

Social Psychology Syllabus: 1:830:321 H2 Summer 2021



Mondays-Thursdays 10:30 – 12:20 pm EDT

Held via Zoom

Course Overview

Instructor Information

Instructor/Professor: Melanie Maimon, M.S.

Please call me: Ms./Prof. Maimon or Melanie ([pronouns](#): she/her)

How do you pronounce that? Like the English words “[maim](#)” and “[on](#)”

Email address: melanie.maimon@rutgers.edu

Please contact me via email or Canvas if you’d like to set up a meeting outside of class time!

Ask me about: anything related to the class, getting involved in research, graduate school, real-world applications of psychology, various university resources

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, perceptions of the self, 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.

Course Learning Objectives

By the end of this course, students should successfully be able to:

- Demonstrate an understanding of the foundational concepts, major theories, and research findings that are important to the field of social psychology.
- Understand how to apply basic scientific methods used in social psychological research.
- Understand and apply social psychological theories and concepts to experiences in one's daily life and to broader social and historical contexts.
- Critically evaluate social psychological research and theories.

Important Dates

The course begins on 7/12/2021 and ends on 8/18/2021. Students are able to request their grade be changed to a "Pass" (P) if they have a C or higher, or to a "No Credit" (NC) if they have a D or F in the class up until August 23rd. Please see the following websites for more information: <https://nbprovost.rutgers.edu/grade-change-academic-deadlines> and <https://nbprovost.rutgers.edu/guidance-faq>

Please see the following website for information on Add/Drop:

<https://summersession.rutgers.edu/registration-and-adddrop-period>

Course Materials

Required Text

The required text for the course is: Kassin, S., Fein, S., & Markus, H.R. (2017). Social psychology (10th ed.). Belmont, CA: Cengage. It is available through the Rutgers University Bookstore as well as on Amazon. Students do **not** need Cengage Unlimited for this course. For students who prefer an electronic textbook, check out the following link for a much cheaper e-book version: <https://www.cengage.com/c/social-psychology-10e-kassin/9781305580220PF/>

If you have concerns about textbook costs, please do not hesitate to reach out to the me!

Required (and suggested) Technology/Materials

Because this course is online, there are several things students will need for this course. Students must have an internet-capable device (e.g., computer, tablet) that will allow them to access the Canvas page, complete exams online, attend virtual classes, and participate in class. Students must have access to the video conferencing software used in

class. It is **preferable** that students have functioning video and microphone on the device they are using to virtually join class each day. If you do not have a device with these capabilities, please reach out to me ASAP to discuss how best to proceed in the course.

Course Format

We will meet virtually four days a week for 110-minute classes. Classes will consist of lectures, videos, demonstrations, in-class assignments, and discussions. Because exams will include information covered in class that is NOT covered in the textbook (and vice versa) and there will be regular in-class assignments, I strongly recommend attending every class. Occasionally throughout the semester, we will not meet for the full 110-minute class due to exams and long videos that you will watch on your own rather than during 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 schedule (below) for specific due dates. Some assignment due dates may be pushed later depending on the material we are able to get through each class. All changes to schedule will be announced.

Assignment	Points
Participation	10
Quizzes	15
Homework Assignments	15
Midterm Exam	20
Final Exam	20
Course Project	20
Total	100

Point Total Explanation: In this course, your final grade is out of 100 total points. Every point you earn on various assignments, including extra credit opportunities, can be added together to calculate the amount of points you've earned in the course so far. I would encourage you to keep track of the points you've earned as you progress through the course.

Assignment Overview

Due dates for all assignments are available in the "Course Schedule and Deadlines" section at the end of the syllabus.

Readings

- You are expected to read the assigned textbook chapters BEFORE the class where we will cover them. We will review some of what is covered in the text during lecture, but I will also expand upon those topics and introduce new concepts and ideas. It will benefit you to keep up with the readings so that some terms and concepts are already familiar to you during lectures.

