

Syllabus for Social Psychology 271, section 1; Call number 17704
Tuesdays and Thursdays Dane Smith Hall room 125, Autumn Semester 2002, UNM
Instructor: Geoffrey Miller, Ph.D., UNM Psychology Assistant Professor
Teaching Assistant: Laura Dane, M. S., UNM Psychology Ph.D. Student

This syllabus includes the following information:

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This syllabus contains information that will be crucial to your success in this course.
Read this whole syllabus before the next class session, keep it accessible, and refer to it regularly throughout the course!

1. Instructor details:

Dr. Geoffrey Miller, Assistant Professor
Psychology, Logan Hall 160
University of New Mexico, Albuquerque, NM 87131-1161, USA
(505) 277-1967 (office)
(505) 277-1394 (dept fax)
gfmiller@unm.edu
<http://www.unm.edu/~psych/faculty/gmiller.html>
Office hours: Tuesdays, 9:00 to 10:45 am, Psych. Dept., Logan Hall 160 (ground floor)

Instructor background:

I was born in 1965 in Cincinnati Ohio, went to Columbia University in New York for my B.A. in biological psychology (1987), and went to Stanford University in California for my Ph.D. in experimental psychology (1993). After that, I did research in England at the University of Sussex, University College London, and the London School of Economics, with one year spent in Munich at a Max Planck Institute, and one semester as a visiting professor at UCLA in California. My British fiancée Rosalind is a science television documentary producer, and we have a 6 year old daughter, Atalanta. We just moved to Albuquerque last August, so this is just my second year as an assistant professor at UNM. I have never taught this course before, so it may be rough around the edges, but it won't be stale!

I'm very happy to be here, since UNM is the world's leading center for evolutionary research on human nature. Evolutionary social psychology is the focus of my research, especially person perception: how people make inferences about the hidden

traits (e.g. intelligence, kindness, attitudes towards green chile) of others given how they look, behave, and talk. I've published about 40 research papers, and I recently published a book called "The mating mind: How sexual choice shaped the evolution of human nature" (it's also available in Dutch, German, Italian, Portuguese, Japanese, and Finnish – but not yet in Spanish unfortunately!). Anyway, it's a popular science look at the evolution of human sexuality and human creative intelligence; it's not hard to read, so get the paperback sometime if you want.

2. Teaching Assistant details:

Laura Dane, M. S.

Psychology, Logan Hall, Office to be announced (probably B60A or B38E)

University of New Mexico, Albuquerque, NM 87131-1161, USA

Office phone number to be announced

ldane@unm.edu

Office hours: Wednesdays 10:30 am to noon.

Teaching Assistant background:

Laura Dane received her B.A. and Master's degrees in Experimental Psychology from Simon Fraser University in Vancouver, British Columbia, Canada. She had a lot of experience there being a T.A. for introductory statistics and for an evolutionary psychology course (which had a lot of social content). She was selected to join Geoffrey Miller's lab group as the best out of over 25 well-qualified Ph.D. applicants, and is likely to be one of the leading young evolutionary psychologists in the next 10 years. She also does improvisational comedy.

3. Required textbook:

Social Psychology (2nd Edition, 2002) by Douglas Kenrick, Steven Neuberg, and Robert Cialdini. This is available from the UNM bookstore. I negotiated a special deal with the publisher so that, for the price of just the textbook alone (\$87.00), you will also get a **free study guide, a free practice test book, and a free access code to the textbook's web site**, all bundled together as a package.

I chose this textbook for several reasons: (1) it is new and up-to-date, (2) it's written by University of Arizona professors who really know their stuff, (3) it tries to present social psychology as a coherent science rather than a random assortment of gee-whiz stories, (4) it takes a stronger evolutionary perspective than any other social psych textbook, (5) it's well-written, and has lots of real-world examples, data, and photos, (6) it has a great web site. I think you'll enjoy it.

