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Course Title

Social Psychology

Course Number
PSYCH-UA.9032D01

Instruction Mode: In-Person

Fall 2022

Lecturer Contact Information
Elisabeth Höhne; she/her/hers

Your instructor will inform you about learner hours (one-on-one meetings).

Prerequisites
PSYCH-UA 1 (Introduction to Psychology) or equivalent

Units Earned
4 units

Course Details
Tuesdays, 3:30pm to 6:15pm

Location: Rooms will be posted in Albert before your first class.

In the interest of protecting the NYU Berlin community, we are closely following guidance around COVID-19 from the Robert Koch Institute (Germany's institute for disease control and prevention), the Centers for Disease Control and Prevention (CDC), the World Health Organization, and the New York City Department of Health and Mental Hygiene and adjusting our recommendations and policies accordingly. Your health and well-being is our top priority. You are required to adhere to the most recent policies. Please note that you are expected to attend every class meeting in-person; however, this may change at any point during the semester if local COVID-19 regulations so require. You will be assigned a seat on the first day and are expected to use that seat for the entire semester due to NYU COVID-19 safety protocol.

Course Description
Social psychology is concerned with understanding how others – be they actual or imagined – influence our affects, cognitions, and behaviors. In this course, you will learn about social

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psychology as a science – its methods, core concepts, application contexts as well as challenges – by covering theories and empirical evidence within the broad range of topics that social psychology has to offer. These include how people perceive themselves, how they form and why they change their attitudes, as well as how they explain their own and others' behavior. We will also discuss the social nature of emotions, learn why and how we form relationships and under which circumstances we may or may not help others. Another important topic will be group dynamics and intergroup relations, as well as how negative intergroup attitudes can be overcome. Finally, we will talk about how educational outcomes and trajectories, health and illness behaviors, and different political trends and processes can be explained with the help of social psychology.

Course Learning Outcomes (CLOs)
By the end of this course, you should accomplish the following:
- Gain a comprehensive overview of the field of social psychology
- Understand and be able to define key concepts, compare/contrast major theories and methods, and critically evaluate research in the field of social psychology
- Apply social psychological concepts, theories, and research findings to other academic disciplines, real world phenomena as well as your own experiences in life
- Navigate the ambiguity and complexity that comes with multiple perspectives, be able to integrate different perspectives, and increase your confidence in reassessing your own ones

Course Approach to Teaching & Learning (CATL)
My teaching is guided by the following main and overarching goals: to actively engage students from different disciplinary backgrounds in the classroom (e.g., by using a broad range of materials and real life examples, facilitating in-class discussions and group work, providing opportunities for learning that is guided by students' own interest), to sharpen their analytical and critical thinking skills (e.g., by practicing to respond to and critically evaluate scientific literature, promoting problem-based learning, encouraging peer-to-peer feedback), and to encourage them to reflect about themselves as social actors and motivated agents in order to better understand themselves and navigate the complex social world around them (e.g., by giving students the opportunity to draw on their personal and social identities, to apply the course content to other academic disciplines and their own experiences in life, and to recognize and critically reflect about their own biases).

Assessment Components
Class Participation: 10%

Reading Response Papers:
10%

Portfolio Assignments: 20%

Midterm Exam: 25%

Final Exam: 35%

Class Participation
Students are expected to attend class in person (see Attendance Policy below). Participation in class counts 10% of your final grade. You can expect to receive 100% of the score when

you actively and regularly participate in discussions, ask questions, present your ideas and results to the group, and give feedback to your peers.

Reading Response Papers

The reading response papers (four in total) count 10% of your final grade. In this assignment, you are being asked to react to a scientific article or a specific study that is covered in the respective book chapter as a preparation for the upcoming class. The aim of these reading response papers is to improve or master your ability to critically evaluate research in the field of social psychology, and to systematically interconnect material previously covered in the course with recent research studies. Each reading response paper should be one to two pages in length and, taking a systematic and scientific-analytical approach, be structured as follows:

1. Start with a brief introduction and summary of the study you chose: Who conducted the study? When was it conducted? What are the main findings/ conclusions of the study?

2. Which finding did you find most fascinating, intriguing, or perplexing?

3. Write about the way the result has been obtained: How was the study designed? Who participated? Was the study conducted under specific circumstances?

4. Put yourself in the shoes of a reviewer. Constructively critique the finding: (Why) Is the finding seminal or important? Did the authors find what they hypothesized and if not, what could explain the unexpected finding? What are strengths and weaknesses? How does it relate to previous research findings in the field? Does the finding hold for a particular group of people or are they generalizable?

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

6. Give 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 related to the reading.

7. If you wish, draw a connection to another topic previously covered in class: Of which topic, social psychological theory of empirical finding did the study remind you? What are potential parallels and contrasts?

