Overview. This course is intended as a graduate level core course that surveys the field of social psychology and provides foundational knowledge of a very large field. As such, we will be covering a range of topics that samples from most of the major areas of study in social psychology. Not all areas are covered, of course, but the topics we will discuss were selected to highlight how different core areas can connect to each other, and provide insights for understanding many of the intriguing and perplexing phenomena we see and experience in everyday life! We will start with the focus on the individual, and work our way out to his or her social and environmental context. However, as we go along we’ll see that from its beginning, social psychology has considered the distinction between the person and the context as problematic, because people are embedded in social contexts.

Primary Objectives: I want you to come away from the course thinking like a social psychologist. That means developing a perspective that allows you to observe behavior on a variety of levels and think about how the social world in which we all exist is integral to understanding and predicting that behavior. Hopefully, you will also come away with unanswered questions, and some motivation to try to answer them in the context of your own interests.

Because this course is a foundational course, with students from a variety of backgrounds, many of the readings are older “classics”, or secondary sources that review and explain these classics. In addition to reading about some of the essential background knowledge and content of the field, however, I also want you to actively try to use that knowledge to understand ‘real-life’ behavior. It is when we try to use that knowledge that we begin to really understand it, what it can help us to know, as well as its limitations. Thus, the class is structured to apply the knowledge from readings and lecture.

The class is also structured so that you take an active role in your own and your peers’ learning. Thus, part of the class will entail your working with other students to guide discussion and present new material that you have identified as interesting, important, relevant to other research, etc.

Finally, you will also develop a research proposal of your own (if you are enrolled in Psy6410), where you take something from the field of social psychology and apply it to whatever topic you are interested in. These proposals are the final projects in the class, and as such represent an opportunity to showcase your cumulative expertise as a budding social psychologist!

[NOTE: The university requires that students registered for 6410 (typically graduate students) must be “held to a higher standard or do additional work” than students registered for 5410 (typically advanced undergraduate]
students). In this class, students registered for 5410 are not required to do the research proposal (see details below).

Applications to ‘slices of life’

For most topics, there are brief newspaper articles that describe or discuss thoughts, feelings, actions of a variety of real people in real situations. These articles were chosen because they appeared to be good examples that reflect many of the concepts or questions that we will cover under particular topics.

We will use these articles to focus our class discussions. That is, we will discuss the readings each week in light of how they address questions sparked by thinking about the real life issues or questions illustrated in the article. Working in groups, for two of the topics you will be responsible for identifying issues or questions for the class to discuss a week before the topic is covered. For those topics, your group will also present to the class one additional article that your group selects. For four other topics, you will submit a two page paper that address one of the discussion questions for that topic. (See below for details)

Evaluation for students signed up for 6410:  
There are four sources of evaluation:
  - Individual discussion papers (4 @ 10%) = 40%  
  - Group work (leading discussion and presenting new article) (2 @ 15%) = 30%  
  - Weekly discussion and participation = 5%  
  - Research Proposal = 25%

Because expectations are higher for advanced core courses than the typical undergraduate courses, the expected average grade in these core courses is a B+. If you receive a grade above a B+, that means you have performed at a level that is above the average (good) performance; if you score below a B+, that means you have performed at a level that is lower than the average (good) performance.

Evaluation for students signed up for 5410:  
There are three sources of evaluation: your participation in class discussion (10%), 4 written 2 page discussion papers (4 @ 12.5% = 50%), and your group work (2 @ 20% = 40%). Because expectations are higher for advanced core courses than the typical undergraduate courses, the expected average grade in these core courses is a B+. If you receive a grade above a B+, that means you have performed at a level that is above the average (good) performance; if you score below a B+, that means you have performed at a level that is lower than the average (good) performance.
Discussion papers
For 4 out of 10 topics, you will submit a two page paper that addresses one of the discussion questions for that topic. These papers should be completed individually, and are due by 5:00 p.m. on the Wednesday before class (email to carol.sansone@psych.utah.edu). You may also submit a revised paper by 5:00 p.m. on Friday, if you choose to do so after the class discussion. Your papers will be graded in terms of how accurately you described the field’s knowledge as presented in the readings and how accurately you applied it to the question. These papers will be graded on a check (satisfactory), check-plus (outstanding), and check-minus (unsatisfactory), etc., basis.

Discussion paper grading system:
Check plus = outstanding, 4.1, above A
Check/check plus = very good, 3.8, A-
Check= satisfactory for advanced class, 3.5, B+/A-
Check/check minus = Ok, but some things missing, 2.85, B/B-
Check minus = unsatisfactory, 2.5, C+/B-

Group Work:
Your group should sign up for 2 of the topics that will be covered during the semester. Your group will be responsible for generating 4-5 discussion questions that will be distributed to the rest of the class the week before that topic is discussed. These discussion questions should be framed in terms of the “slice of life” article for that topic. Good questions do not simply ask “how does [article X] address Mr. Y’s problem”; rather, you should begin by reading the slice of life article with the eye of a social psychologist. What questions about human functioning does it raise? Then, think about how the readings for that topic help to address those questions. Good discussion questions get people to think about how different research approaches might have different answers to these questions, or answer one part of the question, but leave other parts of the question unanswered. The new article that your group decides to present to the class should help the discussion forward. For example, it could address a question that the provided set of readings could not answer; or apply the phenomena to new populations or contexts. This allows us to discuss whether the phenomena addressed in the readings generalize to these different applications, and what new questions it raises. You should plan to touch base with me at least two weeks before your group will lead the discussion so that we can work through the questions and potential articles to present.

