Instructor’s Manual

for

Baron, Byrne, and Branscombe

Mastering Social Psychology

prepared by

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Introduction

This Instructor’s Resource Manual was written to accompany *Mastering Social Psychology* (1st Edition) by Baron, Byrne, and Branscombe. The introduction that follows will briefly describe the goals of the manual, the format of the manual, and a listing of valuable teaching resources.

**Goals of this Manual**

Ultimately the goals of this manual are simple: (1) Provide a ready-to-use manual filled with supplementary lecture ideas and classroom activities designed to help both the novice and experienced instructor develop a more stimulating course, and (2) Provide active learning experiences to enhance the student’s understanding of social psychology.

**Format of this Manual**

The following format will be used for each chapter:

📖 **Chapter-at-a-Glance**

- This grid provides a detailed outline of each chapter as well as corresponding instructors resources (e.g., demonstrations), print supplements, and media supplements (e.g., PowerPoint slides) for each section.

アナログマーク **Key Terms**

- This section provides a list of key terms found in each chapter.

🗂️ **Teaching Objectives**

- This section provides a list of objectives that students should master after reading the given chapter. The list can also double as critical thinking questions to stimulate students’ thinking about the material.

💡 **Lecture Ideas**

- This section provides ideas to supplement each chapter and is intended to help facilitate discussion.
Demonstrations/Activities

- This section provides learning activities and handouts (e.g., in-class demonstrations and in-class experiments) designed to actively engage the students in the learning process. Ideally these exercises should be conducted before assigning the chapter or covering the concept in class. For most activities, step-by-step instructions are given in a Procedure section followed by a Results & Discussion section.

- When using a demonstration/activity in class, you may want to lay down the following ground rules prior to the demonstrations:
  
  - Students should not write their names on any of the materials unless instructed to do so.
  - Students can freely decline to participate at any time.
  - Occasionally there may be some mild deception involved. However, it is used for constructive purposes only (e.g., encourage honest responses).
  - The instructor will disclose the purpose of the exercise after the data is collected.

Relevant Sources

- This section provides a short listing of current suggested readings to get more information on the chapter topics.

Films and Videos

- This section provides a listing along with a brief description of videos corresponding to each chapter. See the end of the manual for a listing of film and video distributors.

Web Links

- This section provides relevant links to each topic area. Web sites include articles and informational presentations of key chapter concepts.
Valuable Teaching Resources

There are many excellent resources for improving teaching in psychology including teaching conferences, organizations, and online and print resources discussed briefly below.

Psychology Teaching Conferences

National Institute on the Teaching of Psychology (NITOP).
http://www.nitop.org/index.html
• NITOP holds annual conferences for teachers of psychology “who wish to explore new ideas that will enhance and broaden their teaching skills.”

Societies/Organizations

American Psychological Society (APS)
http://www.psychologicalscience.org
• The APS mission: “To promote, protect, and advance the interests of scientifically-oriented psychology in research, application, and the improvement of human welfare.”
• Membership to APS includes subscriptions to Psychological Science, Current Directions in Psychological Science, and the Observer newsletter.
• Resources for teachers can be found at http://www.psychologicalscience.org/newsresearch/teach.html

American Psychological Association (APA)
http://www.apa.org
• APA works to advance psychology as a science, as a profession, and as a means of promoting human welfare.
• Membership to APA includes subscriptions to American Psychologist and the APA Monitor (http://www.apa.org/monitor/toc.html).

Society for Personality and Social Psychology (SPSP)
http://www.spsp.org/
• SPSP is the largest organization of social and personality psychologists in the world. The goals of the Society are to further the generation and dissemination of research in personality and social psychology.
• Membership to SPSP includes subscriptions to Personality and Social Psychology Bulletin (PSPB) and Personality and Social Psychology Review (PSPR).

The Society of Experimental Social Psychology (SESP)
http://www.sesp.org
• SESP is a highly selective, scientific organization dedicated to the advancement of social psychology.
Online Teaching Resources

Social Psychology Network
http://www.socialpsychology.org
- The Social Psychology Network, a megasite maintained by Scott Plous at Wesleyan University, provides an updated database with links to more than 5,000 Internet resources on social psychology, including links to information on hundreds of social psychology topics, teaching resources, doctoral programs, journals, online surveys, psychology organizations, and sources for research funding.

