
TAs: Kim Howell Mon., 12:30-2:30, room 161-G, Meyer Bldg.; kdh262@nyu.edu
Margarita Krochik Thurs., 9:30-11:30, room 568, Meyer Bldg.; mkrochik@nyu.edu
Gizem Surenkok Mon., 3:30-5:30, room 161-G, Meyer Bldg.; gsu201@nyu.edu

Secs: 002 W 2-3:15 48 Cooper Square, room 118 Kim Howell
003 R 8-9:15 Silver Center, room 515 Margarita Krochik
004 T 8-8:15 Silver Center, room 709 Gizem Surenkok
005 M 2-3:15 Silver Center, room 407 Gizem Surenkok
006 M 9:30-10:45 Waverly Bldg., room 367 Kim Howell
007 W 9:30-10:45 TBA Margarita Krochik

Grades are not “curved” in that everyone could get an A, or a C, so your success does not affect anyone else’s grade. Grades are expressed in points out of 100, where A = 93+, A- = 90-92, B+ = 87-89, B = 83-86, B- = 80-82, C+ = 77-79, C = 73-76, C- = 70-72, D+ = 67-69, D = 60-66, F is < 60.

Course grades are based on 3 papers, 4 quizzes, a final exam, and participation in discussion and research. The 4 quizzes have 15 questions and count 7% each for a total of 28%, the final exam has 60 questions and counts 30%, and both are multiple choice. The final exam is cumulative. Your lowest quiz grade will be dropped from your course average, which means you can miss one quiz (and only one quiz) without penalty. If you know in advance that you must miss a quiz for some reason, notify your TA as soon as possible. There are no make-up quizzes.

Paper 1 is limited to 1 page (at least 12 point font, New Times Roman, 1” margins, double spaced) and counts 4% of your course grade. Paper 2 is limited to 2 pages and counts 9%. Paper 3 (6 pages) counts 25%. See the end of this syllabus for more details. Papers are due when noted on the syllabus below. Late papers will be penalized 3 points (out of 100) for every day they are late, down to a minimum of 50 points if you turn in the paper at all. We will post some good and bad examples of each paper on Blackboard under Course Documents, to give you a better idea of what we are (and are not) looking for.

Plagiarism will not be tolerated. If you use long strings of words written by others (including copy-and-paste excerpts from the internet) without giving crediting to your source, you will receive an F in the course. We have copies of student papers from previous semesters, so we can compare yours with them. We also use programs like Turnitin™ to check for plagiarism. If you are unsure what plagiarism is, please consult with your TA or professor.

Participation counts 4% of the course grade, and is based on amount of participation during recitations and lectures. Participation will be credited by TAs on Blackboard twice: around the middle of the term and before the final exam. This course also includes a research participation requirement, consisting of either participating in 2 hours of studies in the department or writing a paper on methodology. You may do 1 additional hour of participation for 1% extra credit. Details are available at http://www.psych.nyu.edu/research/required.html.

Attendance will not be taken in lecture or recitations, although it will inevitably affect your “participation” grade. As an adult, you are responsible for how you use your time. But both lectures and recitations are designed to help
you learn, and to be fun and interesting. Data from past courses shows that people who cut get poorer grades. It’s
your call.

Blackboard has most materials for this class, through your NYU Home web site. (That’s at <http://home.nyu.edu>.
If you haven’t activated your home page, go to <http://start.nyu.edu>.) If you are officially registered for this
course, it should show up on your NYU Home page under “Academics,” then “Classes.” Going to the links for this
course will give you access on-line to:

1. The class syllabus (i.e., this document), as an MS Word document, under “Course Documents.”
2. The PowerPoint version of each lecture, under the Assignment for that day.
3. Optional and Research Readings, as pdf files under the Assignment for that day.
4. “Announcements” about the course, as needed.
5. Various other “Course Documents.”
6. Your grades on papers and exams.
7. Anything else we discover we want to use it for.

The Web for Research: Generally, “information” available on the web is no more reliable than “information” in
The National Enquirer. You have to know the something about the source’s reliability. Part of learning to be a
critical thinker is learning to tell the difference between reliable and unreliable sources. Some sources, such as
scholarly references accessed through PsycInfo, a database on the Bobst Library website, are great. (I use this all
the time myself.) Others, like Wikipedia, are adequate if you really don’t care that much if everything is accurate,
but you just want to know something (often right but sometimes wrong) about the topic. So don’t use Wikipedia for
“research” for this course. Google and Google Scholar are fine if you know what you’re looking for and at, but if
you can’t tell the garbage from the gems, sometimes you’ll come up with garbage. Caveat emptor.