Participation (in-class assignments)

- Each day, you will be expected to participate in class discussions and in any in-class assignments. Randomly throughout the course, there will be **6** in-class assignments that contribute to your participation grade. These assignments will be graded for **completion**. This means that I will not be grading for accuracy, as many of the assignments will not have one specific correct answer. However, you will need to ensure that you complete **all parts** of the assignment to receive full credit.
- There will be **6** assignments that can contribute to your participation grade, but you only need to complete **5** of these assignments to receive full participation credit. Each assignment is worth 2 points, so once you've completed 5 of the assignments, you will have earned the 10 points that make up your participation grade (10% of your final grade). The additional 1 assignment will contribute toward **extra credit**. This additional assignment is worth half a point (.5) and can contribute toward your final grade in the class.
- During weeks where you have participation assignments, you should be sure to check your grades at the end of the week. If you participated and noticed that you did not receive credit, you must contact the professor **within a week** of the grades being posted.

Quizzes

- There will be **3** quizzes in this course completed on Canvas. Each quiz will be graded out of 5 possible points, for a total of 15 points making up your quizzes grade (15% of your final grade). Quizzes will be announced during class on Mondays, made available after class, and due the following Monday at 11:59 pm.
- The quizzes will primarily include multiple choice and true/false questions. Occasionally there will be brief short answer questions in the quizzes. For each quiz, I will announce which chapters and lecture material will be covered.
- The goal of these quizzes is to prepare you for the types of questions you will see on your exams and to help you assess how well you are understanding the course material.

Homework Assignments

- There will be **3** homework assignments in this course that must be submitted via Canvas. Each assignment will be graded out of 5 possible points, for a total of 15

points making up your homework assignments grade (15% of your final grade). The homework assignments will help you in preparing your course project and will be given during the first half of the semester.

- Each homework assignment differs, but they will generally involve reading scholarly social psychology articles, and summarizing and relating research findings to real world social issues/topics. Each assignment is designed to better prepare you to complete your course project.
- More details about each individual assignment can be found on Canvas under the “Assignments” tab.
- The goals of these assignments are for you to critically engage with social psychological research, read and understand scholarly journal articles in social psychology, and apply course concepts to societal problems in preparation for completing your courses project.

Exams

- There will be a midterm exam and a final exam (non-cumulative) that will be administered online via Canvas. The exams will cover readings as well as lectures, discussions, and videos from class. Exams will include a mix of multiple-choice, short answer, and open response questions. Generally, most questions will be multiple-choice, and there will be a few short answer and/or open response questions. The amount of time allotted for each exam and the question breakdown will be announced the week before the exam is scheduled to take place. The exams must be completed within a specified timeframe on the day of the exam between 9 am and 9 pm. There will be two extra credit questions on each exam worth a half point each, yielding up to two extra credit points toward your final grade.
- The midterm exam is worth 20 points (20% of your final grade). The final exam is also worth 20 points (20% of your final grade).
- If you would like to review your exams, you can request to meet with me outside of class to look over your exam.

Course Project

- There will be a course project in the class. For this project, you will select a **specific** social issue/topic that you want to assess and critically describe from a social psychological perspective with the help of course concepts/theories and social psychological research discussed in scholarly articles.
- There is a lot of flexibility when it comes to selecting a topic for your course project. Projects will be submitted in the form of either a 12-15 minute recorded presentation (with audio and video) OR a 5-8 page paper (double-spaced, Times New Roman 12 point font, 1 inch margins on all sides).
- The course project is worth 20 points (20% of your final grade).
- Each of the homework assignments are designed to help prepare you to complete your course project.

- More details about the requirements for the course project (including a rubric and the learning goals for the project) can be found in the “Course Project” assignment on Canvas (in the “Assignments” tab).

