Course objectives:
The primary goal of the course is to introduce you to some basic social psychological models of person and group perception and social behavior. The emphases are on basic areas of social psychology, recent developments, and a few applied areas. Discussion will focus on integrating multiple perspectives and developing new lines of research. A secondary goal will be to consider collaborative projects from a multi-theoretical perspective. How can your theoretical perspective shed light on the research projects going on in other labs? Do your experimental methods lend themselves easily to studying other issues?

The course is a seminar type course. It will require reading multiple journal articles per week and discussion. Written assignments will include weekly 1 page summaries of the readings, and one 12 page research proposal. The proposal will be on a topic of interest to the student and integrate social psychological constructs with your on-going research projects.

Grades:
Grades will be based on three things. Twenty percent of your grade will be from class participation. Did you do the readings and can you contribute? This will be determined partially by your performance on pop quizzes and my own impression of your in class comments. Forty percent of your grade will be from the assigned one page reviews. Forty percent of your grade will be from the final term paper.

Class participation. You are expected to attend every class, unless you are gone to a conference. This course is a seminar, which assumes you have read the assigned articles and are contributing. One predictor for when a quiz will be given is following a class discussion where it was painfully obvious class did not read the assigned papers. The quizzes will be designed to see if you actually read the assigned papers. If class continually demonstrates that they did the readings, there will be fewer quizzes. Quiz scores will comprise the participation scores. Who wrote the papers, where are they, how did they manipulate their variables of interest? What is the take home message from each paper? Can you describe the participants? What are new directions for research? How does this work influence your own? Can you identify fun new class questions? By the way, questions that can be asked of any topic are simply boring. Thus, “what would evolution theory say about this?” is useless. Make observations and non-obvious predictions about evolution and that topic, and you have a fun question.
Reviews. For some topics, a one page review will be required outlining your reactions to the assigned reading. This is one page, single spaced, or two pages, double spaced. If you go the two page route, please print double sided to save a tree. Slightly longer papers (max 2 pages, single spaced) are OK if they are interesting. If I get bored, I will stop reading at page 1 and assign a grade at that time. Papers can receive one of three grades, including excellent, pass, and fail. Excellent papers integrate ideas or produce new ideas. Passing papers adequately review all the readings. Papers that do not demonstrate having read all the assigned readings will fail. Papers are assigned on a rotating basis. They are assigned by group and are due before that section starts (in class). Each person needs to complete 5 of 6 of the assigned papers. Papers are due in class at the start of class. I do not accept papers via email, late papers, papers handed to me in the hall way, in my mailbox, etc. They must be given to me in class.

Term paper: One term paper will be due Monday, April 11, in class – no exceptions. There is a 12 page maximum on the paper (of text), though 8 to 10 page papers are encouraged. The term paper will entail a collaborative project with two people across two distinct labs. You cannot collaborate with someone from your own lab or with someone with a similar research program. Collaborative papers entail a dual authorship paper outlining a research proposal integrating two previously distinct research programs from different labs and across research domains. Creative proposal types (i.e., ideas for what you want to write about) are open to discussion, just see me. A poor proposal would be one that simply states “how do stereotypes (my domain) influence jury decision making?” (a different domain). Good proposals use specific models and make unique and non-obvious predictions. The majority of your citations (60%) must come from social psychological journals, the primary hypothesis and most important papers must be social, and I must approve the topic via email. The reference section must include at least 6 2013/2014/2015 manuscripts. The two main criteria are that you consider new approaches or theories to your existing research program and that you demonstrate intellectual creativity. The proposals will be presented at the end of the semester. Each presentation will be for 15 minutes, including questions. The paper will be in APA style, 12 pt font, double spaced. You must use the NIH or NSF bio sheet (which is not part of your page limit). The reference section and abstract page are not considered part of the page limit. Justify, in your bio, why NIH or NSF is more relevant to your research.

If you have a disability and need classroom accommodations, please contact The Center for Accommodations and Support Services (CASS) at 747-5148, or by email to cass@utep.edu, or visit their office located in UTEP Union East, Room 106. For additional information, please visit the CASS website at www.sa.utep.edu/cass.

