FALL 2020 GRADUATE SURVEY OF SOCIAL PSYCHOLOGY

Instructor: Dr. Kate Ratliff
Email: ratliff@ufl.edu
Phone: 352.273.2155
Format: Fully online; synchronous meeting time is Thursdays from 1pm-2.45pm
Zoom Meeting ID: 697 457 0881 (password required)
_____

COURSE DESCRIPTION

The purpose of this survey course is to expose you to a variety of theoretical perspectives and topics in social psychology. The material you will learn will give you the background knowledge necessary to generate and test your own theories and hypotheses, and to evaluate those of others. I would like to create a learning environment for my students that lifts up and values thoughts, perspectives, and experiences from students who are underrepresented and/or marginalized in academia, and to make the classroom a space that is challenging-but-safe.

The two texts most commonly used in graduate level social psychology courses are *The Handbook of Social Psychology* (edited by Fisk, Gilbert, & Lindzey, 2010) and *Advanced Social Psychology* (edited by Baumeister & Finke, 2019l). The former includes 72 contributors; of those, 21 are women and fewer are scholars of color. The latter includes 30 contributors; of those 9 are women are fewer are scholars of color. Social psychology (and most of academia more broadly) has been and continues to be built on a small subset of privileged voices. Our core canon is disproportionally authored by White, North American, cisgender, heterosexual men. But how can we accurately and comprehensively understand *people*—presumably the goal of the social psychologist—when our view of humanity is so limited? We can't, so we won't use these books this semester.

In this course we will work to develop our ability to recognize and analyze systems of inequality, and to critically examine how these systems apply in social psychology and in ourselves as social scientists. In designing the reading list for this course, I have tried to diversify the voices represented. However, I fully acknowledge that, because of my own socialization into this field, academic culture, and society, there might be times when my own biases, values, and identities influence my research and teaching in ways that uphold the status quo. I am committed to working on this and I welcome feedback if you have suggestions to improve the quality of the course materials and my teaching.

STRUCTURE, PREPARATION, PARTICIPATION, AND ASSIGNMENTS

Recommended practice for online education suggests that students learn best through the opportunity to regularly engage in a variety of activities rather than through high-effort, "one-shot" assignments. Thus, there are no final exams or term papers in this class. Instead, it is expected that you will complete the following tasks each week that we meet:

1. Annotated course readings through the Perusall platform (due by 5pm on Tuesdays)
2. Two discussion questions (due by 5pm on Wednesdays)
3. Research idea presentation (due by 1pm on Thursdays); please have available for class

In our synchronous meetings we will spend ~10 minutes checking in on one another, ~60 minutes continuing and refining the discussion started through Perusall, and ~30 minutes providing feedback to ~3 students (~10 minutes each) on their research idea presentation.

REQUIREMENTS AND GRADING

Class participation	20%	A = 90-100
Annotated course readings	20%	B = 80-89
Class discussion questions	20%	C = 70-79
Research idea briefs	20%	F = 60 or Below
Facilitating class discussion	20%	

CLASS PARTICIPATION

Meaningful, in-depth discussion is critical for learning and students are expected to be engaged and to participate fully in the synchronous and asynchronous components of this course. One of the primary goals for this course is for you to think critically about your own and others' social-psychological research, and it is (in part) through the process of discussion and debate that one's research acumen becomes defined and sharpened. To receive full credit for class participation, you will meet the following expectations:

- Listens attentively and is engaged in class discussion.
- Moves the conversation forward productively by adding new information about the topic, disputing or questioning points under discussion, changing the topic when appropriate, noting exceptions, and/or providing observations from personal experience.
- Varies the type of contribution to discussion (e.g., facts, personal observations, etc.).
- Acknowledges and confirms the contributions of others by restating or referring to their points, asking for clarification, respectfully disagreeing with them.
- Is sensitive to the dynamics of the group, actively works to keep the discussion productive so that learning can occur and everyone is encouraged to contribute.

ANNOTATED CLASS READINGS

We will use the Perusall tool to collaborate outside of class on each week's reading assignments. Using Perusall, students help each other learn by collectively annotating readings in threads, responding to each other's comments, and interacting with one another's ideas. You can find some good information about using Perusall [here](#).