Extra Credit

- There are several opportunities for extra credit in the course, including on exams and through the in-class assignments, as explained above.
- There are three other options for extra credit that you can complete for the course. Using these three options, you are able to earn up to three extra credit points in the course. These three points are in addition to the extra credit points that you can earn through the exam and the in-class assignments previously explained. Additional details for each extra credit option, including final due dates for extra credit submissions, can be found under “Assignments” on Canvas.
- **Extra credit option 1:** Watch a movie or episodes of a TV show (from a predetermined list) and identify scenes where social psychological concepts/theories from class are demonstrated. You must describe each concept/theory in your own words and explain how the scene(s) demonstrate the concept/theory. In order to earn a half point of extra credit, you will need to discuss four concepts/theories in relation to the movie or TV show. You can receive up to two points of extra credit through this extra credit option.
- **Extra credit option 2:** For this extra credit option, you will need to complete an IAT through [Project Implicit](#). You must then read an article about [sources of implicit attitudes](#) (I will provide a pdf). After reading the article, you will need to write a 1-page, single-spaced reflection. You can earn up to two extra credit points on your final grade through this option. Points will be allocated based on the strength of the reflection paper.
- **Extra Credit Option 3:** For the third extra credit option, you have the opportunity to submit multiple choice-style questions to be included on the midterm or final exam. You can submit as many questions as you would like, but you will only receive extra credit if I chose to use the question you provided on one of the exams. If a question you submitted is selected for either exam, you will earn half a point on your final grade. You can earn up to two extra credit points in this way.
- Additional extra credit options will be announced throughout the semester.

Grading Scale

(Source: Rutgers standard undergraduate grade scale)

Points/Percentage	Grade
90 – 100	A
85 – 89.9	B+
80 – 84.9	B
75 – 79.9	C+
70 – 74.9	C
60-69.9	D
59.9 or below	F

Grading

Your grade in this class will be based on the points you have earned for completing the assignments detailed in the previous section. There will be opportunities to earn several points of extra credit throughout the class that will count toward your point total in the course. Final grades are based on the number of points earned (including extra credit) in accordance with the grading scale on the left. If you are dissatisfied with your performance in the class, discuss the situation with me 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 time in class will be for learning, questions, and review. Please come to class prepared.
- **Come to class and ARRIVE ON TIME**
As an online summer course, you will be learning a lot of material condensed in a small period of time. Daily classes are designed to help you learn and engage with the course material. Class meetings are also intended to be fun and interesting! I will elaborate on concepts from the textbook, introduce new material, conduct demonstrations, show videos, and lead discussions. Because we will have **many** discussions during class, your presence will enhance discussions and the course experience for you, your peers, and the instructor. Your exams will be based on this material, so attending classes will help you earn a higher grade on exams. Additionally, you will complete several in-class assignments throughout the semester that make up your "Participation" grade. If you miss class, it is your responsibility to find out **from a classmate**, not from the instructor, what occurred in class. Additionally, because classes are online, lectures will be recorded and made available. It is highly recommended that you watch any lectures that you miss.

Discussion and Community Guidelines

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

- **Emails and writing style:** Email etiquette is (unfortunately) important in life. When emailing and completing writing assignments, please be sure to write using good grammar, spelling, and punctuation. You should address me as Ms. Maimon or Professor Maimon in email communications. Please refrain from using all CAPITAL LETTERS, as this is often interpreted as shouting.
- **Respect, tone, and civility:** It is important that we maintain a supportive learning community where everyone feels safe and where we can all communicate comfortably with respect and kindness. 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 an inclusive learning environment that promotes and values respect for others and their experiences. The topics we'll learn about in this course are relevant 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 crucial 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. This is a space where we value diverse identities, ideas, and experiences. I encourage active, deep conversations about the material in the course and the social and historical events that it applies to, but I do not condone hateful speech, prejudicial remarks, or debates that question the rights and personhood of people of various identities. Discriminatory behavior will **not** be tolerated.
- **General etiquette:** Please silence your cell phone during class and put it away. Please focus on class during class.

Support and Policies

Late Work and Make-up Exams

All quizzes will be assigned and available on Mondays and must be completed within the week by Friday nights at 11:59 pm. You will receive regular reminders throughout the week to complete your quizzes. All homework assignments will have clear due dates listed in the schedule on the syllabus. Extensions will be granted for assignments in accordance with the “No Reason Needed” Extension Policy detailed below.

There will be large windows of time when exams will be available to complete on Canvas. If you must miss an exam for a legitimate reason (e.g., religious holiday), contact me at least one week before the scheduled exam. If you miss an exam *without* contacting me ahead of time, you will need reasonable documentation to take a make-up exam.

