

Psychology 240: Social Psychology

Bellevue College

Spring 2016 | TTh 12:30-2:20 & online | Room R102

Professor: Tabitha Kirkland, Ph.D.
Email: tabitha.kirkland@bellevuecollege.edu
Office phone: (425) 564-2329
Office location: D100A
Office hours: M-Th 11:30-12:20 and by appointment
Course website: Canvas, accessible through <http://bc.instructure.com>

Required books:

- Textbook:
 - Aronson, E. (2011). *The Social Animal* (11th ed.). New York: Worth Publishers.
- Seminar books:
 - Tavris, C., & Aronson, E. (2015). *Mistakes Were Made (But Not By Me): Why We Justify Foolish Beliefs, Bad Decisions, and Hurtful Acts* (2nd ed.). New York: Harcourt.
 - Kahneman, D. (2011). *Thinking, Fast and Slow*. New York: Farrar, Straus and Giroux.

COURSE DESCRIPTION

You're about to learn *a lot* about why people do the things they do. This class examines the actions of individuals in a social context. We'll cover a variety of social contexts, including how the actual or imagined presence of others influences our thoughts (e.g., attribution, heuristics), feelings (e.g., ingroup biases, prejudice, attraction), and behavior (e.g., conformity, aggression, persuasion, bystander intervention). This syllabus is your guide to the class. If you have questions, read the syllabus before asking me.

LEARNING OUTCOMES

After completing this class, students should be able to:

- Identify and critique the research methods social psychologists use.
- Explain how social cognition influences beliefs, perceptions, explanations, and attitudes.
- Describe psychological and social influences on the following:
 - Aggression
 - Altruism
 - Attraction and Intimacy
 - Conformity and obedience
 - Group influence
 - Persuasion
 - Prejudice
- Apply research findings in social psychology to real-life situations.
- Design simple psychological research projects involving data collection and write-ups.

EXPECTATIONS

My Role as Instructor

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

Take active responsibility for your education. This means that you *read* the book before class, *think* about what you read, and come prepared to *discuss* the ideas in 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!).

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 REQUIREMENTS

Weekly Structure: Overview

	Monday	Tuesday	Weds	Thursday	Friday
In Class		Social Experiment Discussion (every other week) Lecture		Lecture Seminar Wrap-Up	
Online	Seminar Post (11:59pm)	Social Experiment Paper (every other week, before class)		Seminar Responses (before class)	Quiz (11:59pm)
In Your Life					Social Experiment (every other week)

Quizzes [200]

Quizzes [25] covering the lecture and textbook reading (Aronson’s *The Social Animal*) will be due on [Canvas](#) after we have discussed each chapter in class; see due dates noted in the schedule. Format will be a combination of multiple-choice and short answers. You are welcome to take quizzes before the due date. Late quizzes are accepted with a penalty of 5 points per day.

Attendance & Participation [250]

- *Attendance [50]*: I will take attendance on 5 random days during the quarter. Each day is worth 10 points.

- *Participation [200]*: Credit will be awarded based on weekly contribution to discussion and activities. Quality will be rewarded over quantity, including demonstrated attentive listening and avoiding distracting or disruptive activities. Phones are a tempting source of potential distraction. Please silence your phone and it away before class.

Social Experiments [125]

On alternating Fridays throughout the quarter, you will participate in a “social experiment” outside of class related to the lecture material. These activities will help you apply content from this class to understand your social world and/or to improve yourself. Each activity is worth 25 points.

- A one-page paper (roughly 600 words) is due on [Canvas](#) by class time the following Tuesday. We will discuss the outcome of these experiments together in class. Materials may be submitted late with a penalty of 5 points per day.

Seminars [240]

You will be assigned to a seminar-style **online discussion group** of 4-5 people. Every week, your group will read and discuss the assigned pages from one of the seminar books listed at the top of this syllabus (i.e., *not* the textbook). See the course schedule for reading assignments.

