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Textbook:  
I strongly recommend buying Myers’ textbook, but if you would rather not, a copy of Social Psychology is on reserve at the Library.  

Computer accounts:  
All students in this course are required to have internet access because class-related information will be disseminated via e-mail. If you have not yet activated or started to use your UVM e-mail account, please do so as soon as possible.  

Course website:  
This course is accompanied by a WebCT course website. To access this website, go to http://www.uvm.edu/webct/ and log in using your UVM NetID and password (the same ID and password you use to access your e-mail account at UVM). You should now see any courses that you are taking which have components within WebCT. Simply click on psyc130 - Social Psychology and you will arrive at the website for this course.
On this website you will have access to the syllabus, your grades, class overheads, study guides, etc. Please log into the website as soon as possible and familiarize yourself with its functions.

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**Course overview:**

This course is an introduction to the discipline of social psychology. Social psychology is the scientific study of how people come to understand individuals, groups, and themselves as social entities. Social psychology processes influence how we perceive, judge, remember, and behave toward people. These processes shape, and are shaped by, our social expectations, social roles, social goals, and social interactions.

Although many people believe that social psychologists merely study "the obvious" (e.g., attractive people are liked better than unattractive people), the field itself has made a significant impact both theoretically (e.g., theories about the formation of group stereotypes and prejudice) and in an applied sense (e.g., making group decisions more effective in the workplace). Sometimes the research is based on observable phenomena and everyday intuition, but even in these cases, an understanding of the processes and limitations of folklore is very important. Moreover, social psychologists often find that laypeople’s intuitions are wrong (e.g., you are more likely to get help with fewer, rather than more, people around you). In such cases, the insights and contributions of social psychology are especially striking.

This course has many goals...

- First and foremost, students should learn the corpus of research findings and theories of social psychology.
- Also, they should understand the research methods that social psychologists use and why they’re used.
- In addition, these techniques should demonstrate the value of using the scientific method and scientific reasoning in understanding our world.
- Lastly, you should be able to apply the lessons of social psychology in the real world. Social psychology is always operating in your everyday life: Why are some people more popular than others? How do advertisers use persuasion and influence in selling their products? Why is a person more likely to sabotage their best friend, relative to a complete stranger, in certain situations? Do subliminal cues really affect our behavior? Do people really treat others differently because of their age, sex, or race?

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**Exams and Grading:**

Grades will be based on scores from four examinations and two assignments (the fourth exam will take place during finals week, but it will not be longer or count more than the exams before it). All four exams will cover material from class as well as the readings, and all will contain a mixture of general multiple choice items and applied multiple choice items. To help prepare for the test, see the handout: **Tips on Taking Multiple-Choice Tests.**
Because students often take awhile to develop a successful study strategy for the exams, the first exam will count less than the later three exams. Specifically, the first exam will count for 30 course points, and the later three exams will each count for 40 points. Final letter grades will be determined by adding together points from: (1) the four exams (worth a total of 150 points), (2) the 2 assignments (worth a total of 50 points), and (3) any extra credit points you have earned. In other words, all course points are counted equally, regardless of whether they involve exams, assignments, or extra credit points. Once the course is over, your cumulative point total will be translated into a final letter grade.

**Grade cutoffs:**

- **A+:** 194 and up
- **A:** 187-193.99
- **A-:** 180-186.99
- **B+:** 174-179.99
- **B:** 167-173.99
- **B-:** 160-166.99
- **C+:** 154-159.99
- **C:** 147-153.99
- **C-:** 140-146.99
- **D+:** 134-139.99
- **D:** 127-133.99
- **D-:** 120-126.99
- **F:** 119.99 and below

**Assignments:**

The details of each assignment will be given in class one week before the assignment is due. Late assignments or reports will not be accepted, so please be sure to back up your computer files and print your work at least one day before it is due.

