

SYLLABUS: 01:830:321

SOCIAL PSYCHOLOGY

SPRING 2018

MONDAYS & WEDNESDAYS 3:20 - 4:40 PM

TILLET HALL 232

Course Overview

Instructor

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Course Description

The goal of social psychology is to understand how our thoughts, feelings, and behaviors are influenced by the actual, imagined, or implied presence of others. At the heart of social psychology is the recognition that our responses are dramatically influenced by social situations. Perhaps you have laughed at a joke you didn't get because other people were laughing. Maybe you have noticed you act one way when you are around one group of people, say your family, but act a different way when you are around your friends. Our responses are not simply the products of our individual personalities, but rather are shaped and molded by the social context around us, often times without us even realizing it. Indeed, the current social situation can influence how we perceive, evaluate, remember, and act within our environments.

This course will provide students with an overview of research and theory in social psychology. Not only will students learn about interesting, relevant, and timely research findings, they'll also learn how social psychologists have discovered this evidence. What makes the social psychological approach to understanding human behavior different from a philosophical or historical approach is that social psychology is a science. In this course, we'll learn the psychological science of topics such as attitudes, persuasion, conformity, obedience, perceptions of others, stereotyping and discrimination, romantic relationships, aggression, and helping behavior. The course emphasizes an understanding of important scientific methods, findings, and principles in the field of social psychology, which it then applies to everyday life and to broader social problems.

Important Dates

The course begins on 1/17/2018 and ends on 4/30/2018, and the last day to drop the course without a "W" grade is 1/23/2018.

Course Materials

Required Text(s)

The required text for the course is: Kassin, S., Fein, S., & Markus, H.R. (2014). Social psychology (9th ed.). Belmont, CA: Cengage. It is available in the NJ Books/Rutgers University Bookstore. For students who prefer an electronic textbook, check out the following link for a much cheaper e-book version: <http://www.cengagebrain.com/shop/search/9781133957751>.

Technology Requirements

Baseline technical skills necessary for online courses

- Basic computer and web-browsing skills
- Navigating Sakai

Course Format

We will meet twice weekly for 80-minute classes. Classes will consist of lectures, videos, demonstrations, extra credit exercises, guest speakers, and discussions. Because exams will include information covered in class that is NOT covered in the reading material, I strongly recommend attending every lecture or getting comprehensive notes from classmates if you miss a class.

Assessment

Assignment Summary

Below are the assignments required for this course and the value of each assignment to the course grade as a whole. Please refer to the course calendar (on Sakai) and/or the course schedule (below) for specific due dates.

Assignment	Points
Exam 1	50
Exam 2	50
Exam 3	50
Final Exam	50
Total (one exam dropped)	150

See course schedule, below, for due dates.

Assignment Overview

Readings

- You are expected to read the assigned textbook chapters BEFORE the class where we will cover them. My lectures will review what is covered in

the text, but I will also expand upon those topics and introduce new concepts and ideas. It will help you immensely to keep up with the readings so that the terms and concepts are already familiar to you during lectures.

In-Class Exercises

- Throughout the course of the semester, I will introduce four in-class extra credit opportunities. These won't be announced in advance. Because missing an in-class exercise cannot lower your grade, and because they are part of the in-class activity for that day, extra-credit assignments **cannot** be made up or turned in late. Each assignment will be worth one point toward your cumulative points for the course (e.g., if you earn 131 pts - 87.3% - from exams and you complete all four in-class exercises your overall course grade would be raised to 135 pts - 90%).*

Exams

- There will be three regular exams and one cumulative final. The exams will cover readings as well as lectures and videos shown in class. Exams will be multiple-choice format and will be administered during the class times designated on the schedule. The three regular exams will consist of 50 multiple-choice questions covering just the previous section's material. The final exam will consist of 50 multiple-choice questions and will cover material from the entire semester.*

Grading Scale

(Source: Rutgers standard undergraduate grade scale)

<i>Points</i>	<i>Percentage</i>	<i>Grade</i>
<i>135-150</i>	<i>100 - 90</i>	<i>A</i>
<i>130-134.5</i>	<i>89.9 - 87</i>	<i>B+</i>
<i>120-129.5</i>	<i>86.9 - 80</i>	<i>B</i>

<i>Points</i>	<i>Percentage</i>	<i>Grade</i>
<i>115.5- 119.5</i>	<i>79.9 - 77</i>	<i>C+</i>
<i>105-115</i>	<i>76.9 - 70</i>	<i>C</i>
<i>90-104.5</i>	<i>69.6 - 60</i>	<i>D</i>
<i>0-89.5</i>	<i>Below 59.9</i>	<i>F</i>

Grading

Your grade in this class will be based on your performance on the regular exams, the cumulative final, and any extra credit you earn. Grades will not be “curved” – in other words, everyone could earn an A, or everyone could earn a C. Your success in this course does not affect anyone else’s and vice versa. You will get the grade that you, and you alone, earn in this course.

I do know, however, that anyone can have a “bad day”. To help reduce the impact of a bad exam day, the lowest of your four exam grades will be dropped.

