Course Title

Social Psychology

Course Number
PSYCH-UA.9032-001 (9845)

Syllabus last updated on: 27-Jan-2017

Instructor Contact Information
Lysann Zander
lysann.zander@nyu.edu

Course Details
Mondays, 2:00 pm-4:45 pm NYU Berlin Academic Center, Room "Pankow" (tbc)

Prerequisites
Prerequisite for NYU Students: PSYCH-UA 1/Introduction to Psychology

Units earned
4 points

Course Description
The science of social psychology is concerned with understanding how others – be they actual or imagined – influence our affects, cognitions, and behavior. In this class we will learn about social psychology as a science, its methods, core concepts, current problems, and challenges. We will do so by covering theories and research in the broad range of topics social psychology has to offer. These include how people perceive themselves and others, as well as how people explain their own and others’ behavior. We will learn about the role of emotions in our social life and relationships. We will also discuss groups, their dynamics and decisions. We will learn why we become aggressive and under which circumstances we help others, even strangers. Another important topic will be the nature and consequences of stereotypes and prejudice in situations in which more than one social group is present and salient. Finally, we will explore how stereotypes and prejudice can be overcome in applied contexts, i.e., schools, universities, and other professional environments. Throughout the class, international experts will share their knowledge and recent research with you on core topics – face to face or via skype.
The Social Psychology course is designed to not only introduce you to essential theories and research in the field of social psychology, but also to develop your skills as sophisticated learners of psychological science. By the end of this course, you will not only be acquainted with the major theories and topics of social psychology, but also be more adept in critically examining claims people make and be able to apply your social-psychological knowledge to understanding psychological phenomena in the real world. We will practice efficiently summarizing research from social-psychological authors. National and international guests will give you insights into their latest social-psychological research activities.

Assessment Components

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Component Description</th>
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<tbody>
<tr>
<td>15%</td>
<td>Class Participation (see Attendance Policy)</td>
</tr>
<tr>
<td>20%</td>
<td>Midterm Exam (50 minutes)</td>
</tr>
<tr>
<td>10%</td>
<td>In-class Quizzes (drop the lowest, double the highest)</td>
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<tr>
<td>20%</td>
<td>Weekly Reading Response Papers (ON TIME!)</td>
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<tr>
<td>35%</td>
<td>Final Exam (90 minutes)</td>
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Class Participation. Class Participation counts 15%; see the NYU Attendance Policy below. You can expect to receive 50% of the score when you participate regularly in discussions, ask questions, and participate actively in group work. Another 50% of the score come from a written logbook in which you document briefly what you have learned in each class.

Exams and Quizzes. The midterm exam has 25 questions and counts as 20% of the total grade (50 min. duration). The final exam has 45 questions and counts as 35% of the total grade (90 min. duration). The midterm and final are multiple-choice tests. The quizzes are in True/False format. While the quizzes are not cumulative, the final exam is and will cover all topics. Both the quizzes and the final include questions about book chapters, but not about the optional readings. Your highest quiz grade will be doubled and your lowest quiz grade will be dropped from your course average, which means you can miss one quiz (and only one quiz) without penalty. If you know in advance that you must miss a quiz for some reason, notify me as soon as possible. Make-up exams will only be granted in cases where an absence was unavoidable and excused. Reasonable excuses include a serious family emergency (e.g., death) or illness with a doctor's note – please inform me in advance, if possible. Every week when there is not a test, a short in-class quiz will be given at the beginning of class.

Reading Response Paper. 2 page max. In this assignment, you are asked to react to the chapter and journal article due for the upcoming class. The goal is to relate the article to a passage in the respective chapter. As an alternative to the suggested article, you can find and use a current empirical article (2014, 2015, or 2016). In these reading response papers, you can improve or master your ability to critically evaluate research or systematically interconnect material previously covered in the course with current research studies.

1. The response paper should start with a brief summary of the relevant passage in the chapter and the study.
2. What do you find most fascinating, intriguing, or perplexing about the study?