It's important to do the assigned readings before the class in which I'll lecture about the material. The regular quizzes will motivate you to keep up with the readings.

4. Classes: When, where, what

When: Tuesdays and Thursdays, 11:00 am to 12:15 pm, August 20 through December 5, except for UNM breaks and holidays.

Where: Dane Smith Hall room 125, UNM main campus

What: Classes will include a combination of me lecturing with Powerpoint visuals, and in-class discussions and exercises which you will do as individuals, pairs, or

small groups. Because the discussions and exercises are an important part of the course content, **I expect regular attendance and active participation.**

Class rules:

Do not arrive late. The regular in-class quizzes start at 11:00, not 11:05. It is best to have a seat by 10:55. I know that parking can often be a problem, but I expect you to learn how long you'll need to find parking, and to allow time for that.

Do not leave early (before 12:15) unless you have let me know before class that you will need to leave, or unless you have a genuine emergency. In particular do NOT start packing up your papers, notebooks, and backpacks before 12:15.

Do not talk to other students in class unless I ask you to.

Do not eat or chew gum in class. It is OK to bring something with a lid to drink (e.g. bottled water, cup of coffee with lid so it won't spill and scald other students).

Do not wear hats, caps, or sunglasses in class. They freak me out. I need to see your eyes to know if you're paying attention.

Turn off mobile phones when in class. I do not want to hear your phones ringing. If your phone rings, I will ask you to leave class immediately and not to return until the next class. If it keeps happening, I will ask you to drop the course. The only exceptions are if you have a child or other dependent for whom you have to remain available in emergencies; if so, please let me know this is your situation in advance (i.e. send me an email before the second class meeting, August 22), and get a phone with a silent vibrating call alert rather than an audible ring.

Do not come to class if you are too tired, ill, injured, depressed, hung over, stoned, upset by corporate America's lack of moral fiber, etc. to pay attention and to participate actively in the discussions and exercises. Get your rest and stay healthy. **I expect everyone who shows up to class to be able to participate fully in the class.** Also, come to class well-fed with a decent breakfast, not just pop-tarts or something that will make you suffer a hypoglycemic blood sugar crash half-way through class. Your brain won't work without a good, steady supply of glucose.

If you are a parent: If you are a parent and need to bring a baby or young child to class occasionally, please see me as soon as possible. I try to run a family-friendly class, and will make every effort to accommodate you, but we must also reach agreement about what to do when the child cries, gets upset, etc., so they do not disrupt the class too much. If you wish to breast-feed your baby in class, that's perfectly natural, and we can make some seating arrangement that allows you to see the lectures while also having some extra privacy. Please see me as soon as possible if you need any special arrangements such as this.

If you have a disability, or are on a UNM sports team that requires missing some classes: I will make every effort to accommodate your needs. Please see me in office hours or send an email explaining your situation.

5. Overview of course content:

Social psychology is the scientific study of human social relationships, including how we

influence each other's behavior, and how we think and feel about each other. Traditionally, American social psychology has focused on how we interact with strangers, but in my course, we will focus on the more biologically and emotionally significant relationships in our lives – relationships with our families, friends, sexual partners, children, co-workers, communities, and so forth. Also, my course views social relationships in their evolutionary context, and I will sometimes talk about social relationships in other cultures, among primates and other animals, or in human prehistory. I hope these emphases on relationships in the real world and in biological context will help bring social psychology to life and help it make more sense as a science and as something worth knowing about.

6. Overview of grading

Your grade for this course will depend on three types of assessment:

quizzes (70% of overall grade),
video analysis reports (20%), and
class participation (10%).

These are described in turn below.

7. Quizzes, not exams

Exams suck. They cause great anxiety. They do not help students to stay on top of the readings and the lecture material. They encourage rote memorization and last-minute cramming. This course has no exams. No midterm; no final. Instead, it has a lot of little quizzes that will add up to determine most of your grade.

