

Social Psychology 321 -- Section 1
M/W 2:00 - 3:20

Your Host: Rob Foels, Ph.D.

His Office: 313 Tillett

His e-mail: rob.foels@rutgers.edu

COVID Restrictions:

You must be vaccinated.

You must wear a mask indoors at all times.

Failure to follow COVID protocols will result in removal from the course.

Office Hours and Contact:

Office hours are posted on Canvas, and are likely to change as the semester unfolds.

I can only be contacted through email, not through Canvas.

My Goals:

- 1) To develop and improve critical thinking skills and learn how to think like a psychologist.
 - critical thinking is the dispassionate examination of factual evidence
- 2) To develop and improve writing and communication skills.
- 3) Survey the basic disciplines within social psychology.
 - understand how principles from these areas exist in, and explain, the world around us
 - develop a "big picture" understanding of how these areas integrate into a conceptual whole
 - recognize the consistent themes of social psychological inquiry:
 - a) person vs. situation
 - b) need for belonging and self-esteem
 - c) need for (illusion of) prediction and control

SAS Core Goals:

This course has been certified as satisfying the Social Analysis (SCL) Learning Outcome Goal of the SAS Core Curriculum. Specifically, students will be able to:

- a) Explain and be able to assess the relationship among assumptions, method, evidence, arguments, and theory in social and historical analysis (subgoal i); and
- b) Apply concepts about human and social behavior to particular questions or situations (subgoal n).

Psychology Department Learning Goals:

This course also satisfies the following Psychology Department Learning Goals:

- 1) Students will know the leading terms, concepts, theoretical perspectives, empirical findings, and historical trends in psychology.
- 2) Students will apply psychological concepts and content to become engaged citizens.
- 3) Students will use critical thinking, skeptical inquiry, and, when possible, the scientific approach to ask, answer and understand questions related to behavior and mental processes.

Your Text: Whatever you buy, with the caveat that it must be cheap.

Your Work: Your grade will be determined based on the points you earn from assignments and exams. Each of these will be explained more in class. Average work earns you an average grade of C; only truly excellent work will earn an excellent grade of A.

Source	Count	% of Grade
Quizzes	10	15%
APA Briefs	3	10%
Section Exams	3	60%
Final Exam	1	15%

A = >92% B+ = 87-92% B = 82-87% C+ = 76-82% C = 70-76% D = 60-70% F = <60%

Important Notes

Behavior and Such:

- 1) No late homework/paper is ever accepted. Ever.
- 2) If you miss class I will not spend time catching you up without a valid documented reason.
- 3) Class discussion is an integral part of this course. I expect true discourse, which means disagreement, but done in a respectful manner. Insulting language will not be tolerated.
- 4) You may be tested on anything you read, anything I say, or anything your classmates say.
- 5) Take notes on what you read. Highlighters are a complete waste of time. Throw them away.
- 6) If you cheat, which includes plagiarism, you will fail the course. Not the assignment, the course.
- 7) Electronic devices are forbidden. First offense is removal from that class, second offense you fail.
- 8) If you are not performing as well as you would like it is your responsibility to meet with me. Grades can still change dramatically up to mid-semester, but have less chance to change after the second exam. Do not put off a meeting in the hope that you can fix your grade yourself. I am here to help you learn.

Academic Integrity:

1) Integrity is the quality of being honest and having strong moral principles (Oxford English Dictionary, 2016). Any form of cheating, fabrication, or plagiarism violates university rules as well as expectations for human decency. Original work is the intellectual property of the person who made the effort to create that work. Any copying or posting of any author's work is disrespectful, and violates federal law.

<http://academicintegrity.rutgers.edu/integrity.shtml>

2) Failure to uphold these principles of academic integrity threatens both the reputation of the University and the value of the degrees awarded to its students (Rutgers Policy 10.2.13). Even minor violations of the Academic Integrity policy allow me to fail you for the course. And I will. (See <http://policies.rutgers.edu/PDF/Section10/10.2.13-current.pdf> for specifics)

3) Any instance of cheating or plagiarism will earn you an "F" for the course. It is that simple.

