Introduction
The primary goal of this course is to provide students with a working knowledge of social psychology. In achieving this goal, this course will also stimulate an interest in ourselves, the social world around us, and connections between the two. Through this course we will learn how we become who we are. We will discuss how our personalities and behavior are shaped by the social world in which we live, we will learn about the groups we belong to, and we will explore the social structures around us. And, because we are shaped through interactions—and because interactions go both ways—we will also explore how we have the ability to shape the world in which we live. To achieve these goals we will make use of classic and contemporary pieces of research, some of which touch on topics that can be uncomfortable to discuss. These include but are not limited to: acts of violence, AIDS/HIV, racism and discrimination more broadly. If you have specific concerns about class content please don’t hesitate to speak with me.

Objectives
Upon completion of this course you will be able to:

- understand and apply foundational social psychological concepts, theories, and tools to your everyday life
- appreciate the applicability of social psychology for all people, regardless of career path
- understand what social psychologists do, how they do it, and why they do it.
- Critically examine primary sources of social psychological research, and formulate basic research questions based on social psychological theories and findings.

Required Text
- articles and other materials that are not in your book can be found on Blackboard
Assignments and Evaluations

Reading assignments selected from the Classic and Contemporary Perspectives in Social Psychology are listed with the author’s name and page numbers. Additional readings can be found on Blackboard. These are marked with an asterisk. All reading assignments must be completed before the class day listed. The assignments for learning evaluation have been designed with student’s varying strengths and learning styles in mind.

- **Reading Quizzes (25.5%, total):** There will be 17 reading quizzes throughout the term. They consist of three multiple choice questions, each question being worth 1 point. The quizzes will be made available on Blackboard, and must be completed prior to the start of the class for which they are assigned. For example, on September 1st we will be discussing the readings Whose Side are We On? and First Do No Harm. The reading quiz for these readings must be completed prior to 8:59am, Sept. 1st. Once you begin a quiz you will have 10 minutes to finish. You will receive feedback on your results immediately after submission. You may take the quiz a second time if you are not satisfied with your score, and the higher of the two scores will be recorded.

- **Response Papers (20% total):** At two points in the semester you will be asked to write brief responses to class activities. Due dates for these response papers are noted in the course schedule below. Papers will be graded out of 20 points and should be no longer than 4 pages, double spaced. Rubrics for these papers will be made available on the day the activity is explained/conducted.

- **In-Depth Article Analysis (42% total):** Over the course of the semester you will complete a series of worksheets that will guide you through an independent in-depth analysis of three scholarly articles. The worksheets are designed to help you become stronger, more critical consumers of empirical work and will also aid you in the completion of your final paper. There will be three worksheets associated with the first article, and two worksheets each for the second and third articles. The worksheets will be made available on Blackboard, and due dates are noted in the course schedule below. Details about how articles will be chosen will be explained in class.

- **Final Exam (12.5% total):** The final exam will be a take home, open-note, written exam which will ask students to make connections between course material and the articles students read for their independent in-depth analysis assignments. Prompts for the exam will be made available on Blackboard and hard copies will be handed out on the last day of class. There will be discussion about exam expectations and time for questions and discussion at that time. While the exam is open-note, it is expected that students will complete the exam independently. Exams must be typed. Hard copies must be turned in by the end of the university-assigned exam period (10:30am Dec. 15th).

### Late Assignment and Make-Up Policy

Missed reading quizzes can only be made up in the event of a university approved absence. The acceptance of late assignments, and the penalty for late submission, is at my discretion.
Grading
Final grades will be determined by the total number of points; I do not round up grades.

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<tr>
<th>Assignment</th>
<th>Points</th>
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<tr>
<td>Reading Quizzes (17 @ 3 pts ea.)</td>
<td>51 pts</td>
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<tr>
<td>Response Papers (2 @ 20 pts ea.)</td>
<td>40 pts</td>
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<tr>
<td>In-Depth Analysis Wrksh (7 @ 12pts ea.)</td>
<td>84 pts</td>
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<tr>
<td>Final Exam (1 @ 25 pts)</td>
<td>25 pts</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>200 pts</strong></td>
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A >93%
A- 90-92.9%
B+ 87-89.9%
B 83-86.9%
B- 80-82.9%
C+ 77-79.9%
C 73-76.9%
C- 70-72.9%
D 60-69.9%
F <60

Expectations and Policies

Attendance
While I don’t take attendance, attendance does factor into your grade. Class material and readings are designed to be complementary. Assigned readings are used to enhance lectures and class discussion; I do not ‘re-teach’ readings in class. Thus, both readings and lectures are necessary for a thorough understanding of the course material and expectations for assignments. If you miss class you are still responsible for the reading due on that day, and for getting notes from a classmate; I will not provide lecture notes to students. Additionally, office hours are not to be used as regular review sessions. Finally, missing class puts students at risk of missing graded in-class assignments and activities, which cannot be made up.