Society for the Teaching of Psychology (StoP)
http://teachpsych.lemoyne.edu/teachpsych/div/divindex.html
- SToP promotes teaching excellence, research on teaching, and professional identity and development; sponsors and cosponsors teaching-related programs at national and regional psychology conventions; and publishes Teaching of Psychology.

Office of Teaching Resources in Psychology (OTRP)
http://www.lemoyne.edu/OTRP/index.html
- Maintained by StoP, the OTRP develops and distributes teaching and advising materials and provides services to teachers of psychology.

Advising Students
www.apa.org/students/brochure
- This site, maintained by APA, discusses career options in psychology and provides suggestions for high school, college, and graduate students on preparing for a psychology career.

Print Resources

- Contains, in a cookbook format, many instructive exercises that emphasize active learning.

- Contains thirty-two out-of-class assignments designed to enhance active learning of concepts in social psychology.

- Deals with issues such as using collaborative learning, teaching diverse students, and encouraging student participation.
- Two-volume set provides an extensive overview of research in social psychology by leading researchers in the field.

- Provides tools for helping students to think critically.

- This book of readings presents popular, classic, and contemporary articles that directly parallel Baron and Byrne’s *Social Psychology*.

- Provides tools for promoting active learning and addressing cultural diversity.

- Provides critical thinking skills needed to evaluate common psychological claims and common misconceptions. Certain topics are particularly relevant to social psychologists (e.g., “Psychology and folk wisdom: The problem with common sense,” “The ‘vividness’ problem,” “Why natural isn’t always necessary”).

- This book provides proven easy-to-use teaching activities and offers many useful ideas on how to teach with passion and engage students.

- Provides many ready-to-use classroom activities.
SAMPLE SYLLABUS:

Social Psychology

(Enter Semester and Year)
(Enter Days, Time, and Location of Class Meetings)

(Enter Instructor’s Name, Office Location, Office Hours, and Contact Information)

Required Text:

Objectives:
There are several objectives to this course. First, students will become familiar with the field of social psychology in general. Secondly, students will become familiar with topics of interest to social psychologists, including attitudes, prejudice and discrimination, attraction, relationships, and aggressive behavior. Finally, students will be actively involved in applying the concepts covered in class to real-world issues.

Grading and Other Policies:
State how many exams will be given, your policies on make-up exams, statement on academic dishonesty, attendance policy, expectations for classroom behavior, the expected distribution of grades, amount of points each test/assignment is worth, and a schedule for the semester which includes required readings for each class meeting.
Acknowledgments

I would like to thank George Schreer for providing an excellent instructor’s manual for the tenth edition of the Social Psychology text. Many of the activities and lecture ideas are from George’s original work. Thanks and best of luck to Jennifer Trebby. Thanks to Liz DiMenno at Allyn and Bacon for all of her help during the writing process. Finally, as always, I offer my deepest appreciation to my family, friends, and my husband for their continuous encouragement and support.

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# Chapter 1

*The Field of Social Psychology: How We Think about and Interact with Others*

## Chapter-at-a-Glance

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**Key Terms**
correlational method
debriefing
deception
dependent variable
evolutionary psychology
experimentation (experimental method)
external validity
hypothesis
independent variable
inferential statistics

informed consent
meta-analysis
multicultural perspective
random assignment of participants to experimental conditions
social neuroscience
social psychology
survey method
systematic observation
theories

**Teaching Objectives**

*After studying this chapter, students should be able to:*

1. Offer a definition of social psychology and discuss the types of issues this field considers.
2. State the four key components of a science.
3. Contrast social psychology with common sense approaches to knowledge.
4. Consider the relationship between evolution and social behavior.
5. Discuss some of the major contemporary research trends in social psychology.
6. Define and discuss social neuroscience.
7. Consider the advantages and limitations of systematic observations and the survey method.
8. Describe the correlational method including the meaning of correlation coefficients and the key drawback of this method.
9. Outline the nature of the experimental method including all of the key components of this methodology.
10. Explain the basic purpose of inferential statistics and meta-analysis.
11. Define the term “theory” and describe the procedure involved in building theories.
12. Consider when and how deception is used in social psychological research.
13. Discuss the importance of informed consent and debriefing in social psychological research.
Chapter 1 Summary
Chapter 1 begins by defining the field of social psychology and summarizing the core values in a field of science. The chapter then examines the factors associated with social behavior and thought, including environmental and biological factors. Current themes in social psychology, including social neuroscience, are introduced. The chapter ends with coverage of how researchers answer questions using observation, correlation, and experimentation.

