

PSYCHOLOGY 160: Social Psychology SYLLABUS

Fall 2016
Mondays & Wednesdays, 10-11 am
245 Li Ka Shing

INSTRUCTOR:

Professor Serena Chen

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GRADUATE STUDENT INSTRUCTORS:

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Sections:	Monday, 11-12	Tuesday, 9-10	Thursday, 9-10	Friday, 9-10
	Monday, 12-1	Tuesday, 10-11	Thursday, 10-11	Friday, 10-11
	Monday, 1-2	Tuesday, 11-12	Thursday, 11-12	Friday, 11-12

COURSE DESCRIPTION:

Social psychology is the scientific study of the way people think about, feel, and behave in social situations. It involves understanding how people influence, and are influenced by others around them. A primary goal of this course is to introduce you to the perspectives, research methods, and empirical findings of social psychology. Topics to be covered include: impression formation, conformity, prosocial behavior, interpersonal attraction, persuasion, stereotyping, and prejudice. Equally important is the goal of cultivating your skills for analyzing the social situations and events that you encounter in your everyday lives. Finally, throughout the course, emphasis will be placed on developing critical and integrative ways of thinking about theory and research in social psychology.

LECTURES AND SECTION MEETINGS:

Course lectures are designed to reinforce and supplement the course readings, so they may include material that is not covered in the readings. Conversely, there will be substantial material in the textbook that I do not have time to cover in lecture. You will be responsible for all of the material in both lectures and the textbook. The sections led by your GSI are intended to hone and discuss in depth the ideas covered in each week's lectures and readings. You are expected to attend and actively participate in these sections. **Sections begin meeting on Thursday, August 25th.**

EXAMS:

There will be 3 non-comprehensive exams (multiple choice & short answer). The dates are:

Wednesday, September 28th, 10-11 am (during lecture time, in lecture hall)

Monday, Oct. 31st, 10-11 am (during lecture time, in lecture hall)

Monday, Dec. 12th, 9-10 am (during the final exam period, location TBA)

Mark these in your calendar NOW. All exams are non-cumulative. Each covers the material presented in the lectures, readings, AND sections within the specified dates. Make-up exams require advance notice and a legitimate and documented excuse (e.g., a legible doctor's note for illness).

DSP students: The DSP office should send me your accommodation letter directly, but you should give your GSI a copy of your letter so s/he is aware of any accommodations you may have. I will contact you several weeks before the first exam to let you know the details regarding any exam accommodations you may have. If you have non-exam accommodations, or are concerned about your accommodations being met, please feel free to visit me during office hours.

I-CLICKER:

I-clicker remotes are required. They're devices that allow you to engage more actively during lecture by responding to questions posed during each lecture. To set up i-clicker for this course, do the following 3 things:

1. Buy an i-clicker remote. You can buy an i-clicker remote at the student store or used remotes near campus or online. You should not loan your i-clicker remote to another student in the same class. You should not borrow an i-clicker remote from another student in the same class. You can purchase any of the following models: iClicker 1 (the original), iClicker+, or iClicker 2.

2. Register your i-clicker remote on our bCourses class site. To do so, you need to have your i-clicker remote in hand. Then, log into the bCourses class site. Click the i-clicker tab, on the left navigation bar. Follow the registration instructions on the screen. It's important that you register your i-clicker remote no later than the third lecture (Wednesday, August 31st).

3. Bring your working i-clicker remote to every lecture and use it!

Additional notes on i-clicker:

- If you're using a used clicker, there is no need for the previous owner to unregister.
- Do not register your clicker on iclicker.com; if you do, I will not be able to match your responses with your name and you will not receive credit.
- Your i-clicker remote will be used in every lecture, so be sure to bring it. We will be tracking the number of questions you respond to. **You will need to attend a minimum of 75% of the lectures to receive full credit for the i-clicker component of your final grade.** That translates to attending approximately 17 of the 23 lectures (starting with the 8/31 lecture)—AND making sure to answer the i-clicker questions I pose during each lecture. You are responsible for having extra batteries on hand should your i-clicker remote need it.
- If you have problems registering i-clicker on bCourses, or with the operation of your clicker, please consult the ETS office: clickers@berkeley.edu, or 510-643-8637, 44 Dwinelle. This office has the expertise to provide i-clicker support and are committed to doing so; neither me nor the GSIs have the necessary expertise.

