

**Course Syllabus**  
**Introduction to Social Psychology**

**Time:** TBD **Location:** TBD

**Instructor:** TBD

**Office:** TBD

**Office Hours:** TBD

**E-Mail:** TBA (*please try to visit office hours first, before emailing*)

**Graduate Student Instructors**

<b>GSI</b>	TBD	TBD	TBD	TBD
<b>Email</b>	TBD	TBD	TBD	TBD
<b>Office Hours</b>	TBD	TBD	TBD	TBD
<b>Sections</b>	TBD	TBD	TBD	TBD
	TBD	TBD	TBD	TBD
	TBD	TBD	TBD	TBD

**Course Description**

This course is designed as a comprehensive survey course of theory and research in social psychology. The goal of this course is to explain how our thoughts, feelings, and behavior are influenced by the actual, imagined, or implied presence of other people. Topics to be studied include the self, social perception, social cognition and information processing, attitudes and persuasion, prejudice, stereotyping and discrimination, social influence and group behavior, romantic relationships, aggressive behavior, helping behavior, and applied social psychology. Throughout the course, you will be encouraged to think about how research in social psychology can shed light on events going on around the world and in your own lives and how it can help to better human existence.

**Required Readings**

Gilovich, T., Keltner, D., Chen, S., & Nisbett, R. E. (2019). *Social psychology*, **Fifth Edition**, Norton.

Several copies of the textbook will be available on reserve in Moffitt library.

Additional readings as assigned (listed in the course schedule). These readings will be posted in bCourses in Files: Supplemental Empirical Articles.

**Course Website**

The course website will contain the syllabus, lecture slides, descriptions of and guidelines for assignments, study guides, major announcements, and supplemental articles. The webpage is located on bcourses: <https://bcourses.berkeley.edu/>.

## Course Requirements

- 1. 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. 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 TBD*.  
An important note on electronic devices. To aid you and your neighbors with focusing on the material at hand, in lecture you will only be allowed to use note-taking applications. In section, you will not be allowed to use any electronic devices. This policy might seem tough at first but students usually end up very much enjoying it.
- 2. In-class exams:** There will be two in-class exams during this course. More information on the exam and sample questions will be given in class. The exams will cover material from the textbook, from lecture, and from sections. They will include multiple choice as well as short-answer questions.
- 3. Final exam:** The final exam will be cumulative, but it will emphasize material covered after the second in-class exam (75%). Like the in-class exams, it will cover material from the textbook, from lecture, and from sections. It will include multiple-choice as well as short-answer questions. Make-up exams require advance notice and a legitimate and documented excuse (e.g., a legible doctor's note for illness).
- 4. Empirical article discussion comments:** In order to give you exposure to original empirical research in social psychology and to teach you to critically engage with it, each student will submit a discussion comment on four empirical papers (supplemental readings, listed below the course schedule). Discussion comments will be submitted via bCourses to your section. The articles will be posted in bCourses Files: Supplemental Empirical Articles. Exact dates and additional instructions, including on how to submit the discussion questions will be given in section and in class. In order to write a comment, students must read and understand the complete paper. **Begin your comment with a very brief summary of the article's key finding** (one-two sentences). Comments can include critiques of the paper's theory or methods, suggestions for future directions, or interesting insights you had while reading the paper. Discussion comments typically range from one to two paragraphs (**no more than 200 words**). Questions will be graded on a check/check plus/check minus basis. Late questions will not be accepted.
- 5. 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. 2) Register your i-clicker remote on our bCourses class site (or double check that you are already registered). To do so, you need to have your i-clicker remote in hand. Then, log into the bCourses class site. Click the i-clicker registration tab, on the left navigation bar. Follow the registration instructions on the screen. It's important that you register your i-clicker remote by the third lecture . 3) Bring your working i-clicker remote to every lecture and use it!

