

**Psychology 1440: Social psychology
Fall 2023**

Instructor:

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Teaching Assistants:

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Office hours: Wednesday 1:00pm-2:00pm, Room D9, Solomon Lab Building.

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 11:44am on Tuesday and Thursday mornings in Stiteler, 261. 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 pdf format) will be posted to Canvas concurrent with each lecture. I highly recommend taking additional notes during lectures, including your thoughts, observations, analysis, and questions during lecture. These notes will be an invaluable resource as you prepare for exams and assignments. 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.

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 and interest 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.

To participate, you will need to follow the following steps:

- Go to <https://id.polleverywhere.com/login>
- Enter your email in the format PennKey@upenn.edu
- Click "Next"
- Select "Login via University of Pennsylvania" and log in via SSO (single sign on).

Further details will be provided in class.

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 (6th edition), which I will refer to as “GKCN” below. 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/socialpsych6>

(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, Frank, Haejin, Janet, and Shelby, are your first port of call when emailing queries about course material. You are assigned to a particular TA for emails regarding course material, based on the first letter of your surname, as follows:

<u>Surname</u>	<u>TA</u>	<u>Email</u>
A-D	Frank Jackson	frjac@sas.upenn.edu
E-K	Haejin Jang	wkdgowls@upenn.edu
L-R	Janet Lopez	janetlo@sas.upenn.edu
S-Z	Shelby Weathers	seweath@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 material – 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, if you have queries about course administration, exam scheduling, etc., please feel free to email any one of us. You are also free to attend the office hours of any of the TAs or my own. Furthermore, if your question about course material 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.

Office Hours

Each member of the teaching staff will hold weekly office hours, as listed above. Office hours will be held in-person unless we notify you otherwise.

Grading

Your course grade will be determined as follows:

- Take-Home Exam 1, [due 11:59pm, Friday September 22](#) 16%
- Mid-Term Exam, [in-class, Tuesday October 10](#) 25%
- Take-Home Exam 2, [due 11:59pm, Friday, November 10](#) 16%
- Final Exam, [Date TBA](#) 35%
- Research Experience 8%

-- 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 two Take-Home Exams. Both take-home exams are “open-book” and “open-note” but must be completed individually. **Use of Chat GPT or any other generative artificial intelligence is not permitted for the completion of either take-home exam.**

-- The **Mid-Term Exam** will consist of multiple choice, short answer, and long answer questions. It is a closed-note, closed-book exam.

-- 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). It is a closed-note, closed-book exam.

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. If you demonstrate a high degree of understanding of 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 at the end of semester 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%, 70%, etc.), then I may consider curving upwards so that there is a larger percentage of students receiving As, Bs, or Cs than might otherwise have occurred given the percentage cut-offs above.

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 **exemplary scholarship**.

Make-up Policy

NOTE: 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, bereavement, or other exceptional circumstances.)

Research experience

8% of your grade derives from a research experience component. You have two options for fulfilling this component. You can EITHER:

- 1) Participate in experimental sessions adding up to 4 credits prior to the end of semester. The experiments you participate in must be listed on the Psychology 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, etc.). **The last day to participate in experiments is Wednesday, December 13, 2023.**

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 (2013 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) an interpretation of those findings, what they mean, and what possible future research might stem from 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 Wednesday, December 13, 2023.

Completing either option should not exceed 4 hours of your time. If you choose the research credit option, it pays to get started early in acquiring research credits, so you do not run out of options at the end of semester. I will give you frequent reminders about this.

It is strongly preferred that you complete one or other of these two options exclusively. However, in exceptional circumstances (e.g., if there are not sufficient research participation hours available at the end of semester), you may be granted permission to combine them (e.g., by completing two hours of research participation, and writing a shorter, 2-page research paper, or some other combination). However, such permission will only be granted if you have truly exhausted all options for completing the research participation component exclusively.

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

Submitting Take-Home Exams and Late Policy

The two take-home exams will be submitted electronically. The take-home exams will be due by 11:59pm on the day they are due (which is a Friday in both cases).

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 in the Make-Up Policy section).

Any requests for extensions, even in exceptional circumstances, must be made **BEFORE** 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 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 one of the TAs during office hours to go over these exams.

If you wish to have any grade reconsidered, you may consult with one of your TAs or myself to make this request. 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 a piece of 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. You must submit this request 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 **independent work** 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 as a violation of Penn's code of academic integrity (see below).

Academic Integrity

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

In this class, there is a **ZERO TOLERANCE** policy for violations of this policy, including (but not limited to) cheating, collaboration, 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 Center for Community Standards and Accountability, which will take matters from there.

As noted above, you are required to submit **independent work** 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 Penn's code of academic integrity.

The use of Chat GPT or any other generative artificial intelligence is not permitted for the completion of any piece of assessment in this course, including the take-home exams, the mid-terms, and the research requirement. Its use will be treated as a violation of Penn's code of academic integrity.

Disability Services

University of Pennsylvania provides reasonable accommodations to students with disabilities who have self-identified and been approved by the [Weingarten Center for Academic Support and Disability Services](#). If you have not yet contacted the Weingarten Center and would like to request accommodations or have questions, you can begin this process by following the steps outlined on their [Getting Started](#) page. Their office is located at Stouffer Commons 3702 Spruce Street, Suite 300. All services are confidential.