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

When writing your reading responses, please keep in mind that it is a scientific piece of work that should address other scholars in the field. Examples of reading response papers covering the above-mentioned aspects will be provided to you at the beginning of the course. We will regularly discuss your reading response papers, so be prepared to present the gist of your reading response in the classroom.

All reading response papers should be handed in to the lecturer by <u>Monday, 4:00pm</u> via Brightspace.

Portfolio Assignments

The portfolio assignments (four in total) count 20% of your final grade. At the end of each session or topic, you will be given one task or exercise that you will be asked to prepare for the upcoming class. The aim of the portfolio assignments is to review and critically reflect on what you have learned in class, as well as to apply your newly gained knowledge and skills to

specific situations, problems, or issues of interest and relevance to yourself. The portfolio assignments will include small presentations, a case study analysis, the preparation of a panel of experts, an interview as well as the preparation of a podcast or video. Please be prepared to present them in class.

Any material related to the portfolio assignments that you would like to present (e.g., PowerPoint presentations, audio or video files) should be handed in to the lecturer by Monday 4:00pm via Brightspace.

Midterm and Final Exam
The midterm exam counts 25% of your final grade, will be assigned to you on 11 Oct 2022 and is due on 23 Oct 2022. The final exam counts 35% of your final grade, will be assigned to you on 6 Dec 2022 and is due on 18 Dec 2022. Both exams will be in the form of an open book exam, in which you will be asked to synthesize, analyze, compare/contrast, and apply different materials (e.g., scientific articles, opinion polls, cartoons, interactive interviews, videos) in written form.

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

Required Text(s)
Electronic Resources (via Brightspace / NYU Library Course Reserves)

Textbook:

- Gilovich, T., Keltner, D., Chen, S., & Nisbett, R. E. (2018). Social Psychology (5th International Student Ed.). W. W. Norton & Company. (Kindle Version available)

If you do not want to purchase your own copy of the textbook, your lecturer can provide you with an older edition. Please be aware that these books may contain markings from previous students.

Please follow this link for the NYU Berlin Library Catalogue or the link on NYU Berlin's website (Academics/Facilities & Services).

Session 1 – 6 Sep 2022: Introduction to Social Psychology
In the first session, we will introduce ourselves and discuss our expectations. We will review the syllabus together, discuss the course objectives, and agree on classroom etiquette and culture. Beginning with the course content, you will get an overview of the history of social psychology and the various topics that social psychologists study.

Session Learning Outcomes:

- Define social psychology and differentiate it from other related fields
- Summarize the history of the field of social psychology and the topics that social psychologists study
- Explain the difference between proximal and distal influences in social psychology

Session 2 – 13 Sep 2022: Methods of Social Psychology

Why do research, and how? In this session, you will get an overview of how to conduct research in social psychology, about useful methodological concepts, and about how social psychologists arrive at conclusions. Moreover, we will talk about good research practice and the importance of theory and replication in social psychology.

Session Learning Outcomes:

- Describe the typical research cycle and understand what makes science scientific
- Get an overview of different approaches to obtain empirical evidence and evaluate the strengths and limitations of each type
- Formulate your own research questions and hypotheses
- Explain the concept of replication in science, reflect on the "Replication crisis" in social psychology and formulate strategies to overcome it

Essential Readings:

- Silberzahn, R., Uhlmann, E. L., Martin, D. P., Anselmi, P., Aust, F., Awtrey, E., Bahník, Š., Bai, F., Bannard, C., Bonnier, E., Carlsson, R., Cheung, F., Christensen, G., Clay, R., Craig, M. A., Dalla Rosa, A., Dam, L., Evans, M. H., Flores Cervantes, I., … Nosek, B. A. (2018). Many analysts, one data set: Making transparent how variations in analytic choices affect results. *Advances in Methods and Practices in Psychological Science*, *1*(3), 337-356.

Optional Readings:

- Chapter 1: Invitation to Social Psychology
- Chapter 2: Methods of Social Psychology

Reading Response Paper on "Methods of Social Psychology" is due Mon, 12 Sep 2022.

Session 3 – 20 Sep 2022: The Social Self I

How do we see ourselves? How accurate is our self-knowledge, and how is what we think about ourselves related to others in our social environment? In this session, we will talk about our sense of self, how our self-knowledge is organized, and how it is influenced by others.

Session Learning Outcomes:

- Describe how the "I" encounters and makes sense of itself (the "Me")
- Explain how a sense of self as social actor emerges and what makes the self social
- Discover how your self-knowledge is organized and sketch your own self-schema
- Evaluate how our self-concept is affected by self-perception, others' appraisals and social comparisons and reflect about the sources of your own self-concept

Essential Readings:

- Gerber, J. P., Wheeler, L., & Suls, J. (2018). A social comparison theory meta-analysis 60+ years on. *Psychological Bulletin*, *144*(2), 177–197.

