

PSY306 SOCIAL PSYCHOLOGY

Course Syllabus (CRN: 24787)



TR 12:00 – 1:20 PM

Lillis Hall 282,
University of Oregon

COURSE DESCRIPTION

Social psychology is the scientific study of how people think about, influence, and interact with real or imagined others. In this course, you'll develop a deeper understanding of the forces that shape your own social behavior and the behavior of those around you. Together, we will explore questions like: How important are first impressions? Do opposites really attract? Why do some couples stay together, and others split? How do companies convince us to buy their products? Why do we sometimes conform to the majority, even when we know it's wrong? And why do we sometimes fail to help those in need? The course is divided into three units. The first unit explores how we think and feel about others, covering topics like impression formation, behavioral attribution, stereotyping, prejudice, and attraction. The second unit examines how we influence others, focusing on social facilitation and inhibition, persuasion, conformity, and obedience to authority. Finally, the third unit covers how we interact with others, addressing topics like close relationships, helping, altruism, aggression, and morality.

OFFICE HOURS



Instructor

Sarah Dimakis, Ph.D.

sdimakis@uoregon.edu

R 1:30 – 3:30PM & F 10AM -
12PM, or by appointment
Straub 437

Graduate Teaching Fellow

Erika Davis

erikadav@uoregon.edu

TBD

Graduate Teaching Fellow

Taren Rohovit

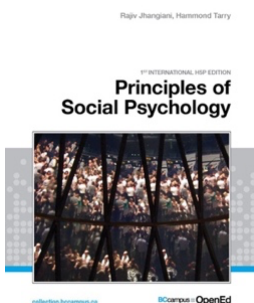
trohovit@uoregon.edu

TBD

CONTACTING US

Please don't hesitate to e-mail me or drop in on my office hours if you have any questions, concerns, or just want to chat. When you e-mail me, please add "social psychology" to the subject line (e.g., "social psychology exam question") so that I know which class you're from. I teach three classes per term, so this really helps me keep things organized and answer your question quickly. When you e-mail me, you can expect to receive a response within two days, and I typically respond same day (except weekends and holidays). If I don't respond to your email within two days, please resend it because I may have not received it. If you're unable to come to my office hours, our TAs Erika and Taren also host office hours, or you can schedule an appointment with me.

COURSE MATERIALS



The textbook for this course is *Principles of Social Psychology* (1st International H5P Edition) by Jhangiani & Tarry (2022). This is a free textbook that you can read online or download at <https://openstaxbc.ca/socialpsychology/>. All other readings and videos will be posted on Canvas. Some students prefer to read before class, some prefer to read after, and some do both. Reading the textbook enhances your learning by providing more context and examples than we're able to cover in class. You may also come across interesting studies or theories that we won't have time to discuss during lectures. As you read, I recommend taking notes on the underlined concepts by writing the definition in your own words and including one or two examples.

LEARNING OBJECTIVES

This course will help you develop skills that are valuable beyond university, such as introspection, critical thinking, and effective communication. You will also be working to improve skills that are necessary to be a consumer and/or producer of research, like reading about, critically evaluating, and communicating about scientific findings. Upon completion of this course, you will be able to (1) describe and identify important theories and research findings in social psychology, (2) understand how social psychologists use experimental methods to draw conclusions about people in social contexts, and (3) apply these social psychology theories and findings to experiences in your life.

ESTIMATED STUDENT WORKLOAD

Upon completion of this course, you will earn four credits toward your degree. A four-credit course from the University of Oregon is equivalent to 120 hours of work across the term, or 12 hours per week for 10 weeks. You will spend about 30 hours in class (3 hours a week), about 40 hours reading or watching supplemental material (4 hours a week), and the remaining 50 hours (about 5 hours per week) working on outside of class assignments (i.e., discussion board posts, video quizzes, and studying for exams).