At the beginning of every class (beginning with the second class on Thursday August 22) there will be a short, 5-minute quiz that includes 8 multiple-choice questions. By the end of the semester, you will have taken about 30 of these, and performance on these will determine 70% of your final grade.

Details about the quizzes:

The multiple-choice quizzes will be computer-graded. For each quiz, you will receive two pieces of paper: one question sheet with the day's quiz questions, and one answer sheet for marking your name, your ID number, and your answers. You can write on the question sheet if that helps you to figure out the right answers, but the question sheets will not be collected; you should keep them.

On the answer sheet for each day's quiz, you **MUST** fill in the circles to identify your NAME and your STUDENT ID NUMBER. If you do not fill both of these in, you will not get any credit for the quiz because we will not know whose answer sheet we are grading. You must mark your answers (as A, B, C, D, or E) in the first 8 answer rows on the form. If you mark your answers in the wrong rows, the marking computer will not be able to read them properly, and this will harm your quiz grade. **Please bring a number 2 pencil to every class in order to mark your quiz answers on the answer sheet.** We will bring a few extra pencils to each class, but not enough for everyone.

Quizzes will be graded on a 0 to 10 scale. You will get a minimum of 2 points just for showing up and taking the quiz, even if you get all of the answers wrong. If you show up late for class, you will not be able to take that day's quiz. No exceptions. This

should encourage prompt, regular attendance.

The questions within each quiz will range in difficulty from very easy to very hard. Most of the questions should be very easy if you have read the textbook assignment for that class and attended the previous class. There may be a couple of questions that require a bit of thought, and which I do not expect most students to get right. If you consistently get 7 or 8 out of 10 on the quizzes, you are doing very well, and would probably get at least a B in the course.

The quizzes will be machine-graded by CIRT using my master answer key. They should be able to do this fairly quickly, so I hope (but cannot guarantee) to be able to inform you of your grade on each quiz in the class immediately following that quiz. I may be able to do this by email to you; I will let you know soon about that. I will briefly discuss the right answers in class for each quiz after your grades are announced.

No particular quiz matters very much. You can miss a few and still get an A. But if you miss most of them or do badly on them, your grade will be poor.

Each quiz will cover two kinds of material: the textbook reading assigned for that class (i.e. to be read before that class), and your experiences in the previous class (i.e. my lecture material and our in-class discussions and exercises.) If you regularly read and understand the textbook assignments, and pay attention in class, you will do well on the quizzes.

Quizzes will be open-book. You can refer to the textbook or to your notes if you want. However, since you will have less than one minute to answer each question, you will probably not be able to find the right answers if you have not read the textbook assignments ahead of class, and if you did not attend the previous class. The open-book policy is to minimize rote memorization and maximize your ability to apply ideas from the course to real-life and hypothetical situations. Most real jobs are also “open-book” – but you’ll need to know where to look to quickly find the information you need, whether you go into medicine, law, business, research, or whatever.

You may not talk with other students during the quiz, and you may not copy their answers. No peeking, no cheating. Violations will be subject to the normal university procedures and penalties.

Why quizzes?

(1) You’ll know how well you’re doing in the class all the way through the semester. There won’t be the usual uncertainty and anxiety about that. Instead, you’ll be getting good feedback about whether you’re understanding the textbook and the lectures, so you can modify your study style if you are not happy with your grades.

(2) Quizzes will encourage regular, prompt attendance, so you actually get the benefits out of being at a real university with real students and a real live professor – rather than just reading the textbook by yourself at home, or watching psychology videos.

(3) Although the quizzes are multiple-choice, some of the questions will require critical thinking, imagination, and a good understanding of how to apply the course content to new situations. Multiple choice does not mean mindless.

(4) Mid-term and Final Exams give unfair advantages to students who cope better with high-stress situations. Quizzes are fairer, and more accurately reflect knowledge rather than just stress-coping ability.