Chapter 1 Outline

➤ See Lecture Idea #1; Demonstration/Activity #1 and #2

The Field of Social Psychology

*Social psychologists ask many different questions, ranging from what is jealousy to what is the relationship between heat and aggressive behavior. These questions all have the goal of understanding the social side of life—how we think about others and interact with them.

Social Psychology:
1. The scientific field that studies the nature and causes of people’s behavior and thoughts in social situations.
2. Even though social psychologists ask many varied questions, their main task is to understand how and why we think, feel, and act the way we do in social settings.
3. Social psychology is a scientific discipline. Science is:
   a. A set of values
   b. Methods that can be used to study a variety of topics
4. Core values of a scientific field:
   a. Accuracy (gather and evaluate data as carefully and as error-free as possible).
   b. Objectivity (gather and evaluate data without bias).
   c. Skepticism (accept findings as accurate after they have been repeatedly verified).
   d. Open-mindedness (willingness to change views when evidence suggests those views are inaccurate).

*Social Psychology is often seen as common sense. However, there are many contradictory statements (e.g., “birds of a feather flock together” versus “opposites attract”) that present a conflicting view of people. Using the scientific method is the way to know which one of these statements is supported by the evidence.

➤ See Lecture Idea #3 and #5

*We often make errors in information processing (e.g., the planning fallacy, where we may underestimate how long it may take to complete a project). This is another reason why we should avoid relying on common sense and trust the scientific method.

➤ See Lecture Idea #2

Factors involved in our social behavior and thought:
1. The actions and characteristics of others (e.g., having others watch us can affect our thoughts and behaviors).
   a. In addition, the physical characteristics of others may affect our thoughts and behaviors (e.g., feeling uncomfortable around someone with a disability).
2. **Cognitive processes** (e.g., if a friend is late in meeting us, we are more suspicious if the excuse they give us is one they have given us before).

3. **Environmental variables** (e.g., feeling warm and uncomfortable can raise our feelings of aggression and irritability).

4. **Cultural context** (e.g., thoughts and behaviors are influenced by cultural standards of beauty; what used to be considered attractive has changed. Females often desire to be too thin in order to resemble actresses and models).
   a. Smith and Bond (1993) define culture as a system of shared values and beliefs among people living in a particular group.

➢ **See Demonstration/Activity #5**

5. **Biological factors** (e.g., many of our behaviors, such as emotional reactions, may be partly due to genetic factors).
   a. **Evolutionary Psychology:** A branch of psychology that examines the role of genetic factors in human behavior.
   b. **Three components of Evolution:**
      i. *Variation:* Organisms in a given species will vary.
      ii. *Inheritance:* Some variations can be passed down from generation to generation.
      iii. *Selection:* Certain variations help organisms survive. Over time, more members of the species possess the variation.
   c. **Social psychologists and the evolutionary perspective:**
      i. For example, social psychologists may study attractiveness. Choosing a mate may depend on the characteristics they show (e.g., reproductive capacity), according to the evolutionary perspective.

*It is important to note that the evolutionary perspective holds that we are born with innate *tendencies or predispositions* . Whether or not they are shown depends on our environment.

**Major Themes Currently Seen in Social Psychology**

1. **The Cognitive Perspective:**
   a. Social psychologists are examining the link between *social thought* and *overt social behavior* .
   b. Social psychologists use basic knowledge about memory, reasoning, and decision-making processes to understand social behavior and social thought.
   c. Social psychologists also investigate how deeply we process social information and its impact on our judgments/conclusions.

2. **Social Neuroscience:**
   a. An area of research in which social psychologists try to understand the neural and biological bases of social processes.

3. **Implicit (Nonconscious) Processes:**
   a. Some of our social thought and behavior is shaped by automatic processes that we may not be fully aware of on a conscious level.

