

## COURSE SYLLABUS: PSYC S2630

### **Social Psychology**

MW 1pm-4:10pm

Online

Summer 2020

*Instructor:* **Dr. Joshua M. Feinberg**

*Office & Virtual Office hours:* Virtual office hours by appointment

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Textbook: Baumeister, R. G., & Bushman, B. J. *Social Psychology & Human Nature*. 3<sup>rd</sup> Edition. Cengage. Belmont, CA.

Other Readings: Distributed online

#### Learning Outcomes:

1. To identify key concepts in Social Psychology.
2. To describe major studies in social psychology.
3. To describe competing theories in social psychology.
4. To understand the different methodologies by which social psychology is examined.
5. To relate the concepts to real world events.

#### **CLASSROOM CONDUCT**

You will be required to “attend” all virtual zoom session with **your camera turned on**. The requirement of the camera is both to insure the integrity of the classroom and for security reasons. If you cannot adhere to the classroom conduct policies, please get in touch with me ASAP. In addition, you should find a private space with a sufficient internet connection during our class meeting periods through zoom.

## GRADING

Percent	Grade	Percent	Grade
93-100	A	73-75.9	C
90-92.9	A-	70-72.9	C-
87-89.9	B+	60-69.9	D
83-86.9	B		
80-82.9	B-	Below 60	F
76-79.9	C+		

**Exams:** There will be 2 exams. All exams will be multiple-choice and short answer (subject to change). Each exam will be worth 25% of your final grade. There will be no make-up exams after the exam date. If you cannot make the exam, you will to provide documentation, contact me before the exam date, and make arrangements to take the exam early.

### **HW: Presentation**

In class virtual presentation: Each student will be responsible for delivering an individual or group 8-10 minute presentation on a topic selected/assigned in class. More details to be provided. Project will consist of a) a video presentation or b) students may opt to submit a traditional written paper instead. Worth 20% of your final grade.

### **In class participation**

This includes not only attendance. You must be actively engaged in class discussions, participate in activities, and contribute to the overall positive atmosphere of the classroom. Worth 10 % of your final grade. I will use the following rubric:

	<b>Strong Work</b>	<b>Needs Development</b>	<b>Unsatisfactory</b>
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<b>Listening</b>	Actively and respectfully listens to peers and instructor	Sometimes displays lack of interest in comments of others	Projects lack of interest or disrespect for others
<b>Preparation</b>	Arrives fully prepared with all assignments completed, and notes on reading, observations, questions	Sometimes arrives unprepared or with only superficial preparation	Exhibits little evidence of having read or thought about assigned material
<b>Quality of contributions</b>	Comments are relevant and reflect understanding of: assigned text(s); previous remarks of other students; and insights about assigned material	Comments sometimes irrelevant, betray lack of preparation, or indicate lack of attention to previous remarks of other students	Comments reflect little understanding of either the assignment or previous remarks in seminar
<b>Impact on seminar</b>	Comments frequently help move seminar conversation forward	Comments sometimes advance the conversation, but sometimes do little to move it forward	Comments do not advance the conversation or are actively harmful to it
<b>Frequency of participation</b>	Actively participates at appropriate times	Sometimes participates but at other times is “tuned out”	Seldom participates and is generally not engaged

### **HW: Discussion Board posts**

In addition to in class discussion, there are supplemental readings posted on the class website with discussion boards attached to the reading. Students should submit their responses to the discussion board in one of two ways:

1. Video posts (preferred): Submit a video to the board (directly or through link) responding to the article and the given questions. While this method may seem intimidating at first, I believe you will get the most out of the discussion boards via this medium.
2. Written posts: If video posts are not possible, you may submit traditional written posts.

For each discussion board thread you should submit at least one post, but **I highly encourage you to respond to classmates posts** (especially when they direct a question to you). Worth 15% of your grade.

Rubric for discussion board:

Levels of Achievement

Criteria	Absent	Unsatisfactory	Satisfactory	Exemplary
<b>Quantity and Timeliness</b>	<b>0 Points</b> Does not submit any initial responses or peer responses. Totally absent from the discussion.	<b>5 Points</b> Does not complete entire assignment or submit at least one initial response or does not answer the question asked or ongoing discussion.	<b>15 Points</b> Completes entire assignment by submitting an initial response that specifically address the assignment.	<b>25 Points</b> Completes entire assignment by submitting an initial thoughtful response that specifically address the assignment..
<b>Spelling and Mechanics</b>	<b>0 Points</b> Does not submit any initial responses or peer responses. Totally absent from the discussion.	<b>5 Points</b> Does not submit posts that are complete, in that they are neither in complete sentences nor are grammatically correct. Multiple spelling errors.	<b>15 Points</b> Submits posts that are complete and have multiple grammatically incorrect sentences and multiple spelling errors.	<b>25 Points</b> Submits posts that are complete with grammatically correct sentences. Spelling, for the most part, must be correct as well.
<b>Demonstrates Knowledge and Understanding of Content and Applicability to Professional Practice</b>	<b>0 Points</b> Does not submit any initial responses or peer responses.	<b>5 Points</b> Post and responses show little evidence of knowledge and understanding of course content and applicability to professional practice.	<b>15 Points</b> Post and responses show some evidence of knowledge and understanding of course content and applicability to professional practice.	<b>25 Points</b> Post and responses show some evidence of knowledge and understanding of course content and applicability to professional practice.
<b>Generates Learning Within the Community</b>	<b>0 Points</b> Does not submit any initial responses or peer responses.	<b>5 Points</b> Posts do not attempt to elicit responses and reflections from other learners and/or responses do not build upon the ideas of other learners to take the discussion deeper.	<b>15 Points</b> Posts attempt to elicit responses and reflections from other learners and responses build upon the ideas of other learners to take the discussion deeper.	<b>25 Points</b> Posts elicit responses and reflections from other learners and responses build upon and integrate multiple views from other learners to take the discussion deeper.

Course Outline:

Week 1	7/6, 7/8	Ch. 1: Introduction to Social Psychology; Research methods Ch. 3: The Self: <ul style="list-style-type: none"><li>➤ What is the Self?</li><li>➤ Where Self-Knowledge Comes From</li><li>➤ Self and Information Processing</li><li>➤ Self Esteem, Self-Deception, and Positive Illusions</li><li>➤ Self-Presentation</li></ul>
Week 2	7/13, 7/15	Ch. 4: Behavioral control <ul style="list-style-type: none"><li>➤ What You Do, and What It Means</li><li>➤ Freedom and Choice</li><li>➤ Self-Regulation</li><li>➤ Irrationality and Self-Destruction</li></ul> Ch 5: Social Cognition <ul style="list-style-type: none"><li>➤ What is Social Cognition?</li><li>➤ Attributions: Why Did That Happen?</li><li>➤ Heuristics: Mental Shortcuts</li><li>➤ Errors and Biases</li><li>➤ Are People Really Idiots?</li></ul> Ch. 6: Emotion <ul style="list-style-type: none"><li>➤ What is Emotion?</li><li>➤ Emotional Arousal</li><li>➤ Some Important Emotions</li><li>➤ Why Do We Have Emotions?</li><li>➤ Individual Differences in Emotions</li><li>➤ Arousal, Attention, and Performance</li><li>➤ Emotional Intelligence (EQ)</li><li>➤ Affect Regulation</li></ul>
Week 3	7/20, 7/22	Chapter 7: Attitudes and beliefs <ul style="list-style-type: none"><li>➤ What are attitudes</li><li>➤ Attitude consistency</li><li>➤ Beliefs</li></ul>

		<p>Chapter 8: Social Influence and persuasion:</p> <ul style="list-style-type: none"> <li>➤ Two Types of Social Influence</li> <li>➤ Techniques of Social Influence</li> <li>➤ Persuasion</li> <li>➤ Resisting Persuasion</li> </ul> <p><b><u>Exam 1: 7/22</u></b></p>
Week 4	7/27, 7/29	<p>Chapter 9: Prosocial Behavior:</p> <ul style="list-style-type: none"> <li>➤ What is Prosocial Behavior?</li> <li>➤ Your Fair Share</li> <li>➤ Cooperation, Forgiveness, Obedience, and Conformity</li> <li>➤ Why Do People Help Others?</li> <li>➤ Who Helps Whom?</li> <li>➤ Bystander Help in Emergencies</li> <li>➤ How Can We Increase Helping?</li> </ul> <p>Chapter 10: Aggression</p> <ul style="list-style-type: none"> <li>➤ Defining Aggression and Antisocial Behavior</li> <li>➤ Is Aggression Innate or Learned?</li> <li>➤ Inner Causes of Aggression</li> <li>➤ Interpersonal Causes of Aggression</li> <li>➤ External Causes of Aggression</li> <li>➤ Self and Culture</li> <li>➤ Other Antisocial Behavior</li> </ul>
Week 5	8/3, 8/5	<p>Chapter 13: Prejudice, Stereotyping, and Discrimination</p> <ul style="list-style-type: none"> <li>➤ Common Prejudices and Targets</li> <li>➤ Why Prejudice Exists</li> <li>➤ Content of Prejudice and Stereotypes</li> <li>➤ Inner Processes</li> <li>➤ Overcoming Stereotypes, Reducing Prejudice</li> <li>➤ Impact of Prejudice on Targets</li> </ul> <p><b><u>Presentation</u></b></p>
Week 6	8/10, 8/12	Presentations & Additional topics; Exam 2 8/12