

# PSYCH 345 WI18: Social Psychology

## University of Washington

This class examines the actions of individuals in a social context. We'll cover a variety of social contexts, including how the actual or imagined presence of others influences our thoughts (attribution, heuristics), feelings (ingroup biases, prejudice, attraction), and behavior (conformity, aggression, persuasion, bystander intervention).

## TEACHING TEAM

**Professor:** Dr. Tabitha Kirkland (*tabithak*)

**Teaching Assistants:** Leah Lucid (*llucid*), Thea Weiss (*tweiss1*)

**Peer Tutor:** Johanna Fuller (*jrfuller*)

### Email policy:

- For all course policy and content questions, please post your question on the [General Discussion Board](#).
- To discuss ideas or plan study sessions with your classmates, post on [The Coffee Shop: Student Discussion Board](#).
- For questions specific to your individual situation, please contact Dr. Kirkland or your TA (*NetID@uw.edu*, above). Note that questions posed via email should be able to be answered in a single sentence.
- If you have a question or topic you'd like to discuss in greater depth, plan to visit office hours.

## MEETINGS

**Lectures:** Monday & Wednesday | 12:30-2:20 | JHN 075

**Discussion sections:** Friday (see below)

Section	Time	Room	TA
AA	10:30-11:20	MGH 248	Thea
AB	11:30-12:20	MGH 251	Thea
AC	12:30-1:20	MGH 248	Leah
AD	1:30-2:20	MGH 248	Leah

**Office hours:** we will also be available online via Chat during these hours, but in-person visitors will receive priority.

Day	Time	Who	Where
Monday	11:30-12:20	Dr. Kirkland	Guthrie 133
Wednesday	11:30-12:20	Dr. Kirkland	Guthrie 133
Wednesday	2:30-3:20	Leah	3939 University (ring doorbell)
Thursday	3:30-4:20	Thea	Anderson 301

**Required Readings:**

1. Gilovich, T., Keltner, D., Chen, S., & Nisbett, R. E. *Social Psychology* (4th ed.). New York: Norton. Please note that you need the version that has "InQuizitive" access. A copy of the book is also on reserve in the library.
2. Scholarly journal articles for discussion sections will be posted on Canvas.

## ABOUT THIS COURSE

### LEARNING GOALS

1. **Knowledge of Social Psychology:** The most directly measurable goal in this course is to increase your knowledge of psychology. This goal includes enhancing your knowledge and understanding of: a) major social psychological approaches to the study of behavior; b) major issues in psychology; c) concepts, basic terminology, research findings, and applications of social psychological work; d) the research process and its limitations. Your progress on this goal will be measured by performance on exams.
2. **Scientific Values and Skills:** I hope that this course will stimulate your intellectual curiosity about human behavior, increase your appreciation of the scientific method, help you recognize faulty or biased research, and increase your ability to critically evaluate scientific information. You can reach this goal by attending regularly, participating fully in activities, and visiting office hours. Your progress on this goal will be measured by performance on exams.
3. **Everyday Life:** The information in this course will increase your understanding of other people's and your own behavior, help you to appreciate the complexity of human behavior, and promote an intelligent skepticism about accepting psychological "facts" and "truths" that you come across in everyday life (e.g., in news reports and "pop" web articles, on TV and radio talk shows). You can reach this goal by attending regularly, participating fully, and talking with people in your life about the ideas in this class.

# EXPECTATIONS

## ***My Role as Instructor***

I am here to guide you in exploring this fascinating material. I will do my best to make class time interesting, engaging, and enjoyable for everyone. I will use on a variety of methods to promote learning, including videos, discussions, and activities. I will create and enforce a learning atmosphere that is safe, comfortable, and respectful for everyone. I will communicate my expectations clearly and hold all learners to equitable standards. I will welcome questions, comments, and suggestions, and I will adapt to individual needs whenever possible. I may modify this syllabus as needed to accommodate your learning. I am here to guide you in exploring this fascinating material – please see me as a resource!

