



## PSY 327.01W: Cognitive Social Psychology

COURSE SYLLABUS: Spring 2026

### INSTRUCTOR INFORMATION

Professor: Dr. Stephen Reysen

Class Location: Online

Office Location: Henderson 210

Office Hours: Tuesday 8:00AM to 1:00PM and by appointment

Email Address: Stephen.Reysen@tamuc.edu (*email is the best way to reach me*)

### COURSE INFORMATION

**Course Description:** In this course we will cover the fundamental theories and research conducted related to social psychology. We will cover both classic and modern psychological research. There is no textbook for this class. Instead we will read journal articles and book chapters each week. The purpose of the readings is to give you an understanding of (1) early research in learning and motivation, (2) modern research in learning and motivation, and (3) how research is conducted. Due to the breadth of the research that has been conducted in these areas within psychology it is impossible to cover every theoretical contribution. Therefore, I have selected what I believe to be key writings in the field.

#### Student Learning Outcomes:

1. Develop an overview of the field of psychology by studying and reflecting on the topics.
2. Appreciate how psychologists take a scientific approach to understanding human behavior and thought.

### COURSE REQUIREMENTS

#### Grading:

**1. Exams:** There will be two exams. Each exam will consist of 50 multiple-choice questions, and are worth 50 points each. Exams will cover the readings.

Exam 1 is due Sunday March 8 by 11:59PM

Exam 2 is due Sunday May 3 by 11:59PM

**2. Reaction Papers:** Students will complete 15, ¼-page (single space) reaction papers (one for each week's readings). The purpose of the reaction paper is to apply the concepts in a given article to your own life (e.g., past experience, expectations, ideas of how the concepts can be applied in other areas of life, research ideas). There is no specific requirement for these papers except to show that you have thought about the concepts presented in the class readings. The reaction paper can cover just one reading (or all the readings that week). Some weeks we have multiple readings. You can write about just one of them or all of them. The reaction papers should be written in a word document (to catch spelling and grammar errors). The text should then be copied and pasted into the discussion section of myLeo Online (for that week). Please do

not attach the paper in the discussion board, rather copy/paste the text into the discussion box. Everyone can see these (so might not want to put anything too personal). You can write more than a ¼ page, however you will be docked points if your reaction paper is less than ¼ page. The reaction papers are due by Sunday night at 11:59PM for that week. **Within each paper please write one multiple-choice question on that topic.** I highly recommend that you work ahead (e.g., post reactions a couple days (or weeks) in advance of when they are due) to avoid a last minute rush to post your reaction. Late reaction papers will be accepted, however points will be docked. Each paper is worth 10 points (150 total points).

**Assessment:**

Exams: 100 points

Reaction Papers: 150 points

A = 90%-100%

B = 80%-89%

C = 70%-79%

D = 60%-69%

F = 59% or Below

<b>FREQUENTLY ASKED QUESTIONS</b>
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**Q:** What is the best way to study for the test?

**A:** Print out and read over the articles and have them with you as you take the test. The questions on the test will be based on the questions prior students posted in the reaction papers. Thus, it is a good idea to study those questions (they tend to be similar semester to semester).

**Q:** I forgot to post my reaction paper can I still post it?

**A:** Yes, I will take late papers. However, I will take a couple points off for being late. The one exception to this is that all work in the class must be completed by Sunday May 3 by 11:59PM. I will not accept any late work after that time.

**Q:** Why were points taken off my reaction paper?

**A:** In myLeo Online there is a way to see any comments I may give. If points are taken off the paper I will put a comment. The two most common reasons for deducting points are (1) the paper is too short (i.e., less than 1/4 page single-spaced) and (2) the response is missing the multiple-choice question.

**Q:** Do I need to understand the statistics in the articles?

**A:** No, the purpose of the articles is to expose you to actual research and theory. Often students are only exposed to a textbook. One sentence in the textbook usually represents years of research and theory on a topic. The purpose of the articles is to expose you to that side of psychology. I do not expect you to understand everything in the article (however, you may have to google some of the terms to gain a fuller understanding of the article). I DO expect you to grasp the gist of the article (i.e., the general thesis of the article).

