

GRADUATE SURVEY OF SOCIAL PSYCHOLOGY (SOP6099) SPRING 2023

Instructor: Dr. Kate Ratliff

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Course Meeting Info: Mondays, 3.00-4.55pm, Psychology Building, Room 130

COURSE DESCRIPTION

Social psychology is the scientific study of intrapersonal processes (thoughts, feelings, decision-making.), interpersonal processes (relationships, group behavior, etc.), and the dynamic interaction between these processes and the social context. The purpose of this survey course is to expose you to a variety of theoretical perspectives and topics in social psychology. The material you will learn will give you the background knowledge necessary to generate and test your own theories and hypotheses, and to evaluate those of others. My goal is to create a learning environment that lifts up and values students' thoughts, perspectives, and lived experiences, and to make the classroom a space that is both challenging and safe.

The two texts most commonly used in graduate level social psychology courses are *The Handbook of Social Psychology* (edited by Fisk, Gilbert, & Lindzey, 2010) and *Advanced Social Psychology* (edited by Baumeister & Finkel, 2019). The former includes 72 contributors; of those, 21 are women and fewer are scholars of color. The latter includes 30 contributors; of those 9, are women and fewer are scholars of color. Social psychology (and most of academia more broadly) has been and continues to be built on a small subset of privileged voices. Our core canon is disproportionately authored by White, North American, cisgender, heterosexual men. But how can we accurately and comprehensively understand *people*—presumably the goal of the social psychologist—when our view of humanity is so limited? We can't, so we won't use these books this semester. You are of course welcome to read them on your own if the social psychological canon is important to you. In designing the reading list for this course, I have tried to diversify the voices represented. However, I fully acknowledge that, because of my own socialization into this field, academic culture, and society, there might be times when my own biases, values, and identities influence my research and teaching in ways that uphold the status quo. I welcome feedback if you have suggestions to improve the quality of the course materials and my teaching.

GENERAL COURSE STRUCTURE

Each week you will be assigned to read three scholarly papers (available on Canvas). One paper will be a review paper or book/textbook chapter that will serve as a general overview to the week's topic. My class lectures will summarize and expand on the week's general reading. The other two readings each week will be empirical journal articles that relate to the topic. Each week that we meet you will participate in asynchronous discussion boards through the course Canvas site about one of these empirical readings, and synchronous discussion during class about the other empirical reading. I will also provide a link to an introductory, open-source textbook chapter (through NOBA) for each topic that you may read for background should you want to do so.

REQUIREMENTS AND GRADING

- Participation + In-Class Discussion (30% of final grade)
- Weekly Question + Asynchronous Discussion (30% of final grade)
- Final Project: Grant Proposal (40% of final grade)

A = 90-100; B = 80-89; C = 70-79; D = 60-69; F = 59 or below

CLASS ATTENDANCE, PARTICIPATION, AND SYNCHRONOUS DISCUSSION

I do expect you to complete the assigned readings each week and to participate in class. Although it can be challenging in a class this size, meaningful discussion is critical for learning and students are expected to be fully engaged in the synchronous and asynchronous components of this course. We all share responsibility for our collective learning. Knowledge does not belong to any one person; it is created by all of us. Further, one of the primary goals for this course is for you to think critically about social-psychological research, and it is (in part) through the process of discussion and debate that one's research acumen becomes defined and sharpened.

To receive full credit for class participation, you and I will each evaluate whether you have met the following expectations:

- Listens actively and is engaged in class discussion.
- Only uses laptops and other technology for course-related activities.
- Moves the conversation forward productively by adding new information about the topic, disputing or questioning points under discussion, changing the topic when appropriate, noting exceptions, and/or providing observations from personal experience.
- Varies the type of contribution to discussion (e.g., facts, personal observations, etc.).
- Acknowledges and confirms the contributions of others by restating or referring to their points, asking for clarification, respectfully disagreeing with them.
- Creates a space that is safe and affirming for group members from all races, ethnicities, educational backgrounds, genders, sexual orientations, and disabilities
- Is sensitive to the dynamics of the group, actively works to keep the discussion productive, "steps up, steps back" as needed.

Because lecture and discussion are both important to this course, it is expected that you attend class regularly. That said, I recognize that things come up. You may miss up to two classes—not including the first meeting—without penalty, and do not need to let me know that you will do so. After that, we'll need to discuss how we might ensure that you master the course content you have missed.