W. W. Norton (the textbook publisher) Websites have several useful features.
http://www.wwnorton.com/college/psych/social-psych2
is a free website with review materials, quizzes, and video podcasts for each chapter. There are links to current news
items and book reviews, and other material designed to connect the chapter materials to things of interest. We
encourage you to use this stuff, because it will “consolidate” your learning and raise interesting questions.
http://www.nortonebooks.com/ is where this textbook can be found as an e-book, at about half the price!

Tutorial help: Additional assistance for this class is available to you free of charge at the College Learning Center.
For information on one-on-one and group peer tutoring, please stop by the CLC or go to their website:
www.nyu.edu/cas/clc or (212) 998-8085. They have 2 locations: CLC@University Hall (specializes in math, social
sciences, humanities, languages and writing), at 110 East 14th Street (btwn 3rd and 4th Ave).
CLC@Weinstein Hall (specializes in science and calculus), at 5-11 University Place, 1st Floor (btwn Waverly Pl
and 8th St.). Both are probably useful, depending on which parts of the course you need help with.

Lecture, Reading, and Recitation Schedule: Note that there is roughly one recitation for each pair of lectures.
Therefore, depending on the schedule of holidays and which day of the week your recitation meets, there may be a
time lapse between lecture topics and related recitation activities. Check the syllabus below for details. There are
14 recitations for all sections. Listed recitation activities take place after the lecture time and date shown.

Quizzes and papers due dates are highlighted in bold. Required readings should be read before the lecture,
so they can be discussed. Optional readings are marked with an asterisk (*). These and the Research Readings are
posted on Blackboard for the Assignment date shown. Two of the first eight numbered Research Readings (your
choice) are the topics of your first two papers. All Research Readings were selected to give you experience reading
the actual research literature (rather than just a necessarily over-simplified and snappy textbook), and to serve as
models for your own term paper in which you’ll propose research (more below). “Demos” in lecture and activities
in recitations are also usually described.

<table>
<thead>
<tr>
<th>Date</th>
<th>Lecture topic, readings, and recitation activities (by section – 002 through 007 – number and weekday, e.g., 002W = section 002, which is on Wednesday)</th>
</tr>
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The Science of Social Psychology

2
Jan. 24:  
Introducing social psychology (lecture 1)  
Characterizing, situations, and construal  
Preface (pp. xviii-xxiii) and For Students (p. xxvii)  
Ch. 1, pp. 3-21, up to “Automatic vs. Controlled…”  
Teaching with telenovelas (familiar important schemas)  
Ch. 15, pp. 600-602, and review item on 605.  
* Optional Reading: Milgram, S. (1965). Some conditions of obedience and disobedience to  
authority. Human Relations, 18, 57-76. – the original report of the classic study  
Recitation 1: 004T, 005M, 006M, & 007W for Introductions, quiz and photos.

Jan. 26:  
Milgram’s Obedience study – videotape and discussion  
(TAs will run this discussion. Prof. Uleman will be at a social psychology conference in San  
Antonio.)  
Recitation 1: 002W & 003R for Introductions, quiz and photos.  
Recitation 2: 006M for Research Methods

Jan. 31:  
Introducing social psychology, con’t. (lecture 2)  
Automaticity, evolution, and culture  
Ch. 1, pp. 21-39, and then review chapter  
Culture and health: Class, stress and health outcomes  
Ch. 15, pp. 573-577  
Recitation 2: 004T, 005M, & 007W for Research Methods.

Feb. 3:  
The methods of social psychological research (lecture 3)  
Why research? How research, statistical ideas  
Ch. 2, pp. 42-61 (whole chapter), and then review  
Statistics and critical thinking  
Ch. 15, pp 602-604, and review item on 605  
* Optional Reading: Gigerenzer, G. (2007). Helping physicians understand screening tests will  
* Optional Reading: Richard, F.D., Bond, C.F. Jr., & Stokes-Zoota, J.J. (2003). One hundred years  
of social psychology quantitatively described. Review of General Psychology, 7, 331-363.  
-- read the abstract, introduction, discussion, and skim Appendix for future reference; a  
summary of major findings in the field.  
Recitation 2: 002W & 003R for Research Methods  

