

Course Description

Humans are social creatures. We interact with, influence, and are influenced by the people around us. The drive that humans possess to be with others forces us to ask the question: is there such a thing as human nature? Is everything that we are, learned from our social surroundings? Why are humans capable of deeds, good and evil? When we meet new people, what determines whether we like them, love them, or hate them? How do we learn, and what factors influence the extent to which we process the information available to us? Are we all “unique snowflakes,” or are there common, evolutionary origins underlying many of our daily behaviors?

Throughout this course, you will engage, discuss, and ultimately learn a selection of the most important theories and research sets in the field of Social Psychology and, perhaps more importantly, how to apply this knowledge to be more successful in your own life. As you will quickly see, understanding the characteristics of the social human gives you a tremendous advantage when it comes to understanding others, understanding yourself, and strategizing to achieve your own personal goals.

Course Learning Objectives

At the conclusion of this course, you will be able to answer the following questions:

- What are the basic principles that underlie how we store and process information? Do they influence our understanding and experience of the social world?

- What determines how we feel towards something, or our motivation to engage in a certain behavior? Can that ever be measured in an objective way?
- How do we come to understand ourselves and who we are as social beings?
- How do we come to understand other people and their behaviors? What can we do to ensure that people are helpful when we need them the most?
- What are the determinants of social influence? When and why are our thoughts, feelings, and behaviors most influenced by those around us?
- What are the factors that influence attraction, and are likely to produce healthy interpersonal relationships?
- How does the group context influence our performance and attitudes? How can we develop more effective teams?
- Why have humans across the globe produced a history filled with prejudice, stereotyping, and discrimination? Will it ever end?

This course is built upon a foundation of broader learning objectives, which informed the questions above:

- **Research Methods** – Everything that we will learn is rooted in decades of empirical social psychological research. Your textbook is a compilation of the work done by hundreds of behavioral researchers. The work is based in theory and tested

with rigorous scientific methodologies.

- **Critical Thinking** – I am not interested in testing your rote memorization. This course will require you to understand, integrate and master the knowledge presented. Assignments, exams, and the project will provide conduits through which you can demonstrate your knowledge.
- **Communication** – You will be asked to demonstrate your acquired knowledge through regular assignments, in-class discussions, and a professional scientific presentation.
- **Content** – We will cover basic social cognitive principles, general psychological perspectives, and the history and theories that underlie the field of social psychology.

Course Format

Most importantly, this is not a lecture course. It is designed to be a highly challenging, seminar-style experience with equal attention paid to empiricism and theory. You will be responsible for regular assignments that serve to enhance your encoding, integration, and retention of important concepts. These assignments will prepare you for in-class discussions as well as for your exams and the course project. This class is indeed more work than many typical college courses but given your hard work I promise that you will get a lot more out of it in return.

Modules

This entire course is broken down into learning units called “Modules.” Each module will guide students through the readings, assignments, learning activities, and discussions necessary to learn one aspect of the course. You can expect that information learned in earlier course modules will be used in order to understand later modules. To proceed through the course, students will complete all of the work (reading, assignments, etc.) in each module before moving on to the next module. Each module will consist of the following:

Reading

As in any course, students must first develop a foundation of knowledge through course text reading. Each module will contain at least one chapter of our textbook to read. Additionally, we will occasionally supplement the textbook by reading primary source journal articles. When and which articles will be announced via Sakai.

To guide your reading, and to enhance your note-taking while reading, I have prepared **fillable Microsoft Word documents** dictating the targeted learning outcomes for each chapter. You should download these documents from Sakai, and use them to type your notes into while reading.

After you complete your reading assignments for each module, you will complete a pre-class Worksheet...

Worksheets

For each module you will be expected to complete an online (pre-class) worksheet designed to enhance your understanding of the key material in that module's reading. Worksheets will consist of multiple choice and true/false questions and are set up to help students develop an understanding of the breadth of each chapter.

You should budget your time wisely (approximately 2-3hrs) to complete these assignments. Worksheets are accessible via the **Tests and Quizzes** area of Sakai, and must be submitted on Sakai by the start of class on the due date listed on your course schedule.

It is highly recommended that you copy and paste the worksheet questions into a Microsoft Word document first, answer the items offline, and only then to submit your answers in Sakai. This will prevent you from losing data should any errors or internet interruptions occur. A Word document will also provide you with evidence of Worksheet completion in case of Sakai disruptions; but please be aware that *it is your responsibility as a student to ensure proper internet access throughout the semester*. Short term internet disruptions or Sakai outages are not valid excuses for missing assignment deadlines. All missed assignment deadlines will result in a grade of 0.