If you do not feel well, please stay home! Your health and that of your classmates is more important than being in class.

WEEKLY QUESTION + ASYNCHRONOUS DISCUSSION

Each week that the course meets you will post to your weekly discussion forum about the designated reading. This discussion post must be submitted by 12pm (noon) on Fridays prior to Monday's class meeting to allow your classmates time to respond. In addition, you will need to respond to two posts by classmates each week. Your responses must be posted by 11:59pm on Sunday night. [Note: If we find that this schedule is not working well for people, we can revise during the semester.]

Your initial discussion question should pertain to conceptual, rather than factual, issues from the readings. Try not to get caught up in minor issues (e.g., small-ish methodological details). Good questions are those that attempt to integrate or reconcile the readings with other scholarship, place them into the context of current events or lived experiences, and/or provide a jumping off point for spirited debate, dialogue and/or discussion. Questions should also contain sufficient context to allow a reader to follow your thinking (i.e., where the idea came from). Good questions are also coherently posed and concise.

You will also need to respond to two of your groupmates' posts. Your responses should be one or two short paragraphs in length and should be rooted in social psychology scholarship. The idea is to continue the discussion by engaging with the initial posts and/or your classmates' responses. You can expand on a point that has been made or explain why you do not agree. Keep in mind during those times at which you disagree with one another that disagreement is healthy, but disrespect for each other and/or other people's experiences is not.

The purpose of these weekly online discussions is to: (1) provide an alternative method of demonstrating expertise and sharing ideas and knowledge for those classmates who are less comfortable spontaneously speaking up in front of a group, while also (2) taking off some of the time pressure on an already-shortened class meeting period. Thus, please think of these posts as a "real" discussion; it is not busy work. We may sometimes continue the online discussion during our in-person class meetings.

FINAL PROJECT: GRANT PROPOSAL

Your final class project—due via Canvas by 11.59pm on Sunday, April 30th—is to write a grant proposal. The Clara Mayo grant "supports masters' theses or pre-dissertation research on aspects of sexism, racism, or prejudice." It is administered by the Society for the Psychological Study of Social Issues. Although the actual Clara Mayo Grant requires research to be on aspects of sexism, racism, or prejudice, I will allow you to write on any social psychological topic.

In your proposal, you should introduce your topic, provide justification for why the topic is important, clearly state your novel, theory-driven research hypotheses, and describe how you will test your hypotheses. At least one of your proposed studies must be experimental. I strongly encourage you to seek feedback on your proposal from a classmate prior to submission. I can help facilitate this exchange if people are interested in that.

More information about the format and specific information about the assignment are available on the course Canvas page. Your proposals will be graded on four equally weighted criteria:

1. The relevance and thoroughness of your literature review.
2. The literature review supports clear hypotheses.
3. Your proposed studies are methodologically appropriate and clearly test your research question and hypotheses.
4. The quality of your overall writing.

Please note: If there is another funding mechanism that is similar in scope to the Clara Mayo grant, but that would be more directly useful to you and to which you will actually apply, please talk to me about the possibility of an alternative assignment.

COURSE SCHEDULE

Week	Date	Topic
01	01/09	Welcome, Introductions
02	01/16	No Class – MLK Day
03	01/23	Intro to Social Psychology
04	01/30	Social Cognition
05	02/06	The Self
06	02/13	Cross-Cultural Psychology
07	02/20	Attitudes and Social Influence
08	02/27	No Class – Kate at Conference
09	03/06	Emotion
10	03/13	No Class – Spring Break
11	03/20	Aggression
12	03/27	Close Relationships
13	04/03	Anti-Black Racism
14	04/10	Justice and Morality
15	04/17	The Future of Social Psychology

ACCOMODATIONS FOR STUDENTS WITH DISABILITIES

Here is the Official UF Text: If you require classroom accommodation because of a disability, please register with the Dean of Students Office (DSO) <http://www.dso.ufl.edu> within the first week of class. The DSO will provide documentation that you can give to the instructor when requesting accommodation. UF is committed to providing reasonable accommodations to assist students in their coursework.

That said, I recognize that there may be barriers that prevent students from requesting or receiving official accommodations. If this applies to you, please talk to me.