Additional notes on i-clicker:

- Please go to <https://www.ets.berkeley.edu/discover-services/clickers/students-getting-started> to get help getting started and to look up any problems you might encounter.
- 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 credit for the i-clicker component of your final grade.** That translates to attending 18 of the 24 lectures—AND making sure to answer at least one of 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](mailto: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.
  - 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.
6. **Research participation:** There is a 3-credit Research Participation Program (RPP) requirement for this course. RPP coordinators from the Psychology Department will visit our second lecture to provide information regarding the prescreening survey (which counts for 1 credit) and enrolling in the on-line RPP system called Sona. To learn how to create an RPP account and start participating in experiments, please go to the following link: <http://psychology.berkeley.edu/students/undergraduate-program/research-participation-program> and click on "RPP Information for Students." Then, set up a Sona account as instructed. I recommend doing this as soon as possible. Please also see the deadlines listed on the RPP webpage: <http://psychology.berkeley.edu/students/undergraduate-program/research-participation-program>

If you have any questions, you can contact RPP at [rpp@berkeley.edu](mailto:rpp@berkeley.edu). 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 at least 1 RPP credit during Phase I of RPP (before March 15) to earn the full 5% credit (otherwise you can only get 4.5% credit).

If you would like to complete an alternative assignment (consisting of essays), please speak with your GSI.

### Psychology Major Program Learning Goals

Through a mixture of course lectures, readings, section exercises and discussions, as well as exams, this course aims to address facets of each of the seven program learning goals of the Psychology Major at UC Berkeley, with particular emphasis on Program Learning Goals #1-4 and #6-7.

1. Understand basic concepts that characterize psychology as a field of scientific inquiry, and appreciate the various subfields that form the discipline as well as things that differentiate it from other related disciplines (lectures, readings, and discussion sections)

2. Develop an understanding of the central questions/issues in contemporary psychology as well as a historical perspective of psychological theories and key empirical data (lectures, readings, discussion sections & RPP participation)
3. Develop a thorough understanding of one of the major content areas of psychology (i.e., Social/Personality, Developmental, Clinical, Cognitive, Biological) (lectures, readings, discussion sections, section exercises/presentations, exams)
4. Develop skills to critically evaluate the presentation of scientific ideas and research in original scientific papers as well as in the popular media (readings and section exercises/presentations)
5. Become familiar with research methods used in psychological research, and become proficient in basic concepts of statistical analyses and familiar with more advanced methods in data analyses and modeling (readings, section presentations, & RPP participation)
6. Learn to develop, articulate, and communicate, both orally and in written form, a testable hypothesis, or an argument drawing from an existing body of literature (section exercises/presentations and exams)
7. Apply psychological principles to an everyday problem, or take an everyday problem and identify the relevant psychological mechanisms/issues (lectures, discussion sections, section exercises/presentations, exams)

**Grading**

Your final grade in this course will be based on and weighted as follows	
Exam #1	24%
Exam #2	24%
Final Exam	30%
Section Participation	7%
Empirical paper discussion questions	6% (you need to submit one question per article for each of the four articles on time)
I-clicker Participation	4% (you will only get credit if you attend and answer i-clicker questions during 75% of the lectures; this is an all-or-none credit)
RPP Participation	5% (you must complete at least 1 credit during Phase I of RPP—which ends March 15—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

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80-82%	B-		
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**Course Schedule**

Week	Day	Date	Topic	Readings
1		TBD	Introduction	Read the whole syllabus carefully
		TBD	What Is Social Psychology?	Ch. 1
2		TBD	Methods	Ch. 2
		TBD	The Social Self	Ch. 3
3		TBD	The Social Self Continued	
		TBD	Social Cognition	Ch. 4
4		TBD	Social Attribution	Ch. 5
		TBD	4 pm. <b>Review.</b> DWIN219	
		TBD	HOLIDAY	
5		TBD	<b>Exam</b>	Chs 1-5 (subject to change)
		TBD	Emotion	Ch. 6
6		TBD	Emotion Continued	
		TBD	Attitudes, Behavior, and Rationalization	Ch. 7
8		TBD	Persuasion	Ch. 8
		TBD	Social Influence	Ch. 9
9		TBD	Relationships and Attraction	Ch. 10
		TBD	Relationships and Attraction Continued	
		TBD	6 pm. <b>Review.</b> TANH180.	
10		TBD	<b>Exam</b>	Chs 6-10 (subject to change)
		TBD	<b>Enjoy Spring Recess</b>	
11		TBD	<b>Enjoy Spring Recess</b>	
		TBD	Stereotyping, Prejudice, and Discrimination	Ch. 11
12		TBD	Stereotyping, Prejudice, and Discrimination Continued	
		TBD	Groups	Ch. 12
13		TBD	Aggression	Ch. 13
		TBD	Aggression Continued	
14		TBD	Altruism and Cooperation	Ch. 14
		TBD	Altruism and Cooperation	
15		TBD	Catch-up Lecture	
		TBD	Applying Social Psychology: Healthy, Wealthy, and Wise	Application Modules 1-3
16		TBD	Applying Social Psychology: Healthy, Wealthy, and Wise	
		TBD	4 pm. <b>Review.</b> Room DWIN219.	