Grading on these assignments are done automatically by the Perusall tool based on the quantity and quality of your notes on each assignment. You do not have to annotate readings on the weeks you are discussion leader. If there are more than three readings for a week, you only need to annotate more than three.

When making comments, asking questions, and responding to questions, please keep in mind our goal of working toward a critical psychological science. You might question and reflect on, for example: Whose voices are being heard? What perspectives are those voices bringing with them? Whose voices are being left out? How might this work be different had those voices not been left out? How might your own identities influence how you respond to this work?

FACILITATING CLASS DISCUSSION

1-2 students will facilitate the synchronous discussion (~60 minutes per class). As facilitators, you decide how to best accomplish your goal for the week, but you should do something more than simply collecting the discussion questions and working through them. For an activity, you could have your classmates work in groups to answer discussion questions. You might get the group to highlight common themes that run throughout the readings. You might set up a debate. You could provide a demonstration. You might have your classmates work together to apply something from the readings (e.g., design a survey). You may use handouts, or present outside material, but do not have to. The goal of facilitation is to provide structure and direction for fellow students in order to have a productive and interesting discussion. The best discussion facilitators are those who start thinking about how to structure the discussion well in advance, and who have backup plans and several ideas for fostering active discussion.

WEEKLY DISCUSSION QUESTIONS

Each week students should submit two discussion questions inspired by the readings. Your discussion question should be submitted through Canvas by 5pm the day before the class meeting. Generating discussion questions should help you to think critically about the theory prior to coming to class and should help the discussion leaders in determining what the class is interested in, so it is important that you put thought into your discussion questions.

If you are struggling to come up with a thought question, one strategy is to think about it in terms of a qualifying exam question that could come from the readings. The discussion questions are due a day after the annotated class readings so that you can use the asynchronous discussion to guide questions that you think would be interesting and generative for the synchronous discussion. You do not have to submit discussion questions on the week(s) you are discussion leader.

WEEKLY RESEARCH IDEA PRESENTATION

Each week you will design a super brief presentation (no more than two PowerPoint slides, preferably one!) in which you describe an idea for a research study inspired by the week's readings. Your slide should include a brief rationale for the research, a one-sentence research question, a proposed method, and a brief statement about anticipated results.

These are not formal presentations; the goal is for you to practice generating new research ideas based on other people's work and sharing those ideas with others. It also gives the audience a chance to practice critiquing ideas and offering feedback. Your research idea should clearly connect to the week's topic, but you can make it as useful as possible by connecting it your own area of interest. You will submit your presentation (.pptx files please)

before class starts on Thursdays. Each week I will randomly select ~3 people to share their idea in class and receive feedback (random-without-replacement). You do not have to submit a research idea on the week(s) you are discussion leader.

COURSE SCHEDULE

WEEK	MEETING DATE	TOPIC	DISCUSSION LEADER
1	September 3	Introductions and syllabus review	--
2	September 10	History and methods	Nicole
3	September 17	Social cognition	Nicole
4	September 24	The self	Soo Yon
5	October 1	Cross-cultural psychology	Abhay
6	October 8	Attitudes and social influence	Soo Yon
7	October 15	Emotion	Yijun
8	October 22	Aggression	Liz
9	October 29	Close relationships	Rachel
10	November 5	Anti-Black racism	Mo
11	November 12	Justice and morality	Abhay
12	November 19	Personality	Rachel

ACCOMODATIONS FOR STUDENTS WITH DISABILITIES

If you require classroom accommodation because of a disability, please register with the Dean of Students Office (DSO) http://www.dso.ufl.edu within the first week of class. The DSO will provide documentation that you can give to the instructor when requesting accommodation. UF is committed to providing reasonable accommodations to assist students in their coursework. That said, I recognize that there may be barriers preventing students from requesting or receiving official accommodations. If this applies to you, please talk to me.

COUNSELING AND WELL-BEING

Students sometimes experience stress from academic expectations and/or personal and interpersonal issues that may interfere with their academic performance. If you find yourself facing issues that have the potential to or are already negatively affecting your coursework, you are encouraged to talk with an instructor and/or seek help through University resources available to you.