Please note that **make-up exams will include both multiple choice and essay questions.**

We are living through unprecedented times. There may be times during the semester when you may get sick, a family member or friend may get sick, and someone you care for

may pass away. On top of this, Violence toward Pacific Islander and Asian people has increased significantly amidst the pandemic. This must not be taken lightly. I stand as an ally with the Asian and Pacific Islander community. The pandemic has disproportionately harmed POC in the United States, as have systems in this country designed to disadvantage BIPOC. There have been protests throughout the country fighting against police brutality, systemic racism, and the continued appalling treatment of BIPOC in the U.S. We should all strive to better understand the state of our justice system and **all** systems that disproportionally disadvantage POC, including academic institutions. We should aim to use our voices to bring about positive change. It is important for us to engage with these issues, but I also recognize how exhausting this is, particularly for POC. I do not know what you all are personally going through, what your current home lives are like, or how you've been coping with the pandemic and your feelings/experiences with racial injustice. I encourage you to reach out to me if you are struggling. I want to stress that our virtual classroom is a firmly anti-racist and generally non-discriminatory space.

“No Reason Needed” Extension Policy

To hopefully offset some of the stress of taking classes at this time, I have adopted an extension **policy** on late submissions. During the semester, you can have up to **three days** for assignment extensions for quizzes, homework assignments, and the course project. It **does not** apply to in-class assignments or exams. What this means is that you will need to email me **before** an assignment is due to ask for an extension. You do not need to say why you need the extension, only how many days you need. If, for example, an assignment is due on Friday at 11:59 pm and you ask for a **one-day** extension, you must complete the assignment by Saturday at 11:59 pm. You could ask for a three-day extension on one assignment, three separate one-day extensions, or whatever other combination works for you. **No half day extensions will be granted, only full days.** This extension policy is meant to help you deal with anything else going on in your life right now, so I encourage you to use it well.

Please reach out to me if you are dealing with complicated circumstances that impact your ability to meet deadlines in the course as early as you possibly can so we can talk through your options.

Faculty Feedback and Response Time

I am providing the following information to give you an idea of my expected availability and response time throughout the course. (Remember that you can email help@canvas.rutgers.edu or call 877-361-1134 if you have a technical problem with Canvas)

Grading and Feedback

For in-class assignments, quizzes, and homework assignments, you can generally expect to find your grade on Canvas within **5 days**. For the course project, you can expect to receive a grade and feedback within approximately **one week**.

Student Questions

I will be available to meet with students throughout the semester via Zoom. You should feel free to contact me to make an appointment for us to meet. You can schedule a meeting to discuss the course or another of my areas of expertise, as mentioned near the top of the syllabus (e.g., grad school, getting involved in research). This is the fastest way to have your questions answered. You are also welcome to email me with questions anytime throughout the course. I will typically reply to e-mails within **24 hours on weekdays**.

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)

The Policy

This is an online class, so you will need to use a computer, tablet, or phone to attend class. Being engaged in class will be **extremely** beneficial to your learning and success in the class. You'll only get out what you put in. As adults, it is your responsibility to decide how you would like to learn in this course. I expect that you will take notes in class, but it is ultimately up to you whether you take notes by hand or using a device. When attending class, you should pay attention and be engaged in class discussions. This will benefit you and your classmates. It is preferable in this class that you have **video on** during class so that we can all see each other, but I understand that there are circumstances that prevent video use. Your microphones will be muted on arrival, but I encourage you to unmute yourself when you ask questions and engage in discussion. Please reach out to me if you are unable to use video and microphone settings during classes. Being "present" during class time will help you to be successful in this course.

Class Notes

I will post recordings of our classes on Canvas for your review prior to exams. Class recording software can be tricky, so there is always a possibility that a recording will be corrupted and cannot be posted. If you miss a lecture, it is your responsibility to watch the recorded lecture or reach out to a classmate to figure out what you missed (if necessary).

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 assignments come from. Create citations both when you are paraphrasing authors and quoting them directly. Be sure to always cite sources within assignments 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.
- Do not communicate with or work with other students (or other people) while taking exams online.

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](#)
- [Eight Cardinal Rules of Academic Integrity](#)

Academic Support Services

- Rutgers has a variety of resources for academic support. For more information, check the [Student Support website](#).
- Rutgers has Learning Centers on each campus where any student can obtain tutoring and other help, which is currently offered online due to the switch to remote instruction. For information, check the https://rlc.rutgers.edu/remote_instruction
- Rutgers also has a Writing Center where students can obtain help with writing skills and assignments (they have online tutoring as well). 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](#).

