Course Goals:
This course is designed to familiarize you with the major topics, theories and debates within Social Psychology. While this course will not cover all topics within social psychology, it should provide you with enough of a background to be able to read and comprehend any social psychological article you come across. This is a graduate level course requiring more than the simple memorization of information. You should develop your ability to think critically about the topics we discuss, consider the different topics in relationship to each other and integrate the material in this class into your own research and area of study. To achieve all these goals will require time and energy on your part to learn and appreciate the material we will discuss in class.

Course Requirements:
Every week we will meet to discuss a new topic within social psychology. Class will consist of lecture and class discussion of the materials. It is necessary for students to have completed all the reading before coming to class. Exactly how much of class is devoted to lecture will vary from week to week but hopefully, we will have a good amount of general class discussion. Reading and participation in class discussion is required of every student.

Grading
Your grade will be based on your performance on the following:

(a) a mid-term exam (20%)
(b) a final exam (30%)
(c) a paper (30%)
(d) class participation (20%)

EXAM
There will be two exams in this course. The first will be handed out in class in the middle of the semester. The final exam will be given as a take-home exam on the last day of class and due during finals week. The final exam WILL BE CUMULATIVE as well as open-book and open note. The exams will be essay format. These exams will require a familiarity with the major topics, theories and concepts discussed in class.
The Paper

The following are the options that you may choose for your paper:

a. **Research Proposal:** Propose two or three studies for a research proposal. You should be able to develop an intelligent and effective introduction as well as a consideration of the general methods you will use in the studies. You should also briefly discuss your analytic techniques for analyzing the data. A brief discussion should consider the importance and benefit of this research. There is NO NEED to develop data for the project. The emphasis here should be on the introduction and the theoretical rationale for the research. If you choose this option you can write your research proposal on any topic, **AS LONG AS YOU INCLUDE CONCEPTS OR THEORIES FROM SOCIAL PSYCH.**

b. **Application of social psychological theory(ies) to your own area:** Take a particular problem or issue in your area and use social psych. theories to analyze it in a different manner. You might point out similarities and distinctions between the theories or approaches in your area and those suggested by theory and research in social psych. Be careful to keep the emphasis on the theory and application.

c. **Other:** Other options are possible, but check with me before you proceed.

NOTE: For these projects, the work you perform and/or the studies you propose must be completely original. However, they can be based off of past research that we read about in class, past research that your advisor has completed or past research that you have completed. It is acceptable to follow-up on past research as long as what you are proposing is novel and incorporates aspects of this class.

NOTE: My advice to you is to design a research proposal that you can see yourself actually completing. I realize that for some of you this would be more difficult than for others. However, I think this class will be most beneficial for you if it helps you to develop a research project you can complete in the future.

**DATES:**

<table>
<thead>
<tr>
<th>Topic(s)</th>
<th>3/26 (3 or 4 sentence description)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paper</td>
<td>5/5</td>
</tr>
</tbody>
</table>

There will be a penalty for late papers. See me about any problems or questions.

**Participation**
Participation in class grades will depend on the quality of the student’s discussion comments, their ability to present in class the major points of the articles we have read for that week and **PARTICIPATION in class (You have to talk).**

**Evaluation**
Grades in this course will be a combination of the exam grades, the paper, and class participation. Although each part of the course evaluation contributes equally, excellence in one area may overcome shortcomings in another. (Note: Participation in class is the exception to this. If you never talk in class, even if everything else is great, don’t expect to get an A).
Future Questions
If you have any further questions about the class or your research proposal feel free to stop by my office or email me for an appointment. I tend to be around my office quite a bit so you should not have much trouble finding me. But if you do I am available by email to make an appointment. It is possible that you will stop by my office and I will be too busy to talk then. But we can always set-up another time to talk.

Policy on Academic Dishonesty
Academic dishonesty is a completely unacceptable mode of conduct and will not be tolerated in any form at Southern Illinois University. All persons involved in academic dishonesty will be disciplined in accordance with University regulations and procedures. Discipline may include suspension or expulsion from the University. The instructor reserves the right to provide a failing grade (on the assignment or the whole class, for violations of these rules).
<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>January 15th</td>
<td>Intro</td>
</tr>
<tr>
<td>2</td>
<td>January 22nd</td>
<td>Research Methods/Background</td>
</tr>
<tr>
<td>3</td>
<td>January 29th</td>
<td>Motivation</td>
</tr>
<tr>
<td>4</td>
<td>February 5th</td>
<td>Social Cognition/Automaticity</td>
</tr>
<tr>
<td>5</td>
<td>February 12th</td>
<td>Evolutionary Perspectives</td>
</tr>
<tr>
<td>6</td>
<td>February 19th</td>
<td>Culture</td>
</tr>
<tr>
<td>7</td>
<td>February 26th</td>
<td>The Self</td>
</tr>
<tr>
<td>8</td>
<td>March 5th</td>
<td>Person Perception/Social Comparison</td>
</tr>
<tr>
<td>9</td>
<td>March 12th</td>
<td>Spring Break</td>
</tr>
<tr>
<td>10</td>
<td>March 19th</td>
<td>Exam I Due / No Class</td>
</tr>
<tr>
<td>11</td>
<td>March 26th</td>
<td>Attitudes: Classical Approaches/ Cognitive Consistency Paper Topic Due</td>
</tr>
<tr>
<td>12</td>
<td>April 2nd</td>
<td>Attitudes: Dual Process Theories</td>
</tr>
<tr>
<td>13</td>
<td>April 9th</td>
<td>Social Influence</td>
</tr>
<tr>
<td>14</td>
<td>April 16th</td>
<td>Small Groups</td>
</tr>
<tr>
<td>15</td>
<td>April 23rd</td>
<td>Intergroup Relations/Social Identity</td>
</tr>
<tr>
<td>16</td>
<td>April 30th</td>
<td>Stereotyping and Prejudice Paper Due May 3rd</td>
</tr>
<tr>
<td>17: Finals Week</td>
<td>May 7th</td>
<td>Take Home Final</td>
</tr>
</tbody>
</table>
History and Background/Methods


Motivation


Social Cognition/Automaticity


Evolutionary Perspectives/Gender


Culture


The Self


Person Perception / Social Comparison


Attitudes: Cognitive Consistency/Classical Approaches Cont


Attitudes: Dual-Process Approaches


**Social Influence**


**Small Groups.**


**Intergroup Relations/ Social Identity**


**Stereotyping and Prejudice**