**Preparing for exams:**

Performing well on exams requires that you read book assignments as scheduled in the syllabus, take notes on what you read, attend class and take good notes, ask questions in class about things you do not understand (either from lectures or from the book), get further help during office hours if you are not satisfied with your performance in the course, and go over exams with the instructor if you need feedback about why you aren’t doing as well on the exams as you would like.

Being a college student isn’t about cramming facts into your head and spitting them out on an exam. Instead, it is about developing skills to be an active learner who can acquire, digest, organize, elaborate, critique, and reflect on course material. Therefore, I do not provide class notes in this course. It is the students’ responsibility to engage and master the course material. However, the instructor and the TA are more than happy to spend time with students on a one-to-one basis to help them develop those skills -- not only to "get a good grade" in class, but to help students develop skills essential for success in college and in life.

Because exams are the primary vehicle for student evaluations, here are some details about the exam format. In general (though these percentages reflect rough averages that will vary from exam to exam), question content will reflect 35% unique lecture material, 30% lecture-book overlap, and 35% unique book material. Questions will cover basic definitions, research findings, theory, and applications of social psychology to everyday life. Thus, for any given topic covered in the course,
you should be able to (1) define what the topic is, (2) describe an experiment conducted to understand the topic, (3) discuss what the topic says about social psychology theories and how it relates to them, and (4) describe a real-world phenomenon that illustrates the topic.

Therefore you should pay attention to key terms (indicated in the book margins, highlighted at the end of each section in the summary, or discussed in lecture), and be able to provide a definition of the term, describe a scientific experiment discussed in class or in the text that demonstrated that concept, relate that topic to a social psychology theory, and identify situations in everyday life where this phenomenon is revealed.

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**In-class demonstrations:**

On occasion, in-class demonstrations will be performed to illustrate social psychology principles. Although you do not have to participate in these demonstrations, your participation is greatly appreciated and will allow you (and the class as a whole) to understand the topic in greater detail (as well as contribute to the class experience). These demonstrations will be short (typically about 5 minutes). Usually, the results will be presented in class so you can immediately see the implications of the relevant psychological principles.

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**Class policies:**

*Attendance:* Attendance is expected and will be checked occasionally.

*Academic integrity:* Any act of academic dishonesty will be punished to the fullest extent in accordance with UVM’s policy on academic misconduct. Any evidence of academic misconduct by a group of students will be considered academic misconduct by all parties involved.

*Special considerations:* In situations where special and documented circumstances require that a student not take an exam during a scheduled time (e.g., arrangements for disabled students, being a member of an athletic team that has an official obligation during class time, religious observance), special arrangements can be made to accommodate such needs. However, students in these situations must make these arrangements with the instructor at the beginning of the semester and provide official documentation regarding these circumstances. Students who have a disability for which accommodations are required are encouraged to talk to the instructor at the beginning of the semester.

*Course notes:* Attending class and taking notes are the student’s responsibility. If you plan on missing a class, ask classmates if you can borrow their notes (if you don’t know how to persuade others to do your bidding, read Chapter 7 right now).

*Classroom conduct:* While in the classroom, people are expected to conduct themselves in a respectful and civil manner. It is quite all right (and downright encouraged) for people to express their opinions and beliefs in an impassioned fashion. It is quite another thing, however, to be disrespectful or rude to students or to the instructor. It is fine to disagree with others, and it is okay to express non-PC (politically correct) views. However, disrespectful conduct will not be accepted. In
class, listen to others, participate, and be involved. If you want to read the paper, talk to friends, or sleep — stay at home. In the same vein, turn off your cell phone, silence your pager, and leave your toys in your book bag.

Exams and make-ups: There are no make-ups if you miss an exam because of an unexcused absence. An unexcused absence is considered to be an absence where a student (1) did not obtain prior permission from the instructor concerning the absence or (2) did not provide documented evidence justifying the absence. Valid documented evidence can be one of three things: (1) a signed note from a physician stating that you were sick and unable to attend class, (2) a letter from a funeral home or clergy on their letterhead indicating that you attended a memorial service, or (3) a letter from the Dean. There are no exceptions to this policy.