Note. Worksheets must be your own work and writing. The same rules of plagiarism and intellectual honesty apply to your Worksheets that apply to any course essay or exam that you have ever taken.

Learning Outcome Assessments

Throughout each class you will be asked multiple choice and/or short answer

questions that probe your understanding of each module's learning outcomes.

Furthermore, these in-class Learning Outcome Assessment (LOA) questions serve as an impetus for discussions and a catalyst for deeper processing (Roediger & Karpicke, 2006a) of critical material. In other words, they actually help to ensure understanding and extend memory of the concepts.

As the LOAs **will be graded, all students must register a Poll Everywhere account**, and ensure that they can log in to their account during class meetings.

Exams

There will be 3 unit exams designed to assess your understanding and application of the essential concepts and theories in Social Psychology. Exams will be a combination of multiple choice, matching, and true/false questions. Anything covered in class or in the assigned work is fair game, but the learning outcomes will highlight the most important concepts for you to focus on. You can expect exams to be cumulative with regards to the application of early theoretical perspectives to newer material. There will be no make-up exams without a valid medical excuse or other **documented** emergency.

Research Project

An overarching goal of this class is to apply the theoretical principles of social psychology to construct, carry-out, and report an original social psychological experiment. In this way you will transcend *learning about* social psychology to actually *adding to* its body of knowledge.

You, along with the entire class, will investigate an original research hypothesis, and in doing so conduct a 10-page literature review (2.5 pages each for 4 research articles), create all necessary materials to run participants through an authentic, original experiment, clean & analyze data, and create conclusions based on the evidence. This will lead to you (with a small team) proposing the next steps for this research project.

“I know that having conducted a well-designed investigation with participant recruitment, data collection, and analysis with statistical software on my resume will make me a more competitive candidate for the positions I am applying to.” – Former 260 student

Further details on the research project will be distributed in a separate project handout but you can expect it to be a major focus of your work in this course, as well as a very demanding but ultimately rewarding assignment.

Student Responsibilities

There is a troubling belief among some college students that the academy is not the “real world.” That the professionalism, etiquette, timeliness, and tone of a professional work environment need not be present in a college classroom. This will not be the case in this course.

A major component of my philosophy of education is that college must serve as a training ground for your future, and that we have a duty to afford you socialization not

only to theoretical concepts and material but also to the skills and expectations needed to properly conduct yourself in any future professional environment.

I expect that all students will maintain ***professional communication*** standards.

- All email communication should have a title line that begins with the course number (PSYC 260) and then what the email pertains (e.g., PSYC 260 project question)
- All emails should contain a separate salutation (Dr. Buzinski), body (Your question or comment), and signature (Sincerely, your name).

I expect that students will take ***personal responsibility*** for their learning in this course by doing the following:

- **Budget your time:** You must plan your time efficiently. According to the University of North Carolina student guidelines, you should plan for 2 hours of out-of-class work per week for every 1-hour spent in class.
- **Be on time (and prepared):** If you would not walk into a board meeting ten minutes late, then do not walk into a class meeting casually late or unprepared.
- **Seek assistance:** If you need a concept clarified, help with effective study habits, or anything else relevant to the course, it is your responsibility to *a) attempt to resolve the issue via effort and research, b) contact your teammates for help, c) contact me for resolution.*

- **Get the info:** You are responsible for all information presented in class, even if you have an excused absence for a particular day. If you are going to miss a class meeting, plan to get the information needed.

I expect students to maintain proper *classroom etiquette* in order to ensure an environment that fosters learning and development.

- Treat the views, opinions, experiences, and abilities of your fellow classmates and instructor with the same respect that you would expect to be treated with.
- Engaging in social conversation with a classmate while the instructor or fellow students are talking is not only disrespectful and rude; it is distracting to other students in the vicinity. Please avoid this.
- Asking questions of a classmate while others are talking is along the same lines. Please allow a speaker to finish their thought and ask any questions you might have of the entire class. We cannot engage in a great discussion if questions are not bounced off the entire group.
- Save newspapers, word & math puzzles, and electronic communications (e.g., texting, email, facebook, twitter) for outside of class.

I expect that all students will *contribute equally* to their team project.

- Social loafing was described by Latane, Williams, & Harkins (1979) as a social disease and it will not be tolerated in this class.

- Part of the research proposal (the team-based portion of the project) grade will be determined by intra-team evaluations, given at random.
- If you do not contribute equally and consistently, ***do not expect to receive the same grade*** on your project as your fellow team members.

