Psychology 170: Social psychology
Fall 2021

Instructor:

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Virtual office hours: Monday 10:30am-11:30am,
https://upenn.zoom.us/j/95786004141?pwd=QVhWTmxPamVhRnBwQlg3Mjd6SFFPdz09

Teaching Assistants:

Austin Boroshok
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In-person office hours: Tuesday 12-1pm, Room 351 Stephen A. Levin Building
Virtual office hours: Tuesday 12-1pm, https://upenn.zoom.us/j/99147902444

Sam Borislow
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In-person office hours: Thursday 3:30-4:30pm, Room 350 Stephen A. Levin Building
Virtual office hours: Thursday 3:30-4:30pm, https://upenn.zoom.us/j/3817343837

Camilla van Geen
cvg@sas.upenn.edu
Virtual office hours: Monday 12pm-1pm, https://upenn.zoom.us/j/8157197958

Course description

This course introduces you to the field of social psychology – the scientific study of how ordinary people think about, feel about, interact with, and influence one another. We begin by examining classic findings in the study of social influence – how the presence of others affects our own thoughts, feelings, and behaviors via the forces of conformity, obedience and compliance. We then consider more intra-psychic processes, including how people explain, categorize, and think about the social world: the study of social cognition and social judgment. For the remainder of the course, we will examine a diverse array of topics, including the self, group behavior and decision-making, aggression and hostility, altruism and helping, stereotyping and prejudice, attraction and close relationships, emotion, morality, and the role of culture. Throughout the course, we will explore how social psychological findings are relevant to everyday thinking, feeling, and behavior, and to issues that affect the broader community.

Course aims and objectives

The main objectives for the course are as follows:

1. To give you a clear understanding of scientific methods and techniques of social psychology, and why they matter.

2. To give you a broad knowledge of the topics that social psychologists have studied, and what they have found out about those topics.

3. To enable you to think critically about research that you encounter, in order to analyze its strengths and weaknesses.

4. To enable you to think creatively about social psychological problems, to formulate hypotheses about social phenomena, and to learn how to evaluate those hypotheses scientifically.

Lectures

The course will meet two times a week, between 10:15am and 11:45am on Tuesday and Thursday mornings in Leidy Laboratories, 10. The class times will consist primarily of lecture presentation, but there will be time for interaction and for your input as well. To that end, I encourage you to come to class with questions, concerns, and opinions about the topics and readings. There is a set of assigned readings for each class, which I expect you to have read BEFORE each class.

Lecture slides (in both ppt and pdf format) will be posted to Canvas concurrent with each lecture. I highly recommend taking additional notes of the verbal content of the lectures insofar as it goes beyond the lecture slides, as well as taking notes of your thoughts, observations, analysis, and questions during lecture. These notes will be an invaluable resource as you prepare for exams and take-home exams. Please also note that I will often present material on the slides in class that will not be posted to Canvas prior to class – and so you should be alert for such occasions. The set of completed slides (as pdf files) will be posted to Canvas following each lecture.

In class polling (Poll Everywhere)

Throughout the course, you will be frequently asked to participate in online polls that occur during class time, using the polling software Poll Everywhere, which is the approved in-class polling software for UPenn School of Arts and Sciences classes.

The purpose of these in-class polling exercises is to enhance your engagement in the course, to solicit your opinions and judgments about various topics, as well as to provide illustrations of various social psychological phenomena.

Participating in the polling exercises is recommended – both for your own learning, and to enhance everyone's overall experience of the class – but not required.

To participate, you can use a computer, tablet, or phone. There are two alternatives for how to participate: You may either participate by logging onto a website and registering your responses, or alternatively, by sending a text message (more details will be provided about these methods in class).

However, before participating, you must first **register for the group** that I have created for this course, at the following link (please do so at your earliest convenience):

https://PollEv.com/ggoodwin/register?group_key=srFSw6ncZafKDm3qEBEVp9jxt

Once you click on this link, if you have not already registered, you will be asked to enter your **UPenn email address**, **your name**, and **your phone number** if you choose to participate in my polls via SMS texting. You will also need to create a password. **Please make sure to include your full name**. By registering at this link, I will be able to see your responses to my polls (unless the poll is clearly marked as anonymous).

Please note: It is important that you use your **UPenn email address** to register and participate in polls.

I will not ask you to respond to any sensitive questions, and you are free to decline to respond to any question that I ask you in class. Also note that your information is protected, and Poll Everywhere will never share emails or phone numbers with any third party. If you have any questions, please visit the Poll Everywhere User Guide for Students (https://www.polleverywhere.com/guides/student/getting-started). You can read more about Poll Everywhere at the general user guide (http://www.polleverywhere.com/user-guide).

