Social Psychology

| Why is peer pressure so powerful? | Why do people often fail to help others? | Why is politics in America so polarized right now? |

COURSE OVERVIEW

Social Psychology is the study of how the real or imagined presence of others affects our thoughts, feelings, and behaviors. In the first part of this course, we will explore (1) how people understand themselves and others, (2) close relationships, (3) how people behave in groups and are influenced by the presence of other people, and (4) cultural processes. In the second part of the course, we will focus on some topics commonly studied by social psychologists: prejudice, inequality, polarization and conflict, morality, and how to change people's attitudes, social norms, and behaviors.

Student learning goals include:

- Developing an understanding of social psychological theories and explanations for how people and environments shape our thoughts, feelings, and behaviors
- Learning how social psychological research is conducted
- Discovering how social psychology can be used to understand everyday life phenomena (e.g., interactions with other individuals and groups, prejudice and inequality, polarization and conflict)
- Learning how interventions based on social psychology can be used to promote positive social change

Course Pre-requisite: PSCH 242: Introduction to Research in Psychology

ABOUT YOUR INSTRUCTORS

Professor: Rebecca Littman (call me Professor Littman; pronouns: she/her)

Email: rlittman@uic.edu (expect a response within 24 - 48 hours)

Zoom office hours: You can sign up for 20 minute one-on-one or group meetings on Mondays (10am-12pm) or Wednesdays (4-6pm) here: http://calendly.com/rlittman. If those times don't work or everything is booked, please feel free to email me to set up a meeting at a different time. I always welcome emails from students, so don't be shy!

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Teaching Assistant: Kyla Ford (call me Kyla; pronouns: she/her)

Email: kford23@uic.edu

Zoom office hours: by appointment (email to schedule)

Teaching Assistant: Jeffrey Skalamera (call me Jeff; pronouns: he/him)

Email: jskala4@uic.edu

Zoom office hours: by appointment (email to schedule)

COURSE FORMAT

Asynchronous content: The course will take place asynchronously, meaning there are no required synchronous (live) class sessions for you to attend. The course content is organized by week. Each week there will be a combination of lecture videos, readings (textbook chapters and / or articles), and podcast episodes. You will also be expected to devote time to the following class activities: active participation in online discussion boards, group assignments, preparing for exams, and completing an individual class project.

Optional synchronous discussion session: There will be an optional live discussion session on Zoom each week in which the course instructors will be available to answer questions and will lead discussion about the week's content. We will meet on **Thursdays from 2 - 3pm.** If you aren't able to attend this session, please feel free to schedule office hours with me or your TAs. We are here to support you in this course!

Discussion "pods": You will be assigned to a group of ~12 students who will be your "pod" for the course. I hope this will provide you with some of the social joy and accountability that comes with taking a class with other people. Together, you will be a team. Your pod will have its own discussion board, where you will engage in weekly conversations about the course content. I encourage you to work together to understand the course materials. You will also have three group assignments throughout the semester, which you will work on with other students from you pod (see below for more information).

Class discussion board: There's a link on blackboard for a Class Discussion Board. This is a place to post any general questions you have about the course. If you have a question about something, most likely other students do too! I will also be posting answers to commonly asked questions on this discussion board.

This class is designed to be flexible. I will solicit your feedback throughout the course, and may make changes in response to your comments. Please check Blackboard and your email frequently, as course materials and plans may change.

