

Hanover College
Department of Psychology
PSY 344A and Lab PSY 344LA1
Social Psychology
Fall Semester 2022

Instructor	Class Meeting Hours and Location
Anjali Mishra, Ph.D. Email: mishra@hanover.edu Phone: 812 -866-7238	MWF 12:00 PM-1:10 PM in Science Center 112
	Lab Meeting Hours and Location
	T 2:15 PM-4:00 PM in Science Center 148
	Student Hours and Location
	T 9:30AM -10:30AM, F 1:30PM – 2:30PM in Science Center 150

COURSE PREREQUISITES: PSY 220

COURSE DESCRIPTION

Why do other people behave the way they do? How and why does behavior change in groups? Why do we have prejudices against some people and why do we like others? Welcome to social psychology! These are only few of the questions that we will explore in this course. Social psychology is the study of how people think about, influence, and relate to other people depending upon the social context. In this course we will be learning about social psychological processes pertaining to conformity, culture, morality, persuasion, social cognition, self-justification, human aggression, prejudice, interpersonal relationships, and a brief history of scientific methods used in social psychology. All topics will be discussed in the backdrop of the major social psychological theories and the potential real-life applications of social psychological research.

REQUIRED READINGS

Textbook: Aronson, E., & Aronson, J. (2018). *The social animal* (12th ed.). Worth.

Class and textbook chapters: The class meetings will be used to establish conceptual foundations in social psychology. Topics will be aligned closely with social psychology lab discussions and activities.

Lab and readings outside the textbook: Empirical journal articles and book chapters will be the lab readings for this course. The lab readings will add to a better understanding of the research, theory, and methods behind the topics discussed as part of the course. The readings will also help you form your own ideas for the observation-based project that you'll be submitting at the end of the semester.

Occasionally, you'll notice some old literature included on purpose to better understand the questions social psychologists ask today. The idea is to keep you updated with important recent and pre-existing research, and most importantly — in tune with social psychology in everyday life. By the end of this course, the hope is to make you more observant about your social world. As famous social psychologist Stanley Milgram noted many times, social psychology is ideally supposed to be taught outside the classroom. The lab activities and homework will be your opportunity to fulfill this vision by exploring social psychology in your everyday world, validated, and informed by empirical findings and concepts learned in class.

In the last week, you'll complete a 15-minute class presentation on a social psychological topic of your choice. You'll share a brief overview of relevant literature followed by findings related to your own questions and hypotheses. Lab time will be utilized for finalizing your hypotheses and methods, in APA style, which will give you enough time to complete your observations on time. You'll also submit a 4–6-page final paper related to this presentation.

Tips on how to read the assigned lab readings from outside the textbook: Reading some of the assigned journal articles and book chapters may seem slightly daunting at an undergraduate level. This is natural and happens to most people. Approach the lab readings as an alternative way of closely learning about some of the social psychological concepts discussed in class. The lab aspect is intended to make your learning more engaging, not difficult. To enable some appreciation, empirical journal articles undergo an intensive editorial review process and are also how exciting major social psychological findings first see the light of day, way before they are cited by anyone, understood by a general audience, or celebrated by the popular media. Eventually, any findings become relevant only when applied in the real world. The lab aspect of this course will help you look at the practical implications of social psychological research from the get-go.

COURSE WEBSITE

The syllabus, lecture slides, readings, course grades, and announcements can be accessed through Moodle.

COURSE OBJECTIVES

As part of this course, including the course requirements in the academic catalog (W2 ACE, see pp. 46-51)*, students will be able to:

- 1) focus on research methods and writing in social psychology;
- 2) develop critical thinking skills to enable the evaluation of academic and non-academic knowledge;
- 3) use technology to find information pertaining to psychology;
- 4) identify both the commonalities and diversity of today's multicultural society;
- 5) understand the historic challenges and ethical application of research methods;
- 6) formulate questions and a methodology for addressing those questions, and
- 7) eventually gather evidence for reporting their conclusions in a final paper.

* <https://www.hanover.edu/docs/courses/21-22Catalog.pdf>

Using the American Psychological Association's Report on the Undergraduate Psychology Major, Version 2.0 (APA, 2013) as a guide, this course also aims to encourage: 1-Knowledge Base in Psychology; 2- Scientific Inquiry and Critical Thinking; 3- Ethical and Social Responsibility in a Diverse World; 4- Communication; 5- Professional Development.