If you have any reservations about participating in these exercises, or you do not have the ability to respond to them, you do not have to do so.

Course Readings

The assigned textbook for the course is: ***Social Psychology***, by Gilovich, Keltner, Chen and Nisbett (5th edition). The textbook is available for sale at the Penn bookstore, or at online retailers. You may also purchase an e-copy of the book at the publisher's website, here: https://digital.wwnorton.com/socialpsych5

(As far as I can tell, the publisher's e-copy is the cheapest one available). The bulk of the readings will come from this text, although some additional supplementary readings will be posted on Canvas.

The textbook and readings are meant to both broaden and deepen your understanding of lecture material. However, mastering the lecture material is paramount to your doing well in this class. To this end, it pays for you to attend and take notes during lectures.

Emailing policies

Your Teaching Assistants, Austin, Sam, and Camilla, are your first port of call when emailing queries about the course. You are assigned to a particular TA for emailing, based on the first letter of your surname, as follows:

Surname	TA	Email
A-G	Austin Boroshok	boroshok@sas.upenn.edu
H-O	Sam Borislow	sbori@sas.upenn.edu
P-Z	Camilla van Geen	cvg@sas.upenn.edu

The purpose of this assignment is simply to help us all better manage the workload of the course. It pertains only to emailing initial queries about course materials – that is, when you have a query about the course material, we request that you email your assigned TA *first*. This assignment does not pertain to other aspects of the course. For instance, you are free to attend the office hours of any of the TAs or my own. Furthermore, if your question is not easily resolved by one of the TAs, please also email me and I will be very happy to help. If possible, try to condense your queries into a single email rather than multiple emails. You can expect a response to your email queries within 48 hours.

Online Office Hours

My office hours will be held every week on Monday from 10:30am-11:30am. These will be conducted in person, though if you prefer, you can also contact me via the following Zoom link during that hour:

https://upenn.zoom.us/j/95786004141?pwd=QVhWTmxPamVhRnBwQlg3Mjd6SFFPdz09

Your course TAs will also hold weekly office hours (with a combination of options offered both in-person and via Zoom). Their time slots and are indicated at the top of this syllabus, and repeated below:

Austin Boroshok
- In-person office hours: Tuesday 12-1pm, Room 351 Stephen A. Levin Building

- Virtual office hours: Tuesday 12-1pm, https://upenn.zoom.us/j/99147902444

Sam Borislow
- In-person office hours: Thursday 3:30-4:30pm, Room 350 Stephen A. Levin Building
- Virtual office hours: Thursday 3:30-4:30pm, https://upenn.zoom.us/j/3817343837

Camilla van Geen:
- Virtual office hours: Monday 12pm-1pm, https://upenn.zoom.us/j/8157197958

Grading

Your course grade will be determined as follows:

- Take-Home Exam 1, due 11:59pm, September 24   16%
- Mid-Term Exam, October 14   25%
- Take-Home Exam 2, due 11:59pm October 29   16%
- Take-Home Exam 3, due 11:59pm November 19   16%
- Final Exam, December 17, 9:00am-11:00am (provisional) 35%
- Research Experience   8%

You will notice that the total percentage sums to 116%. The reason for this is that you can drop the lowest of your take-home exams (worth 16%) at the end of semester. In other words, only your top two take-home exam scores will be counted towards your final grade. (This of course means that if you wish to submit only two of the three take-home exams, you may do so, but both of these will count.)

-- Each **Take-Home Exam** will consist of a series of short answer and long answer questions. You can expect to have approximately 7 days to complete each of the three Take-Home Exams. Both take-home exams are "open-book" and "open-note" but must be completed individually.

-- The **Mid-Term Exam** will consist of multiple choice, short answer, and long answer questions.

-- The **Final Exam** will consist of multiple choice, short answer, and long answer questions. The material for the exam will primarily come from material presented in the second half of the course (after the mid-term).

Both the mid-term and final exams will be conducted in person. They will both be "closed-book" and "closed-note" exams in that you are not permitted to access any course material, including lecture slides, lecture notes, and course readings. The exam questions will be designed such that they will require you to remember, synthesize, integrate, and apply course material.

Grading Scale

Your grade in this course is based primarily on your demonstrated understanding. This means that if you demonstrate a high degree of competence with the material, you will receive a high grade. The scheme I will use to determine letter grades is expected to be as follows:

Above 90%: A range (A-, A, A+)
80-89.99%: B range (B-, B, B+)
65-79.99%: C range (C-, C, C+)
50-64.99%: D range (D-, D, D+)
Below 50%: Exact grade not set in advance.

