

# Psychology 245: Introduction to Social Psychology

## University of Washington

Winter 2017 | MW 10:30-12:20, F 10:30-11:20 | Smith 205



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**Teaching Assistant** Eric Gomez ([emgomez@uw.edu](mailto:emgomez@uw.edu))

Office hours:

Monday	4:00-5:00	Eric	Chem Library 130
Tuesday	12:30-1:30	Dr. Kirkland	Guthrie 222
Wednesday	12:30-1:30	Dr. Kirkland	Guthrie 222
Thursday	1:30-2:30	Eric	Chem Library 130

**Website:** <http://canvas.uw.edu>

**Required textbook:** 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.

*This syllabus is your guide to the class. If you have questions, read the syllabus first.*

### ABOUT THIS COURSE

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 (e.g., attribution, heuristics), feelings (e.g., ingroup biases, prejudice, attraction), and behavior (e.g., conformity, aggression, persuasion, bystander intervention).

### 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**

#### **Pre-Lecture Quizzes: InQuizitive [50 points]**

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 cover 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 your lowest score will be dropped.

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 here: <https://digital.wwnorton.com/socialpsych4>. I recommend going through the “How to Use InQuizitive” practice quiz first so you understand the scoring and confidence ratings.

#### **In-Class Quizzes [90 points]**

Quizzes covering the lecture and textbook reading will be held during class every Friday. Format will be a combination of multiple-choice and short answers. Every quiz will be taken with a randomly-assigned partner because Dr. Kirkland’s research has demonstrated that students tend to learn more (and perform better on exams) when they have an opportunity to discuss material with peers on a lower-stakes assignment. *You will need to bring a pencil and colored pen to every quiz.* Quizzes are worth 10 points each and your lowest score will be dropped. No late make-up quizzes are accepted. If you know in advance that you will miss class on the day of the quiz, please contact your instructor and TA to make alternative arrangements.

#### **Exams [200 points]**

Three multiple-choice exams will be given in class. Two midterm exams are worth 50 points each, and one comprehensive final exam is worth 100 points. Your midterms will be held during the first 50 minutes of class time; your final will be allotted the full two hours during finals week. Note that the final is not at our usual class time. Please bring a pencil, purple scantron sheet, and ID card to each exam. You can purchase scantrons at the UW Bookstore or in the

undergrad library (OUGL). We do not supply scantron forms in class. If you are unable to take an exam at the scheduled time, notify us as soon as possible before the exam. A short-answer make-up exam can only be scheduled for valid and documented reasons, such as health issues or personal emergencies, and are given at instructor's discretion.

**Social Experiments [40 points]**

During four weeks this quarter, you will participate in a "social experiment" outside of class related to the lecture material. These activities will help you apply content from this class to understand your social world and/or to improve yourself. Prompts are posted on [Canvas](#) and a 1-2 page (double-spaced) paper is due on Canvas on the Friday of these weeks by 11:59pm (due dates noted on schedule). Papers are worth 10 points each and may be submitted late with a penalty of 2 points per day.

**Participation: PollEv [50 points]**

In-class 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 (email us if you added the class late so we can add you to our roster). You will be graded on your own 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 on the right. You will receive a separate participation score for each week of class, which will be updated on Canvas. (5 pts x 10 weeks = 50 pts)

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

To use PollEv:

1. **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.
  - a. *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.*
2. **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.

**Extra Credit: Participation in Research**

Extra credit points can be earned by participating in research approved by the Department of Psychology for that purpose. You will receive more information in class. The *Psychology Subject Pool homepage*

<http://www.psych.uw.edu/psych.php?p=181>

contains information and is the place where you register to participate in the extra credit program, search for available experiments, and sign up to participate in them. For every 2 hours of research participation your GPA will be raised by 0.1 grade point, up to a maximum amount of 6 hours (0.3 grade points). These extra credit points are added on top of your course total to produce your final course grade. There is an alternate option available if you do not wish to participate in research; please contact the Subject Pool Manager at [psypool@uw.edu](mailto:psypool@uw.edu) for more details.

