

**Advanced Topics in Social Psychology 830:421
Social Psychology, Technology, & Diversity
Spring 2022 Rutgers University**

In-class session location:

Lucy Stone Hall A121

In-class session time:

Monday 2:00 – 3:20 p.m.

Wednesday 2:00 – 3:20 p.m.

Instructor: Dr. Gandalf Nicolas

Instructor's Office Location: Tillett Hall 607

Instructor's Office Hours: By appointment

Instructor's Email: gandalf.nicolas@rutgers.edu

Goals



This course aims to teach you to think critically about the role of social psychology in examining and promoting fairness, equity, and diversity in a technological world. The course will focus on research and issues at the intersection of diversity science, artificial intelligence, and media studies. Specific topics include: Thinking critically about fairness & diversity, Fairness and bias in language and face recognition artificial intelligence, technology and moral decision-making, human-robot interactions, traditional and social media and bias, and methods to study bias and debiasing in the technology context. In this course you will develop analytical thinking skills to identify technological applications that may result in the perpetuation of inequality and how psychological theories and interventions may be of use in understanding and ameliorating their negative consequences. In addition, you will engage with statistical and research design issues, obtain experience with presenting and discussing interdisciplinary research articles, and understand psychology from both a theoretical and applied perspective.

Please keep an eye on your email and CANVAS for announcements!

Textbook

Instead of a textbook, we will be reading review, theoretical, and empirical articles each week (these will be available on Canvas). You should read the assigned articles before class so that you'll be prepared to discuss what you read in class (see participation section).

Assessment

Final Presentation	25%
Essay	15%
Paper Presentation/ Discussion	20%
Assignments	25%
Participation	15%

Grading: Final grades will be assigned according to the following scale:

A: 90.0 -100.0%

B+: 85.0-89.99%

B: 80.0-84.99%

C+: 75-79.99%

C: 70-74.99%

D: 60.0 - 69.99%

F: 0.0 - 59.99%

THIS GRADING RUBRIC APPLIES TO ALL STUDENTS IN THIS CLASS. NO EXCEPTIONS WILL BE MADE FOR ANY REASON.

Final Presentation. Instead of a final exam, during exam week, you will do an in-class presentation in which you present an idea for your own research study. You will work in pairs for this final project. You can base this research idea on the paper you presented for class, a combination of papers, or base it off your own experience as a technology user. You will need to conduct a sufficient literature search to make sure there is no obvious paper already answering the question you are interested in (or if such a paper exists, to make sure that your proposal is innovative in other ways). You will not actually conduct this experiment, but you should think through all of the pieces of designing it—what does the literature already say about this topic, what will your study add, how would you run the study, what would you expect the results to be? To save yourself the last-minute stress of having to come up with a research idea, you should think about potential topics for this **throughout** the course of the semester.

Essay. The essay will consist of an APA-style paper (8-10 pages, including references), in which you will discuss a technology-related controversy and its relation to social psychology and diversity. I will provide you with a series of cases to choose from. Your essay should make connections between course materials we have covered, discuss how social psychology could further inform research and policies related to the case, and present well-thought arguments about the ethical and diversity-related problems and solutions surrounding the case.

Paper Presentations: Each class a student will present in depth a relevant research paper (that I will assign) to the class and lead a discussion on the topic. Since you'll be presenting on a paper that the class has not read before, you should think about how you can make sure the class understands the background, methods, results, and discussion, as well as how the reading relates to the week's topics and the rest of the week's readings. You should aim to make your presentation interactive by asking questions to your audience. Find demonstrations, videos, or real world examples that illustrate the concepts. Design or lead a class activity. Take a poll, design a game, act out a scenario, give a demonstration of the papers' methods, etc. You will have about 20-30 minutes at the end of class to present.

Assignments. These will consist of 1) mini-quizzes about the upcoming weeks' readings and 2) Surveys or experiments you will participate in during the semester and that will help provide examples and guide discussion of various topics.

Participation. Participating during lectures and class discussions are an important part of your grade! The readings are meant to encourage discussion and debate. As a rule, for *maximum* participation points, you should try to contribute during every class session, particularly during discussion sections for other students' paper presentations. I will consider not just that you participate, but also that your participation makes connections with the lecture and readings. During each class I will introduce social psychological topics relevant to a particular technology, as well as discuss the basics of the technology – take both pieces of information and think about how they relate as guidance to participation during lecture and paper presentations.

Make-ups: In order to qualify for a make-up for *presentations* you must notify me *in advance* by email *and* provide documentation (i.e., a doctor's note, etc.). Since missing presentations affects everyone in the class, there will be limited flexibility for these, and I ask that you prioritize them. I will afford more flexibility for missed assignments and the essay, with deductions based on how late the submission is.