COURSE MODALITY

This is an in-person course. Unlike asynchronous online/ASYNC WEB courses, we will meet during scheduled class meeting times in *Lillis Hall 282*, which is located near the cross section of East 13th Ave and Kincaid St., across from the Duck Store. Your exams will be conducted in person. If you need additional flexibility, UO encourages you to consider ASYNC WEB courses. If you need accommodation related to a medical or other disability, you can request those by working with the Accessible Education Center.

TECHNICAL REQUIREMENTS

Information and communication outside of class time will occur on our Canvas page. To access our course Canvas site, log into [Canvas](#) using your DuckID. If you have questions about using Canvas, visit the [Canvas support page](#). Canvas and Technology Support also is available by phone (541-346-4357) or by [live chat on the Live Help webpage](#).

ASSESSMENTS & GRADING

Your learning will be assessed through multiple choice and free-response exams (60% of your grade), and out-of-class nearly weekly video quizzes (20% of your grade) and Canvas discussions (20% of your grade).

| Assignment | Grade Weight |
|------------------------------------|--------------|
| Unit Exams (x3) | 60% |
| Video Quizzes (x8, drop lowest) | 20% |
| Discussion Posts (x8, drop lowest) | 20% |

The following grid provides the letter grade associated with each percent. If you are within .5% of a grade category, your grade will be rounded up if you have turned in your homework on time (the weekly assignments). If you're within .1%, I will round it up regardless of the timeliness of your assignments. A student may be assigned an "A+" for a final grade if they demonstrate exemplary understanding of the course material across all assessments (> 97% on all three grade categories). Usually this is 1 – 4 students per class of 150. During week 10 of the course, an **extra credit** opportunity will be announced for 1 - 2% added onto your final grade.

| | | | |
|--------------|--------------|--------------|-------------------|
| A 93-100% | B 83-86.99% | C 73-76.99% | D 63-66.99% |
| A- 90-92.99% | B- 80-82.99% | C- 70-72.99% | D- 60-62.99% |
| B+ 87-89.99% | C+ 77-79.99% | D+ 67-69.99% | F 59.99% or below |

UNIT EXAMS

There will be two in-class midterm exams and a final exam, each covering material from the assigned unit. Each exam has 30 multiple choice questions and five short answer questions that may ask you to interpret data, apply course concepts to examples, or generate examples based on a theory or model. You may bring a 3" by 5" notecard with handwritten or typed notes to use during the exam (front and back), a snack, and headphones if you want to listen to music or sounds (e.g., white or brown noise, ocean sounds). A study guide will be posted **at least one week** before each exam, which will contain **all topics** that could be on the exam. There may be topics covered only in readings or videos (not in class), but those topics will be clearly specified on the study guide. Notecards will be provided in class the week before each exam, or you are welcome to use your own.

VIDEO QUIZZES

Throughout the course, you will watch eight short (usually 15 to 35 min) videos that explore specific course topics in greater depth than we can cover during class. Many videos give you the opportunity to hear experts in the field discuss their research and how they interpret its relevance to the real world. They may contain demonstrations of a phenomenon, or examples of it. Each video is accompanied by a short (10-question), untimed quiz on Canvas. I recommend completing the quiz as you watch the video, since the questions follow the order in which they appear in the video. One video quiz grade will be dropped when calculating your final grade. Video quizzes are due on **Sundays at 11:59pm**, as outlined in the course schedule.

CANVAS DISCUSSIONS

Eight Canvas discussion assignments give you the opportunity to work with a small group of your classmates to generate and comment on examples of the weekly course content. For example, you might be asked to critique advertisements or reflect on how relationships are portrayed in the media. Canvas discussions are graded based on completion, but please be thoughtful in your responses to get the most from the assignment. To receive full credit, you must post one original comment and reply to two classmates' posts (for a total of three substantive comments), staying within the specified word count. Your comments must be respectful and supportive towards other students. One Canvas discussion grade will be dropped when calculating your final grade. Discussion board posts (including the two replies) are due **Sundays at 11:59pm**, as outlined in the course schedule.