Participation
Students who participate in class not only enjoy their experience in the course more, but also tend to learn more and earn higher grades. Other students benefit from others’ participation as well; the student who is participating gets the answers they need and others in the class gain a better understanding of something they might also need help with. I will not evaluate you directly on your participation, but I do strongly encourage you to find ways to stay tuned in. If you need me to slow down or to go over something again, please raise your hand and let me know. If you have a question, please ask. And if you have an example that may better illustrate something we are talking about, please share it- you and your classmates will benefit from the discussion.

Class Conduct
Please do your best to get to class on time. Coming in late, stepping out, and leaving early are distracting to your fellow classmates. Cell phones should be put away during class. Laptop use is at my discretion. Please don’t read, talk with your friends, or pass notes during class. These activities are distracting to the learning environment, disrespect me and your classmates, and limit your ability to pay attention and stay engaged during class. Finally, because some of the course material may be sensitive in nature, it is paramount that students engage with the material and each other with thoughtfulness and respect. This does not mean that you should not raise questions or respond to classmate’s comments. Grappling with discomfort or uncertainty through reflection and respectful dialogue rooted in research can be a powerful way to learn about ourselves and our connection to the society we live in.

Honor Code:
The Emory University honor code applies fully to this course. When you sign an exam or submit your assignments, you are pledging to the honor code. For reference, please consult http://www.college.emory.edu/current/standards/honor_code.html.
Disabilities:
Students with disabilities must contact the Office of Disability Services (http://www.ods.emory.edu/; 727-6016) to obtain proper documentation if accommodations are needed. Please do this early in the semester in order to make sure that everything is in order.

Blackboard:
We will use the Blackboard site for this course regularly. Please check the site several times a week in order to ensure that you are aware of class announcements and so forth. We may also use the site to arrange discussions with your colleagues in the course.

Email:
Email is the best way to reach me. While I generally respond quickly, please allow at least 24 hours for replies to emails Monday – Friday, and longer over the weekends. It is helpful, though not required, if you put the course name or number in the subject of the email. Email should not be used to submit assignments unless prior arrangements have been made with me.

Course Schedule

Thursday  
Aug. 25  Introduction and Course Overview
          A brief introduction to the history of Social Psychology

Friday  
Aug. 26  Theory and Methods in Social Psychology
          • Readings
                    o Can you Really Study an Army in the Laboratory? (31-32)
                    o Methodological Approach to Social Psych (33-35)
                    o Experiments as Social Relations* (Willer and Walker)

Tuesday  
Aug. 30  Theory and Methods in Social Psychology
          • Readings
                    o From Simple Knowledge Structures to Theories* (Cohen)
          • Assignments
                    o Complete BB reading quiz by start of class
                    o Submit top 3 choices for in-depth article analysis by noon today.

Thursday  
Sept. 1  Theory and Methods in Social Psychology: Ethics, Values, and Objectivity
          • Readings
                    o Whose Side Are We On? (25-30)
                    o First Do No Harm* (Willer and Walker)
          • Assignments
                    o Complete BB reading quiz by start of class

Friday  
Sept. 2  Theory and Methods in Social Psychology: Discussion and Wrap-Up
          • Readings
                    o No reading due today
Tuesday Sept. 6  Foundational Perspectives: Social Construction
   • Readings
     o *The Smile Factory* (16-22)
     o *The Reality of Everyday Life* (Berger and Luckmann)
   • Assignments
     o In-depth article analysis worksheet 1 : hard copy by start of class

Thursday Sept. 8  Foundational Perspectives: Symbolic Interaction
   • Readings
     o *Smell, Odor, and Somatic Work: Sensemaking and Sensory Management* (Waskul and Vaninni)
   • Assignments
     o Complete BB reading quiz by start of class

Friday Sept. 9  Foundational Perspectives: Discussion and Wrap-up
   • Readings
     o No reading due today

Tuesday Sept. 13  Identity: Overview of Identity Theory and Social Identity Theory
   • Readings
     o No reading due today

Thursday Sept. 15  Identity: Developing a Sense of Social Self
   • Readings
     o *From Nerds to Normals. Kinney* (pp. 109-115)
     o *The Self as Sentiment and Reflection* (Cooley)
   • Assignments
     o Complete BB reading quiz by start of class
     o In-depth article analysis worksheet 2 : hard copy by start of class

