Psychology 445: Theories of Social Psychology
University of Washington
Winter 2017 | TTh 10:30-12:20 | Mary Gates Hall 058

Professor Tabitha Kirkland (tabithak@uw.edu)
Office hours: Tues & Weds | 12:30-1:30 | Guthrie 222
Website: http://canvas.uw.edu

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

ABOUT THIS COURSE

This advanced undergraduate course will expose students to a selection of contemporary major theories and controversies that guide social psychological research. Readings will be a mix of "modern classics" in social psychology as well as more current papers. The readings will provide students with the opportunity to develop their understanding of the field as well as learn how social psychologists theorize and conduct research. My goals are for you to gain a deeper appreciation for social psychological theory, further develop your integrative and critical thinking skills, and enjoy the learning process.

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 involved in the learning process. Our classroom will be 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. This is an active and interactive course in which you will learn by discussing and/or doing. Therefore, most of your time in class will be spent working through discussion questions as teams and then sharing your team's conclusions with the rest of the class.

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 FORMAT

Teams
The format of this class is structured to leverage the technology and design unique to the new Odegaard Active Learning Classrooms. You will work in teams every day. For the first few weeks of the quarter, you'll be assigned a different team every day, so that you can get to know your classmates. For the second half of the quarter, you can choose your own team. Each team will have its own table in the classroom. During the class, you may also utilize whatever space in the classroom you choose, including any of the "data diners" or white boards. The classroom enables us to share notes you produce on your laptops or the white boards with the whole class using the computer monitors, so as your team develops its answers to present to the class, please keep this in mind.

Class-Time Structure
Discussion questions for the day's assigned reading will be posted on Canvas prior to each class. You will spend the first half of class working through these questions in your groups. The second half will be spent presenting/discussing your ideas together with the whole class. To aid you in your presentation, you may use the white boards that surround your table.

COURSE REQUIREMENTS

Weekly Papers [40%]
A weekly writing assignment is due each Friday at 11:59pm. Each assignment requires students to write a 1-2 page double-spaced paper discussing one or more original research ideas that the student develops based on each week's readings. Late assignments will not be accepted except for medical or emergency situations. 10 papers x 4 pts = 40 pts.

Final Paper [30%]
You will write a 5-7 page (double-spaced) paper that expands upon at least one of the units discussed in class. This paper should explore a research topic or question that expands upon the readings completed for one of the units in the course. Your paper should summarize the critical findings from the relevant unit(s), and then tie in three other related research articles, not already on the syllabus, that you personally find interesting and that answer address your topic. Papers will be graded based on *clarity* (is your paper well written?), *accuracy* (do you accurately describe the findings and main points from the articles you choose to summarize?) and *intellectual creativity* (how thoughtful is your question? How well do you draw connections between the various articles you research?). You will submit a rough draft for feedback prior to the due date.

Class Participation & Teamwork [30%]
These points will reflect the quality of your team's presentations and comments during the discussion portion of the class over the entire quarter. The points you receive individually may differ from those of your teammates depending on how strong a team member you are. Your quality as a team member will depend on a combination of my assessment as well as peer assessments completed at the end of the quarter. I will provide written feedback on your performance halfway through the quarter as a courtesy.

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 participating in discussion, downloading materials, viewing lecture recordings, and so forth. 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.

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.

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 PSYCH 445. 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 me or any professor (full details at http://bit.ly/2ceflXU):

Subject: PSYCH 445

Dear Dr. Kirkland,

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 me 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 me, which gains you instant respect.) *This is the action I would like you to take.*

Thank you,
Favorite Student

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* 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.
- Write notes while you read. This works better than highlighting because it involves deeper cognitive processing. By creating your personal guide to the article while you read, you won't ever have to re-read an article.
- 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.

Attend Office Hours
These hours (listed at the top of the syllabus) are a specific time your instructor sets aside specifically to talk with students. I am *always* available during office hours – no appointment needed. Just stop by! Come to office hours with questions, comments, or topics for debate. I am also happy to talk about other psychology-related topics, such as getting involved in research or applying to graduate school. Please email me to make an appointment if those times don't fit your schedule.

Set Up Disability Accommodations (if needed)
Disability Resources for Students (DRS) serves students with a wide array of learning challenges and disabilities. If you are a student who has a disability or learning challenge for which you have documentation or have seen someone for treatment, and if you think you may need accommodations in order to be successful in college, please contact DRS as soon as possible. More information: http://depts.washington.edu/uwdrs.

FURTHER READING

Here are some popular-press 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*
- Tavris & Aronson, *Mistakes Were Made (But Not By Me): Why We Justify Foolish Beliefs, Bad Decisions, and Hurtful Acts*

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*

<h1 align="center">COURSE SCHEDULE AND READING ASSIGNMENTS</h1>

Tues, 1/3: Welcome & Organization
>No assigned reading.

Thurs, 1/5: Automaticity & Free Will
>Bargh, J. A. (2008). Free will is un-natural. In J. Baer, J. Kaufman, & R. Baumeister (Eds.), *Are we free? The psychology of free will.* New York: Oxford.