## ***Your Role as Learner***

Students learn best when they are actively engaged and involved in the learning process. This is an active and interactive course in which you will often learn by discussing and/or doing. You are expected to observe the world, read, discuss, and participate. This means that you read the book before class, think about what you read, and come prepared to discuss the ideas in class. I think of our classroom as a *collaborative learning community* wherein we all teach and learn from each other. Every time you make a comment or ask a question, you teach something to the rest of us. Challenge assumptions: ask “why?” or “how do we know?” Come to office hours and debate ideas with me. Consider the implications and applications of course material. Share the ideas you learn, or the thoughts they inspire, with other people. Get to know your classmates, and discuss the ideas in this class with them over coffee. Write down your thoughts privately, and reflect on them later. Thinking deeply about the course material will be worth your time (really!).

I challenge you to abandon the traditional passive student role and to get involved with teaching and learning – I think you’ll enjoy it.

This is a fast-paced class in which you will be given a good deal of independence. Consequently, you will need to be responsible for managing your time appropriately, and to contact me in a timely manner if any circumstances arise that interfere with your ability to participate fully in class.

# COURSE SCHEDULE

Topics and due dates for assignments and exams are listed below, with required reading (chapters in *Social Psychology* and journal articles posted in Modules). All readings should be completed before class. This schedule is subject to change.

Week	Day	Date	Topic	Reading	Assignments
1	Wednesday	January 3, 2018	Intro to Social Psychology	Chapter 1	
	Friday	January 5, 2018	Introductions & Seminar Group Formation		
2	Monday	January 8, 2018	Methods	Chapter 2	<a href="#">Chapter 2 Quiz</a>

Week	Day	Date	Topic	Reading	Assignments
	Wednesday	January 10, 2018	The Social Self	Chapter 3	<a href="#">Chapter 3 Quiz</a>
	Friday	January 12, 2018	Seminar 1	Dunning, Johnson, Ehrling, & Kruger (2003). Why people fail to recognize their own incompetence. <i>Current Directions in Psychological Science</i> , 12, 83-87.	<a href="#">Reading Notes 1</a>
3	Monday	January 15, 2018	NO CLASS: MLK Day		<a href="#">Reflection 1: Weeks 1 &amp; 2</a>
	Wednesday	January 17, 2018	Social Cognition	Chapter 4	<a href="#">Chapter 4 Quiz</a>
	Friday	January 19, 2018	Seminar 2	Gilovich, Medvec, & Savitsky (2000). The spotlight effect in social judgement: An egocentric bias in estimates of the salience of one's own actions and appearance. <i>Journal of Personality and Social Psychology</i> , 78, 211-222.	<a href="#">Reading Notes 2</a>
4	Monday	January 22, 2018	Social Cognition	Chapter 4	<a href="#">Reflection 2: Week 3</a>
	Wednesday	January 24, 2018	Social Attribution	Chapter 5	<a href="#">Chapter 5 Quiz</a>
	Friday	January 26, 2018	<b>Exam 1: chapters 1-5</b>		
5	Monday	January 29, 2018	Emotion	Chapter 6	<a href="#">Chapter 6 Quiz</a>
	Wednesday	January 31, 2018	Attitudes, Behavior, & Rationalization	Chapter 7	<a href="#">Chapter 7 Quiz</a>
	Friday	February 2, 2018	Seminar 3	Briñol, Gascó, Petty, & Horcajo (2013). Treating thoughts as material objects can increase or decrease their impact on evaluation. <i>Psychological Science</i> , 24, 41-47.	<a href="#">Reading Notes 3</a>
6	Monday	February 5, 2018	Social Influence	Chapter 9	<a href="#">Chapter 9 Quiz</a>