- The Counseling and Wellness Center 352-392-1575 offers a variety of support services such as psychological assessment and intervention and assistance for math and test anxiety. Visit their web site for more information: http://www.counseling.ufl.edu. On line and in person assistance is available.
- You Matter We Care website: http://www.umatter.ufl.edu/. If you are feeling overwhelmed or stressed, you can reach out for help through the You Matter We Care website, which is staffed by Dean of Students and Counseling Center personnel.

- The Student Health Care Center at Shands is a satellite clinic of the main Student Health Care Center located on Fletcher Drive on campus. Student Health at Shands offers a variety of clinical services. The clinic is located on the second floor of the Dental Tower in the Health Science Center. For more information, contact the clinic at 392-0627 or check out the web site at: https://shcc.ufl.edu/
- Crisis intervention is always available 24/7 from:
  Alachua County Crisis Center: (352) 264-6789
  http://www.alachuacounty.us/DEPTS/CSS/CRISISCENTER/Pages/CrisisCenter.aspx

Please do not wait until you reach a crisis to ask for help! UF's counselors have helped many students through all kinds of situations. You are not alone; please do not be afraid to ask for assistance.

OTHER UF-REQUIRED POLICY INFORMATION FOR SYLLABI

MAKEUP EXAMS OR OTHER WORK

Students who must miss an assignment or exam deadline because of conflicting professional or personal commitment must make prior arrangements with the instructor. If an assignment is missed because of illness, please contact the instructor to discuss.

Please note: Any requests for make-ups due to technical issues MUST be accompanied by the UF Computing help desk (http://helpdesk.ufl.edu/) correspondence. You MUST e-mail me within 24 hours of the technical difficulty if you wish to request a make-up.

REQUIRED CLASS ATTENDANCE

Attendance is expected as a part of the student's professional training. Students are expected to arrive for class on time and to remain for the full class period. Students needing to miss class should make prior arrangements with the instructor.

Please note all faculty are bound by the UF policy for excused absences. Excused absences must be consistent with university policies in the Graduate Catalog (http://gradcatalog.ufl.edu/content.php?catoid=10&navoid=2020#attendance). Additional information can be found here:
https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx

ACADEMIC INTEGRITY

Students are expected to act in accordance with the University of Florida policy on academic integrity. As a student at the University of Florida, you have committed yourself to uphold the Honor Code, which includes the following pledge:

> "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity."

You are expected to exhibit behavior consistent with this commitment to the UF academic community, and on all work submitted for credit at the University of Florida, the following pledge is either required or implied:

> "On my honor, I have neither given nor received unauthorized aid in doing this assignment."

It is your individual responsibility to know and comply with all university policies and procedures regarding academic integrity and the Student Honor Code. Violations of the Honor Code at the University of Florida will not be tolerated. Violations will be reported to the Dean of Students Office for consideration of disciplinary action. For additional information regarding Academic Integrity, please see Student Conduct and Honor Code or the Graduate Student Website for additional details:

https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/
http://gradschool.ufl.edu/students/introduction.html

Please remember cheating, lying, misrepresentation, or plagiarism in any form is unacceptable and inexcusable behavior.

ONLINE FACULTY EVALUATION PROCESS

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at https://gatorevals.aa.ufl.edu/students/. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via https://ufl.bluera.com/ufl/. Summaries of course evaluation results are available to students at https://gatorevals.aa.ufl.edu/public-results/.

POLICY RELATED TO GUESTS ATTENDING CLASS

Only registered students are permitted to attend class. However, we recognize that students who are caretakers may face occasional unexpected challenges creating attendance barriers. Link to full policy:
http://facstaff.phhp.ufl.edu/services/resourceguide/getstarted.htm

NON-DISCRIMINATION POLICY

UF's Non-Discrimination Policy, which reads, "The University shall actively promote equal opportunity policies and practices conforming to laws against discrimination. The University is committed to non-discrimination with respect to race, creed, color, religion, age, disability, sex, sexual orientation, gender identity and expression, marital status, national origin, political opinions or affiliations, genetic information and veteran status as protected under the Vietnam Era Veterans' Readjustment Assistance Act."

If you have questions or concerns about your rights and responsibilities for inclusive learning environment, please see your instructor or refer to the Office of Multicultural & Diversity Affairs website: www.multicultural.ufl.edu