MEET YOUR INSTRUCTOR

Hello! My name is Anjali Mishra. You can refer to me as Dr. Mishra during class. I was born and raised in New Delhi, India until age 18. I came to the United States in 2003 to complete my undergraduate education in psychology (BA, 2003-2006, George Mason University) after which I went on to pursue my doctoral education in social-personality psychology (PhD, 2007-2013, University of California, Davis). Before coming to Hanover College in August 2022, I taught at James Madison University (2018-2019), at Northern Arizona University (2013-2018), and as a graduate student at UC Davis (2012-2013). My most recent degree is in conflict resolution (MS, 2019-2021, Carter School for Peace and Conflict Resolution). I admire authenticity in individual expression which is why I see the best in people regardless of political, religious, sexual, or cultural orientation.

Let's Talk

My job is to help you learn the course material. I am happy to answer questions outside of class. I strongly encourage you to meet me in my office at some point during the semester, particularly if you think you might be struggling in the course. Doing so early on, rather than much later, in the semester should give us enough time to help you succeed. You can also seek help by sending me an email. If you email me a question that requires an elaborate answer. I'll get back to you as soon as I can, but please allow at least 24 hours for a response.

How to Email Your Professor: If you want to enhance the probability that I will get back to you quickly, please use this basic email template, filling in the information in brackets. Please note that I expect you to always look in the syllabus, your notes, your text, or a friendly classmate before you come to me.

Make sure to use the subject line **PSY 344A [Class/Exam/Lab] Question** to make your message easily identifiable.

Hi [Dr. Mishra],

I'm in your PSY 344A class. [This is the question I have or the help I need.] I have tried to find the answer [in the syllabus/my notes/the text/from classmates], and I think [this is the answer], but I'm still not sure. [This is the action I would like you to take.]

Thank you,

[Full name]

POLICIES

Classroom Climate

Your focused presence during class is your key to success in this course. Think of class meetings as planned time for learning something new and an opportunity for intellectual interaction. This way you will find in-class activities, active notetaking, and discussions during class time much more engaging. Excessive talking, arriving late to class, sleeping, or reading non-course material will be counted as disruptive classroom behavior. You may be requested to stop any such behavior by the instructor if it begins to hamper the attention of your class members. Behavior that is threatening or dangerous can result in your removal from class in accordance with the principles of Hanover College (See <https://www.hanover.edu/about/principles/> for more information). You are expected to keep your cell phones off during lecture. If you are awaiting an urgent call, please make sure to sit near the door so that you can walk out of class easily without causing much disruption. You can also check your phones during class-breaks. Students are allowed to take notes on tablets or laptops, but you are not allowed to use those devices for checking email, browsing the internet, or any other function other than note taking during lecture. Research has demonstrated that students who use cell phones or browse the internet during lecture typically earn grades that are 5% lower than those who do not use them. Moreover, inappropriate use of technology is distracting to both peers and the instructor.

Academic Integrity

Please do not cheat. If I suspect you have cheated (including plagiarism), at the very least you will receive a zero on the assignment or exam. In an event of academic dishonesty, detailed procedures are specified at CC 27-28, FM II-10 and Appendix E of the Faculty Manual (FM) and the College Catalog (CC). Depending on the severity of the act, you may receive an "F" for the course.

I expect you to submit independent work. Obtaining, distributing, or communicating assignment or exam materials without my consent; providing information to or obtaining information from another PSYC 101 student on an assignment or during an exam; submitting a poll when you are not in class or a quiz on behalf of another student; and falsifying medical or other documents to petition for excused absences all are forms of academic dishonesty.

Academic dishonesty includes any action with the intent to deceive in order to obtain an unfair advantage, as well as any act of aiding and abetting academic dishonesty. The Hanover College statement on academic dishonesty may be found in the Catalog and in the Student Handbook. Any given instance of academic dishonesty is dealt with by the instructor of the course in which it occurs. All instances of academic dishonesty are reported to the chair of the Student Academic Assistance Committee, and repeated instances of academic dishonesty will subject a student to additional penalties up to and including dismissal from the College as outlined in the College Catalog.

Why should you care? The *Merriam Webster* Dictionary defines ‘integrity’ as “conduct that conforms to an accepted standard of right and wrong.” This definition is helpful but is limited in one way. It can stump people in one condition – when many people begin to do wrong, poor behavior can become the norm. You will come across such junctures throughout your life. Cheating does not make you more interesting or smarter than everybody else; and integrity is not a quirk expressed only by nerds, the cognitively inflexible, or dogmatic people. This is usually not spelled out, so I am doing so for you. Integrity makes your life simple and your character strong. This means that you can use your precious lifetime in more efficient ways instead of spending half of this time solving unneeded self-created complexities. Integrity also builds good self-esteem over time. Learning how to maintain integrity in small things is what will eventually help you do so in more complex situations. It is not merely being nice, it is the smart thing to choose.