(5) Taking lots of little quizzes rather than two big exams provides a more accurate assessment of how well you really know the material. With two big exams, if you happen to have a bad argument with your boyfriend or girlfriend the night before the midterm, and happened to get a cold during final exam week, you might perform poorly on both – not because of poor preparation, but because of how bad you feel. With lots of quizzes, you might feel rotten for a few of them, but all the other students will too on some of them, so it all evens out more fairly.

8. Video analysis reports

I want you to be able to apply ideas from the course to understand social situations in real life. But how can I assess this? We don't share the same experiences, so I can't see whether you really understand your life in a deeper way from learning social psychology. Well, in modern society, one way we can share the same experience is by watching the same videos. This gives us some common references points – common characters, behaviors, and relationships – that you can write about in the light of what you have learned about social psychology. You've probably watched a total of about 15,000 hours of television before coming to UNM, so I expect your 'video literacy' should be well developed, and your ability to interpret and to critically analyze what you watch should be well-honed.

Video analysis reports are short, concise, thoughtful reactions to videos that I will suggest as relevant to particular parts of the course, and that you will rent somewhere and watch at home, or wherever you have access to a VCR or DVD machine and a television.

Each report will be a maximum of ONE PAGE, with no more than 600 words on that page. They must be printed out from a computer on standard white 8½ by 11 inch paper. You must print them out single-spaced in 11 point font in font type "Arial" (which I prefer) or "Times New Roman", with one-inch margins at top, bottom, and sides. Do not use smaller font, weird font, or any print color other than black. If you don't print your reports single-spaced, you won't be able to fit your 600 words on one page, and I will only read one page.

At the top of the paper you must put the following information exactly as it is shown below:

Social psychology theme(s) X(Y, Z, etc) in:

The title of the video you are analyzing:

A video analysis report by:

Your name, your student number, your email address, your phone number

For example,

The fundamental attribution error and social judgment biases in:

The Powerpuff Girls Movie

A video analysis report by:

Eric Cartman, 341-44-9999, southpark@unm.edu, 976-6969

Or,

Nonverbal flirtation and verbal courtship displays in:

Bambi meets Godzilla

A video analysis report by:
Wolf Blitzer, 222-77-1234, most-macho-reporter-name@cnn.com, 555-2000

You will turn in three (3) video analysis reports for this course:

- the first on Tuesday September 24, related to textbook chapters 1-4
- the second on Tuesday October 29, related to chapters 5-9
- the third on Thursday December 5, related to chapters 10-14

Each report will be graded on a scale of 0 to 10. You will get a minimum of two points if you turn in a report in the required format, on time, that demonstrates to my satisfaction that you watched the video attentively. You will get more points if you show that you can interpret characters, behaviors, and relationships from the video in the light of new things you have learned in this class. I will give 10 full points very rarely, if you turn in an exceptionally interesting, creative, thoughtful, and knowledgeable report. If you consistently get 7 or 8 points on the video reports, you are doing very well.

What is a video analysis report?

It is NOT a summary of the plot, or a review of the movie, or a record of your emotional reactions to the movie, or a report on random associations that were inspired by the movie.

It is a way for you to show me how you can apply ideas and insights from class to understand people, social behavior, and social relationships in new and deeper ways. Movies include lots of characters, behaviors, and relationships. Do not write about all of them. Choose just one or two as your focus. Talk about how a social psychologist would interpret the character's thoughts, feelings, actions, strategies, interests, and relationships. Use the ideas, terms, and theories from the textbook and lectures – not just to show that you know what they mean, but to show how they can help you understand real human life (or at least, life as depicted in videos).

To help you understand what I am looking for, I will distribute an example of a good video analysis report before the first report is due. I will also distribute one or two examples of good reports, with the permission of the students who wrote them, when passing back your graded reports. This should help you to improve yours.

