

**PSYCH 108S: Introduction to Social Psychology  
Summer 2015**

Tuesdays & Thursdays, 12:50 – 2:05 PM  
Building 380, Main Quad, Room 380X

**Instructors:**

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**Course Objectives:**

The purpose of this course is to introduce and survey the field of social psychology. This course aims to blend a comprehensive overview of social psychology with in-depth lectures exploring the history of the field, reviewing major findings and highlighting areas of current research. A recurrent theme in the course is the importance of social conditions in shaping behaviors, identities, beliefs, and perceptions. A goal of this course is to introduce the ways social psychologists think about, approach, and conduct research on social psychological phenomena – phenomena that are perhaps closer to the immediate experience of everyday life than the contents of any other science. The course, overall, will attempt to foster interest in social psychology as well as scientific curiosity in a fun, supportive and intellectually stimulating environment.

**Textbook:** *Social Psychology*, by Kassin, Fein, & Markus, 10<sup>th</sup> Edition. The textbook can be purchased at the bookstore, or on Amazon.com. We recommend purchasing the textbook used and re-selling it online.

**Course Website:**

Information about the course as well as course handouts can be obtained on Coursework:

<https://coursework.stanford.edu>

**Course Requirements:** Your grade in this course will be based on the following:

- 1) **Readings.** You are expected to have finished the readings from the textbook before coming to class. This will help you to understand the material in lecture and improve your grade.
- 2) **In-Class Midterm** (Thursday, July 16, 30% of final grade). This will be a multiple-choice and short answer exam and will cover chapters 1-5 and 7-8 of the text, and all of the material from the lectures.

- 3) **Final Exam** (Saturday, August 15<sup>th</sup> from 12:15pm – 3:15pm, 30% of final grade). This non-cumulative multiple-choice and short answer exam will cover chapters 6, 9-11, and 14 of the text, and all of the materials from the lectures.
- 4) **Research Proposal** (see below for due dates, 30% of final grade). You will join a small group of 3-4 people to work together on a research project. As a group, you will decide on a topic of inquiry, outline hypotheses, develop a design, create materials, and predicted data. You should have regular group meetings to work on the project. In addition, you will be required to sign up to meet as a group with one of the instructors **before Friday, July 24**. The purpose of the research proposal is to demonstrate your mastery of the basic principles of social psychological research. You will need to begin thinking about the proposal right away because early in the quarter you will need to place yourself in a group working on a topic of interest to you. We regard the group project and the research proposals that result from it to be of central importance. Your grade for the research proposal will be based on three components:
  - i. **Individual Research Questions and Hypotheses Proposal** (5% of research project grade, due on Coursework by Monday, June 29 at 5pm): Before your group decides on a research topic, you will be responsible for describing three research questions that interest you, and proposing hypotheses for these research questions. Further details on this assignment can be found on Coursework in the document titled “**Individual Research Questions and Hypotheses Proposal.**”
  - ii. **Group Research Question and Hypotheses Proposal** (5% of research project grade, due on Coursework by Monday, July 6 at 5pm): After your group has decided on a research question, each group member should upload a document to coursework stating your group’s research question and hypotheses. Further details on this assignment can be found on Coursework in the document titled “**Group Research Question and Hypotheses Proposal.**”
  - iii. **Group Research Proposal Paper** (due Friday, August 14 at 5pm, 60% of research project grade): Together, you will write a research proposal (approximately 8-10 pages long not including figures, double spaced) based on the group project. Further details on this assignment can be found on Coursework in the document titled “**Group Research Proposal Paper.**”
  - iv. **Group Presentation** (in class on August 11 or 13, 30% of research project grade): At the end of the quarter, you and your group will give a 10-minute presentation to the entire class about your project. You should coordinate and practice your presentation before presenting in-class to make sure that the presentation runs smoothly and everyone is assigned a portion of the presentation (i.e., all group members should speak at least once). Further details on this assignment can be found on Coursework in the document titled “**Group Presentation.**”

- 5) **Attendance and Participation** (weekly, 10% of final grade): You are expected to attend every lecture and engage with the material and participate in any class discussions and activities. This will help you to fully understand the material and improve both your grade and what you are able to learn and take away from the course.

**Submitting Assignments:**

Assignments should be submitted via Coursework. There is a Dropbox set up on Coursework where you will be able to upload word files (.docx or .doc) to submit your assignments. If you have questions, please e-mail all three instructors in the first week of class so that we can clarify how to submit assignments and make sure that you understand how to submit assignments **before** anything is due.

**Meeting with Instructors:**

You will be required to sign up to meet as a group with one of the instructors **before Friday, July 24**. In the 3rd week of the course, we will post sign up times to meet with instructors about the group project. If you would like to schedule a meeting with an instructor regarding the course material, please e-mail the instructor who covered the material about which you have questions.

**Make-up Tests:**

You *must* take exams on the date and time they are scheduled. Make-up exams *will not be allowed*; if you miss an exam, you should assume you will not be given an opportunity to make it up. There are only two cases in which a make-up exam will be given: 1) if you are ill on the date of the exam, or 2) in case of a Stanford event, including religious observance. If you are ill, you must (a) inform me that you will be unable to take the scheduled exam *prior* to the exam time and (b) obtain a written excuse from a physician. In the case of a university event or religious observance, you must let one of the instructors know by one week into the quarter that you will be unable to attend a scheduled exam.

**Late policy:**

Without an adequate excuse (if you are ill and have a written excuse from a physician), late assignments will be penalized 10% each day up to a maximum of 50% off (so a perfect paper handed in at the end of the quarter will receive a grade of 50%).

