

**PSYCHOLOGY 138:  
SOCIAL MEMORY  
WINTER QUARTER 2016  
SYLLABUS**

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COURSE INFORMATION:

**TR 3:30 – 4:45 PM**

**Location: Theater/Dance-West 1701**

**Course Website: GauchoSpace**

REQUIRED TEXTBOOK:

Fiske, S. T., & Taylor, S. E. (2013). *Social cognition: From brains to culture* (2<sup>nd</sup> ed). London: Sage Publications, Ltd. ISBN-13: 9781446258156

ADDITIONAL READINGS:

Additional journal articles will also be assigned for reading during the course, and they will be made available in a PDF format on the course website. **Reading material should be read *prior* to the lecture in which it is assigned on the course schedule.**

COURSE DESCRIPTION:

The topic of social cognition focuses on the underlying cognitive processes and mechanisms for social behavior. We will discuss historical and current themes associated with social cognition, such as theories associated with attribution theory, semantic processing, social comparison, the self, and stereotypes. People, events, and objects influence cognition, and cognition, through its behavioral expression, influences people, events, and objects. My goal is to expose you to the field and encourage you to think critically and creatively about the material. I also want to advance your educational competence, and as such in an upper-division class, there will be a small, low-stakes writing assignment that tackles many of the themes of the course in a film analysis context.

COURSE PREREQUISITES:

The prerequisites for this course are simple but extremely important. First, you will need to be a full psychology (BA) or biopsychology (BS) major. This means having taken at least the 4 premajor courses (PSY 1, 3, 5, & 7). The prerequisite of PSY 102 (Social Psychology) is perhaps the most crucial. Because the themes and concepts in this course are based on basic social psychological principles, having an understanding of that material would be the most beneficial to your success in this course (among other things, of course). If you have not taken PSY 102, I will unfortunately have to ask you to drop the course.

COURSE REQUIREMENTS AND GRADING:

1-pg Film Critique/Analysis	15%	DUE Thursday, March 10, 2016 by 11:59 PM
Midterm	35%	Thursday, February 4, 2016
Final	40%	Thursday, March 17, 2016
Participation	10%	Various Dates

Final grades will be calculated on the following scale based on the weightings described above:

≥ 97%	A+	≥ 80% and < 83%	B-	≥ 63% and < 67%	D
≥ 93% and < 97%	A	≥ 77% and < 80%	C+	≥ 60% and < 63%	D-
≥ 90% and < 93%	A-	≥ 73% and < 77%	C	< 60%	F
≥ 87% and < 90%	B+	≥ 70% and < 73%	C-		
≥ 83% and < 87%	B	≥ 67% and < 70%	D+		

**NOTE: Grades will not be changed for any reason, except for clerical errors!**

FILM CRITIQUE/ANALYSIS ASSIGNMENT:

In the second half of the class, we'll be watching a major motion picture across two days that is broadly associated with the concept of artificial intelligence (AI). Since Hollywood is fascinated with this topic, I thought it would be better for a highly-regarded film to weave a tale of social cognition themes. No, it's not the film *AI*—I'm not trying to bore you to death. I will name the film on the day we begin to watch it—so if you've seen it, you're in class to enjoy it again!

Since watching the film needs to have educational value (we're not a film school), I would like you to write a small report (no more than a page, double-spaced) that critiques and analyzes the film's relevance and accuracy to some of the social cognition themes we will have discussed prior to watching the film (do not critique the artificial intelligence themes of the film, since those are readily available). Really dig into the film. I'm eager to hear what you have to say about it! I'm a fan of your educational development, and part of that is having proficient writing skills that you can take with you beyond your baccalaureate degree.