Tues, 1/10: Automaticity & Stereotyping
>Bargh, J. A., Chen, M., & Burrows, L. (1996). Automaticity of social behavior: Direct effects of trait construct and stereotype priming on action. *Journal of Personality and Social Psychology, 71,* 230-244.
>
>Devine, P. G. (1989). Stereotypes and prejudice: Their automatic and controlled components. *Journal of Personality and Social Psychology, 56,* 5-18.

Thurs, 1/12: Embodied Cognition
>Carney, D., Cuddy, A. J. C., & Yap, A. (2010). Power posing: Brief nonverbal displays affect neuroendocrine levels and risk tolerance. *Psychological Science, 21(10),* 1363-1368.
>
>Nair, S., Sagar, M., Sollers, J., Consedine, N., & Broadbent, E. (2015). Do slumped and upright postures affect stress responses? A randomized trial. *Health Psychology, 34(6),* 632-641.
>
>Williams, L. E., & Bargh, J. A. (2008). Experiencing physical warmth promotes interpersonal warmth. *Science, 322,* 606-607.
>
>*(Optional)* Bargh, J. A., & Shalev, I. (2011). The substitutability of physical and social warmth in everyday life. *Emotion, 12(1),* 154-162.
>
>*(Optional)* Meier, B. P., Schnall, S., Schwarz, N., & Bargh, J. A. (2012). Embodiment in social psychology. *Topics in Cognitive Science, 4(4),* 705-716.

Tues, 1/17: Cognitive Control
>Wegner, D. M., Schneider, D. J., Carter, S. R., & White, T. L. (1987). Paradoxical effects of thought suppression. *Journal of Personality and Social Psychology, 53,* 5-13.
>
>Wegner, D. M., & Schneider, D. J. (2003). The white bear story. *Psychological Inquiry, 14,* 326-329.

Thurs, 1/19: Social Cognition (NO CLASS: instructor at conference)
Note: in lieu of an in-class discussion for today's reading, please post your comments on the Canvas discussion board.
>Kunda, Z. (1990). The case for motivated reasoning. *Psychological Bulletin, 108(3),* 480-498.

Tues, 1/24: Self-Regulation
>Trope, Y., & Liberman, N. (2010). Construal-level theory of psychological distance. *Psychological Review, 117(2),* 440-463.
>
>Fujita, K., Trope, Y., Liberman, N., & Levin-Sagi, M. (2006). Construal levels and self control. *Journal of Personality and Social Psychology, 90(3)*, 351-367.

Thurs, 1/26: Self-Regulation
>Muraven, M. R., & Baumeister, R. F. (2000). Self-regulation and depletion of limited resources: Does self-control resemble a muscle? *Psychological Bulletin, 126,* 247-259.
>
>Finkel, E. J., & Campbell, W. K. (2001). Self-control and accommodation in close relationships: An interdependence analysis. *Journal of Personality and Social Psychology, 81,* 263-277.
>
>Mischel, W., Shoda, Y., & Rodriguez, M. L. (1989). Delay of gratification in children. *Science, 244,* 933-938.

Tues, 1/31: Affective Forecasting
>Gilbert, D. T., Pinel, E. C., Wilson, T. D., Blumberg, S. J., & Wheatley, T. (1998). Immune neglect: A source of durability bias in affective forecasting. *Journal of Personality and Social Psychology, 75,* 617-638.
>
>Wilson, T. D., & Gilbert, D. T. (2013). The impact bias is alive and well. *Journal of Personality and Social Psychology, 105,* 740-748.

Thurs, 2/2: Happiness
>Cohn, M. A., Fredrickson, B. L., Brown, S. L., Mikels, J. A., & Conway, A. M. (2009). Happiness unpacked: Positive emotions increase life satisfaction by building resilience. *Emotion, 9,* 361-368.
>
>Dunn, E. W., Aknin, L. B., & Norton, M. I. (2014). Prosocial spending and happiness: Using money to benefit others pays off. *Current Directions in Psychological Science, 13(2),* 347-355.

(Optional) Fredrickson, B. L., Cohn, M. A., Coffey, K. A., Pek, J., & Finkel, S. M. (2008). Open hearts build lives: Positive emotions, induced through loving-kindness meditation, build consequential personal resources. *Journal of Personality and Social Psychology, 95,* 1045-1062.

(Optional) Lyubomirsky, S., King, L., & Diener, E. (2005). The benefits of frequent positive affect: Does happiness lead to success? *Psychological Bulletin, 131(6),* 803-855.

Tues, 2/7: Self-Esteem

Brown, J. D., & Dutton, K. A. (1995). The thrill of victory, the complexity of defeat: Self-esteem and people's emotional reactions to success and failure. *Journal of Personality and Social Psychology, 68,* 712-722.

Crocker, J., & Knight, K. M. (2005). Contingencies of self-worth. *Current Directions in Psychological Science, 14*, 200-203.

Thurs, 2/9: Self-Esteem

Leary, M. R., Tambor, E. S., Terdal, S. K., & Downs, D. L. (1995). Self-esteem as an interpersonal monitor: The sociometer hypothesis. *Journal of Personality and Social Psychology, 68,* 518-530.