When referring to characters in your report, please use the proper character name (e.g. "Batman"), not the actor's name (e.g. "Val Kilmer") or some descriptive shorthand (e.g. "Rich psycho dude with the mask and rocket car"). To look up the proper character names, freeze-frame at the end credits and write down the names, or go to amazon.com's web page for the film and look under "Cast list", or go to the film's own web site. I recommend using www.google.com to search the net efficiently.

More information about how to write the video analysis reports will be distributed in a couple of weeks, along with the list of possible videos to analyze for the first report.

In these reports I expect you to show a university-level mastery of English writing, including not just good grammar, spelling, and composition, but the ability to grab me with your first sentence, to fascinate me by the end of your first paragraph, to get to your main point quickly and clearly, and to support it with well-reasoned arguments and insights.

Do NOT turn in a first draft – something you dashed off the night before it was due. I want a polished report that has been developed and improved over at least a week. I expect you to have done a good outline, a first draft, a revision of your first draft (perhaps with the help of a class-mate or friend), a thorough proof-reading for grammar, spelling, and clarity, and a letter-perfect final version. This is not too much to ask for a one-page report.

In the real-life jobs you get after graduation, you will probably have to do lots of things similar to writing reports like this – presenting concise, to-the-point analyses of situations in the light of your expert knowledge. This may be a much more useful skill to learn than the sorts of literary criticism essays you may be used to writing in English Composition courses.

For each report, you will be able to pick from a list of about four high-quality, well-acted films that are widely available in video rental stores. There will be a mix of recent and classic films. For each report, I will try to include a range of films that appeal to the range of students in this course, including both sexes, different personality types, different interests, and different preferences regarding film ratings (e.g. sex and violence content).

The list of videos that you may watch for Video Report 1 is as follows:

1. Elizabeth (1998):

Historical drama about the early reign of Queen Elizabeth I of England circa 1554.

Starring Cate Blanchett (as Queen Elizabeth I), Geoffrey Rush (Sir Francis Walsingham), Joseph Fiennes (Robert Dudley, Earl of Leicester), Christopher Eccleston (Duke of Norfolk), Richard Attenborough (Sir William Cecil), etc.

Directed by: Shekhar Kapur

2. Gattaca (1997):

Thoughtful, atmospheric science fiction story about an aspiring astronaut and his genetic secret.

Starring Ethan Hawke (Vincent Freeman), Uma Thurman (Irene Cassini), Jude Law (Jerome Eugene Morrow), Gore Vidal (Director Josef), Elias Koteas (Antonio Freeman), etc.

Directed by: Andrew Niccol

3. Memento (2000):

A highly praised psychological thriller with an unusual structure that requires some concentration: the main character has lost his ability to form new memories, and we see things from his point of view

Starring: Guy Pearce (as Leonard ‘Lenny’ Shelby), Carrie-Anne Moss (Natalie), Joe Pantoliano (John Edward ‘Teddy’ Gammell), etc.

Directed by Christopher Nolan

4. The Usual Suspects (1995):

A thriller about a band of thieves forced to do a big job for a mysterious arch-criminal – apparently.

Starring: Gabriel Byrne (as Dean Keaton), Kevin Spacey (Roger ‘Verbal’ Kint),

Stephen Baldwin (Spencer McManus), Chazz Palminteri (Dave Kujan), Pete Postlethwaite (Kobayashi), Kevin Pollack (Todd Hockney), Benicio del Toro (Fred Fenster), etc.

Directed by Bryan Singer

(A big more violent than the other films.)

The list of videos that you may watch for Video Report 2 is as follows:

1. A Beautiful Mind (2002)

Drama about the life of schizophrenic game theorist John Nash

Starring Russell Crowe (as John Nash), Jennifer Connelly (as Alicia Lopez Harrison de Larde-Nash), Ed Harris (as William Parcher), Christopher Plummer (as Dr. Rosen), etc.

Directed by Ron Howard

2. Crimson Tide (1995)

Military drama aboard a nuclear missile submarine.

