Course Description
Content and methodology of social psychology examined through a critical and comparative analysis of contemporary theory and literature.

Course Overview
Many of you have had undergraduate courses in social psychology or have had exposure to this area in other classes. In most of those courses, the purpose was to provide you with an overview of the general area of social psychology. You probably covered a wide variety of topics and learned what seemed to be numerous facts about social behavior. This approach is appropriate for undergraduate work but is not appropriate for graduate work in social psychology. You will see that the approach we will take in this seminar is quite different. The emphasis will be placed on developing a theoretical and conceptual understanding of social behavior at an advanced level. Essentially, the goal is to get you to think like a social psychologist and take a scientific approach to understanding social behavior and thought. In addition, you will learn about both current and classic research within the field and will gain experience discussing and presenting research at a graduate level.

Required Text

Course Readings
The course readings consist professional journals and advanced chapters, including those published in Baumeister and Finkel’s (2010) Advanced Social Psychology: The State of the Science text. It is imperative that you do the readings before attending class! Occasionally pop-quizzes may be given on these readings if I have reason to believe that you are not carefully reviewing the course readings before class. Empirical readings are posted in the Resources Section of Sakai website. Please bring to class sessions a hard copy of the assigned course readings for the week so that you can reference the material. Your performance in this course is likely to reflect your record of attendance and the effort that you put into reviewing the course readings.

Student Responsibilities
• Attend class and be prepared to participate (individually and as a group member)
• Carefully review each of the main readings assigned for each class session
• Complete all course requirements
• Check Sakai regularly for updates on course matters

Class Discussion
The learning experience in this course will involve sharing of thoughts during class discussions (focused on the required readings). I strongly encourage you to come to class willing and prepared to voice your thoughts and opinions. Please do ask questions in class.

Grading
Your letter grade for this course is determined by the percentage of total points (100 possible) earned throughout the semester. A letter grade will be assigned on the basis of the following scale:
A+ 98 - 100%  A  93 - 97%  A- 90 - 92%  B+ 88 - 89%  B  83 - 87%  B- 80 - 82%
C+ 78 - 79%  C  73 - 77%  C- 70 - 72%  D+ 68 - 69%  D  63 - 67%  D- 60 - 62%  F <60%
Points are earned in four ways:

- **Reaction Essays and Additional “Voice Article” (1 point each; 10 x 1 = 10 points, 10% of grade):** You are assigned to write a Reaction Essay in response to the readings scheduled for each week (to be turned in on the day on which the topic is covered). Submit a 1-page (maximum) paper (hard copy) in reaction to all of the readings for the week. Essays may be single-spaced (approx. 500 words) or double-spaced (approx. 250 words), but are not to exceed 1 page (if you have more to discuss, reduce the font and/or margins). Understand that a Reaction Essay is not a simple rewording of the Abstract of an article, or a summarization. Reaction Essays should help prepare you for class discussion, and should go beyond summarizing the reading to convey your own response. The Reaction Essay is intended to serve as an intellectual exercise that may take the form of an agreement, disagreement, elaboration, contrast, parallel, or critical analysis of the work selected. Your response can also be selective and could include, for instance, the most interesting idea you read or had about the topic, an example of something you have experienced that is relevant to the topic, an idea for a study, or an observation of how the readings interrelate. Examples of sentences to get you started:
  - “I see a contradiction between Smith’s (2002) article and the section we read about…”
  - “A possible experiment that could be conducted to test the hypothesis described in Smith’s (2002) article involves…”
  - “The theory described in Smith’s (2002) article could be used to…”
  - “The theory in Smith’s (2002) article helped me to analyze an experience that I once had…”
  - “I disagree with the interpretation of the findings described in Smith’s (2002) article…”

- **Additional “Voice Article”:** The assigned readings only scratch the surface of the depth of social psychological research. Many other “voices” have something to contribute to the various debates, and the assigned readings will only partly prepare you to debate the points raised in the readings. In addition to writing a Reaction Essay, each week find (and review) an article (published within the last 10 years) relevant to any of the debates raised in the readings. PsycINFO will be especially useful in this task. At minimum, you should read the Abstract of the article you select. Submit a hard copy of the title page of the article you select with your Reaction Essay each week.

- **Class Participation and Optional Presentation Reading (15 points, 15% of grade):** Class participation should take the form of asking questions, expressing ideas, debating positions, etc. during class sessions. Class participation also includes the presentation of two Optional Presentation Readings of your choice (see Course Readings and Schedule below). These pre-selected readings correspond with the topics of our general reading. For this exercise, prepare a brief PowerPoint presentation (maximum 10 slides for each reading) summarizing and relating it to the main readings. Describe rationales and findings in sufficient detail such that those of us who have not read the article will understand it and learn from your presentation. You should also prepare a 5-minute “discussant” presentation following your presentation. Discuss your own opinion of the strengths and limitations of the research and solicit the opinions of your classmates. The entire presentation/discussion will be 25 minutes. Also, prepare a 1-page paper summarizing each reading for the class. You will be graded on your preparation, understanding of the research, strategy for creating interesting discussion, and the quality of the 1-page summary you provide for each reading.

