

Social Psychology SOP-3004
Introduction to Social Psychology (Fall 2019)

Tuesdays 3-3:50pm LAR 0310

Thursdays 3-4:55pm CSE E119

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COURSE OBJECTIVES

Social psychology is the scientific study of how people experience the world, and the ways in which our subjective *construals* – of ourselves, of others, of the situations we’re in – shape our thoughts, feelings, and behaviors. Three themes we’ll come back to again and again:

1. Construals matter
2. Situations are powerful
3. We are often “strangers to ourselves”

By the end of the course it’s my hope that you’ll start to see the world as social psychologists do – as more complex, more interesting, and far less comprehensible than we give it credit for. And that you’ll recognize the incredible tool we have in scientific experimental methods to unravel this world that we live in, and ourselves.

TEXT

We will be using two primary texts - a traditional eTextbook (Aronson et al.’s *Social Psychology*) and a popular press book (*Redirect*) that applies social psychology to everyday life. These texts will be supplemented with original empirical journal articles from time to time.

- Wilson, T.D. (2011). *Redirect: Changing the Stories We Live By*.
- Aronson, E., Wilson, T. D., & Sommers, S. R. (2019). *Social Psychology* (10th ed.) Upper Saddle River, NJ: Prentice-Hall. ("Aronson, Wilson, & Sommers")

IMPORTANT: We will be using the Revel (electronic) version of this text, to save on costs. See the last page of this syllabus about how to access it. If you would prefer a hard copy, you can rent one from the Pearson website or order a loose-leaf version to accompany the eText through the bookstore. The eText is also available through UF All Access.

ADDITIONAL COURSE READINGS

Reading original scientific papers is an important and helpful skill for knowing what the actual science has to say. Scientific literacy is a skill every person should have. In addition to our two primary texts, many weeks we will also read original empirical scientific articles, which can be found as PDFs on the course website. These readings go beyond the basics covered in lecture and your texts, and will give you a deep dive into how social psychologists conduct and report scientific studies. They will also give you practice in reading and understanding scientific reports.

CLASS ATTENDANCE

The lectures will cover a good deal of material that is not in the readings, thus class attendance is a very important part of the course. Students are responsible for all announcements made in class and on Canvas. The instructor reserves the right to make changes to this syllabus, including the dates of tests and due dates of papers. As discussed below, there will also be opportunities to earn extra credit during class. Students must be present in class to submit iClicker questions.

LOW TECH ZONE: LAPTOP/TABLET/PHONE POLICY

Many students like to bring laptops to class so that they can follow along on the Powerpoints and take notes. Recent research shows, however, that college students do better on tests if they take notes by hand. Other research shows that students are not as good at multitasking as they think they are, thus, if you decide to text or check your email during lectures you will probably not retain the material as well. Lastly, research shows that students are distracted by other students who use their laptops or phones to text, check email, play games, etc.

Therefore, use of laptops, tablets and phones is not allowed* during lecture. Please put your phone away and have it either off or set to airplane mode (even simply vibrating is a distraction to you).

**If you feel your note-taking will suffer without such a device, you can apply to Professor Westgate for special permission and sit in a designated laptop-use-area at the front of the lecture hall. A permission form is available on the course page.*

CANVAS

Information about the course, including this syllabus, is on Canvas. It is important that you check the Canvas course site regularly for announcements.

OFFICE HOURS

My office is in McCarty C #508 (take the elevator up to the 5th floor), and my office hours are Tuesdays & Fridays 1-2pm. Each of our teaching assistants also holds office hours – their times and locations can be found at the top of the syllabus. Office hours are a chance for you to get help on homework; go over material covered in class; talk about some connections between class materials and your other musical or academic work; think about future career or research opportunities, course selection, and so on. They are generally student-directed, but I can help you

formulate questions to ask based on my sense of your strengths and weaknesses. I strongly encourage you to take advantage of this time!

EMAIL POLICY

Ideally I would like to get to know each of you individually. Unfortunately, with a class this size, that becomes more difficult. Nor is it possible for me to have regular email conversations with all students in the class. Please do not email me or the TAs about matters that you can look up on the syllabus – just one or two questions from 50 students adds up quickly! And if you have questions about material or assignments, likely others do as well. If you miss a class, please do not expect us to answer questions about it over email; nor can we answer questions about the material or assignments over email. If you have questions about the material or the assignments, **please use one of these options:**

- See the instructor after class
- Come to the office hours of the instructor or the TAs. We will announce our office hours in class and post them on the class web page
- Post your question on the “chat room” of the class Canvas page. We can’t promise to respond to every question posted, but we will try to read them regularly. Feel free to answer each others’ questions – we hope you’ll take advantage of this resource to pool notes and share answers.
- If you have exhausted these options and do need to email Prof Westgate or one of the TAs, please include “SOP 3004” in the subject line, to help us respond more quickly

Please feel free to call me Professor Westgate or Dr. Westgate, whatever you are most comfortable with. We expect you to check your email at least once daily during the week; I tend not to check my email after 5pm or over the weekend. Finally, thank you for reading to this point in the syllabus! To indicate you have done so and earn one additional extra point on the first exam, please email a photo of your favorite sea creature to Professor Westgate with “SOP 3004 syllabus extra credit” as the subject (yes, really).