Starring Denzel Washington (as Lieutenant Commander Ron Hunter), Gene Hackman (as Captain Frank Ramsey), James Gandolfini (Lieutenant Bobby Dougher), Viggo

Mortensen (Lieutenant Peter 'Weps' Ince), etc.

Directed by Tony Scott

3. Dangerous Liaisons (1989)

Romantic drama about manipulations and seductions in 18th century France

Starring Glenn Close (as Marquise de Merteuil), John Malkovich (as Vicomte de Valmont), Michelle Pfeiffer (as Madame de Tourvel), Keanu Reeves (as Chevalier Danceny), Uma Thurman (as Cécile de Volanges), etc.

Directed by Stephen Frears

4. The Insider (1999)

Drama about a research scientist trying to reveal secrets of the tobacco industry with the help of a journalist

Starring Al Pacino (as Lowell Bergman), Russell Crowe (as Jeffrey Wigand), Christopher Plummer (as Mike Wallace), etc.

Directed by Michael Mann

Note: These should all be widely available on both VHS and DVD, including from local video rental stores Blockbusters and Hollywood Video (both at Central & Girard). They are also available through online rental services such as Netflix (c. \$20/month for all the videos/DVDs you want, max 3 out at a time, via mail – www.netflix.com).

The list of videos that you may watch for the last report will be distributed soon.

9. Class participation

Class participation will constitute 10% of your course grade. It will be determined by attentive listening to lectures, active participation in in-class exercises, and asking reasonable questions in class, by email, and in the office hours of the instructor and the T.A. Geoffrey and Laura will keep track of these things, and will jointly decide your class participation grade based on our records. We will give you an indication of how well your participation grade is developing about half-way through the course, so you can improve it if you wish in the second half of the semester.

10. How to ace this course

It should be easy to get a terrific grade in this class, if you do the work on time and think about what you are learning. If you read the textbook assignments and listen to the lectures, you will probably do very well on the quizzes. If you watch the videos attentively and polish your rough drafts into good final versions, you will probably do very well on the video analysis reports. If you participate actively in the course, and let me learn who you are and how you're thinking about the class content, you will get a good class participation grade. I love giving As to students who learn a lot and who think about their lives and relationships in new ways by learning social psychology.

On the other hand, if you treat Social Psychology 271 as a soft option, you will do badly. If you skip lectures, do last-minute video reports, and leave me with no idea who you are at the end of the course, you will get a disappointing grade. I am not at all afraid to give a C, D, or F to someone who deserves one. Nor can I be talked out of giving the appropriate grade by a last-minute appearance in my office hours.

You will get a lot of feedback in this course: about 30 quiz grades, 3 video report grades, and an estimate of your class participation grade half-way through the semester. If you find that you are coming to class and doing the work, but are not doing as well on these as you would wish, please see the instructor or the TA to discuss how you can do better. We will be glad to help.

Here are some key things to do, in order to excel in this course:

Get a three-ring binder and keep everything related to the course in it, including this syllabus, any course handouts, all of your graded quizzes and video analysis reports, and your own notes on the readings, lectures, and in-class exercises.

Don't just read the textbook. Also use your study guide, practice test book, and textbook website.

Read the readings on time, when you're awake, lucid, and attentive. Read them before the class when they'll be discussed. Take notes on them. Digest them. Then go back to them after a couple of days, skim them again, review your notes, and think a little more. Be ready to ask some reasonable questions about the readings in class.

Participate actively in class discussions. Be engaged. Have fun. Connect the readings to your own life-experience.

Give yourself at least a week to do each video analysis report after watching the video. Don't leave them to the last minute. Watching the video twice, with a couple of days in between viewings, can be very useful in picking up nuances of character and behavior. 5-day video rentals make this easy.

Come to my office hours and to Laura's office hours. Ask me questions. Get my

feedback. Show me you care!