- While you are reading, you will find it useful to *annotate* by taking notes, writing questions in the margins, underlining relevant passages, and so forth. Outlining the chapter and/or pulling relevant quotes as you go will help you to construct your reflection as you’re reading it.
- *Reflection [20]*: Every Monday (or earlier), you will post a **reflection** related to the reading that is between 300-600 words. Please submit this summary on [Canvas](#) by the end of the day (11:59 PM).
 - The reflection should go beyond summarizing the material and instead discuss reactions, questions, real-world applications, or connections to other disciplines of study or other prior knowledge.
 - Your reflection should include at least *two direct quotes* from the book, with page numbers cited. You can organize your reflection around responding to these two quotes, or you can use them as supportive evidence in making a broader point.
 - It should conclude with a minimum of *two open-ended questions* for your group to discuss.
- *Discussion [10]*: Before class time on Thursday, you will actively **participate** in the seminar discussion board, adding your questions and comments where appropriate and responding to peers that have responded to you. Please post a minimum of three responses to classmates. These should be substantive responses; your grade for this category carries equal weight with your grade for your original reflection post. See handout: “Guidelines for seminar discussion.”
- We will use the last 30 minutes of class time each Thursday to engage in whole-class discussion of themes that emerged in the online discussion forum.

Personal Mission Statement [35]

You will submit a one-page personal mission statement at the end of the course describing how you will use your knowledge of social psychology to improve yourself as an individual and as a member of society. You will recite a portion of this mission statement to your classmates.

Final Exam [150]

The cumulative final exam will be in short-answer format and will integrate information from all aspects of the class: textbook, lecture, seminars, and activities. Make-up exams are permitted in rare circumstances with documentation and at instructor’s discretion.

GRADES

<i>Grading Category</i>	<i>Points</i>	<i>% of Grade</i>	<i>Due Dates</i>
Quizzes (8 x 25 pts)	200	20	Fridays online
Attendance & Participation	250	25	
• Attendance	(50)		Five (5) random days during the quarter
• Participation	(200)		Actively participate each class day
Social Experiments (5 x 25 points)	125	12.5	Alternate Tuesdays online
Seminars	240	24	
• Reflection (8 x 20 points)	(160)		Mondays online
• Discussion (8 x 10 points)	(80)		Thursdays online + in class
Personal Mission Statement	35	3.5	June 9 online
Final Exam	150	15	June 16 11:30-1:20
Total	1000		

COMMUNICATION

Canvas: The Course Website

This course uses Canvas, BC's learning management system, as a supplement to face-to-face time. Canvas will be used for weekly quizzes, communication, downloading materials, and submitting assignments. Plan to check it regularly, and use it for all communication about the class. I will respond to all messages within 24 hours on weekdays. Weekend responses may take longer; please plan accordingly. Visit Canvas at: <http://bc.instructure.com>.

Email Communication

Please use standard professional guidelines for all written communication, including using a formal greeting, writing in complete sentences, and signing your name. Your email should do one of the following:

1. Ask a short, clarifying (e.g., yes/no) question whose answer cannot be found in the syllabus
2. Request to meet at a time other than during my scheduled and posted office hours, and include at least two days and times you are available for this meeting

Anything else that does not fall into one of these two categories (e.g., asking me to explain a concept or assignment) should be discussed with me in person during my office hours. No appointment is required to meet during office hours.

Great email:

Dear Prof. Kirkland:
I missed our PSYC 240 class last Tuesday, and after reading the book and discussing the material with my classmates, I still have a few questions that I would like to talk to you about. I have class during your office hours, but I am free Tues and Thurs after 2:30 PM. Please let me know when you are available.
Thank you,
Alex Johnson

Terrible email:

Hey so I missed class all week and I was wondering if you could tell me if I missed anything important?? Also I can't take the final tmrw bc I'm going to Vegas. O ya and can I turn in that one hw from like three weeks ago? I forgot to do it! Haha! Thx!!!! ;) -a

CLASS POLICIES

Hybrid Structure

This is a hybrid class with in-class, online, and experiential components. Hybrid classes combine traditional classroom interaction with online resources and real-world experiences. To succeed in this class, you must regularly use a computer with Internet access. An [open computer lab](#) is available in N250.

