

PSY 221A, Social Psychology
Monday/Wednesday/Thursday
Time: 16:00 – 16:50

AJU Mission Statement

Learning and Scholarship: We believe in the principle of Torah – learning as an intellectual and inspirational endeavor – that embraces both academic scholarship and the efforts of all Jews to explore their shared heritage through the formal and informal study of Judaism and the other great civilizations of the world.

Culture: We acknowledge that Judaism is a flourishing civilization with a culture that is fundamental to modern Jewish identity. We strive to advance that culture by encouraging artistic endeavor in all of its many forms.

Ethics: We recognize that ethics is the language of Judaism and its most important link to the world at large.

Leadership: We understand that the future of Jewish life depends on the careful preparation of dedicated and impassioned individuals who are called to leadership.

Peoplehood: We are a pluralistic institution that embraces diversity within Judaism and values the contributions of all groups to the growth of Jewish Civilization.

Students with Disabilities

American Jewish University is committed to assisting our students with documented disabilities to have a successful career at AJU. Contact the Office of Student Affairs to request accommodations and begin the documentation process. (See Enhancing Accessibility and/or AJU website for complete policy.)

Standards of Academic Integrity

The Honor Code of American Jewish University was written by a committee of undergraduate and graduate students, faculty and administrators. Under the Honor Code, students have a two-fold obligation: individually, they must not violate the code, and as a community, they are responsible to see that suspected violations are reported. Academic Dishonesty includes, but is not limited, to the following definitions:

A. Examination Behavior: Unless expressly permitted by the instructor, the use of external assistance during an exam shall be considered academically dishonest. Inappropriate exam behavior includes but is not limited to: (1) communicating with anyone in any way during an exam, (2) copying material from another student's exam, (3) allowing a student to copy from one's exam, (4) using unauthorized notes, calculators, or other sources of unauthorized assistance.

B. Fabrication: Any intentional falsification, invention of data, or citation in an academic exercise will be considered to be academic dishonesty. Fabrication involves but is not limited to: (1) inventing or altering data for a laboratory experiment or field project, (2) padding a bibliography of a term paper or research paper with

sources one did not utilize, (3) resubmitting returned and corrected academic work under the pretense of grader evaluation error when, in fact, the work has been altered from its original form.

C. Plagiarism: Plagiarism is the appropriation and subsequent passing off of another's ideas or words as one's own. If the words or ideas of another are used, acknowledgement of the original source must be made through recognized referencing practices. Use of another's ideas or words must be properly acknowledged as follows:

- (1) Direct Quotation: Any use of direct quotation must be acknowledged by footnote citation and by either quotation marks or proper indentation and spacing.
- (2) Paraphrase: If another's ideas are borrowed in whole or in part and are merely recast in the student's own words, proper acknowledgement must, nonetheless, be made. A footnote or proper internal citation must follow the paraphrased material.

D. Other Types of Academic Dishonesty: Other forms of academic dishonesty include, but are not limited to:

- (1) Submitting a paper written by or obtained from another person.
- (2) Using a paper or essay in more than one class without the instructors' expressed permission.
- (3) Obtaining a copy of an examination in advance without the knowledge and consent of the instructor.
- (4) Altering academic records outside of official institutional procedures.
- (5) Using another person to complete academic assignments such as homework, take-home exams or using another person posing as oneself to take classroom examinations.

Course Description:

Social psychology is the scientific study of the way in which people's thoughts, feelings, and behaviors are influenced by the real or imagined presence of others. Social psychology seeks to understand individuals' subjective experiences and the way those experiences impact our behavior. One of the greatest things about studying social psychology is that it is relevant. It pertains to things you are probably already thinking about and want to know more. After this course you should have answers to questions such as "Why did so many people suddenly start wearing Ugg boots?" and "Why do women tend to underperform in comparison to men in math and science?" and "Do opposites really attract?"

So, be prepared to think. Be prepared to challenge some of your long-held assumptions about human mind and behavior. Be prepared to have fun!

Course Goals:

- To inform you about important theories and research findings in social psychology
- To help you become better a consumer of research in your daily life
- To give you a forum to develop as a critical thinker and writer

Course Requirements:

Aronson, E., Wilson, T. D., & Akert, R. M. (2006). Social psychology. Upper Saddle River, NJ: Prentice Hall. isbn: 0-13-814478-8

Cialdini, R. (2008). *Influence: Science and Practice (5th Edition)*. Allyn & Bacon, Publisher. **Only selected chapters**

Gladwell, M. (2002). *The Tipping Point: How Little Things Can Make a Big Difference*. Back Bay Books, NY, NY. **Only selected chapters**

Other readings as assigned in class

Assessment/Grading:

Exams. There will be 3 exams in this course: 2 midterms and 1 final. The exams will include short-answer and essay questions. The exams will only cover material since the previous exam. Prior to the first exam, I will distribute a couple sample questions to give you a feel for what I will likely ask.

NOTE: Make-up exams will be scheduled only in exceptional circumstances -- for students with documented medical problems or emergencies.

Papers. Being able to clearly articulate in writing what you are thinking is critical both in the academic and non-academic worlds. There will be 1 paper in this class.

- **Breaking cultural norms (6-7 pages).** You are to identify an important cultural norm in today's U.S. society and break it – LEGALLY. Then analyze – from a social psychological perspective – the behaviors and events that follow from this violation of norm.

Illustrations: One thing I want to impress upon you, is that Social Psychology is highly relevant to the real world. In order to encourage you to use the concepts in this class to explain real world phenomenon, submit illustrations. Illustrations are **brief one page write-ups** (double spaced, 1 inch margins, 12 point font) of examples in the real world that demonstrate a concept we learned either in the text book or in class. They should also explain how this course has given you a different perspective on or insight into the illustration. Examples of psychology at work can be drawn from television, movies, the news, personal experience, the internet etc. For example, you might write about something that is an example of a psychology concept, or an event that you can explain in terms of a psychological perspective. There will be 10 illustrations in the semester, each worth 1 point.

Please try to include full length accounts with complete reference information (date, volume, issue number, and page numbers, or web address in the case of an illustration from the World Wide Web).

Exam 1	20%
Exam 2	20%
Exam 3 (final)	20%
Norm Violation Paper	25%
Illustration Paper	10%
Attendance and Participation	5%

Attendance is mandatory for all class sessions. Should a student miss 20% or more of class sessions, he/she will be automatically withdrawn from the course and receive a W. To get an excused absence one must be ill and bring a doctor's note.

Course Schedule:

Topic 1: Introduction/Research Methods
Chapter 1

Topic 2: The Self
Chapter 15

Topic 3: The Self 2
Chapter 6

Topic 4: Social Perception
Chapter 4

Topic 5: Social Cognition
Chapter 5

Topic 6: Social Cognition/Attitudes
Chapter 3

Topic 7: Attitudes
Chapter 7
Tipping Point Chapters 1 & 2

Topic 8: Conformity
Chapter 8

Topic 9: Persuasion
Influence Chapter 6

- Topic 10: Group Influence
Influence Chapter 5
- Topic 11: Stereotype, Prejudice, and Discrimination
Chapter 13
- Topic 12: Aggression
Chapter 11
- Topic 13: Bias Reduction
Chapter 6
- Topic 14: Helping
Chapter 12
- Topic 15: Interpersonal Attraction
Chapter 10
- Topic 16: Relationships and Health
Chapter 15