COURSE MATERIALS AND RESOURCES

Course textbook: We will be using a free, online textbook called "Together: The Science of Social Psychology". This textbook has been designed specifically for this course, and the chapters are organized by our weekly schedule. You can access the textbook at the following link: **http://noba.to/e3har5zv**
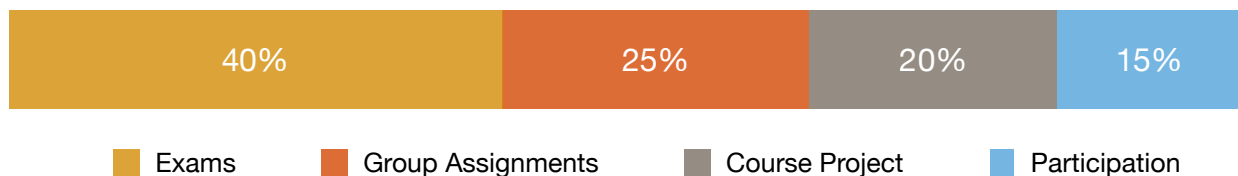
The textbook is hosted on the Noba website. You can access the textbook chapters without creating a Noba account. However, I recommend that you create an account because you will get access to additional resources. For example, once you log in you will find adaptive learning quizzes at the end of each chapter. These quizzes aren't required, but I highly recommend completing them as they will be very helpful for learning the material and preparing for exams. You can also access the quizzes on your phone by downloading the Cerego app (it will sync your quiz progress on the Noba website and on your phone).

If you'd like a copy of the course textbook as a pdf, you can access it at the following link: **https://tinyurl.com/y66b43d5**. You can also download the pdf yourself from the Noba website once you are signed in.

Course articles: For some weeks, you will also be assigned articles to read. Sometimes these are academic articles, and sometimes they are blog posts, op-eds, or popular science articles. I will upload the articles in the weekly content on Blackboard (in addition to including hyperlinks whenever possible). You can also download a single pdf that contains all of the articles at the following link: **https://tinyurl.com/y2ujqm3a**

Lecture videos and podcasts: You will find weekly lecture videos and podcasts in the weekly course content folders on Blackboard.

HOW YOUR LEARNING WILL BE ASSESSED

40%	25%	20%	15%

- ■ Exams
- ■ Group Assignments
- ■ Course Project
- ■ Participation

Exams (40%): This course will have two exams. Exam 1 will be on the content from Weeks 1 - 6, and Exam 2 will be on the content of Weeks 8 - 12 (exam 2 is not cumulative). Exams will be open to all materials, including the Group Study Guide described below. You will be able to take the exam any time over a 2-3 day period (but it must be finished in one sitting within the specified time limit). There will be a combination of multiple choice and short answer questions.

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Group Study Guide Assignment (10%): To prepare for each exam, you will be assigned to a Study Guide group. This will be with ~3 other students from your discussion pod. As a group, you will prepare a collaborative exam study guide in a joint Google Doc, adding to it each week as you learn the course content. Each study guide will be worth 5% of your total grade.

Group Project (15%): The group project will take place in the second half of the course. You will assigned to work with ~3 other students from your discussion pod, and together you will be able to choose one of a few different topics to develop a presentation on, and choose from a few different modes of presentation (e.g., presentation in Google Slides, video recorded oral presentation, etc.). You will get more information on this project when we get to the second part of the course.

Individual Course Project (20%): Instead of a final exam, this course will have a final project. You will write an article, record a podcast, or make a short video applying an insight from social psychology to the world around you. There will be initial deadlines for the topic selection and then a one paragraph summary / project pitch. The final project will be due during exam week. You will get more information on this project in the next few weeks.

Discussion Board Posts & Participation (15%): Each week, your pod's discussion board will have 1-2 discussion threads on the course content, with an opening question to get the discussion going. You are required to post on your pod's weekly discussion thread(s) by Thursday at noon CT, but you are highly encouraged to post throughout the week so your pod can have an active discussion on the course content. Make sure you are reading and responding to the posts from your fellow group members as well. Remember, this is our virtual classroom community. It is easy to feel disconnected from an online, asynchronous course. This course is designed to maximize student engagement, but it will only work if everyone participates!

Source	Points (% of total grade)
Exam 1	100 pts (20%)
Exam 2	100 pts (20%)
Group Study Guide 1	25 pts (5%)
Group Study Guide 2	25 pts (5%)
Group Project	75 pts (15%)
Individual Course Project	100 pts (20%)
Participation	75 pts (15%)
Total	**500 pts**

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Grading

I am committed to making sure the assessment of your learning in this course is comprehensive, fair, and equitable. Your grade in this class will be based on the number of points you earn out of the total number of points possible and is not based on your rank relative to other students. Furthermore, grades are assigned without strict limits on the proportion of each letter grade given in the course. If, for any reason, you have concerns about your grade in the course, please email me to schedule a time for you to speak with me or your TAs so that we can discuss study techniques or alternative strategies to help you.