11. Schedule: List of assignments, readings, and topics for each class

“Assignments” (abbreviated “A:”) are things you should do **before** the class. This is why they are listed before the corresponding class date and topic description

Likewise with the reading assignments indicated by textbook chapter and page numbers. If a reading assignment (e.g. chapter 1, pp. 1-16) ends on a page that is not the end of a chapter, please read to the end of the section that ends on that page.

- A: no assignments before the first class
- 1: Aug 20 Tuesday Introduction to the course
- A: Read this syllabus carefully
A: Buy textbook package from UNM bookstore
A: Read chapter 1, pp. 1-16
A: Prepare for the first quiz at the beginning of this class
- 2: Aug 22 Thursday Introduction to social psychology, and its major perspectives and principles
- A: Log in to the course website and look around
A: Have a look at your course study guide and practice test book
A: Read chapter 1, pp. 16-33
A: Prepare for the second quiz; remember that from now on, there will be a quiz in every class
- 3: Aug 27 Tuesday How social psychologists study behavior
- A: Read chapter 2, pp. 35-55
- 4: Aug 29 Thurs The person and the situation: People’s knowledge, feelings, motives, people as presences and affordances, descriptive norms
- A: Read chapter 2, pp. 55-71
- 5: Sept 3 Tuesday The person and the situation: Injunctive norms, cultural differences, person-situation interactions
- A: Read chapter 3, pp. 73-90
- 6: Sept 5 Thursday Social cognition 1: Social attention, interpretation, judgment,

memory, and goals; conserving mental effort, confirming expectations, self-fulfilling prophecies, inferring dispositions, the “fundamental attribution error”, social judgment heuristics; effects of arousal, circadian rhythms, mood, and time pressure on social judgments

7: Sept 10 Tuesday A: Read chapter 3, pp. 90-113
Social cognition 2: Self-image, social comparison, self-serving biases, self-esteem, seeking social accuracy, sex differences in social cognition

8: Sept 12 Thursday: A: Read chapter 4, pp. 115-133
Self presentation 1: impression management, self-monitoring, detecting deception, appearing likeable, facial expressions, attracting friends and power-holders, dealing with multiple audiences

9: Sept 17 Tuesday A: Read chapter 4, pp. 133-149
Self presentation 2: appearing competent, self-promotion, self-handicapping, competence motivation, showing status and power, competing for resources

10: Sept 19 Thursday A: Read chapter 5, pp. 151-165 (to end of page)
A: Be working hard on first video analysis report
Persuasion 1: persuasion vs. commitment, measuring attitude change, cognitive responses to persuasion, deep vs. superficial processing of persuasive messages, goals of persuasion

11: Sept 24 Tuesday A: Read chapter 5, pp. 166-189
A: First video analysis report due Sept 24
Persuasion 2: short-cuts to persuasion, factors motivating the search for accuracy, defensiveness and denial, consistency vs. cognitive dissonance, gaining social approval

12: Sept 26 Thursday A: Read chapter 6, pp. 191-209 (to end of section summary)
Social influence 1: conformity vs. compliance vs. obedience, Asch’s research on group influence, foot-in-the-door technique, participant observation, Milgram’s research on obedience, the nature of authority, social validation,