HONOR POLICY

I trust every student in this course to fully comply with all of the provisions of UF’s Honor Code. By enrolling in this course, you have agreed to abide by and uphold the Honor Code of the University of Florida, as well as the following policies specific to this course.

- You **may not** consult exams, answer keys, or any other material from previous times that this course has been taught, from any source
- When taking a test online, you may not consult notes, the readings, or another person
- When taking a test online, you may not open other windows on your computer
- Your written work must be your own. Always cite any resources you consult to complete an assignment.
- You may not use an iClicker other than your own or share your iClicker answers
- When answering iClicker questions in class, you may not consult your notes, the book, or other students
- It is **okay** to share lecture notes, and receive writing assistance from the writing center.
- All suspected violations will be forwarded to Student Conduct and Conflict Resolution (SCCR) in the Dean’s Office at the instructor’s discretion. You may receive an

immediate zero on an assignment, or an F for the course, regardless of any action taken by SCCR.

For more information about the honor code, visit: <http://www.dso.ufl.edu/sccr/process/student-conduct-honorcode/>

INCLUSIVE CLASSROOM ENVIRONMENT

We are committed to fostering a community that celebrates and supports diversity, and where all members of the community feel safe and welcome. To support these goals, we are committed to maintaining respectful and non-discriminatory language in our communications with ourselves and others.

Sexual Harassment. Sexual harassment is not tolerated in this class, in the Department of Psychology, or at the University of Florida. Sexual harassment includes: the inappropriate introduction of sexual activities or comments in a situation where sex would otherwise be irrelevant, or gender-based discrimination. Sexual harassment is a form of sex discrimination and a violation of state and federal laws as well as of the policies and regulations of the university. All UF employees and students must adhere to UF's sexual harassment policy which can be found here: <https://hr.ufl.edu/forms-policies/policies-managers/sexual-harassment/>. You can also complete a Sexual Harassment Complaint Form (Title IX) here: <https://titleix.ufl.edu/title-ix-complaint-form/>.

SEEKING HELP ON CAMPUS

Accommodations for disability. Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, www.dso.ufl.edu/drc/) by providing appropriate documentation. Once registered, students will receive an accommodation letter; please present this letter to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.

Mental Health and Stress. Stress, mood changes, excessive worry, or problems with eating and/or sleeping can interfere with academic performance. The source of symptoms might be related to your course work; if so, please speak with me. However, problems with relationships, family worries, loss, or others personal struggles can also contribute to decreased academic performance. The University of Florida provides cost-free mental health services through the Counseling and Wellness Center (CWC; <https://counseling.ufl.edu/>, 392-1575). If you or a friend is in distress, you can also contact the "U Matter, We Care" team at umatter@ufl.edu or 352 392-1575, and a team member will reach out. Please seek help if you feel you need it.

If you or a friend is a victim of a sexual assault, you can contact sexual assault recovery services (SARS) at the student health center at 392-1161.

Food, Shelter, and Other Material Needs. Any student who has difficulty accessing sufficient food to eat every day, or who lacks a safe and stable place to live, is urged to contact the Field and Fork Food Pantry or the Dean of Students Office for support. Furthermore, please notify me or one of your TAs if you are comfortable doing so. This will allow us to put you in touch with additional resources that may be of service .

If you have difficulty acquiring class materials or texts due to your financial situation, please let me know; I will work with you to find affordable alternatives to accessing these materials (e.g., library holds/loans, UF bookstore deferred payment program, rental/used alternatives, etc).

