

# Social Psychology

Fall 2024 - PSYC BC 2138

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*Lecture:* Mondays and Wednesdays from 10:10 to 11:25 am in 408 Zankel

*Office Hours:* Mondays from 11:40 am to 1:40 pm in 415D Milbank or by appointment

## ***Description and Goals***

This is a lecture course covering contemporary theory and research on social psychological processes and social 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. Goals for students include learning fundamental theories, findings, and methods in social psychology; understanding, interpreting, and evaluating scientific research in social psychology; and applying social psychological knowledge to real-world contexts. Prerequisite: BC1001 (Intro to Psychology), an equivalent course, or permission of the instructor.

## ***Materials***

This class does not use a textbook. All course materials will be available on CourseWorks or online. These include readings, videos, podcasts, and other activities meant to supplement what we are learning in lecture. A list of materials for relevant class sessions is listed at the end of the syllabus. If you encounter difficulty accessing any of the materials, please let me know as soon as possible.

## ***Policies and Resources***

**Statement of Values:** I am committed to inclusive and equitable pedagogical practices. I strive to create a learning environment that (1) recognizes, values, and supports individual differences and identities and (2) works against societal inequalities. I consistently reflect on these values and how I am implementing them. I will seek your feedback—if you are willing to provide it—regarding how well you think these values are practiced in our class and what could be improved. If, at any time, you feel that I am not living up to this commitment, I would appreciate speaking with you about your experiences, if you are willing. Please reach out to me, and we will set up a time to talk.

**Contact Policy:** The best way to contact me outside of class is via email. I will do my best to respond to you within one business day. For example, if you email me on Tuesday at 11 am, I will aim to email you back by Wednesday at 11 am. If you email me on Friday at 3 pm, I will aim to email you back by Monday at 3 pm. If I do not email you back within one business day, please feel free to send me another email to follow up. Sometimes, I cannot fully answer your question within one business day. In these situations, I will email you back to let you know that I received your email and that I will follow up as soon as I can.

**Representation:** Unless otherwise stated, any comments I make regarding specific actions, statements, or positions taken by public officials or governmental bodies at local, state, federal, or international levels reflect only my views and not the views of Barnard College. I speak for myself on these issues, and not on behalf of Barnard College, unless I explicitly state otherwise.

**Office Hours:** Office hours with me are usually on Mondays from 11:40 am to 1:40 pm in my office (415D Milbank). I can also meet at another time that you and I mutually agree upon—just email me to set this up. During office hours, I am available to discuss questions regarding this course, and I'm also available to discuss other topics in psychology, your education more broadly, and career development. These hours are for you – please do not worry that you are interrupting me or my work by coming to them! If you have additional questions about office hours in general, I encourage you to visit this [resource](#) from the Center for Engaged Pedagogy.

**Announcements:** I may make changes and additions to this syllabus. I will announce these changes in lecture and/or via CourseWorks.

**Delivery of Course Content:** Lectures will be in person. Please make every effort to be in class in person, assuming that you are healthy. I promise you that we all have a better time when everyone is here! For an expected absence, please contact me in advance, and we can discuss alternative arrangements. For an unexpected absence, please contact a classmate to obtain course notes. If you miss lecture, please do not expect to make up missed material during office hours; they are not a suitable alternative for missing class.

**Participation:** Although participation is not explicitly graded in this course, everyone is expected to attend all lectures and recitations. I expect students to be prepared for class, to arrive on time, to respond to questions when asked, to volunteer information when prompted, and to avoid hogging attention or disrupting class. While others are talking, I expect everyone to be active and respectful listeners. This class must be a space for everyone to raise questions and voice confusion. You are welcome to use a laptop or tablet to take notes in this course, but please make sure you are not engaging in online activities that might distract your fellow classmates. The Center for Engaged Pedagogy at Barnard has some helpful [resources](#) if you want to increase your class participation.

**Honor Code:** I expect students to adhere to the [Barnard Honor Code](#). Be honest about your work. This is your education, so use it wisely.

Examples of academic dishonesty include but are not limited to cheating (e.g., copying from another student or using unauthorized aids during an exam), plagiarizing (copying someone else's work or ideas and misrepresenting them as one's own), falsification (making up fictitious information and presenting it as real or altering records for the purpose of misrepresentation), and facilitation (helping another student to cheat, plagiarize, or falsify).

You may not use ChatGPT or other generative AI software at any stage or in any phase in any type of work in this course, even if properly attributed. If you have questions about what is permissible at any point in the semester, please reach out to me.