**Laptop and Cellular Telephone Policy:**

Laptops should be used **ONLY** for class notes. Using laptops for other purposes (e.g., e-mail, reading the news) not only prevents you from learning the material, but is also distracting and can affect the grades of the students sitting around and behind you (yes, this has actually been shown in research studies!)<sup>1</sup> so please be considerate. Use of cell phones is banned in class.

**Lecture Material:**

All handouts will be posted on Coursework. Powerpoint slides will be posted when available.

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<sup>1</sup> Fried, C.B. (2008). In-class laptop use and its effects on student learning. *Computers & Education*, 50(3), 906-914.

**Students with Documented Disabilities:**

Students who have a disability that may necessitate an academic accommodation or the use of auxiliary aids and services in a class, must initiate the request with the Office of Accessible Education (OAE). The OAE will evaluate the request with required documentation, recommend appropriate accommodations, and prepare a verification letter dated in the current academic term in which the request is being made. Please contact the OAE as soon as possible; timely notice is needed to arrange for appropriate accommodations.

**Honor Code:**

Please make sure to familiarize yourself with the Honor Code (see below and on Coursework).

### Topic Schedule and Due Dates

- Tues, June 23 Introduction and Course Overview: What is social psychology?  
*Reading: Chapter 1*  
*Lecturer: Fiona Lee and Rebecca Carey*
- Thurs, June 25 Research Methods: How do social psychologists study social phenomena?  
*Reading: Chapter 2*  
*Lecturer: Fiona Lee*
- Mon, June 29 **Individual Research Questions and Hypotheses Proposal due at 5 p.m.**  
*Submit on Coursework.*
- Tues, June 30 The Social Self: How do we understand ourselves?  
*Reading: Chapter 3*  
*Lecturer: Rebecca Carey*
- Thurs, July 2 Perceiving Persons: How do we understand other people?  
*Reading: Chapter 4*  
*Lecturer: Rebecca Carey*
- Mon, July 6 **Group Research Question and Hypotheses Proposal due at 5 p.m.**  
*Submit on Coursework.*
- Tues, July 7 Stereotypes, Prejudice & Discrimination: How do we understand stereotyping others, and being stereotyped?  
*Reading: Chapter 5*  
*Lecturer: Takuya Sawaoka*
- Thurs, July 9 Group Processes: How does being in a group affect behavior?  
*Reading: Chapter 8*  
*Lecturer: Takuya Sawaoka*
- Tues, July 14 Conformity: Why do we change our behavior because of other people?  
*Reading: Chapter 7*  
*Lecturer: Fiona Lee*
- Thurs, July 16 **In-class Midterm Exam**  
*Topics: Lectures from June 23 – July 14 and associated readings*
- Tues, July 21 Attitudes: How do they influence behavior, and how can they be changed?  
*Reading: Chapter 6*  
*Lecturer: Takuya Sawaoka*

- Thurs, July 23      Attraction & Relationships: How do we form relationships with other people?  
*Reading: Chapter 9*  
*Lecturer: Fiona Lee*
- Fri, July 24      **By this time, your research project group needs to have met with an instructor!**
- Tues, July 28      Prosocial behavior & Aggression: What affects whether people help others or act aggressively?  
*Reading: Chapter 10 & 11*  
*Lecturer: Rebecca Carey*
- Thurs, July 30      Morality  
*Reading: TBD*  
*Lecturer: Takuya Sawaoka*
- Tues, August 4      Health and Well-being: How can we prevent stress and promote happiness?  
*Reading: Chapter 14*  
*Lecturer: Fiona Lee*
- Thurs, August 6      Culture  
*Reading: TBD*  
*Lecturer: Rebecca Carey*
- Tues, August 11      **Group Presentations**
- Thurs, August 13      **Group Presentations** and Final Reflection
- Fri, August 14      **Group Research Proposal Paper due at 5 p.m.**  
*Submit on Coursework.*
- Sat, August 15      **Final Exam** (12:15 PM to 3:15 PM)

## Honor Code

1. The Honor Code is an undertaking of the students, individually and collectively:
  - a. that they will not give or receive aid in examinations; that they will not give or receive unpermitted aid in class work, in the preparation of reports, or in any other work that is to be used by the instructor as the basis of grading;
  - b. that they will do their share and take an active part in seeing to it that others as well as themselves uphold the spirit and letter of the Honor Code.
2. The faculty on its part manifests its confidence in the honor of its students by refraining from proctoring examinations and from taking unusual and unreasonable precautions to prevent the forms of dishonesty mentioned above. The faculty will also avoid, as far as practicable, academic procedures that create temptations to violate the Honor Code.
3. While the faculty alone has the right and obligation to set academic requirements, the students and faculty will work together to establish optimal conditions for honorable academic work.

Examples of conduct which have been regarded as being in violation of the Honor Code include:

- Copying from another's examination paper or allowing another to copy from one's own paper
- Unpermitted collaboration
- Plagiarism
- Revising and resubmitting a quiz or exam for regrading, without the instructor's knowledge and consent
- Giving or receiving unpermitted aid on a take-home examination
- Representing as one's own work the work of another
- Giving or receiving aid on an academic assignment under circumstances in which a reasonable person should have known that such aid was not permitted

In recent years, most student disciplinary cases have involved Honor Code violations; of these, the most frequent arise when a student submits another's work as his or her own, or gives or receives unpermitted aid. The standard penalty for a first offense includes a one-quarter suspension from the University and 40 hours of community service. In addition, most faculty members issue a "No Pass" or "No Credit" for the course in which the violation occurred. The standard penalty for a multiple violation (e.g. cheating more than once in the same course) is a three-quarter suspension and 40 or more hours of community service.