

# Psychology 220: Social Psychology, Spring 2019

Monday and Wednesday 3:10-4:30 in Olin 201

**Instructor:** Kristin Lane

Office Hours: Monday 1:00-2:00 & Thursday 11:00-1:00 (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* (4th edition). New York: W.W. Norton. **IT IS VERY IMPORTANT THAT YOU GET THE FOURTH EDITION. ISBN 0393913236**
2. Sign up for the course's Moodle website (access code: **situationS19**) at <http://moodle.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, arguments (including structure of their literature review), or words without citing them constitutes plagiarism, and is unacceptable. Unless explicitly stated otherwise, work independently on every assignment. Any violation of academic integrity will result at the least in loss of credit for the assignment, and may result in failure in the class.

**Cell Phones and Laptops.** Cell phones should be turned off (off, not vibrate). Laptop computers are not allowed. If you text or access non-course materials during our class time, you are mentally absent from class, which will be treated just as a physical absence.

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

**Accommodations.** Students entitled to accommodations on the basis of a disability documented with the college should communicate the nature of their accommodations to me as soon as possible. If you are entitled to accommodations, please see Amy Shein ([ahsein@bard.edu](mailto:ahsein@bard.edu)) about getting documentation.

## ASSIGNMENTS

**Exams.** Two 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. **100 points each (200 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 six** 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 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. **10 points each (60 points total).**

**Homework.** Homework will be assigned throughout the semester, worth a total of **30 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. **40 points**.

**Article Presentation.** In pairs or groups of three, you will present a recent empirical article to your classmates. 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: 20 points; Article Response: 20 (40 points total).**

**Pluralistic Ignorance assignment.** You will work in groups on a data collection assignment and present your findings to the class. More details will be provided in class. **40 points total**.

**Journals.** Once we get into the material of social psychology, it is difficult not to see its principles in the behavior of yourself and others. You will write three 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 three different times) and of content (do not offer three variations on the fundamental attribution error). See more details at the end of the syllabus. **10 points each; 30 points total**.

**Final Paper.** You will write a final paper. More details will be provided in class. **60 points total**.

## GRADING

Grading is on a 500-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> | <u>POINTS EARNED</u> | <u>GRADE</u> |
|----------------------|--------------|----------------------|--------------|
| 450-500              | A            | 325-349.5            | D            |
| 400-449.5            | B            | Below 325            | F            |
| 350-399.5            | C            |                      |              |

## SUMMARY OF DUE DATES

| <u>ASSIGNMENT</u>                                           | <u>DUE DATE</u>                      |
|-------------------------------------------------------------|--------------------------------------|
| Exam 1                                                      | Wednesday, March 6                   |
| Exam 2                                                      | Monday, May 6**                      |
| Pluralistic ignorance presentation                          | April 22 and April 24                |
| Final Paper                                                 | Tuesday, May 21 at 5pm (via Moodle)  |
| Journal Entries<br>(All Sundays, all due at 11pm to Moodle) | February 24<br>March 26<br>April 30  |
| Article Presentation                                        | As scheduled                         |
| Article Paper                                               | Within one week of your presentation |
| Quizzes                                                     | As indicated on reading list below   |

\*\*This exam may be administered during Completion Days.

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

**GKCN** Gilovich, Keltner, Chen, and Nisbett

#### Guide to Symbols

**PDF** Reading available as pdf on Moodle



Articles for Group Presentations  
(Available as pdf; Optional for all but presenters)

### MONDAY, JANUARY 28: INTRODUCTION TO SOCIAL PSYCHOLOGY

**GKCN** Chapter 1

### WEDNESDAY, JANUARY 30: RESEARCH METHODS

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

**GKCN** pp. 41-55

### MONDAY, FEBRUARY 4: RESEARCH METHODS

**DUE** Moodle Quiz, Research Methods

**GKCN** Finish Chapter 2

### WEDNESDAY, FEBRUARY 4: READING A RESEARCH ARTICLE IN SOCIAL PSYCHOLOGY

**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** Gray, K., & Wegner, D. M. (2008). The sting of intentional pain. *Psychological Science*, 19, 1260–1262.


## MONDAY, FEBRUARY 11: RESEARCH METHODS

- PDF Heinrich, J., Heine, S. J., & Norenzayan, A. (2010). Most people are not WEIRD. *Nature*, 466, 29.
- PDF Yong, E. (2018, November 19). Psychology's replication crisis is running out of excuses. Retrieved January 21, 2019, from <https://www.theatlantic.com/science/archive/2018/11/psychologys-replication-crisis-real/576223/>
- PDF Aschwanden, C. (2018, December 6). Psychology's replication crisis has made the field better. Retrieved January 21, 2019, from <https://fivethirtyeight.com/features/psychologys-replication-crisis-has-made-the-field-better/>