3. Write about the way the result has been obtained.

4. Put yourself in the shoes of a reviewer. Constructively critique the article [e.g., What are the author’s presumptions and theses? (Why) Is the finding seminal or important? What are strengths and weaknesses? How does it relate to previous findings? Do the findings hold only for a particular group of people or culture or are they generalizable?).

5. Next, identify what research step you would like to see next.

6. Formulate a precise and apt example from “real life” that further illustrates or contradicts the finding. You can reflect on a personal or vicarious experience and explain how the experience relates to the reading. In this way, the reading response paper is more than a summary of what you have read.

7. If you wish, draw a connection to another topic previously covered in class.

8. Formulate a question that you would like to discuss with the class.

Be prepared to present the gist of your reading response in the classroom. I strongly encourage working in groups to discuss your response papers (and the course material generally) and to prepare for exams. However, you should write and hand in your own response papers separately. All response papers should be typed and sent to me per email by Friday at 10am before the Monday class meets. Work submitted late receives a penalty of 2 points on the 100-point scale for each day it is late.

When you submit your paper electronically, name it with the number of the response_TOPIC (RR1-10) of the paper, your last (family) name, and your first name, e.g., RR8_Aggression_Lastname_Firstname. Be prepared to briefly present (2 min) your core idea in class.

Failure to submit or fulfill any required component may result in failure of the class, regardless of grades achieved in other assignments.

Assessment Expectations
Grades are calculated as straight percentages. They will appear on NYU Classes under “Gradebook.”

Grade A: The student makes excellent use of empirical and theoretical material and offers well-structured arguments in their work. The student writes comprehensive essays / answers to exam questions and their work shows strong evidence of critical thought and extensive reading.

Grade B: The candidate shows a good understanding of the problem and has demonstrated the ability to formulate and execute a coherent research strategy.
Grade **C**: The work is acceptable and shows a basic grasp of the research problem. However, the work fails to organize findings coherently and is in need of improvement.

Grade **D**: The work passes because some relevant points are made. However, there may be a problem of poor definition, lack of critical awareness, poor research.

Grade **F**: The work shows that the research problem is not understood; there is little or no critical awareness and the research is clearly negligible.

**Grade Conversion**

Your instructor may use one of the following scales of numerical equivalents to letter grades:

- *B+* = 87-89
- *C+* = 77-79
- *D+* = 67-69
- *F* = below 65

- *A* = 94-100
- *B* = 84-86
- *C* = 74-76
- *D* = 65-66

- *A-* = 90-93
- *B-* = 80-83
- *C-* = 70-73

Alternatively:

- A = 4.0
- A- = 3.7
- B+ = 3.3
- B = 3.0
- B- = 2.7
- C+ = 2.3
- C = 2.0
- C- = 1.7
- D+ = 1.3
- D = 1.0
- F = 0.0.

**Attendance Policy**

Participation in all classes is essential for your academic success, especially in courses that meet only once per week. Your attendance in both content and language courses is required and will be checked at each class meeting. As soon as it becomes clear that you cannot attend a class, you must inform your professor by e-mail immediately (i.e. before the start of your class). Absences are only excused if they are due to illness, religious observance or emergencies. Your professor or NYU Berlin's administration may ask you to present a doctor's note or an exceptional permission from NYU Berlin's Director or Wellness Counselor as proof. Emergencies or other exceptional circumstances must be presented to the Director. Doctor's notes need to be submitted to the Academics Office, who will inform your professors. Doctor's notes need to be from a local doctor and carry a signature and a stamp. If you want the reasons for your absence to be treated confidentially, please approach NYU Berlin's Director or Wellness Counselor.

