

# Psychology 220: Social Psychology, Spring 2015

Tuesday and Thursday 11:50-1:10 in RKC 102

**Instructor:** Kristin Lane

Office Hours: Wednesday 10:00-11:00; Friday 1:00-2:00 (sign up on Moodle); and by appointment

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## COURSE OVERVIEW

Social psychology is the scientific study of human thought, behavior, and feelings in their social contexts. This class will survey many of the processes that influence and are influenced by our interactions with others, such as attitude formation and change, conformity, and persuasion. We will also use principles of social psychology to understand the ordinary origins of benevolent (e.g., altruism, helping behavior) and malevolent (e.g., aggression, prejudice) aspects of human behavior. Throughout the course, we will emphasize the influence of culture, race, and gender on the topics addressed. Students should have completed Introduction to Psychological Science or its equivalent.

In addition to generating interest in and knowledge about the material, the broader aims of this course are to help you to 1. become a critical consumer of psychological research; 2. increase your effectiveness in oral and written communications; 3. improve your ability to craft and defend an argument using empirical data; and 4. prepare you for 300-level coursework, independent research, and your Senior Project.

## MATERIALS

1. Gilovich, T., Keltner, D., Chen, S., & Nisbett, R. E. (2013). *Social psychology* (3rd edition). New York: W.W. Norton.
2. Sign up for the course's Moodle website (access code: selfS15) at <http://moodle2.bard.edu>. We will use it extensively. All of the non-textbook readings are posted there. Print these readings out and bring them to class.

## POLICIES

**Attendance.** Attendance will be noted and absences will hurt your grade. Late arrivals are very disruptive - consistent patterns of lateness will be addressed and may also affect your grade. Please be on time.

**Plagiarism.** Plagiarism is unacceptable. In its most easily identifiable form, plagiarism represents copying someone else's words. This kind of offense is rare. More common are other, similarly damaging, ways to plagiarize. Use of someone else's ideas or words without citing them constitutes plagiarism, and is unacceptable. Unintentional plagiarism is still plagiarism. When in doubt, check with me. No one ever got in trouble for citing too often. Unless explicitly stated, you must work independently on every assignment. You should review the section on plagiarism and academic dishonesty in the student handbook. Violations of academic integrity will result at a minimum in loss of credit for the assignment, and could result in failure in the course.

**Cell Phones and Laptops.** Turn off (not vibrate!) cell phones before class. No laptop computers will be allowed.

**Late Assignments** will immediately lose 15% of their grade, and another 10% for every additional day late.

## ASSIGNMENTS

If you need accommodation for the exams or quizzes, please speak with me after the first class.

**Exams.** Three closed-book examinations. Make-up exams will be 1 hour and 20 minute oral exams covering the material and will be offered only with a documented emergency. **75 points each (225 points total).**

**Quizzes.** You will take a quiz on Moodle for each of our main topics. Quizzes are intended to solidify the reading's main points, give you a sense of the topics I think are worth emphasizing, and provide a good way to check your comprehension. Your **best nine** quizzes will count toward your grade. Quizzes must be taken **before** the start of class indicated on the schedule below. Each quiz is a 10-minute open book exercise that consists of five multiple-choice questions randomly selected from a larger set of questions (so each student will have a different quiz). Quizzes emphasize conceptual understanding and application of material. **5 points each (45 points total).**

**Homework.** Homework will be assigned throughout the semester, worth a total of **35 points**.

**Class Participation.** Come to class prepared to discuss the readings and topics. Class participation consists of active contributions to interactive experiences, group work, and thoughtful speaking and careful listening. If you tend to be uncomfortable speaking up in classes, please talk to me early in the semester to discuss ways to help you succeed. **50 points.**

**Group Reenactment of Study ("That was then...").** In order to emphasize social psychology's history, to make the field's methods come alive, and also to have some fun along the way, you will do a dramatic reenactment of a classic study in social psychology in groups of 4-5 people. ("Classic" in every case means before any of you were born, and in most cases before I was, too.) In less than 12 minutes, you should act out your assigned study. Unlike most adaptations of written work to a performance, you should not take much artistic license – be true to the methods of your study. The entire group should be prepared to answer questions about the methods and results of the study. You should be creative, and you should practice! At the end of your presentation, your group should tell the class about the original experiment: Identify the main research question, briefly describe the methods (you shouldn't have to do much here because it will have been clear from your skit), the results (again, they should be clear from your skit), and (in one or two sentences) the main conclusion to be drawn from the study. **40 points.**