Optional Readings:

- Chapter 3: The Social Self

- Diel, K., Grelle, S., & Hofmann, W. (2021). A motivational framework of social comparison. *Journal of Personality and Social Psychology*, *120*(6), 1415–1430.
- Nehrlich, A. D., Gebauer, J. E., Sedikides, C., & Abele, A. E. (2019). Individual self > relational self > collective self—but why? Processes driving the self-hierarchy in self- and person perception. *Journal of Personality*, *87*(2), 212–230.
- Wallace, H. M., & Tice, D. M. (2012). Reflected appraisal through a 21st-century looking glass. In M. R. Leary & J. P. Tangney (Eds.), *Handbook of self and identity* (2nd ed., pp. 124-140). Guilford Press.

Reading Response Paper on "The Social Self" is due Mon, 19 Sep 2022.

Session 4 – 27 Sep 2022: The Social Self II
How is the self construed in independent vs. interdependent cultures? How are people motivated to present themselves in different social contexts, and what are motives that drive our self-evaluation? In this session, we will discuss the influence of culture on our sense of self, and talk about the distinction between the self as social actor and the self as motivated agent with its individual goals, values and plans.

Session Learning Outcomes:

- Evaluate the role of culture with regard to people's self-concept and reflect on whether you would describe yourself in rather independent or interdependent terms
- Outline self-discrepancy theory and describe the affective consequences of actual-ideal and actual-ought discrepancies
- Compare and contrast the different motives that can drive self-evaluation
- Exemplify different impression management strategies and identify situations in which they could be particularly successful or in which they could backfire

Essential Readings:

- Becker, M., Vignoles, V. L., Owe, E., Brown, R., Smith, P. B., Easterbrook, M., Herman, G., de Sauvage, I., Bourguignon, D., Torres, A., Camino, L., Lemos, F. C. S., Ferreira, M. C., Koller, S. H., González, R., Carrasco, D., Cadena, M. P., Lay, S., Wang, Q., … Yamakoğlu, N. (2012). Culture and the distinctiveness motive: Constructing identity in individualistic and collectivistic contexts. *Journal of Personality and Social Psychology*, *102*(4), 833–855.
- Humberg, S., Dufner, M., Schönbrodt, F. D., Geukes, K., Hutteman, R., Küfner, A. C. P., van Zalk, M. H. W., Denissen, J. J. A., Nestler, S., & Back, M. D. (2019). Is accurate, positive, or inflated self-perception most advantageous for psychological adjustment? A competitive test of key hypotheses. *Journal of Personality and Social Psychology*, *116*(5), 835–859.

Optional Readings:

- Swencionis, J. K., & Fiske, S. T. (2016). Promote up, ingratiate down: Status comparisons drive warmth-competence tradeoffs in impression management. *Journal of Experimental Social Psychology*, *64*, 27-34.
- Zell, E., Strickhouser, J. E., Sedikides, C., & Alicke, M. D. (2020). The better-than-average effect in comparative self-evaluation: A comprehensive review and meta-analysis. *Psychological Bulletin*, *146*(2), 118-149.

Portfolio Assignment on "The Social Self" is due Mon, 3 Oct 2022.

Session 5 – 4 Oct 2022: Social Cognition

How do we seek, process and apply information about the social world around us? How do we arrive at judgments that help us interpret the past, understand the present, and predict the future? In this session, we will talk about how both the way information is presented in our social environment and the way we seek information affects us.

Session Learning Outcomes:

- Describe and give examples of how the way information is presented in our social environment influences our judgments and behaviors
- Explain how we simplify the vast array of information in the world in a way that allows us to make decisions and navigate our environments efficiently
- Evaluate the psychological benefits and risks of heuristics and biases
- Critically reflect on the phenomenon of social media as "echo chambers"

Essential Readings:

- Darley, J. M., & Gross, P. H. (1983). A hypothesis-confirming bias in labeling effects. *Journal of Personality and Social Psychology*, *44*, 20-33.

Optional Readings:

- Chapter 4: Social Cognition: Thinking about People and Situations
- Jacquet, J., Dietrich, M., & Jost, J. T. (2014). The ideological divide and climate change opinion: "Top-down" and "bottom-up" approaches. *Frontiers in Psychology*, *5*, 1458.
- Majer, J. M., Trötschel, R., Galinsky, A. D., & Loschelder, D. D. (2020). Open to offers, but resisting requests: How the framing of anchors affects motivation and negotiated outcomes. *Journal of Personality and Social Psychology*, *119*(3), 582-599.

Portfolio Assignment on " Social Cognition" is due Mon, 10 Oct 2022.