Unexcused absences affect students’ grades: In content courses each unexcused absence (equaling one week's worth of classes) leads to a deduction of 2% of the overall grade and may negatively affect your class participation grade. In German Language classes two or three (consecutive or non-consecutive) unexcused absences (equaling one week's worth of classes) lead to a 2% deduction of the overall grade. Three unexcused absences in one content course and five unexcused absences in your German language course may lead to a Fail in that course. Furthermore, your professor is entitled to deduct points for frequent late arrival or late arrival back from in-class breaks. Being more than 15 minutes late counts as an unexcused absence. Please note that for classes involving a field trip, transportation difficulties are never grounds for an excused absence. It is the student's responsibility to arrive in time at the announced meeting point.

Exams, tests and quizzes, deadlines, and oral presentations that are missed due to illness always require a doctor's note as documentation. It is the student's responsibility to produce this doctor's note and submit it to the Academics Office; until this doctor's note is produced the missed
assessment is graded with an F and no make-up assessment is scheduled. In content classes, an F in one assignment may lead to failure of the entire class.

**Attendance Rules on Religious Holidays**
Members of any religious group may, without penalty, excuse themselves from classes when required in compliance with their religious obligations. Students who anticipate being absent due to religious observance should notify their lecturer AND NYU Berlin's Academics Office in writing via e-mail one week in advance. If examinations or assignment deadlines are scheduled on the day the student will be absent, the Academics Office will schedule a make-up examination or extend the deadline for assignments. Please note that an absence is only excused for the holiday but not for any days of travel that may come before and/or after the holiday. See also [http://www.nyu.edu/about/policies-guidelines-compliance/policies-and-guidelines/university-calendar-policy-on-religious-holidays.html](http://www.nyu.edu/about/policies-guidelines-compliance/policies-and-guidelines/university-calendar-policy-on-religious-holidays.html)

**Late Submission of Work**
(1) Written work due in class must be submitted during the class time to the professor.

(2) Late work should be submitted in person to the lecturer or to the Academics Office, who will write on the essay or other work the date and time of submission, in the presence of the student. Another member of the administrative staff may also personally accept the work, and will write the date and time of submission on the work, as above.

(3) Work submitted late receives a penalty of 2 points on the 100 point scale for each day it is late (excluding weekends and public or religious holidays), unless an extension has been approved (with a doctor's note or by approval of NYU Berlin's administration), in which case the 2 points per day deductions start counting from the day the extended deadline has passed.

(4) Without an approved extension, written work submitted more than 5 days (excluding weekends and public or religious holidays) following the submission date receives an F.

(5) End of semester essays must be submitted on time.

(6) Students who are late for a written exam have no automatic right to take extra time or to write the exam on another day.

(7) Please remember that university computers do not keep your essays - you must save them elsewhere. Having lost parts of your essay on the university computer is no excuse for a late submission.

**Provisions for Students with Disabilities**
Academic accommodations are available for students with documented disabilities. Please contact the Moses Center for Students with Disabilities at 212-998-4980 or see their website [http://www.nyu.edu/life/safety-health-andwellness/students-with-disabilities.html](http://www.nyu.edu/life/safety-health-andwellness/students-with-disabilities.html) for further information.

**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. Proper referencing of your sources avoids plagiarism (see as one possible help the NYU library guide to referencing styles: [http://nyu.libguides.com/citations](http://nyu.libguides.com/citations)).

NYU Berlin takes plagiarism very seriously; penalties follow and may exceed those set out by your home school. Your lecturer may ask you to sign a declaration of authorship form.
It is also an offense to submit work for assignments from two different courses that is substantially the same (be it oral presentations or written work). If there is an overlap of the subject of your assignment with one that you produced for another course (either in the current or any previous semester), you MUST inform your professor.

For a summary of NYU Global’s academic policies please see: [www.nyu.edu/global/academic-policies](http://www.nyu.edu/global/academic-policies)

**Required Text**

*No need to purchase. Your professor will provide Loan Copies that you need to return at the end of the semester.*

If you wish to do so, books can be bought at Dussmann in Friedrichstraße 90 (3rd floor, information desks), where the books are pre-ordered for students. Additionally, one copy of each book is kept in the Reading Room of NYU Berlin's Academic Center, for you to read in the center but not to take out.

