

PSYCH 9032-01

Social Psychology

NYU London: Spring 2020

Instructor Information

- Stephanie Echols, PhD
- Office hours Tuesday or Wednesday by appointment

Course Information

- Tuesdays, 4:30pm - 7:30pm
- Room 303, 6 Bedford Square
- Prerequisites: Introduction to Psychology is strongly recommended

Course Overview and Goals

The purpose of this course is to introduce you to the field of Social Psychology. We will discuss topics such as how we come to know and understand ourselves, how attitudes are formed and influence our behavior, how groups influence our thoughts and actions, and how culture shapes who we are. By the end of the course you will be able to describe and discuss influential theories in the field and the major findings related to them.

This course will also introduce you to research methods in social psychology. You will also acquire the skills to extract information from research presented both in the mass media and in scientific journals, and learn how to critically evaluate the scientific process. Although this course will specifically focus on the understanding and application of psychology research methods, mastering these skills will allow you to be a better consumer of research across the behavioral sciences. Together, this course will provide you with the skills to evaluate different social psychological theories while paying attention to the practical implications of these ideas in our lives.

You will learn this information in a combined lecture/discussion format. Each week will include two short lectures, followed by a seminar discussion. This discussion will include a student-led analysis of an empirical research paper related to the learning of that week.

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

- Have a working knowledge of the Social Psychological theories covered in each of the lecture topics.
- Gain an understanding of the research methods of Social Psychology, and how and when they are applied.
- Learn how to critically read and evaluate scientific arguments.
- Use research evidence to support or refute a hypothesis.
- Be able to identify real-world applications of Social Psychology research.

Course Requirements

Grading of Assignments

The grade for this course will be determined according to these assessment components:

Assignments/Activities

Description of Assignment

The participation grade will be awarded for consistent participation in class. Active participation is an indicator that you have prepared for lecture and discussion by reading

% of

Final Grade

Due

Participation Discussion

the necessary materials, and that you are able to articulate your ideas to your colleagues each week. You are asked to post 1 - 3 discussion

questions on NYU Classes/Forum/WeekX each week, and advised to come to class prepared to expand on your analysis with their classmates.

You will lead discussion one week of your choosing, and write a short summary of that

15% Assessed Weekly

Leadership

psychological theory discussed in class or in the textbook, and look for evidence that it exists outside of the classroom. You will then write a 1000 word report on your observations, which will include a description of the social psychological theory, a detailed description of the research method you used or behaviors that you observed, an analysis relating those behaviors to the theory or theories discussed in class, and a discussion of alternative explanations for their observations. You will

submit the theory you wish to observe to Dr. Echols by **March 17, 2018** (Week 7) for approval, and the report is due on **April 28, 2018** (Week 12).

You will complete a midterm test on the material
10%

Topic Due 17/3/2019;

Paper Due 28/4/2019

Research Paper week's empirical research article using the QALMRI(P) method (details posted on NYU Classes). The purpose of this assignment is to help you recognize the applicability of Social Psychology research in your everyday life. You will pick a social

theory, a detailed description of the research method you used or behaviors that you observed, an analysis relating those behaviors to the theory or theories discussed in class, and a discussion of alternative explanations for their observations. You will

20%
day of
chosen

covered to date in the textbook, lectures, and weekly discussion readings. This exam will be in multiple choice and short answer format.

25% 24/3/2019

Midterm

Final Exam You will complete a cumulative final exam on the 30% 19/5/2019 Page 2

Assignments/Activities Description of Assignment	textbook, lectures, and weekly discussion readings. The exam will be in multiple choice, short answer, and essay format.	Final Grade Due
material covered in the	% of	

Failure to submit or fulfill any required course component results in failure of the class

Grades

Letter grades for the entire course will be assigned as follows:

Letter Grade Percent Description

A Example: 93.5% and higher

Excellent work showing thorough knowledge and understanding of the various philosophical, moral, ethical and psychological concepts, with excellent use of scientific language and clear

B Example: 82.5% - 87.49%

C Example: 72.5% - 77.49% Page 3

logical explanations of their meaning. The student makes connections across different topic areas, is engaged in discussion, and provides evidence in written work of literacy, lucidity and critical thinking.

Good work with good general knowledge and understanding of the various concepts, accurate use of scientific language and ability to describe what they mean in a clear manner. Coursework should display ability to use primary reference material. The student sporadically participates in discussion, and written work is literate.

Satisfactory work, broadly correct both factually and analytically, with some explanation and reasoning: the work will typically

Letter Grade Percent Description

demonstrate a basic understanding of the topic.