Session 6 – 11 Oct 2022: Emotions

What role do emotions play in how we think and behave? How do people's cultural ideas and practices influence their emotions? In this session, you will learn about the social nature of emotions – how they influence our thinking, guide our behavior, and shape our social interactions and relationships. Furthermore, we will talk about both cultural similarities and differences in various aspects of emotional life.

Session Learning Outcomes:

- Define the relationship between emotions, moods, and affects
- Describe the components, meanings, and (social) functions of emotions
- Exemplify the intrapersonal, interpersonal and social-cultural functions of emotions
- Explain the difference between universal expressions of emotions and cultural specificities

Essential Readings:

- van Kleef, G. A., & Côté, S. (2022). The social effects of emotions. *Annual Review of Psychology*, *73*, 629-658.

Optional Readings:

- Chapter 6: Emotion
- Tamir, M., Schwartz, S. H. Cieciuch, J., Riediger, M., Torres, C., Scollon, C., Dzokoto, V., Zhou, X., & Vishkin, A. (2016). Desired emotions across cultures: A value-based account. *Journal of Personality and Social Psychology*, *111*(1), 67-82.
- Tsai, J. L., Miao, F. F., Seppala, E., Fung, H. H., & Yeung, D. Y. (2007). Influence and adjustment goals: Sources of cultural differences in ideal affect. *Journal of Personality and Social Psychology, 92*(6), 1102-1117.
- van Doorn, E. A., van Kleef, G. A., & van der Pligt, J. (2015). Deriving meaning from others' emotions: attribution, appraisal, and the use of emotions as social information. *Frontiers in Psychology*, *6*, 1077.

The Midterm Exam will be assigned to you.

Session 7 – 18 Oct 2022: Attitudes
How and why do we form attitudes? Do attitudes predict behavior and/or does behavior predict attitudes? In this session, you will learn about how we form attitudes, and how we arrive at relatively enduring evaluations of attitude objects in our social environment. Moreover, we will talk about how we deal with conflicting attitudes, values or beliefs, and about the relationship between attitudes and behavior.

Session Learning Outcomes:

- Define attitudes along the three components of affect, cognition, and behavior
- Describe the difference between explicit and implicit attitudes, how both forms of attitudes can be measured and how they are related to social behaviors
- Explain and provide examples of the different psychological needs that can influence attitude formation and the variables that determine attitude strength
- Familiarize yourself with cognitive dissonance theory and formulate specific examples of dissonance reduction strategies

Essential Readings:

- Hoshino-Browne, E., Zanna, A. S., Spencer, S. J., Zanna, M. P., Kitayama, S., & Lackenbauer, S. (2005). On the cultural guises of cognitive dissonance: The case of Easterners and Westerners. *Journal of Personality and Social Psychology*, *89*(3), 294–310.
- Glasman, L. R., & Albarracín, D. (2006). Forming attitudes that predict future behavior: A meta-analysis of the attitude-behavior relation. *Psychological Bulletin*, *132*(5), 778–822.

Optional Readings:

- Chapter 7: Attitudes, Behavior, and Rationalization
- Alves, H., Högden, F., Gast, A., Aust, F., & Unkelbach, C. (2020). Attitudes from mere co-occurences are guided by differentiation. *Journal of Personality and Social Psychology*, *119*(3), 560-581.
- DeMarree, K. G., Petty, R. E., Briñol, P., & Xia, J. (2020). Documenting individual differences in the propensity to hold attitudes with certainty. *Journal of Personality and Social Psychology*, *119*(6), 1239-1265.
- Rydell, R. J., & McConnell, A. R. (2006). Understanding implicit and explicit attitude change: A systems of reasoning analysis. *Journal of Personality and Social Psychology*, *91*(6), 995–1008.

The Midterm Exam is due Sun, 23 Oct 2022.

Session 8 – 25 Oct 2022: Persuasion
How are we persuaded and how can we persuade others? What role does (social) media play and how can we persist persuasion? In this session, we will discuss the two-process approach of persuasion, and the role of different elements of persuasion, e.g. the source, content, and audience of a persuasive message.

Session Learning Outcomes:

- Identify the difference between the central and peripheral route to persuasion and explain the different factors that can promote attitude change
- Describe the 3 W's of persuasive communication
- Explain the "Jiu Jitsu" model of persuasion and try it out with one of your classmates
- Apply your newly acquired knowledge about persuasion to formulate techniques that could make us more resistant to persuasive appeals and prevent attitude change

Essential Readings:

- Hornsey, M. J., & Fielding, K. S. (2017). Attitude roots and Jiu Jitsu persuasion: Understanding and Overcoming the motivated rejection of science. *American Psychologist*, *72*(5), 459-473.