<b>COURSE OUTLINE / CALENDAR</b>
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**Week 1:** Monday January 12 to Sunday January 18

**Paper 1:** Jordan, C. H., & Zanna, M. P. (2000). How to read a journal article in social psychology. In E. T. Higgins & A. W. Kruglanski (Eds.), *Motivational science: Social and personality perspectives* (pp. 425-434). Psychology Press.

**Week 2:** Monday January 19 to Sunday January 25

**Paper 2:** Aronson, E. (1977). Research in social psychology as a leap of faith. *Personality and Social Psychology Bulletin*, 3, 190-195.

**Paper 3:** Berscheid, E. (1992). A glance back at a quarter century of social psychology. *Journal of Personality and Social Psychology*, 63, 525-533.

**Week 3:** Monday January 26 to Sunday February 1

**Paper 4:** Deutsch, M., & Gerard, H. B. (1955). A study of normative and informational social influences upon individual judgment. *Journal of Abnormal Social Psychology*, 51, 629-636.

**Paper 5:** Sistrunk, F., & McDavid, J. W. (1971). Sex variable in conforming behavior. *Journal of Personality and Social Psychology*, 17, 200-207.

**Week 4:** Monday February 2 to Sunday February 8

**Paper 6:** Festinger, L. (1954). A theory of social comparison processes. *Human Relations*, 7, 117-140.

**Paper 7:** Suls, J., & Wheeler, L. (2012). Social comparison theory. In P. A. M. Van Lange, A. W. Kruglanski, & E. T. Higgins (Eds.), *Handbook of theories of social psychology* (Vol. 1, pp. 460-482). SAGE.

**Week 5:** Monday February 9 to Sunday February 15

**Paper 8:** Crandall, C. S., Silvia, P. J., N'Gبالا, A. N., Tsang, J.-A., & Dawson, K. (2007). Balance theory, unit relations, and attribution: The underlying integrity of Heiderian theory. *Review of General Psychology*, 11, 12-30.

**Paper 9:** Aronson, E., & Cope, V. (1968). My enemy's enemy is my friend. *Journal of Personality and Social Psychology*, 8, 8-12.

**Paper 10:** Weiner, B. (1985). An attributional theory of achievement motivation and emotion. *Psychological Review*, 92, 548-573.

**Week 6:** Monday February 16 to Sunday February 22

**Paper 11:** Storms, M. D., & Nisbett, R. E. (1970). Insomnia and the attribution process. *Journal of Personality and Social Psychology*, 16, 319-328.

**Paper 12:** Festinger, L., & Carlsmith, J. M. (1959). Cognitive consequences of forced compliance. *The Journal of Abnormal and Social Psychology*, 58, 203-210.

**Paper 13:** Aronson, E., & Mills, J. (1959). The effect of severity of initiation on liking for a group. *Journal of Abnormal and Social Psychology*, 59, 177-181.

**Week 7:** Monday 23 to Sunday March 1

**Paper 14:** Aronson, E. (1991). Leon Festinger and the art of audacity. *Psychology Science*, 2, 213-217.

**Paper 15:** Zajonc, R. B. (1965). Social facilitation. *Science*, 149, 267-274.

**Paper 16:** Williams, K., Harkins, S., & Latane, B. (1981). Identifiability as a deterrent to social loafing: Two cheering experiments. *Journal of Personality and Social Psychology*, 40, 303-311.

**Week 8:** Monday March 2 to Sunday March 8

**Paper 17:** Jackson, J. M., & Padgett, V. R. (1982). With a little help from my friend: Social loafing and the Lennon-McCartney songs. *Personality and Social Psychology Bulletin*, 8, 672-677.

**Paper 18:** Maass, A., & Clark, R. D. (1984). Hidden impact of minorities: Fifteen years of minority influence research. *Psychological Bulletin*, 95, 428-450.

**TEST 1 DUE SUNDAY by Midnight** (covers Weeks 1-8)

**Week 9:** Monday March 9 to Sunday March 15: SPRING BREAK

No reaction papers due.

**Week 10:** Monday March 16 to Sunday March 22

**Paper 19:** Cialdini, R. B., Borden, R. J., Thorne, A., Walker, M. R., Freeman, S., & Sloan, L. R. (1976). Basking in reflected glory: Three (football) field studies. *Journal of Personality and Social Psychology*, 34, 366-375.

