Professor: Dr. Harrison  
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Phone: 278-6815  
You can e-mail me via SacCT  
Office hours: Mondays & Tuesdays 4:00 – 5:00

COURSE MATERIALS

Journal Articles

Each week students will be required to read 50 – 60 pages of current literature. The readings are primarily comprised of empirical and theoretical articles published in journals that are most relevant to the field of Social and Personality Psychology. Most of the readings were published within the last four years and reflect current interests. However, because the field of Social and Personality Psychology is incredibly vast, the selection of topics and readings are somewhat biased by your instructor’s interest. Nonetheless, it is hoped that the selection is broad enough to give you a taste of some of the fascinating work that is being conducted in the field today.

The weekly assignments are at the end of the syllabus, and it is expected that you will have read and thought deeply about the readings. The assigned readings are available electronically from the CSUS library.

Textbook

*Writing Literature Reviews*, by Jose L. Galvan

COURSE OBJECTIVES

1. Become familiar with recent theoretical and empirical developments in the field of Social Psychology.
2. Understand how the fields of Social and Personality Psychology relate in regards to empirical research.
3. Understand how individual personality characteristics influence social behavior.
4. Critically analyze and synthesis psychological empirical research and theory.
COURSE REQUIREMENTS

Class Participation

I expect students to come to every class prepared to discuss the assigned readings. Your attendance and class participation are worth 13% of your final grade. You will receive an automatic deduction of 1% from your final grade if you are absent from class. However, more than your mere presence is required and participation does not simply mean talking in class—it involves careful listening, direct attempts to help others in the class understand the material, productive participation in discussions, and critical perspective taking. Effective class comments may address questions raised by others, integrate material from this and other courses, draw on real-world experiences and observations, or pose new questions to the class. High quality participation involves knowing when to speak, when to listen, and when to allow others to speak. Please do not dominate discussion.

Strong Contributor: Contributions in class reflect thorough preparation. Ideas offered are substantive and provide good insights as well as direction for the class. Challenges are well substantiated and persuasively presented. The person does not dominate the conversation. If this person was not a member of the class, the quality of discussion would be diminished considerably.

Adequate Contributor: Contributions in class reflect satisfactory preparation. Ideas offered are sometimes substantive, provide generally useful insights but seldom offer a new direction for the discussion. Challenges are sometimes presented, fairly well substantiated and are sometimes persuasive. If this person were not a member of the class, the quality of discussion would be diminished somewhat.

Non-Participant: This person says little or nothing in class. Hence, there is not an adequate basis for evaluation. If this person were not a member of the class, the quality of discussion would not be changed.

Unsatisfactory Contributor: Contributions in class reflect inadequate preparation. Ideas offered are seldom substantive, provide few if any insights and are often tangential and off-track. If this person were not a member of the class, valuable time would be saved and the comfort level of the class would be elevated.

Class Facilitation

Twice during the semester, students (2 – 3 per week) will facilitate class discussion. Facilitators are responsible for planning the discussion of each week’s set of readings. Each student will facilitate one topic before the midterm and one topic after the midterm. A few of the topics will have three student facilitators. Please note that you cannot be part of a three person group for both of your facilitations. Go to the class website to sign up for the topics you wish to facilitate.

Facilitator Tasks

1. Identify core issues and organize them into a logical sequence of topics for group discussion and debate. Overall, your goal is to provide structure and direction for fellow students during discussion.

As the facilitator, you are not responsible for explaining each reading to the class. Instead, your role as facilitator is to provide a framework for the class period and guide the class discussion. For example, you might present an initial framework at the beginning of class to highlight common (or divergent) themes that run throughout the readings. Or you might choose to highlight differences in the questions, methods, and conclusions contained in the different readings. There is no right or wrong way to facilitate. However, I do recommend that you coordinate the class discussion with the sequence of the readings listed for the day.
2. Ensure that the class discussion covers both broad theoretical concerns as well as analyze specific experiments presented in the readings.

3. Ensure that we cover **ALL** the required readings during each class period. Thus, the facilitators are responsible for keeping the class on track and moving us forward.

4. End the class with a discussion that focuses on identifying issues for future research and discussing what needs to be done to drive our understanding of the topic forward.

5. Create a set of study questions concerning the week’s readings. These need to be sent to the class one week prior to your facilitation (by Monday at 6pm). These questions should not be overly specific, but instead provide your classmates with a roadmap they can use while reading the assigned articles. The student questions will help students concentrate on the most important components of each reading.

6. In your first facilitation each facilitator will present an overview of one recent empirical article related to the topic of the week. You may choose to present any published paper you like, as long as it is from one of the journals below and published within the last six years. Facilitators should allocate about 10-15 minutes for each individual presentation and 5-10 for class discussion.

   - Journal of Personality & Social Psychology
   - Personality & Social Psychology Bulletin
   - Journal of Experimental Social Psychology
   - Journal of Applied Social Psychology
   - Journal of Experimental and Applied Social Psychology
   - Psychology of Women Quarterly
   - Personality and Individual Difference
   - Journal of Personality

7. In your second facilitation, each student will present a brief presentation concerning their literature review. These presentations should be about 10-15 minutes in length, with an addition 5-10 minutes for class discussion.

8. Be mindful of the clock. We don’t want to run over and the class should last the entire period.

   If you miss a class and you can **provide documentation** that your absence was due to illness, military service, extreme hardship, or death in the immediate family, will be allowed to complete a make-up assignment that will allow you to retrieve ½ of the credit you lost from your absence.

