Overview. Social psychology is the study of how people influence and are influenced by the real or imagined presence of others. It is, in short, the study of social relations. It is a broad, theoretical based science that addresses topics such as attitudes, aggression, altruism, attribution, affiliation and attraction, and that’s just the “A’s”.

Required Class Assignment: So that I might know more about you, you must bring an 8½”×11” sheet of paper to the next class on which you provide the following:

1. Picture – Not a copy of your license or student ID. If more than one person appears in the picture, make clear who you are. You must be willing to part with the picture because I may not return it.
2. Name, home town, email address, year in school
3. A short explanation for why you are taking the course
4. Something interesting about you – The point of information is to provide me a way to remember you. Thus, tell me something about yourself that makes you distinct from other people.

Reading Assignments. Reading assignments for the entire semester are attached. The reading assignments are to be completed prior to the start of the week for which they are assigned. (Thus, you are already behind!) One purpose of lectures is to amplify, explain, demonstrate, and refine the content of the textbook. Those objectives are difficult to attain if you are exposed to a topic for the first time during lecture. Your abilities to discover those areas which you don't clearly understand, to ask meaningful questions, to contribute to discussion, and to incorporate new knowledge into what you already know are entirely founded on reading the assignments before the lectures.

Believe it or not, I was once a student too. I know how easily it is to fall behind in readings (or not to do the readings at all). I also skipped a class or two (or three, or four…) in my years as a student. Here is the reality of things. It is possible to get a “C” in this class and never crack the book, as long as you never miss a class and take excellent notes. It is also possible to get a “C” in this class and never attend class, as long as you read and study the book very carefully. In other words, there is some overlap between reading and lecture. However, if you hope to receive a grade higher than a “C”, I advise you to attend class AND read the assigned readings.

Social psychology is a theory-based enterprise built on ideas. The ideas originated from scientists from around the world doing research. For this course, the ideas are more important than the people who generated the ideas. Thus, with a few exceptions, I will not require you memorize the names of researchers or the dates studies were conducted. The exceptions are scientists who have made a substantial contribution to social psychology, so much so that their names appear frequently in the material and may even appear on the social psychology items of the psychology GREs. A good rule of thumb is that if a name appears in my power-point slides, it is worth remembering.

Note Taking. You are responsible for taking your own notes in the class. If you miss class, please do not ask the teaching assistant or me for copies of our notes; we will not provide them.
Examinations. I have scheduled four exams for the semester. The final exam is cumulative. The exams consist of multiple choice items. **Your course grade in this class is determined entirely by your exam performance.** There are no special exams, optional papers, or projects offered to compensate for poor exam performance. So, do well on the exams. No make-up exams are allowed except for verified reasons. In the event that illness, death (preferably not your own), or traumatic event, force you to miss a regularly scheduled exam, I must receive documentation from an appropriate authority (e.g., physician, dean of your college) within 48 hours of the exam. If you must miss an exam because of a religious event or a university function, you must notify me in advance or you will receive a zero for the missed exam and will not be allowed to take the make-up exam. The TA schedules the make-up exams. It is your responsibility to learn the time and place of the make-up. If you plan to miss an exam because, for example, you would like to take an extended Thanksgiving break or wish to leave early for holiday at the end of the semester, I suggest that you drop this course.

None of you have taken a class from me before now or are familiar with my exams. Moreover, students typically underestimate the difficulty of social psychology. Because the material is inherently interesting and some of it may seem common sense (after you hear it), students tend to under-prepare for the first exam. I have taken three steps to help students who might be overly optimistic prior to the first exam. First I have prepared a practice exam that can be found at the end of the syllabus. The items on the practice exam are representative of the type of items that appear on the first exam. Second, the first exam is worth only 10% of your grade. Thus, if you do poorly on the first exam, you have ample opportunity to raise your grade on subsequent exams. Finally, the last exam is cumulative. This will allow you to demonstrate that you have truly learned the material on later exams should you blow the first exam.