**NYU Classes** has most materials for this class. You can access Classes through your NYU Home web site. (That’s at [http://home.nyu.edu](http://home.nyu.edu). If you haven’t activated your home page, go to [http://start.nyu.edu](http://start.nyu.edu).) If you are officially registered for this course, it should show up on your NYU Home page under “Academics,” then “NYU Classes.” Going to the links for this course will give you online access to:

1. The class syllabus (i.e., this document), as an MS Word document, under “Resources.”
2. The PowerPoint version of each lecture, under the Assignment for that day.
3. Optional and research readings, as pdf files under the Assignment for that day.
4. Announcements about the course, as needed.
5. Various other resources.
6. Your grades on papers and exams.
7. Anything else we discover we want to use it for.

**NYU Berlin Library Catalogue:** [http://guides.nyu.edu/global/berlin](http://guides.nyu.edu/global/berlin) or follow the link on NYU Berlin’s website (Academics/Facilities & Services).

**Internet Research Guidelines**

**The Web for Research:** Generally, “information” available on the web is no more reliable than “information” in *The National Enquirer*. You have to know something about the source’s reliability. Part of learning to be a critical thinker is learning to tell the difference between reliable and unreliable sources. Some sources, such as scholarly references accessed through PsycInfo, a database on the Bobst Library website, are great. (I use this all the time myself.) Others, like
Wikipedia, are adequate if you really don’t care that much if everything is accurate, but you just want to know something (often right but sometimes wrong) about the topic. So don’t use Wikipedia for research for this course. Only use Google if you know what you're looking for and at.

**W.W. Norton (the textbook publisher) Websites** have several useful features.  
[http://www.wwnorton.com/college/psych/social-psych3](http://www.wwnorton.com/college/psych/social-psych3) is a free website with review materials, quizzes, and video podcasts for each chapter. There are links to current news items and book reviews, and other material designed to connect the chapter materials to things of interest. We encourage you to use this stuff, because it will consolidate your learning and raise interesting questions.  
[http://www.nortonebooks.com/](http://www.nortonebooks.com/) is where this textbook can be found as an e-book, at about a third of the price!
## TIME TABLE: SESSIONS AND TOPICS, QUIZZES, READINGS

RR indicates that Reading Response is due

### Session 1 – Mon, 30 Jan 2017: Introduction
Syllabus, classroom culture (feedback, discussions), introducing ourselves and social psychology.

### Session 2 – Mon, 6 Feb 2017: Methods of Social Psychology, RR
Why research? How to conduct research, useful concepts.

**Essential Reading:**
Preface, Ch. 1, Ch. 2 (An Invitation to Social Psychology/The Methods of Social Psychology)


**Optional Reading:**

### Session 3 – Mon, 13 Feb 2017: The Social Self I
with Guest Michael Dufner, Assistant Professor, Universität Leipzig
Invited Talk: “Great, Greater, Me: The Narcissistic Ego and its Interplay with Social Life”

**Essential Reading:**


### Session 4 – Mon, 20 Feb 2017: The Social Self II – *Fieldtrip to Freie Universität Berlin*
with Guest Prof. Dr. Bettina Hannover, Freie Universität Berlin

How do we see ourselves? How is what we think about ourselves related to others in our social environment?
Essential Reading:
Ch. 3, pp. 64-103, up to Motives driving Self-Evaluation

Optional Reading:

Session 5 – Mon, 27 Feb 2017: Social Cognition and Person Perception
How do we process information? How do we perceive persons?
Top-down processing; reason, intuition, and heuristics.

Essential Reading:
Ch. 4 pp. 106-149

OR

Optional Reading:
http://pss.sagepub.com/content/25/5/1132.full.pdf+html

Session 6 – Mon, 6 Mar 2017 – Midterm Exam and Video: Emotions
Explore:
http://www.paulekman.com/
https://www.youtube.com/user/thepaulekmangroup

March 11 – 19 – Spring Break / No Class

Session 7 – Mon, 20 Mar 2017 – Neuroscience of Social Interaction
What is the cognitive neuroscience of “real social interaction” of two or more people? What can we learn about social interaction by looking into participants’ brains?