**Academic Accommodations:** If you are a student with a documented disability and are eligible for academic accommodations, you must visit the [Center for Accessibility Resources and Disability Services](#) (CARDS) for assistance. Students requesting accommodations in their courses will need to meet with a CARDS staff member for an intake meeting (and then for check-in meetings in subsequent semesters). Accommodations are not retroactive, so it is best to register with CARDS early each semester to access your accommodations. If you are registered with CARDS, please email me your faculty notification letter. If you have extension and/or absence accommodations, I will ask you to sign a separate form acknowledging that you understand how these accommodations can be used in this class.

**Missed Class for Holidays:** If you are observing religious holidays this semester and you need accommodations for any class or assignment, please contact me at least one week in advance of class or the assignment due date.

**Communication:** Communication is key. I am willing to work with you to provide accommodations to course policies and requirements, but you need to be in contact with me. If you do not let me know what you need or if you do not respond to my emails, it is very difficult for me to help you. Please be proactive about what you need in this class and contact me well in advance of deadlines, and I will do my best to support you.

**Wellness:** College can be a stressful time, and supporting your own health and well-being will help you get the most out of your college experience. Please take care of yourself – get enough sleep, eat healthy, exercise, and spend time with friends. *Your health is more important than your grade in this course.* Barnard has several resources that can help you in different areas of your life, and I encourage you to take advantage of them at any point during the semester (for example, [Primary Care Health Service](#), the [Rosemary Furman Counseling Center](#), and the [Well-Woman Health Promotion Program](#)).

## ***Requirements***

**Exams:** There will be two non-cumulative, multiple-choice exams on information covered in the course materials and lectures. The exams will be administered in class. If you are going to miss an exam for any reason, you must contact me PRIOR to the exam. If you are going to miss an exam because you are sick, you need to provide a doctor's note that states you were unable to attend that particular exam. It is your responsibility to schedule a make up for the exam (assuming you have appropriate documentation). If you do not respond to any of my emails about rescheduling the exam within 72 hours (3 days), you will receive a grade of zero on the exam.

**Assignments:** There are ten homework assignments throughout the semester; eight of these count toward your final grade. Assignments will ask you to summarize, synthesize, or apply material covered during the prior week of class. You will receive feedback from Mindy on your work. If you have a short question about your answers or your grade, please email Mindy. If you have additional questions, I encourage you to meet with me during office hours.

Assignments are due on CourseWorks (as a PDF or Word file, NOT a Pages file nor any other file type) by 6 pm on the day they are due. You must upload your assignment as ONE file – not multiple files. If you have trouble uploading your assignment on CourseWorks, email your assignment to Mindy and me directly. Problems with CourseWorks will not be considered a reasonable excuse for not turning in your

assignment on time. No assignments will be accepted after 6 pm unless you have made alternative arrangements with me prior to the deadline.

I typically do not grant extensions on assignments, unless you have a CARDS accommodation for extensions or if you have truly extenuating circumstances. Of course, normal challenges come up during the course of a semester that make it difficult to turn work in on time—for example, feeling overwhelmed with other coursework, getting sick, etc. For this reason, your two lowest assignments (which could be zeroes) are not included in your final grade. Please use these “drops” wisely.

**TED-Style Talk:** For this project, you will give a 5-minute TED-Style Talk that describes research we have discussed in this class. There are three primary goals of this project: 1) improve your presentation skills, 2) strengthen your knowledge of course content, and 3) consider how the findings we learn in this class are relevant for everyday life. I will provide more details on the components of this project later.

**Final Reflection:** At the end of the semester, you will submit a one-page final reflection, commenting on your work in this class, your progress, and the knowledge you gained that you feel will be most meaningful to you moving forward. I will provide more details on this assignment later.

**Extra Credit:** There is no extra credit in this course.

| <i>Requirement</i>               | <i>Weight</i> |
|----------------------------------|---------------|
| Exam 1                           | 25%           |
| Exam 2                           | 25%           |
| Assignments (8 worth 3.75% each) | 30%           |
| TED-Style Talk                   | 15%           |
| Final Reflection                 | 5%            |

Numeric scores will be rounded up or down to the nearest whole number. Below are the numeric cutoffs for letter grades. You need to earn the number listed or higher to receive the corresponding letter grade.

|    |    |    |    |    |    |    |    |    |    |      |
|----|----|----|----|----|----|----|----|----|----|------|
| A+ | A  | A- | B+ | B  | B- | C+ | C  | C- | D  | F    |
| 97 | 93 | 90 | 87 | 83 | 80 | 77 | 73 | 70 | 60 | < 60 |