Integrity usually serves you well in the long run. Problems tend to disentangle on their own, no matter how complex, when you have a reliable code of conduct. I have witnessed this several times in my own life. Also know that you will succeed *and* fail throughout your academic career. See it as a sign of progress. Failure is usually an indicator of poor effort, not of who you are or will be; it can be a blessing in disguise. If you do experience incompetency during an exam, take it as a challenge and give your best shot. During any moments of fear or weakness while completing academic work, remember that you can always and still succeed in keeping your long-term character strong. Eventually, a well-cultivated character is supposed to make your life simpler, authentic, and much more enjoyable for you despite the inevitable challenges. Please talk to me during student hours if you find yourself struggling in the course. Consider the big picture of your life and academic integrity will make better sense.

integrity. 2018. In *Merriam-Webster.com*. Retrieved August 17th, 2018, from <https://www.merriam-webster.com/thesaurus/integrity>

Statement on Self-Care

Psychological well-being and good physical health are crucial for your success. Grades are often a reflection of life circumstances at a particular time than of your potential. If you ever face difficulties during this class, please feel free to let me know on time and use campus resources. Stress can eventually be used to your advantage if managed well and can help you know your abilities better. Appointments with Health Services can be made by calling x-6102. Appointments for Counseling Services can be made online at any time through MyHanover.

Health Services
Sandi Alexander-Lewis, Director
866-7082 or
alexanderlewis@hanover.edu

Counseling Services
Catherine Le Saux, Director
866-7399 or
lesaux@hanover.edu

Sara Crafton, Staff Counselor
866-7074 or
crafton@hanover.edu

Chaplain’s Office
Reverend Catherine Knott
866-7087 or
knott@hanover.edu

Gladish Center for Teaching and Learning
Kay Stokes, Director
866-7215 or
stokes@hanover.edu

Levett Career Center
Margaret Krantz, Director
866-7126 or
krantzm@hanover.edu

Add/Drop Dates

Students are responsible for registering for classes and for verifying their class schedules. Students can introduce changes to their schedule with their academic advisor's approval by using the add/drop form available on My Hanover or by following the steps detailed in the email sent by the Registrar's Office. Any changes to the schedule are allowed during the first five days of the term (first two days in Spring). In case the course is full, you will need permission from the instructor to add the course. According to the Course Catalog (CC), the instructor has full discretion to accept a course add request (CC 19-22). For important dates, including add/drop dates, please see the 2022-2023 academic calendar:

<https://www.hanover.edu/academics/calendar/>

Accessibility Services for Students

Hanover College offers accessibility services to students with documented physical, visual, hearing, learning, or psychiatric disabilities. Any Hanover student is eligible for special services or accommodations if: 1) The student self-identifies that they have a disability and needs accommodation; 2) The student provides appropriate and verifiable documentation of the disability; and 3) The student provides notification in a timely fashion. For accessibility services, Email Accessibility Services or call 812-866-6836. Occasionally, learning difficulties are recognized once college education begins. Please feel free to meet during student hours if you find yourself struggling during class and we can decide together if accessibility services may be an eventual option for you. The Accessibility Services (AS) office is in the Gladish Center for Teaching and Learning on the first floor of Duggan Library.

Student Attendance

Attendance and punctuality are strongly expected. Your class participation will ensure better progress. Most exam questions make better sense if you attend class. You'll also retain information better by learning in various ways and together as a group. If you anticipate being too late or depart early frequently, let me know. If you need to take a phone call or leave early due to emergency purposes, it is convenient to sit near the door.

Make-Up Policy

There are NO make-up examinations or late assignments without written administrative excuse and *prior* consent from the instructor. In the event of a university-wide closure (i.e., covid-related disruptions, snow day, etc.), on a day that an exam or assignment is due, that exam will be administered at the NEXT scheduled class meeting.

COURSE ASSESSMENT

Four multiple-choice exams, three lab papers, and a final lab project (presentation + paper) will count toward your final grade in the course. Your final course grade will be based on three exams (your top two highest exam scores from the first three exams and the score of your compulsory cumulative final exam), scores gained on ALL three lab papers, and the final project. Only the lowest of the first three exam scores will be dropped.

(1) Exams (60%): The first three exams will contain 20 multiple-choice questions making each exam worth 20 points. The lowest score out of your first three exams will be dropped eventually. The final exam will have 40 questions, but will also be worth 20 points with each question worth half a point. The cumulative final exam is NOT optional and will definitely contribute to your final grade. Note: On the day of an exam, late-arriving students may not take the exam, unless no one has yet finished and turned in the exam.

