

# PSY 102: SOCIAL PSYCHOLOGY

SUMMER 2013 – SESSION B

AUGUST 5 – SEPTEMBER 13

M/T/W 2-3:25PM

BUCHANAN 1940

CONTACT INFORMATION		OFFICE HOURS	OFFICE	EMAIL
INSTRUCTOR	Molly Metz	M 4-6pm	Bldg 429 - 218	metz@psych.ucsb.edu
TA	██████████	R 1-3pm	██████████	██████████

**PREREQUISITES:** Psy 1 OR Junior Standing

**COURSE WEBSITE:** <https://gauchospace.ucsb.edu>

**REQUIRED TEXT:** Aronson, E. (2011). *The Social Animal* (11<sup>th</sup> ed.). Worth Publishers: New York.

A small number of additional readings will be posted on our website

## ADDITIONAL MATERIALS - PLEASE BRING THE FOLLOWING TO EACH CLASS:

A small stack of index cards

Paper

A writing utensil

## COURSE OBJECTIVES

1. Define and apply classic theories, current research, and common methods in the field of social psychology.
2. Analyze, report, and interpret results of empirical studies to maintain comprehension of concepts and principles of psychology *as a science*.
3. Identify social psychology in pop culture and evaluate it according to the principles discussed in class.
4. Synthesize a body of empirical findings and apply conclusions to issues relevant to everyday life.
5. Reflect on your own experiences and assess when it is (and is not) appropriate to apply findings from social psychology to your own lives.

## COURSE STRUCTURE

### A. LECTURE

[ALL OBJECTIVES]

In order to succeed in this course, you are expected to attend (and pay attention in) lectures.

During lectures, I will present material not covered in the textbook, expand on important points in the text, and discuss new developments in the field. Classes will be a mixture of lecture and discussion, and I encourage you to participate in the discussions and learn from your classmates. I *will* post lecture slides on Gauchospace prior to each class, but keep in mind that they will *not* include all of the information that we go over.

Being present in class is a great first step toward success, but learning doesn't happen by passively absorbing rogue information from the atmosphere. In order to get the most out of this (or any) class, *active engagement* is key. This may include: participation in class discussion or activities, taking notes, or even just actually thinking about questions that are posed, even if you don't speak up in class. This definitely does not include: reading the newspaper, doing other work, texting or engaging in side conversations, listening to your headphones, sleeping, etc.

Finally, I welcome your input, insight, and questions. However, I remind you that this is a semi-professional setting, and you should only share things you are comfortable with complete strangers knowing. This applies to both in-class discussion and writing assignments.

## **B. READING**

[OBJECTIVES 1-4]

### **a. TEXTBOOK**

The textbook is a supplement to the lectures; some assigned chapters will review or expand on what we discuss in class, while others will expose you to important topics that we will *not* be discussing together. To get the most out of lecture, please complete all readings *before coming to class*. You will be responsible for assigned chapters on quizzes.

### **b. SUPPLEMENTAL ARTICLES**

One of the special things about social psychology is that it exists outside of a textbook. I will periodically be posting news articles and blog posts on Gauchospace that are particularly relevant to our class discussions, and will also provide a forum for you to share what you find.

## **C. WRITING**

[ALL OBJECTIVES]

### **a. SOCIAL PSYCHOLOGY IN THE REAL WORLD (30 PTS)**

One of the goals of this class is to help you see how social psychology is absurdly relevant (and that this is not just my bias). You will choose an incident that happened in the real world (i.e., the media, on campus, past or present) and explain how social psychology can help us understand it. Then, you will write a short paper that briefly summarizes the incident followed by your description of the theory (or theories) and research that can be applied to the incident. Details on this assignment (including grading standards) will be posted on the course website and reviewed in class. **You can complete this any time after the second week of class, but this paper will be due no later than Monday, September 9, at the beginning of class.**

### **b. WEEKLY REFLECTIONS (25 PTS)**

While exams require thinking under time pressure from the big picture to particular instances, these reflections are your chance to think reflectively and expansively on what we are learning in class. Over the session, you will be asked to do 5 short reflections. Details on these assignments (including grading standards) will be posted on the course website and reviewed in class the week before they are due. **Essays will be due on Gauchospace each Sunday at 8pm.**

## D. QUIZZES

[OBJECTIVES 1 AND 2]

There will be 2 quizzes, worth 30 points each. Quizzes will cover material from lecture, in-class activities, videos, your textbook, and additional readings. They will include multiple choice and short answer questions. These quizzes *will not be cumulative*.

On quiz days, lateness will **not** be tolerated – you may not take the quiz (and will earn a 0) if you arrive after the first quiz has been turned in.

## E. CLASS ENGAGEMENT

Participation will be assessed using an assortment of in-class and GauchoSpace activities. If you miss a class during which we complete a graded activity, *you may not make it up*.

## FINAL GRADE CALCULATION

Final grades will be based on absolute points, rather than a curve – that is, it is completely possible for everyone to earn an A in this class (if they earn the points). There will be no extra credit opportunities.

Per university policy, final grades are non-negotiable. Grade changes will be made *only* to correct for grading errors.

Complaints about grades on individual assignments must be issued to the instructor *in writing* before the beginning of the class immediately following the return of the assignment. Only reasonable and well-justified complaints will be considered, and all decisions are final.