Academic Accommodations:

Should you require academic accommodations (e.g., additional testing time, special testing conditions), you must file a request with the Office of Disability Services (Kreeger Learning Center 151 College Avenue, Suite 123, disabilityservices.rutgers.edu). It is your responsibility to self-identify with the Office of Disability Services and to provide me with the appropriate documentation from that office at least two weeks prior to any request for accommodations.

Study habits that you should adopt

Discipline Definitions: Define, *in your own words*, the terms from each discipline. These definitions should be concise but complete and written to be understood by anyone (write them for your relatives). By putting a definition in your own words, you have processed it more deeply.

Discipline Mapping: Create an image of the material based on how *you* organize the info for that discipline. Your map will be most effective if you develop your own categories rather than simply follow a book. Develop an image that you can use to envision the information for organization and recall.

Section Mapping: Create a map of all the disciplines included in a section of the course. These maps should focus on links across disciplines. Section maps that are simply an amalgam of discipline maps are not effective, you need to integrate the information across disciplines.

Assignments and Exams

Quizzes: You will define two terms, each in your own words. Copying a textbook definition will not get you points, you need to demonstrate fluency with the meaning of the term. Then relate the terms to each other. Quizzes are given at the beginning of class.

Current Event For each section of the course you will type a one page paper that explains a current event through the perspective of social psychology. More info will be presented in class.

Exams: The exams will cover material from assigned readings and class discussions. Exams will be a combination of multiple choice and short answer. In these exams you must be able to apply what you have learned to issues and areas that we have not explicitly discussed in class. Knowing a definition is not enough, knowing how to apply knowledge to real world scenarios is also required. Exams will be given during class time. Students who miss a scheduled exam for reasons other than **severe** illness or **extreme** emergency will receive zero credit and have no opportunity to take the exam.

All Course Material is Copyrighted

As the instructor for this course, I own the copyright for all material that I create related to the course. This includes any handouts, templates, instructions, exams, or any other materials provided to you whether in written or electronic form. This also includes the syllabus. Everything you encounter in this course is copyrighted. Posting any material from this course on any website, ANY website, is a violation of federal law. I repeat: posting any material from this course anywhere on the web is a violation of federal law. Photocopying or printing any material from this course to provide to another individual is a violation of federal law. I repeat: providing any material from this course to anyone, in any form, is a violation of federal law.

Empirical Article Readings

Section 1

Social Cognition/Attribution

Bargh, J. A., Chen, M., & Burrows, L. (1996). Automaticity of social behavior: Direct effects of trait construction and stereotype activation on action. *Journal of Personality and Social Psychology, 71*, 230-244.

Bell, S. T., Kuriloff, P. J., & Lottes, I. (1994). Understanding attributions of blame in stranger rape and date rape situations: An examination of gender, race, identification, and students' social perceptions of rape victims. *Journal of Applied Social Psychology, 24*, 1719-1734.

Attitudes

Festinger, L., & Carlsmith, J. M. (1959). Cognitive consequences of forced compliance. *Journal of Abnormal and Social Psychology, 58*, 203-210.

Groups

Diener, E., Fraser, S. C., Beaman, A. L., & Kelem, R. T. (1976). Effects of deindividuation variables on stealing among Halloween trick-or-treaters. *Journal of Personality and Social Psychology, 33*, 178-183.

Section 2

Gravity

Cushman, P. (1990). Why the self is empty: Toward a historically situated psychology. *American Psychologist, 45*, 599-611.

Langer, E. J., & Rodin, J. (1976). The effects of choice and enhanced personal responsibility for the aged: A field experiment in an institutional setting. *Journal of Personality and Social Psychology, 34*, 191-198.

Social Influence

Cialdini, R. B., Reno, R. R., & Kallgren, C. A. (1990). A focus theory of normative conduct: Recycling the concept of norms to reduce littering in public places. *Journal of Personality and Social Psychology, 58*, 1015-1026.

Milgram, S. (1963). Behavioral study of obedience. *Journal of Abnormal and Social Psychology, 67*, 371-378.

Aggression

Bushman, B. J. (2002). Does venting anger feed or extinguish the flame? Catharsis, rumination, distraction, anger, and aggressive responding. *Personality and Social Psychology Bulletin, 28*, 724-731.

