires interaction with others. Examples include working at a daycare or school, volunteering at a homeless shelter or food kitchen (NOT doing paperwork – you still need to be interacting with people), or working in an information booth at a fair. NOTE: you are certainly welcome to work more than 6 hours, and may be able to use a volunteer position that you already have. You may NOT use a campus-affiliated organization or a fraternity or sorority. Placements must occur in the community. If you have questions about any specific opportunity, please see Dr. Martichuski.

After you have completed your volunteer time (at least 6 hours required), write up (typed double-spaced) your experiences. The entire write-up should be 3-5 typed pages. Also include a name and phone number and/or email address for your contact person (someone who can verify that you did volunteer for 6 hours). NOTE: YOU WILL RECEIVE NO CREDIT IF YOU LEAVE OUT THE CONTACT PERSON INFO.

Include
• what you did (details, where was it),
• what you learned (generally about yourself and others, and specifically*),
• what surprised you about your experience,
• how you feel about the experience in retrospect and how you felt during the experience, and any other thoughts about the experience.

*In the section where you apply your experience to social psychology, use SPECIFIC terms that we used in class or in the book. APPLY those terms to things that you saw in your experiences. Cover a topic in social psychology comprehensively (ex. If you are talking about prejudice, talk about components, theories, and reducing prejudice. Use specific terms like “illusion of outgroup homogeneity” and “realistic conflict.”). If you cover more than one topic, be comprehensive with one, and less comprehensive with others (so that you have one pretty complete topic area). This section should be at least one page typed. THIS IS WHERE STUDENTS LOSE POINTS. BE SURE TO DO A GOOD JOB HERE!

If you choose to do the service learning, your due dates are:
Description of volunteer work, contact person and phone number - Due: Friday, Sept 19
Summary of experience paper PLUS final contact person and phone number Due: Monday, Dec 8
OPTION 2: FIELD ASSIGNMENTS (CHOOSE 3)
Social Psychology Field Assignments are worth 33 points each (no assignments will be accepted after their due dates). Please turn in an acceptable display. News articles should be taped or otherwise affixed to paper; A wad of articles will not be accepted. Type all answers.

1. Collect 5 articles in newspapers or magazines or webpages that contain examples of 5 different types of bias in social perception or attribution. Highlight or circle the example of bias, explain why it is an example of bias (with complete sentences) and label it with the appropriate psychological term. (hint: check letters to the editor; possible sources of bias include fundamental attribution error, self-serving bias, cognitive confirmatory bias, illusory correlation, etc.) Due: Friday, Sept 19.

2. Break a cultural norm and observe what happens. You should describe what you did, what you felt before, during, and after, and how other people reacted to you. NOTE: DO NOT do anything EVEN REMOTELY THREATENING to someone else. DO NOT BREAK THE LAW! If you have a question, ASK ME BEFORE YOU DO IT! Due: Friday, October 10.

3. Analyze the gender and minority content of all of the movies available in the newspaper or on a local website on a given day (either evaluate the ads for the movies, or use a list of movie reviews). Report how many movies have male leads, female leads, African-American leads, etc. (You can use main characters if you prefer). What kinds of roles are they showing men in? women in? other minority groups? Make an overall assessment of how these different groups are portrayed (or are not portrayed) for the day you chose. Do you think that your findings are typical? Why or why not? Due: Friday, October 10.

4. Collect 5 advertisements from newspapers or magazines that illustrate 5 different attitude change techniques. Label each according to technique(s), and explain (in complete sentences) why it is an example of that kind of technique(s). Include which route of persuasion is being used. Also discuss why you think the advertisement is or is not successful (based on what you have learned in this class). Due: Friday, October 17. NOTE: You cannot do both #4 and #5.

5. Try to persuade someone to do something by using the foot-in-the-door technique. Try to get someone else to do the same thing using the door-in-the-face technique. For each attempt:
   1) Identify the technique you used and describe the characteristics of the situation.
   2) Describe in detail your feelings during the situation.
   3) Determine whether you were successful and explain why or why not (using factors that we discussed in class)
   4) Describe others' reactions to your requests. NOTE: You cannot do both #4 and #5.
Suggestions:
- Park next to an expired meter and ask someone walking by to give you money for your meter.
- You are pretending to make a long-distance call and you need change to continue the call. Get someone nearby to give you some money for your call.
- Take a camera to a shopping center and ask randomly selected individuals if they will do you a favor by letting you take their picture as they do something unusual (e.g., make a funny face, jump in the air). AGAIN, DO NOT THREATEN ANYONE! Due: Friday, October 17.

6. Do a web search for websites that encourage prejudice or watch a documentary on some aspect of prejudice. Write a brief summary of the website or documentary, and explain the issues of prejudice involved (e.g., how do the websites encourage prejudice, what would be an explanation for prejudice depicted in the documentary, etc.). Use terms from lecture and textbook. Due: Wed., Nov. 12.

7. Collect articles of 2 different types of aggression (e.g., murder, riot, war). Describe why it is aggression (use the definition given in class), what type of aggression it is, the potential causes of aggression in each and what you consider to be the best means of reducing aggression in each. Make an educated (or plausible) guess if the article does not discuss it. Due: Wednesday, Dec. 3.
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<th>Week beginning</th>
<th>Chapters:</th>
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<td>Chapter 1 (Intro)</td>
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<td>9/01</td>
<td><strong>Labor Day Holiday - no classes - Sept 1</strong>&lt;br&gt;Chapters 1, 2 (Intro, Self in the Social World)</td>
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<td>9/08</td>
<td>Chapters 2, 3 (Self, Social Beliefs &amp; Judgments)</td>
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<td>9/15</td>
<td>Chapters 3, 4 (Social Beliefs &amp; Judgments, Behavior and Attitudes)</td>
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<td><em>Field Assignment #1 due 9/19; Service Learning info due 9/19</em></td>
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<td><strong>Exam 1: Friday, September 26, (chaps. 1-4 and lectures)</strong>&lt;br&gt;Chapters 5, 6 (Genes, Culture, and Gender, Conformity)</td>
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<td>10/06</td>
<td>Chapters 6, 7 (Conformity, Persuasion)</td>
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<td><em>Field Assignment #2 and/or #3 due 10/10</em></td>
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<td>11/10</td>
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<td><em>Field Assignment #6 due 11/12</em></td>
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<td><strong>Exam 3: Wednesday, November 19, (chaps. 9-12 and lectures)</strong></td>
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<td>11/24</td>
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<td><em>Field Assignment #7 due 12/03</em></td>
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<td>Environmental Psychology (notes in class)</td>
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<td><em>Service Learning paper due 12/08 (Last class: Friday, 12/12)</em></td>
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<td><strong>FINAL: Monday, December 15th, 4:30pm – 7:00pm</strong></td>
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