Evaluation

Your grades are not given to you and you do not deserve an A for simply being in class or trying hard. Grades are operationalizations of course mastery, retention, & achievement. They should not be viewed as a goal or end-state, but rather an indication of your progress as a burgeoning behavioral researcher. Your grades are determined by the following:

Assign-ment	Possible Points	Gr	Pts
Worksheets	15 each = 150 total	A	940-1000
		A-	900-939
LOAs	2.5 per mod = 25 total	B+	866-899
		B	833-865
Exam 1	225	B-	800-832
		C+	766-799
Exam 2	225	C	733-765
		C-	700-732
Exam 3	225	D+	666-696
		D	633-665
Project (individual)	50	D-	600-632
		F	< 600
Project (team)	100		
Total	1000		

Grade Questions: We will be happy to discuss any questions that you may have with

particular grades. Grade questions must be submitted *to your TA in writing within 2 weeks* of receiving the grade. In order to receive a formal grade review students must email a TA with a) the item in question, b) the correct answer or specific reasons for point loss (e.g., on an essay), and c) a justification as to why the student should receive points back for this item. After 2 weeks students may still meet to discuss graded assignments but no formal re-grading will be conducted and grades will be final.

- **Make-ups:** If you have an excused absence and miss an assignment, then you have exactly *2 weeks* to make up the missed assignment. *After two weeks, your grade will automatically revert to a zero and cannot be changed.* The only caveat to this policy is if your excused absence forces you to miss an extended period of time and you cannot realistically complete the missed assignment within the two week period. Documentation will be required for this type of absence.
- **Extra Credit:** You will have several opportunities throughout the semester to earn extra credit points via participation in activities done in class. If you are absent during a day in which an extra credit activity is done, you forfeit the opportunity to obtain these points.

University Policies

Academic Integrity Policies: All students are expected to be familiar with the University Honor code and its policies regarding academic dishonesty, found in the Instrument of Student Judicial Governance. Any instance of academic dishonesty will result in zero

points for that assignment, and may result in failing the course.

The following is from the ISJG...

“II. Offenses Under the Honor Code

A. General Responsibilities. It shall be the responsibility of every student at the University of North Carolina at Chapel Hill to:

1. Obey and support the enforcement of the Honor Code;
2. Refrain from lying, cheating, or stealing;
3. Conduct themselves so as not to impair significantly the welfare or the educational opportunities of others in the University community; and
4. Refrain from conduct that impairs or may impair the capacity of University and associated personnel to perform their duties, manage resources, protect the safety and welfare of members of the University community, and maintain the integrity of the University.

Offenses proscribed by this section include, but shall not be limited to, those set out in Sections II.B. and II.C. Additional guidance concerning the interpretation of Section II of this Instrument may from time to time be issued by the Committee on Student Conduct as provided in Section V.E.

B. Academic Dishonesty. It shall be the responsibility of every student enrolled at the University of North Carolina to support the principles of academic integrity and to refrain from all forms of academic dishonesty including, but not limited to, the following:

1. Plagiarism in the form of deliberate or reckless representation of another’s words, thoughts, or ideas as one’s own without attribution in connection with submission of academic work, whether graded or otherwise.
2. Falsification, fabrication, or mis-representation of data, other information, or citations in connection with an academic assignment, whether graded or otherwise.
3. Unauthorized assistance or unauthorized collaboration in connection with academic work, whether graded or otherwise.

4. Cheating on examinations or other academic assignments, whether graded or otherwise, including but not limited to the following:
 - a. Using unauthorized materials and methods (notes, books, electronic information, telephonic or other forms of electronic communication, or other sources or methods), or
 - b. Representing another's work as one's own.
5. Violating procedures pertaining to the academic process, including but not limited to the following:
 - a. Violating or subverting requirements governing administration of examinations or other academic assignments;
 - b. Compromising the security of examinations or academic assignments; or
 - c. Engaging in other actions that compromise the integrity of the grading or evaluation process.
6. Deliberately furnishing false information to members of the University community in connection with their efforts to prevent, investigate, or enforce University requirements regarding academic dishonesty.
7. Forging, falsifying, or misusing University documents, records, identification cards, computers, or

other resources so as to violate requirements regarding academic dishonesty.

8. Violating other University policies that are designed to assure that academic work conforms to requirements relating to academic integrity.