Grading and Assignments

Grading

Your final grade for the course will be determined as follows:

Test 1	100 points
Test 2	100 points
Test 3 (Final Exam)	100 points
Paper 1 (PSA)	50 points
Paper 2	50 points
Completing Course Evaluations*	
Participation in Class Demo/Review Questions: iClicker	extra credit
Total Possible Points	400 points

* *Completing course evaluations does not count towards your grade, per university policy. However, it's important for us to hear from all students (sampling matters!). Providing feedback on the quality of instruction in this course is an expected part of class participation, and helps us make changes for future students. Evaluations are typically open during the last two or three weeks of the semester, and can be completed at <https://evaluations.ufl.edu>.*

Final Grade Calculation

Total Points	Percentage	Grade
372-400	.93 – 1.00	A
360-371	.90 - .92	A-
348-359	.87 - .89	B+
332-347	.83 - .86	B
320-331	.80 - .82	B-
308-319	.77 - .79	C+
292-307	.73 - .76	C
280-291	.70 - .72	C-
268-279	.67 - .69	D+
252-267	.63 - .66	D
240-251	.60 - .62	D-
0-239	.00 - .59	E (Fail)

Please note that these cutoffs are non-negotiable. Grades are based on **points**, not percentages. For example, to get an A, you must earn 372 **points**; 371 points will get you an A-. If you end up with a fraction of a **point** that is .5 or higher, we will round up. Grades cannot be raised by request. You have one week after you receive a grade to dispute that grade (in writing, starting with the TA who graded it); after that, the grade stands as it is. There are not additional extra credit opportunities available at the end of the semester.

Pass/Fail

You may take the course on a pass/fail basis, but to pass *you must complete all of the assignments*. A grade of C or above counts as passing the course (“Satisfactory”).

You can find corresponding grade points for each letter grade here:

<https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/>

TESTS

There will be three multiple-choice tests. Tests 1 & 2 cover material from the first and second third of the class, respectively; the final third exam is cumulative (why cumulative? Empirical evidence suggests cumulative testing increases long-term memory for the material!). The dates are on the course outline below. **Note that all tests must be taken on-line through Canvas during class.** Details about how to do this will be given in class. All students will be expected to take the test online using a laptop or tablet, unless they have special permission from the Disability Resource Center (or from the instructor) to take a written version of the test. **If you are unable to take the test online on a laptop or tablet, please contact Professor Westgate as soon as possible to make alternative arrangements.**

Students are asked not to look at any past or current tests from this course to which they might have access. It is also an honor offense to share information about a test given in this class with other students. Before the tests, the instructor will post sample questions on the web page.

MAKE-UP TESTS

Make-up tests will not be given unless you cannot take an exam at the scheduled time due to religious holidays, athletic contests, medical emergencies, or other valid excuses, consistent with university policy: <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>. Make-up tests are not multiple-choice questions. Arrangements for known absences must be made with the instructor **in advance** of the exam date. Ideally, make-up exams should be completed no later than 2 weeks after the originally scheduled date.

PAPERS

Two short papers will be assigned. The specific assignments will be handed out in class. The **first paper** will take the form of a video assignment using scientific principles of persuasion to direct and film a public service announcement (PSA) due in class on THURSDAY, OCTOBER 24 by 3PM; it may be completed alone or in groups of 2-4 students (one video and a single one-page-paper per group). The **second paper** will be an analysis of the social networks in your freshman dorm (or other equivalent small group environment, for students who have not lived in a dorm). This will be due in class THURSDAY, NOVEMBER 14 at 3PM.

We expect that all papers will be turned in on time. If papers are late, they will be penalized five points per day. I encourage all students to take advantage of the writing studio for help in brainstorming, formatting, and writing papers (<http://writing.ufl.edu/writing-studio/>). While TAs

and I cannot read drafts or comment directly on the paper prior to submission, we are happy to discuss conceptual issues and help with topic selection or general questions.

Paper Regrading: There are 2 TAs assigned to the class who will grade the papers. There is no set curve; in theory, all students could get top scores. We work hard to standardize the grading such that all TAs use the same criteria. If you feel your grade is unfair, **you must first meet with the TA, during his/her office hours, and discuss it with him/her.** If you still think it is unfair, you have the option of having the paper regraded by another TA. However, you must agree to accept the grade given by the second TA, even if it is lower than the first grade. **You must request a regrade within one week of the day grades are released for the paper.**

CLASS DEMO/REVIEW (iCLICKER)

Students are expected to purchase an iClicker or iClicker REEF subscription for the class, which we will use for participating in class demonstrations/review questions. An iClicker REEF subscription allows you to use your phone, instead of a separate iClicker device. Students who choose to use the iClicker REEF option will be expected to pledge to use their phones only during iClicker quizzes and demos.