consensus

- 13: Oct 1 Tuesday A: Read chapter 6, pp. 209-229
Social influence 2: gaining social approval, social norms, reciprocal favors and concessions, obligation norms across cultures, collectivism vs. individualism, managing self-image, commitment tactics, sex differences in conformity
- 14: Oct 3 Thursday A: Read chapter 7, pp. 231-245 (end of section at top of page)
Affiliation and friendship 1: affiliation motives, costs and benefits of friendships, agreeableness vs. dominance, goals of affiliation, getting social support, loneliness and depression
- 15: Oct 8 Tuesday: A: Read chapter 7, pp. 245-261
Affiliation and friendship 2: getting information from friends, social comparison, self-disclosure, social similarity, gaining status from friends, social exchange
- (no class Oct 10 Thurs: fall break)
- 16: Oct 15 Tuesday A: Read chapter 8, pp. 263-280
Love and sex 1: The nature and varieties of love, functions of romance, sexual desire, sex differences, nonverbal flirtation, attachment style
- 17: Oct 17 Thursday A: Read chapter 8, pp. 280-295
Love and sex 2: erotomania, sexual competition, marriage, gaining resources, social status, and fertility, monogamy and polygamy, dominance and attraction
- 18: Oct 22 Tuesday A: Read chapter 9, pp. 297-316 (to end of section at top of page)
Prosocial behavior 1: Altruism, benevolence, and prosocial behavior; goals and evolution of altruism, learning to help, familiarity in helping, status from altruism, the helping norm

- A: Read chapter 9, pp. 316-333
 A: Be working hard on second video analysis report
- 19: Oct 24 Thursday Prosocial behavior 2: managing self-image through altruism, personal norms and ethical codes, altruistic self-image, managing emotion in emergencies, emotional empathy as evolutionary selfishness
- A: Read chapter 10, pp. 335-356 (to very end of page)
 A: Second video analysis report due
- 20: Oct 29 Tuesday Aggression 1: Nature and varieties of aggression, sex differences, goals, frustration-aggression hypothesis, arousal and irritability, gaining material and social awards through aggression, empathy vs. psychopathy, TV and computer games
- A: Read chapter 10, pp. 357-375
- 21: Oct 31 Thursday Aggression 2: Sexual selection and aggression, testosterone, cultures of honor, self-defense, abusive relationships, preventing aggression
- A: Read chapter 11, pp. 377-398 (to end of section summary)
- 22: Nov 5 Tuesday: Prejudice, stereotyping, discrimination 1: prejudice and stereotypes, the nature of discrimination, costs and benefits of discrimination, ingroup advantage, social dominance orientation, intergroup competition, gaining social approval, religiosity and prejudice, social identity, authoritarianism
- A: Read chapter 11, pp. 398-415
- 23: Nov 7 Thursday Prejudice, stereotyping, discrimination 2: mental efficiency through stereotypes, outgroup homogeneity, ethnic slurs, reducing prejudice, classroom interventions
- A: Read chapter 12, pp. 417-435 (end of section summary)
- 24: Nov 12 Tuesday Groups 1: social facilitation, deindividuation, emergence of group norms, group identity and structure, functions of groups, dividing labor, social loafing, optimal group size

- A: Read chapter 12, pp. 435-455
- 25: Nov 14 Thursday Groups 2: group decision making, group polarization, group thinking, jury decision-making, group leadership
- A: Read chapter 13, pp. 457-472 (end of section summary)
- 26: Nov 19 Tuesday Social dilemmas 1: Prisoner's dilemma, tragedy of the commons, individual goals vs. group outcomes, social traps, egoistic vs. prosocial orientations, command vs. market vs. voluntarist solutions
- A: Read chapter 13, pp. 472-491
- 27: Nov 21 Thursday Social dilemmas 2: outgroup bias, ethnocentrism, competition and threat, international conflict, tit for tat, [Geoffrey Miller will be away at conferences in New Zealand
Class will be conducted by TA Laura Dane]
- A: Read xeroxed material passed out in earlier class
- 28: Nov 26 Tuesday Evolutionary social psychology: some more material not in the textbook
- (no class Nov 28: Thanksgiving)
- A: Read chapter 14, pp. 493-521
- A: Be working hard on your third video analysis report
- 29: Dec 3 Tuesday Integrating social psychology: five theoretical perspectives, major social goals, person-situation interaction, applications and future of social psychology
- A: Third and last video analysis report due
- 30: Dec 5 Thursday: Social psychology and real life: discussions of personal relevance on the last day of class

(Final exams Dec 9-13): No final exam in this course)