Template for presenting research article to class:
1. Research Question(s) addressed in the article, and how it relates to current topic
2. Social psychological theories/concepts/findings that the article is using
3. Main hypotheses—bullet point(s)
4. Research design and findings—figure or table, with some description;
5. Limitations—(bullet points)

For each group presentation, you will be evaluated in terms of:
• Whether your discussion questions allow for good discussion of the readings and the related phenomena
• Whether your group clearly presents the rationale, approach, methods and findings from the new article
• Whether your group clearly articulates the relationship of the new article to the class readings
These will be graded using the same check/check plus, etc. system described for the discussion papers.

Final Research Proposal (For students in psy6410 only):
Students are to come up with a research proposal applying a social psychological perspective/issue to their own area of interest. The research proposal should be no longer than 10 pages, and include at least two social psychology journal articles not on the class reading list. (Examples of relevant journals would be the Journal of Personality and Social Psychology, Personality and Social Psychology Bulletin, Journal of Experimental Social Psychology, Basic and Applied Social Psychology, Social Psychology and Personality Science, etc. If you are not sure whether an article qualifies, check with me.) The purpose is to have you actually apply some aspect of social psychology to the area of research you are most interested in, and allow you to really think about social psychological issues conceptually and methodologically in that context. My hope is that it will turn out to be useful (and interesting) for you! Essentially, the research proposal should look similar to the intro and methods sections of an APA-style paper.

Students will present their proposals to the rest of the class during the last week of classes (Dec. 8th). Hopefully, this will give us an idea of the different kinds of research people are interested in, as well as how social psychological issues can be examined in a variety of research contexts.

Research proposals will be evaluated in terms of:
--whether the literature reviewed is relevant (please turn in to me copies of cited articles, in case I am not familiar with them)
--whether the literature is appraised and applied accurately
--your design
--your predictions
--implications of potential findings (1-2 paragraphs should suffice)

Your written research proposal is due by 5:00 p.m. on Dec. 13th.

I encourage you to be thinking about potential areas in social psychology as we go along, and come to me early on if you have any questions, problems, etc. I also strongly encourage you to meet with me at least once to make sure that your idea for your research proposal is appropriate for the assignment.

Americans with Disabilities Act Policy
The University of Utah seeks to provide equal access to its programs, services and activities for people with disabilities. If you will need accommodations in the class, reasonable prior notice needs to be given to the Center for Disability Services (http://disability.utah.edu/), 162 Union Building, 581-5020 (V/TDD). CDS will work with you and the instructor to make arrangements for accommodations.

Student Rights and Responsibilities
All students are expected to maintain professional behavior in the classroom setting, according to the Student Code, detailed in the Student Handbook. Students have specific rights in the classroom as detailed in Article III
of the Code. The Code also specifies proscribed conduct (Article XI) that involves cheating on tests, plagiarism, and/or collusion, as well as fraud, theft, etc. Students should read the Code carefully and know they are responsible for the content. According to Faculty Rules and Regulations, it is the faculty responsibility to enforce responsible classroom behaviors, beginning with the verbal warnings and progressing to dismissal from class and a failing grade. Students have the right to appeal such action to the Student Behavior Committee. Student Rights and Responsibilities: http://www.regulations.utah.edu/academics/6-400.html

OUTLINE OF TOPICS

1. August 25—Introduction and History
2. September 1—Methodology
3. September 8—The Self
4. September 15—Self-motives and self-regulation
5. September 22—Stigmatized self
6. September 29—Emotion/Affect
7. October 6—Person Perception
8. October 13—FALL BREAK
9. October 20—Attribution (and attributional) theories and biases
10. October 27—Attitudes and Attitude-Behavior relationship
11. November 3—Attitude Change and Persuasion
12. November 10—Interpersonal attraction and relationships
13. November 17—Social influence in groups and group dynamics
14. November 24—THANKSGIVING
15. December 1—Intergroup relations and group conflict
16. December 8—Student presentations

FINAL PAPER DUE December 13 by 5:00 p.m.
Readings through Fall Break:

1. HISTORY


2. METHODOLOGY


3. THE SELF


4. SELF-MOTIVES AND SELF-REGULATION


5. STIGMATIZED SELF


6. EMOTION/AFFECT


7. PERSON PERCEPTION AND SOCIAL COGNITION:


Reading list for second half of semester:

9. ATTRIBUTION (AND ATTRIBUTIONAL) THEORIES AND BIASES


10. ATTITUDES AND ATTITUDE-BEHAVIOR RELATIONSHIP


11. ATTITUDE CHANGE AND PERSUASION


12. INTERPERSONAL ATTRACTION AND RELATIONSHIPS


13. SOCIAL INFLUENCE IN GROUPS AND GROUP DYNAMICS


15. INTERGROUP RELATIONS AND GROUP CONFLICT


Slice of life article links, weeks 1-7

Week 1: [http://www.nytimes.com/2016/08/18/opinion/but-what-if-my-dog-had-been-a-syrian.html](http://www.nytimes.com/2016/08/18/opinion/but-what-if-my-dog-had-been-a-syrian.html)

Week 2: Same as week 1


Slice of life articles, weeks 9-15