PARTICIPATION

This course does not include a participation component in the final grade, and there is no graded in-class group work. However, regular attendance and active participation are strongly encouraged, and most students find attending lecture the most effective and engaging way to learn the material. Typically, students start to see their grade suffer after 3 or more absences. I respect your time and work extremely hard to make class engaging, and the material fun and easy to learn. In class, you will get the opportunity to talk about the material with others, which is the best way to retain it. Class sessions will include demonstrations and memorable examples and experiences that can't be reproduced by reading the slides, and assessments will focus almost entirely on content covered during lecture. As we'll learn in this class, having collective experiences with others who share our values and interests is one of the best ways to boost our happiness. I would hate for you to miss out on these experiences, but I also understand that some students must miss class for unavoidable reasons, and I wouldn't want to penalize that too harshly. To protect the privacy of students, lectures will not be recorded, but slides will be posted prior to each class. When you miss a lecture, I recommend reviewing the textbook and slides, and then coming to my office hours (or sending me an e-mail) to ask any questions you have about the content.

LATE WORK & MAKE-UP EXAMS

To make it easy to remember, homework assignments in this course are always due **Sundays at 11:59pm**. In the case that you fall ill or otherwise encounter unexpected difficult personal circumstances during the term, I have built flexibility into the course in the following ways:

- We will drop your lowest score for both the video quiz and discussion board assignment.
- You can turn in your video quiz and discussion board assignments late for partial credit until **Sunday, March 15th at a 11:59pm**.
- If an assignment is turned in **more than 24 hours** after the due date, the assignment will be marked off 5% (max score is now 95%). If 48 hours have passed, the assignment will be marked off 10% (max score is now 90%). Any homework after 72 hours will receive the max late penalty of 15% off (max score is now 85%) until the assignment is locked on Sunday, March 15th at 11:59pm.
- You have ONE late penalty waiver to turn in an assignment late **for any reason**, no questions asked. To use it, comment on the assignment “I am using my late penalty waiver” when you submit it to Canvas.
- If you need to miss a midterm exam, you can sign up to take a make-up exam via the link on Canvas. Please only sign up for one if you really need one (e.g., illness, family emergency), as spots are limited and first come/first serve. **You must complete the midterm before it's passed back out in class (Thursday, February 5th for Exam 1 and Tuesday, March 3rd for Exam 2).**

ACCESS & ACCOMMODATIONS

The University of Oregon and I are dedicated to fostering inclusive, equitable, and accessible learning environments for all students. The [Accessible Education Center](#) (AEC) assists students with disabilities in reducing barriers in the educational experience. You may be eligible for accommodations for a variety of disabilities – apparent disabilities, such as a mobility or physical disability, or non-apparent disabilities, such as chronic illnesses or psychological disabilities. If you have or think you have a disability and experience academic barriers, please contact the Accessible Education Center (Location: 360 Oregon Hall; 541-346-1155; uoaec@uoregon.edu) to discuss appropriate accommodations or support. The details of your disability will be kept confidential with the AEC and you are not expected to share this information with others. However, I invite you to discuss any approved accommodations or access needs at any time with me.

CLASSROOM COMMUNITY EXPECTATIONS

It's imperative to a healthy learning environment that we treat each other with respect and commit to learning from each other. This requires us (1) to refrain from passing judgment on others (and ourselves) for making mistakes or not yet knowing something, (2) to be cognizant of how much we are speaking and adjust accordingly to allow the class to hear from different perspectives, and (3) to disagree with others respectfully by providing empirical or experiential evidence rather than attacking their character. Continued enrollment in the course indicates agreement that you will enthusiastically abide by these guidelines.

ARTIFICIAL INTELLIGENCE USE

You are permitted to use AI tools (e.g., ChatGPT, Grammarly) to assist with brainstorming ideas or refining your writing. However, keep in mind that AI can and often does provide inaccurate or overly simplistic responses, and you are responsible for the accuracy and quality of the work that you submit. If you choose to use these tools, then **they must not prevent you from achieving the learning goals of the course**. Relying on AI to think for you (such as copying a response directly from ChatGPT and submitting it as your own) will hinder your learning and therefore is considered a violation of the academic integrity policy for this course. We need to learn to strike a balance between using AI to make us more productive and losing or failing to gain important mental skills due to overreliance.