If you miss an exam for an excused reason, you will take a make-up exam at a time to be scheduled by you and the teaching assistant. This exam will be an all-essay exam. The multiple-choice form of the exam is only administered once, at the prescribed class time. The final exam must be taken at the prescribed time unless prior arrangements have been made. Because of university policy and procedures, it cannot be taken during the final week of classes regardless of the circumstances.

All exams are closed book and closed notes. Students must indicate their University ID numbers on exam forms in order to receive a grade. Also, they must bring their own pencils (soft lead, #2) for the answer sheets.

STRATEGIES FOR DEALING WITH WEBCT PROBLEMS:

In the past students have reported two types of problems with WebCT: 1) WebCT is temporarily unavailable. 2) PowerPoint presentations cannot be downloaded. What follows are some strategies you can try before contacting the TA or instructor.

WHAT TO DO WHEN WEBCT IS NOT ACCESSIBLE:

Please keep in mind that the WebCT website is only partially managed by the instructor. Your instructor has no control over whether or not the website is accessible. When the website is not up and running, all I can do is pass on the information I get from you. The advantage of you contacting the WebCT administrators directly is that you cut out the middleman (me) which might mean a faster response. Also, it might send a stronger message if they hear from a large number of affected students directly when something goes wrong. Finally, the earlier you download any needed material the more time you have to get help should there be a problem with the website.

If you have log-in problems your first strategy should be to make sure you are using the most recent web-address:

http://www.uvm.edu/webct/

If this link does not work, you can call the CIT’s helpline at 656-2604, or you can contact CIT by email (helpline@uvm.edu). You can also try to contact Steve Cavrak at sjc@uvm.edu. Should none of this work, contact your instructor at tmclaug1@uvm.edu.
WHAT TO DO WHEN YOU CANNOT DOWNLOAD A DOCUMENT

One option is to download and print the document from the course website on one of the public computers on campus (e.g., in the library). Students who have had trouble downloading documents on their home computers typically are able to successfully download documents on campus.

**Downloading PPT Files**

The WebCT folks give the following information for problems with the downloading of PowerPoint files even though you have PowerPoint installed on your home computer:

**Problem:**
Occasionally the "File Download" dialog box doesn't appear, making it impossible to view course presentations.

**Description of the Problem:**

The "File Download" box option contains the dialog

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"Some files may harm your computer ... 