Note several important points about this distribution:

- The exact cut-offs for + and – grades within a letter range are not set in advance.
- There is no predetermined threshold for a failing (F) grade. This will be determined based on consideration of multiple factors.
- I will not curve grades "down" from the expected distribution above. However, in rare circumstances, I may consider curving grades "up" – for instance, if only a small percentage of students achieve above 90% (or 80%, etc.), then I may consider curving upwards. If so, this decision will be communicated clearly to you at the time of the final letter grading for the course.

I suggest you review these grading guidelines closely, and come to me with any concerns pro-actively. Please note that your work will be held to a high standard, and you should not expect an A in this course unless you have demonstrated both hard work and, most importantly, **exemplary scholarship**.

Make-up Policy

NOTE: Other than for the fact that one of the three Take-Home Exams may be dropped (see above), there are *no* make-up options for poorly performed material, or for material that is missed without adequate justification. However, I am happy to accommodate instances in which course material is missed with adequate justification (e.g., serious illness, injury, or bereavement, or other exceptional circumstances.)

Research experience
8% of your grade will come from a research experience component. You have two options for fulfilling this component. To fulfill the research experience component you can EITHER:

1) Participate in experimental sessions adding up to 4 credits prior to the end of term. The experiments you participate in must be listed on the <u>Psychology</u>

Department's SONA Systems website (do not get confused with other experimental platforms around campus). The four credits you earn may be obtained via any combination of credit hours, as long as the total adds to 4, e.g., 2 x 2-credit sessions; 4 x 1-credit sessions; 8 x 0.5- credit sessions). **The last day to participate in experiments is Tuesday, December 14, 2021.**

You will still be able to complete this research experience component in light of the new campus restrictions. However, only online experiments are now available. If you have trouble finding a sufficient number of available experiments, you can always combine this requirement with the alternative option below.

OR

2) Read a research article and write a short 4-page (double-spaced) paper about it. The article you read **must** have been published within the last 10 years (2011 onwards), and it must come from one of the following social psychology journals: *Journal of Personality and Social Psychology*, *Journal of Experimental Social Psychology*, *Personality and Social Psychology Bulletin*. It must be at least 5 journal pages in length (not including Supplementary Materials). The report you write should be typed in 12-point Times New Roman font, with normal sized margins (i.e., 1-inch margins on each side), and with no exaggerated line breaks or empty space. Please provide the full academic citation of the paper you reviewed for our reference (preferably in the style recommended by the American Psychological Association). For reference on APA style, see here:

https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/reference_list_basic_rules.html

In your report, you should aim to provide (1) a summary of the purpose of the research project, (2) a description of its methods, (3) a summary of its most important findings, and (4) and interpretation of those findings, what they mean, and what possible future research might be worth following up on them; in roughly that order. Particularly for point (4), feel free to express your own opinion about the importance and meaningfulness (or not) of the project you review. You can submit your report in the relevant assignment section within Canvas.

The due date for submission of this article is Tuesday, December 14, 2021.

Completing either option will not exceed 4 hours of your time. The research experience requirement will be explained further in class, and I will give you frequent reminders about it.

It is preferable that you complete only one of these two options. However, if needed, you may combine them. In such cases, an hour of research participation is treated as equivalent to a double-spaced page of a research report. Thus, you might for instance complete two hours of research participation and write a shorter, 2-page research paper. Or you might complete three hours of research participation and write a shorter 1-page paper (or some other combination). In such cases, you should aim to condense the four parts of the paper into a briefer summary report. However, please only use this option if it is necessary, it is preferable to do either research participation or the research paper in their entirety.

This component of the course is worth 8% of your overall grade.

Submitting Take-Home Exams and Late Policy

The three take-home exams will all be submitted electronically. The take-home exams will be due by 11:59pm on the day they are due (which is always a Friday).

Please be aware of the following guidelines pertaining late submissions that are not adequately justified.

All late take-home exams will have 1 point deducted from the overall grade for every day they are late. If you know ahead of time that you will have a problem completing a paper on time, please contact me. By "ahead of time," I mean more than three days in advance of the deadline. We understand that exceptional circumstances sometimes arise which might prevent you from submitting your paper on time, and will accommodate in those circumstances (see above).

Any requests for extensions, even in exceptional circumstances, must be made **<u>BEFORE</u>** the submission is due.

Grading policies

I am happy to discuss a take-home or other exam grade with you at any time, as are your TAs. Talking to us about your graded exams is an excellent way to learn how to improve your work throughout the semester. You may also wish to seek our guidance prior to the exams, and we encourage you to do this. Your take-home exams will be returned to you. Your mid-term and final exams will not be returned to you to keep but you can meet with your TA during office hours to go over these exams.