Helping

Darley, J. M., & Batson, C. D. (1973). From Jerusalem to Jericho: A study of situational and dispositional variables in helping behavior. *Journal of Personality and Social Psychology, 27*, 100-108.

Attraction

Dutton, D. G., & Aron, A. P. (1974). Some evidence for heightened sexual attraction under conditions of high anxiety. *Journal of Personality and Social Psychology, 30*, 510-517.

DeWall, C. N. et al. (2010). Acetaminophen reduces social pain: Behavioral and neural evidence. *Psychological Science, 21*, 931-937.

Section 3

Self

Tajfel, H., & Turner, J. C. (1986). The social identity theory of inter-group behavior. In S. Worchel & W. Austin (Eds.), *Psychology of intergroup relations* (pp. 7-24). Chicago, IL: Nelson-Hall.

NOTE: partial chapter that focuses on course relevant discussion provided as a pdf

Prejudice

Shih, M., Pittinshky, T. L., & Ambady, N. (1999). Stereotype susceptibility: Identity salience and shifts in quantitative performance. *Psychological Science, 10*, 80-83.

Ideology

Richeson, J., Richeson, J. A., & Nussbaum, R. J. (2004). The impact of multiculturalism versus color-blindness on racial bias. *Journal of Experimental Social Psychology, 40*, 417-423.

Gender

Hubbard, R. (1996). Gender and genitals: Constructs of sex and gender. *Social Text, 46/47*, 157-165.

Law

Eberhardt, J. L., Davies, P. G., Purdie-Vaughns, V. J., & Johnson, S. L. (2006). Looking deathworthy: Perceived stereotypicality of black defendants predicts capital-sentencing outcomes. *Psychological Science, 17*, 383-386.

Social Psych -- Sec 1

M/W 2:00 - 3:20 -- AB 2225

M/W Date	Topic/Terms	Readings	Due
Jan 17	<i>MLK Day</i>	--	---
Jan 19	Day 1	<i>Welcome to My World! (can I get you a drink?)</i>	---
Jan 24	Social Cognition		Quiz 1
Jan 26	Attribution	<i>Bargh et al. (1996); Bell et al. (1994)</i>	
Jan 31	Attitudes: Overview		Quiz 2
Feb 2	Attitudes and Behavior	<i>Festinger & Carlsmith (1959)</i>	
Feb 7	Persuasion		Quiz 3
Feb 9	Groups: Decisions		Quiz 4
Feb 14	Groups: Performance	<i>Diener et al. (1976)</i>	Event 1
Feb 16		-- Exam 1 --	EXAM 1
Feb 21	Gravity/CriticalThought	<i>Cushman (1990); Langer & Roding (1976)</i>	
Feb 23	Soc Infl: Conformity		Quiz 5
Feb 28	Soc Infl: Compliance		Quiz 6
Mar 2	Soc Influ: Obedience	<i>Cialdini et al. (1990); Milgram (1963)</i>	
Mar 7	Aggression	<i>Bushman (2002)</i>	Quiz 7
Mar 9	Helping Behavior	<i>Darley & Batson (1973)</i>	
Mar 14		Spring Break	
Mar 16		Spring Break	
Mar 21	Attraction		
Mar 23	Attraction	<i>Dutton & Aron (1974); DeWall et al. (2010)</i>	Event 2
Mar 28		-- Exam 2 --	EXAM 2
Mar 30	Self & Biases		Quiz 9
Apr 4	Self & Social Identity	<i>Tajfel & Turner (1986)</i>	
Apr 6	Prejudice: Causes		Quiz 10
Apr 11	Prejudice: Effects	<i>Shih et al. (1999)</i>	
Apr 13	Ideology	<i>Richeson & Nussbaum (2004)</i>	
Apr 18	Gender		Quiz 12
Apr 20	Gender	<i>Hubbard (1996); Foels & Tomcho (2009)</i>	
Apr 25	Law/Justice?	<i>Eberhardt et al. (2006)</i>	Event 3
Apr 27		-- Exam 3 --	EXAM 3
May 2	Methods	Methods	