**Article Presentation ("...this is now").** In pairs or groups of three, you will present an additional article to your classmates. These articles will focus on contemporary work. This activity will increase our collective knowledge while keeping the reading list manageable and give you a sense of the current state of the discipline. Additionally, it provides an opportunity for you to practice clearly communicating research studies' methods and results. Studies from the presentations are fair game for the exams – listen to your classmates and ask questions. You will also write an individual summary of and response to the article (more detail is at the end of the syllabus). **Presentation: 20points; Article Response: 20 (40 points total).**

**Final Paper.** The final paper is comprised of a short proposal, and a final paper due at the end of the semester. More details will be provided in class. **Proposal: 15 points; Final paper: 60 points (75 points total).**

**Journal.** Once we get into the material of social psychology, it is difficult not to see its principles in the behavior of yourself and others. Between February 10 and May 4, you should write four journal entries relating the material to your own experiences. These entries should show diversity of experience (do not analyze your roommate's refusal to put his clothes away four different times) and of content (do not offer four variations on the fundamental attribution error). See more details at the end of the syllabus. **10 points each; 40 points total.**

## GRADING

Grading is on a 550-point scale. Grades will be assigned based on total points earned within the following ranges – pluses and minuses will be assigned at the top and bottom of each range. I reserve the right to change the grading scale, but any changes will only help your grade.

<u>POINTS EARNED</u>	<u>GRADE</u>
495-550	A
440-494.9	B
385-439.9	C
357.5-384.9	D
Below 357.5	F

### Summary of Due Dates

<u>ASSIGNMENT</u>	<u>DUE DATE</u>
Exam 1	Tuesday, March 3
Exam 2	Thursday, April 9
Exam 3	Tuesday, May 5**
Proposal for Final Paper	Sunday, April 5 at 11pm (via Moodle)
Final Paper	Sunday, May 17 at 11pm (via Moodle)
Journal Entries (All Sundays, all due at 11pm to Moodle)	February 22 March 8 March 29 April 26
Reenactment of Classic Study	As scheduled
Presentation of Contemporary Study	As scheduled
Paper on Contemporary Study	Within one week of your presentation
Quizzes	As indicated on reading list below

\*\*This exam may be administered during Board Week.

**READING LIST: Reading should be completed by the date listed on the syllabus.**

	<b>GKCN</b>	Gilovich, Keltner, Chen, and Nisbett
	<b>PDF</b>	Reading available as pdf on Moodle
<b><u>Guide to Symbols</u></b>		Articles for Dramatic Reenactments (Available as pdf; Optional for all but presenters)
		Articles for Group Presentations (Available as pdf; Optional for all but presenters)

**TUESDAY, JANUARY 27: INTRODUCTION TO SOCIAL PSYCHOLOGY**

**GKCN** CHAPTER 1

**PDF** Weingarten, G. (2007, April 8). Pearls before breakfast. *Washington Post Magazine*.

**THURSDAY, JANUARY 29: RESEARCH METHODS**

**DUE** Moodle Quiz, Introduction to Social Psychology

**GKCN** pp. 41-55

**TUESDAY, FEBRUARY 3: RESEARCH METHODS**

**DUE** Moodle Quiz, Research Methods

**GKCN** Finish Chapter 2

**PDF** Mook, D. G. (1983). In defense of external invalidity. *American Psychologist*, 379-387.

**PDF** Heinrich, J., Heine, S. J., & Norenzayan, A. (2010). Most people are not WEIRD. *Nature*, 466, 29.

**THURSDAY, FEBRUARY 5: READING AN EMPIRICAL ARTICLE**

**PDF** Jordan, C. H. & Zanna, M. P. (1999). How to read a journal article in social psychology. In R. F. Baumeister (Ed.), *The Self in Social Psychology* (pp. 461-470). Philadelphia: Psychology Press.

**PDF** QALMRI (Adapted from: Kosslyn, S.M. & Rosenberg, R.S. (2001). *Psychology: The Brain, The Person, The World*. Boston: Allyn & Bacon.

**PDF** Slepian, M. L., Masicampo, E. J., & Ambady, N. (2014). Relieving the burdens of secrecy: Revealing secrets influences judgments of hill slant and distance. *Social Psychological and Personality Science*, 5, 293-300.