ACADEMIC INTEGRITY

Any form of academic dishonesty, including getting outside help on assignments, plagiarizing of any kind, improper use of AI (as outlined in the policy above), or lying to the instructor or a GTF will not be tolerated in this class. You are permitted (and encouraged) to work and study with other students on class assignments, but the work you submit *must be your own* and therefore should not be a direct copy of another student's work. I'm committed to working with you to complete your assignments while maintaining your integrity. If you're having a crisis situation and think cheating is your only option, please reach out. If you have questions about what is considered academic dishonesty for this course, please reach, and I am happy to clarify. If I detect academic dishonesty, I have to follow the procedure to handle misconduct as outlined by the University, meaning that instances of suspected lying, cheating, and plagiarizing must be reported to the University.

INTERESTED IN GRADUATE SCHOOL IN SOCIAL PSYCHOLOGY?

Please don't hesitate to come to my office hours if you'd like to talk to me about graduate school in social psychology. I am a recent (2024) graduate of University of Oregon's PhD program in Social and Personality Psychology and am always happy to share my experience (the highs and the lows). I can't speak too much to graduate school in mental health fields (more so to research psychology), but I am happy to give general advice and direct you to people who know more than me.

YOUR WELLBEING

During your college experience, you may feel overwhelmed or stressed, experience anxiety or depression, struggle with relationships, or just need help navigating challenges in your life. If you're facing such challenges, you don't need to handle them on your own. Reaching out for help takes real courage and reflects care for both yourself and the people who love you. [University Health Services](#) helps students cope with difficult emotions and life stressors. If you need general resources on coping with stress or want to talk with another student who has been in the same place as you, visit the Duck Nest (located in the EMU on the ground floor) and get help from one of the specially trained Peer Wellness Advocates. University Counseling Services (UCS) has a team of dedicated staff members to support you with your concerns, many of whom can provide identity-based support. All clinical services are free and confidential. Find out more at counseling.uoregon.edu or by calling 541-346-3227 (anytime UCS is closed, the After-Hours Support and Crisis Line is available by calling this same number).

BASIC NEEDS

Being able to meet your basic needs is foundational to your success as a student. If you are having difficulty affording food, don't have a stable, safe place to live, or are struggling to meet another need, visit the [UO Basic Needs Resource](#) page for information on how to get support. They have information food, housing, healthcare, childcare, transportation, technology, finances (including emergency funds), and legal support. If your need is urgent, please contact the Care and Advocacy Program by calling 541-346-3216, filling out the [Community Care and Support form](#), or by [scheduling an appointment](#) with an advocate.

ACADEMIC DISRUPTION DUE TO CAMPUS EMERGENCY

In the event of a campus emergency that disrupts academic activities, course requirements, deadlines, and grading percentages are subject to change. Information about changes in this course will be communicated as soon as possible by email, and on Canvas. If we are not able to meet face-to-face, students should immediately log onto Canvas and read any announcements and/or access alternative assignments. Students are also expected to continue coursework as outlined in this syllabus or other instructions on Canvas.

INCLEMENT WEATHER

It's the winter term, which means that it's possible that snow or ice storms might interfere with our ability to meet. You should expect that class will meet unless the University is officially closed. If it becomes necessary to cancel class, **this will be announced on Canvas and sent to your email via notifications**. Updates on inclement weather and closure are also communicated as described on the [Inclement Weather](#) webpage.