Last but not least, I consider bringing a fellow student's i-clicker to class to be cheating and a violation of the University Honor Code (see below). If you are caught with a remote other than your own or have votes in a class that you did not attend, you will forfeit all i-clicker points and may face additional disciplinary action.

RESEARCH PARTICIPATION PROGRAM:

There is a 3-credit **Research Participation Program (RPP)** requirement for this course. The RPP coordinator will visit our first lecture to provide information regarding the prescreening survey (which counts for 1 credit) and enrolling in the NEW on-line RPP system called SONA. (RPP is no longer using Experimentrix, so pay attention!).

In order to know how to participate in studies through RPP, please read completely the document, "RPP Information for students"—which is available on our bcourses page. Again, even if you have been in RPP before, since RPP will be using a new platform called Sona, you need to read the information document. Then, set up a Sona account as instructed. We recommend doing this as soon as possible. If you have any questions, you can contact RPP at rpp@berkeley.edu. Please also see the deadlines listed on the RPP webpage: <http://psychology.berkeley.edu/students/undergraduate-program/research-participation-program>

Note that RPP is split into two phases (Phase I and Phase II) to discourage students from attempting to earn all their credits the last week of the semester. The purpose of separating the semester into two phases is to increase RPP participation during the typically slow middle of the semester, and to reduce the numbers of students who attempt (and often fail) to complete the entire requirement the last week of the semester. You must complete 1 RPP credit by the end of the Phase I deadline (which is October 14th).

GRADING:

Your final grade in this course will be based on and weighted as follows:

Exam #1	27%
Exam #2	28%
Exam #3	29%
Section Participation	7%
I-clicker Participation	4% (you will only get credit if you attend and answer i-clicker questions during 75% of the lectures)
RPP Participation	5% (you must complete at least 1 credit during Phase I of RPP—which ends Oct. 14 th —otherwise the maximum percentage grade you can receive for your RPP participation is 4.5%)

Final letter grades are based on standard percentages, not curves, as follows:

97-100% ... A+	77-79% ... C+
93-96% ... A	73-76% ... C
90-92% ... A-	70-72% ... C-
87-89% ... B+	67-69% ... D+
83-86% ... B	63-66% ... D
80-82% ... B-	

Final percentages will be rounded off (e.g., 89.5-89.9% will be considered an A-, while 89.1-89.4% will be considered a B+).

ACADEMIC INTEGRITY:

The student community at UC Berkeley has adopted the following Honor Code: **“As a member of the UC Berkeley community, I act with honesty, integrity, and respect for others.”** The expectation is that you will adhere to this code in all activities associated with this course.

REQUIRED READINGS:

Textbook

Social Psychology (4th Edition—you need this latest edition, as it differs substantially from the 3rd edition)

Authors: Gilovich, Keltner, Chen, & Nisbett

Publisher: W. W. Norton & Company, Incorporated

ISBN-13: 978-0393906073

ISBN-10: 0393906078

[Several copies of the textbook will be available on reserve in Social Welfare Library in Haviland Hall]

Supplementary Articles

These articles can be downloaded from the bCourses website for our course. The articles are in a folder called “Supplementary Articles” under the Files tab for our course. The articles are PDF files and are arranged in alphabetical order (**not** the order in which they are assigned—so consult the reading schedule on your syllabus to know what to read when).

LECTURE SLIDES AND WEBCAST:

Power Point slides will be available on bCourses usually no later than 24-48 hours after each lecture. Click on the Files tab and you’ll see lecture slide folders.

Audio and screenshots of lectures will be captured by Educational Technology Services (ETS). When they will be available for viewing depends on how quickly ETS can make this happen (I am not in control of this service). You can access them via bCourses or CalCentral.