Quiz 1 - \_\_\_\_/30 pts

Quiz 2 - \_\_\_\_/30 pts

Paper - \_\_\_\_/30 pts

Reflections - \_\_\_\_/25 pts

Class Engagement - \_\_\_\_/25 pts

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Total - \_\_\_\_/140 pts

APPROX. POINTS	PERCENTAGE	GRADE
	97 and above	A+
	93 – 96.99	A
	90 – 92.99	A-
	87 – 89.99	B+
	83 – 86.99	B
	80 – 82.99	B-
	77 – 79.99	C+
	73 – 76.99	C
	70 – 72.99	C-
	67 – 69.99	D+
	60 – 66.99	D
	59.99 and below	F

[keep track of your own points here!]

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## COURSE POLICIES

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### LATE POLICY

Reflection assignments are due to Gauchospace at 8pm on the due date. Late assignments will be accepted *at the cost of a full letter grade (or 10%) per day late*. So, a B+ assignment turned in after 8pm or the next day will receive a C+, two days late a D+, and so on. Your paper is subject to the same late policy. Online assignments that count toward participation may **not** be submitted past the stated deadline.

### MAKE-UP POLICY

Exams make-ups will not be granted except in case of a medical emergency or a legally compelled absence. A doctor's note or some other formal verification will be required in order to take an *all-essay make-up test*.

You must be able to attend all tests – vacation is not an excuse, nor is having another class exam at the same time. If you can't make it to class on test days, please make other arrangements or consider enrolling in the class in a future quarter.

### CELL-PHONE POLICY

Out of respect for me and your classmates, your phones should be off (or on silent) and put away at all times. In particular, please refrain from texting during class –the view from the front of the room is excellent, and no matter how sneaky you think you are being, I assure you, you are not.

That being said: You are adults and know your priorities better than I possibly could. As such, if you have a call or text that is *important enough to miss class for*, by all means, please step outside to take care of it. HOWEVER – if the call or text is *not* important enough to miss class for, then please be respectful and save it for after class.

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## STUDENT RESOURCES

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**Disabled Students Program (DSP):** The DSP provides academic support services to eligible students with temporary and permanent disabilities. Please inform the instructor if you require special classroom accommodations due to a disability – you must register with DSP prior to receiving these accommodations. If you require additional time on an exam, please schedule your own proctor through the DSP and confirm the arrangements with our TA at least *one week prior to the exam*. Please contact the DSP office for information and assistance (2120 Student Resource building, 893-2668, [www.sa.ucsb.edu/dsp](http://www.sa.ucsb.edu/dsp)).

**Counseling Services:** If you are experiencing any difficulties meeting class requirements, or any difficulties in your personal life, please contact **Counseling Services** (located in Building 599). Counseling Services offers individual and group counseling, crisis counseling, stress-management workshops, self-help information, and connections to off-campus mental health resources. For information, please call (893-4411) or visit their web site ([www.counseling.ucsb.edu](http://www.counseling.ucsb.edu)).

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## SOME FINAL WORDS

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### **A WORD ABOUT ACADEMIC INTEGRITY**

Academic dishonesty will not be tolerated in any form. This includes, but is not limited to, cheating, plagiarism, improper citations, or misrepresenting your work in any way. Students caught behaving in such a way will receive an automatic “0” on the assignment or an “F” in the class, depending on the extent of the infraction. At the discretion of the instructor, some students may be referred to Judicial Affairs for disciplinary action.

Please familiarize yourself with the university’s policy on academic dishonesty here:  
<http://judicialaffairs.sa.ucsb.edu/PDF/academicintegflyer.pdf>

**CLASSMATE INFO EXCHANGE:** In case you need to miss class!

**NAME:** \_\_\_\_\_

**EMAIL:** \_\_\_\_\_

**PHONE:** \_\_\_\_\_

**NAME:** \_\_\_\_\_

**EMAIL:** \_\_\_\_\_

**PHONE:** \_\_\_\_\_

## CLASS CALENDAR - SUMMER 2013

WEEK	DAY	DATE	TOPIC	READING
1	M	8/5	COURSE OVERVIEW/INTRODUCTION THE POWER OF THE SITUATION	CHAPTER 1 "ALL PSYCHOLOGY IS SOCIAL"
	T	8/6	A SOCIAL PSYCHOLOGY TOOLBOX	CHAPTER 9
	W	8/7	THE SELF	CHAPTER 4, p167-175
2	M	8/12	SOCIAL COGNITION & ATTRIBUTION	CHAPTER 4, p113-144
	T	8/13	ATTITUDES & BEHAVIOR	CHAPTER 4, p155-167 CHAPTER 5, p177-213; p240-247
	W	8/14	GROUP PROCESSES	TBD
3	M	8/19	SOCIAL INFLUENCE	CHAPTER 2
	T	8/20	<b>QUIZ 1</b> FILM: <i>KILLING US SOFTLY</i>	
	W	8/21	PERSUASION	CHAPTER 3
4	M	8/26	BIAS FILM: <i>A CLASS DIVIDED</i>	CHAPTER 7, p297-336
	T	8/27	REDUCING BIAS	CHAPTER 7, p337-353
	W	8/28	ATTRACTION & LOVE, PART 1	CHAPTER 8
5	M	9/2	<i>NO CLASS – LABOR DAY</i>	
	T	9/3	ATTRACTION & LOVE, PART 2 FILM: <i>FOR BETTER OR FOR WORSE</i>	CHAPTER 8 (REPEAT)
	W	9/4	AGGRESSION	CHAPTER 6 CHAPTER 5, p223-228
6	M	9/9	PROSOCIAL BEHAVIOR	TBD
	T	9/10	APPLIED SOCIAL PSYCHOLOGY	TBD
	W	9/11	<b>QUIZ 2</b>	

*Tentative schedule; I reserve the right to adjust this timeline based on course progress*