Friday Sept. 16  Identity: Socialization Processes and Outcomes
   • Readings
     o *Becoming a Marihuana User* (40-46)
     o *Working and Becoming Adult* (65-74)
   • Assignments
     o Complete BB reading quiz by start of class

Tuesday Sept. 20  Identity: Stigma and Self Esteem
   • Readings
     o *Confronting Deadly Disease: The Drama of Identity Construction among Gay Men with AIDS.* (pp.280-288)
     o *The Impact of Pervasive Beauty Images*... (Milkie)
   • Assignments
     o Complete BB reading quiz by start of class
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<th>Day</th>
<th>Topic</th>
<th>Readings</th>
<th>Assignments</th>
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<tr>
<td>Thursday</td>
<td>Identity: Self Presentation and Impression Management</td>
<td>• Readings</td>
<td>o <em>Managing Impressions in Public</em>, (269-279)</td>
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<td>Sept. 22</td>
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<td>o <em>Regions and Region Behavior</em>, Goffman (105-108)</td>
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<tr>
<td>Friday</td>
<td>Identity: Wrap Up</td>
<td>• Readings</td>
<td>o No reading due today</td>
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<tr>
<td>Sept. 23</td>
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<td>• Assignments</td>
<td>o <strong>In-depth article analysis worksheet 3</strong> : hard copy by start of class</td>
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<tr>
<td>Tuesday</td>
<td>Social Perception and Cognition: Schemas and Automatic Behavior</td>
<td>• Readings</td>
<td>o Complete BB reading quiz by start of class</td>
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<td>Sept. 27</td>
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<td>o <em>Forming Impressions of Personalities</em> (88-96)</td>
<td>o <strong>Complete IAT prior to the start of class</strong></td>
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<td>o <em>When the Light’s on and Nobody’s Home</em> (96-99)</td>
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<td>Thursday</td>
<td>Social Perception and Cognition: Attributions and Biases in Attributions</td>
<td>• Readings</td>
<td>o Complete BB reading quiz by start of class</td>
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<td>Sept. 29</td>
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<td>o <em>Education and Causal Attributions</em> (Guimond)</td>
<td>o <strong>Submit 3 options for second in-depth article analysis by noon.</strong></td>
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<td>Friday</td>
<td>Social Perception and Cognition: Wrap Up</td>
<td>• Readings</td>
<td>o No reading due today</td>
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<td>Sept. 30</td>
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<tr>
<td>Tuesday</td>
<td>Group Processes: Status Construction</td>
<td>• Readings</td>
<td>o <strong>IAT worksheet</strong> : hard copy, in class</td>
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<td>Oct. 4</td>
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<td>o No reading due today</td>
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<td></td>
<td>• Assignments</td>
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<tr>
<td>Thursday</td>
<td>Group Processes: Status Construction</td>
<td>• Reading</td>
<td>o <em>How Easily Does a Social Difference Become a Status Distinction?</em> (Ridgeway et al)</td>
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<td>Oct. 6</td>
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<td>o Complete BB reading quiz by start of class</td>
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<td>Reading</td>
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<td>Friday Oct. 7</td>
<td>Group Processes: Social Exchange</td>
<td>• Reading&lt;br&gt; o <em>Reciprocal and Negotiated Exchange in Fragile Families</em> (Collett and Avelis)*&lt;br&gt; o *Assignments&lt;br&gt; o Complete BB reading quiz by start of class</td>
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<td>Tuesday Oct. 11</td>
<td><strong>Fall Break: No Class</strong></td>
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<td>Thursday Oct. 13</td>
<td>Group Processes: Social Exchange</td>
<td>• Reading&lt;br&gt; o <em>A Comparative Field Study of Generalized and Direct Exchange</em> (Willer et al)*</td>
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<td>Friday Oct. 14</td>
<td>Group Processes: Justice and Injustice</td>
<td>• Reading&lt;br&gt; o No reading due today&lt;br&gt; • Assignments&lt;br&gt; o <strong>In-depth article analysis worksheet 4 : hard copy by start of class</strong></td>
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<td>Tuesday Oct. 18</td>
<td>Group Processes: Justice and Injustice</td>
<td>• Reading&lt;br&gt; o <em>Justice Standard Determines Emotional Responses to Over-Reward</em> (Clay-Warner et al)*</td>
<td>• Assignment&lt;br&gt; o Complete BB reading quiz by start of class</td>
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<td>Thursday Oct. 20</td>
<td>Group Processes: Justice and Injustice</td>
<td>• Reading&lt;br&gt; o <em>Legitimacy Processes and Emotional Responses to Injustice</em> (Johnson et al)*</td>
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<td>Friday Oct. 21</td>
<td>Social Structure: An introduction to Social Structure</td>
<td>• Reading&lt;br&gt; o No reading due today</td>
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<td>Tuesday Oct. 25</td>
<td>Social Structure: Social Class</td>
<td>• Reading&lt;br&gt; o <em>Social Class and Parental Values</em> (314-318)&lt;br&gt; o <em>Invisible Inequality: Social Class and Child Rearing</em> (47-64)</td>
<td>• Assignments&lt;br&gt; o Complete BB reading quiz by start of class</td>
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Thursday Oct. 27  
Social Structure: Social Class  
- Reading  
  - *The Interactive Relationship Between Class Identity and the College Experience...* (319-330)