Solomon, S., Greenberg, J., & Pyszczynski, T. (2000). Pride and prejudice: Fear of death and social behavior. *Current Directions in Psychological Science, 9,* 200-204.

Baumeister, R. F., Campbell, J. D., Krueger, J. I., & Vohs, K. D. (2003). Does high self-esteem cause better performance, interpersonal success, happiness or healthier lifestyles? *Psychological Science in the Public Interest, 4,* 1-42.

Tues, 2/14: Self-Compassion

Neff, K. D., & Dahm, K. A. (2015). Self-compassion: What it is, what it does, and how it relates to mindfulness. In M. Robinson, B. Meier, & B. Ostafin (Eds.), *Mindfulness and self-regulation.* New York: Springer.

Neff, K. D., & Vonk, R. (2009). Self-compassion versus global self-esteem: Two different ways of relating to oneself. *Journal of Personality, 77,* 23-50.

(Optional) Neff, K. D., Kirkpatrick, K. & Rude, S. S. (2007). Self-compassion and adaptive psychological functioning. *Journal of Research in Personality, 41,* 139-154.

(Optional) Ryan, R. M., Brown, K. W. (2003). Why we don't need self-esteem: On fundamental needs, contingent love, and mindfulness. *Psychological Inquiry, 14,* 71-76.

Thurs, 2/16: Close Relationships

Swann, W. B., Chang-Schneider, C., & Angulo, S. (2008). Why people self-verify. *Journal of Personality and Social Psychology, 62(3),* 392-401.

Aron, A., Aron, E. N., Tudor, M., & Nelson, G. (1991). Close relationships as including other in the self. *Journal of Personality and Social Psychology, 60,* 241-253.

Tues, 2/21: Close Relationships

Murray, S. L., Holmes, J. G., & Griffin, D.W. (1996). The benefits of positive illusions: Idealization and the construction of satisfaction in close relationships. *Journal of Personality and Social Psychology, 70,* 79-98.

Finkel, E. J., Hui, C. M., Carswell, K. L., & Larson, G. M. (2014). The suffocation of marriage: Climbing Mount Maslow without enough oxygen. *Psychological Inquiry, 25,* 1-41.

Thurs, 2/23: Prejudice from the Target's Perspective

Steele, C. M., & Aronson, J. (1995). Stereotype threat and intellectual performance of African Americans. *Journal of Personality and Social Psychology, 69,* 797-811.

Cohen, G. L., Garcia, J., Purdie-Vaugns, V., Apfel, N., & Brzustoski, P. (2009). Recursive processes in self-affirmation: Intervening to close the minority achievement gap. *Science, 324,* 400-403.

Thurs, 2/27: Prejudice from the Target's Perspective

Crocker, J., & Major, B. (1989). Social stigma and self-esteem: The self-protective properties of stigma. *Psychological Review, 96,* 608-630.

Thurs, 3/2: Prejudice, Identity, and Social Justice

Cheryan, S., & Monin, B. (2005). "Where are you *really* from?": Asian Americans and identity denial. *Journal of Personality and Social Psychology, 89(5),* 717-730.

Kaiser, C. R., Drury, B. J., Spalding, K., Cheryan, S., & O'Brien, L. T. (2009). The ironic consequences of Obama's election: Decreased support for social justice. *Journal of Experimental Social Psychology, 45,* 556-559.

Tues, 3/7: Culture & the Self

Markus, H. R., & Kitayama, S. (1991). Culture and the self: Implications for cognition, emotion, and motivation. *Psychological Review, 98(2),* 224-253.

Gardner, W. L., & Gabriel, S. L. (1999). "I" value freedom, but "we" value relationships: Self-construal priming mirrors cultural differences in judgment. *Psychological Science, 10(4),* 321-326.

(*Optional)* Stephens, N. M., Fryberg, S., Markus, H. R., Johnson, C., S., & Covarrubias, R. (2012). Unseen disadvantage: How American universities' focus on independence undermines the academic performance of first-generation college students. *Journal of Personality and Social Psychology, 102(6),* 1178-1197.

Thurs, 3/9: Social Role Perspectives on Sex Differences

Wood, W., & Eagly, A. H. (2002). A cross-cultural analysis of the behavior of women and men: Implications for the origins of sex differences. *Psychological Bulletin, 128, 699-727.*

Glick, P., & Fiske, S. T. (2001). An ambivalent alliance: Hostile and benevolent sexism as complementary justifications of gender inequality. *American Psychologist, 56*, 109-118.

Mehl, M. R., Vazire, S., Ramirez-Esparza, N., Slatcher, R. B., & Pennebaker, J. W. (2007). Are women really more talkative than men? *Science, 317,* 82.

(Optional) Brady, L. M., Kaiser, C. R., Major, B., & Kirby, T. A. (2015). It's fair for us: Diversity structures cause women to legitimize discrimination. *Journal of Experimental Social Psychology, 57*, 100-110.

Mon, 3/13: Final Paper due by 11:59pm

Note: this schedule is subject to change at instructor's discretion.