



PSYCH 345: Social Psychology

University of Washington | Winter 2019

Lecture: Tue & Thu 2:30-4:20pm | Anderson Hall 223

Discussion Sections: Fridays

This class explores how people’s thoughts, feelings, and behavior are influenced by their social context. Through readings, discussions, and active involvement in research, we will investigate diverse topics including attribution, persuasion, cognitive dissonance, conformity, ingroup bias, prejudice, social identity, romantic attraction, and bystander intervention.

TEACHING TEAM

Professor: Tabitha Kirkland (tabithak@uw.edu)

Office hours: TTh 1:30-2:15pm | Guthrie 133

Teaching Assistants (TAs):

Name	Contact	Sections	Office hour
Adriana Germano	agermano@uw.edu	AA: 9:30-10:20 MGH 248 AB: 10:30-11:20 MGH 248	Fri 11:30-12:20 Guthrie 259
Madi Feil	mcfeil@uw.edu	AC: 11:30-12:20 MEB 245 AD: 12:30-1:20 MEB 245	Fri 10:30-11:20 Chem Library 036
Laina Keim	mlkeim@uw.edu	AE: 1:30-2:20 JHN 022 AF: 2:30-3:20 JHN 022	TBD

Peer Tutors: Elizabeth McCarthy, Jin Kang

Communication Policy:

- Networking, studying, and communicating with peers: post in our class Facebook group: <http://facebook.com/groups/psych345>.
- Brief questions for the teaching team: please contact us via email or Canvas message. These questions should be able to be answered in a single sentence.
 - Contact Dr. Kirkland with questions about quiz and exam material or to provide documentation for a missed exam.
 - Contact your TA with questions about course policies, the research project, to schedule an early exam, or to make up missed lecture participation.
- If you have a topic you'd like to discuss in greater depth, plan to visit office hours or see one of us after class.

TEACHING TOOLS & MATERIALS

- **Textbook:** Gilovich, Keltner, Chen, & Nisbett (2018). *Social Psychology* (5th ed.). New York: Norton.
 - \$69.60-128.70, depending on format chosen – ebook, looseleaf, paperback
 - Resources (ebook, practice quizzes, etc.): <http://digital.wwnorton.com/socialpsych5>
 - A copy of the book is on reserve in Odegaard Undergraduate Library
- **PollEverywhere:** <http://pollev.com/uwpsych>
- **Facebook:** <http://facebook.com/groups/psych345>
- **Course website:** <http://canvas.uw.edu>

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 REQUIREMENTS

Assignment	Points Each	Category Points	%
Quizzes (7)	10	70	21.5
Exams (3)	50	150	46
Lecture Participation	5	35	10
Social Psychology Research Project		70	21.5
• Group Contract	5		
• Paper 1	15		
• Paper 2	30		
• Poster Presentation	10		
• Group Evaluation	10		
Total Points		325	

Quizzes (7 quizzes x 10 pts = 70 pts)

You are responsible for completing the assigned reading before class. At the beginning of class each day we start a new chapter, we will have a short multiple-choice quiz covering the reading. Quizzes will be held during class and facilitated through Poll Everywhere (PollEv), an online teaching tool. You have the option to **work with a partner** while taking the quizzes. Please note that partner work is a privilege, not a right, and can be revoked. You may not use any other resources (notes, etc.).

We will allow about 10 minutes to take the quiz. If you arrive late, please sit in the front and work either alone or with other latecomers. We will review answers together immediately after the quiz has closed.

We will do a practice quiz covering the Chapter 2 material on the second day of class. This score will not count toward your grade.

Late policy: Unfortunately, we cannot accept quizzes after answers have been reviewed in class. However, we will replace *one* missing quiz score with your lowest non-zero score. Student-athletes traveling for competition are eligible to take their quiz early and should contact their TA at least a week before a planned absence to do so.

Exams (3 exams x 50 pts = 150 pts)

Three exams will be given throughout the quarter. All exams are multiple-choice, cumulative, and integrate all the material we read and study (films, lectures, readings, etc.). You will need a scantron, #2 pencil, and Husky ID card.