If you wish to have any grade reconsidered, you may first consult with one of your TAs or myself regarding the grade. If, after that consultation, you still believe the grade should be reconsidered, you must then submit a written regrade request (via email) to one of the teaching staff (TAs or myself). However, please be aware that (1) not all requests are granted (you need to have convincing reasons), and that (2) if we do choose to re-grade an assessment, **there is some chance that the eventual grade will not change, or may even be graded lower**. A lower grade does not often result, but you should be aware that it is a possibility. In order for the exam to remain fresh in our minds, you must submit this appeal within two weeks of receiving the grade.

Finally, as noted earlier, remember that there are **NO make-up options for poorly performed material, or for material that is missed without adequate justification.**

Independent Work Policy

You are required to submit **<u>independent work</u>** for both the mid-term and final exams as well as for both take-home exams. Do not discuss the take-home exams with other students or complete joint work. Doing so will be interpreted as a violation of course policy and treated as an instance of cheating.

Academic Integrity

All students are expected to abide by Penn's Code of Academic Integrity policy, as outlined here: https://catalog.upenn.edu/pennbook/code-of-academic-integrity/

In this class, there is a **ZERO TOLERANCE** policy for any form of cheating, plagiarism, or fabrication. If I, or any of the TAs, suspect that you have engaged in one of these activities, it will immediately be reported to the Office of Student Conduct, which will take matters from there.

As noted above, you are required to submit **<u>independent work</u>** for both exams and both take-home exams. Do not discuss the take-home exams with other students or complete joint work. Doing so will be interpreted as a violation of course policy and treated as an instance of cheating.

Disability Services

University of Pennsylvania provides reasonable accommodations to students with disabilities who have self-identified and been approved by the Office of Student Disabilities Services (SDS). If you have not yet contacted SDS and would like to request accommodations or have questions, you can make an appointment by calling SDS at 215-573-9235. The office is located in the Weingarten Learning Resources Center at Stouffer Commons 3702 Spruce Street, Suite 300. All services are confidential.

Effective July 1, 2020, Student Disabilities Services has introduced the enhanced MyWLRC Portal for students and faculty, a suite of new online tools to interact with disability services. The new tools will allow students to register with SDS, upload disability documentation, renew accommodations each semester, schedule accommodated tests, and upload texts for conversion to alternate formats. For more detailed information, please contact SDS for assistance.

Wellness and Mental Health

Undertaking a college education can be a stressful and taxing experience, and these stresses are exacerbated as a function the current pandemic. Penn has many resources available to help you deal with both physical and mental health challenges, and I encourage you to make use of the various resources available. Seeking help is an important proactive step to take if you are experiencing distress. As a starting point, you might consider first going to the following Wellness at Penn, here:

https://www.wellnessatpenn.com/

Additionally, you consider making use of the University HELP Line. The HELP line is a service that connects calls with health and wellness resources at Penn, including CAPS, Student Health Services, Student Intervention Services, Public Safety, and others. You can call for yourself or on behalf of a friend or acquaintance. Calls will be answered 24 hours a day, 7 days a week, by Division of Public Safety professionals trained in mental health referrals by the staff at CAPS. If you or someone you know needs help, please call the HELP line at 215-898-HELP. For more information, see here:

https://www.publicsafety.upenn.edu/safety-initiatives/help-line-215-898-help/

COURSE SCHEDULE. Please note important date marked in BLUE.

Below is the intended schedule of topics and readings throughout the semester. "GKCN" refers to our textbook (authors: Gilovich, Keltner, Chen, & Nisbett).

Week 1:
- Tuesday, August 31. Lecture 1. Welcome, course policies, and an introduction to social psychology.

- Thursday, September 2. Lecture 2. Social influence: Conformity.

GKCN. Chapter 9 (pp. 269-286).

Week 2:
- Tuesday, September 7. Lecture 3. Social influence: Obedience.

GCKN. Chapter 9 (pp. 296-307).

- Thursday, September 9. Lecture 4. Social influence: Compliance.

Gilovich, Keltner, Nisbett. Chapter 9 (pp. 286-292).

Week 3:
- Tuesday, September 14. Lecture 5. Social influence: Social norms.

GCKN. Chapter 4 (pp. 103-104); Chapter 9 (pp. 292-296); Chapter 14 (pp. 491-493).

Cialdini, R. B. (2003). Crafting normative messages to protect the environment. *Current Directions in Psychological Science, 12*, 105-109.

- Thursday, September 16. Lecture 6. Expectancy effects: Processes of perceptual and behavioral confirmation.