**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
94-100	4.0	A
93	3.9	A

Percentage (%)	Grade Points	Letter Grade Equivalent
76	2.2	C+
75	2.1	C

92	3.8	A-
91	3.7	A-
90	3.6	A-
89	3.5	A-
88	3.4	B+
87	3.3	B+
86	3.2	B+
85	3.1	B
84	3.0	B
83	2.9	B
82	2.8	B-
81	2.7	B-
80	2.6	B-
79	2.5	B-
78	2.4	C+
77	2.3	C+

74	2.0	C
73	1.9	C
72	1.8	C-
71	1.7	C-
70	1.6	C-
69	1.5	C-
68	1.4	D+
67	1.3	D+
66	1.2	D+
65	1.1	D
64	1.0	D
63	0.9	D
62	0.8	D-
60-61	0.7	D-
0-59	0.0	F

### 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 email both the professor and TA on all class-related messages** and 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/2cef1XU>):

To: [tabithak@uw.edu](mailto:tabithak@uw.edu); [emgomez@uw.edu](mailto:emgomez@uw.edu)

Subject: PSYCH 245

Dear Dr. Kirkland and Eric,

*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,  
Favorite Student

## 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.
- If you are learning English, you are welcome to use an electronic dictionary during class. Please note that you may only use a paper dictionary during exams and that you must sit in the first two rows to do so.
- 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.

### **Find Study Buddies**

I strongly encourage you to form a study group with 2-3 of your classmates. Successful study groups meet about once per week to review the material together, quiz each other, and help each other 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 TA will hold one review session – most likely during the afternoon on the Friday before each exam. 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 additional 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*

#### **Persuasion:**

- Cialdini, *Influence*

#### **Stereotypes & Prejudice:**

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

- 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*

**Love and Happiness:**

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

**COURSE SCHEDULE AND READING ASSIGNMENTS**

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

Week	Day	Date	Topic	Reading	Due Online
1	Wed	1/4	Welcome & Introduction	Syllabus, Chapter 1	
	Fri	1/6	<b>Quiz: Syllabus + Chapter 1</b>	Chapter 1	
2	Mon	1/9	Methods of Social Psychology	Chapter 2	InQuizitive due 10:30am (Ch. 2)
	Wed	1/11	The Social Self	Chapter 3	InQuizitive due 10:30am (Ch. 3)
	Fri	1/13	<b>Quiz: Chapter 2</b>		
3	Mon	1/16	NO CLASS: MLK Day		
	Wed	1/18	The Social Self Social Cognition	Chapter 3 Chapter 4	InQuizitive due 10:30am (Ch. 4)
	Fri	1/20	<b>Quiz: Chapter 3</b>		Social experiment paper #1 due 11:59pm (self-fulfilling prophecy)
4	Mon	1/23	Social Cognition	Chapter 4	
	Wed	1/25	Social Attribution	Chapter 5	InQuizitive due 10:30am (Ch. 5)
	Fri	1/27	<b>Quiz: Chapters 4-5</b>		
5	Mon	1/30	<b>Exam 1: Chapters 1-5</b> Emotion	Chapter 6	
	Wed	2/1	Attitudes, Behavior, & Rationalization	Chapter 7	InQuizitive due 10:30am (Ch. 7)
	Fri	2/3	<b>Quiz: Chapters 6-7</b>		
6	Mon	2/6	Social Influence	Chapter 9	InQuizitive due 10:30am (Ch. 9)
	Wed	2/8	Social Influence	Chapter 9	
	Fri	2/10	<b>Quiz: Chapter 9</b>		Social experiment paper #2 due 11:59pm (breaking social norms)
7	Mon	2/13	Stereotyping, Prejudice, & Discrimination	Chapter 11	
	Wed	2/15	Stereotyping, Prejudice, & Discrimination	Chapter 11	InQuizitive due 10:30 (Ch. 11)
	Fri	2/17	<b>Quiz: Chapter 11</b>		Social experiment paper #3 due 11:59pm (stereotypes & social justice)

Week	Day	Date	Topic	Reading	Due Online
8	Mon	2/20	NO CLASS: Presidents Day		
	Wed	2/22	Groups	Chapter 12	InQuizitive due 10:30 (Ch. 12)
	Fri	2/24	<b>Quiz: Chapter 12</b>		
9	Mon	2/27	<b>Exam 2: Chapters 6, 7, 9, 11, 12</b> Social Psych Movie (TBD)		
	Wed	3/1	Relationships & Attraction	Chapter 10	InQuizitive due 10:30 (Ch. 10)
	Fri	3/3	<b>Quiz: Chapter 10</b>		
10	Mon	3/6	Aggression	Chapter 13	InQuizitive due 10:30 (Ch. 13)
	Wed	3/8	Altruism & Cooperation	Chapter 14	InQuizitive due 10:30 (Ch. 14)
	Fri	3/10	<b>Quiz: Chapters 13-14</b>		Social experiment paper #4 due 11:59pm (kindness and gratitude)
11	Mon	3/13	<b>Final Exam 8:30-10:20am</b> <b>Chapters 1-7, 9-14</b>		