Statement on Sexual Violence and Identity-Based Harm

- This is an incredibly important part of the syllabus. It is important for you to know your rights and my goals and responsibilities as an instructor in relation to sexual violence and identity-based harm. If you have read this far, please send me a meme or GIF related to social psychology and you will receive half a point of extra credit.
- Rutgers faculty are committed to helping create a safe learning environment for all students and for the university as a whole. If you have experienced any form of sexual violence or identity-based discrimination or harassment, including sexual assault, sexual harassment, relationship violence, or stalking, help and support are available. There are Rutgers staff members specially trained to support survivors in accessing health and counseling services, providing academic and housing accommodations, and more. Please be aware that I, your instructor, am **required** to report information about such discrimination and harassment to the University. This means that if you tell me or any other faculty member about a situation of sexual harassment or sexual violence, or other related misconduct, we are **legally required** to share that information with the University's Title IX Coordinator. If you wish to speak to a confidential employee who does not have this reporting responsibility, you can find a list of resources in Appendix A to University Policy 10.3.12. For more information about your options at Rutgers, please visit endsexualviolence.rutgers.edu.
- If you have any such experience at any point during the semester, you can reach out to me if you are comfortable with me reporting this information to the university. If you have any difficult experiences during the semester that you do not feel comfortable disclosing to me, I still encourage you to let me know you are dealing with something or having a hard time, even without detailed information about your particular circumstance. Letting me know that you are struggling or have had a bad experience (whether you disclose to me the experience or not) will enable me to 1) help you get caught up in class, 2) put you in contact with the appropriate resources and services, and 3) answer questions to the extent that I am qualified to do so. Additional resources can be found at <https://nbttitleix.rutgers.edu/policies-and-procedures>

Accommodations for Accessibility

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. These discussions are confidential.

In addition to contacting me, 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

Date	Topic	Reading	Assignments
Week 1:			
Mon, July 12	Intro to course/syllabus; Intro to Social Psychology	Chapter 1	
Tues, July 13	Intro to Social Psychology; Research Methods	Chapter 2	
Wed, July 14	Research Methods; Social Self Part 1	Chapter 3	
Thurs, July 15	Social Self, Part 2		
Fri, July 16			Assignment 1 due Friday 11:59 pm
Week 2:			
Mon, July 19	Social Self, Part 3		Quiz 1 due Monday 11:59 pm
Tues, July 20	Perceiving Others, Part 1	Chapter 4	
Wed, July 21	Perceiving Others, Part 2		
Thurs, July 22	Stereotypes/Prejudice, Part 1	Chapter 5	
Fri, July 23			Assignment 2 due Friday 11:59 pm
Week 3:			
Mon, July 26	Stereotypes/Prejudice, Part 2		
Tues, July 27	Stereotypes/Prejudice, Part 3		
Wed, July 28	Attitudes, Part 1	Chapter 6	
Thurs, July 29	Attitudes, Part 2; Exam Review		
Fri, July 30			Assignment 3 due Friday 11:59 pm
Week 4:			
Mon, August 2	No class, Midterm Exam online on Canvas	Chapters 1- 6	
Tues, August 3	Conformity Part 1	Chapter 7	
Wed, August 4	Conformity Part 2		
Thurs, August 5	Conformity (Obedience); Groups, Part 1	Chapter 8	
Fri, August 6			Course Project due Friday 11:59 pm

Week 5:			
Mon, August 9	Groups, Part 2		Quiz 2 due Monday 11:59 pm
Tues, August 10	Attraction and Close Relationships, Part 1	Chapter 9	
Wed, August 11	Attraction and Close Relationships, Part 2		
Thurs, August 12	Helping Others, Part 1	Chapter 10	
Week 6:			
Mon, August 16	Helping Others, Part 2; Aggression, Part 1	Chapter 11	Quiz 3 due Monday 11:59 pm
Tues, August 17	Aggression, Part 2; Exam Review		
Wed, August 18	No class, Final Exam online on Canvas	Chapters 7-11	