**Essential Reading:**

Ch. 6

**Session 8 – Mon, 27 Mar 2017 – Attitudes, Persuasion and Power**

How do we form attitudes? Do attitudes predict behavior? How do we deal with inconsistencies of attitudes and behavior? How are we persuaded and how can we persuade others? What role does (social) media play? How can we persuade others of our competences in job talks?

**Essential Reading:**

Ch. 8

OR:


**Session 9 – Mon, 3 Apr 2017 – Group Dynamics**

How do we become members of groups? What are characteristics of groups? What are the stages of group socialization? How do groups work? When are they more efficient than individual work?

**Essential Reading:**

Ch. 12

**Makeup-Session; Session 10 – Friday, 7 Apr 2017 – Prosocial Behavior and Helping**

When and why do we help? What are the benefits of helping? Are there negative consequences of helping? (When) Do we help members of different groups?
Essential Reading:

Session 11 – Mon, 10 Apr 2017 – Aggression
with Skype Guest Dr. Ralf Wölfer, Junior Research Fellow of New College, University of Oxford

Essential Reading:
Ch. 13

April 17 – Public Holiday / No Class

Session 12 – Friday, 21 Apr 2017 (Make-up Session) – Stereotypes, Prejudice, and Intergroup Relations (Part I)
with Skype Guest Prof. Dr. Juliane Degner, Hamburg University

What is modern racism? How can we explain persistent stereotypes towards minorities? How can stereotype, prejudice and discrimination be measured? Can it be changed?

Make connections. Design your own study connecting a previous topic with the topic of this class to gain a more thorough understanding of a current event. More detailed information will be announced in class.

Essential Reading:
Ch. 11
https://osf.io/hq25t/

Optional Activity:
Go to http://www.understandingprejudice.org and check out the videos, reading, etc. on major kinds of prejudice.

Session 13 – Mon, 24 Apr 2017 – Stereotypes, Prejudice, and Intergroup Relations (Part II)
with Skype Guest Dr. Yael Granot, Yale Law School, New Haven, Connecticut
May 1 – Public Holiday / No Class

Session 14 – Mon, 8 May 2017 – Social Psychology in the Schools
What are the consequences of stereotypes and prejudice in the classroom? How can negative effects be attenuated? What is the role of attributions in learning? Revisiting growth mind sets.

STUDENT EVALUATION

Essential Reading:
Chapter: Application Module 3

Optional Reading:

Optional Activity:
Go to https://implicit.harvard.edu/implicit/research and play around with the Implicit Association Test (IAT)

Session 15 – Mon, 15 May 2017 – Final Exam
After: Wrap up – What did we learn? – Logbook Review

Classroom Etiquette
Do not forget to turn on your cellphone after class. Also, laptops are not generally required. If we will work with laptops, I will make an announcement.
Lively, well-informed classroom discussions are an essential means to gain a deeper, more complex and applied understanding of the learning material. Diverging positions in discussions are vital for scientific progress – respectfully responding to each other, as well. Kant's categorical imperative [golden rule] should be the guideline. (https://en.wikipedia.org/wiki/Categorical_imperative)

Your Instructor
Lysann Zander studied Psychology at Humboldt Universität in Berlin, the University of California, Santa Barbara and Cal State Northridge. After obtaining her diploma, she taught Cognitive Psychology at the City University of New York, Brooklyn College. She finished her
Ph.D. in June 2010 as well as her Habilitation in January 2015 at Freie Universität Berlin, where she also teaches classes on motivation and learning. In her research, she seeks to uncover the mechanisms underlying the sometimes astounding congruence of students’ self-perceptions and the social networks they establish within their learning environments. See also: http://www.ewi-psy.fu-berlin.de/en/einrichtungen/arbetsbereiche/ewi-psy/mitarbeiter_innen/Zander_L/index.html