## Schedule

| #  | Date           | Lecture Topic                    | Assignments Due  |
|----|----------------|----------------------------------|--|
| 1  | Wed., Sept. 4  | Introduction                     |  |
| 2  | Mon., Sept. 9  | Research Methods I               |  |
| 3  | Wed., Sept. 11 | Research Methods II              |  |
| 4  | Mon., Sept. 16 | The Social Self I                | HW1  |
| 5  | Wed., Sept. 18 | The Social Self II               |  |
| 6  | Mon., Sept. 23 | Social Perception                | HW2  |
| 7  | Wed., Sept. 25 | Social Cognition                 |  |
| 8  | Mon., Sept. 30 | Social Affect I                  | HW3  |
| 9  | Wed., Oct. 2   | Social Affect II                 |  |
| 10 | Mon., Oct. 7   | Attitudes and Behavior I         | HW4  |
| 11 | Wed., Oct. 9   | Attitudes and Behavior II        |  |
| 12 | Mon., Oct. 14  | Review Session                   | HW5  |
| 13 | Wed., Oct. 16  | <b>Exam 1</b>                    |  |
| 14 | Mon., Oct. 21  | Persuasion                       |  |
| 15 | Wed., Oct. 23  | Social Influence I               | TT Observations  |
| 16 | Mon., Oct. 28  | Social Influence II              |  |
| 17 | Wed., Oct. 30  | Group Processes I                | HW6  |
| 18 | Mon., Nov. 4   | <i>*NO CLASS – FALL BREAK*</i>   |  |
| 19 | Wed., Nov. 6   | Group Processes II               |  |
| 20 | Mon., Nov. 11  | Prejudice I                      | HW7  |
| 21 | Wed., Nov. 13  | Prejudice II                     |  |
| 22 | Mon., Nov. 18  | Prosociality                     | HW8  |
| 23 | Wed., Nov. 20  | Antisociality                    | First TT Report  |
| 24 | Mon., Nov. 25  | Close Relationships I            | HW9  |
| 25 | Wed., Nov. 27  | <i>*NO CLASS – THANKSGIVING*</i> |  |
| 26 | Mon., Dec. 2   | Close Relationships II           |  |
| 27 | Wed., Dec. 4   | Review Session                   | HW10   |
| 28 | Mon., Dec. 9   | <b>Exam 2</b>                    | Second TT report due Dec. 13; Final TT Report and Final Reflection due Dec. 19 |

Note: TT = Ted Talk

# ***Materials for Relevant Class Sessions***

## **Research Methods I**



[Conducting Research in Social Psychology](#)



Jordan and Zanna (1999) How to Read a Journal Article in Social Psychology

## **Research Methods II**



Carney, Cuddy, & Yap (2010) Power Posing



[Are Power Poses Super Life Hacks or Super Junk?](#)



[Hidden Brain Podcast: Inside Science's Replication Crisis](#)

## **The Social Self I**



[Garcia and Halldorsson \(2021\) Social Comparison](#)



Fryberg et al. (2008) Of Warrior Chiefs and Indian Princesses

## **The Social Self II**



[Diversity Matters Podcast: Codeswitching 101 with Dr. Courtney McCluney](#)

## **Social Perception**



Ask and Pina (2011) How Anger Alters Perception of Criminal Intent

## **Social Cognition**



[Hess and Pickett \(2021\) Social Cognition and Attitudes](#)

## **Social Affect I**



Stellar et al. (2017) Self-Transcendent Emotions and Their Social Functions



Goldenberg and Gross (2020) Digital Emotion Contagion

## Social Affect II



[Stress: Portrait of a Killer](#)

## Attitudes and Behavior I



Rogers et al. (2015) Beyond Good Intentions

## Attitudes and Behavior II



Stone and Fernandez (2008) To Practice What We Preach

## Persuasion



Matz et al. (2017) Psychological Targeting as an Effective Approach to Digital Mass Persuasion

## Social Influence I



Sparkman and Walton (2017) Dynamic Norms Promote Sustainable Behavior

## Social Influence II



Le Texier (2019) Debunking the Stanford Prison Experiment

OR



[You're Wrong About Podcast: The Stanford Prison Experiment](#)

## Group Processes I



Gabrenya et al. (1985) Social Loafing

## Group Processes II



Forsyth (2020) Group-Level Resilience to Health Mandates during Covid-19

## Prejudice I



Complete a Project Implicit IAT (see directions on Courseworks)



Daumeyer et al. (2019) Consequences of Attributing Discrimination to Implicit Bias

## Prejudice II



Cheryan and Monin (2005) Asian Americans and Identity Denial



[Hidden Brain Podcast: Group Think](#)

## Prosociality



[What Would You Do?](#)



Albayrak-Aydemir and Gleibs (2021) Global Bystander Intervention

## Antisociality



[Bushman \(2021\) Aggression and Violence](#)

## Close Relationships I



Aron et al. (1997) The Experimental Generation of Interpersonal Closeness

## Close Relationships II



[Brannan and Mohr \(2021\) Love, Friendship, and Social Support](#)