



PSYCHOLOGY 224: SOCIAL PSYCHOLOGY

Course Syllabus—Spring 2014

Course information:

When: Mondays and Wednesdays 2:30-4pm

Where: Sharpless 412

Instructor: Benjamin Le, Ph.D.
Associate Professor of Psychology

Office: Sharpless 411B

Office hours: M 4:15-5pm, W 1:15-2pm, and by appointment

e-mail: ble@haverford.edu

Required Readings: Smith, E. R., & Mackie, D. M. (2007). *Social psychology* (3rd ed.). Philadelphia: Psychology Press.

Additional journal articles and/or book chapters are included as required readings, and will be available on the web. See the course webpage for a schedule and list of readings.

Web Page & Course Schedule: <http://www.benjaminle.com/224>

You will need the following information to access readings from this webpage:

*Login: **psy224***

*Password: **psy224***

Course description and objectives:

This course is designed as an in-depth exploration into the field of social psychology. Topics including impression formation, inter- and intra-group processes, social identity, attitudes/persuasion, social influence, and interpersonal attraction will be discussed. In addition to these topic areas, overarching themes and theoretical issues within the field of social psychology will be emphasized throughout the course. Students will become familiar with the research that has contributed to the current social psychological knowledge base.

By the end of the semester students should (a) be able to read, understand, and critique the primary social psychological literature, (b) be versed in social psychological theory (both contemporary and historical), (c) be fluent in the empirical methods used in social psychological research, (d) be familiar with the results from a range of research studies in the field, (e) think about how social psychology is manifested in everyday life, and (f) apply and integrate social psychological concepts to social problems/events.

Schedule and Topics:

The course schedule, including the topics, readings, and timing of assignments is available on the course website.

Grading Information:

Grades will be determined based on the following factors:

	% of Total Grade
1. Journal Project	20%
2. Final Paper	20%
3. Article Review	10%
4. Exams (2 x 25% each)	50%
TOTAL	100%

1. Journal Project: The goal of this project is to view your daily experiences within the framework of the concepts you are learning in this class. To meet this goal you will be keeping a journal of experiences you have along with an analysis of those experiences from a social psychological perspective. You should have at **least 12 entries** in you journal. Most likely a thorough entry will be about 2-3 double-spaced pages (very roughly). Details about this assignment are available on the course webpage.

2. Final Paper: Your Final Paper, which is due at the end of finals week, is an integrative examination of a problem or event. You will have several choices regarding the topic for your paper. Details about this assignment are available on the course webpage.

3. Article Review: The goal of this assignment is to expose students to the wide range topics covered by social psychological research, and the methodologies that are utilized in implementing these studies. In addition, and most importantly, critically reading and reviewing journal articles is a skill that consumers of social psychological research (and frankly, any research) should acquire. See the course web page for details and tips regarding this assignment.

4. Exams: There will be two exams for this course— one at midterm and a second at the end of the term. The coverage and format of the exams will be discussed in class as the semester progresses.

Information about the reading load and course content:

A typical week will include 1-2 chapters in the Smith & Mackie (2007) text plus (approximately) 2-3 journal articles or other chapters.

Lecture material will overlap somewhat with readings. In addition, when time permits, classroom discussions will focus around the articles you have read. You are responsible for all material presented in class lectures and in the readings.

A listing of the assigned readings (with dates) is available on the course webpage.

Other Points of Importance:

Grading Scale: Grades will be assigned adhering to the following scale:

94.00% and above	=	A / 4.0	73.00% - 76.99%	=	C / 2.0
90.00% - 93.99%	=	A- / 3.7	70.00% - 72.99%	=	C- / 1.7
87.00% - 89.99%	=	B+ / 3.3	67.00% - 69.99%	=	D+ / 1.3
83.00% - 86.99%	=	B / 3.0	60.00% - 66.99%	=	D / 1.0
80.00% - 82.99%	=	B- / 2.7	59.99% and below	=	F / 0.0
77.00% - 79.99%	=	C+ / 2.3			

Extra Credit: Extra credit will not be offered.