(2) Papers (25%): Lab Papers (Social Psychological Essays).

(3) Final Project (15%): This will entail a 15-minute presentation and a 4–6-page paper toward the end of the semester. Detailed instructions will be given to you in class and additional directions will be posted on Moodle.

SOCIAL PSYCHOLOGY LAB SCHEDULE

T 2:15 PM-4:00 PM in Science Center 148

Lab Week #	Date	Topic	Activities	Lab Readings (Research Articles / Book Chapters)
1	T 8/30	What is Social Psychology? <i>(The art and science of social psychology and the various methods of social psychology)</i>	Elliot Aronson: The Scientist and the Humanist	--
2	T 09/06	Asking Questions and Interpreting Findings in Social Psychology <i>(Three lenses: Belongingness, Morality, Culture)</i>	'Need to Belong' exercise after an overview of Baumeister & Leary (1995) by the instructor	LR 1
3	T 09/13	A Tale of Two Approaches <i>(A brief history of social-personality psychology)</i>	Students will work in pairs/ groups formulating conceptual definitions	LR 2
4	T 09/20	The Research Process: From data collection to presentations	An Overview and Discussion on Research Methods	LR 3
5	T 09/27	The Editorial Peer-Review Journey of Research	Students will go over the handout 'Critically Evaluating Research' after an overview of Milgram (1963)	LR 4
6	T 10/04 (NO CLASS DUE TO FALL BREAK)	Finding Sources and Completing Literature Reviews <i>(This topic will be covered with 'The Face of Articles: What makes a good abstract?')</i> <i>Read the due reading for this week as listed.</i>	Students will learn how to search for sources and literature (e.g., library links, explore journals such as https://www.annualreviews.org/journal/psych)	LR 5
7	T 10/11	The Face of Articles: What makes a good abstract?	Students will review abstract examples and the link below: https://apastyle.apa.org/instructional-aids/abstract-keywords-guide.pdf	LR 6
8	T 10/18	Communicating Research to a General Audience	Think-Pair-Share activity: Students will learn how to best communicate the findings from Steele & Aronson (1995) to a general audience.	LR 7a, LR 7b Observational Study Research Question Due

9	T 10/25	Writing a Methods Section in APA Style	Paper Preparation Begins Overview of the Methods section in the APA Publication Manual (7 th edition)	LR 8
10	T 11/01	Writing a Discussion Section in APA Style	Overview of the Discussion section in the APA Publication Manual (7 th edition)	LR 9
11	T 11/08	Interpretation of Findings (Students will work on their final paper with instructor help if and when needed)		LR 10
12	T 11/15	Interpretation of Findings (Students will work on their final paper with instructor help if and when needed)		
Thanksgiving Holiday Week (11/22 – 11/25)				
13	T 11/29	Quantitative and Qualitative Research in Social Psychology		LR 11

Note. Each exam will include at least 1-2 questions from the lab readings. See the next page for the lab readings.
All readings will be available on Moodle.