Grading	
A	90-100%
B	80-89.9%
C	70-79.9%
D	60-69.9%
F	59.9% or lower

COURSE POLICIES

Technology: You will need regular access to a personal computer that runs on a broadband Internet connection. Please contact ACCC to request and borrow a laptop or be assigned a hotspot for the semester if you do not have the required hardware and internet capabilities.

Two-Way Communication: Towards the goal of making learning as impactful as possible this semester, and at the same time acknowledging the stress and anxiety you may be feeling about the uncertainties in your daily routines and educational experiences related to COVID-19, we will strive to engage in clear and frequent two-way communication regarding my expectations of you, the class workflow, and unexpected challenges arising that may impede your participation in required class sessions, including exams, or timely completion of assignments. I will do my best to support your learning experience by listening to your needs and by conducting this course with compassion, empathy, and patience.

Late Work and Missed Exams: Plan on submitting work on time, and on completing your exams during the 2-3 day period they will be open. Both late work and make-ups exams are generally not permitted. In case of an emergency please get in touch with

me as soon as possible to let me know what's going on. More communication is always better!

Blackboard: Everything is happening on Blackboard! Please check Blackboard and your email frequently.

Email Communication: I will communicate with the class via Blackboard. It is to your advantage to have an email address on file with Blackboard where you are able to reliably receive email.

Online Course Communication Guidelines (Netiquette):

- Be mindful of different cultural and linguistic backgrounds, as well as different political ideologies and religious beliefs.
- Use good judgment when composing your written responses. Swearing and profanity should be avoided. Also consider that slang terms can be misunderstood or misinterpreted.
- Be careful using all capital letters when composing your written responses. This can be considered "shouting" on the Internet and is regarded as impolite or aggressive. It can also be stressful on the eye when trying to read your message.
- Be respectful of others' views and opinions.
- Be careful when using acronyms. If you use an acronym it is best to spell out its meaning first, then put the acronym in parentheses afterward, for example: Frequently Asked Questions (FAQs). After that you can use the acronym freely throughout your message.
- Use good grammar and spelling in written communications.
- In emails, always identify yourself and what class and section you are in. It is a good practice to put your course and section in the subject line. This helps your instructor identify course related emails.

TENTATIVE COURSE SCHEDULE

WEEK	TOPIC	TEXTBOOK READINGS (http://noba.to/e3har5zv)	ARTICLES, PODCASTS, & VIDEOS
WEEK 1: Aug 24	Introduction to Social Psychology	• An Introduction to the Science of Social Psychology	• Course Overview Video • Lecture Video
WEEK 2: Aug 31	Research Methods	• Research Methods in Social Psychology	• Lecture Video • Podcast: Stereothreat
WEEK 3: Sept 7	Understanding the Self and Others	• Social Cognition and Attitudes • Social Comparison	• Lecture Video

WEEK	TOPIC	TEXTBOOK READINGS (http://noba.to/e3har5zv)	ARTICLES, PODCASTS, & VIDEOS
WEEK 4: Sept 14	Close Relationships	• Love, Friendship, and Social Support	• Lecture Video
WEEK 5: Sept 21	Groups and Social Influence	• Conformity and Obedience • The Psychology of Groups	• Lecture Video • Podcast: Who's Bad?
WEEK 6: Sept 28	Cultural Psychology	• Culture	• Lecture Video • Article: How You Feel About Individualism Is Influenced by Your Social Class • Article: The Truth About Lying
WEEK 7: Oct 5	**Exam 1** • Study guide due on Wed, Oct 7 at 11:59pm CT • Take the exam anytime on Thurs, Oct 8 or Fri, Oct 9 (must be completed by Oct 9 at 11:59pm CT)		
WEEK 8: Oct 12	Changing Attitudes, Norms, and Behavior	• Persuasion: So Easily Fooled	• Lecture Video • Article: Don't Be Afraid to Virtue Signal — It Can Be a Powerful Tool to Change People's Minds • Podcast: Mask Communication • Podcast: Somali TV Show Aimed to Change the World
WEEK 9: Oct 19	Prejudice and Discrimination	• Prejudice, Discrimination, and Stereotyping	• Lecture Video • Article: What Research Tells us About the Psychology of Racism • Podcast: The Air We Breathe: Implicit Bias and Police Shootings