Since there are quite a few of you, please do not go beyond a page. There will be strict formatting requirements so margins and fonts aren't messed around with, but if you do the assignment, you'll get most/all of the points! It's really a win-win: you get to watch a movie in your college class and get points to offset any issues you may have with the exams! This assignment will be **due on Thursday, March 10, 2016 by 11:59 PM on GauchoSpace**. Late assignments will be deducted 10% per 24-hr period after the due date. I will grant a 30-minute grade period once GS ticks past 11:59 PM, just in case the Internet runs out of ink at the last minute. Please make sure your document uploads before you move onto watching cat videos. Acceptable document format includes: .doc, .docx, or .pdf. If you aren't sure your document is in one of these formats, save it and try to open it on a completely different computer. Chances are the computer has Word or Adobe Reader; however, if you saved it in Pages, this hypothetical computer will likely tell you to try again.

**FAIR WARNING NOTE:** The film is rated R by the MPAA. This is for scenes of female nudity, discussion of sex, mild profanity, some violence, and a handful of discomfiting/frightening/intense scenes. If you think this rating and these reasons for the rating might be a problem for you, please speak with me ASAP. Do not wait to discuss your issue a week before the film or after the film (stating you decided not to come *after the fact*). I will give you an alternative assignment that will be comparable to this assignment, IF you have done your due diligence. You will not get an alternative assignment if you simply missed the film days, regardless of your reason.

EXAMS:

- The Midterm and Final exams consist of multiple-choice questions and are based on both the lectures and readings. The Midterm will cover material from the first half of the course and the Final exam will cover material from the second half. The Final exam is NOT CUMULATIVE! ANY material covered in the lectures or readings may appear on the exam. Some of the material in the readings will not be covered in the lecture and some of the material in the lecture will not be covered in the reading. You are responsible for both!

- Exams must be taken on the date scheduled. Vacation is not a valid excuse, nor is an exam scheduled at the same time. If you must miss an exam due to some emergency, then you can make it up by taking an essay exam. A doctor's note or some other formal verification of absence is required to make up an exam. This is the **ONLY** condition under which we will give a make-up. All make-up exams are **ESSAY** in format and must be taken during a make-up period scheduled for a time convenient for the TA. Make-up exams must be completed prior to the Final exam.
- No use of notes is allowed for any exam. Please be aware that cheating on an exam results in a grade of 0 for the exam and reporting of the incident to the University Ethics Board. Cheating includes use of notes, books, cell phones, or copying from someone else's exam.

#### PARTICIPATION & ATTENDANCE:

- Small writing or demo prompts will be given at the beginning of class on random days throughout the session. Points will be given out for completing the prompts that will count toward your participation grade. These are going to be scored "Did it" or "Didn't do it". I will drop one prompt from everybody, just in case you miss a class where one was given out. It is highly recommended that you arrive to class on time in order to complete these prompts.
- Students who take notes, ask questions, respond to questions, and come to office hours are typically the ones who succeed in this class.
- Although lecture attendance is not required, **it is highly recommended**. You will be responsible for *all* material covered in lecture, some of which will not be covered by the textbook.

#### CLASS ETIQUETTE:

- Please do not use your cell phones during class. I would prefer them to be put on silent or off. If your cell phone goes off during class or an exam, please silence it immediately; do not let it ring through. I will remind everyone prior to exams to make sure their phones are turned off. Please refrain from text messaging during class. I know you think you're being subtle; I assure you that I can see you texting.
- Please do not leave the class partway through unless it is an emergency; it is very disruptive. Notifying me before class starts if you have to leave early is appreciated.
- Please have respect for the class, your peers, and yourselves by being fully present in the class. Please avoid anything not relevant to the class, such as sleeping or doing homework for other classes.
- **LATENESS:** Please try to arrive a few minutes before the start of lecture. We will begin promptly at 9:30 AM, and it can be distracting to me and to your peers if you arrive late. I will not keep you late.

#### GETTING INFORMATION:

**TIP:** I use email for almost all communication. If you do not check your UCSB email often, forward it to an address you do check.