**Paper 20:** Tajfel, H., & Turner, J. (1979). An integrative theory of intergroup conflict. In R. Austin & S. Worchel (Eds.), *Social psychology of intergroup relations* (pp. 33-47). Chicago: Nelson-Hall.

**Paper 21:** Turner, J. C., & Reynolds, K. J. (2012). Self-categorization theory. In P. A. M. Van Lange, A. W. Kruglanski, & E. T. Higgins (Eds.), *Handbook of theories of social psychology* (Vol. 2, pp. 399-417). Los Angeles: SAGE.

**Week 11:** Monday March 23 to Sunday March 29

**Paper 22:** Levine, M., Prosser, A., Evans, D., & Reicher, S. (2005). Identity and emergency intervention: how social group membership and inclusiveness of group boundaries shape helping behavior. *Personality and Social Psychology Bulletin*, 31, 443-453.

**Paper 23:** Branscombe, N. R., Ellemers, N., Spears, R., & Doosje, B. (1999). The context and content of social identity threat. In N. Ellemers, R. Spears, & B. Doosje (Eds.), *Social identity: Context, commitment, content* (pp. 35-58). Oxford: Blackwell.

**Paper 24:** Reicher, S. D., Haslam, S. A., & Smith, J. R. (2012). Working toward the experimenter: Reconceptualizing obedience within the Milgram paradigm as identification-based followership. *Perspectives on Psychological Science*, 7, 315-324.

**Week 12:** Monday March 30 to Sunday April 5

**Paper 25:** Graham, J., & Haidt, J. (2010). Beyond beliefs: Religions bind individuals into moral communities. *Personality and Social Psychology Review*, 14, 140-150.

**Paper 26:** Kurtis, T., Adams, G., Yellow Bird, M. (2010). Generosity or genocide? Identity implications of silence in American Thanksgiving commemorations. *Memory*, 18, 208-224.

**Week 13:** Monday April 6 to Sunday April 12

**Paper 27:** Petty, R. E., & Brinol, P. (2012). The elaboration likelihood model. Suls, J., & Wheeler, L. (2012). Social comparison theory. In P. A. M. Van Lange, A. W. Kruglanski, & E. T. Higgins (Eds.), *Handbook of theories of social psychology* (Vol. 1, pp. 224-245). Los Angeles: SAGE.

**Week 14:** Monday April 13 to Sunday April 19

**Paper 28:** Greenberg, J., & Arndt, J. (2012). Terror management theory. In P. A. M. Van Lange, A. W. Kruglanski, & E. T. Higgins (Eds.), *Handbook of theories of social psychology* (Vol. 1, pp. 398-415). Los Angeles: SAGE.

**Paper 29:** Reysen, S., & Katzarska-Miller, I. (2013). Intentional worlds and global citizenship. *Journal of Global Citizenship and Equity Education*, 3, 34-52.

**Week 15:** Monday April 20 to Sunday April 26

**Paper 30:** Adams, G., & Markus, H. R. (2004). Toward a conception of culture suitable for a social psychology of culture. In M. Schaller & C. S. Crandall (Eds.), *Psychological foundations of culture* (pp. 335-360). Hillsdale, NJ: Lawrence Erlbaum.

**Paper 31:** Kim, H., & Markus, H. R. (1999). Deviance or uniqueness, harmony or conformity? A cultural analysis. *Journal of Personality and Social Psychology*, 77, 785-800.

**Paper 32:** Miyamoto, Y., Nisbett, R. E., Masuda, T. (2006). Culture and the physical environment. *Psychological Science*, 17, 113-119.

**Week 16:** Monday April 27 to Sunday May 3

**Paper 33:** Adams, G., Biernat, M., Branscombe, N. R., Crandall, C. S., & Wrightsman, L. S. (2008). Beyond prejudice: Toward a sociocultural psychology of racism and oppression. In G. Adams, M. Biernat, N. R. Branscombe, C. S. Crandall, & L. S. Wrightsman (Eds.), *Commemorating Brown: The social psychology of racism and discrimination* (pp. 215-246). Washington, DC: APA Books.