Late policy: If you are unable to take an exam at the scheduled time, notify your TA at least one week before the exam to schedule a time to take it early. You may take any exam up to two days early. If you miss an exam without notice, and have a documented reason for doing so, you may contact the instructor to obtain permission to make up the exam in a short-answer format. Exams may be made up only at instructor's discretion *and* with documentation of serious illness or other extenuating circumstance.

Lecture Participation (7 weeks x 5 pts = 35 points)

On lecture days, discussion and activities will be facilitated through Poll Everywhere (PollEv), an online teaching tool. Beginning in Week 2, you will be graded on your rate of participation: the number of items you responded to divided by the total number of items presented that week. Quiz questions do not count toward participation. The full list of participation polls will be posted in each week's PollEv assignment at the conclusion of the week.

PollEv scores will not be collected in the following weeks: 1, 5, 8.

Points for participation will be assigned according to the following scale: 80-100% = 5, 70-79% = 4, 60-69% = 3, 50-59% = 2, 40-49% = 1, <40% = 0.

Late policy: Students must complete the polls when they are presented in class.

Excused absences: Student-athletes traveling for competition and others with documented excused absences are eligible to make up missed participation polls and should follow these steps to do so:

1. Email your TA with the date(s) you plan to miss ahead of time and documentation for your absence.
2. At the end of the week, consult the summary PDF posted in the PollEv assignment for the week.
3. For every poll you missed, write what your response would have been *and explain why* you would have responded that way. For multiple-choice responses, this means including evidence for your choice. For open-ended/short-answer responses, this means writing a substantive amount (a few sentences) rather than a word or phrase.
4. Email your TA with (a) the number of polls you missed that week, (b) the question text and your responses to those polls, and (c) what your participation score should be, according to the number of polls listed in the PDF and the table below.

Social Psychology Research Project (50 points)

Throughout the quarter, in discussion section groups, you will conduct a social psychology research study. This will include designing the study, collecting data, analyzing your data, and presenting the results. Most of our section meeting days will help you work on this project. You will submit the following assignments as part of this project. Extensive information about this project is on Canvas.

- Group contract: an agreement made by group members for how the group will operate (5 pts)
- Paper 1: an introduction to your topic and the hypothesis you will test (15 pts)
- Paper 2: a full research paper presenting your study and findings (30 pts)
- Poster presentation: an APA conference-style poster presentation held during section (10 pts)
- Group evaluation: an assessment of your and others' contribution to the project (10 pts)

Late policy: Late research project work will be accepted with a 20% penalty per day.

GRADES

The UW uses a numerical grading system from 0.0-4.0 GPA. Final course grades will be assigned according to the following grading scale: 94%+ = 4.0. Each percentage below this drops 0.1 GPA point. For example, 85% = 3.1, 75% = 2.1, etc. Note: 0.7 is the lowest passing grade used at the UW. Any grade below that is a 0.0. You can check Canvas for your current course grade. Any extra credit earned will be added on to your final GPA at the end of the quarter.

Incompletes: Only students with special circumstances beyond their control who have obtained permission are eligible for a grade of Incomplete. I will not give incompletes at the end of the quarter to escape a poor grade.

Personal responsibility: It is your responsibility to *earn* the grade you want, starting on the first day of class. Please do not ask for a higher grade at the end of the quarter. You are being graded on the requirements listed in this syllabus, rather than my subjective judgment of how much you "need" a certain grade, how hard you have worked, or how close you are to a more desirable grade. Additionally, students sometimes ask to complete additional extra credit assignments to improve their grade. While I appreciate your efforts, the answer is no. It would be unfair for me to give one student an extra credit opportunity that I do not offer the rest of the class.

COURSE POLICIES

Canvas

Canvas (<http://canvas.uw.edu>) is our official course website and will be used for communicating, downloading materials, submitting assignments, and tracking grades.

- Set your preferred name: *Account > Profile > Settings > Edit Settings*.
- Turn on your email notifications for announcements: *Account > Notifications*.
- Set up the calendar to sync assignments with your personal calendar: *Calendar > Calendar Feed*.

Poll Everywhere (PollEv)

PollEv will be used for two purposes in this class:

- To facilitate lecture participation (graded on completion)
- To administer quizzes (graded on correctness)

How to use PollEv:

1. **Login and manage your account:** visit polleverywhere.com and type in your UW email. After entering your email, you will see a prompt to login via Single Sign-On. Enter your UW NetID and password.
 - You must use your UW email address to participate in polls. You cannot receive credit for participating with a personal email address.
2. **Participate in polls:** go to 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) for the system to track those responses and match them to your account.