GCKN. Application Module 2 (pp. 526-528).

GCKN. Chapter 11 (pp. 383-389).

GCKN. Chapter 4 (pp. 104-105).

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.

Week 4:

- Tuesday, September 21. Lecture 7. Research methods in social psychology.

GCKN. Chapter 2 (pp. 37-61); Application Module 2 (pp. 537-539).

- Thursday, September 23. Lecture 8. Social cognition: Causal attribution and the fundamental attribution error.

GCKN. Chapter 5 (pp. 139-162; pp. 170-171).

Friday, September 24. TAKE-HOME EXAM 1 due by 11:59pm.

Week 5:
- Tuesday, September 28. Lecture 9. Social cognition: Cognitive dissonance and self-justification.

GCKN. Chapter 7 (pp. 213-232).

- Thursday, September 30. Lecture 10.   Social cognition: Heuristics of judgment.

GCKN. Chapter 4 (pp. 113-117; 122-137).

Week 6:
- Tuesday, October 5. Lecture 11.   Self-concept and self-presentation.

GCKN. Chapter 3 (pp. 63-77; 82-87; 91-97).

    Thursday, October 7. Lecture 12. Attitudes, persuasion, and behavior.

GCKN. Chapter 7 (pp. 205-213); Chapter 8 (pp. 239-267).

Week 7:
- Tuesday, October 12. **REVIEW PRIOR TO MID-TERM (NO LECTURE).**

- Thursday, October 14. **MID-TERM EXAM.**

Week 8:
- Tuesday, October 19. Lecture 13. Group behavior: Social facilitation, crowds and collectives. **RECORDED LECTURE. (NOT IN-PERSON).**

GCKN. Chapter 12 (pp. 409-419; 433-443).

- Thursday, October 21. Lecture 14. Group decision making.

GCKN. Chapter 12 (pp. 419-426).

Week 9:

- Tuesday, October 26. Lecture 15. Aggression.

GCKN. Chapter 13 (pp. 445-461; 466-479).

- Thursday, October 28. Lecture 16. Inter-group discrimination and prejudice.

GCKN. Chapter 11 (pp. 359-369; 375-395).

Friday, October 29. TAKE-HOME EXAM 2 due by 11:59pm.

Week 10:
- Tuesday, November 2. Lecture 17. The experience of prejudice, and stereotype threat.

GCKN. Chapter 11 (pp. 396-405). Application Module 2 (pp, 530-535).

Lewis Jr., N. A., & Sekaquaptewa, D. (2016). Beyond test performance: A broader view of stereotype threat. *Current Opinion in Psychology, 11*, 40-43.

- Thursday, November 4. Lecture 18. Justice, conflict and cooperation.

GCKN. Chapter 11 (pp. 369-374); Chapter 14 (pp. 502-511).

Dawes, R. M., & Thaler, R. H. (1992). Cooperation. In R. Thaler, *The winner's curse: Paradoxes and anomalies of economic life* (pp. 6-20). New York: Macmillan.

Week 11:
- Tuesday, November 9. Lecture 19. Interpersonal attraction and liking.

GCKN. Chapter 10 (pp. 324-344).

- Thursday, November 11. Lecture 20. Close relationships.

GCKN. Chapter 10 (pp. 311-323; 344-355).

Week 12:
- Tuesday, November 16. Lecture 21. Emotion.

GCKN. Chapter 6 (pp. 173-191).

- Thursday, November 18. Lecture 22. Moral behavior: Altruism and helping.

GCKN. Chapter 14 (pp. 481-491; 499-501).

Week 13:

- Tuesday, November 23. Lecture 23. Moral judgment.

GCKN. Chapter 6 (pp. 191-194)

Haidt, J. (2007, May 18). The new synthesis in moral psychology. *Science, 316*, 998-1002.

Pizarro, D., Inbar, Y., & Helion, C. (2011). On disgust and moral judgment. *Emotion Review, 3*, 267-268.

*** THANKSGIVING BREAK ***

Week 14:
- Tuesday, November 30. Lecture 24. The role of culture.

GCKN. Chapter 1 (pp. 24-30); Chapter 3 (pp. 71-74, pp. 80-82); Chapter 5 (162-168); Chapter 6 (pp. 181-184); Chapter 13 (pp. 461-466); Chapter 14 (pp. 493-499).

- Thursday, December 2. Lecture 25. Applied social psychology.

GCKN. Application Module 3 (pp. 542-554)

Week 15:

- Tuesday, December 7. Lecture 26. Wrapping up: Concluding themes and review.

GCKN. Chapter 1 (pp. 3-35).