Academic Integrity:

Rutgers University takes academic dishonesty very seriously. By enrolling in this course, you assume responsibility for familiarizing yourself with the Academic Integrity Policy and the possible penalties (including suspension and expulsion) for violating the policy. As per the policy, all suspected violations will be reported to the Office of Student Conduct. Academic dishonesty includes (but is not limited to):

- Cheating
- Plagiarism
- Aiding others in committing a violation or allowing others to use your work
- Failure to cite sources correctly
- Fabrication
- Using another person's ideas or words without attribution–re-using a previous assignment
- Unauthorized collaboration
- Sabotaging another student's work

If in doubt, please consult the instructor

Please review the Academic Integrity Policy (See

<http://nbacademicintegrity.rutgers.edu/home-2/academic-integrity-policy> for specifics, and <http://nbacademicintegrity.rutgers.edu/home-2/for-students/> for additional resources).

Honor pledge: All students will need to sign the Rutgers Honor Pledge on every major exam, assignment, or other assessment as follows:

On my honor, I have neither received nor given any unauthorized assistance on this examination (assignment, paper, quiz, etc.).

Schedule

Date		Topic/ Event
Wed	19-Jan	Introductions, Syllabus
Mon	24-Jan	Introduction to Social Psychology Topics
Wed	26-Jan	Introduction to Social Psychology Topics
Mon	31-Jan	Introduction to Technology Topics
Wed	2-Feb	Introduction to Technology Topics
Mon	7-Feb	Social Psychology Methods & Ethics
Wed	9-Feb	Social Psychology Methods & Ethics
Mon	14-Feb	Thinking Critically about Fairness & Diversity
Wed	16-Feb	No lecture (virtual posting of presentations)
Mon	21-Feb	Thinking Critically about Fairness & Diversity
Wed	23-Feb	Fairness in Language AI
Mon	28-Feb	Fairness in Language AI
Wed	2-Mar	Fairness in Face Recognition
Mon	7-Mar	Fairness in Face Recognition
Wed	9-Mar	Fairness in Other AI
Mon	21-Mar	Fairness in Other AI
Wed	23-Mar	AI & Ethical Decision Making
Mon	28-Mar	AI & Ethical Decision Making
Wed	30-Mar	Human-AI Interaction
Mon	4-Apr	Human-AI Interaction
Wed	6-Apr	Traditional Media & Bias
Mon	11-Apr	Traditional Media & Bias
Wed	13-Apr	Social Media & Bias
Mon	18-Apr	Social Media & Bias
Wed	20-Apr	Other Technologies/Media and Bias
Mon	25-Apr	Other Technologies/Media and Bias

Wed	27-Apr	Make-up, presentation preparation, Q&A
	May 5- 11	Final Presentation

Other resources (All of these services are being provided remotely during Spring 2022.)

Counseling, ADAP & Psychiatric Services (CAPS)

(848) 932-7884 / 17 Senior Street, New Brunswick, NJ 08901/ <http://health.rutgers.edu/medical-counseling-services/counseling/>

CAPS is a University mental health support service that includes counseling, alcohol and other drug assistance, and psychiatric services staffed by a team of professionals within Rutgers Health services to support students' efforts to succeed at Rutgers University. CAPS offers a variety of services that include: individual therapy, group therapy and workshops, crisis intervention, referral to specialists in the community, and consultation and collaboration with campus partners.

Crisis Intervention : <http://health.rutgers.edu/medical-counseling-services/counseling/crisis-intervention/>

Report a Concern: <http://health.rutgers.edu/do-something-to-help/>

Violence Prevention & Victim Assistance (VPVA)

(848) 932-1181 / 3 Bartlett Street, New Brunswick, NJ 08901 / www.vpva.rutgers.edu/

The Office for Violence Prevention and Victim Assistance provides confidential crisis intervention, counseling and advocacy for victims of sexual and relationship violence and stalking to students, staff and faculty. To reach staff during office hours when the university is open or to reach an advocate after hours, call 848-932-1181.

Disability Services

(848) 445-6800 / Lucy Stone Hall, Suite A145, Livingston Campus, 54 Joyce Kilmer Avenue, Piscataway, NJ 08854 / <https://ods.rutgers.edu/>

Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation: <https://ods.rutgers.edu/students/documentation-guidelines>. If the documentation supports your request for reasonable accommodations, your campus's disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the Registration form on the ODS web site at: <https://ods.rutgers.edu/students/registration-form>.