Reading

You will need to complete the assigned lecture reading by the start of the week and the assigned seminar reading before each Thursday's seminar. **Reading is an active process** that should include note-taking, in-text annotations, and questions/comments/applications as you go. Bring reading notes, questions, and comments with you on every lecture day. Copies of both books are on reserve in the Library, or you may purchase personal copies of the books.

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 me during office hours for clarification.

Punctuality

Please be on time for class. Arriving late breaks the flow of the class and causes a distraction. If you *must* occasionally arrive late, do not disrupt class by walking through the middle of the room to wherever you "usually" sit. Take a seat near the door. If you need to leave before class is over, you should also sit near the door. Also, please wait until class ends to pack your things. I will always end class on time. Packing early is distracting to everyone and may result in your missing important information.

Classroom Atmosphere

Food and drink are fine in the class (especially if you share!) – just be respectful and clean up after yourself. Keep your phone silenced and out of reach during class (except to log your attendance). Research has shown that typing notes results in *worse* learning of the material compared to writing them, and laptops/tablets can be a powerful source of distraction and temptation to multitask, so I encourage you *not* to use them in class unless absolutely necessary.

Guidelines for Discussion

- When the class is engaged in lecture and whole-class discussion, please raise your hand to contribute your opinion. Side comments are distracting. If you feel tempted to whisper comments to a classmate, either contribute to the whole-class discussion instead or write your comments to share privately later.
- If you contribute frequently, I may call on other people instead to get a variety of perspectives.
- In an academic setting, everyone has the right to express different views in a respectful atmosphere. Please be considerate of your classmates.

RESOURCES FOR SUCCESS

Worth Publishers Student Center

Your textbook publisher maintains a website of free and open resources for our book. You can access it [here](#).

Office Hours

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. Office hours are a set time I have set aside specifically to talk with students. My door is open and I am *always* available during office hours – no appointment needed. Just stop by! See times and location listed at the top of this syllabus. We can correspond via email or on [Canvas](#) if those times don't fit your schedule.

Academic Success Center

Free drop-in [psychology tutoring](#) is available both in person and online through the Academic Success Center (D204). You may also seek support from the [Writing Lab](#) to improve the quality of your academic writing.

Counseling Center

You can make an appointment for [academic counseling](#) in the Student Success and Counseling Center (2nd floor B building) for help with study skills or test anxiety: 425-564-2212. The Counseling Center also provides free short-term counseling for a wide range of other issues, ranging from stress and depression to relationship problems to sexual assault and other forms of abuse.

Multicultural Services

MCS specializes in assisting students of color, LGBTQ students, and refugee and immigrant students, but all BC students are welcome to use MCS's services free of charge. MCS is really wonderful at helping all students feel comfortable and welcome at Bellevue College. MCS can help with a wide variety of personal and professional challenges, from figuring out how to pay for college and secure childcare for kids, to personal counseling and advising. Stop by their office in B233 or call them at (425) 564-2208.

TRiO Student Support Services

This department provides excellent academic support for students who have limited incomes, documented disabilities, or who are the first in their families to attend college. Students who join TRiO are given close and intensive academic advising, lessons in study skills, tutoring, and overall support not only as students but also as human beings. Learn more by stopping by B233 or visiting the [website](#).

Students Who Require Disability Accommodations

The Disability Resource Center 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 feel you may need accommodations in order to be successful in college, please contact the DRC as soon as possible. The DRC office is located in B132 or you can call the reception desk at (425) 564-2498.

- Deaf students can reach the DRC by video phone at (425) 440-2025 or by TTY at (425) 564-4110.
- Please visit the [DRC website](#) for application information into the program and other helpful links.
- [Autism Spectrum Navigators](#) (ASN): if you are a student with a documented autism spectrum disorder, there is an additional access program available to you. Contact asn@bellevuecollege.edu or (425) 564-2764. ASN is located in the Library Media Center in D125.

- If you are a person who requires assistance in case of an emergency situation, such as a fire, earthquake, etc., please meet with me to develop a safety plan within the first week of the quarter.