Week	Day	Date	Topic	Reading	Assignments
					<a href="#">Reflection 3: Weeks 4 &amp; 5</a>
	Wednesday	February 7, 2018	Social Influence	Chapter 9	
	Friday	February 9, 2018	Seminar 4	Burger (2009). Replicating Milgram: Would people still obey today? <i>American Psychologist</i> , 64, 1-11.	<a href="#">Reading Notes 4</a>
7	Monday	February 12, 2018	Stereotyping, Prejudice, & Discrimination	Chapter 11	<a href="#">Chapter 11 Quiz</a>  <a href="#">Reflection 4: Week 6</a>
	Wednesday	February 14, 2018	Stereotyping, Prejudice, & Discrimination	Chapter 11	
	Friday	February 16, 2018	<b>Exam 2: chapters 6, 7, 9, 11</b>		
8	Monday	February 19, 2018	NO CLASS: Presidents Day		
	Wednesday	February 21, 2018	Groups	Chapter 12	<a href="#">Chapter 12 Quiz</a>
	Friday	February 23, 2018	Seminar 5	Epley & Schroeder (2014). Mistakenly seeking solitude. <i>Journal of Experimental Psychology: General</i> , 143, 1980-1999. (Intro, Experiment 1, your choice of one of Experiments 2-5, General Discussion.)	<a href="#">Reading Notes 5</a>
9	Monday	February 26, 2018	Relationships & Attraction	Chapter 10	<a href="#">Chapter 10 Quiz</a>  <a href="#">Reflection 5: Weeks 7 &amp; 8</a>
	Wednesday	February 28, 2018	Relationships & Attraction	Chapter 10	
	Friday	March 2, 2018	Seminar 6	Finkel et al. (2014). A brief intervention to promote conflict reappraisal	<a href="#">Reading Notes 6</a>

Week	Day	Date	Topic	Reading	Assignments
				preserves marriage quality over time. <i>Psychological Science</i> , 24, 1595-1601.	
10	Monday	March 5, 2018	Aggression	Chapter 13	<a href="#">Chapter 13 Quiz</a>  <a href="#">Reflection 6: Week 9</a>
	Wednesday	March 7, 2018	Altruism & Cooperation	Chapter 14	<a href="#">Chapter 14 Quiz</a>
	Friday	March 9, 2018	<b>Exam 3: chapters 10, 12, 13, 14</b>		

## COURSE REQUIREMENTS

Assignment	Points	%
1. Textbook Quizzes	60	20%
2. Seminar Reading Notes	30	10%
3. Reflection Papers	60	20%
4. Exams	90	30%
5. Lecture Participation	40	13.3%
6. Discussion Participation	20	6.7%
Total Points	300	

### 1. Textbook Quizzes: InQuizitive [10 quizzes x 5 pts = 50 pts]

You are responsible for completing the assigned reading before class. To help you stay accountable, you will be required to take an online pre-lecture reading quiz *before class time* each day we start a new chapter (see schedule). These quizzes use InQuizitive, an adaptive learning game in which you gain and lose points based on

correctness and how confident you are in your answer to each question. Each quiz is worth 5 points and should take roughly 30 minutes to complete.

All InQuizitive quizzes have three levels: Level 1 has an equal distribution of questions from all learning objectives; Level 2 will give you questions based on how well you're doing (harder questions if you're doing well, easier questions if you're not); and Level 3 will give you personalized questions based on the learning objectives you had the most trouble with in Levels 1 and 2. You have the opportunity to earn full credit on every quiz by continuing to play until you reach the target score, or you can stop once you've answered the minimum number of questions and get partial credit.

You can access all quizzes through the links in Canvas. I recommend going through the "How to Use InQuizitive" practice quiz first so you understand the scoring and confidence ratings.

Late quizzes will be accepted with a 2 point penalty per day.

## 2. Seminar Reading Notes [6 notes x 5 pts = 30 pts]

As you read for this class, you should be taking notes. Notes serve to highlight key points and ideas, define terms, and structure your understanding of the material. Notes can also include questions, half-formed thoughts/reflections on the reading, ideas for research, etc.

Before class on each seminar day, please submit on Canvas a copy of the notes you took on the assigned reading for that day. Your notes can be typed (submit a doc) or on paper (submit a picture of the notes). These notes will help you stay accountable for doing the reading as well as help you prepare for the more substantive reflection papers due at the end of each week. I also recommend that you bring a copy of your notes to class to use during discussion.