Feb. 7:  
The social self (lecture 4)  
Its nature, self-knowledge  
Ch. 3, pp. 65-90, up to Self-Evaluation  
Construal and health: The benefits of perceived control and optimism  
Ch. 15, pp. 579-581  
America: An investigation of self-improving motivations and malleable selves. Journal  
of Personality and Social Psychology, 81, 599-615. -- read introduction, study 1, and  
general discussion; skip studies 2-4; see p. 99 of text.  
Recitation 3: 004T, 005M, & 007W for More Research Methods

Feb. 9:  
The social self, con’t. (lecture 5)  
Self-evaluation, self-presentation  
Ch. 3, pp. 91-107, and then review
Recitation 4: 006M for discuss Paper 1 and Research Readings 1 and 2.

Feb. 14: Quiz #1 on chapters 1-3, at the start of class. So be on time.
Understanding others (lecture 6)
Appearance, dispositions, attributions
Ch. 4, pp. 111-127, up to Errors and Biases
Recitation 4: 004T, 005M, & 007W for discuss Paper 1 and the Research Readings 1 and 2.

Feb. 16: Understanding others, con’t. (lecture 7)
Errors and biases, culture and attributions
Ch. 4, pp. 128-148, and then review
Intelligence, culture and achievement
Ch. 15, pp. 594-596
Demo: The Quiz Show
Recitation 4: 002W & 003R for discuss Paper 1 and the Research Readings 1 and 2.

Feb. 21: NYU holiday
No lecture or recitations 005M and 006M
Recitation 5: 004T & 007W for Snap Judgments.

Feb. 23: Paper #1 is due by 11:00 am. Submit it on Blackboard.
Social judgment (lecture 8)
Information available, presented, and sought out
Ch. 5, pp. 151-170, up to Prior Knowledge
Behavioral economics, irrational financial markets, loss aversion
Ch. 15, pp. 581-588

Feb. 28 Social judgment, con’t.(lecture 9)
Prior knowledge; reason, intuition, heuristics
Ch. 5, pp. 170-193, and then review
Mental accounting, decision paralysis, your own financial planning; Pygmalion in the classroom (self-fulfilling prophecies)
Ch 15, pp. 588-594, 598-599
Recitation 5: 005M for Snap Judgments.
Recitation 6: 004T & 007W for Heuristics and Biases.

Mar. 2: Attitudes, behavior, and rationalization (lecture 10)
Predicting behavior from attitudes, and vice versa
Ch. 6, pp. 197-219, up to Self-Perception Theory
Personality and Social Psychology, 71, 230-244. -- read introduction, study 1, and general discussion; skip studies 2-3; see p. 205 of text.

Recitation 6: 002W, 003R, & 006M for Heuristics and Biases, and review for Quiz #2.

Mar. 7:
Attitudes, behavior, and rationalization, con’t. (lecture 11)
Self-perception, broader rationalizations
Ch. 6, pp. 219-231, and then review

Recitation 6: 005M for Heuristics and Biases, and review for Quiz #2.
Recitation 7: 004T & 007W for Embodied Cognition, and review for Quiz #2.

Mar. 9:  Quiz #2 on chapters 4-6, at the start of class.
Emotion (lecture 12)
Characterizing, universality, social relations
Ch. 7, pp. 235-253, up to Emotions and Social Cognition

Recitation 7: 002W, 003R, & 006M (on Mar. 21) for Embodied Cognition.

Mar. 14-18:  Spring Break

Mar. 21:
Emotion, con’t. (lecture 13)
Social cognition, mind and body, happiness
Ch. 7, pp. 253-269, and then review
Evolution and stress: Short-term and chronic stress
Ch. 15, pp. 571-573
Recitation 7: 005M for Embodied Cognition
Recitation 8: 004T & 007W for Nonverbal Behavior, and discuss Paper 2.

Influencing Others

Mar. 23:  Social influence (lecture 14)
What it is, conformity
Ch. 8, pp. 273-293, up to Obedience

Mar. 28:  Social influence, con’t. (lecture 15)
Obedience, compliance
Ch. 8, pp. 293-314, and then review
Recitation 8: 005M for Nonverbal Behavior, and discuss Paper 2.
Recitation 9: 004T & 007W for Zimbardo video on Stanford Prison Study.