The exam items are largely applied. I will ask you to apply the material you learn in class and from the readings to new situations. This requires knowing the definitions of terms and meaning of theories, but also being able to use this knowledge to explain behavior in new situations. This may seem unduly demanding. However, I write the exams this way for two reasons. First, I believe social psychology is extremely important in understanding and explaining human behavior. Chances are, you will find some of the material useful in your daily life. However, the material is useful only if you learn it. If you are able to apply the material you learn to new situations, then you can be confident that you have truly learned it. Second, many of you have aspirations for graduate school in psychology. The psychology section of the GRE is heavily weighted by social psychology items. If you do well in this class, you will do well on the social psychology items of the GRE.

I try my best to write fair exams that test a broad knowledge of the material. Exam writing is not easy. I can write about 4 items per hour, and that's considered by many people to be very fast! After each exam I carefully examine each item using statistical procedures to insure the items are fair and not too difficult, yet discriminate between students who know the material and students who do not. Although I am always writing new items, I nevertheless have developed over the years a set of exams that have proven to be very good in testing students' knowledge of the material. Because the exams took years to develop, students are not allowed to keep them. The teaching assistant for the class keeps all exams. If you would like to view an exam you have taken (and I strongly encourage you to do so), please see the teaching assistant.

Grading. Your grade is based on the total number of points you accumulate. The point breakdown appears below.

<table>
<thead>
<tr>
<th>SOURCE</th>
<th>POINTS</th>
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<tbody>
<tr>
<td>Exam 1</td>
<td>20</td>
</tr>
<tr>
<td>Exam 2</td>
<td>50</td>
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<tr>
<td>Exam 3</td>
<td>50</td>
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<tr>
<td>Final Exam</td>
<td>80</td>
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<tr>
<td>TOTAL</td>
<td>200</td>
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</table>
Final letter grades for the course will be determined according to the following cutoffs. The cutoffs are real. A 159, although only 1 point from a B, is still a C+. There is no curve. On the other hand, I do not have a fixed number of how many students will get A’s, how many will get B’s, etc. I would be delighted if everyone in the class were to receive A’s and B’s. This hasn’t happened yet, but I am always hopeful. Because the exams are largely already written, the grades you receive on the exams and in the class are completely in your hands. It is up to you to do well in the class. Nothing pleases me more than to give students high grades. However, I will give you a poor grade if you do not do well on the exams.

$$
\begin{align*}
A &= 180 \text{ or above} \\
B+ &= 176 - 179 \\
B &= 160 - 175 \\
C+ &= 156 - 159 \\
C &= 140 - 155 \\
D+ &= 136 - 139 \\
D &= 120 - 135 \\
F &= 119 \text{ or below}
\end{align*}
$$

**Students with Disabilities.** If you have a documented disability and wish to discuss academic accommodations, please contact me as soon as possible. I must know of any accommodations you require before the exams.

**Incompletes.** Occasionally, students doing poorly in the class ask to receive an incomplete and retake the course during another semester. The University’s policy is very clear on incompletes. Incompletes are allowed when students require additional time to complete a course because of illness or other circumstances out of their control. If you need to receive an incomplete, I must know in advance. We then will schedule a specific date when you must complete the incomplete work.

The rationale behind an “incomplete” is for students to complete a course, not retake a course. Thus, “incompletes” are NOT given to students who merely want a second shot at passing the course or for students who want a different grade than they are currently receiving. Students who receive an “incomplete” are allowed to take only exams that they have not yet taken. They are not allowed to retake exams.

**Cheating or Academic Dishonesty.** As a result of completing the registration form at the University of Florida, every student has signed the following statement: "I understand that the University of Florida expects its students to be honest in all their academic work. I agree to adhere to this commitment to academic honesty and understand that my failure to comply with this commitment may result in disciplinary action up to and including expulsion from the University."

An academic honesty offense is defined as the act of lying, cheating, or stealing academic information so that one gains academic advantage. As a University of Florida student, one is expected to neither commit nor assist another in committing an academic honesty violation. Additionally, it is the student's duty to report observed academic honesty violations. Any evidence of cheating or attempts at cheating will be dealt with severely. At the very least, cheating will result in a score of 0 on the exam for everyone involved. Examples of culpable actions include displaying an exam for others to see, looking at another student's exam, and attempting to communicate with another student in any way during an exam.
## COURSE OUTLINE