Late notes will not be accepted.

## 3. Reflection Papers [6 papers x 10 pts = 60 pts]

At the end of each non-exam week, beginning in Week 2, you will submit a typed response paper on Canvas. The majority of this response should serve as a critical reaction to and reflection on one major topic or theme from the week (you need not include everything discussed that week). Most papers will be around 3 pages, double-spaced. A grading rubric including all criteria for this assignment is available in each assignment submission box on Canvas.

Late papers will be accepted with a 2 point penalty per day.

## 4. Exams [3 exams x 40 pts = 120 pts]

Three short-answer exams will be given during discussion sections. Exams may be completed individually or in your discussion group. You may use no other resources besides the people in your group. All group members must agree on and submit one answer sheet.

If you know in advance that you will be unable to take an exam at the scheduled time, notify us as soon as possible before the exam. You may take any exam up to one day early with one week's notice. Early exams must be completed individually. If you miss an exam, you will get a 0 unless you do BOTH of the following: (a) notify us before the start time of the exam and (b) provide a written doctor's note or other emergency documentation within one week after the missed exam. There are no make-up exams, but the score on a

missed exam will be replaced by averaging the other two exam scores. You may not miss more than one exam for any reason.

## 5. Lecture Participation: PollEv [8 weeks x 5 pts = 40 points]

On lecture days, discussion and activities will be facilitated through Poll Everywhere (PollEv), our free classroom response software which collects responses sent electronically and shows them in real time. Your PollEv account has already been created using your UW email address. You will be graded on your rate of participation each week, defined as the number of items you responded to divided by the total number of items presented. Points will be awarded according to the scale shown below. You will receive a separate participation score for each week of class, starting on Monday, January 8. Your lowest score will be dropped.

Participation Rate	Weekly Points
80%+	5
70-79%	4
60-69%	3
50-59%	2
40-49%	1
0-39%	0

To use PollEv:

- Login and manage your account:** visit [polleverywhere.com](http://polleverywhere.com) and type in your UW email. After entering your email, you will see a small prompt to login via Single Sign-On. Enter your usual UW NetID and password.
  - Note: you must use your UW email address to participate in polls. You cannot receive credit for participating with a personal email address. Polls will only accept responses from registered users.
- Participate in polls:** go to [pollev.com/uwpsych](http://pollev.com/uwpsych) on your mobile device. You can also text your responses using information provided in class; however, you will need to add your phone number to your account (on [polleverywhere.com](http://polleverywhere.com)) in order for the system to track those responses and match them to your account.

Having trouble connecting to PollEv during class? Report the issue [here](#).

## 6. Discussion Participation [6 discussions x 3 pts = 18 pts + 2 overall quality pts = 20 pts]

On discussion days, you will learn through seminar-style discussion and dialogue with your TA and peers. Reading ahead of time is essential to success. All students are expected to participate in discussion by critically analyzing the research, posing thoughtful questions, suggesting implications of the work for other areas of

study, etc. You will receive a score from your TA each week reflecting the quality of your contribution in discussion section. At the end of the quarter, you will receive up to 2 additional points reflecting your overall quality of contribution over the entire quarter. Please contact your TA to resolve any disputes.

## GRADES

The UW uses a [numerical grading system](#). The following scale will be used to assign final grades in the course. Please be aware that 0.7 is the lowest passing grade used at the UW. Any grade below that is a 0.0. *Note: it is your responsibility to earn the grade you want, starting the first day. I do not give extra credit opportunities to make up for poor performance.*

Percentage (%)	Grade Points	Letter Grade Equivalent		Percentage (%)	Grade Points	Letter Grade Equivalent
94-100	4.0	A		76	2.2	C+
93	3.9	A		75	2.1	C
92	3.8	A-		74	2.0	C
91	3.7	A-		73	1.9	C
90	3.6	A-		72	1.8	C-
89	3.5	A-		71	1.7	C-
88	3.4	B+		70	1.6	C-
87	3.3	B+		69	1.5	C-
86	3.2	B+		68	1.4	D+
85	3.1	B		67	1.3	D+
84	3.0	B		66	1.2	D+
83	2.9	B		65	1.1	D
82	2.8	B-		64	1.0	D
81	2.7	B-		63	0.9	D

80	2.6	B-		62	0.8	D-
79	2.5	B-		60-61	0.7	D-
78	2.4	C+		0-59	0.0	F
77	2.3	C+				

## Incompletes

Only students with special circumstances beyond their control who have obtained permission from Dr. Kirkland are eligible for a grade of Incomplete. Incompletes will not be given out at the end of the quarter to escape a poor grade.