4. **The Multicultural Perspective:**
   a. There is an increasing effort to understand the cultural and ethnic factors that can influence social behavior.
   b. The increasing focus on diversity in social psychology extends to gender differences in behavior as well. Research findings from studies with men may not necessarily carry over to women, and vice versa.
Research Methods in Social Psychology

Methods of Research:

1. **Systematic Observation**: systematically watching behavior as it occurs.
   a. **Naturalistic Observation**: takes place in natural settings (e.g., shopping malls). Observer watches behavior inconspicuously, being careful not to influence the people they are watching in any way.

2. **Survey Method**: A large group of people are asked to respond to questions concerning their behavior and/or attitudes (e.g., attitudes toward affirmative action programs).
   a. **Advantages of the survey method**:
      i. A large amount of information from many people can be gathered relatively easily.
      ii. Researchers can obtain opinions about new social issues quickly, as surveys can be readily created.
   b. **Survey requirements**:
      i. The survey participants must be representative of the larger population from which they are drawn so conclusions can be reached.
      ii. Survey questions should not seem to suggest a right or wrong answer, so researchers must be careful about the wording of items.

3. **Correlational Research**: Systematically observing two or more variables to determine whether, and to what extent, the variables are related to each other.
   a. A **correlation** is the tendency for one event to change as the other changes.
   b. Correlations help researchers make **predictions**.
   c. Correlations are represented by a number, ranging from -1 to +1. The further away from 0 a correlation is, the stronger the relationship between the variables.
   d. Positive correlations mean as one variable increases, the other variable also increases (e.g., as age increases, the amount in one’s bank account increases).
   e. Negative correlations mean as one variable increases, the other variable decreases (e.g., as interest rates go up, stocks fall).

*If two variables are correlated, it does not mean that one causes the other. Changes in one may not cause changes in the other. There could be other variables impacting upon the relationship.* (E.g., There is a positive correlation between weight and income. However, we cannot conclude that weight gain *causes* income to increase. A third variable, age, is related to both weight gain and income. In other words, as we age, we tend to gain weight and have higher incomes.)

*Hypothesis*: a prediction based on a theory.

*Correlational studies are useful for describing relationships. However, the experimental method helps researchers explain relationships.*

Experimentation:

1. A research method in which one or more factors are systematically changed to determine whether such change will affect one or more other factors.
   a. **Independent variable**: the factor that is systematically varied by the researcher.
   b. **Dependent variable**: the aspect of behavior being studied.
   c. **Example**: Examine the relationship between an assistant’s handshake and participants’ first impressions of the assistant. The handshake can be varied in firmness (weak, moderate, or firm). This is the independent variable. Participants can then rate their impression of the assistant. This is the dependent variable. If firm handshakes lead to more favorable impressions, the researcher can conclude that firmness of handshake causes different impressions (because firmness was systematically changed by the researcher).
See Demonstration/Activity #3

2. Experiments allow researchers to determine if there is a cause and effect relationship between variables.

3. Two requirements for successful experiments:
   a. Random assignment to experimental conditions: each participant has an equal chance of being in each group (each level of the independent variable). This ensures that any differences the researcher sees are due to the independent variable.
   b. Keep all factors constant: so that no other factors besides the variable of interest may be influencing the participants’ behavior (e.g., assistant cannot act friendlier in the “firm handshake” condition. If they did, we could not tell whether it was friendliness or firmness of handshake that caused a difference in participants’ impressions).

4. External validity: the extent to which the results of an experiment can be generalized to real social situations and to people beyond those in the study.

*Which research method should social psychologists choose? Experiments are ideal when asking many questions related to social behavior and thought. However, due to practical and/or ethical constraints, some research questions must be answered with systematic observation or the correlational method.

Interpreting Research Results Using Statistics

Inferential Statistics:
1. Allows a researcher to evaluate whether their findings occurred by chance alone.
2. In other words, are the results real (unlikely to be produced by chance)?
3. Significant results are those where the likelihood of obtaining the results by chance is low (typically less than five times in one hundred).
4. Only after results are replicated by other social psychologists can we begin to have faith in them. It is important to note, however, that since researchers may use different methods, we may not always see consistent results.

Meta-Analysis:
1. When there are contrasting results from various studies, a technique called meta-analysis can help.
2. Meta-analysis is a statistical technique for combining data from different studies that allows an examination of the magnitude of the effects of independent variables.

Theory and Social Psychology

*In trying to explain behavior, social psychologists construct general frameworks called theories.