Attendance, Participation, and Absence Policy: Class attendance and participation is expected. Students are responsible for all announcements made in class, whether they are present or not. If you must miss a class, please let me know (via e-mail). Course grades for students missing an unacceptable number of class meetings may be adjusted at my discretion.

You are expected to complete assignments (e.g., homework, final paper) in a timely manner, and to meet the deadlines outlined in the course schedule or announced in class. If you cannot complete assignments on time because of an unforeseen occurrence (e.g., illness, family emergency etc.), or because of a school-related conflict (e.g., conflict with other course assignments or activities), please contact me immediately. Acceptance of late work will be at my discretion, and is considered on a case-by-case basis. Typically, I am flexible in working with students who discuss absences/conflicts with me **in advance**, however I understand this isn't always possible (e.g., illness, family emergency etc.).

Grade Changes / Regrade Procedure: All grade disputes are to be made in writing (please type). We will not discuss or argue regrades in person. All requests for regrades must be made within two weeks after the exam or assignment is returned to the class (or within 2 weeks of the start of the following term for the final paper or exam).

When disputing a grade, you should state the dispute and the number of points you feel you should have received for the assignment or exam, and the reason you feel your work or answer is correct (including support from the readings or lecture notes). Please note that when you ask for an exam or assignment to be regraded it may be regraded in its entirety, and there is a possibility of losing points. All requests for regrades should be submitted to me along with the original assignment.

Accommodating student needs/disabilities: Students who think they may need accommodations in this course because of the impact of a disability are encouraged to meet with me privately early in the semester. Students should also contact Rick Webb, Coordinator, Office of Disabilities Services (rwebb@haverford.edu, 610.896.1290) to verify their eligibility for reasonable accommodations as soon as possible. Early contact will help to avoid unnecessary inconvenience and delays.

Understanding appropriate sources for citations: For all assignments and exams, the following are considered appropriate and valid sources for citations and references:

- Published journal articles, both in online and paper formats.
- Professional handbook chapters and reviews (i.e., edited volumes with chapters written by psychological researchers).
- Academic books (i.e., books written by psychological researchers).

The following are **not to be used** as citations in your work:

- Information found on the internet, unless it is the online version of a scientific journal (e.g., *JSPS* online is fine), including Wikipedia and any other webpages.
- The textbook for this class (Smith & Mackie, 2007), or any other undergraduate-level textbook.

In short, you should always be working with the primary literature written by psychological researchers. If you have questions about a particular source, please ask.

A couple of other points:

- *Buy a stapler...*Unstapled papers will not be accepted (or will have their grades adjusted). This includes paper clips, folded corners, etc. In short, make sure your papers are permanently secured with a staple or other such binding. And if your stapler won't handle the number of pages you're trying to staple, use a bigger stapler.
- *Silence your cell phones*, and put them away during class. Please do not text-message or otherwise fiddle with your wireless devices in class.
- *I will not be posting my lectures on-line* for a couple of reasons. First, I would like you to come to class. Second, active learning enhances retention. The act of writing down lecture material in your own words will help you remember it better.
- *Do not submit papers or assignments electronically* (i.e., don't e-mail me with your papers attached), unless I announce otherwise. Spam filters and other such technological goof-ups make e-mailing papers problematic.

A few words about plagiarism and academic dishonesty: I tend to have a relaxed and laid back teaching style, but do not mistake this for a lack of rigor. I take plagiarism and academic integrity very seriously. Plagiarism involves your use of another person's work, words, or ideas without properly crediting them. This includes copying the work from another student's paper or exam, as well as using direct quotes from a source, such as your textbook or a journal article, without citing the author. Simply rewording a sentence or passage from another source without giving credit is also inappropriate. Furthermore, using another person's ideas without a proper citation is considered plagiarism as well. The best way to assure that your work does not plagiarize from another source is to liberally use citations within your work (e.g., be very thorough with your references—we will discuss APA style of references in class if necessary) and to ask if you are ever in doubt.

I feel very strongly about academic dishonesty—it **will not** be tolerated. Do your own work, and know and follow the Haverford College Honor Code.