Optional Readings:

- Chapter 8: Persuasion
- Mayer, N. D., & Tormala, Z. L. (2010). "Think" versus "Feel" framing effects in persuasion. *Personality and Social Psychology Bulletin*, *36*(4), 443-454.
- van Kleef, G. A., van den Berg, H., & Heerdink, M. W. (2015). The persuasive power of emotions: Effects of emotional expressions on attitude formation and change. *Journal of Applied Psychology*, *100*(4), 1124-1142.
- van Zant, A. B., & Berger, J. (2020). How the voice persuades. *Journal of Personality and Social Psychology*, *118*(4), 661-682.

Portfolio Assignment on "Attitudes and Persuasion" is due Mon, 31 Oct 2022.

Session 9 – 1 Nov 2022: Prosocial Behavior and Helping
When and why do we help? What are the costs and benefits of helping? In this session, we will talk about the altruism vs. egoism debate, and discuss under which circumstances we are more or less likely to help others.

Session Learning Outcomes:

- Define the relationship between prosocial behavior, altruism, and helping
- Examine the question of whether we help others out of a sense of altruistic concern for the victim or for more self-centered and egoistic motives
- Find arguments in favor and against both of the above mentioned hypotheses
- Describe which situational and social factors affect whether a bystander will help or not
- Conclude what actions you could take in order to increase the likelihood that someone would help you in an emergency

Essential Readings:

- Maner, J. K., Luce, C. L., Neuberg, S. L., Cialdini, R. B., Brown, S., & Sagarin, B. J. (2002). The effects of perspective taking on motivations for helping: Still no evidence for altruism. *Personality and Social Psychology Bulletin*, *28*(11), 1601-1610.
- Stocks, E. L., Lishner, D. A., & Decker, S. K. (2009). Altruism or psychological escape: Why does empathy promote prosocial behavior? *European Journal of Social Psychology*, *39*, 649-665.

Optional Readings:

- Chapter 14: Altruism and Cooperation
- Calder, A. J., Novak, L. F., & Fowers, B. J. (2022). Limits of the concept of altruism: Individualism, Batson's theory of altruism, and a social realist alternative. *Journal of Theoretical and Philosophical Psychology*, *42*(2), 78–92.
- Paciello, M., Fida, R., Cerniglia, L., Tramontano, C., & Cole, E. (2013). High cost helping scenario: The role of empathy, prosocial reasoning and moral disengagement on helping behavior. *Personality and Individual Differences*, *55*(1), 3-7.
- Twenge, J. M., Baumeister, R. F., DeWall, C. N., Ciarocco, N. J., & Bartels, J. M. (2007). Social exclusion decreases prosocial behavior. *Journal of Personality and Social Psychology*, *92*(1), 56-66.

Portfolio Assignment on "Prosocial Behavior and Helping" is due Mon, 7 Nov 2022.

Session 10 – 8 Nov 2022: Prosocial Behavior and Helping II
Why are some people more likely to help than others? (When) Do we help members of different social groups? In this session, you will learn about the influence of personality and different social factors on helping behavior. We will further discuss the role of social identity as well as how both the perceived legitimacy and stability of status differences affect how members of different social groups seek and provide help.

Session Learning Outcomes:

- Describe which personality factors make some people more likely to help than others
- Explain the connections between social class, religion as well as neighborhood and helping
- Critically reflect on the role of social identity in helping behavior
- Explain the intergroup helping as status relations model and relate it to real-world examples

Essential Readings:

- Nadler, A., & Halabi, S. (2006). Intergroup helping as status relations: Effects of status stability, identification, and type of help on receptivity to high-status group's help. *Journal of Personality and Social Psychology*, *91*(1), 97–110.

Optional Readings:

- Bareket, O., Shnabel, N., Kende, A., Knab, N., & Bar-Anan, Y. (2020). Need some help, honey? Dependency-oriented helping relations between women and men in the domestic sphere. *Journal of Personality and Social Psychology*, *120*(5), 1175–1203.
- Borinca, I., Falomir-Pichastor, J. M., & Adrighetto, L. (2020). "How can you help me if you are not from here?" Helper's familiarity with the context shapes interpretations of prosocial intergroup behaviors. *Journal of Experimental Social Psychology*, *87*, 103944.
- Nai, J., Narayanan, J., Hernandez, I., & Savani, K. (2018). People in more racially diverse neighborhoods are more prosocial. *Journal of Personality and Social Psychology*, *114*(4), 497-515.
- Wyszynski, M. C., Guerra, R., & Bierwiaczonek, K. (2020). Good refugees, bad migrants? Intergroup helping orientations toward refugees, migrants, and economic migrants in Germany. *Journal of Applied Social Psychology*, *00*, 1-12.

Session 11 – 15 Nov 2022: Attachment, Attraction and Relationships
Why are social relationships important to us? Why are we attracted to some people and not others? Do birds of a feather flock together or do opposites attract? In this session, we will talk about our fundamental need to belong, and how the relationships that we form in early childhood influence our well-being and relationships later in life. Moreover, we will talk about physical attraction, gender preferences in mating and attraction as well as the determinants of healthy and long-lasting romantic relationships.