## COURSE POLICIES

### Canvas: The Course Website (<http://canvas.uw.edu>)

Canvas will be used for downloading materials, submitting assignments, etc. Plan to check it regularly. Our course home page can be accessed on the main dashboard or from the *Courses* menu on the left menu.

## Email Communication

Please use standard professional guidelines for all written communication, including using a formal greeting, writing in complete sentences, and signing your name. Please set the subject heading as the class name. We will respond to all messages within 24 hours on weekdays. Weekend responses may take longer; please plan accordingly. Here is a general template that will go over well with us or any instructor (full details at <http://bit.ly/2ceflXU>):

To: \_\_\_\_\_

Subject: PSYCH 345

Dear \_\_\_\_\_,

*This is a polite line that recognizes our common humanity (e.g., I hope you are enjoying the weather / had a great weekend / etc.).*

*I'm in your Class Name, Section Number that meets on This Day. (Any other identifying details you include will be helpful in helping us figure out who you are.) This is the question I have or the help I need. I've looked in the syllabus and at my notes from class and online and I asked someone else from the class, and I think This Is The*

*Answer, but I'm still not sure. (This shows you did your homework before contacting us, which gains you instant respect.) This is the action I would like you to take.*

*Thank you,  
Your Name Here*

## Guidelines for Discussion

- When the class is engaged in lecture and whole-class discussion, please raise your hand to ask questions or otherwise contribute. Side comments and conversations are distracting. If you feel tempted to whisper comments to a classmate, either participate in the whole-class discussion instead or write your comments to share privately.
- If you contribute frequently, I may call on other people instead to get a variety of perspectives.
- In an academic setting, everyone has the right to express different views in a respectful atmosphere. Please be considerate of your classmates.

## Technology in the Classroom

- Mobile phones should be *silenced* and put away before class. Unless we are actively engaged in a participation activity, **do not use your phone during class**. Limit the temptation to check your phone by keeping it in your bag.
- For your own sake, I strongly suggest that you *do not* use your laptop during class. Scientific research has shown that **typing notes in class causes worse learning of the material compared to writing** – and not just because of their potential for distraction. If you must use your laptop to take notes, please sit in the last two rows.
- Our lectures are live-streamed by Panopto Recordings and posted on Canvas. Feel free to use these as a resource.
- If you are learning English, you are welcome to use an electronic dictionary during class.
- If you would like to record lectures (audio), please ask first.

## Punctuality

- Please be on time for class. Arriving late or leaving early breaks the flow of the class and can be a cause for distraction. If you *must* occasionally arrive late or leave early, please take a seat near the door.
- Please wait until class ends to pack your things. I will always end class on time. Packing early invariably causes a “domino effect,” which is distracting to everyone and may result in your missing important information.

## Attendance

- If you miss any class session, consult the schedule to see what topics were covered. You are responsible for obtaining notes and information on any in-class announcements from peers. Do not contact me to ask what you missed. If you have questions concerning the missed class that you are unable to answer yourself after reviewing a classmate’s notes, please see one of us during office hours for clarification.