WEEK	TOPIC	TEXTBOOK READINGS (http://noba.to/e3har5zv)	ARTICLES, PODCASTS, & VIDEOS
WEEK 10: Oct 26	Inequality	n/a	• Lecture Video • Article: <u>The American mythology of racial progress</u> • Article: Signs of Social Class: The Experience of Economic Inequality in Everyday Life • Podcast: <u>The Scarcity Trap</u>
WEEK 11: Nov 2	Polarization and Conflict	n/a	• Lecture Video • Article: <u>America's Divided Mind: Understanding the Psychology that Drives us Apart</u> • Article: <u>The Cycle of Violence: Understanding Individual Participation in Collective Violence</u>
WEEK 12: Nov 9	Morality and Prosociality	• Helping and Prosocial Behavior	• Lecture Video • Article: Moral outrage in the digital age • Podcast: <u>Showing Special Kindness</u>
WEEK 13: Nov 16	**Group Project & Exam 2** • Study guide due on Thursday, Nov 19 at 11:59pm CT • Take the exam anytime on Nov 20, Nov 23, Nov 24 (must be completed by Nov 24 at 11:59pm CT)		
WEEK 14: Nov 23 (Thanksgiving break Nov 26-27)	**Exam 2** (continued) • Take the exam anytime on Nov 20, Nov 23, Nov 24 (must be completed by Nov 24 at 11:59pm CT)		
WEEK 15: Nov 30	Course Wrap-Up	n/a	n/a
WEEK 16: Dec 7	**Course Project** due on Dec 9 at 11:59pm CT		

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OUR INCLUSIVE LEARNING ENVIRONMENT

Your instructors value diversity and inclusion. Regardless of age, disability, ethnicity, race, gender, gender identity, sexual orientation, socioeconomic status, geographic background, religion, political ideology, language, or culture, we expect all members of this class to contribute to a respectful, welcoming, and inclusive environment for every other member of our class. If there are aspects of the instruction or design of this course that result in barriers to your inclusion, engagement, accurate assessment or achievement, please notify me as soon as possible.

Disability Accommodation Procedures

UIC is committed to full inclusion and participation of people with disabilities in all aspects of university life. If you face or anticipate disability-related barriers while at UIC, please connect with the Disability Resource Center (DRC) at drc.uic.edu, via email at drc@uic.edu, or call (312) 413-2183 to create a plan for reasonable accommodations. In order to receive accommodations, you will need to disclose the disability to the DRC, complete an interactive registration process with the DRC, and provide me with a Letter of Accommodation (LOA). Upon receipt of a LOA, I will gladly work with you and the DRC to implement approved accommodations.

ACADEMIC INTEGRITY

Community Standards: UIC is an academic community committed to providing an environment in which research, learning, and scholarship can flourish and in which all endeavors are guided by academic and professional integrity. In this community, all members including faculty, administrators, staff, and students alike share the responsibility to uphold the highest standards of academic honesty and quality of academic work so that such a collegial and productive environment exists.

As a student and member of the UIC community, you are expected to adhere to the Community Standards of integrity, accountability, and respect in all of your academic endeavors. When accusations of academic dishonesty occur, the Office of the Dean of Students investigates and adjudicates suspected violations of this student code. Unacceptable behavior includes cheating, unauthorized collaboration, fabrication or falsification, plagiarism, multiple submissions without instructor permission, using unauthorized study aids, coercion regarding grading or evaluation of coursework, and facilitating academic misconduct. Please review the UIC Student Disciplinary Policy for additional information about the process by which instances of academic misconduct are handled towards the goal of developing responsible student behavior.

By submitting your assignments for grading you acknowledge these terms, you declare that your work is solely your own, and you promise that, unless authorized by the instructor or proctor, you have not communicated with anyone in any way during an

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exam or other online assessment. Let's embrace what it means to be a UIC community member and together be committed to the values of integrity.