Session Learning Outcomes:

- Describe the role of attachment and different attachment styles in close relationships
- Outline the variables that lead us to perceive someone as physically attractive
- Explain how perceptions of physical attractiveness can affect our overall perceptions, judgments and treatments of people
- Identify factors that can help romantic relationships to be successful or contribute to their endings, and evaluate the influence of internet behaviors on intimate relationships

Essential Readings:

- Konrath, S. H., Chopik, W. J., Hsing, C. K., & O'Brien, E. (2014). Changes in adult attachment styles in American college students over time: A meta-analysis. *Personality and Social Psychology Review*, *18*(4), 326-348.

Optional Readings:

- Chapter 10: Relationships and Attraction
- Bryan, A. D., Webster, G. D., & Mahaffey, A. L. (2011). The big, the rich, and the powerful: Physical, financial, and social dimensions of dominance in mating and attraction. *Personality and Social Psychology Bulletin*, *37*(3), 365-382.
- Hadden, B. W., Smith, C. V., & Webster, G. D. (2014). Relationship duration moderated associations between attachment and relationship quality: Meta-analytic support for the temporal adult romantic attachment model. *Personality and Social Psychology Review*, *18*(1), 42-58.
- Li, N. P., Yong, J. C., Tov, W., Sng, O., Fletcher, G. J. O., Valentine, K. A., Jiang, Y. F., & Balliet, D. (2013). Mate preferences do predict attraction and choices in the early stages of mate selection. *Journal of Personality and Social Psychology*, *105*(5), 757-776.

Session 12 – 22 Nov 2022: Intergroup Attitudes and Behaviors

How can intergroup bias be explained? How can intergroup attitudes be measured, and intergroup conflict be reduced? In this session, we will talk about the nature and consequences of intergroup bias as well as effective strategies to overcome it.

Session Learning Outcomes:

● Define and give examples of the three different components of intergroup attitudes
● Describe the minimal group paradigm and critically reflect on people's tendency to respond more positively to people from their ingroups than to people from outgroups
● Familiarize yourself with the stereotype content model and explain how stereotypes and emotions can shape behavioral tendencies toward different social groups
● Classify and evaluate different interventions designed to reduce intergroup bias

Essential Readings:

● Cuddy, A. J. C., Fiske, S. T., Kwan, V. S. Y., Glick, P., Demoulin, S., Leyens, J.-P., Bond, M. H., Croizet, J.-C., Ellemers, N., Sleebos, E., Htun, T. T., Kim, H.-J., Maio, G., Perry, J., Petkova, K., Todorov, V., Rodríguez-Bailón, R., Morales, E., Moya, M., … Ziegler, R. (2009). Stereotype content model across cultures: Towards universal similarities and some differences. *British Journal of Social Psychology*, *48*, 1-33.

Optional Readings:

● Chapter 11: Stereotyping, Prejudice, and Discrimination
● Hong, Y., & Ratner, K. G. (2021). Minimal but not meaningless: Seemingly arbitrary category labels can imply more than group membership. *Journal of Personality and Social Psychology*, *120*(3), 576–600.
● Pettigrew, T. F., & Tropp, L. R. (2006). A meta-analytic test of intergroup contact theory. *Journal of Personality and Social Psychology, 102*(3), 513-532.
● Walton, G. M., Cohen, G. L., Cwir, D., & Spencer, S. J. (2012). Mere belonging: The power of social connectedness. *Journal of Personality and Social Psychology, 90*(5), 751-783.

Reading Response Paper on "Intergroup Attitudes and Relations" is due Mon, 21 Nov 2022.

Session 13 – 29 Nov 2022: Social Psychology and Education

What role do stereotypes and belongingness play in educational contexts? How can teachers deal with stereotypes in the classroom and foster positive peer relationships? In this session, you will learn how social psychology can help explain students' academic outcomes and educational trajectories.

The session will be with guest lecturer Lysann Zander (Leibniz Universität Hannover).

Session Learning Outcomes:

● Describe the role of identity in explaining group differences in educational attainment
● Reflect on the importance of identity-based academic and social belongingness for students' academic development, and relate it to your own experiences in different educational settings
● Understand and evaluate different conceptual approaches of social psychological interventions that foster social integration and can help reduce educational inequality

Essential Readings:

- Steele, C. M. (1997) A threat in the air: How stereotypes shape intellectual identity and performance. *American Psychologist*, *52*(6), 613-629.
- Walton, G. M., & Cohen, G. L. (2011). A brief social-belonging intervention improves academic and health outcomes of minority students. *Science*, *331*(6023), 1447-1451.