		TBD	<b>FINAL:</b> 7-10 pm	75% Chs 11-14 plus Application Modules, 25% earlier material
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**List of Empirical Articles/Supplemental Readings (articles will be posted in bCourses)  
Due dates for discussion questions will be announced in lecture and over bCourses.**

1. The Social Self: Fast, N., & Chen, S. (2009). When the boss feels inadequate: Power, incompetence, and aggression, *Psychological Science*, 20, 1406-1413.
2. Emotion: Jamieson, J. P., Peters, B. J., Greenwood, E. J., & Altose, A. J. (2016). Reappraising stress arousal improves performance and reduces evaluation anxiety in classroom exam situations. *Social Psychological and Personality Science*, 7, 579-587.
3. Stereotyping, Prejudice, and Discrimination: Eberhardt, J. L., Davies, P. G., & Purdie-Vaughns, V. J. (2006). Looking deathworthy: Perceived stereotypicality of black defendants predicts capital-sentencing outcomes. *Psychological Science*, 17, 383-386.
4. Aggression: Brescoll, V. L., & Uhlmann, E. L. (2008). Can an angry woman get ahead? Status conferral, gender, and workplace emotion expression. *Psychological Science*, 19, 268-275.

**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.

**UC Berkeley’s Principles of Community**

We will hold each other accountable to these principles:

- We place honesty and integrity in our teaching, learning, research and administration at the highest level.
- We recognize the intrinsic relationship between diversity and excellence in all our endeavors.
- We affirm the dignity of all individuals and strive to uphold a just community in which discrimination and hate are not tolerated.
- We are committed to ensuring freedom of expression and dialogue that elicits the full spectrum of views held by our varied communities.
- We respect the differences as well as the commonalities that bring us together and call for civility and respect in our personal interactions.
- We believe that active participation and leadership in addressing the most pressing issues facing our local and global communities are central to our educational mission.
- We embrace open and equitable access to opportunities for learning and development as our obligation and goal.

**Plagiarism/Academic Misconduct**

You are a member of an academic community at one of the world’s leading research universities. Universities like Berkeley create knowledge that has a lasting impact in the world of ideas and on the lives of others; such knowledge can come from an undergraduate paper as well as the lab of an internationally known professor. One of the most important values of an academic community is the balance between the free flow of ideas and the respect for the intellectual property of others. The University defines academic misconduct as ***“any action or attempted action that may result in creating an unfair academic advantage for oneself or an unfair academic advantage or***

***disadvantage for any other member or members of the academic community.***” Researchers don’t use one another’s research without permission; scholars and students always use proper citations in papers; professors may not circulate or publish student papers without the writer’s permission; and students may not circulate or post materials (handouts, exams, syllabi — any class materials) from their classes without the written permission of the instructor. Please consult the code of conduct for more detail or ask me if you are ever unsure whether something constitutes plagiarism or academic misconduct.

### **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 also be available. You can access them at CalCentral on the Class Page for Psychology 160, 001. All official students have access to this page via the My Academics tab. You should also be able to get recordings via the Webcasts tool on our bCourses site.

### **Accommodation of Disabilities**

Please let your instructor and/or your GSI know if you need accommodations for any physical, psychological, or learning disability, or if you would like to provide emergency medical information.

### **Absences**

It is your responsibility to inform yourself about material missed because of an absence, and to make up for any missed deadlines.

### **Course Evaluations**

Course evaluations—for lecture and section—will be conducted on-line during RRR week. Further instructions will come later in the semester. Please take the time to complete these evaluations. The GSIs and I value your feedback.