Class demonstrations/review questions: There will be periodic class demonstrations and review questions using your iClicker. These are graded *on participation only* - if you participate in at least 80% of the class demonstrations/reviews, and your final grade is exactly one point away from the next highest letter grade, we will add one point and move your final grade up to the next highest letter grade. Example: You have 359 points (a B+), but you participated in at least 80% of the class demonstrations; we will add one point ($359 + 1 = 360$), moving you up from a B+ to a A-

SOP 3004 Course Outline and Assigned Readings

Topic	Assigned Readings
Orientation to the Field (Aug 20)	Syllabus
Orientation to the Field & Methodology (Aug 22)	Study Guide for Class (available on Canvas) Redirect Ch. 1: “Small Edits, Lasting Changes” Aronson, Wilson, & Sommers, Ch. 1
Methodology (Aug 27)	Redirect Ch. 2: “Testing, Testing: Does It Work?” Aronson, Wilson, & Sommers, Ch. 2
Cognitive Dissonance (Aug 29)	Aronson et al. (1991) Overcoming denial and increasing the intention to use condoms through the induction of hypocrisy Aronson, Wilson, & Sommers, Ch. 6
Social Cognition (Sep. 3, 5)	Wegner et al. (1987) Paradoxical effects of thought suppression Aronson, Wilson, & Sommers, Ch. 3
Social Perception (Sep. 10, 12)	Gilovich, Medvec & Savitsky (2000) The spotlight effect in social judgement Aronson, Wilson, & Sommers, Ch. 4
Self-knowledge, Part I (Sep. 17)	Dunning et al. (2003) Why people fail to recognize their own incompetence Aronson, Wilson, & Sommers, Ch. 5
First Test: Thursday, September 19	
Self-knowledge, Part II (Sep. 24)	Redirect Ch. 4: “Shaping our kids’ narratives”
Emotion (Sep 26)	Clore & Robinson (2013) Five New Ideas About Emotion Aronson, Wilson, & Sommers, Ch. 5, p. 134-139
Conformity (Oct 1, 3)	Burger (2009) Replicating Milgram Redirect Ch. 7: “Everybody’s doing it...or are they? Reducing drug and alcohol abuse” Aronson, Wilson, & Sommers, Ch. 8

Attitudes (Oct 8, 10)	Cialdini (2003) Crafting normative messages to protect the environment Aronson, Wilson, & Sommers, Ch. 7
Friends & Family (October 15)	Aronson, Wilson, & Sommers, Ch. 10
Second Test: Thursday, October 17	
Romantic Relationships (October 22, 24) PSA (Paper 1) Due Thurs Oct 24	Owen et al. (2010) "Hooking up" among college students Redirect Ch. 5: "Just say...volunteer: Decreasing teenage pregnancies"
Group Processes, Part I (Oct 29)	Falk & Szech (2013) Morals and markets
Group Processes, Part II (October 31)	Aronson, Wilson, & Sommers, Ch. 9
Prosocial Behavior (Nov 5)	Darley & Batson (1973) From Jerusalem to Jericho Aronson, Wilson, & Sommers, Ch. 11
Aggression (Nov 7)	Redirect Ch. 6: "Scared Crooked: Reducing Teen Violence" Aronson, Wilson, & Sommers, Ch. 12
Stereotyping & Prejudice (Nov 12, 14, 19) Social Network (Paper 2) Due Nov 14	Redirect Ch. 8 & 9: "Reducing prejudice" & "Closing the achievement gap" Aronson, Wilson, & Sommers, Ch. 13
Health & Happiness I (Nov 21)	Aronson, Wilson, & Sommers, Social Psychology in Action 2
Nov 26 & 28: Thanksgiving Break (No Class)	
Health & Happiness II (Dec 3)	Redirect Ch. 3: "Shaping Our Narratives: Increasing Personal Well-being" Aronson, Wilson, & Sommers, Social Psychology in Action 1
Third Test (Final): Tuesday, Dec 10, 2019, 7:30 – 9:30am	

Student Registration Instructions

To access Revel from your Canvas course:

1. Start from your Canvas course.
2. Select **Pearson Revel** from the left navigation.
3. Select **Open Revel**.
4. Enter your **Username** and **Password**. Otherwise, select **Create an Account**.
Note: If you're also using a Pearson MyLab or Mastering course, register for it first to use the same username and password for Revel.
5. When your accounts are linked, select an access option:
 - Purchase access using a credit card or PayPal.
 - Redeem an access code purchased from the bookstore.
 - If available, get temporary access.
6. Your Revel content appears.

To go back to Canvas, look for the Canvas tab or window in your browser. That's it. Throughout the semester, please access your Revel content through Canvas.

To upgrade temporary access to full access:

You will see a page with payment options when you access Revel from Canvas. This page appears at regular intervals during your temporary access period. Or, you can select a payment option from the confirmation or reminder email for your temporary access.

Need help?

If you have trouble getting access, make sure your laptop or other device is [set up](#) to work with Revel.

Visit Pearson Support at <https://support.pearson.com/getsupport>.

Dedicated Revel support line for students: (855) 875-1801