



PSYC 260.001

SOCIAL PSYCHOLOGY

Professor	Steven Buzinski, Ph.D.	buzinski@email.unc.edu	334 Davie	F 11:00a-1:00p
IA	First name, Last name	Email address	Office	Hours
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Meets	T-Th	9:30a – 10:45a	104 Peabody	
Website	Sakai.unc.edu			
Book	Principles of Social Psychology, 1 st Ed., ISBN 13: 978-1-4533228-8-8 Textbook PDF will be on Sakai for free.			

Course Description. Elliot Aronson once wrote that humans are “social animals;” fundamentally social beings. We need other people, and are affected by and effect those around us. This nature begets certain questions: what is the genetic influence on human behavior? How does the structure of our mind determine what we think, feel, and do? How do we learn, and what factors influence the extent to which we process the information available to us? What determines whether we like, love, or loathe the people we meet? Why are humans capable of both great good and horrific evil? In this course, you will learn the science and practice of Social Psychology as we go about answering these questions. As you will see, understanding the social human will help you to better understand others, understand yourself, and achieve your own personal goals.

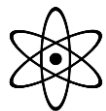
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“This was one of the best psychology classes I've taken in my 3 years at UNC. I really loved Dr. Buzinski, he made learning exciting and easy to apply to real life.”

“This class was great. Dr. B is probably one of the best teachers I've had. He was hard, asked for a lot, but he was fun, engaging, and overall just a great teacher.”

Course Learning Objectives. The broad goals (left) inform our specific learning objectives (right).



Research. Understand the scientific process underlying investigations of social phenomena.



Communication. Be able to accurately & concisely communicate scientific information through written and oral reports.



Content. Understand the major perspectives, theories, and findings from Social Psychology.

- How do person & context factors interact to influence behavior?
- How does the structure of our mind influence social experience?
- How are emotions developed; how do they influence perception?
- How do we come to understand the minds of other people?
- What increases or decreases the strength of social influence?
- What factors increase attraction? How do we form relationships?
- How do group contexts influence our performance & attitudes?
- What gives rise to stereotyping, prejudice, & discrimination?

Course Structure & Assignments

This course is organized into 10 learning units called “Modules.” Each module will guide students through the assignment sequences designed to promote deep learning of that aspect of the course. Students are to complete all work (reading, worksheets, etc.) in each module before moving on to the next. Modules consist of the following...



1. READINGS. Students will first develop a foundation of knowledge through reading at least one textbook chapter and/or primary source research articles. Reading assignments for each module can be found on the [course schedule](#).



2. WORKSHEETS. Students will then complete an online, pre-class worksheet designed to enhance their encoding of key concepts. Worksheets will consist of multiple choice questions and can be accessed in the **Tests and Quizzes** area of Sakai. Students should submit them by the start of class on the date listed on the [course schedule](#).

It is recommended that students copy and paste the worksheet questions into a Word document, answer the questions offline, and then submit the answers in Sakai. This will prevent lost data should an internet interruption occur. Furthermore, a Word document provides evidence of worksheet completion in the case of Sakai disruptions; but please be aware that it is the responsibility of the student to ensure proper internet access throughout the semester. Missed assignment deadlines will result in a grade of 0.



3. LEARNING OUTCOME ASSESSMENTS. During each class meeting students will complete multiple choice and/or short answer questions that probe their understanding of that module’s learning outcomes. These in-class Learning Outcome Assessment (LOA) questions serve as an impetus for discussion and a catalyst for deeper processing (Roediger & Karpicke, 2006a) of the material. In other words, they help to ensure understanding, and extend memory of the course concepts.

The LOAs will be graded, so students must register a **Poll Everywhere** account, and ensure that they can log in during class meetings.



4. EXAMS. Students will also complete three unit exams designed to assess their understanding and application of essential Social Psychological literature. 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 each module’s learning outcomes will highlight the most important concepts on which to focus. Exams will also apply earlier theoretical perspectives to newer material. Make-up exams require approved documentation and must be completed within **2 weeks** of exam date.



5. RESEARCH PROJECT. One of the major goals of this class is to deepen students’ understanding of the science of Psychology. The best way to do that is to actually become a Psychological scientist. Therefore, we will carry out an original social psychological research project. In this way you will transcend learning about social psychology and actually add to its body of knowledge.

In the course of investigating our hypothesis, students will conduct a 10-page literature review, create a study in Qualtrics, run participants, clean & analyze data, and make conclusions based on the empirical evidence. This will lead to student groups proposing the next step in the line of research. Further details about the research project are contained in the project handout, which is available in **Resources** on Sakai.

Evaluation & Grading

These assignments constitute the full course grading criteria.