REPORTING OBLIGATIONS

I am a designated reporter. For information about my reporting obligations as an employee, please see [Employee Reporting Obligations](#) on the Office of Investigations and Civil Rights Compliance (OICRC) website. Students experiencing sex- or gender-based discrimination, harassment or violence should call the 24-7 hotline 541-346-SAFE [7244] or visit safe.uoregon.edu for help. Students experiencing all forms of prohibited discrimination or harassment may contact the Dean of Students Office at 541-346-3216 or the non-confidential Title IX Coordinator/OICRC at 541-346-3123 to request information and resources. Students are not required to participate in an investigation to receive support, including requesting academic supportive measures. Additional resources are available at investigations.uoregon.edu/how-get-support. I am also a mandatory reporter of child abuse. Please find more information at [Mandatory Reporting of Child Abuse and Neglect](#).

PSY306 SOCIAL PSYCHOLOGY

Winter 2026 Course Schedule

| UNIT | DATE | TOPIC | READING | HOMEWORK DUE SUN @ 11:59PM |
|---------------------------------|--------------|-------------------------------|---------------------|---|
| Unit 1: Thinking About Others | T Jan. 6 | Course Introduction | Syllabus | |
| | 1 R Jan. 8 | First impressions | Chapter 1 & 5.1 | Discussion Board: <i>Make a First Impression</i> Video Quiz: The Social Brain (18 min) |
| | S Jan. 11 | | | |
| | T Jan. 13 | Liking and attraction | Chapter 7.1 | |
| | 2 R Jan. 15 | Explaining behavior | Chapter 5.2 & 5.3 | Discussion Board: <i>Pet Peeves</i> Video Quiz: The Halo Effect (11 min) |
| | S Jan. 18 | | | |
| | T Jan. 20 | Stereotyping | Chapter 11.1 | |
| Unit 2: Influencing Others | 3 R Jan. 22 | Ingroup bias & prejudice | Chapter 11.2 | Discussion Board: <i>Social Categories</i> Video Quiz: The Partisan Brain (35 min) |
| | S Jan. 25 | | | |
| | T Jan. 27 | UNIT 1 EXAM | | |
| | 4 R Jan. 29 | Attitudes & consistency | Chapter 4.1 & 4.3 | |
| | S Feb. 1 | | | |
| | T Feb. 3 | Persuasion | Chapter 4.2 | |
| | 5 R Feb. 5 | Compliance* | | Discussion Board: <i>Advertisements</i> Video Quiz: Getting a Yes (34 min) |
| Unit 3: Interacting With Others | S Feb. 8 | | | |
| | T Feb. 10 | Group Dynamics | Chapter 10.2 & 10.4 | |
| | 6 R Feb. 12 | Conformity | Chapter 6.1 | Discussion Board: <i>Social Norms</i> Video Quiz: How Social Media Divides Us (10 min) |
| | S Feb. 15 | | | |
| | T Feb. 17 | Power & Obedience | Chapter 6.2 | |
| | 7 R Feb. 19 | UNIT 2 EXAM | | |
| | S Feb. 22 | | | |
| Unit 3: Interacting With Others | T Feb. 24 | Close Relationships | Chapter 7.2 | |
| | 8 R Feb. 26 | Ending Relationships | | Discussion Board: <i>Love</i> Video Quiz: Loneliness is Lethal (19 min) |
| | S Mar. 1 | | | |
| | T Mar. 3 | Helping** | Chapter 8.3 | |
| | 9 R Mar. 5 | Altruism | Chapter 8.1 & 8.2 | Discussion Board: <i>Acts of Kindness</i> Video Quiz: Money and helping (17 min) |
| | S Mar. 8 | | | |
| | T Mar. 10 | Aggression | Chapter 9.1 & 9.3 | |
| Unit 3: Interacting With Others | 10 R Mar. 12 | Morality | Chapter 12.1 | Discussion Board: <i>The Trolley Problem</i> Video Quiz: The Catharsis Hypothesis (26 min) |
| | S Mar. 15 | | | **All Late Homework Due** |
| | Finals | Thurs Mar. 19 @ 8:00am | | UNIT 3 EXAM |

* Exam 1 handed back out after class

** Exam 2 handed back out after class