## WEDNESDAY, FEBRUARY 13: POWER OF THE SITUATION

- PDF Sommers, S. (2011). Situations matter: understanding how context transforms your world. New York: Riverhead Books. SELECTIONS FROM CHAPTER 1
-  Paunesku, D., Walton, G. M., Romero, C., Smith, E. N., Yeager, D. S., & Dweck, C. S. (2015). Mind-set interventions are a scalable treatment for academic underachievement. *Psychological Science*, 26(6), 784–793. <https://doi.org/10.1177/0956797615571017>

## MONDAY, FEBRUARY 18: CONSTRUAL

- PDF Hastorf, A. H., & Cantril, H. (1954). They saw a game; a case study. *The Journal of Abnormal and Social Psychology*, 49, 129–134.
- PDF Washburn, A. N., & Skitka, L. J. (2018). Science denial across the political divide: Liberals and conservatives are similarly motivated to deny attitude-inconsistent science. *Social Psychological and Personality Science*, 9(8), 972–980. <https://doi.org/10.1177/1948550617731500>
-  Xiao, Y. J., & Van Bavel, J. J. (2012). See your friends close and your enemies closer: Social identity and identity threat shape the representation of physical distance. *Personality and Social Psychology Bulletin*, 38(7), 959–972. <https://doi.org/10.1177/0146167212442228>

## WEDNESDAY, FEBRUARY 20: POWER OF THE SITUATION (OBEDIENCE)


- GKCN pp. 333-343; 474-483
- PDF Burger, J. M., Girgis, Z. M., & Manning, C. C. (2011). In their own words: Explaining obedience to authority through an examination of participants' comments. *Social Psychological and Personality Science*, 2, 460–466.

## MONDAY, FEBRUARY 25: POWER OF THE SITUATION (CONFORMITY)

DUE Journal #1 posted to Moodle by 11pm on Sunday, 2/24

DUE Moodle Quiz, Obedience and Conformity

GKCN pp. 303-333

-  Aydogan, G., Jobst, A., D'Ardenne, K., Müller, N., & Kocher, M. G. (2017). The detrimental effects of oxytocin-induced conformity on dishonesty in competition. *Psychological Science*, 28(6), 751–759. <https://doi.org/10.1177/0956797617695100>

### WEDNESDAY, FEBRUARY 27: SOCIAL COGNITION

**PDF** Aronson, E., Wilson, T. D., Akert, R. M., & Sommers, S. R. (2016). *Social psychology* (Ninth Edition). New York: Pearson. Chapter 3: pp. 51-64



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).

### MONDAY, MARCH 4: SOCIAL COGNITION

**DUE** Moodle Quiz, Social Cognition

**PDF** Aronson, E., Wilson, T. D., & Akert, R. M. (2016). *Social psychology* (Ninth Edition). New York: Pearson. p. 65-end of chapter.

**PDF** Noor, M., Kteily, N., Siem, B., & Mazziotta, A. (2018). “Terrorist” or “mentally ill”: Motivated biases rooted in partisanship shape attributions about violent actors. *Social Psychological and Personality Science*. <https://doi.org/10.1177/1948550618764808>

### WEDNESDAY, MARCH 6: EXAM 1

### MONDAY, MARCH 11: NO CLASS

### WEDNESDAY, MARCH 13: BEGIN DATA COLLECTION PROJECT

Catch up if needed, begin data collection project in class.

**GKCN** pp. 114-115 (section on pluralistic ignorance)

**PDF** Prentice, D. A., & Miller, D. T. (1993). Pluralistic ignorance and alcohol use on campus: Some consequences of misperceiving the social norm. *Journal of Personality and Social Psychology*, 64(2), 243-256.

### MONDAY, MARCH 18 AND WEDNESDAY, MARCH 20: NO CLASS, SPRING BREAK.

### MONDAY, MARCH 25: UNDERSTANDING PEOPLE (UNDERSTANDING THE SELF)

**DUE** Moodle Quiz, The Self

**GKCN** pp.67-83; 90-97



Re, D. E., Wang, S. A., He, J. C., & Rule, N. O. (2016). Selfie indulgence: Self-favoring biases in perceptions of selfies. *Social Psychological and Personality Science*, 7(6), 588–596.  
<https://doi.org/10.1177/1948550616644299>

### WEDNESDAY, MARCH 27: UNDERSTANDING OTHER PEOPLE (MIND PERCEPTION, ATTRIBUTIONS)

**DUE** Journal #2 posted to Moodle by 11pm on Sunday, 3/26

**DUE** Moodle Quiz, Person Perception/ Attribution

**GKCN** Chapter 5

**PDF** Waytz, A., Gray, K., Epley, N., & Wegner, D. M. (2010). Causes and consequences of mind perception. *Trends in Cognitive Sciences*, 14(8), 383–388.  
<https://doi.org/10.1016/j.tics.2010.05.006>



Hackel, L. M., Looser, C. E., & Van Bavel, J. J. (2014). Group membership alters the threshold for mind perception: The role of social identity, collective identification, and intergroup threat. *Journal of Experimental Social Psychology*, 52, 15–23.