Procedures and Guidelines of the Social Science Division

Please see [Canvas](#) for a full list of the procedures and guidelines of the [Social Science Division](#).

A Note on Multitasking

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, the more often we "multitask," the more distracted we are by irrelevant information, and the worse we are at concentrating. Avoid multitasking in class, and you'll learn more. Avoid multitasking when reading, and you'll read more efficiently.

FURTHER READING

Here are some additional 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*

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*

WEEKLY STRUCTURE

	Monday	Tuesday	Weds	Thursday	Friday
In Class		Social Experiment Discussion (biweekly) Lecture		Lecture Seminar Wrap-Up	
Online	Seminar Post (11:59pm)	Social Experiment Paper (biweekly before class)		Seminar Responses (before class)	Quiz (11:59pm)
In Your Life					Social Experiment (every other week)

COURSE SCHEDULE

WEEK	MONDAY (ONLINE)	TUESDAY		THURSDAY	FRIDAY (ONLINE)
1	APRIL 4	5 Welcome & Introduction	6	7 ONLINE: Introductions NO CLASS: Instructor at conference	8
2	11	12 What is Social Psychology? (ch 1)	13	14 Social Cognition (ch 4) Seminar Preparation	15 ONLINE: Quiz: ch. 1
3	18 ONLINE: Seminar Post: MWM intro + ch 1	19 ONLINE: Social Experiment Social Exp Discussion Social Cognition (ch 4)	20	21 ONLINE: Seminar Responses Social Cognition (ch 4) Seminar Wrap-Up	22 ONLINE: Quiz: ch 4
4	25 ONLINE: Seminar Post: MWM ch 2-7 (choose two)	26 Conformity (ch 2)	27	28 ONLINE: Seminar Responses Conformity (ch 2) Seminar Wrap-Up	29 ONLINE: Quiz: ch 2
5	MAY 2 ONLINE: Seminar Post: MWM ch 8	3 ONLINE: Social Experiment Soc Exp Discussion Mass Communication, Propaganda, and Persuasion (ch 3)	4	5 Mass Communication, Propaganda, and Persuasion (ch 3)	6 ONLINE: Quiz: ch 3

WEEK	MONDAY (ONLINE)	TUESDAY		THURSDAY	FRIDAY (ONLINE)
6	9 ONLINE: Seminar Post: TFS intro + ch 1-4	10 Aggression (ch 6)	11	12 ONLINE: Seminar Responses Aggression (ch 6) Seminar Wrap-Up	13 ONLINE: Quiz: ch 6
7	16 ONLINE: Seminar Post: TFS ch 5-9	17 ONLINE: Social Experiment Soc Exp Discussion Prejudice (ch 7)	18	19 ONLINE: Seminar Responses Prejudice (ch 7) Seminar Wrap-Up	20
8	23 ONLINE: Seminar Post: TFS ch 10-18 (choose four)	24 Prejudice (ch 7)	25	26 ONLINE: Seminar Responses Prejudice (ch 7) Seminar Wrap-Up	27 ONLINE: Quiz: ch 7
9	30 ONLINE: Seminar Post: TFS ch 19-24 (choose four)	31 ONLINE: Social Experiment Soc Exp Discussion Liking, Loving, and Interpersonal Sensitivity (ch 8)	1	JUNE 2 ONLINE: Seminar Responses Liking, Loving, and Interpersonal Sensitivity (ch 8) Seminar Wrap-Up	3 ONLINE: Quiz: ch 8
10	6 ONLINE: Seminar Post: TFS ch 35-38	7 ONLINE: Social Experiment Soc Exp Discussion Finding Lasting Happiness: Lessons from Social Psychology	8	9 ONLINE: Seminar Responses AND Personal Mission Statement Read Personal Mission Statements Seminar Wrap-Up	10
11	13	14	15	16 Final Exam 11:30-1:20	17

Note: MWM = *Mistakes Were Made* (Tavris & Aronson); TFS = *Thinking, Fast and Slow* (Kahneman); all other reading denoted by (ch) for chapters = *The Social Animal* (Aronson)

This schedule is subject to change with notice at instructor's discretion. Any changes will be announced in class.