**Paper 34:** Leyens, J.-P., Paladino, P. M., Rodriguez-Torres, R., Vaes, J., Demoulin, S., Rodriguez-Perez, A., & Gaunt, R. (2000). The emotional side of prejudice: The attribution of secondary emotions to ingroups and outgroups. *Personality and Social Psychology Review*, 4, 186-197.

**TEST 2 DUE Sunday May 3** (covers Weeks 10-16) by 11:59PM

Any late reaction papers are due by Sunday May 3 by 11:59PM (no work will be accepted after that time).

## **TECHNOLOGY REQUIREMENTS**

### **LMS**

All course sections offered by East Texas A&M University have a corresponding course shell in the myLeo Online Learning Management System (LMS). Below are technical requirements

LMS Requirements:

<https://community.brightspace.com/s/article/Brightspace-Platform-Requirements>

LMS Browser Support:

[https://documentation.brightspace.com/EN/brightspace/requirements/all/browser\\_support.htm](https://documentation.brightspace.com/EN/brightspace/requirements/all/browser_support.htm)

Zoom Video Conferencing Tool

[https://inside.tamuc.edu/campuslife/CampusServices/CITESupportCenter/Zoom\\_Account.aspx?source=universalmenu](https://inside.tamuc.edu/campuslife/CampusServices/CITESupportCenter/Zoom_Account.aspx?source=universalmenu)

## ACCESS AND NAVIGATION

You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or [helpdesk@etamu.edu](mailto:helpdesk@etamu.edu).

**Note:** Personal computer and internet connection problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, Starbucks, a TAMUC campus open computer lab, etc.

## COMMUNICATION AND SUPPORT

If you have any questions or are having difficulties with the course material, please contact your Instructor.

### Technical Support

If you are having technical difficulty with any part of Brightspace, please contact Brightspace Technical Support at 1-877-325-7778. Other support options can be found here:

<https://community.brightspace.com/support/s/contactsupport>

## STUDENT RESPONSIBILITIES FOR COURSE

### CWID and Password

You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or [helpdesk@etamu.edu](mailto:helpdesk@etamu.edu).

### Technology-Related Issues

Personal computer and internet connection problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, Starbucks, a ETAMU campus open computer lab, etc.

### Course Specific Procedures/Policies

My expectations in this area should be very simple to fulfill. (1) Immaturity will NOT be tolerated! If a student's behavior is disrupting the class, he/she will be asked to stop. (2) Respect: Given the nature of this course, we may discuss issues that some of you may find embarrassing, uncomfortable, and/or even "inappropriate." To remain in this class, you must be respectful of others and maintain a mature and professional manner at all times. Failure to do so will result in your expulsion from the course. (3) The Student's Guidebook addresses the issues of academic cheating and plagiarism. These are a breach of conduct, and students are subject to disciplinary actions. It's simple. Do NOT cheat (to cheat is to act dishonestly or unfairly in order to gain an

advantage) or plagiarize (to plagiarize is to take the work or idea of someone else and pass it off as one's own)!

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## **TECHNOLOGY REQUIREMENTS AND SUPPORT**

### **Minimal Technical Skills Needed**

Students will need reliable computer and internet access for this course. Students must be able to effectively use myLeo email, myLeo Online D2L, and Microsoft Office.

### **Learning Management System (LMS) – D2L**

All course sections offered by East Texas A&M University have a corresponding course shell in the myLeo Online Learning Management System (LMS). Below are the technical requirements:

- View the [Learning Management System Requirements Webpage](#).
- Learn more on the [LMS Browser Support Webpage](#).

### **Technical Support**

If you are having technical difficulty with any part of Brightspace, please contact Brightspace Technical Support at 1-877-325-7778. Other support options can be found on the [Brightspace Support Webpage](#).

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## **COMMUNICATION AND SUPPORT**

### **Interaction with Instructor Statement**

If you have any questions or are having difficulties with the course material, please contact your instructor. Correspondence will always be through university email (your “myLeo” mail) and announcements in myLeo online (D2L). You will not RECEIVE email through D2L, so be sure to check your ETAMU email for communication. Students are encouraged to check university email daily.