**TUESDAY, FEBRUARY 10: THE SELF**

**GKCN** pp. 65-77



Dutton, D. G. & Aron, A. P. (1974). Some evidence for heightened sexual attraction under conditions of high anxiety. *Journal of Personality and Social Psychology*, 30, 510-517.

**ACT OUT STUDY 1, BRIEFLY DESCRIBE STUDIES 2 AND 3.**

## THURSDAY, FEBRUARY 12: THE SELF

**DUE** Moodle Quiz, The Self

**GKCN** pp. 78-89



Kesebir, S., & Oishi, S. (2010). A spontaneous self-reference effect in memory: Why some birthdays are harder to remember than others. *Psychological Science, 21*, 1525–1531.  
PRESENT STUDIES 2 AND 3 (YOU CAN DESCRIBE THE MAIN FINDING OF STUDY 1 IN A SENTENCE OR TWO)

## TUESDAY, FEBRUARY 17: SOCIAL COGNITION

**GKCN** pp. 107-108; 124-135; 121-124

**PDF** Berger, J., Meredith, M., & Wheeler, S. C. (2008). Contextual priming: Where people vote affects how they vote. *Proceedings of the National Academy of Science, 105*, 8846-8849.

## THURSDAY, FEBRUARY 19: SOCIAL COGNITION

**DUE** Moodle Quiz, Social Cognition  
Journal #1, posted to Moodle by 11pm on Sunday, February 22

**GKCN** pp. 135-149; 116-124

**PDF** Tversky, A., & Kahneman, D. (1974). Judgment under uncertainty: Heuristics and biases. *Science, 185*, 1124-1130.



Brosnan, S. F., Jones, O. D., Lambeth, S. P., Maren, M. C., Richardson, A. S., & Schapiro, S. J. (2007). Endowment effects in chimpanzees. *Current Biology, 17*, 1704–1707.

## TUESDAY, FEBRUARY 24: EMOTIONS

**DUE** Moodle Quiz, Emotions

**GKCN** pp. 195-208; 216-222

**PDF** Kramer, A. D. I., Guillory, J. E., & Hancock, J. T. (2014). Experimental evidence of massive-scale emotional contagion through social networks. *Proceedings of the National Academy of Sciences, 111*, 8788–8790.

## THURSDAY, FEBRUARY 26: NO CLASS (KRISTIN AT SOCIAL PSYCHOLOGY CONFERENCE)

## TUESDAY, MARCH 3: EXAM 1 – DOES NOT INCLUDE EMOTIONS

## THURSDAY, MARCH 5: PERSON PERCEPTION

**DUE** Journal #2, posted to Moodle by 11pm on Sunday, March 8

**GKCN** pp. 109-116; 153-168

**PDF** Ambady, N., & Rosenthal, R. (1993). Half a minute: Predicting teacher evaluations from thin slices of nonverbal behavior and physical attractiveness. *Journal of Personality and Social Psychology, 64*, 431-441.



Tracy, J. L., & Matsumoto, D. (2008). The spontaneous expression of pride and shame: Evidence for biologically innate nonverbal displays. *Proceedings of the National Academy of Sciences, 105*, 11655-11660.

## TUESDAY, MARCH 10: PERSON PERCEPTION

**DUE** Moodle Quiz, Person Perception

**GKCN** 168-190



Ross, L., Amabile, T. M. & Steinmetz, J. L. (1977). Social roles, social control, and biases in social-person perception. *Journal of Personality and Social Psychology*, 35, 485-494. **ACT OUT STUDY 1, BRIEFLY DESCRIBE STUDY 2.**

## THURSDAY, MARCH 12: ATTITUDES

**GKCN** pp. 233-237; 275-280; 238-242



LaPiere, R. T. (1934). Attitudes vs actions. *Social Forces*, 2, 230-237.



Castelli, L., De Dea, C., & Nesdale, D. (2008). Learning social attitudes: Children's sensitivity to the nonverbal behaviors of adult models during interracial interactions. *Personality and Social Psychology Bulletin*, 34, 1504-1513.