*Final grades are based on the number of points earned (as well as up to 3 percentage points of extra credit) in accordance with the grading scale above, **no exceptions**. There is no end-of-semester negotiation period where students and barter for a better grade in the class. If you are dissatisfied with your performance in the class, discuss the situation with the professor or the TA early – don’t wait until it’s too late to bring up your grade.*

Student Participation Expectations

The following is a summary of everyone’s expected participation:

- **Completing required readings *BEFORE CLASS***
Our in class meetings will provide a time for questions and review, come to class prepared.
- **Come to class and *ARRIVE ON TIME***
I won't monitor attendance. As an adult, it's your decision how you use your time. But lectures are designed to help you learn, and to be fun and interesting. I will elaborate on concepts from the readings, introduce new material, conduct demonstrations, and show videos. Your exams will be based on all of this material, so regular attendance at the lectures will help you earn a higher grade on exams. If you do miss a class, it is your responsibility to find out from a classmate, not from the instructor or the TA, what occurred in class. Also, as noted above, in-class extra credit exercises cannot be made up. So while you don't lose points for skipping class, you may miss the opportunity for bonus points. You will find it difficult to earn a good grade in this course if you do not come to class.

Discussion and Communication Guidelines

The following are my expectations for how we should communicate as a class. Above all, please remember to be respectful and thoughtful.

- **Writing style:** *While there is no need to participate in class discussions and email as if you were writing a research paper, you should remember to write using good grammar, spelling, and punctuation. Informality (including an occasional emoticon) is fine for non-academic topics. Please also refrain from using all CAPITAL LETTERS, as this is often interpreted as shouting.*
- **Tone and civility:** *Let's maintain a supportive learning community where everyone feels safe and where people can communicate amicably. Remember that sarcasm doesn't always come across. Treat your instructor and fellow students with respect at all times, and in all communications. Most importantly, this class aims to foster a learning environment that promotes and values respect for others and their viewpoints. The topics we'll learn about in this class are easily relatable to everyday life, making students inclined to share their own anecdotes and experiences. I welcome*

and encourage that – indeed, that’s one of the most exciting and unique aspects of this class. But as such, it is imperative that students behave in a respectful and considerate way to their fellow classmates during the discussions. Inappropriate, disruptive, or offensive interpersonal behavior is not acceptable.

- **General etiquette:** Please turn off your cell phone before class. Please come to class on time and wait until the lecture is over to start packing up (you may think you’re quiet, but when 150 people start shuffling it can be quite disruptive).

Support and Policies

Make-up Exams

If you must miss an exam for a legitimate reason (e.g., religious holiday), contact me at least one week before the scheduled exam. You will have to take the make-up exam at one of the make-up sessions scheduled by the Psychology Department. If you miss an exam without contacting me **AHEAD OF TIME**, you will only be allowed to take the make-up exam with proper documentation (e.g., a note from a doctor). **REGIS** reporting is not sufficient to warrant a make-up exam. You must provide documentation or have received prior approval from me in order to receive an opportunity to take the make-up exam.

Please note that make-up exams will consist entirely of essay questions.

Faculty Feedback and Response Time

I am providing the following list to give you an idea of my intended availability throughout the course. (Remember that you can email sakai@rutgers.edu or call 848-445-8721 if you have a technical problem.)

Grading and Feedback

For large weekly assignments, you can generally expect feedback within **7 days**.

Student Questions

*I will be available Tuesdays and Thursdays from 2:30-3:30 PM via the Sakai chat room to answer questions. In addition to having your questions answered, this is a good opportunity to see what questions other students are having. If you would rather ask your questions privately, you may contact me using a private message during this time. This is the quickest way to have your questions answered. You are also welcome to email me with questions anytime throughout the course. I will reply to e-mails within **24 hours** on school days.*

Laptop & Phone Policy

The Research

- *Students on laptops spend on average 40% of class time using the internet for nonacademic purposes (Ravizza, Uitvlugt, & Fenn, 2017)*
- *Taking notes by hand is more effective than doing so with a laptop (Mueller & Oppenheimer, 2014)*
- *Laptop users distract their classmates as peers with a direct view of their laptops suffer academically (Sana, Weston, & Cepeda, 2013)*

The Policy

Research suggests that using your laptop during this class will be detrimental to your learning. However, as adults it is your responsibility to decide how you would like to learn in this course. For this reason, you are permitted to use a laptop. However, laptop users are required to sit in the designated laptop sections (the sides of the classroom) so as to not distract their classmates. Students with laptops sitting in the designated "laptop free" zone will be asked to shut their computers. Similarly, phone use is not only distracting to you, but your classmates as well. You are not permitted to use your phone during class time.

Lecture Notes

Prior to class I will upload the slides that we will be reviewing during lecture that day. The slides will have blanks in them that you can fill in during class. I will, under no circumstances, email the completed slides to students. If you miss a lecture, it is your responsibility to meet with a classmate to fill in the blanks. The slides will be made available in advance so students can print and bring hard copies of the lectures to class.

