Instructor Information

- Dr. Tim Marsh
- Consultation by appointment
- tam6@nyu.edu (Please allow at least 24 hours for your instructor to respond to your emails)

Course Information

- Pre-requisite: PSYCH-UA 9001 Introduction to Psychology
- Tuesdays: 3:30 – 6:30pm

This course advances the understanding of major principles and findings of social psychology. This course will specifically discuss four main areas: (1) the science of social psychology; (2) the individual within the social world; (3) the impact individuals have on another individual or group; and (4) social relationships.

The course will be in lecture format, but class discussion and participation is expected. Therefore, preparation prior to each class is necessary.

Course Materials

Required Textbooks & Materials

It is a course expectation that you have done the required reading and have prepared sufficiently to discuss them in class.


Internet Research Guidelines

Students are strongly encouraged to use ‘Psychinfo’ via the NYU electronic library
The oral presentations and written assignment should be based on journal articles, which makes Psychinfo very important.

Course Overview and Goals

Upon Completion of this Course, students will be able to:

1. Critically understand the major methods of research in social psychology
2. Describe, explain and evaluate research studies examining core areas of social psychology
3. Recognise and evaluate social, cultural, spiritual and other types of diversity
4. Apply psychological concepts, theories and research findings to solve problems in everyday life and in society

Course Requirements

Exams:

All exams will consist of multiple-choice, true and false, and short answer questions.

Paper 1: Critique of the literature

For this paper, you will choose a topic within social psychology from a set of options given to you by your instructor and review some of the most recent literature. You should use at least 3 sources (research articles). Your paper should identify a prevailing research question, review the major recent research findings, and identify some strengths and weaknesses of research in this field. This should not just simply be a summary of each study, but rather an overall review of how the selected studies contribute to the common topic – what are the overall ideas/findings/methods that define the inquiry?

Your sources should be research articles from peer-reviewed journals (accessed through the university library portal), not websites or information from unreliable sources such as Wikipedia.

Proof read before submitting your papers. It should be free of spelling or grammatical errors. Your paper should be clear, concise and organized. Papers should be no more than 3 pages double-spaced typed pages of text, excluding title page and references. Use 12-point font in Times New Roman. Use 1-inch margins on top, bottom and sides of each page. Papers that do not follow these criteria will not be read or graded.

Oral Presentation: Social processes in everyday life

These will be completed in small groups of approximately 3 students. Select a newspaper article (print or digital) reporting on a social interaction between individuals and/or groups to present on. You will need to (1) briefly present and summarize this reported social interaction, before (2) identifying and explaining a principle, concept or theory from social psychology that could help to account for the reported interaction. The identified principle, concept or theory does not need to be “the correct” or even a complete explanation of the interaction; you only need
to be able to explain its potential involvement. Finally, you are to (3) outline the design of a study that empirically tests your proposed explanation. Your experiment should aim to examine the identified principle (etc.) in a context that is ecologically valid for the social situation.

You will be given a strict 8 minutes to speak followed by a brief question time. You will be able to use power point slides or other visual aids during your presentation, but these should add to, and not simply repeat, what you are saying.

Students will select two readings from the selection provided by the instructor and write a short critical essay in which they identify and analyse the key arguments, ideas, concepts and issues raised by the authors. Students will compare the arguments of the different authors and offer their own assessment of the authors’ claims and conclusions. The paper should be written in an appropriate academic style with consistent scholarly referencing and bibliography. This assignment will help to develop students’ critical reading, thinking and writing skills, essential for the final paper in this course.

**Final Paper: Social psychology within movies**

More information about the assignment will be given during Week 8. The final paper will be no more than 5 pages (double spaced, 12-pt font).

