

SURVEY OF SOCIAL PSYCHOLOGY

SOP6099

Mondays 3:00–4:55 p.m. (Periods 8–9)

Classroom: Florida Gymnasium (FLG) 265

Instructor: Gregory D. Webster, Ph.D.**Office:** o88 Psychology Building**Hours:** Wednesdays, 2–4 p.m.**E-mail:** gdwebs@ufl.edu**Purpose, Description, and Policies**

Social psychology is the scientific study of intrapersonal processes (thoughts, feelings, etc.), interpersonal processes (social behavior, group behavior, etc.), and the dynamic interaction between these processes. Although it is typically seen as a broad sub-discipline of psychology, its applications transcend traditional boundaries including biology, sociology, anthropology, economics, and political science. Best of all, social psychology is exciting, interesting, occasionally controversial, and applies to everyday life. One purpose of this course is to help you understand and evaluate social psychological theories, research, and phenomena.

Another purpose of this course is to expose you to a variety of theoretical perspectives in social psychology. The material you will learn in this survey course will give you the knowledge necessary to generate and test your own theories and hypotheses. The course will include both lectures and seminars that will rely on interactive discussion.

You will be graded on an independent theoretical review on a topic of your choosing. I suggest that you chose a topic that integrates an aspect of social psychology with your own research. This review could serve as the basis for a future manuscript, thesis, or grant proposal. The review paper may either be a qualitative narrative (e.g., *Psychological Review*) or a brief quantitative meta-analysis (e.g., *Psychological Bulletin*). There is a 5-page page limit (double-spaced; excludes title page, abstract, references, notes, and tables/figures). Use APA style. Due via Canvas by 2:30 p.m., Wednesday, May 1st.

Students will uphold the University of Florida Honor Code in all aspects of this course. Students requesting classroom accommodation must first register with the Dean of Students Office, which will then provide documentation to the student, who will then give this documentation to the Instructor when requesting accommodation.

Course Grading Scale

Letter	Percentage	Letter	Percentage	Letter	Percentage
A	≥ 93.33	B–	≥ 80.00	D+	≥ 66.67
A–	≥ 90.00	C+	≥ 76.67	D	≥ 63.33
B+	≥ 86.67	C	≥ 73.33	D–	≥ 60.00
B	≥ 83.33	C–	≥ 70.00	E	< 60.00

Schedule of Topics and Readings

Date	Topic/Event	Chapter/Article
Jan. 7	Syllabus & Expectations; Introduction to Social Psychology	1
Jan. 14	The Person and the Situation	2/Gunaydin
Jan. 21	NO CLASS – Martin Luther King Jr. Day	
Jan. 28	Social Cognition	3
Feb. 4	Attitudes and Persuasion	5
Feb. 11	Love and Romantic Relationships	8/Selcuk
Feb. 18	Social Influence	6
Feb. 25	Prosocial Behavior – PAPER TOPIC DUE	9/Callan
Mar. 4	NO CLASS – Spring Break	
Mar. 11	Aggression	10/Cross
Mar. 18	Stereotyping and Prejudice – PAPER OUTLINE DUE	11/MacInnis
Mar. 25	Groups	12/Stroebe
Apr. 1	Social Dilemmas	13
Apr. 8	<i>Dataclysm</i>	Part 1
Apr. 15	<i>Dataclysm</i>	Part 2
Apr. 22	<i>Dataclysm</i>	Part 3
May 1	FINAL PAPER DUE at 2:30 p.m.	

Books

Kenrick, D. T., Neuberg, S. L., & Cialdini, R. B. (2010/2014). *Social psychology: Goals in interaction* (5th/6th ed.). Boston, MA: Allyn & Bacon. [Recommended]

Rudder, C. (2014). *Dataclysm: Who we are when we think no one's looking*. New York: Crown Publishers. [Required]

Articles

Callan, M. J., Kim, H., Gheorghiu, A. I., & Matthews, W. J. (2017). The interrelations between social class, persona relative deprivation, and prosociality. *Social Psychological and Personality Science*, 8, 660–669. doi:10.1177/1948550616673877

Cross, E. J., Overall, N. C., Hammond, M. D., & Fletcher, G. J. O. (2017). When does men's hostile sexism predict relationship aggression? The moderating role of partner commitment. *Social Psychological and Personality Science*, 8, 331–340. doi:10.1177/1948550616672000

- Gunaydin, G., Selcuk, E., & Zayas, V. (2017). Impressions based on a portrait predict, 1-month later, Impressions following a live interaction. *Social Psychological and Personality Science*, 8, 36–44. doi:10.1177/1948550616662123
- MacInnis, C. C., Page-Gould, E., & Hodson, G. (2017). Multilevel intergroup contract and antigay prejudice (explicit and implicit): Evidence of contextual contract benefits in a less visible group domain. *Social Psychological and Personality Science*, 8, 243–251. doi:10.1177/1948550616671405
- Selcuk, E., Stanton, S. C. E., Slatcher, R. B., & Ong, A. D. (2017). Perceived partner responsiveness predicts better sleep quality through lower anxiety. *Social Psychological and Personality Science*, 8, 83–92. doi:10.1177/1948550616662128
- Stroebe, K., Nijstad, B. A., & Hemelrijk, C. K. (2017). Female dominance in human groups: Effects of sex ratio and conflict level. *Social Psychological and Personality Science*, 8, 209–218. doi:10.1177/1948550616664956

Guidelines and Grading Rubric for Review Papers

Sections

- Title Page
- Abstract
- Main Body of Text (5-page limit, double-spaced, 12-point font, 1-inch margins)
- References (at least five)
- Tables and/or Figures (optional)

Main Body of Text

- State the question, problem, or gap that your review addresses _____ (10 pts.)
- Summarize the current state of the literature on your topic _____ (10 pts.)
- Provide brief summaries and critiques of five relevant articles _____ (50 pts.)
 - Article 1 _____ (10 pts.)
 - Article 2 _____ (10 pts.)
 - Article 3 _____ (10 pts.)
 - Article 4 _____ (10 pts.)
 - Article 5 _____ (10 pts.)
- State how social psychology can inform the reviewed research _____ (10 pts.)
- Propose directions for future research and state your conclusions _____ (10 pts.)

All other sections (Title Page, Abstract, References) _____ (10 pts.)

Total _____ (100pts.)