Academic Integrity

The consequences of scholastic dishonesty are very serious. Please review the [Rutgers' academic integrity policy](#).

Academic integrity means, among other things:

- Develop and write all of your own assignments.
- Show in detail where the materials you use in your papers come from. Create citations whether you are paraphrasing authors or quoting them directly. Be sure always to show source and page number within the assignment and include a bibliography in the back.
- Do not fabricate information or citations in your work.
- Do not facilitate academic dishonesty for another student by allowing your own work to be submitted by others.

If you are in doubt about any issue related to plagiarism or scholastic dishonesty, please discuss it with your instructor.

Other sources of information to which you can refer include:

- [Rutgers' Academic Integrity website](#)
- [Code of Student Conduct](#)
- [Eight Cardinal Rules of Academic Integrity](#)

Academic Support Services

- Rutgers has a variety of resources for academic support. For more information, check the [Academic Support website](#).
- Rutgers has Learning Centers on each campus where any student can obtain tutoring and other help. For information, check the [Learning Center website](#).
- Rutgers also has a Writing Center where students can obtain help with writing skills and assignments. Learn more at the [Writing Center website](#).
- Many library resources are available online. Assistance is available through phone, email, and chat. For information, check the [Rutgers Libraries website](#).

Rutgers Health Services

- Rutgers Health Services is dedicated to health for the whole student body, mind and spirit. It accomplishes this through a staff of qualified clinicians and support staff, and delivers services at a number of locations throughout the New Brunswick-Piscataway area. For more information, check the [Rutgers Health Services website](#).

Accommodations for Accessibility

Requesting accommodations

If you would like to request academic accommodations based on the impact of a disability qualified under the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973, contact your instructor privately as soon as possible to discuss your specific needs. Discussions are confidential.

In addition to contacting the instructor, please contact the [Office for Disability Services](#) to register for services and/or to coordinate any accommodations you might need in your courses at Rutgers.

Go to the [Student section of the Office of Disability Services](#) website for more information.

Course Schedule and Deadlines

<i>Date</i>	<i>Topic</i>	<i>Reading</i>
<i>Wed, Jan 17</i>	<i>Intro to the course and syllabus review</i>	
<i>Mon, Jan 22</i>	<i>Intro to Social Psychology</i>	<i>Chapter 1</i>
<i>Wed, Jan 24</i>	<i>Research Methods, Part 1</i>	<i>Chapter 2</i>
<i>Mon, Jan 29</i>	<i>Research Methods, Part 2, Social Self Part 1</i>	<i>Chapter 3</i>
<i>Wed, Jan 31</i>	<i>Social Self, Part 2</i>	
<i>Mon, Feb 5</i>	<i>Social Self, Part 3</i>	
<i>Wed, Feb 7</i>	<i>Perceiving Others, Part 1</i>	<i>Chapter 4</i>
<i>Mon, Feb 12</i>	<i>Perceiving Others, Part 2</i>	<i>Chapter 4</i>
<i>Wed, Feb 14</i>	<i>EXAM 1</i>	<i>Chapters 1-4</i>

Mon, Feb 19	<i>Stereotyping Part 1</i>	<i>Chapter 5</i>
Wed, Feb 21	<i>Guest Lectures & Grad School Panel</i>	
Mon, Feb 26	<i>Stereotyping, Part 2</i>	
Wed, Feb 28	<i>Stereotyping Part 3</i>	
Mon, March 5	<i>Stereotyping, Part 4</i>	
Wed, March 7	<i>Attitudes, Part 1</i>	<i>Chapter 6</i>
Mon, March 12	<i>NO CLASS - SPRING BREAK</i>	
Wed, March 14	<i>NO CLASS - SPRING BREAK</i>	
Mon, March 19	<i>Attitudes, Part 2</i>	
Wed, March 21	<i>EXAM 2</i>	<i>Chapters 5, 6, Guest Lecture</i>
Mon, March 26	<i>Conformity Part 1</i>	<i>Chapter 7</i>
Wed, March 28	<i>Conformity Part 2</i>	
Mon, April 2	<i>Groups</i>	<i>Chapter 8</i>

<i>Wed, April 4</i>	<i>Attraction and Close Relationships</i>	<i>Chapter 9</i>
<i>Mon, April 9</i>	<i>Helping Others, Part 1</i>	<i>Chapter 10</i>
<i>Wed, April 11</i>	<i>Helping Others, Part 2</i>	
<i>Mon, April 16</i>	<i>Aggression (time permitting)</i>	<i>Chapter 11</i>
<i>Wed, April 18</i>	<i>Class vote! TBD</i>	
<i>Mon, April 23</i>	<i>Class vote! TBD</i>	
<i>Wed, April 25</i>	<i>EXAM 3</i>	<i>Chapters 7 - 11, class vote chapters</i>
<i>Mon, April 30</i>	<i>Review, Mental Health Day, & Make-up</i>	
<i>TBD</i>	<i>***CUMMULATIVE FINAL EXAM***</i>	