Building a Theory:
1. A theory is proposed based on existing evidence from research.
2. The theory helps organize information related to the topic of interest and allows us to make predictions.
3. These predictions (the hypotheses) are then tested in research.
4. If the results are consistent with the theory, then it is supported and we are more confident in the theory. If the results do not support the theory, then we must consider modifications to the theory, which can then be further tested.
5. Eventually, a theory is either accepted or rejected, but is still always open to change as new research methods and new findings related to the theory are obtained.

*It is important to note that theories and hypotheses are never proven, they are supported or not supported.
Ethics in Social Psychological Research

**Deception:**
1. A technique where researchers temporarily withhold information about the nature of a study from their participants.
2. Deception is used because many times, if the participants knew the purpose of the research, their behavior would change based on that information. Therefore, many studies would not yield valid results without some form of deception.
3. For example, if researchers told their participants that they are studying whether extreme heat leads to aggression, the participants may act in line with that knowledge, or even act against it.
4. Research participants may be emotionally distressed once they learn they have been deceived. This is a serious ethical issue that needs to be considered by researchers.
5. Participants may also feel resentful that they were deceived, and may be left feeling suspicious of all social psychologists.
6. Social psychologists agree that deception should never be used to convince people to participate in research.
7. Two safeguards should be used to help minimize the effects of deception:
   a. **Informed consent:** Participants should be provided with as much information about a study as possible before they decide if they wish to participate in it.
   b. **Debriefing:** Supplying participants with full information about the nature and purpose of the study after they have participated in it. Explaining deception and why it was necessary should be part of the debriefing process.

*Most of the time, participants react much more favorably when they see that deception cannot be avoided in some cases, and that the benefits of the research outweigh the risks.*

➢ *See Lecture Idea #4*
1. The “Soft” Classroom
Before you set the stage for the semester, I would recommend converting your classroom from the standard straight-row classroom to a “soft” room with circular or semi-circular seating. Sommer and Olsen (1980) found that after converting their classroom, class participation (both student-instructor and student-student interaction) increased dramatically.


2. Themes in Social Psychology
Students often feel overwhelmed on the first day of class, so you may want to begin by providing an informal overview of the major themes in social psychology. The following is a short list of quotes that capture the essence of social psychology (relevant topics are in parentheses).

*Social Cognition and Perception*
- “we see what we want or expect to see” (attribution, impression formation, stereotypes)
- “we construct our own social reality” (the self, errors, prejudice)
- “we take shortcuts when processing social information” (schemas, heuristics)

*Social Influence*
- “we may create in others the behaviors that we expect” (self-fulfilling prophecy)
- “power of the situation” (conformity, obedience)
- “power of self-persuasion” (cognitive dissonance, self-perception)

*Social Interaction*
- “we are all social animals” (group processes, interpersonal attraction)
- “many hands make light work” (loafing, helping behavior)
- “we are both the products and creators of our social worlds” (health, organizations)

3. “That’s Completely Obvious”
Students often view research findings in social psychology as “obvious,” “predictable,” or based on “common sense.” Because of this, instructors often emphasize the most surprising findings in order to stimulate student interest. According to a recent study, however, obvious findings are not necessarily perceived to be trivial. In a series of studies, introductory psychology students with no prior exposure to social psychology judged almost 400 social psychological findings for obviousness, general importance, and importance to establish with empirical research. Richard et al. (2001) found that the students judged the most obvious research findings to be (a) the most important, and (b) the most worthy of conducting research to determine the validity of the finding. Thus, instructors who confine their attention to nonobvious phenomena may fail to cover research that their students find important.

4. **Should Some Research Topics Be Placed out of Bounds?**
   Some persons have argued that some aspects of social behavior are best left unstudied. One such topic is the nature of love. Former Senator William Proxmire of Wisconsin has criticized the work of Ellen Berscheid and Elaine Hatfield saying, “Americans want to leave some things in life a mystery, and right at the top of things we don’t want to know is why a man falls in love with a woman and vice versa.” Are the questions of how people fall in love and how long-term relationships develop worthy of psychological study? Do the students agree with Senator Proxmire that some topics should remain unstudied?