**Grading of Assignments**

The grade for this course will be determined according to the following formula:

<table>
<thead>
<tr>
<th>Assignments/Activities</th>
<th>% of Final Grade</th>
<th>Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class Participation</td>
<td>10%</td>
<td>Ongoing</td>
</tr>
<tr>
<td>1 Midterm Paper</td>
<td>20%</td>
<td>3:30pm, Tue 9 Oct (Wk 6)</td>
</tr>
<tr>
<td>1 Oral Presentation</td>
<td>10%</td>
<td>Ongoing</td>
</tr>
<tr>
<td>Midterm Exam</td>
<td>20%</td>
<td>Wed 30 Oct (Wk 9)</td>
</tr>
<tr>
<td>Final Paper</td>
<td>20%</td>
<td>3:30pm, Tue 11 Dec (Wk 15)</td>
</tr>
<tr>
<td>Final Exam</td>
<td>20%</td>
<td>9:30-11:30am, Tue 18 Dec</td>
</tr>
</tbody>
</table>

For this course, your total numerical score, calculated from the components listed above, is converted to a letter grade without rounding.

Extra credit: Site policy does not allow grading of work outside of the assignments included in the syllabus. The final grade will only be calculated from the assessment components listed here and no other work, whether additional or substituted, is permitted.

Failure to submit or fulfill any required course component results in failure of the class.
Letter grades for the entire course will be assigned as follows:

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Explanation of Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Excellent performance showing a thorough knowledge and understanding of the topics of the course; all work includes clear, logical explanations, insight, and original thought and reasoning.</td>
</tr>
<tr>
<td>B</td>
<td>Good performance with general knowledge and understanding of the topics; all work includes general analysis and coherent explanations showing some independent reasoning, reading and research.</td>
</tr>
<tr>
<td>C</td>
<td>Satisfactory performance with some broad explanation and reasoning; the work will typically demonstrate an understanding of the course on a basic level.</td>
</tr>
<tr>
<td>D</td>
<td>Passable performance showing a general and superficial understanding of the course’s topics; work lacks satisfactory insight, analysis or reasoned explanations.</td>
</tr>
<tr>
<td>F</td>
<td>Unsatisfactory performance in all assessed criteria. Work is unfinished or unsubmitted.</td>
</tr>
</tbody>
</table>

### Grade Conversions

For this course your total numerical score, calculated from the components listed above, correspond to the following letter grades:

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Numerical Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90 to 100</td>
</tr>
<tr>
<td>A-</td>
<td>86 to &lt; 90</td>
</tr>
<tr>
<td>B+</td>
<td>82 to &lt; 86</td>
</tr>
<tr>
<td>B</td>
<td>72 to &lt; 82</td>
</tr>
<tr>
<td>B-</td>
<td>68 to &lt; 72</td>
</tr>
<tr>
<td>C+</td>
<td>64 to &lt; 68</td>
</tr>
<tr>
<td>C</td>
<td>54 to &lt; 64</td>
</tr>
<tr>
<td>C-</td>
<td>50 to &lt; 54</td>
</tr>
<tr>
<td>D+</td>
<td>45 to &lt; 50</td>
</tr>
<tr>
<td>D</td>
<td>40 to &lt; 45</td>
</tr>
<tr>
<td>F</td>
<td>0 to &lt; 40</td>
</tr>
</tbody>
</table>
Course Schedule

Week 1: 4-Sep-18
An Introduction to Psychology
Topics:
- Introducing social psychology
- Why social psychology is better than intuition
- Characterizing situations and construal
- Milgram’s Obedience study

Required Reading:

Week 2: 11-Sep-18
The Science of Social Psychology
Topics:
- Research and data collection methods
- Statistics: comparing groups and looking for associations
- Critical thinking and alternative explanations
- The importance of replicating research conceptually and directly.