Assignment	Points	Gr	Pts	Gr	Pts
Worksheets	15ea = 150	A	940 - 1000	C	733 - 765
LOAs	5ea = 50	A-	900 - 939	C-	700 - 732
Exam 01	225	B+	866 - 899	D+	666 - 696
Exam 02	225	B	833 - 865	D	600 - 665
Exam 03	225	B-	800 - 832	F	0 - 599
Project (ind)	25				
Project (grp)	100				
Total	1000				
		C+	766 - 799		

Student Responsibilities & Resources

A component of my philosophy of education is that college should help train students for their professional lives. To wit, I have a duty to afford students socialization not only to scientific theory and empirical training, but also to the professionalism, tone, and expectations required to conduct oneself in any future work environment. Therefore, I expect all students to...

- **Maintain professional communication standards.**
Emails should have a title line that begins with the course number (Psyc260) and to what the message pertains (project question), as well as a separate salutation (Hi Dr. B), body (question or comment), and signature (name).
- **Take personal responsibility for their learning.**
Budget time wisely (expect 2.0 hours of work outside of class per 1.0 hour in class); Be on time and prepared; Get the necessary information (students are responsible for all information delivered in class or through Sakai).
- **Help build an inclusive & accessible learning community.** Your success in this course is important to me. I do my best to make our course accessible for everyone, but if there are circumstances that prevent you from learning or participating, please let me know as soon as possible. Together, we will develop strategies to meet your needs within the course requirements. Additional support services can be sought out at the Accessibility Resources & Services Office (ars.unc.edu).
- **Maintain proper classroom etiquette.**
Treat the contributions of others with respect; refrain from social conversations during class; ask questions of the whole class rather than a nearby peer; and please save electronic communications for outside of class.
- **Contribute equally to the team research project.**
Latane, Williams, & Harkins (1979) found social loafing (e.g., free riding) to undermine teamwork, positive attitude, and performance. If students do not contribute equally to the team project, their grade will be penalized.

University Policies

Students are required to be aware of the following University-wide policies...

- **Honor Code & Plagiarism.** Our work will conform to the principles defined in the [Instrument of Student Judicial Governance](#). Students must cite sources in all necessary areas, including the draft and final research project. If students are suspected of plagiarizing all or part of an assignment, even unintentionally, I am required to report the offense to the Honor Court.
- **Non-Discriminatory & Sexual Misconduct Policy.** UNC-CH does not discriminate against students or employees based on race, color, national origin, religion, sex, age, sexual orientation, gender performance or disability. Acts of discrimination, harassment, interpersonal violence, sexual violence, sexual exploitation, stalking, and related retaliation are prohibited. If students have experienced these types of conduct, they are encouraged to report the incident and seek resources. To do so, please contact the Director of Title IX Compliance/Title IX Coordinator ([Adrienne Allison](#)), and/or Report and Response Coordinators ([Ew Quimbaya-Winship](#), [Rebecca Gibson](#), and/or [Kathryn Winn](#)). You can also speak **confidentially** to [Counseling and Psychological Services](#) (CAPs) in Campus Health Services at (919) 966-3658, or the Gender Violence Services Coordinators ([Cassidy Johnson](#) or [Holly Lovern](#)) to discuss your specific needs. Additional resources are available at safe.unc.edu.



Course Schedule & Due Dates

WRK: Worksheet | PA: Project Assignment | Schedule is tentative and subject to change. Any schedule changes will be announced on Sakai.

Wk	Tuesday	Thursday
1	8-20 Introduction to Social Psychology	8-22 Methods (Operationalization) Read Chapter 01 WRK 01 due
2	8-27 Methods (Experimentation)	8-29 Project: Introduction & Methods Building PA 01 due: Article summaries
3	9-3 Social Cognition Read Chapter 02 WRK 02 due	9-5 Social Cognition
4	9-10 Project: Experimental Procedures PA 02 due: Final Qualtrics shared with TA	9-12 Emotions Read Chapter 03 WRK 03 due
5	9-17 The Self Read Chapter 04 WRK 04 due	9-19 The Self
6	9-24 Project: Data Cleaning & Consolidation PA 03 due: "Raw" (Microsoft Excel) data file downloaded from Qualtrics	9-26 EXAM 01
7	10-1 Person Perception Read Chapter 06 WRK 05 due	10-3 Project: Data Analysis
8	10-8 Social Influence Read Chapter 07 WRK 06 due	10-10 Social Influence
9	10-15 Project: Data Interpretation PA 04 due: SPSS results file	10-17 NO CLASS
10	10-22 Attitude Change Read Chapter 05 WRK 07 due	10-24 Project: Research Proposal Begins PA 05 due: Conclusions & future directions worksheet
11	10-29 Attitude Change	10-31 EXAM 02
12	11-5 Relationships Read Chapter 08 WRK 08 due	11-7 Relationships
13	11-12 Groups Read Chapter 11 WRK 09 due	11-14 Project: Research Proposal Workshop PA due: Research proposal worksheet
14	11-19 Stereotyping, Prejudice, Discrimination Read Chapter 12 WRK 10 due	11-21 Project: Research Proposal Workshop PA due: Research proposal draft
15	11-26 PRESENTATIONS	11-28 NO CLASS
16	12-3 PRESENTATIONS PA due 12-5: Final research proposal paper	FINAL EXAM on 12-10 at 8am