5. **Contradictory Statements**
   Divide the class in half. Have one group come up with examples to support the statement “Birds of a feather flock together.” Have the other group come up with examples to support the statement “Opposites attract.” Once again emphasize that while observations are important, adhering to the scientific method to resolve conflicts is at the heart of research in social psychology.
1. First Day of Class Exercises

1a. Getting Acquainted Exercise
As a get-to-know-you exercise on the first day of class, the instructor often goes around the room and asks each student to tell a little something about themselves to the class. Typically, after the first few students reveal some information about themselves, a clear pattern (norm) develops and all the responses start to sound highly similar. For example, the typical response might be, “My name is _______. I’m a _____ (class) and my major is ______. I took this class because _____” Most students unknowingly follow this norm, filling in the blanks with the information that applies to them. Thus, just as it is typical for the person sitting next to you to go next, it also appears customary to conform to the “get-to-know-you” norm.

To shed additional light on this issue, ask a few new students discretely before the start of class (or plant a few students from a previous semester) to add something unusual to the typical response (e.g., “I’m from _____” or “My favorite color is _____”). As each student responds, observe whether a new norm is established or not. After the last person finishes, you could bring up issues regarding norm formation, power of conformity, and social influence (e.g., normative influence).

1b. “Human Knot” Game with Survivor-Like Twist
If you wish to get the class involved in “social psychology” on the first day, Jay Wilder (Wingate University) suggests giving the class the opportunity to learn experientially by having them play the “human knot” game.

Procedure
1. Have the students standing in a circle, facing inward, shoulder-to-shoulder.
2. Instruct them to grab the hand of two other people. Stipulate that they cannot grab the hands of the people directly next to them.
3. Instruct the group to work together to undo the knot, without letting go of the hands.

Results & Discussion
- You can discuss group dynamics such as cooperation, social loafing, leadership, and obedience.

1c. First Day First Impressions
This demonstration may be useful on the first day of class for instructors teaching two sections of social psychology.

Procedure
1. Vary your style of dress (e.g., formal vs. casual) in the two different sections and gather the students’ first impressions of you.
2. Have the students rate you on several trait dimensions using a semantic differential format. For example:
   - attractive ⌁◆◆◆◆ unattractive
   - open-minded ⌁◆◆◆◆ closed-minded
   - conservative ⌁◆◆◆◆ liberal
   - talkative ⌁◆◆◆◆ quiet
   - emotional ⌁◆◆◆◆ unemotional
   - self-confident ⌁◆◆◆◆ lacking in self-confidence

Results & Discussion
• You can discuss methodological (e.g., between-subjects designs) and conceptual issues (e.g., impression formation).


2. Over-the-Course Assignments
The following are out-of-class assignments you could assign to your students for either a grade or extra credit.

2a. “Application” Journals
Miller (1997) suggests having students keep an application journal (one entry per week) in order to (a) facilitate the learning of social psychological concepts, and (b) apply the course concepts to their daily social experiences to promote self-knowledge. Miller believes these journals can provide twelve possible forms of self-knowledge defined by applying four cognitive operations (labeling, explaining, making inferences, and self-assessing) to each of three different aspects of the self (thoughts, feelings, and behaviors).

Personal Note A (G. Schreer): Recently, I started having my students keep application journals they could hand in before each exam for extra credit. When surveyed at the end of the semester, most students reported that the journals provided valuable self-insight and helped them to better prepare for exams.

Personal Note B (G. Schreer): I also recommend saving the best examples and sharing them (anonymously, of course) with subsequent courses. Often I find student-generated examples are more relevant and interesting to the class.

2b. Psychology Portfolio
Another technique to apply social psychological theory to real world issues is to have students create a portfolio of newspaper and magazine clippings. Rider (1992) suggests that students collect articles, editorials, cartoons, etc. (at least one per chapter), and write a brief explanation of how it illustrates a concept from class or the readings.


3. Research Methodology (see Handout 1-1)
After the students read short descriptions of research methodologies, ask them to identify the independent and dependent variables and then ponder the questions that follow.

4. Naturalistic Observation vs. Surveys
To help students to see the advantages and disadvantages of different research methods, ask half the students to conduct a survey on gender differences in seat belt use and the other half to observe whether people buckle up after getting into their cars. You can address such issues as unobtrusiveness, social desirability, potential confounds, and external validity.

