

FALL 2021 - PSYC BC2138

# SOCIAL PSYCHOLOGY

## Instructor Information

Dr. Kate Turetsky (she/her)  
415A Milbank Hall  
[kturetsky@barnard.edu](mailto:kturetsky@barnard.edu)

## Course Information

304 Barnard Hall  
Tuesdays & Thursdays  
10:10 - 11:25am

**Office Hours (i.e., your time to stop by my office to ask questions or say hi!):** Tuesdays 1-3pm  
If you require or prefer meeting via Zoom, please email me to schedule an appointment.

**Preceptor:** Emily Tenaglia, [et2681@barnard.edu](mailto:et2681@barnard.edu) | **Grader:** Emily Nakkawita, [ebn2111@columbia.edu](mailto:ebn2111@columbia.edu)

## Course Description

Lecture course covering contemporary theory and research on social thought and behavior. Issues such as person perception, attitudes, attraction, aggression, stereotyping, group dynamics, and social exchange will be explored. The application of theory and research to addressing social problems will be discussed.

**Prerequisites:** BC1001 (Introduction to Psychology) or permission of the instructor.

## Learning Goals

In this course, I aim to help you:

- Develop a strong knowledge base in fundamental theories, findings, and methods in social psychology
- Understand, interpret, and critically evaluate scientific research in social psychology
- Apply your knowledge of social psychology to real-world contexts, including understanding how social psychological principles can explain and change people's thoughts, feelings, and behavior

## Course Readings

This class does not have a textbook. Instead, I have assembled a set of readings, videos, podcasts, and activities to supplement what you will learn in the lecture. These materials generally serve to illuminate one interesting issue or application related to the topics that we will be discussing in class. Social psychology is an actively developing science with researchers (including your professor and grader!) working every day to build our knowledge of how people interact with the social world. Reflecting this, readings (and videos, podcasts, etc.) will, more often than not, feature new research or modern takes on classic topics.

## Course Requirements

### Grading Breakdown

<b>Discussion Board Participation</b>	<b>10%</b>
<b>Homework</b>	<b>25%</b>
<b>Applications Project</b>	<b>25%</b>
<b>Exams</b>	
<b>Midterm</b>	<b>20%</b>
<b>Final</b>	<b>20%</b>

### Discussion Board Participation

At the beginning of class, you will be assigned to a discussion board group of 10-12 students. This is primarily a place to discuss the assigned readings (and videos, podcasts, etc.). You can post about: aspects of the material that you found interesting, confusing, or surprising; something in lecture, the news, or your own life that the material made you think about; a follow-up research question you want to know the answer to; or whatever other reactions you had. You should approach this board like a conversation, replying to your group members' posts in addition to starting your own posts. You are expected to post and reply on your board at least once per week. If the conversation stalls out, try posting a question to your group members.

### Homework

There are 8 homework assignments consisting of short answer questions. These are essentially "problem sets" that ask you to summarize, synthesize, or apply material covered during the previous week of class.

### Application Project

The goal of this project is to apply theories and research in social psychology to influence a real-world issue. You and a partner will identify a specific problem arising from attitudes or behavior, and then craft a message aimed at changing these attitudes or behaviors using one or more social psychological concepts. For example, the problem might be that college students sometimes don't seek help when they are struggling because it seems like everyone else is doing fine, so they don't want to show that they are having a hard time. You might then use the concepts of social norms and pluralistic ignorance to talk about how, although it might look publicly like other people aren't having a hard time, many students struggle during college and many students seek help. After submitting a brief proposal, you will deliver your message in a format of your choice (e.g., short YouTube or TikTok video, brief podcast, Instagram explainers, op-ed or blog post, advertisement or public service announcement). To accompany your message, you and your partner will record a brief presentation on Zoom explaining the social psychological concept(s) you drew on, how you used the concept(s) to craft your message, and how effective you think your approach will be based on prior

research. We will then have a virtual Applications Conference where you will get to explore other groups' projects.

### **Exams**

The midterm and final are multiple choice exams. The midterm covers material from the first half of the class and the final covers material from the second half of the class (i.e., the final is non-cumulative). Content from both lectures and readings, videos, podcasts, etc. will be covered on the exam. Btw: There is a ton of research in psychology on how to study effectively! [See here](#) for tips.

## **Course Support**

### **Office Hours**

I am available to help during office hours every week. Come stop by, whether it's to talk about an assignment, clarify part of a lecture that didn't make sense, discuss careers in psychology or academia, chat about research opportunities in social psychology, or just say hi. If your schedule conflicts with my office hours or you need to meet over Zoom instead of in person, email me and we can set up a different time to meet.

Note that attending office hours is both a normal and important part of your time at Barnard. As we will discuss in class, success in college (and beyond) is not just about what you know, but also about the relationships you build and the support network they provide. I want you to succeed, and will do everything I can to facilitate your success – but the only ways I will know that you are having trouble are if you tell me or if you don't do well on an assignment (and I think we would both strongly prefer the former!).