Passable work, showing a general, superficial knowledge and understanding of the topic,

D Example: 62.5% - 67.49
but lacking satisfactory use of

scientific language or adequate analysis or reasoned explanations.

F Example: 59.99% and lower Unsatisfactory work in assessed criteria.

Course Materials

Required Textbooks & Materials

Social Psychology, 4th Edition
Eliot R. Smith, Diane M Mackie, Heather M. Claypool
Psychology Press
ISBN-13: 978-1848728943

Optional Textbooks & Materials

- Additional readings will be posted online as pdfs. I

Resources

- **Access your course materials:** [NYU Classes](http://nyu.edu/its/classes) (nyu.edu/its/classes) • **Databases, journal articles, and more:** [Bobst Library](http://library.nyu.edu) (library.nyu.edu) • **NYUL Library Collection:** [Senate House Library](http://catalogue.libraries.london.ac.uk) (catalogue.libraries.london.ac.uk) • **Assistance with strengthening your writing:** [NYU Writing Center](http://nyu.mywconline.com) (nyu.mywconline.com)
- **Obtain 24/7 technology assistance:** [IT Help Desk](http://nyu.edu/it/servicedesk) (nyu.edu/it/servicedesk)

Course Schedule

Session/Date Topic Reading Assignment Due *For a complete reading*

Session 1: 4/2/2019 *supplementary document, "Social Introduction to Social Psychology & Research Methods list and description of the material covered each week, please see the*

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Session/Date Topic Reading Assignment Due

Psychology 2019 Schedule & Readings".

Session 2:

11/2/2019 Perceiving Others

Session 3:

18/2/2019 Attitudes & Behavior

Session 4:

25/2/2019 The Self

Session 5:

3/3/2019 Social Identity

Session 6:

10/3/2019 Perceiving Groups

Session 7:

17/3/2019 Persuasion *Topic for Research*

Paper due

Session 8:

24/3/2019 *Midterm*

Session 9:

31/3/2019

Session 10:

7/4/2019

Spring Break

14/4/2019

Session 11:

Group Influence &

Conformity

Group

Membership &

Obedience

21/4/2019 Culture

Session 12:

28/4/2019 Attraction & Intimacy *Research Paper Due* Session 13:

5/5/2019 Aggression

Session 14:

12/5/2019 Empathy & Helping

Session 15:

19/5/2019 *Final Exam*

Co-Curricular Activities

- None

Classroom Etiquette

- [Outline your expectations here, e.g. food in classrooms, mobile phone use, etc]

NYUL Academic Policies

Attendance and Tardiness

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- Key information on NYU London's absence policy, how to report absences, and what kinds of absences can be excused can be found on our [website](http://www.nyu.edu/london/academics/attendance-policy.html) (<http://www.nyu.edu/london/academics/attendance-policy.html>)

Assignments, Plagiarism, and Late Work

- You can find details on these topics and more on this section of our NYUL [website](https://www.nyu.edu/london/academics/academic-policies.html) (<https://www.nyu.edu/london/academics/academic-policies.html>) and on [the Policies and Procedures section of the NYU website](https://www.nyu.edu/academics/studying-abroad/upperclassmen-semester-academic-year-study-away/academic-resources/policies-and-procedures.html) for students studying away at global sites (<https://www.nyu.edu/academics/studying-abroad/upperclassmen-semester-academic-year-study-away/academic-resources/policies-and-procedures.html>).

Classroom Conduct

Academic communities exist to facilitate the process of acquiring and exchanging knowledge and understanding, to enhance the personal and intellectual development of its members, and to advance the interests of society. Essential to this mission is that all members of the University Community are safe and free to engage in a civil process of teaching and learning through their experiences both inside and outside the classroom. Accordingly, no student should engage in any form of behaviour that interferes with the academic or educational process, compromises the personal safety or well-being of another, or disrupts the administration of University programs or services. Please refer to the [NYU](#)

[Disruptive Student Behavior Policy](#) for examples of disruptive behavior and guidelines for response and enforcement.

Disability Disclosure Statement

Academic accommodations are available for students with disabilities. Please contact the Moses Center for Students with Disabilities (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.

Instructor Bio

Dr. Stephanie Echols earned her doctorate degree from the University of Chicago in 2012 with a speciality in Social Cognitive Neuroscience. Her research uses a combination of neuroimaging (i.e., fMRI, EEG) and behavioral measures to explore how pain perception, empathy and helping behavior is different for in- and out-group members. She has previously taught Psychology at the University of Chicago and the University College of London, and was awarded the Starkey Duncan Award for Excellence in Undergraduate Teaching for her work at the University of Chicago. She loves teaching, and is thrilled to share her passion for Social Psychology at the New York University in London.