### **Include the Following in Emails with Instructor:**

- Course name and subject in the subject line
  - Salutation (e.g., Good afternoon, Dr. Jackson)
  - Proper email etiquette (no “text” emails – use proper grammar and punctuation)
  - Student name and CWID after the body of the email (possibly add to student signature on email)
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## **COURSE AND UNIVERSITY PROCEDURES/POLICIES**

## **Syllabus Change Policy**

The syllabus is a guide. Circumstances and events, such as student progress, may make it necessary for the instructor to modify the syllabus during the semester. Any changes made to the syllabus will be announced in advance.

## **Student Conduct**

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. The [Code of Student Conduct](#) is described in detail online in the [Student Guidebook](#).

Students should also consult the [Rules of Netiquette Webpage](#) for more information regarding how to interact with students in an online forum.

## **ETAMU Attendance**

For more information about the attendance policy, please view the [Attendance Webpage](#) and the [Class Attendance Policy](#)

## **Academic Integrity**

Students at East Texas A&M University are expected to maintain high standards of integrity and honesty in all their scholastic work. For more details and the definition of academic dishonesty see the following procedures:

[Undergraduate Academic Dishonesty University Procedure 13.99.99.R0.03](#)

[Undergraduate Student Academic Dishonesty Form](#)

[Graduate Student Academic Dishonesty University Procedure 13.99.99.R0.10](#)

[Graduate Student Academic Dishonesty Form](#)

## **Use of Artificial Intelligence**

East Texas A&M University acknowledges that there are legitimate uses of Artificial Intelligence, ChatBots, or other software that has the capacity to generate text, or suggest replacements for text beyond individual words, as determined by the instructor of the course.

Any use of such software must be documented. Any undocumented use of such software constitutes an instance of academic dishonesty (plagiarism).

Individual instructors may disallow entirely the use of such software for individual assignments or for the entire course. Students should be aware of such requirements and follow their instructors' guidelines. If no instructions are provided the student should assume that the use of such software is disallowed.

In any case, students are fully responsible for the content of any assignment they submit, regardless of whether they used an AI, in any way. This specifically includes cases in which the AI plagiarized another text or misrepresented sources.

### **Students with Disabilities -- ADA Statement**

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

### **Office of Student Disability Resources and Services**

East Texas A&M University  
Velma K. Waters Library Rm 162  
Phone (903) 886-5150 or (903) 886-5835  
Fax (903) 468-8148  
Email: [studentdisabilityservices@etamu.edu](mailto:studentdisabilityservices@etamu.edu)  
Website: [Office of Student Disability Services](#)

### **Nondiscrimination Notice**

East Texas A&M University will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information, or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

### **Campus Concealed Carry Statement**

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in East Texas A&M University buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and ETAMU Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations.

For a list of locations, please refer to the [Carrying Concealed Handguns On Campus](#) document and/or consult your event organizer.

Pursuant to PC 46.035, the open carrying of handguns is prohibited on all East Texas A&M University campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

### **East Texas A&M Supports Students' Mental Health – Counseling Services**

The Counseling Center at East Texas A&M University, located in the Halladay Building, Room 203, offers counseling services, educational programming, and connection to community resources for students. Students have 24/7 access to the Counseling Center's crisis assessment services by calling 903-886-5145. For more information regarding Counseling Center events and confidential services, please visit <https://www.etamu.edu/counseling-center/>

### **Mental Health and Well-Being**

The university aims to provide students with essential knowledge and tools to understand and support mental health. As part of our commitment to your well-being, we offer access to Telus Health, a service available 24/7/365 via chat, phone, or webinar. Scan the QR code to download the app and explore the resources available to you for guidance and support whenever you need it, or follow this link: <https://www.etamu.edu/telus/>



### **Community Psychology Clinic**

The Community Psychology Clinic at East Texas A&M offers assessments services to assist students who may be experiencing difficulties in their classes, mental health issues, support groups, Autism, ADHD, and assist with gaining accommodations in college. All services are FREE to students. Call today to schedule an appointment 903-886-5660 or email [cpc@etamu.edu](mailto:cpc@etamu.edu)