### **Accessibility and Inclusion**

I value diversity and inclusion, and am committed to a climate of mutual respect and full participation. My goal is to create learning environments that are usable, equitable, inclusive, and welcoming. If there are aspects of the instruction or design of this course that pose barriers to your inclusion, engagement, accurate assessment, or achievement, please let me know as soon as possible. Moreover, if you believe you may encounter barriers in the academic environment due to a documented disability or emerging health challenges, please feel free to contact me and/or the [Center for Accessibility Resources & Disability Services](#) (CARDS). I encourage any student with approved academic accommodations to contact me during office hours or via email. If you have questions regarding registering a disability or receiving accommodations for the semester, please contact CARDS at (212) 854-4634 or [cards@barnard.edu](mailto:cards@barnard.edu). CARDS is located in 101 Altschul Hall. Columbia students can contact the [Office of Disability Services](#) (108A Wien Hall).

### **Additional Resources**

- [Peer Tutoring](#), [Writing Fellows](#), [Speaking Fellows](#), and [Personal Librarians](#) for help with coursework, developing oral and written communication skills, and conducting background research
- [Primary Care Health Service](#), [Furman Counseling Center](#), and [Health & Wellness](#) (health comes first!)
- [Access Barnard](#): resources for students who identify as international, first-generation, or low-income

## Course Policies

### Attendance

You are expected to attend lecture **when healthy**. If you feel sick or have any of the symptoms listed in CoVerified (sore throat, coughing, etc.), you should not physically come to lecture. Instead, **please email me ([kturetsky@barnard.edu](mailto:kturetsky@barnard.edu)) and preceptor Emily Tenaglia ([et2681@barnard.edu](mailto:et2681@barnard.edu)) as soon as you know you're not coming in**, and we will either arrange for you to attend class via Zoom or watch the recorded lecture after class. This is a Barnard policy. If you email me right before class and I don't respond, know that you should still stay home and I will respond after class.

### Masks

Masks must be worn **over your nose and mouth at all times** during class. If you need to eat, please leave the classroom to do so. If you need to take a sip of water/coffee/etc., you will need to pull down your mask briefly and replace it in between sips. This is a Barnard policy that we must strictly enforce. Note that masks are available to students facing financial barriers through Access Barnard – please let me know if you would like help connecting to this resource.

### Late Assignments

Work is expected to be turned in on time. However, I am aware that exceptional circumstances and emergencies come up, especially in this rollercoaster of times. **Please inform me before the deadline** if you do not think you will be able to hand in an assignment on time, and we will work something out.

### Class Etiquette

- **Timeliness:** Please arrive on time for class (again, when healthy). Note that you will need to complete your symptom reporting in CoVerified at least 45 minutes before class (by 9:25am) to swipe into the building.
- **Laptops:** Please realize that your classmates can see your laptop screen and may be distracted by your social media, email inbox, etc. You are welcome to use your laptop to take notes, but please do not distract your fellow classmates with off-task laptop use.
- **Cell phones:** All phones should be silenced. That means actually silent—not just on vibrate.
- **Ask questions:** If you have questions, stop me to ask them. It's likely that several of your classmates have the same question!

### Academic Integrity




Students are expected to do their own work and abide by Barnard's [Honor Code](#) and [Student Code of Conduct](#) (see also Barnard's [policy on academic integrity in online courses](#)). Academic dishonesty –cheating on exams, plagiarizing, having someone do your work for you, etc.–will not be tolerated. Anyone caught engaging in these behaviors will be reported to the College. If you have questions about what constitutes cheating, plagiarism, or other violations of academic integrity, please ask. It is important to note that in psychology and science in general, we always build off others' work and ideas; these contributions **must** be appropriately cited. Come talk to me if you have any questions about how to do this.

## Course Schedule

📖 = textbook chapter, 📄 = empirical paper, 🎥 = video, 🗣️ = podcast, 🖱️ = activity