COURSE EVALUATIONS: Course evaluations—for lecture and section—will be conducted on-line during RRR week. Further instructions will come later in the semester. It is expected that you will complete these evaluations. The GSIs and I value your feedback.

COURSE SCHEDULE & READINGS:

DATE	TOPIC	READINGS
W, Aug 24	Introduction & Themes	
M, Aug 29	Research Methods	Chapters 1 & 2
W, Aug 31	Intro to Social Cognition	Chapter 4
M, Sept 5	<i>Labor Day—no lecture or sections</i>	
W, Sept 7	Effects of Schemas	<i>Hastorf & Cantril (1954)</i>
M, Sept 12	Confirmation Biases & Schema Change	
W, Sept 14	Automatic vs. Controlled Processing	<i>Bargh, Chen, & Burrows (1996)</i>
M, Sept 19	Attribution, Part I	Chapter 5
W, Sept 21	Attribution, Part II	<i>Choi & Nisbett (1998)</i>
M, Sept 26	Catching up	
W, Sept 28	EXAM #1	Exam covers 8/24-9/27 material
M, Oct 3	The Self, Part I	Chapter 3
W, Oct 5	The Self, Part II	<i>Linville (1985)</i>
M, Oct 10	The Multiply Motivated Self	Chapter 7
W, Oct 12	Attitudes & Behavior (cognitive dissonance)	
M, Oct 17	Attitudes & Behavior/Persuasion	Chapter 8
W, Oct 19	Persuasion	<i>Petty, Cacioppo, & Goldman (1981)</i>
M, Oct 24	Conformity & Compliance	Chapter 9
W, Oct 26	Obedience	<i>Santos, Leve, & Pratkanis (1994)</i>
M, Oct 31	EXAM #2	Exam covers 10/3-10/28 material
W, Nov 2	Group Processes	Chapter 12
M, Nov 7	Interpersonal Attraction	Chapter 10
W, Nov 9	Close Relationships	<i>Aron, Aron, Tudor, & Nelson (1991)</i>
M, Nov 14	Prosocial Behavior	Chapter 14
W, Nov 16	Stereotyping & Prejudice, Part I	Chapter 11
M, Nov 21	Stereotyping & Prejudice, Part II	<i>Johns, Schmader, & Martens (2005)</i>
W, Nov 23	<i>Thanksgiving break—no lecture</i>	
M, Nov 28	Intergroup Relations	
W, Nov 30	Catching up and Wrapping up	
M, Dec. 12th (9-10 am)	EXAM #3 (location TBA)	Exam covers 11/2-12/2 material

Supplementary Empirical Articles

- Hastorf, A. H., & Cantril, H. (1954). They saw a game – A case study. *Journal of Abnormal and Social Psychology, 49*, 129-134.
- Bargh, J. A., Chen, M., & Burrows, L. (1996). Automaticity of social behavior: Direct effects of trait construct and stereotype activation on action. *Journal of Personality and Social Psychology, 71*, 230-244.
- Choi, I., & Nisbett, R. E. (1998). Situational salience and cultural differences in the correspondence bias and actor-observer bias. *Personality and Social Psychology Bulletin, 24*, 949-960.
- Linville, P. W. (1985). Self-complexity and affective extremity: Don't put all your eggs in one cognitive basket. *Social Cognition, 3*, 94-120.
- Petty, R. E., Cacioppo, J. T., & Goldman, R. (1981). Personal involvement as a determinant of argument-based persuasion. *Journal of Personality and Social Psychology, 41*, 847-855.
- Santos, M. D., Leve, C., & Pratkanis, A. R. (1994). Hey buddy, can you spare seventeen cents? Mindful persuasion and the pique technique. *Journal of Applied Social Psychology, 24*, 755-764.
- Aron, A., Aron, E.N., Tudor, M., & Nelson, G. (1991). Close relationships and including other in the self. *Journal of Personality and Social Psychology, 60*, 241-253.
- Johns, M., Schmader, T., & Martens, A. (2005). Knowing is half the battle: Teaching stereotype threat as a means of improving women's math performance. *Psychological Science, 16*, 175-179.