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Social Psychology

| Why is peer pressure so powerful? | What attracts us to other people? | Why is politics in America so polarized right now? |

COURSE OVERVIEW & GOALS

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, and (3) how people are influenced by the presence of others, and (4) how people behave in groups. In the second part of the course, we will focus on some topics commonly studied by social psychologists: prejudice, inequality, culture, politics, and prosociality.

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 or Prof Littman; pronouns: she/her)

Email: rlittman@uic.edu (expect a response within 48 hours, and **please** email me again if you haven't heard back by then or if it's very urgent!)

Zoom student hours: Student hours are time that I've dedicated to meeting with all of you! I highly encourage you to meet with me throughout the semester, whether it's just to say hi, ask questions about the course, or talk to me about any challenges you're facing. We're living through a crazy time right now with the pandemic! **I'll be on zoom every Tuesday from 2-3pm CT for a drop-in hour (zoom link [here]).** I'll just be hanging out on zoom, so you'll make me very happy if you stop by! If that time doesn't work for you, send me an email and we'll find another time to meet. I always enjoy meeting with students, so don't be shy! I'm here for you.

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

Email: jskala4@uic.edu

Zoom student hours: Jeff is also excited to meet with you all throughout the semester! Jeff will have standing **in-person office hours each week on Thursdays from 2-4pm CT in BSB 3058E**. If that timing doesn't work for you or you'd prefer to meet with Jeff over zoom, send him an email to schedule a meeting at another time!

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, weekly mini-quizzes on the lecture content, assignments, preparing for exams, and completing an individual class project.

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. You'll be expected to submit a discussion post each week by Thursday evening, and to reply to at least one of your podmate's posts by Sunday evening. I also encourage you to work together with you fellow pod members to understand the course materials.

Weekly mini-quizzes: Each week you'll get a mini quiz on the lecture content, which will be embedded in one of the lecture videos. This is part of your participation grade. We are doing these quizzes to help you with time management! When taking an asynchronous class, it can sometimes be challenging to keep up with the content each week. The purpose of these mini-quizzes is to help you make sure you are following along each week and not getting behind!

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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 download it **here**. 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 and / or provide links each week in the weekly course content folders on Blackboard.

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


COURSE SCHEDULE

An up-to-date, "living" course schedule can be found online **here**. This schedule lists the weekly topics, describes what we'll do in class each week, lays out due dates, and includes links to course materials (all materials will also be posted on blackboard).

This class is designed to be flexible. I will solicit your feedback throughout the course, and may make changes in response to your comments. Expect the class to be challenging, but we'll make sure we go at an appropriate pace!

HOW YOUR LEARNING WILL BE ASSESSED

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 study guide assignment 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.
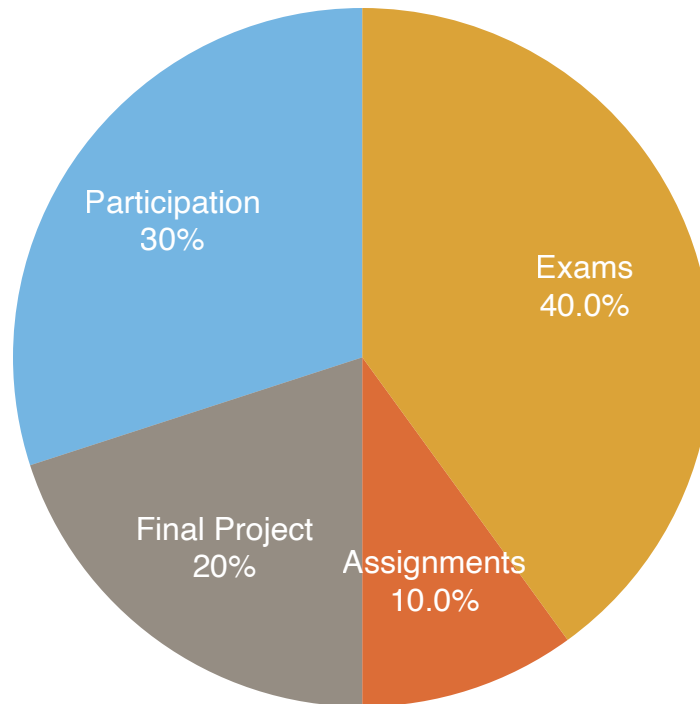
Assignments (10%): To prepare for each exam, you will make and submit a study guide, which you can then use during the exam. You will have the option to opt-in to doing the study guide as a group assignment rather than as an individual assignment.

Final Project (20%): Instead of a final exam, you will complete a final project called "What Would You Do?". You will be able to choose from a few different topics, and will either write a paper or record yourself giving a presentation. You'll get more information on this project halfway through the semester. It will be due during finals week.

Participation (30%): Each week, your pod's discussion board will have a discussion thread on the course content with a prompt posted by Prof Littman. You are required to post on your pod's weekly discussion thread by Thursday 11:59pm CT (and you are highly encouraged to post earlier in 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! You will be required to reply to at least one other pod member's post by Sunday at 11:59pm CT each week. Remember, this is our virtual classroom community. It is easy to feel disconnected when taking an online, asynchronous course. This course is designed to maximize student engagement, but it will only work if everyone participates! Your weekly discussion posts and replies will make up 16.5% of your total grade (12 points for your initial post and 3 points for your reply post each week).

Another part of your participation grade is the weekly mini-quizzes described above. These quizzes will start during Week 2, and will be worth 10% of your grade (10 points each week). The final part of your participation grade is the syllabus quiz which you'll take during Week 1. The purpose of this quiz is to make sure you've fully read and understood the course syllabus!

Source	Points (% of total grade)
Exam 1	200 pts (20%)
Exam 2	200 pts (20%)
Final Project	200 pts (20%)
Assignment - Study Guide 1	50 pts (5%)
Assignment - Study Guide 2	50 pts (5%)
Participation - Syllabus Quiz	35 pts (3.5%)
Participation - Weekly Discussion Posts	165 pts (16.5%)
Participation - Weekly embedded Lecture "Quizzes"	100 pts (10%)
Total	**1000 pts**

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 or your TA 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

Put your heart into this class. Ours is already there. Do the work, be happy to learn, be excited, and welcome lots of feedback – that's the only way you'll learn!

Special requirements for online asynchronous learning:

- You must carefully read all email and Blackboard communications from the professor and TA.

- **Communicate!** If you face any challenges this semester, communicate with your professor or TA early and often. We are here to support you!

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 right now, 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 the class, 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. Both late work and make-up exams are generally not permitted. However, in case of an emergency please get in touch with Prof Littman as soon as possible to let her know what's going on. More communication is always better, and as long as you contact Prof Littman in advance we can almost always work something out!

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

Online Course Communication Guidelines (Netiquette):

- Be mindful of different cultural and linguistic backgrounds, as well as different political ideologies and religious beliefs.

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- Use good judgment when composing your written responses, particularly your discussion posts on blackboard. 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.

OUR INCLUSIVE LEARNING ENVIRONMENT

Prof Littman and your TA Jeff 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 us as soon as possible and we will fix it!

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, Prof Littman 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 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.

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. 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.

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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