## TUESDAY, MARCH 17 AND THURSDAY, MARCH 19: NO CLASS, SPRING BREAK

## TUESDAY, MARCH 24: ATTITUDES

**DUE** Moodle Quiz, Attitudes

**GKCN** pp. 244-269

**PDF** Festinger, L., Riecken. H. W. & Schachter, S. (1956). *When prophecy fails*. Minnesota: University of Minnesota Press. (Excerpt, pp. 43-47)



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

## THURSDAY, MARCH 26: PERSUASION AND COMPLIANCE

**DUE** Moodle Quiz, Persuasion  
Journal #3, posted to Moodle by 11pm on Sunday, March 29

**GKCN** pp. 273-275; 280-294; 338-349; 294- 305



Eastwick, P. W., & Gardner, W. L. (2009). Is it a game? Evidence for social influence in the virtual world. *Social Influence*, 4, 18-32.

## TUESDAY, MARCH 31: PREJUDICE

**GKCN** pp. 407-437

**PDF** Moss-Racusin, C. A., Dovidio, J. F., Brescoll, V. L., Graham, M. J., & Handelsman, J. (2012). Science faculty's subtle gender biases favor male students. *Proceedings of the National Academy of Sciences*, 109, 16474-16479.



Waytz, A., Hoffman, K. M., & Trawalter, S. (in press). A superhumanization bias in Whites' perceptions of Blacks. *Social Psychological and Personality Science*. **PRESENT STUDIES 1 AND 3 VERY BRIEFLY. PRESENT STUDY 4 IN DETAIL. [YOU CAN SKIP STUDIES 2A AND 2B]**

## THURSDAY, APRIL 2: PREJUDICE

**DUE** Moodle Quiz, Prejudice  
Proposal for Final Paper, posted to Moodle by 11pm on Sunday, April 5

**GKCN** pp. 437-449

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



Word, C. O., Zanna, M. P., & Cooper, J. (1974). The nonverbal mediation of self-fulfilling prophecies in interracial interaction. *Journal of Experimental Social Psychology*, 10, 109-120.

## TUESDAY, APRIL 7: CONFORMITY

**DUE** Journal #4 (Sunday, April 13 at 11pm to Moodle)

**GKCN** pp. 309-327

**PDF** Stallen, M., De Dreu, C. K. W., Shalvi, S., Smidts, A., & Sanfey, A. G. (2012). The herding hormone: Oxytocin stimulates in-group conformity. *Psychological Science*, 23, 1288-1292



Imhoff, R., & Erb, H. P. (2009). What motivates nonconformity? Uniqueness seeking blocks majority influence. *Personality and Social Psychology Bulletin*, 35, 309-320. PRESENT STUDIES 1 AND 3 ONLY.

## THURSDAY, APRIL 9: EXAM 2 – DOES NOT INCLUDE CONFORMITY

## TUESDAY, APRIL 14: OBEDIENCE AND COMPLIANCE

**DUE** Moodle Quiz, Conformity, Obedience, and Compliance

**GKCN** pp. 327-338; 484-493

**PDF** Burger, J. M. (2009). Replicating Milgram: Would people still obey today? *American Psychologist*, 64, 1-11.

## THURSDAY, APRIL 16: AGGRESSION

**GKCN** pp. 497-508

## TUESDAY, APRIL 21: AGGRESSION

**DUE** Moodle Quiz, Aggression

**GKCN** pp. 508-525



Greitemeyer, T., & McLatchie, N. (2011). Denying humanness to others: A newly discovered mechanism by which violent video games increase aggressive behavior. *Psychological Science*, 22, 659-665.

**THURSDAY, APRIL 23: PROSOCIAL BEHAVIOR**

**DUE** Moodle Quiz, Prosocial Behavior  
Journal #4, posted to Moodle by 11pm on Sunday, April 26

**GKCN** pp. 529-550

PDF Marsh, A. A., Stoycos, S. A., Brethel-Haurwitz, K. M., Robinson, P., VanMeter, J. W., & Cardinale, E. M. (2014). Neural and cognitive characteristics of extraordinary altruists. *Proceedings of the National Academy of Sciences, 111*, 15036–15041.



Darley, J. M., & Latané, B. (1968). Bystander intervention in emergencies: Diffusion of responsibility. *Journal of Personality and Social Psychology, 377-383*.

**TUESDAY, APRIL 28: NO CLASS – ADVISING DAY**

**THURSDAY, APRIL 30: CATCH UP/ EXAM REVIEW**

**TUESDAY, MAY 5 – EXAM 3**

**THURSDAY, MAY 7 AND TUESDAY, MAY 12 – NO CLASS, BOARD WEEK**

If we fall behind schedule and/or need to postpone a class, we will hold the third and final exam this week. So you should keep these class times free.