#	Date	Lecture Topic	Read (or watch/listen/do) for this class	Due
1	9/9 Thurs	<b>Introduction:</b> What is social psychology?		<b>Pre-class survey</b>
2	9/14 Tues	<b>Research Methods I:</b> How do we study social psychology?	📖 Conducting Research in Social Psychology 📖 Jordan & Zanna (1999) How to Read a Journal Article in Social Psychology	
3	9/16 Thurs	<b>Research Methods II:</b> How do we know our findings are true?	<b>Read/watch/listen in order:</b> 📄 Carney, Cuddy, & Yap (2010) Power Posing 🎥 <a href="#">Are Power Poses Super Life Hacks or Super Junk?</a> (5 min) 🗣️ <a href="#">Hidden Brain podcast: Inside Science's "Replication Crisis"</a> (28 min)	
4	9/21 Tues	<b>The Social Self I:</b> Who are we and how do we know?	📖 Garcia & Halldorsson (2021) Social Comparison 📄 Fryberg et al. (2008) Of Warrior Chiefs and Indian Princesses	
5	9/23 Thurs	<b>The Social Self II:</b> How do we present ourselves?	🗣️ Diversity Matters podcast: Codeswitching 101 with Dr. Courtney McCluney (excerpts, 27 min – for the full 52-min episode, click <a href="#">here</a> )	<b>HW 1</b>
6	9/28 Tues	<b>Social Perception:</b> How do we (mis)understand others?	📄 Ask & Pina (2011) How Anger Alters Perception of Criminal Intent	
7	9/30 Thurs	<b>Social Cognition:</b> How do we think about the social world?	📖 Hess & Pickett (2021) Social Cognition and Attitudes	<b>HW 2</b>
8	10/5 Tues	<b>Attitudes and Behavior I:</b> How do we form attitudes?	📄 Rogers et al. (2015) Beyond Good Intentions	
9	10/7 Thurs	<b>Attitudes and Behavior II:</b> What is the relationship between attitudes and behavior?	📄 Stone & Fernandez (2008) To Practice What We Preach	<b>HW 3</b>
10	10/12 Tues	<b>Persuasion:</b> What kinds of appeals and sources do we tend to find persuasive?	📄 Matz et al. (2017) Psychological Targeting as an Effective Approach to Digital Mass Persuasion	

11	10/14 Thurs	<b>Guest Lecture: Motivation (Emily Nakkawita)</b>	 <a href="#">TEDx talk: Dr. Dana Kanze on why female entrepreneurs get less funding</a>	<b>HW 4</b>
12	10/19 Tues	<b>Review Session</b>	Review study guide	
13	10/21 Thurs	<b>Midterm</b>		
14	10/26 Tues	<b>Social Influence I:</b> Why do social norms so powerfully influence our behavior?	 Sparkman & Walton (2017) Dynamic Norms Promote Sustainable Behavior	
15	10/28 Thurs	<b>Social Influence II:</b> What predicts compliance and obedience?	 Le Texier (2019) Debunking the Stanford Prison Experiment  OR, if you prefer listening (w/colorful language):  <a href="#">You're Wrong About podcast: The Stanford Prison Experiment</a> (71 min)	
<b>No class on November 2 (Election Day–vote!)</b>				
16	11/4 Thurs	<b>Group Processes I:</b> How do people behave in groups?	 Gabrenya et al. (1985) Social Loafing	<b>HW 5</b>
17	11/9 Tues	<b>Group Processes II:</b> How do groups make decisions?	 Forsyth (2020) Group-Level Resistance to Health Mandates During COVID-19	
18	11/11 Thurs	<b>Prejudice I:</b> What are the causes of prejudice?	 Complete a Project Implicit IAT (see direction sheet on Courseworks)  Daumeyer et al. (2019) Consequences of Attributing Discrimination to Implicit Bias  OPTIONAL: Play the <a href="#">Parable of Polygons</a>	
19	11/16 Tues	<b>Prejudice II:</b> What are the consequences of prejudice?	 Cheryan & Monin (2005) Asian Americans and Identity Denial  Bonam et al. (2019) Ignoring History, Denying Racism  OPTIONAL: <a href="#">Research talk: Dr. Betsy Levy Paluck on prejudice reduction</a> (44 min)	<b>HW 6</b>
20	11/18 Thurs	<b>Prosociality:</b> Why and when do we help others?	 <a href="#">What Would You Do? A Man Has Fallen</a> (8 min)  Albayrak-Aydemir & Gleibs (2021) Global Bystander Intervention  OPTIONAL: Play <a href="#">The Evolution of Trust</a>	<b>Application project proposal</b>

<b>21</b>	<b>11/23 Tues</b>	<b>Antisociality:</b> Why are people aggressive?	 Bushman (2021) Aggression and Violence (see <a href="#">online chapter</a> for video supplement)	<b>HW 7</b>
<b>No class on November 25 (Thanksgiving)</b>				
<b>22</b>	<b>11/30 Tues</b>	<b>Close Relationships I:</b> What predicts attraction?	 Aron et al. (1997) The Experimental Generation of Interpersonal Closeness	
<b>23</b>	<b>12/2 Thurs</b>	<b>Close Relationships II:</b> What is love (baby don't hurt me) & how can we improve relationships?	 Brannan & Mohr (2021) Love, Friendship, and Social Support	<b>HW 8</b>
<b>24</b>	<b>12/7 Tues</b>	<b>Applications Conference</b>		<b>Application project (due Mon 12/6 11:59)</b>
<b>25</b>	<b>12/9 Thurs</b>	<b>Wrap Up</b>		

Course syllabus, schedule, and readings are subject to revision. Please note that changes are particularly likely this semester due to the evolving nature of the pandemic. I will communicate any and all changes as quickly as possible via email and in class.