

## COURSE SYLLABUS: PSYC S2630

### **Social Psychology**

MW 9:00a - 12:10p  
Room TBA

Summer 2019

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

*Office:* Milbank 415n

*Office hours:* After class Tuesdays and Thursdays or by apt.

Email: [jfeinber@barnard.edu](mailto:jfeinber@barnard.edu)

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

Other Readings: Distributed in class

#### 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**

PLEASE TURN CELL PHONES AND Non-course related electronics OFF BEFORE CLASS!!!  
ABSOLUTELY NO TEXT MESSAGING DURING CLASS!!!!

## GRADING

Percent	Grade	Percent	Grade
98+	A+	73-75.9	C
93-98	A		
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. The first exam will be worth 30% of your grade and the final exam will be worth 40%. 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**

In class presentation: Each student will be responsible for delivering a 10-15 minute presentation on a topic selected/assigned in class. More details to be provided. Project will consist of a) an oral presentation, b) handouts, and c) and activity for the class. Worth 20%.

### **In class and online participation**

This includes not only attendance, you must also be actively engaged in class discussions, participate in activities, and contribute to the overall positive atmosphere of the classroom (10%). I will use the following rubric:

	<b>Strong Work</b>	<b>Needs Development</b>	<b>Unsatisfactory</b>
<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

### **Technology**

This course uses the Courseworks website. You can find and download a copy of the syllabus, class notes, and assignments regular basis.

Course Outline:

Week 1	7/9, 7/11	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	7/16, 7/18	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	7/23, 7/25	Chapter 7: Attitudes and beliefs <ul style="list-style-type: none"><li>➤ What are attitudes</li><li>➤ Attitude consistency</li></ul>

		<ul style="list-style-type: none"> <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: 7/25</u></b></p>
Week 4	7/30, 8/2	<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	8/6, 8/8	<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	8/13, 8/15	Presentations & Additional topics; Exam 8/15