**Office Hours:** If you have classes during my office hours, email me for an appointment. In your email, give me a wide range of days/times when you are available. I will do my best to accommodate you.

**Contacting Me or TA:** The best way to contact me is always via email. If you cannot come to office hours and/or decide to send an email, be sure to use the following format so that we can help you:

To: [swan@psych.ucsb.edu](mailto:swan@psych.ucsb.edu) OR  
 Subject Line: "PSY 138: (insert your topic here)"  
 From: your full address

*Dear (insert name of person you are contacting here)*

*Hello, my name is (your full name here) and I am a student taking PSY 138: Social Memory. I have a question regarding (insert your question here).*

*(Considerate closing of your choosing),  
 Your full name*

A word of caution: We will do our best to reply within 48 hours. Depending on the nature (and popularity) of your question, my answer may be direct OR posted as a general class announcement on Gauchospace. Please hold off on resending a message until 48 hours have passed.

#### 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)).

#### 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>

#### CHANGES TO SYLLABUS:

The Instructor reserves the right to make policy and course changes to the syllabus at any time with advance notice to students.

TENTATIVE COURSE SCHEDULE:

*Note:* The schedule is subject to change depending on the progress of the course.

Lecture	Day	Date	Week	Lecture Topic	PDF Readings	Textbook Readings
1	T	1/5	1	Course Introduction		Ch. 1 (Optional, Not Required)
2	R	1/7		Auto/Controlled Processes & Influence	Bargh & Chartrand, 1999	Ch. 2 (pp. 31-48); Ch. 4 (pp. 104-114)
3	T	1/12	2	Priming	Bargh, Chen, & Burrows, 1996	Ch. 3 (pp. 74-81); Ch. 4 (pp. 87-95)
4	R	1/14		Attribution I	Bem, 1965	Ch. 6
5	T	1/19	3	The Past Self	Klein & Loftus, 1988	Ch. 5
---	R	1/21		<i>NO LECTURE</i> (Alex out of town)		
6	T	1/26	4	The Present & Future Selves	Kahneman & Tversky, 1984	Ch. 5; Ch. 7 (pp. 188-191)
---	R	1/28		<i>NO LECTURE</i> (Alex out of town)		
7	T	2/2	5	Finish Future Self; Review Session: Midterm Exam	Risen & Gilovich, 2008	Ch. 5
---	R	2/4		<b>MIDTERM EXAM</b>		
8	T	2/9	6	Social Inferences/Dual Process Theory I	Tversky & Kahneman, 1974; Evans & Stanovich, 2013	Ch. 2 (pp. 52-57); Ch. 7; Ch. 8 (stop on p. 226)
9	R	2/11		Social Inferences/Dual Process Theory II	Tversky & Kahneman, 1974; Evans & Stanovich, 2013	Ch. 2 (pp. 52-57); Ch. 7; Ch. 8 (stop on p. 226)
10	T	2/16	7	Attitudes I	Rydell & McConnell, 2006	Ch. 10
11	R	2/18		Attitudes II	Greenwald, McGhee, & Schwartz, 1998	Ch. 10
12	T	2/23	8	Stereotypes/Prejudice	Allport, 1962	Ch. 11 (pp. 291-308); Ch. 12 (pp. 320-337)
13	R	2/25		Embodied Cognition	Nelson & Simmons, 2009; Rutchick, Slepian, & Ferris, 2010	Ch. 4 (pp. 102-103)
14	T	3/1	9	Artificial Intelligence; Film	No Readings: ATTEND CLASS FOR FILM	
15	R	3/3		Continue/Finish Film	No Readings: ATTEND CLASS FOR FILM	
16	T	3/8	10	Affect/Emotion	Schachter & Singer, 1962; Dutton & Aron, 1974	Ch. 13 (pp. 347-353)
---	R	3/10		Review Session: Final Exam		
---	R	3/17	F	<b>FINAL EXAM (4 – 7 PM)</b>		