<https://doi.org/10.1016/j.jesp.2013.12.001> PRESENT STUDIES 1 AND 3 ONLY

### MONDAY, APRIL 1: EMOTIONS AND NONVERBAL BEHAVIOR

**DUE** Moodle Quiz, Emotions and Nonverbal Behavior

**GKCN** pp. 195-206; pp. 111-114

**PDF** Rogers, T., ten Brinke, L., & Carney, D. R. (2016). Unacquainted callers can predict which citizens will vote over and above citizens' stated self-predictions. *Proceedings of the National Academy of Sciences*, 113, 6449–6453.



Glikson, E., Cheshin, A., & Kleef, G. A. van. (2018). The dark side of a smiley: Effects of smiling emoticons on virtual first impressions. *Social Psychological and Personality Science*, 9(5), 614–625. <https://doi.org/10.1177/1948550617720269>

### WEDNESDAY, APRIL 3: ATTITUDES

**GKCN** pp. 229-238

**PDF** Jacoby-Senghor, D. S., Sinclair, S., & Shelton, J. N. (2016). A lesson in bias: The relationship between implicit racial bias and performance in pedagogical contexts. *Journal of Experimental Social Psychology*, 63, 50–55. <https://doi.org/10.1016/j.jesp.2015.10.010>

### WEDNESDAY, NOVEMBER 2: ATTITUDES

**DUE** Moodle Quiz, Attitudes

**GKCN** pp. 238-259



Egan, L. C., Santos, L. R., & Bloom, P. (2007). The origins of cognitive dissonance: Evidence from children and monkeys. *Psychological Science*, 18(11), 978–983.

<https://doi.org/10.1111/j.1467-9280.2007.02012.x>

## MONDAY, NOVEMBER 7: PERSUASION

**DUE** Moodle Quiz, Persuasion

**GKCN** pp. 267-287; 322-332; 293- 299



Albarracín, D., Kumkale, G. T., & Vento, P. P.-D. (2017). How people can become persuaded by weak messages presented by credible communicators: Not all sleeper effects are created equal. *Journal of Experimental Social Psychology*, *68*, 171–180.

<https://doi.org/10.1016/j.jesp.2016.06.009>

## MONDAY, APRIL 15: PREJUDICE

**GKCN** pp. 395-433

## WEDNESDAY, APRIL 17: PREJUDICE

**DUE** Moodle Quiz, Prejudice

**GKCN** pp. 433-end of chapter



Helman, E., Flake, J. K., & Calanchini, J. (2018). Disproportionate use of lethal force in policing is associated with regional racial biases of residents. *Social Psychological and Personality Science*, *9*(4), 393–401. <https://doi.org/10.1177/1948550617711229>

## MONDAY, APRIL 22 AND WEDNESDAY, APRIL 24: FINISH PREJUDICE/ DATA COLLECTION PRESENTATIONS

No reading



Skorinko, J. L., Lun, J., Sinclair, S., Marotta, S. A., Calanchini, J., & Paris, M. H. (2015). Reducing prejudice across cultures via social tuning. *Social Psychological and Personality Science*, *6*(4), 363-372. YOU CAN PRESENT STUDIES 2 AND 3 TOGETHER TO SAVE TIME.

## MONDAY, APRIL 29: NO CLASS (ADVISING DAY)

## WEDNESDAY, MAY 1: CATCH UP/ WRAP UP

**DUE** Journal #3 posted to Moodle by 11pm on Sunday, 4/30

Reading to be announced

## MONDAY, MAY 6: EXAM 2

## 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 noon the day of the 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!

### 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. The grading rubric is below.

|              |                                                                                                                      |                                                                                                         |                                                                                                                    |
|--------------|----------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------|
| Summary      | Does not show understanding of the article, or does not effectively communicate theory, methods, or results          | Shows accurate understanding of the theory, methods, and results                                        | Provides a clear and articulate summary in a novel way (i.e., distinct from the structure of the original article) |
| Analysis     | Incorrect or no analysis, or analysis that doesn't develop ideas, or with inaccurate application of analytical tools | Brings together related data or ideas in productive ways, thoroughly discusses implications of material | Develops insightful connections and patterns that require intellectual creativity                                  |
| Organization | Organization impedes understanding                                                                                   | Structure supports the argument, clearly ordered sections fit together well                             | Structure enhances the argument, strong sections and seamless flow                                                 |
| Writing      | Grammar or sentence-level issues impede readability                                                                  | Some minor errors of grammar and effective prose in a scholarly voice                                   | Virtually no grammatical errors, elegant style and independent voice                                               |



## 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 or the journal contains material that I am bound by law or Bard's policies to disclose.