Friday Oct. 28  
Social Structure: Gender  
- Reading  
  - No reading due today  
- Assignments  
  - In-depth article analysis worksheet 5: hard copy by start of class

Tuesday Nov. 1  
Social Structure: Gender  
- Reading  
  - *Men and Women of the Corporation* (344-352)  
  - *Still a Man’s World: Men Who Do Women’s Work* (353-365)  
- Assignments  
  - Complete BB reading quiz by start of class  
  - Submit 3 options for third in-depth article analysis by noon today

Thursday Nov. 3  
Social Structure: Race and Ethnicity  
- Reading  
  - No reading due today

Friday Nov. 4  
Social Structure: Race and Ethnicity  
- Readings  
  - *The Blacker the Berry: Gender, Skin Tone, Self-esteem, and Self-efficacy.* (308-312)  
- Assignments  
  - Complete BB reading quiz by start of class

Tuesday Nov. 8  
Helping and Hurting: Classic Perspectives on Conformity and Obedience  
- Readings  
  - *Effects of Group Pressure Upon the Modification and Distortion of Judgments* (159-162)  
  - *Behavioral Study of Obedience* (163-170)

Thursday Nov. 10  
Helping and Hurting: Contemporary Perspectives on Conformity and Obedience  
- Readings  
  - *Being in ‘Bad’ Company* (Vargas)  
- Assignments  
  - Complete BB reading quiz by start of class
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<th>Date</th>
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<th>Readings</th>
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<tr>
<td>Friday</td>
<td>Helping and Hurting: Conformity, Helping, and Altruism</td>
<td>- Readings</td>
<td>- No reading due today</td>
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<tr>
<td>Nov. 11</td>
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<td>Tuesday</td>
<td>Helping and Hurting: Helping and Altruism</td>
<td>- Readings</td>
<td>- Aid in the Aftermath of Hurricane Katrina (192-196)</td>
<td>- Giving to Others during National Tragedy... (197-204)</td>
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<td>Nov. 15</td>
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<td>Thursday</td>
<td>Helping and Hurting: Cooperation</td>
<td>- Readings</td>
<td>- Superordinate Goals in the Reduction of Intergroup Conflict. (206-210)</td>
<td>- Complete BB reading quiz by start of class</td>
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<td>Nov. 17</td>
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<tr>
<td>Friday</td>
<td>Helping and Hurting: Wrap Up</td>
<td>- Reading</td>
<td>- No reading due today</td>
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<td>Nov. 18</td>
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<td>Tuesday</td>
<td>Let’s Lighten Things Up: Interpersonal Attraction and Relationships</td>
<td>- Reading</td>
<td>- “Cooling Out“ Men in Singles Bars and Night Clubs (125-133)</td>
<td>- The Nature of Love: A Researcher’s Odyssey (120-124)</td>
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<td>Nov. 22</td>
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<td>Thursday</td>
<td>Thanksgiving Recess: No Class</td>
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<td>Nov. 24</td>
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<td>Friday</td>
<td>Thanksgiving Recess: No Class</td>
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<td>Nov. 25</td>
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<td>Tuesday</td>
<td>Review/Catch Up, Small group discussion of in-depth article analysis and final papers.</td>
<td>- Assignments</td>
<td>- In-depth article analysis worksheet 6 : hard copy by start of class</td>
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<td>Nov. 29</td>
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<td>Thursday</td>
<td>Special Event: The Social Psychology of Remember the Titans</td>
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<td>Friday</td>
<td>Special Event: The Social Psychology of Remember the Titans</td>
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<td>Dec. 2</td>
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<td>Tuesday</td>
<td>Social Structure: Remember the Titans Debrief</td>
<td>- Readings</td>
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<td>Dec. 6</td>
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- No reading due today

- Assignments
  - **Response to Remember the Titans: hard copy, start of class**

**TBD**  Final exam due, in hard copy, by end of exam time slot.