> By enrolling in this course, you agree to uphold a class honor code in which we trust one another and engage only in behaviors that reflect our community standards of academic integrity.
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> **If any part of you feels even slightly tempted to engage in academic dishonesty for the sake of a better grade, come talk to me and I'll give you all sorts of tips and tricks to earn that grade you're hoping for.**

EXPERIENCING PERSONAL AND ACADEMIC CHALLENGES

As an undergraduate at UIC, you may experience challenges such as struggles with academics, finances, student life, or your personal well-being. Please know this is completely normal and you shouldn't hesitate to ask for help. Come to me, or if it is about an issue beyond the scope of this class, please contact your college advisors, or get help from any number of other support services and resources available to all UIC students. A comprehensive list is available on the Current Student Resources website. Academic resources that I encourage you to explore as needed are listed on the Student Academic Resources website.

> **If you are in immediate distress**, please call the UIC Counseling Center at (312) 996-3490 to speak directly with a counselor or to schedule an appointment with a counselor. If calling after business hours (which at UIC are typically from 9 am - 5 pm CT, M-F), press 2 to be connected to a crisis counselor. You can find additional online mental health resources on the Counseling Center Resources

If you experience sexual violence, identity-based harm, or any other personal crisis at any point during the course, please don't hesitate to reach out so I can (1) help you get caught up in class, (2) put you in contact with the appropriate resources and services, and (3) answer questions to the extent that I am qualified to do so. Note that Faculty and TAs are required by both university policy and federal law to report all disclosures of sexual violence to the appropriate campus authorities. But please know that I am more than willing to support survivors throughout the process. If you'd rather not talk to your professor about these issues, I completely understand. Please see the resources below.

Finally, as an educator, I fully support the rights of undocumented students to an education. If you have any concerns in that regard, feel free to discuss them with me, and I will respect your wishes concerning confidentiality. Furthermore, I am committed to resisting any and all attacks on immigrants.

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Campus Resources

The **Writing Center** offers friendly and supportive tutors who can help you with reading and writing in any of your courses, not just English. Tutors are ready to help other writing as well, such as job applications, personal statements, and resumes. The tutor and you will work together to decide how to improve your writing. If you have not started your assignment, that is OK. A tutor can help you brainstorm or make an outline. Tutors understand that you might be using the Writing Center for the first time. They are ready to guide you through your first session. You can choose to work with a tutor in real time using chat and a white board, or submit up to 5 pages of text and receive written feedback within 48 hours. For more information and to schedule an appointment, visit the Writing Center website.

The **Academic Center for Excellence (ACE)** can help if you feel you need more individualized instruction in reading and/or writing, study skills, time management, etc. Please call (312) 413-0031 or visit https://ace.uic.edu/ for more information.

Counseling Services are available for all UIC students. You may seek free and confidential services from the Counseling Center at www.counseling.uic.edu. The Counseling Center is located in the Student Services Building; you may contact them at (312) 996-3490 during normal business hours (M-F, 9 am - 5 pm). If calling after hours, press 2 to be connected to a crisis counselor. In addition to offering counseling services, the Counseling Center also operates the InTouch Crisis Hotline from 6:00 p.m.-10:30 p.m. They offer support and referrals to callers, as well as telephone crisis interventions; please call (312) 996-5535.

The **Campus Advocacy Network** provides information and offers resources to all UIC students, faculty, and staff. Under the Title IX law you have the right to an education that is free from any form of gender-based violence and discrimination. Crimes of sexual assault, domestic violence, sexual harassment, and stalking are against the law and can be prevented. For more information or for confidential victim-services and advocacy, contact UIC's Campus Advocacy Network at 312-413-1025 or visit http://can.uic.edu/. To make a report to UIC's Title IX office, email TitleIX@uic.edu or call (312) 996-5657.

Syllabus Disclaimer: This syllabus is intended to give you guidance on what will be covered during the semester, and will be followed as closely as possible. However, I may modify, supplement, and make changes throughout the semester.

*Parts of the syllabus were inspired by Leslie Berntsen and Ana Gantman