If you ever have questions about your participation score for a given week, please follow these steps:

1. Count the number of polls in your response history for that week (available at pollev.com/uwpsych in the upper right corner).
2. Check this number against the polls listed in the pdf posted in the weekly PollEv assignment to calculate your response rate (e.g., if you completed 8 of 10 polls, your response rate would be 80%).
3. Compare your response rate to the grading table in the syllabus.
4. If there are any discrepancies between your calculation and the points received (e.g. if your calculated response rate is 80% (5/5) but you receive 3/5) please contact your TA. Include the number of polls in your response history, the total number of polls, your response rate, and the score you should have received according to the table.

Having trouble connecting to PollEv during class? Missing 1-2 lecture participation polls is not usually a big deal with how the grading scheme is set up. If you find yourself unable to participate in a quiz because of connection issues, please let us know during the quiz and we will allow you to complete the quiz on paper. Please also report any connection issues here.

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.

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.
- **If you want to use your laptop to take notes, please sit in one of the first three seats along the right-hand side of the room.** However, 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.
- Our lectures are recorded by Panopto Recordings and posted on Canvas. Feel free to use these as a resource. You are also welcome to audio-record lectures if you like.
- If you are learning English, you are welcome to use an electronic dictionary during class.

Punctuality

- Please be on time for class. Arriving late or leaving early breaks the flow of the class and can be distracting. 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 rude and distracting.

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

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).
- 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.
- I strongly encourage you to study with others. 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 community in a big class.

Attend Office Hours

These hours (listed at the top of the syllabus) are a specific time 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.

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 [here](#).

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, or 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.

COURSE SCHEDULE

Topics and due dates for assignments, quizzes, and exams are listed below. All readings should be completed before class. Quizzes are held during class.

Week	Day	Date	Topic	Reading	Assignments
1	Tue	Jan 8	Introduction to Social Psychology		
	Thu	Jan 10	Methods of Social Psychology	Chapter 2	Practice Quiz: Ch. 2
	Fri	Jan 11	Introductions and Community Building		
2	Tue	Jan 15	The Social Self	Chapter 3	Quiz: Ch. 3
	Thu	Jan 17	The Social Self		
	Fri	Jan 18	Research Project: Form Your Group		Group Contract
3	Tue	Jan 22	Social Cognition	Chapter 4	Quiz: Ch. 4
	Thu	Jan 24	Social Cognition		
	Fri	Jan 25	Research Project: Choose a Topic and Discover the Literature		
4	Tue	Jan 29	Attitudes, Behavior, & Rationalization	Chapter 7	Quiz: Ch. 7
	Thu	Jan 31	Attitudes, Behavior, & Rationalization		
	Fri	Feb 1	Exam Review		
5	Tue	Feb 5	Midterm Exam 1		
	Thu	Feb 7	Movie: <i>Experimenter</i> (2015)		
	Fri	Feb 8	Research Project: Create a Hypothesis		
6	Tue	Feb 12	Social Influence	Chapter 9	Quiz: Ch. 9
	Thu	Feb 14	Social Influence		
	Fri	Feb 15	Research Project: Data Collection		Paper 1
7	Tue	Feb 19	Relationships & Attraction	Chapter 10	Quiz: Ch. 10
	Thu	Feb 21	Relationships & Attraction		
	Fri	Feb 22	Exam Review		
8	Tue	Feb 26	Midterm Exam 2		
	Thu	Feb 28	Movie: <i>Crash</i> (2004)		
	Fri	Mar 1	Research Project: Data Analysis and Poster Prep		
9	Tue	Mar 5	Stereotyping, Prejudice, & Discrimination	Chapter 11	Quiz: Ch. 11
	Thu	Mar 7	Stereotyping, Prejudice, & Discrimination		
	Fri	Mar 8	Research Project: Poster Presentation		Poster
10	Tue	Mar 12	Groups	Chapter 12	Quiz: Ch. 12
	Thu	Mar 14	Groups		Paper 2
	Fri	Mar 15	Exam Review		Group Evaluation
11	Tue	Mar 19	Final Exam (4:30-6:20)		