Mar. 30:  Paper #2 is due by 11:00 am. Submit it on Blackboard.
Persuasion (lecture 16)
Basics, functions, attitude change
Ch. 9, pp. 317-339, up to The Media

**Apr. 4:**
Persuasion, con’t. (lecture 17)
The media, resistance to persuasion
Ch. 9, pp. 339-349, and then review
Recitation 9: 005M for Zimbardo video on Stanford Prison Study, and review for Quiz #3.
Recitation 10: 004T & 007W for Persuasion, and review for Quiz #3.

Social Relations

**Apr. 6:**
**Quiz #3** on chapters 7-9, at the start of class.
Attraction (lecture 18)
Proximity, similarity
Ch. 10, pp. 353-377, up to Why Physical Attractiveness… Biology

**Apr. 11:**
**Rough draft of term paper is due.**
Attraction, con’t. (lecture 19)
Physical attractiveness, integration
Ch. 10, pp. 377-393, and then review
– see p. 388 in text.
Recitation 10. 005M for Persuasion.
Recitation 11: 004T & 007W for Determinants of Attraction.

**Apr. 13:**
Relationships (lecture 20)
Importance, Origins, Ways
Ch. 11, pp. 397-423, up to Romantic Relationships

**Apr. 18:**
Relationships, con’t. (lecture 21)
Romantic relationships
Ch. 11, pp. 423-437, and then review
Recitation 11: 005M for Determinants of Attraction
Recitation 12: 004T & 007W for Attachment Theory

**Apr. 20:**
Stereotyping, Prejudice, and Discrimination (lecture 22)
Intergroup bias, economic and motivational perspectives
Ch. 12, pp. 441-461, up to Cognitive
* Optional Activity: go to https://implicit.harvard.edu/implicit/research and play around with the Implicit Association Test (IAT)
Recitation 12: 002W, 003R, & 006M for Attachment Theory

**Apr. 25:**
Stereotyping, Prejudice, and Discrimination, con’t. (lecture 23)
Cognitive perspective, being stigmatized, reducing stereotyping
Ch. 12, pp. 461-480, and then review
Blocking stereotype threat; social fears and academic achievement
Ch. 15, pp. 596-598, 599-600
Recitation 12: 005M for Attachment Theory, and discussing the final paper.
Recitation 13: 004T & 007W for Cognitive Perspectives on Stereotypes, review for Quiz #4.

Apr. 27:
Helping, Hurting, and Cooperating (lecture 24)
Aggression
Ch. 13, pp. 485-505, up to Altruism
Recitation 13: 002W, 003R, & 006M for Cognitive Perspectives of Stereotypes, review for Quiz #4

May. 2:
Helping, Hurting, and Cooperating, con’t. (lecture 25)
Altruism, cooperation
Ch. 13, pp. 505-528, and then review
Situational factors and health: The benefits of social connection
Ch. 15, pp. 576-579
Recitation 13: 005M for Cognitive Perspectives on Stereotypes, and review for Quiz #4
Recitation 14: 004T & 007W for review for the final exam.

May. 4:
Quiz #4 on chapters 10-13, at the start of class
Groups (lecture 26)
Social facilitation and deindividuation
Ch. 14, pp. 533-553
Course evaluations
Recitation 14: 002W, 003R, & 006M for review for final exam.

May. 9:
Paper #3 is due by 11:00 am. Submit it on Blackboard. Last day of classes and recitations.
Groups, con’t. (lecture 27)
Self awareness and individuation, group decision making
Ch. 14, pp. 553-566, and then review
Recitation 14: 005M for review for the final exam. Additional reviews for the final exam may be announced.

May. 16:
Final Exam; 10-11:50 am; counts 30% of grade.

First paper (1 page maximum length, at least 12 point font, double-spaced New Times Roman; 4% of course grade)

Use Research Reading 1or 2 for this paper, due Feb. 23. In your own words, answer the following questions with regard to one of the studies. You don’t have to use complete sentences. You’ll have to be concise, which is a virtue. The paper should be turned though Blackboard’s Turnitin. by noon of the due date.
1. What is the central question(s) behind this research?
2. What are the variables?
3. How are they measured, or manipulated?
4. What relationships between these variables did the authors discuss, as possibilities?
5. How might these relationships shed light on the central question(s)?
6. What are the empirical results? That is, what were the variables’ actual relationships?
7. How were these results interpreted?