9. Assisting or aiding another to engage in acts of academic dishonesty prohibited by Section II.B.

Disabilities Services: If you have a physical, medical, psychological, or learning disability that is going to impact your attendance or require accommodation, please let me know. In order to ensure that your learning needs are appropriately met, you will need to provide documentation of your disability or medical condition to the Department of Disability Services. The Department of Disability Services will then provide verification of disability that describes the accommodations needed for this class, which you should provide to me.

Course Schedule

WRK: Worksheet

PA: Project Assignment

Week	Tuesday	Thursday
1	8-21 Introduction to Social Psychology	8-23 Methods (Operationalization) Read Chapter 01 WRK 01 due
2	8-28 Methods (Experimentation)	8-30 Project: Background Research PA 01 due: Article summaries uploaded to Sakai
3	9-4 Social Cognition Read Chapter 02 WRK 02 due	9-6 Social Cognition
4	9-11 Project: Experiment Methods PA 02 due: Finalized Qualtrics shared with TA	9-13 Emotions Read Chapter 03 WRK 03 due
5	9-18 The Self Read Chapter 04 WRK 04 due	9-20 Project: Data Analysis PA 03 due: Excel data file uploaded to Sakai
6	9-25 The Self	9-27 EXAM 01
7	10-2 Project: Data Interpretation PA 04 due: SPSS results file uploaded to Sakai	10-4 Person Perception Read Chapter 06 WRK 05 due
8	10-9 Project: Drawing Conclusions PA 05 due: Conclusions worksheet uploaded to Sakai	10-11 Social Influence Read Chapter 07 WRK 06 due
9	10-16 Social Influence	10-18 OFF - FALL BREAK
10	10-23 Project: Research Proposal PA 06 due: Future directions worksheet uploaded to Sakai	10-25 Attitude Change Read Chapter 05 WRK 07 due
11	10-30 Attitude Change	11-1 EXAM 02
12	11-6 Relationships Read Chapter 08 WRK 08 due	11-8 Project: Research Proposal PA 07 due: DRAFT Research Proposal (Intro & Method sections) – one per team
13	11-13 Groups Read Chapter 11 WRK 09 due	11-15 Groups
14	11-20 Stereotyping, Prejudice, Discrimination Read Chapter 12 WRK 10 due	11-22 OFF - THANKSGIVING
15	11-27 Project: Research Proposal PA 08 due: FINAL Research Proposal – one per team	11-29 PRESENTATIONS
16	12-4 PRESENTATIONS	FINAL EXAM on 12-13 at 8am

Note. Schedule is tentative and subject to change. Any changes will be announced on Sakai.

In Their Own Words...Comments from Prior Students

- This class was great. Dr. B is probably one of the best teachers I've ever had at UNC. He was hard, asked for a lot, but he was fun, engaging, and overall just a great teacher.
- Great class that taught me a lot.
- Thanks so much for a great class. I learned a ton!
- Great teacher. Great class. Dr. Buzinski is a great addition to our faculty.
- This course was challenging and made me think about the subject matter in depth.
- This was one of the best psychology classes I've taken in my 3 years at UNC. I really loved Dr. Buzinski, he made learning exciting and easy to apply to real life settings. The only thing I did not like about this class was the group work component. I hate it that so much, especially because we did not even get to pick our group members.
- I thought the course was very challenging. The instructor was great for his first year.
- Great course, excellent professor, I learned more than expected.
- Psychology 260 was an absolutely outstanding class. I was very impressed with Dr. Buzinski's teaching.
- Great class! Very interactive, helped me to learn the material and understand it very well. Buzinski is very approachable and helpful.
- It was a good course but it was challenging. The professor was respectful and engaging and very knowledgeable of the subject matter.
- Best professor I've had at UNC. I would recommend his course to anyone.
- This material was very interesting to me, and the instructor made it even more exciting. The assignments helped me gain a understanding of the material that we were going over. They were very useful.
- Absolutely amazing class. I learned so much, as I was engaged every single class, and everything was made so clearly.
- Dr. Buzinski was always interested in improving his teaching methods. Lectures were generally good, but I learned the most on the days when we did demonstrations and tried our own experiments.
- Dr. Buzinski is easily one of the best professors that I've had at UNC. It's evident that he cares about the material he teaches and that students learn that material. Exams are fair and class is entertaining.
- This is a very well designed course by a great professor who brings the outside world to the classroom and makes use of our daily life.
- Great professor, wonderful at communicating ideas. Only comment is a lot of work, definitely NOT the same amount of work given in the other section of the course which is frustrating. Good grading system.
- Dr. Buzinski is a fantastic professor who is very passionate about his line of work. He also makes sure that we learn the material, which is greatly appreciated.