Reading #	Lab Readings (LR)
No Readings (T 8/30)	Explore the following: https://www.socialpsychology.org/ , The City and the Self
LR1 (T 09/06)	Lewin, K. (1939). Field theory and experiment in social psychology: concepts and methods. <i>American Journal of Sociology</i> , 44, 868-896. <i>Optional reading before class:</i> Baumeister, R. F., & Leary, M. R. (1995). The need to belong: Desire for interpersonal attachments as a fundamental human motivation. <i>Psychological Bulletin</i> , 117(3), 497-529.
LR2 (T 09/13)	Tracy, J. L., Robins, R. W., & Sherman, J. W. (2012). The practice of psychological science in social-personality research: Are we still a science of two disciplines? In R. W. Proctor, & E. J. Capaldi (Eds.), <i>Psychology of science: Implicit and explicit reasoning</i> (pp.335-360). Oxford University Press.
LR 3 (T 9/20)	Rabin, M. (1994). Cognitive dissonance and social change. <i>Journal of Economic Behavior and Organization</i> , 23, 177-194.
LR 4 (T 09/27)	Fiske, D. W., & Fogg, L. F. (1990). But the reviewers are making different criticisms of my paper! Diversity and uniqueness in reviewer comments. <i>American Psychologist</i> , 45(5), 591–598. Handout : Critically Evaluating Research Relevant reading: Milgram, S. (1963). Behavioral study of obedience. <i>Journal of Abnormal and Social Psychology</i> , 67, 371-378.
LR 5 (T 10/04)	Cialdini, R., Petty, R. E., & Cacioppo, J. T., (1981). Attitude and attitude change. <i>Annual Review of Psychology</i> . 32, 357-404.
LR 6 (T 10/11)	Cohen, D., Nisbett, R. E., Bowdle, B. F. & Schwarz, N. (1996). Insult, aggression, and the southern culture of honor: An “experimental ethnography.” <i>Journal of Personality and Social Psychology</i> , 70, 945-960.
LR 7 (T 10/18)	a) Lasonde, K., & Nelson, W. (2019, November 25). <i>Communicating psychology: Becoming an undergraduate ambassador to share science</i> . American Psychological Association’s Psych Learning Curve http://psychlearningcurve.org/communicating-psychology-becoming-an-undergraduate-ambassador-to-share-science/ b) Steele, C. M., & Aronson, J. (1995). Stereotype threat and intellectual test performance of African Americans. <i>Journal of Personality and Social Psychology</i> , 69, 797-811.
LR 8 (T 10/25)	Finkel, E. J., & Eastwick, P. W. (2008). Speed-dating. <i>Current Directions in Psychological Science</i> , 17(3), 193–197.
LR 9 (T 11/01)	Keltner, D. (2009). Jen science. In <i>Born to be good</i> (pp. 3-15). W.W. Norton & Company, Inc.
LR 10 (11/08)	Hameiri, B., Bar-Tal, D., & Halperin, E. (2014). Challenges for peacemakers: How to overcome socio-psychological barriers. <i>Policy Insights from Behavioral and Brain Sciences</i> , 1, 164-171.
No Readings (11/15)	Explore the following: https://www.cos.io/about/mission , Reproducibility crisis and open science in psychology by Dr. Brian Nosek
LR 11 (T 11/29)	Miller, G. (2011). Using the psychology of evil to do good. <i>Science</i> , 332(6029), 530-532.

Note. LR refers to Lab Reading. The readings may change as per the discretion of the instructor. You’ll be informed well enough in advance.

SOCIAL PSYCHOLOGY CLASS SCHEDULE

MWF 12:00 PM-1:10 PM in Science Center 112

Class Meeting #	Date	Topic	Textbook Chapters/ Readings
1	M 08/29	Welcome to Social Psychology and Syllabus	
2	W 08/31	Introduction to Social Psychology (Lens 1: Need to Belong)	
3	F 09/02	Introduction to Social Psychology (Lens 2: Moral Psychology)	Ch. 1
Labor Day Holiday (09/05)			
4	W 09/07	Introduction to Social Psychology (Lens 3: Culture)	
5	F 09/09	Social Cognition	
6	M 09/12	Social Cognition	Ch. 2
7	W 09/14	Social Cognition	
8	F 09/16	Self-Justification	
9	M 09/19	Self-Justification	Ch. 3
10	W 09/21	Self-Justification	
11	F 09/23	Conformity	
12	M 09/26	Conformity	Ch. 4
13	W 09/28	Conformity	Lab Paper 1 Due
	F 09/30	Exam 1	
Fall Break (M 10/03)			
14	W 10/05	Mass Communication, Propaganda, and Persuasion	Ch. 5
15	F 10/07	Mass Communication, Propaganda, and Persuasion	
16	M 10/10	Human Aggression	
17	W 10/12	Human Aggression	Ch. 6
18	F 10/14	Human Aggression	
19	M 10/17	Prejudice	
20	W 10/19	Prejudice	Ch. 7
21	F 10/21	Prejudice	Lab Paper 2 Due
	M 10/24	Exam 2	
22	W 10/26	Liking, Loving, and Connecting	
23	F 10/28	Liking, Loving, and Connecting	Ch. 8
24	M 10/31	Liking, Loving, and Connecting	
25	W 11/02	Altruism, Cooperation, and Dissent	See the content discussed during class and the lab readings for these days.
26	F 11/04	Altruism, Cooperation, and Dissent	
27	M 11/07	Altruism, Cooperation, and Dissent	
28	W 11/09	Conflict and Peacemaking	
29	F 11/11	Conflict and Peacemaking	
30	M 11/14	Conflict and Peacemaking	
	W 11/16	Exam 3	
31	F 11/18	Social Psychology in Everyday Life, Lessons, and Ethics	Ch. 9
32	M 11/21	Social Psychology in Everyday Life, Lessons, and Ethics	Lab Paper 3 Due
Thanksgiving Holiday Week (T 11/22 – F 11/25)			
33	M 11/28	Student Presentations (continued)	
34 -35	W 11/30 – F 12/02	Student Presentations (continued)	
Final Exam is on Monday, 12/05/2022 from 9:00am to 12:00pm			

Note. After completing the textbook chapters, you should know any important terms and the main finding(s).