COUNSELING AND WELL-BEING

Students sometimes experience stress from academic expectations and/or personal and interpersonal issues that may interfere with their academic performance. If you find yourself facing issues that have the potential to or are already negatively affecting your coursework, you are encouraged to talk with an instructor and/or seek help through University resources available to you.

Here are some of those resources:

- The Counseling and Wellness Center 352-392-1575 offers a variety of support services such as psychological assessment and intervention and assistance for math and test anxiety. Visit their web site for more information: <http://www.counseling.ufl.edu>. Online and in person assistance is available.
- You Matter We Care website: <http://www.umatter.ufl.edu/>. If you are feeling overwhelmed or stressed, you can reach out for help through the You Matter We Care website, which is staffed by Dean of Students and Counseling Center personnel.
- The Student Health Care Center at Shands is a satellite clinic of the main Student Health Care Center located on Fletcher Drive on campus. Student Health at Shands offers a variety of clinical services. The clinic is located on the second floor of the Dental Tower in the Health Science Center. For more information, contact the clinic at 392-0627 or check out the web site at: <https://shcc.ufl.edu/>
- Crisis intervention is always available 24/7 from:
Alachua County Crisis Center: (352) 264-6789
<http://www.alachuacounty.us/DEPTS/CSS/CRISISCENTER/Pages/CrisisCenter.aspx>

Please do not wait until you reach a crisis to ask for help! UF's counselors have helped many students through all kinds of situations. You are not alone; please do not be afraid to ask for assistance.

OTHER POLICY INFORMATION THAT IS REQUIRED BY UF TO BE IN MY SYLLABUS

MAKEUP EXAMS OR OTHER WORK

Students who must miss an assignment or exam deadline because of conflicting professional or personal commitment must make prior arrangements with the instructor. If an assignment is missed because of illness, please contact the instructor to discuss.

Please note: Any requests for make-ups due to technical issues MUST be accompanied by the UF Computing help desk (<http://helpdesk.ufl.edu/>) correspondence. You MUST e-mail me within 24 hours of the technical difficulty if you wish to request a make-up.

REQUIRED CLASS ATTENDANCE

Attendance is expected as a part of the student's professional training. Students are expected to arrive for class on time and to remain for the full class period.

Please note all faculty are bound by the UF policy for excused absences. Excused absences must be consistent with university policies in the Graduate Catalog (<http://gradcatalog.ufl.edu/content.php?catoid=10&navoid=2020#attendance>).

Additional information can be found here:

<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

ACADEMIC INTEGRITY

Students are expected to act in accordance with the University of Florida policy on academic integrity. As a student at the University of Florida, you have committed yourself to uphold the Honor Code, which includes the following pledge:

"We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity."

You are expected to exhibit behavior consistent with this commitment to the UF academic community, and on all work submitted for credit at the University of Florida, the following pledge is either required or implied:

"On my honor, I have neither given nor received unauthorized aid in doing this assignment."

It is your individual responsibility to know and comply with all university policies and procedures regarding academic integrity and the Student Honor Code. Violations of the Honor Code at the University of Florida will not be tolerated. Violations will be reported to the Dean of Students Office for consideration of disciplinary action. For additional information regarding Academic Integrity, please see Student Conduct and Honor Code or the Graduate Student Website for additional details:

<https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>
<http://gradschool.ufl.edu/students/introduction.html>

Please remember cheating, lying, misrepresentation, or plagiarism in any form is unacceptable and inexcusable behavior.

ONLINE FACULTY EVALUATION PROCESS

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period

opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.

POLICY RELATED TO GUESTS ATTENDING CLASS

Only registered students are permitted to attend class. However, we recognize that students who are caretakers may face occasional unexpected challenges creating attendance barriers. Link to full policy: <http://facstaff.php.ufl.edu/services/resourceguide/getstarted.htm>

NON-DISCRIMINATION POLICY

UF's Non-Discrimination Policy, which reads, "The University shall actively promote equal opportunity policies and practices conforming to laws against discrimination. The University is committed to non-discrimination with respect to race, creed, color, religion, age, disability, sex, sexual orientation, gender identity and expression, marital status, national origin, political opinions or affiliations, genetic information and veteran status as protected under the Vietnam Era Veterans' Readjustment Assistance Act."

If you have questions or concerns about your rights and responsibilities for inclusive learning environment, please see your instructor or refer to the Office of Multicultural & Diversity Affairs website: www.multicultural.ufl.edu