Wellness and Mental Health

Undertaking a college education can be a stressful and taxing experience. 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 [Wellness at Penn](#) website.

Additionally, if needed, you might 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 (4357). For more information, see here:

<https://www.publicsafety.upenn.edu/help-line/>

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 29. Lecture 1. Welcome, course policies, and an introduction to social psychology.
- Thursday, August 31. Lecture 2. Social influence: Conformity.

GKCN. Chapter 8 (pp. 247-264).

Week 2:

- Tuesday, September 5. Lecture 3. Social influence: Obedience.

GCKN. Chapter 8 (pp. 274-285).

- Thursday, September 7. Lecture 4. Social influence: Compliance.

GKCN. Chapter 8 (pp. 264-274).

Week 3:

- Tuesday, September 12. Lecture 5. Social influence: Social norms.

GCKN. Chapter 8 (pp. 265-269); Chapter 14 (pp. 510-514)

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

- Thursday, September 14. Lecture 6. Expectancy effects: Processes of perceptual and behavioral confirmation.

GCKN. Application Module 2 (pp. 548-550).

GCKN. Chapter 10 (p. 357-364).

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 19. Lecture 7. Research methods in social psychology.

GCKN. Chapter 2 (pp. 37-61); Application Module 2 (pp. 559-561).

- Thursday, September 21. Lecture 8. Social cognition: Causal attribution and the fundamental attribution error.

GCKN. Chapter 4 (pp. 107-118).

Friday, September 22. TAKE-HOME EXAM 1 due by 11:59pm.

Week 5:

- Tuesday, September 26. Lecture 9. Social cognition: Cognitive dissonance and self-justification.

GCKN. Chapter 6 (pp. 191-210).

- Thursday, September 28. Lecture 10. Social cognition: Heuristics of judgment.

GCKN. Chapter 4 (pp. 118-128; 133-147).

Week 6:

- Tuesday, October 3. Lecture 11. Self-concept and self-presentation.

GCKN. Chapter 3 (pp. 63-91; 95-101).

- Thursday, October 5. **IN CLASS REVIEW SESSION PRIOR TO MID-TERM (NO LECTURE).**

Week 7:

- Tuesday, October 10. **MID-TERM EXAM.**

- Thursday, October 12. **FALL BREAK.**

Week 8:

- Tuesday, October 17. Lecture 12. Attitudes, persuasion, and behavior.

GCKN. Chapter 6 (pp. 184-191); Chapter 7 (pp. 217-232)

- Tuesday, October 19. Lecture 13. Group behavior: Social facilitation, crowds and collectives.

GCKN. Chapter 12 (pp. 423-432; 446-457).

Week 9:

- Tuesday, October 24. Lecture 14. Group decision making.

GCKN. Chapter 12 (pp. 432-439).

- Thursday, October 26. Lecture 15. Aggression.

GCKN. Chapter 13 (pp. 459-475; 480-485).

Week 10:

- Tuesday, October 31. Lecture 16. Inter-group discrimination and prejudice.

GCKN. Chapter 10 (pp. 331-342; 348-350).

- Thursday, November 2. Lecture 17. The experience of prejudice, and stereotype threat.

GCKN. Chapter 10 (pp. 350-355; pp. 366-379); Chapter 11 (pp. 396-398; pp. 405-414)

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

Week 11:

- Tuesday, November 7. Lecture 18. Justice, conflict and cooperation.

GCKN. Chapter 10 (pp. 342-347); Chapter 14 (pp. 522-533).

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.

- Thursday, November 9. Lecture 19. Interpersonal attraction and liking.

GCKN. Chapter 9 (pp. 299-314).

Friday, November 10. TAKE-HOME EXAM 2 due by 11:59pm.

Week 12:

- Tuesday, November 14. Lecture 20. Close relationships.

GCKN. Chapter 9 (pp. 287-298; 314-329).

- Thursday, November 16. Lecture 21. Emotion.

GCKN. Chapter 5 (pp. 149-167).

Week 13:

- Tuesday, November 21. Lecture 22. Moral and immoral behavior: Altruism, helping, and cheating.

GCKN. Chapter 1 (pp. 8-9); Chapter 14 (pp. 503-514).

***** THANKSGIVING BREAK *****

Week 14:

- Tuesday, November 28. Lecture 23. Moral judgment.

GCKN. Chapter 14 (pp. 497-503).

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.

- Thursday, November 30. Lecture 24. The role of culture.

GCKN. Chapter 1 (pp. 22-30); Chapter 3 (pp. 72-77, pp. 83-85); Chapter 4 (pp. 115-118); Chapter 5 (pp. 159-166); Chapter 6 (pp. 203-204); Chapter 13 (pp. 476-480)-466); Chapter 14 (pp. 514-519).

Week 15:

- Tuesday, December 5. Lecture 25. Applied social psychology.

GCKN. Chapter 4 (pp. 103-106); Chapter 5 (pp. 172-176).

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

GCKN. Chapter 1 (pp. 5-35).