**THURSDAY, MAY 14 AND TUESDAY, MAY 19 – NO CLASS, COMPLETION DAYS**

Meet with Kristin as needed to work on final paper.

**DUE** Final paper, Sunday, May 17 at 11pm to Moodle

## GUIDELINES: ARTICLE PRESENTATIONS AND PAPER

You will present a research article with one or more classmates that will have the following components:

- Each presentation should be between 10 and 12 minutes and should be structured based on the QALMRI format.
- Presenters should distribute to the class (in hard copy) a summary of their article in "QALMRI" format.
- Presenters should use Powerpoint; files should be uploaded to Moodle by 11:00pm the night before your presentation.

### Grading Criteria

- Presentations meet the guidelines above.
- The representation of the material is accurate.
- The audience can understand the material (e.g., an appropriate amount of detail is provided, speakers move at an appropriate pace, the group answers clarification questions well).
- The presentation is engaging (e.g., speakers are not reading from notes, make eye contact with the audience).
- Powerpoint is used to enhance understanding and engage the audience.
- All group members are prepared, contribute to the presentation, and understand the full article. Do NOT simply divide up the work so that one person does the Intro, one the Methods, and one the Results without talking to each other! Past experience has shown this is the fastest and easiest way to a weak presentation.

### Written Report

You will submit an **individual** paper to Moodle within one week of the group presentation. In this paper, you should, in 1 ½ pages or less, succinctly but clearly summarize the paper. Following that, in the 2 ½ - 3 ½ pages, you should offer your own analysis of the research methods of the paper. You should evaluate the paper along the components we discussed when talking about research methods (e.g., the study had strong internal reliability; variables were operationalized appropriately; the experiment was free of confounds or demand characteristics; the study has external validity – which you may or may not think is important). Do not feel that you have to cover all of these issues, simply address the most important ones. Feel free to say what the authors did well in addition to making suggestions for improvement.

## GUIDELINES: JOURNAL ENTRIES

(Adapted from materials available at [http://www.haverford.edu/psych/ble/teaching/psy224/sp\\_journal\\_f2009.pdf](http://www.haverford.edu/psych/ble/teaching/psy224/sp_journal_f2009.pdf) and <http://www.umich.edu/~psychol/380/sommers/005journal.html>)

Four times during the semester, you will select a process, phenomenon, theory, or psychological tendency from the course content and connect it to an experience from your own life. The body of each entry should begin with a description of an event or interaction in your life in four or five sentences. A page-long story about how you spent your weekend is too long, and one line reading, "I went out with my friends" is insufficient. You should pick a specific event or interaction and describe it in enough detail so that your subsequent discussion will make sense to someone who was not there. Next you should describe how the specific topic you have chosen is relevant to this event. You should be very specific and clear with your terms.

The following prompts may help you get started. Do not feel bound to only answer these questions. Similarly, do not feel like you must answer all of these questions in a single entry.

- How can the psychological phenomenon you have chosen be seen in this interaction?
- How does your current awareness of this psychological phenomenon change the way you interpret what happened during this event?
- If you (or others) had been aware of social psychological research about this phenomenon during the event, how might the outcome of the interaction have been changed?
- How will your learning about this phenomenon influence your attitudes/behavior/perceptions in the future?
- What questions do you now have after considering the event in light of psychological theory?
- What type of experiment(s) might help address these issues?
- If your interaction was not consistent with your chosen social psychological principle:
  - How was it inconsistent?
  - Why do you think the outcome of this interaction seems to be inconsistent with the phenomenon you chose?
  - What aspects of the situation, if changed, would have resulted in a less surprising outcome?
  - What type of experiment(s) might help answer these questions?

### Logistics

Submit your journal entries via Moodle – click on the link to the relevant journal entry (1-4) under "Materials and Submissions for Assignments."

Each entry should be between 1-2 paragraphs. They should be no longer than 350 words.

Occasionally I will ask you (privately) if it is OK to discuss your journal entry in class – either by using it as an anonymous example, or by asking you to bring it up in class. You should feel free to say NO when I ask you this; I won't ask you any more questions. I will be the only person who reads the journal entries and knows their content unless I have your explicit permission to share your material.