Would you like to open the file or save it to your computer?
[Open] [Save] [Cancel] [More Info] 
[x] Always ask before opening this type of file"
```

If the "Always ask" option is unchecked, this dialog will cease to appear and the action selected will apply to all further occurrences of files of this type.

**Solution: Restoring Windows XP "File Download" Dialog Box**

Applies to: Internet Explorer, Windows XP

This solution will take about 1 minute to perform.

This dialog box is presented by the operating system (XP) and not by the browser (IE), so a cure is performed at the Windows Explorer level:

1. Click "My Computer" in your XP "Start Menu"
2. Go to "Tools" / "Folder Options"
3. A "Folder Options" window opens.
4. Click on the "File Types" tab
5. A flash light shines light in the darkness.
6. When a list of files appears, scroll down to the PPT extension
7. Click PPT to highlight it
8. Under "Details for 'PPT' extension", choose [ Advanced ]
9. Check ‘Confirm open after Download’
10. Click OK
## Semester schedule:

This is a tentative breakdown of the semester day by day. Reading assignments are from your textbook. Unless otherwise indicated by a range of page numbers in parentheses, the entire chapter is assigned. Any changes to the syllabus will be announced in class.

<table>
<thead>
<tr>
<th>Dates</th>
<th>Topic</th>
<th>Assignments and Due Dates</th>
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<tbody>
<tr>
<td>Week 1</td>
<td>Tu  8/30 Introduction to the Course</td>
<td>Read Syllabus</td>
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<tr>
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<td>Th  9/1  Introducing Social Psychology</td>
<td>Read Myers, Chapter 1</td>
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<tr>
<td>Week 2</td>
<td>Tu  9/6  The Social Construction of Reality</td>
<td>Read Myers, Chapter 2</td>
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<td></td>
<td>Th  9/8  Self-Serving Biases</td>
<td>Read Myers, Chapter 2</td>
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<tr>
<td>Week 3</td>
<td>Tu  9/13 Attributions about Others</td>
<td>Read Myers, Chapter 3</td>
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<td></td>
<td>Th  9/15 Social Judgments</td>
<td>Read Myers, Chapter 3</td>
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<tr>
<td>Week 4</td>
<td>Tu  9/20 Exam 1</td>
<td>Study chapters 1-3</td>
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<td>Th  9/22 Attitudes</td>
<td>Read Myers, Chapter 4</td>
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<td>Week 5</td>
<td>Tu  9/27 Attitude-Behavior Consistency</td>
<td>Read Myers, Chapter 4</td>
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<td>Th  9/29 Persuasion: Principles and Tactics</td>
<td>Read Myers, Chapter 7</td>
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<tr>
<td>Week 6</td>
<td>Tu  10/4 Persuasion: Principles and Tactics</td>
<td>Read Myers, Chapter 7</td>
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<td></td>
<td>Th  10/6 Obedience to Authority</td>
<td>Read Myers, Chapter 6</td>
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<tr>
<td>Week 7</td>
<td>Tu  10/11 Conformity and Norms</td>
<td>Read Myers, Chapter 6</td>
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<td></td>
<td>Th  10/13 Social Reality, Persuasion, &amp; Conformity: An Integration</td>
<td>Review chapters 4, 6, and 7</td>
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<tr>
<td>Week 8</td>
<td>Tu  10/18 Exam 2</td>
<td>Study chapters 4, 6, and 7</td>
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<td></td>
<td>Th  10/20 Stereotyping, Prejudice, Discrimination</td>
<td>Read Myers, Chapter 9</td>
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<td>Week 9</td>
<td>Tu  10/25 Fall Institute on Racism – no lecture</td>
<td>Attend Fall Institute Events</td>
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<td>Th  10/27 Class Meets at Fall Institute on Racism</td>
<td>Attend Fall Institute Events</td>
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<tr>
<td>Week 10</td>
<td>Tu  11/1 Stigma and Self-Fulfilling Prophecies</td>
<td>Read Myers, Chapter 9</td>
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<td>Th  11/3 Group Processes</td>
<td>Read Myers, Chapter 8</td>
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<tr>
<td>Week 11</td>
<td>Tu 11/8</td>
<td>Group Processes</td>
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<td>Th 11/10</td>
<td>Aggression</td>
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<td>Week 12</td>
<td>Tu 11/15</td>
<td>Aggression</td>
</tr>
<tr>
<td></td>
<td>Th 11/17</td>
<td>Exam 3</td>
</tr>
<tr>
<td>Week 13</td>
<td>Tu 11/22</td>
<td>Altruism and Helping Behavior</td>
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<tr>
<td></td>
<td>Th 11/24</td>
<td>Thanksgiving Break – No Class</td>
</tr>
<tr>
<td>Week 14</td>
<td>Tu 11/29</td>
<td>Attraction to Others</td>
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<td></td>
<td>Th 12/1</td>
<td>Love and Close Relationships</td>
</tr>
<tr>
<td>Week 15</td>
<td>Tu 12/6</td>
<td>Social Psychology and the Law</td>
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<tr>
<td>Finals Week</td>
<td>Tu 12/13</td>
<td>Final exam: 8:00 AM, Williams 301</td>
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