**Exams**

There will be two exams for this class, a mid-term and a final exam. The exams will cover all the required readings. The exams will consist of essay questions.

If you miss an exam and you can **provide documentation** that the work was missed due to illness, military service, extreme hardship, or death in the immediate family, you will be allowed to complete a make-up exam. However, you must contact Dr. Harrison immediately to arrange for a make-up exam. In addition, you must provide documentation concerning your absence before you take the make-up exam. **You have one week following your return to class to arrange to make-up the work you missed.** If you miss an exam for any reason other than illness, military service, extreme hardship, or death in the immediate family, you will not be allowed to complete a make-up exam. Thus, you will not be allowed to take a makeup exam because you have work obligations or are going on a vacation.
Literature Review

Students are required to write literature review. I have developed a set of 25 general topics, which are posted on the home page of SacCT. You may choose any topic you are most interested in studying. Only one student may research each topic.

You should use the assigned textbook *Writing Literature Reviews* as your guide for this assignment. It does a good job of detailing how to write an effective literature review. See the Assignment handout for more information.

Your papers should be about 15-20 pages, not including the title page, tables, & references. You do not need to write an abstract. The paper should conform to the *Publication Manual of the American Psychological Association, 6th Ed.*

You are not permitted to use work that you have used other courses. Nor are you permitted to use work that is based upon research you are currently conducting. This project should represent an original piece of work for you.

CLASSROOM ETIQUETTE

Consideration of others in class should be important to us all. To be fair to everyone else in class, I ask that you follow these standards.

1. **Be prompt & do not leave early.** Late arrivals and early departures distract everyone’s attention from the business of the class. It is rude to both the instructor and to the other students. If you ABSOLUTELY MUST leave class early, discuss this with Dr. Harrison before class begins.
2. **Don’t chat.** Talking privately to the person sitting next to you is rude and distracting, even if your conversation is related to the class topic. Please raise the topic in discussion with the whole class, or save your personal discussion until after class.
3. **No electronics. This includes laptops, cell phones, PDAs, and mp3 players.**

INCOMPLETES

I will only give incompletes to a student who is unable to complete the requirements of the course due to documented illness, military service, extreme hardship, or death in the immediate family. In addition, you must have completed at least 50% of the course work at a passing rate.

ACCOMODATING DISABILITIES

If you have a documented disability and verification from the Office of Services to Students with Disabilities (SSWD), and wish to discuss academic accommodations, please contact your instructor as soon as possible. It is the student’s responsibility to provide documentation of disability to SSWD and meet with a SSWD counselor to request special accommodation before classes start. SSWD is located in Lassen Hall 1008 and can be contacted by phone at (916) 278-6955 (Voice) (916) 278-7239 (TDD only) or via email at sswd@csus.edu.
ACADEMIC INTREGRITY

As a student in this course (and at this university) you are expected to maintain high degrees of professionalism, commitment to active learning and participation in this class and also integrity in your behavior in and out of the classroom.

Sac State's Academic Honesty Policy & Procedures
“The principles of truth and honesty are recognized as fundamental to a community of scholars and teachers. California State University, Sacramento expects that both faculty and students will honor these principles, and in so doing, will protect the integrity of academic work and student grades.”

Definitions
At Sac State, “cheating is the act of obtaining or attempting to obtain credit for academic work through the use of any dishonest, deceptive, or fraudulent means.” “Plagiarism is a form of cheating. At Sac State, “plagiarism is the use of distinctive ideas or works belonging to another person without providing adequate acknowledgment.

If you are in doubt as to whether some act constitutes a violation of the honesty policy, please ask me. If you cheat or plagiarize, you will receive an F for the course and I will report you to the Dean’s Office. See the link below if you have questions concerning what constitutes plagiarism.

http://library.csus.edu.proxy.lib.csus.edu/content2.asp?pageID=353

GRADING POLICY

- Participation = 13%
- Facilitation 1 = 10%
- Facilitation 2 = 12%
- Midterm exam = 20%
- Final exam = 20%
- Review Paper = 25% (DUE APR 23)

Your grade will be based on the following scale:

100% – 93% = A
92% – 90% = A-
89%– 87% = B+
86% – 83% = B
80% – 82% = B-
79% – 77% = C+

76% – 73% = C
72% – 70% = C-
69% – 67% = D+
66% – 63% = D
62% – 60% = D-
> 59% = F
CLASS SCHEDULE & READING LIST

Jan 30: The Field of Social Psychology


Feb 6: Attribution Theory


Feb 13: Normative Social Influence


**Feb 20: Self-Esteem**


**Feb 27: Terror Management Theory**


**March 5: Gender Differences & Similarities**


March 12: Prosocial Behavior


March 19: Spring Break

March 26: Midterm Exam

April 2: Aggression


April 9: Aggression and a Culture of Honor


April 16: Modern Forms of Prejudice


April 23: Prejudiced Individuals


Thomsen, L., Green, E. T., & Sidanius, J. (2008). We will hunt them down: How social dominance orientation and right-wing authoritarianism fuel ethnic persecution of immigrants in fundamentally different ways. *Journal of Experimental Social Psychology, 44*(6), 1455-1464.


April 30: Reducing Prejudice


**May 7: The Social Psychology of Politics**


**May 14: = Final Exam (5:15 – 7:15)**