Instructor: Dr. Jared Kenworthy (kenworthy@uta.edu)
Office, Hours, & Tel.: LS 525, TUE/THU, 9.30 – 10.30 am, or by appointment
Course location and time: LS 420, TUE/THU, 11.00 am – 12.20 pm

Course description: 5322. Social Psychology (3-0) 3 hours credit. General survey of topics in social psychology. The theories and research dealing with individual behavior in the social environment. Social influence processes, interpersonal attraction, group behavior, aggression, conformity, and attitude formation and change.

Readings: See below

Course Business communication

The use of webtc is required in this course. Occasional syllabus updates and course announcements will be communicated via webtc. Exam, paper, presentation, and course grades are posted on webtc only.

Go to http://webct.uta.edu and login with your usual UTA Net ID and password.

IMPORTANT: Send webtc email to your normal email account. In the menu at the left side of the page (after logging in), click on “mail” and then on “message settings”. Click on the box for forwarding to an external account, and enter your email address. This should be the email account that you use daily, or most often.

COURSE GRADE:

(1) Research ideas and participation = 33.3%

Research ideas: This portion of the course grade consists of composing 2 novel research ideas based on a session’s topic/readings. Turn in two (2) of these throughout the semester, but no more than one in any calendar month. Submit these as attachments via webtc email and include your last name and the assignment in the filename (e.g., Garfunkel_paper1.doc).

Discuss the background and context of the idea, and briefly describe the hypotheses and methods for testing it. Your design can contain correlational factors, but must include at least two independent variables, one of which must be a true experimental variable (i.e., with random assignment). You should propose hypotheses in the language of main effects and/or interactions. You are proposing novel research to test theory or advance knowledge in a given domain. Thus, you need to provide an explanation of your methodology in enough detail that a reader knows what participants will be experiencing when in your study. What are your independent variables? What is your dependent variable (or variables)? The introduction should be a brief, concise, logical rationale for why you expect your independent variables to impact the dependent variable. If you are using a previously-published study as a springboard, describe in your own words that study's authors' rationale for why the effects should be observed. Then, give a logical rationale for why your novel addition should change things. If you are starting from scratch (e.g., based on your own model), then each variable needs a conceptual definition and operationalization, along with the accompanying logic for why it should impact your dependent variable. Finally, why is your idea novel and important? Does it test a theory in some way, or offer a practical application? Or both? This last point can be included either in the introduction, or in a brief discussion at the end.
Ensure that you are not proposing an idea that has already been tested and published (i.e., do a thorough literature search). Use APA formatting throughout, and include a references page; exclude the cover page and abstract. Apart from the quality of the idea, papers are also evaluated on professionalism (formatting, grammar, spelling, logic). (Papers are worth 20 points each)

**Participation** includes (a) thoughtful and respectful responses to the readings and to others’ ideas, and (b) two presentations on an assigned reading.

**Class participation:** Demonstrate that you have spent some time thinking about the ideas, and that you have read the assigned papers. You are likely to be called on at various times throughout class sessions and throughout the semester. Be prepared to talk about the topics, and show that you have read the material. (10 points total)

**Presentations:** Two 20 minute oral presentations (using PowerPoint; see dates indicated below) of an original empirical/research article (indicated below). Include a theoretical background, hypothesis(es) justification and critique, methodology and results. Summarize findings and offer theoretical, methodological, analytical critique (or all of the above). (15 points each: 5 each for (a) background and hypotheses, (b) methodology and results, and (c) summary and critique)

Attendance is required for this course. Unexcused absences will count against your participation grade.

(2) **Two exams = 66.6% (33.3% each)**

You will have two essay exams in this course, each worth 80 points. Each exam will cover the readings and class discussions up to that point (exam #2 is not cumulative). These exams will be taken using Blue Books, and will take place in class during the sessions indicated below.

**General comments regarding written assignments**

Instances of academic dishonesty (e.g., collusion, plagiarism, etc.) will result in a score of zero for any assignment. It is **your** responsibility to know the definitions of any and all categories of academic dishonesty. “I didn’t know that was plagiarism” is not an acceptable excuse, and you will learn your lesson the hard way.
Social Psychology

Goals: The general course goal is to understand the scientific study of human behavior across social contexts, including intrapersonal, interpersonal, intragroup, and intergroup. The focus will be on experimental methods as the vehicle to drawing valid conclusions about social behavior, and on meta-analysis as a vehicle to evaluating theories and generating new research.

Lecture Schedule:

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<thead>
<tr>
<th>date</th>
<th>session</th>
<th>topics</th>
<th>presentation</th>
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<tbody>
<tr>
<td>26 aug</td>
<td>1</td>
<td>Course overview + syllabus</td>
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<tr>
<td>31 aug</td>
<td>2</td>
<td>Research methods</td>
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<td>02 sep</td>
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<td>Self-esteem, self-regulation, etc.</td>
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<td>14 sep</td>
<td>6</td>
<td>Attribution theory</td>
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<td>Attribution theory</td>
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<td>21 sep</td>
<td>8</td>
<td>Social cognition</td>
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<td>23 sep</td>
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<td>More social cognition</td>
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<td>12 oct</td>
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<td>Prosocial behavior</td>
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<td>Attraction and exclusion</td>
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<td>04 nov</td>
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<td>Close relationships</td>
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<td>30 nov</td>
<td>28</td>
<td>Social influence</td>
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<td>Groups and group dynamics</td>
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<td>09 dec</td>
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<td>Groups and group dynamics</td>
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<td>14 DEC</td>
<td>32</td>
<td>Final exam</td>
<td>TUE 14 DECEMBER 2009, 11.00 am - 1.30 pm</td>
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Course readings: (+ optional / extra readings)

Fiske, S. (2004). *Social Beings: Core motives in social psychology.* Wiley. ➔ This book is on print reserve at the central library. It may be checked out for one day.

**Sessions 2 & 3:**


**Sessions 4 & 5:**


**Sessions 6 & 7:**


Presentation article: Norenzayan & Lee (2010). *JPSP*

**Sessions 8 & 9:**


Presentation article: Blair, Judd, & Fallman (2004). *JPSP*
Sessions 10 & 11:


Sessions 12 & 13:


Sessions 14 & 15:


Sessions 17 & 18:


Session 19—20:


Session 19


Session 20


Session 21


Session 22

Session 23


Session 24


Session 25


Session 26


Session 27 – HOLIDAY

Session 28


Session 29


Session 30


Session 31