Required Reading:

Week 3: 18-Sep-18
The Individual in the Social World
Topics:
- Self-knowledge and self-esteem
- Regulating and controlling the self
- Evaluating and presenting the self
- Rejection and ostracism

Required Reading:

**Week 4: 25-Sep-18**

**Understanding Others**

**Topics:**
- Appearance, dispositions, attributions
- Errors and biases, culture and attributions
- Intelligence, culture and achievement

**Required Reading:**

**Week 5: 2-Oct-18**

**Social Judgement and Moral Decision Making**

**Topics:**
- Prior knowledge; reason, intuition, heuristics
- The effect of affect on social judgements
- Moral decision making

**Required Reading:**

**Week 6: 10-Oct-18**

**Attitudes, Behaviour and Rationalization**

**Topics:**
- Predicting behaviour from attitudes, and vice versa
- Self-perception, broader rationalization

**Required Reading:**

**Week 7: 15 – 19 Oct**
**SEMESTER BREAK – No Class**

**Week 8: 23-Oct-18**
**Influencing Others**
**Topics:**
• Social influence
• Characterizing, universality, social relations
• Social cognition, mind and body, happiness

**Required Reading:**

**Week 9: 30-Oct-18**
**Emotion**
**Topics:**
• Theories of emotions

**Required Reading:**

**Week 10: 6-Nov-18**
**Persuasion and Advertising**
**Topics:**
• Basics, functions, attitude change
• The media, resistance to persuasion

Required Reading:


Note: Don’t worry too much about understanding the technical details under the “Data acquisition and analysis” subheading.

Week 11: 13-Nov-18
Relationships (Part 1)
Topics:
• Proximity, similarity
• Physical attractiveness, integration

Required Reading:


Week 12: 20-Nov-18
Relationships (Part 2)
Topics:
• Importance, origins, ways
• Romantic relationships
• Relationship maintenance
• Relationship breakdown

Required Reading:

**Week 13: 27-Nov-18**  
**Stereotyping, Stigma, Prejudice and Discrimination**

**Topics:**
- Intergroup bias, economic and motivational perspectives
- Cognitive perspective, being stigmatized, reducing stereotyping

**Required Reading:**

**Week 14: 4-Dec-18**  
**Help, Hurting and Cooperation**

**Topics:**
- Altruism, cooperation
- Aggression and Free riding

**Required Reading:**

**Week 15: 11-Dec-18**  
**Groups**

**Topics:**
- Social facilitation and de-individuation
- Self-awareness and individuation, group decision making

**Required Reading:**
Exam Week:
Final Exam

Course Policies

Submission of Work
Assignments (excluding in-class presentations and exams) must be submitted electronically via NYU Classes. It is the student’s responsibility to confirm that the work has been successfully uploaded. In the unlikely event that a submission to Classes fails, students must immediately submit the work to the Academic Programs Coordinator via email before the original submission deadline accompanied by an explanation of the issue. All in-class presentations and exams must be completed during the scheduled class time. An assessment component is considered completed when the student has met all the terms for that assessment component as outlined by the instructor.

An assessment component completed after the deadline without an agreed extension receives a penalty of 2 points on the 100-point scale (for the assignment) for each day the work is late. Work completed beyond five weekdays after the due date without an agreed extension receives a mark of zero, and the student is not entitled to feedback for that piece of work. Because failure to submit or fulfil any required assessment component will result in failure of the course, it is crucial for students to complete every assignment even when it will receive a mark of zero.

Plagiarism Policy
The academic standards of New York University apply to all coursework at NYU Sydney. NYU Sydney policies are in accordance with New York University’s plagiarism policy. The presentation of another person’s words, ideas, judgment, images or data as though they were your own, whether intentionally or unintentionally, constitutes an act of plagiarism.

It is a serious academic offense to use the work of others (written, printed or in any other form) without acknowledgement. Cases of plagiarism are not dealt with by your instructor. They are referred to the Director, who will determine the appropriate penalty (up to and including failure in the course as a whole) taking into account the codes of conduct and academic standards for NYU’s various schools and colleges.