Optional Readings:

- Application Module 3: Social Psychology and Education
- Höhne, E., & Zander, L. (2019). Belonging uncertainty as predictor of dropout intentions among first-semester students of the computer sciences. *Zeitschrift für Erziehungswissenschaft*, *22*(5), 1099-1119.
- Zander, L., & Höhne, E. (2021). Perceived peer exclusion as predictor of students' help-seeking strategies in higher education: Differences by gender and university major. *Zeitschrift für Entwicklungspsychologie und Pädagogische Psychologie*, *53*(1-2), 27-41.

Session 14 – 6 Dec 2022: Social Psychology and Politics
How do we form political opinions and what are the psychological underpinnings of voting behavior? What role does social identity play in peace and conflict, and how can intractable conflicts be solved? In this session, you will learn how political trends and processes can be explained with the help of social psychology. More specifically, we will talk about the role of emotions in voting, and different psychological factors that contribute to peace and conflict.

The session will be with guest lecturer Boaz Hameiri (Tel Aviv University).

Session Learning Outcomes:

- Describe the role that different emotions play with regard to political attention, perceptions of risk, political participation, and voting behavior
- Give examples of how emotions are being strategically used in political campaigning
- Explain the recent rise in support for right-wing leaders around the globe with the help of affective intelligence theory
- Identify psychological factors that contribute to intergroup conflict, and evaluate the merits and limitations of different types of peace-promoting interventions

Essential Readings:

- Hameiri, B., & Halperin, E. (2015). Sociopsychological barriers to peacemaking and overcoming them: A review of new psychological interventions. In E. Halperin & K. Sharvit (Eds.), *The Psychology of Intractable Conflicts* (pp. 173-187). Springer.
- Valentino, N. A., Brader, T., Groenendyk, E. W., Gregorowicz, K., & Hutchings, V. L. (2011). Election night's alright for fighting: The role of emotions in political participation. *The Journal of Politics*, *73*(1), 156-170.

Optional Readings:

- Goldenberg, A., Cohen-Chen, S., Goyer, J. P., Dweck, C. S., Gross, J. J., & Halperin, E. (2018). Testing the impact and durability of a group malleability intervention in the context of the Israeli–Palestinian conflict. *PNAS Proceedings of the National Academy of Sciences of the United States of America*, *115*(4), 696–701.

- Halperin, E., Porat, R., Tamir, M., & Gross, J. J. (2013). Can emotion regulation change political attitudes in intractable conflicts? From the laboratory to the field. *Psychological Science*, *24*(1), 106–111.
- Livingstone, A. G., Fernández Rodríguez, L., & Rothers, A. (2020). "They just don't understand us": The role of felt understanding in intergroup relations. *Journal of Personality and Social Psychology*, *119*(3), 633-656.

Reading Response Paper on "Social Psychology and Politics" is due Mon, 5 Dec 2022.

The Final Exam will be assigned to you and is due Sun, 18 Dec 2022.

Recommendations for a Positive Teaching and Learning Environment
It is particularly important for me in this course that each and every one of us contributes to a positive learning environment. This includes mutual appreciation and support (e.g., paying full attention to others' contributions and presentations; formulating productive feedback; fostering an inclusive learning community in which diversity is valued; promoting a positive climate for help exchange), the establishment of a mastery-oriented learning climate during classes (e.g., emphasis on individual and group development, learning and mastery of tasks; error learning orientation), and transparency in communication (e.g., communicating mutual expectancies; fostering open discourse; openly addressing difficulties).

Your Lecturer
Elisabeth Höhne studied psychology at the International Psychoanalytic University Berlin, Freie Universität Berlin, the University of Cape Town, and NYU Berlin. Currently, she is a researcher at Leibniz Universität Hannover. Her research interests mainly lie at the interface between social psychology and the educational sciences. She is specifically interested in the role of social and academic integration as well as belongingness in educational contexts, stereotypes and social identity threat in explaining group differences in academic motivation and attainment – particularly among women and minority students – and different mindsets that promote belonging and achievement. She is further interested in political psychology, especially in understanding peace and conflict through social identity theory, reconciliation processes between different social groups, socio-political conditions and effects of different acculturation strategies, and the role of stereotypes, e.g., in political decision-making processes.

Academic Policies

Grade Conversion
Your lecturer may use one of the following scales of numerical equivalents to letter grades:

A = 94-100 or 4.0
A- = 90-93 or 3.7
B+ = 87-89 or 3.3
B = 84-86 or 3.0
B- = 80-83 or 2.7
C+ = 77-79 or 2.3
C = 74-76 or 2.0
C- = 70-73 or 1.7
D+ = 67-69 or 1.3

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D = 65-66 or 1.0
F = below 65 or 0

Attendance Policy
Studying at Global Academic Centers 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. 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 centers is expected promptly when class begins. Attendance will be checked at each class meeting.