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading</th>
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<tbody>
<tr>
<td>Aug 23</td>
<td>Introduction</td>
<td>KNC 1</td>
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<tr>
<td>Aug 28</td>
<td>Methodology</td>
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<tr>
<td>Aug 4</td>
<td>The Person &amp; The Situation</td>
<td>KNC 2</td>
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<tr>
<td>Sept 11</td>
<td>Social Cognition</td>
<td>KNC 3</td>
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<td>Sept 18</td>
<td>Self</td>
<td>KNC 4</td>
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<td>Sept 20</td>
<td>*** EXAM 1: KNC 1 – 3 ***</td>
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<td>Sept 25</td>
<td>Self continued</td>
<td>KNC 4</td>
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<td>Oct 2</td>
<td>Attitudes</td>
<td>KNC 5</td>
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<td>Oct 9</td>
<td>Social Influence</td>
<td>KNC 6</td>
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<td>Oct 16</td>
<td>Affiliation</td>
<td>KNC 7</td>
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<td>Oct 23</td>
<td>*** EXAM 2: KNC 4 – 7 ***</td>
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<td>Oct 23</td>
<td>Love &amp; Romance</td>
<td>KNC 8</td>
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<tr>
<td>Oct 30</td>
<td>Prosocial Behavior</td>
<td>KNC 9</td>
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<tr>
<td>Nov 6</td>
<td>Aggression</td>
<td>KNC 10</td>
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<tr>
<td>Nov 13</td>
<td>Prejudice</td>
<td>KNC 11</td>
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<td>Nov 20</td>
<td>Groups</td>
<td>KNC 12</td>
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<td>Nov 22</td>
<td>NO CLASS – Thanksgiving</td>
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<td>Nov 27</td>
<td>*** EXAM 3: KNC 8 – 11 ***</td>
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<tr>
<td>Nov 27</td>
<td>Social Dilemmas</td>
<td>KNC 13</td>
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<tr>
<td>Dec 4</td>
<td>Putting it all together</td>
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<tr>
<td>Dec 14</td>
<td>*** FINAL EXAM *** (12:30pm – 2:30pm)</td>
<td>KNC 1-13</td>
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</tbody>
</table>
Example Exam Items

1. You analyze writings on bathroom walls to determine whether they provide a barometer of the country's current racial and ethnic sentiments. Your methodology most closely resembles a(n):
   a. experiment  
   b. quasi-experiment  
   c. naturalistic observation  
   d. content analysis  
   e. survey

2. Jan notices that subjects behave as predicted when she runs her experiment, but do not behave as predicted when someone who is blind to her hypothesis runs her experiment. Apparently, when Jan runs her experiment, her study suffers from:
   a. low mundane realism  
   b. low experimental realism  
   c. demand characteristics  
   d. a failure of random assignment  
   e. a failure of random sampling

3. In deciding what car to purchase, Alex ignores the favorable ratings of the Toyota RAV based on a survey of 1000 owners reported in Consumer Reports and follows the advice of a gas station attendant who had a Toyota RAV in his station last week with "lots of problems." Alex appears to be:
   a. ignoring useful information in favor of useless information  
   b. demonstrating the base-rate fallacy  
   c. underusing the availability heuristic  
   d. underusing the representativeness heuristic  
   e. a victim of the overconfidence phenomenon

4. You are asked to explain why the following "fact" might be true: Women generally are better veterinarians than men. Afterwards you are told that men and women do not differ in their ability as veterinarians. Nevertheless, your belief that women are better veterinarians persists. Your continued belief best illustrates:
   a. belief perseverance  
   b. the vividness heuristic  
   c. the self-fulfilling prophecy  
   d. the confirmatory bias  
   e. an illusory correlation

5. Which of the following represents an advantage of an experiment?
   a. ability to generalize  
   b. random selection  
   c. easy and inexpensive  
   d. can observe subjects in natural settings  
   e. can establish causality

6. Ray coaches soccer and has two terrible players, Ellen and Betty, join his team. After two weeks of working with each of them, Ellen shows significant improvement whereas Betty does not. Based on what you have learned about the self-serving bias, which will happen?
   a. Ray will attribute Betty's failure to his poor coaching ability.  
   b. Betty will attribute her failure to a lack of ability.  
   c. Ray will attribute Ellen's improvement to his good coaching.  
   d. Ellen will attribute her improvement to Ray's good coaching.

Answers: 1) d  2) c  3) b  4) a  5) e  6) c