Attendance Policy
Study abroad at Global Academic Centres is an academically intensive and immersive experience, in which students from a wide range of backgrounds exchange ideas in discussion-based seminars. Learning in such an environment depends on the active participation of all students. And since classes typically meet once or twice a week, even a single absence can cause a student to miss a significant portion of a course. To ensure the integrity of this academic experience, class attendance at the centres is mandatory, and unexcused absences will affect students' semester grades. The class roster will be marked
at the beginning of class and anyone who arrives after this time will be considered absent. Students are responsible for making up any work missed due to absence.

For courses that meet once a week, one unexcused absence will be penalised by a two percent deduction from the student’s final course grade. For courses that meet two or more times a week, the same penalty will apply to two unexcused absences. Repeated absences in a course may result in failure.

Faculty cannot excuse an absence. Requests for absences to be excused must be directed to the Academic Programs Coordinator. Students must provide appropriate documentation for their absence. In the case of illness, students must contact the Academic Programs Coordinator on the day of absence. They must provide medical documentation to Academic Programs Coordinator within three days of the absence in order to be medically excused. The note must include a medical judgement indicating that the student was unfit to attend class/work on the specific day or dates of the absence. Faculty will be informed of excused absences by the Academic Programs staff.

**Religious Observance**

Students observing a religious holiday during regularly scheduled class time are entitled to miss class without any penalty to their grade. This is for the holiday only and does not include the days of travel that may come before and/or after the holiday. Students must notify their professor and the Academic Programs Coordinator in writing via email one week in advance before being absent for this purpose.

**Classroom Expectations**

This is a seminar subject and requires the active participation of all students. It also requires engaged discussion, including listening to and respecting other points of view. Your behaviour in class should respect your classmates’ desire to learn. It is important for you to focus your full attention on the class, for the entire class period.

- Arrive to class on time.
- Once you are in class, you are expected to stay until class ends. Leaving to make or take phone calls, to meet with classmates, or to go to an interview, is not acceptable behaviour.
- Phones, digital music players, and any other communications or sound devices are not to be used during class. That means no phone calls, no texting, no social media, no email, and no internet browsing at any time during class.
- Laptop computers and tablets are not to be used during class except in rare instances for specific class-related activity expressly approved by your instructor.
- The only material you should be reading in class is material assigned for that class. Reading anything else, such as newspapers or magazines, or doing work from another class, is not acceptable.
- Class may not be recorded in any fashion – audio, video, or otherwise – without permission in writing from the instructor.

**Diversity, Inclusion and Equity**
NYU is committed to building a culture that respects and embraces diversity, inclusion, and equity, believing that these values – in all their facets – are, as President Andrew Hamilton has said, “…not only important to cherish for their own sake, but because they are also vital for advancing knowledge, sparking innovation, and creating sustainable communities.” At NYU Sydney we are committed to creating a learning environment that:

- fosters intellectual inquiry, research, and artistic practices that respectfully and rigorously take account of a wide range of opinions, perspectives, and experiences; and

- promotes an inclusive community in which diversity is valued and every member feels they have a rightful place, is welcome and respected, and is supported in their endeavours.

**Provisions to Students with Disabilities**

Students with disabilities who believe that they may need accommodations in a class are encouraged to contact the Moses Centre for Students with Disabilities at (212) 998-4980 or mosescsd@nyu.edu as soon as possible to better ensure that such accommodations are implemented in a timely fashion.

**Instructor Bio**

Dr Tim Marsh (PhD, Macquarie University) completed his PhD in Psychology in 2013. His primary research interests concern the evolved cognitive mechanisms underpinning modern intergroup prejudice, and their role in general moral psychology.

He has taught and assessed both undergraduate and postgraduate psychology subjects, including introductory, social, biological and personality psychology, in addition to research methods, statistics and thesis preparation. He has also taught in interdisciplinary topics, specifically concerning the application of psychology in various health professions. His current research interests include exploring the role outgroup bias and discrete coalition cues play in adaptively negotiating group decision tasks. He is also collaborating with researchers in the field of education, to design interventions intended to help educators understand and negotiate the conflicting moral values in their students.