5. Cultural Influences on Thought and Behavior (see Handout 1-2)
Have students respond to each item by coming up with a well-known person who has influenced their culture. Have the students think critically about the influence of culture on our thoughts and behavior.
Research Methodology

1. A study was conducted to investigate the hypothesis that watching televised violence increases aggression in children. Fifty four-year-olds were randomly assigned to watch either a violent or a non-violent television program. After watching the program, the children were observed while they engaged in thirty minutes of free play. An observer watched for aggressive acts and recorded all such acts that occurred.

    Independent variable: ____________________

    Dependent variable: ____________________

What if the observer recording the children’s aggressive acts becomes fatigued or bored during the course of the thirty-minute sessions? Would it matter if the observer’s criterion as to what represents an aggressive act changed over the course of the thirty-minute sessions?

2. It was hypothesized that people have a desire to be with other people when they are in a fear-arousing situation. To test this hypothesis an experimenter randomly assigned fifty subjects to either a low or a high fear group. The low fear group was told they would be shocked, but that it would be only a small tingle and that it definitely would not hurt. The high fear group was told they would be shocked and that the shock would be quite painful. Each group of subjects was then told they could wait in a room by themselves or with others. The number of subjects who chose to wait alone or wait with others was recorded by the experimenter.

    Independent variable: ____________________

    Dependent variable: ____________________

Some subjects in the high fear condition might choose to discontinue their participation in the experiment after hearing about the painful shocks, and ethical guidelines require that the experimenter release them. Would the experimental procedure be compromised if 15 percent of the high-fear subjects dropped out, but none of the low-fear subjects did so?
1. What well-known male is the ideal for attractiveness?

2. What well-known female is the ideal for attractiveness?

3. What well-known person is the ideal for intelligence?

4. What well-known person is the ideal for technological knowledge?

5. What well-known person is the ideal for healthy living?

6. What well-known person is the ideal for longevity?

7. What well-known person is the ideal for career success?
- Provides an in-depth examination of ethical issues and experimentation, including details on independent and dependent variables.

- Examines the early years of social psychology struggling to find an identity to the robust field it is today.

- Provides an edited collection of thirty paired selections of classic and contemporary articles in social psychology.

- Provides an excellent collection of current articles selected from popular magazines, newspapers, and non-technical journals.

- Provides a thorough coverage of major findings in social psychology over the past fifty years.

- This book of readings presents popular, classic, and contemporary articles that directly parallel Baron and Byrne’s *Social Psychology*.

- This book examines how evolutionary psychology explains and predicts human behavior in contexts such as mating and reproduction, social interactions, and personality.

- Provides a carefully edited collection of classic research articles in social psychology that parallel most social psychology texts.
- This book provides a good overview of basic research methods in psychology, including systematic observation, correlations, and experimentation.

- Provides an in-depth analysis of research designs used in social psychology and discusses the importance of searching for alternative explanations.

Films and Videos

- Compares observational research and experimental research, and also discusses the importance of randomization and replication.

*Discovering Psychology: Understanding Research* (1990, 30 minutes, ANN/CPB).
- Introduces the importance of scientific method and critical thinking in experimental research.

- Introduces the subject matter and methodology of social psychology. Includes research on interpersonal events in a cafeteria, reactions of bystanders on a city street, Milgram’s obedience study, and Zimbardo’s prison simulation.

*Methodology: The Psychologist and the Experiment* (1975, 30 minutes, CRM).
- Uses Schachter’s fear and affiliation study and Riesen’s physiological experiment on visual motor coordination to introduce research methods and design.

*Social Psychology* (1971, 30 minutes, CRM).
- Introduces the methods of social psychology in the context of racial integration (busing).

*Social Psychology* (1990, 30 minutes, IM).
- Provides a broad overview of social psychology that includes attitudes and prejudice, group behavior, and the power of social roles.
Web Links

http://www.socialpsychology.org
The Social Psychology Network
Scott Plaus of Wesleyan University provides a search engine for all topics relevant to psychology.

http://www.socialpsychology.org/social.htm
The Social Psychology Network
Scott Plaus of Wesleyan University provides a search engine for all topics relevant to social psychology.

http://www.usi.edu/libarts/socio/socpsy/SOCPSY.HTM
Social Psychology.Net
Ronda Priest of the University of Southern Indiana provides links to topics relevant to social psychology.

http://en.wikipedia.org/wiki/Social_psychology
Social psychology
Wikipedia provides an overview and links relevant to social psychology.