- **Exams (30 points each; 2 x 30 = 60 points, 70% of grade):** Exams will cover instructor lectures, assigned readings (regardless of whether the readings were discussed in class), and Optional Presentation Readings presented by you and your classmates.

- **Connections Presentation (15 points, 15% of grade):** More than ever before, social psychological researchers are making connections with other subfields of psychology and human behavior. Your assignment is to partner with another classmate to conduct a “connections” seminar style portion of class. Along with a classmate, you will be responsible for presenting the connections social psychology makes to other areas of psychology: e.g., neuroscience, cultural psychology, health, judgment and decision-making, and personality (see the last section of Baumeister & Finkel, 2010). These presentations should provide an in-depth analysis of the connections between social
You may use the material in your text as a resource and add material based on your interests. I suggest you use PowerPoint (and not other applications) so that we can easily archive them and post the slides in Sakai. Each group member should contribute equally to the presentation. A total of 40 minutes is the time frame you should aim for. Be sure to practice so that you are clear and on target. Reserve a quarter of the time for discussion. Have fun!!!

Attendance
Class attendance will not be monitored. However, due to the participatory and interactive nature of this course, consider your attendance mandatory. Studies show that class time is the most efficient use of a student's time when it comes to learning material. Unless by reason of extenuating circumstances or participation in religious or civic observances, your attendance is expected at all times.

Lecture Notes
Lecture notes are not provided. Lectures will be interactive, involving class-discussion related to the topic, and thought experiments. If you must miss a lecture, please get notes from a willing classmate.

Sakai
You are expected to become familiar with the Sakai Academic Suite https://sakai.wfu.edu. Sakai is an online course environment that allows Wake Forest University faculty and students to create, integrate, and maintain web-based teaching and learning resources. Grades will be posted on Sakai. Announcements or changes will be announced on Sakai as well.

Cheating and Plagiarism
Although I don't expect there to be any problems, cheating and/or plagiarism will not be tolerated. When you signed your application for admission to Wake Forest University, you agreed to live by the honor system. As part of the honor system, you agreed to abstain from cheating, which includes plagiarism. You are accountable to the following from the Student Handbook: "Plagiarism is a type of cheating. It includes: (a) the use, by paraphrase or direct quotation, of the published or unpublished work of another person without complete acknowledgment of the source; (b) the unacknowledged use of materials prepared by another agency or person providing term papers or other academic materials; (c) the non-attributed use of any portion of a computer algorithm or data file; or (d) the use, by paraphrase or direct quotation, of on-line material without complete acknowledgment of the source."

Pagers, Beepers, and Phones
Please make sure that your pagers, beepers, cell phones, noise horns, cow-bells, and other equipment that are likely to be disruptive and counterproductive to learning experience, are turned off during class.

Students with Special Needs
Please let me know if you are a student with special needs such as visual impairment, hearing impairment, or a learning disability.

Contingency Plan
In the event that the university closes due to pandemic or other disaster, please review and study the required readings. Reading quizzes (distributed over Sakai, if the internet is available; or by postal mail if the internet is not available) must be completed to test your comprehension of the readings. Complete all required work (to be distributed either through Sakai, e-mail, or postal mail) listed on the schedule and send the solutions to: John Petrocelli (petrocjv@wfu.edu), if the internet is available; or if the internet is not available to: John Petrocelli, P.O. Box 7778, Winston-Salem, 27109. You will be mailed or e-mailed a midterm and final examination that should be taken closed book, without access to papers, persons, or other resources. The return date for the examination will be specified in the mailing. If the internet is available, Professor Petrocelli will be available for normal office hours by e-mail.

Disclaimer
Consider this syllabus a binding contract of your responsibilities. As with most other courses, I do reserve the right to modify the schedule as deemed necessary. Any changes made to the schedule or policies within this syllabus will be announced in class and on Sakai.
## Course Readings and Schedule

### August 28  Organizational Meeting and Introduction to Social Psychology¹


### September 4  History of Social Psychology and Classic Experiments²


### September 11  Social Psychological Methods³


### September 18  Attribution and Impression Formation⁴


### Optional Presentation Readings


### Optional Presentation Readings


**September 25  Stereotyping, Prejudice, and Discrimination**


**Optional Presentation Readings**


**October 2  Attitudes, Persuasion, and Social Influence**


**Optional Presentation Readings**


### October 9

**MID-TERM EXAM**

### October 16

**Prosocial Behavior and Aggression**


#### Optional Presentation Readings


### October 23

**Intergroup Behavior**


#### Optional Presentation Readings


### October 30  Group Processes 10


### Optional Presentation Readings


### November 6  Attraction and Intimate Relationships 11


### Optional Presentation Readings


**November 13**

Self-Understanding


*Optional Presentation Readings*


**November 20**

Connections Presentations

**December 4**

Connections Presentations

**December 13**

**FINAL EXAM**

Final Exam, Friday December 13, 10:00am, Greene Hall Room 160