As soon as it becomes clear that you cannot attend a class, you must inform your professor and/or the Academics team (berlin.academics@nyu.edu) by e-mail immediately (i.e. before the start of your class). Absences are only excused if they are due to illness, Moses Center accommodations, religious observance or emergencies. Your professor or site staff may ask you to present a doctor's note or an exceptional permission from an NYU Staff member as proof. Emergencies or other exceptional circumstances that you wish to be treated confidentially must be presented to NYU Berlin's director or Wellness Counselor. Doctor's notes must be submitted in person or by e-mail to the Academics team, who will inform your professors.

Unexcused absences may be penalized with a two percent deduction from the student's final course grade for every week's worth of classes missed, and may negatively affect your class participation grade. Four unexcused absences in one course may lead to a Fail in that course. Being more than 15 minutes late counts as an unexcused absence. Furthermore, your professor is entitled to deduct points for frequently joining the class late.

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 site staff; 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.

Regardless of whether an absence is excused or not, it is the student's responsibility to catch up with the work that was missed.

Final exams
Final exams must be taken at their designated times. Should there be a conflict between your final exams, please bring this to the attention of the Academics team. Students should not plan to leave the site before the end of the finals period.

Late Submission of Work
   (1) Work submitted late receives a penalty of 2 points on the 100 point scale for each day it is late (including weekends and public 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.

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

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(3) Assignments due during finals week that are submitted more than 3 days late (including weekends and public holidays) without previously arranged extensions will not be accepted and will receive a zero. Any exceptions or extensions for work during finals week must be discussed with the Site Director, Dr. Gabriella Etmektsoglou.

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

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

Academic Honesty/Plagiarism

As the University's policy on "Academic Integrity for Students at NYU" states: "At NYU, a commitment to excellence, fairness, honesty, and respect within and outside the classroom is essential to maintaining the integrity of our community. By accepting membership in this community, students take responsibility for demonstrating these values in their own conduct and for recognizing and supporting these values in others." Students at Global Academic Centers must follow the University and school policies.

NYU 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, and may check your assignments by using TurnItIn or another software designed to detect offenses against academic integrity.

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 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 guidelines on academic honesty, clarification of the definition of plagiarism, examples of procedures and sanctions, and resources to support proper citation, please see:

NYU Academic Integrity Policies and Guidelines

NYU Citations Style Guide

Inclusivity Policies and Priorities

NYU's Office of Global Programs and NYU's global sites are committed to equity, diversity, and inclusion. In order to nurture a more inclusive global university, NYU affirms the value of sharing differing perspectives and encourages open dialogue through a variety of pedagogical approaches. Our goal is to make all students feel included and welcome in all aspects of academic life, including our syllabi, classrooms, and educational activities/spaces.

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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 team 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 team 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 University Calendar Policy on Religious Holidays.

Pronouns and Name Pronunciation (Albert and Zoom)

Students, staff, and faculty have the opportunity to add their pronouns, as well as the pronunciation of their names, into Albert. Students can have this information displayed to faculty, advisors, and administrators in Albert, Brightspace, the NYU Home internal directory, as well as other NYU systems. Students can also opt out of having their pronouns viewed by their instructors, in case they feel more comfortable sharing their pronouns outside of the classroom. For more information on how to change this information for your Albert account, please see the Pronouns and Name Pronunciation website.

Students, staff, and faculty are also encouraged, though not required, to list their pronouns, and update their names in the name display for Zoom. For more information on how to make this change, please see the Personalizing Zoom Display Names website.

Moses Accommodations Statement

Academic accommodations are available for students with documented and registered disabilities. Please contact the Moses Center for Student Accessibility (+1 212-998-4980 or mosescsd@nyu.edu) for further information. Students who are requesting academic accommodations are advised to reach out to the Moses Center as early as possible in the semester for assistance. Accommodations for this course are managed through NYU Berlin.

Bias Response

The New York University Bias Response Line provides a mechanism through which members of our community can share or report experiences and concerns of bias, discrimination, or harassing behavior that may occur within our community.

Experienced administrators in the Office of Equal Opportunity (OEO) receive and assess reports, and then help facilitate responses, which may include referral to another University school or unit, or investigation if warranted according to the University's existing Non-Discrimination and Anti-Harassment Policy.

The Bias Response Line is designed to enable the University to provide an open forum that helps to ensure that our community is equitable and inclusive.

To report an incident, you may do so in one of three ways:

- Online using the Web Form

- Email: bias.response@nyu.edu

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- US Phone Number: +1 212-998-2277

- Local Number in Berlin: +49 (0) 30 2902 91277

Please consider the environment before printing this syllabus. If printing is necessary, please select only the essential page range.