The UTEP English Department (http://academics.utep.edu/Portals/1559/plagiarism%20statements.pdf) defines plagiarism as

“UTEP ENGLISH DEPARTMENT PLAGIARISM POLICY
Plagiarism Defined
Plagiarism is defined as the use of another person's ideas or words without giving proper credit. Plagiarism occurs whenever a student quotes, paraphrases or summarizes another
person's work without providing correct citation. Plagiarism occurs whether the work quoted is a book, article, website, reader's guide like Cliffs Notes or SparkNotes, another student's paper, or any other source. An entire essay is considered fraudulent even if only a single sentence is plagiarized. “

As a graduate student, you are held to the highest standards possible. If I find that you have plagiarized, you will be reported to the dean. I hope that punishments are harsher in the graduate program than in the undergraduate program. I am also not interested in seeing how well you can quote others. Thus, use your own writing.

**Readings:**
This is a preliminary reading list. Changes may be made to accommodate outside speakers or because of extended good discussion. Most of the readings are pdf files that one can download. I want to stress that very important parts of social psychology are missing. We are missing persuasion, aggression, prosocial behavior, emotions, self-identity, and too many other topics to mention. We will assess our progress mid-semester and identify the new class sessions at that time. The reading load will be similar.

If your last name starts with the letters
- A through N - group 1.
- N through Z - group 2.

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<th>Class schedule.</th>
<th>Assignment</th>
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<tr>
<td>C1. Jan 25</td>
<td>Introduction to class.</td>
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<tr>
<td>C2. Feb 1</td>
<td>Social psychological approach. Groups 1 and 2</td>
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<tr>
<td>C3. Feb 8</td>
<td>Attitudes Group 1</td>
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<tr>
<td>Feb 15</td>
<td>I am out of town No class</td>
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<td>C4. Feb 22</td>
<td>Social Cognition Group 2</td>
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<td>C5. Feb 29</td>
<td>Intergroups Group 1</td>
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<td>March 7 Spring break.</td>
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<td>C6. March 14</td>
<td>Group behavior Group 2</td>
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<td>C7. March 21</td>
<td>Relationships Group 1</td>
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<td>C8. March 28</td>
<td>Implicit measures Group 2</td>
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<td>C9. April 4</td>
<td>Culture Group 1 &amp; 2</td>
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<td>C10. April 11</td>
<td>Terrorism Group 1</td>
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<td>C11. April 18</td>
<td>Immigration Group 2</td>
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<tr>
<td>C12. April 25</td>
<td>To be determined.</td>
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Class presentations.
May 2 15 mins/each team.
If we do not finish, we will use our scheduled finals time. Please reserve that time now.

Monday, May 9 1:00 pm – 3:45 pm
If presentations are not completed, they will be completed on the day of the final. While attendance is always mandatory, they are particularly mandatory for student presentations (unless you are at a professional conference). Each missed day will be reflected in your class participation grade.

1. Introductions – The social psychological approach.

2. Theoretical approach.

http://edge.org/conversation/richard_nisbett-the-crusade-against-multiple-regression-analysis


1 additional page reviewing a Web search of either questionable research practices, or how to preregister your study and your perceived benefits or costs to that.

3. Attitudes.


4. Social cognition.


5. Intergroup relations.


6. Group behavior.


7. Relationships.


8. Implicit measures.


10. Terrorism.

11. Immigration

12. To be determined.

Acceptable social psychology journals.
Advances in Experimental Social Psychology.
Journal of Personality and Social Psychology, first two sections.
Journal of Experimental Social Psychology
Personality and Social Psychology Bulletin
Personality and Social Psychology Review
Social Psychological and Personality Science
Group Processes and Intergroup Relations.
Social Cognition
British Journal of Social Psychology.
European Journal of Social Psychology
Some articles in Psychological Science, Psychological Review, and Psychological Bulletin, but ONLY if the authors are social psychologists.

Old papers that are still often considered good.


Affirmative action.


Person versus group perception.


Conflict resolution.


Introduction.


Attitudes and attitude measurement.


Zajonc, (1980). Feeling and thinking: Preferences need no inferences. American Psychologist, 35, 151-175. (possibly one of the most important papers ever).

Attitudes and persuasion.


Social perception.


**Stereotypes.**


Group processes.


Culture and social psychology


Motivation and social behavior


Social Cognition.


**Methods**


**Stereotypes continued.**


Person perception. Intergroup perception


Political psychology


Self and social interactions.


Cognition, affect, and nonconscious behavior.