# RESOURCES FOR SUCCESS

## Follow These Study Tips

- Research shows that when we do more than one thing at a time, we're not actually doing them simultaneously. Instead, we're shifting our attention from one thing to another. During that shift, we lose focus, and it takes effort to refocus on the new task. In fact, some research shows that the more often we "multitask," the more distracted we are by irrelevant information, and the worse we are at concentrating. *Limit the temptation to multitask* in class and when studying by putting away any distracting materials.
- Study in frequent, short, focused sessions (e.g., 15 minutes), with periodic breaks. Research shows that we learn best by absorbing information over time. This will also give you more opportunities to review difficult concepts. "Cramming," or attempting to study a lot of material in a single session, results in very weak learning and retention of the material. This strategy is a poor use of your valuable time.
- Test yourself when studying. Complete the review section at the end of each chapter, create multiple-choice questions for yourself, or use flashcards to quiz yourself on terms and their examples (check out [quizlet.com](http://quizlet.com)).
- Talk to people about what you learn in class, and think about examples of the class material from your own life. Research shows that we learn best when we connect new ideas to the things we already know.

## Study in a Group

I strongly encourage you to study with the people in your section discussion group. Successful study groups meet about once per week to review the material together, quiz each other, and help each other stay accountable and avoid procrastination. Plus, studying with other people is way more fun than studying by yourself, and can help you find more community in a big class.

## Attend Office Hours

These hours (listed at the top of the syllabus) are a specific time your instructor and TA set aside specifically to talk with students. We are *always* available during office hours – no appointment needed. Just stop by! Come to office hours with questions, comments, or topics for debate. We are also happy to talk about other [psychology](#)-related topics, such as getting involved in research or applying to graduate school. Please correspond with us via email or on [Canvas](#) if those times don't fit your schedule.

## Attend Exam Review Sessions

Before each exam, your TAs will hold a review session. You can expect sample questions, a quick refresher lesson on one or more topics, and/or an open forum for questions. Please plan to study ahead of time and bring your questions to the review session. We will announce the time and location of these sessions in class and post a reminder on Canvas.

## Get Extra Help Studying

There are many resources on campus to help you improve your study skills, time management, reading speed, and content knowledge. For example, check out the Instructional Center for drop-in tutoring and workshops for several courses in psychology. More info: <https://www.washington.edu/uaa/advising/finding-help/study-centers-and-tutoring/>.

## Stay Healthy

The UW offers a wide array of services for staying physically and mentally healthy, from rec sports to meditation to counseling, crisis intervention, and support groups. Visit <http://www.washington.edu/studentlife/health/>.

## Access and Accommodations

Your experience in this class is important to me. If you have already established accommodations with Disability Resources for Students (DRS), please communicate your approved accommodations to me at your earliest convenience so we can discuss your needs in this course.

If you have not yet established services through DRS, but have a temporary health condition or permanent disability that requires accommodations (conditions include but are not limited to: mental health, attention-related, learning, vision, hearing, physical or health impacts), you are welcome to contact DRS at 206-543-8924, [uwdrs@uw.edu](mailto:uwdrs@uw.edu), or [disability.uw.edu](http://disability.uw.edu). DRS offers resources and coordinates reasonable accommodations for students with disabilities and/or temporary health conditions. Reasonable accommodations are established through an interactive process between you, your instructor(s) and DRS. It is the policy and practice of the University of Washington to create inclusive and accessible learning environments consistent with federal and state law.

# FURTHER READING

Here are some social psychology books you may enjoy. These books are all grounded in scientific research, and I recommend them as credible sources of information. If you've read another interesting, research-backed psychology book that is not on this list, feel free to let me know!

## **Social Psychology as a Science:**

- Silver, *The Signal and The Noise*
- Wheelan, *Naked Statistics*

## **Social Cognition:**

- Gladwell, *Blink* and *Tipping Point*
- Kahneman, *Thinking, Fast and Slow*
- Wilson, *Strangers to Ourselves*
- Tavis & Aronson, *Mistakes Were Made (But Not By Me)*

## **Conformity and Obedience:**

- Zimbardo, *The Lucifer Effect*

## **Persuasion:**

- Cialdini, *Influence*

## **Stereotypes & Prejudice:**

- Banaji, *Blindspot*
- Steele, *Whistling Vivaldi*

## **Love and Happiness:**

- Fredrickson, *Love 2.0*
- Gilbert, *Stumbling on Happiness*