Second paper (2 pages maximum length; 9% of course grade)

Use Research Reading 3 or 4 for this paper, due Mar. 30. Review it critically in a 2-page essay with complete sentences. After summarizing it very briefly, describe any weaknesses you see in presenting what is known (the introduction), in the method (measures, manipulations, controls), in the results (statistical analyses, size of effects, etc.), and in the discussion (interpretation of the results, especially concerning what they tell us that we didn't know before, and about the hypotheses). Note major strengths of the article as well as the weaknesses in your review. Be as specific as you can. If the paper has more than one study, critique the studies as a group.

Your critique can focus on any of the following questions. Is the theory clear, or ambiguous and inconsistent? Did the authors operationalize the theoretical concepts well, or do the measures and/or manipulations actually get at different concepts than the theory treats? Are the control groups adequate or sufficient to rule out alternative explanations? Would other theories explain these results, or are there findings and/or control groups to rule these out? Are the results over-generalized? Are directions for future research spelled out, clearly enough that someone could extend this work? Do the authors describe the study’s important limitations, and what questions remain open? In other words, your critique should be largely conceptual, focusing on the adequacy of the theory and how it was translated into manipulations and measures, and on what the results imply in turn about the theory.

One of the hardest things to learn about any new field is not the “facts” but the concepts and theories, and what they mean and how to use them. So this (and the third paper) is your chance to start using the concepts in the field — to start paying attention to what “counts” as an explanation in social psychology, theoretically, vs. what’s just nit-picking and trivial. Re-reading some of the Research Readings, esp. their introductions and discussions, will give you good examples of doing this well. This also requires developing a sense of what the field assumes, and what it thinks is worth investigating. (Of course, if you can come up with “good” alternative assumptions, and a way to test them and thereby challenge the assumptions of the field, so much the better. But you have to know what these assumptions seem to be first.) So focus on the concepts, the ideas, and how they’ve been investigated in the study you’re critiquing.

Also be sure to explain how and why your criticism is a good one; make an argument. Don’t just say, “there’s no control group.” What kind of control group(s) should there have been, and why? What alternative explanations would they control for? In general, how could your alternative explanation explain the data obtained? Be specific.

Third paper (6 pages maximum length; 25% of course grade)

In this six-page paper, propose a study to answer a question that's of interest to you, and that falls within the subject matter of this course. This term paper is due May 9, and a rough draft is due Apr. 11. Use the research articles that you've read as models, particularly the Introduction, Method, and Discussion sections. Consult the additional guidelines under Course Documents on Blackboard. State the question or hypothesis as clearly as possible, putting it in the context of what is known so that its importance is clear. Re-state the question in terms of the variables you've chosen and their possible relations to each other. Describe how you would measure or manipulate these variables. (Assume that appropriate measuring instruments, research assistants, archival data bases, means to carry out manipulations, etc. are all available.) Be sensitive to ethical concerns in your design. Describe what relations between variables you'd expect, and how you would interpret them if you found them. (Don't describe the statistical analyses in any detail; that's beyond the scope of this course. But do say whether you expect a positive or negative correlation between which variables, or expect one group to score higher than another on some variable, etc.) Describe how some unexpected results might also be informative, about either your research question or the method you used to study it.

It is most common for people to base their proposals on research that’s already been done. It’s rare for people to come up with completely new procedures (the way Asch or Milgram did). Using old procedures to test new questions is fine, and actually a good idea when you're really doing research. Science normally proceeds by small, cumulative steps. But don’t propose a mere replication of an existing study. As in the second paper, the emphasis should be on your ideas. So your variation on what’s already been done should pose a new or interesting
question, even if it uses established methods to study it. Make it interesting. Ask yourself, “why would anyone care how this study came out?” And if you can’t answer that, have more thoughts/

Remember that a research study must include at least two variables and a theory (or 2 or 3) about how you think they’re related. If your “research question” takes the form, “I wonder if X?” or “I wonder whether Y?” then you don’t have a good question. It should have the form, “I wonder whether X affects [correlates with] Y…, because…[some theory]. On the other hand, [some other theory] would make the same prediction based on Z, so I’ll get evidence on that alternative as follows…” If the question is interesting to you, it will probably be interesting to us. If it’s dull and trivial to you (e.g., “Would this replicate?” or “What do people think of Hillary?”), then it will probably be dull and trivial to us.

We’ll also review the rough draft of your term paper, with your TA’s comments, when we grade this paper. We want to know where you started in judging your final paper.

Syllabus revised 1/15/11