
SOCIAL PSYCHOLOGY in Spring 2021 (PY2045)

Course Code	PY2045	Professor(s)	Sharman Levinson
Prerequisites	None	Office Number	PL-101
Class Schedule	M: 09:00-10:20 in PL-3 R: 13:45-15:05 in PL-3	Office Hours	By appointment
Credits	4	Email	slevinson@aup.edu
Semester	Spring 2021	Office Tel. Ext.	N/A

Course Description

COURSE DESCRIPTION:

Does society bring out the best or the worst in us? When and in what situations? Besides “individuals” and “others”... what else is there to society? Can we speak about “social thought” as “more than” the product of communication between individuals? *Studying social psychology gives us insight into how society creates and influences individuals and how individuals create and influence societies.* This course examines original research both “classic” and contemporary in the field of social psychology. Through close readings and debates among students, the course aims to provide an introduction to core concepts, theories and empirical research methods used in social psychology. Here are three definitions of social psychology that we will refer to in order to compare independent traditions within the discipline.

“Social psychology is the science of conflict between the individual and society, or rather: conflict between the ‘society within’ and the society around us.” (Moscovici, 1984)

“Social psychology is the scientific study of the way individuals think, feel and behave in regard to other people and how individuals’ thoughts, feelings and behaviours are affected by other people.” (Brehm, 2005)

« Social psychology is the scientific attempt to explain how the thoughts, feelings, and behaviors of individuals are influenced by the actual, imagined, or implied presence of other human beings” (Allport, 1954)

« La psychologie sociale est la science du conflit entre l'individu et la société, on pourrait ajouter : de la **société du dehors** et la **société du dedans** » (Moscovici, 1984)

Course Learning Outcomes

Students should be able to propose research projects using methods from social psychology

Students should be able to think critically about social issues and their media portrayal

Students should be able to write peer evaluations of “colleagues” research proposals, providing constructive criticism

Students should be able to understand and discuss major topics in social psychology such as social influence, conformity, person perception, attitudes, cognitive dissonance, obedience, attraction, stereotypes, group and collective processes and conflicts, social representations and social memory and be able to apply these to situations in daily life and to current social issues

Exploring and Engaging Difference: Students will think critically about cultural and social

difference; they will identify and understand power structures that determine hierarchies and inequalities that can relate to race, ethnicity, gender, nationhood, religion, or class (CCI LO3)

Civic and Ethical Engagement: Students will demonstrate awareness of ethical considerations relating to specific societal problems, values, or practices (historical or contemporary; global or local) and learn to articulate possible solutions to prominent challenges facing societies and institutions today so as to become engaged actors at various levels in our interconnected world (CCI LO4)

General Education

[PLEASE REMOVE THIS SECTION IF THE COURSE DOES NOT FULFILL ANY GLACC REQUIREMENT]

GLACC

The Global Liberal Arts Core Curriculum (GLACC) degree requirements include the following categories of courses:

- Integrative Inquiry (coded CCI)
- Experiential learning (coded CCX)
- Research, Interpretation, and Writing (coded CCE)
- Digital Literacy and Communication (coded CCD)
- Disciplinary Research Methods and Writing (coded CCR)

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- Quantitative Reasoning (coded CCM)
 - Experimental Reasoning Course with Lab (coded CCS)
 - Expression Française (coded FR)
 - AUP Capstone (coded CCC)

This course can be used to fulfill the [INDICATE THE REQUIREMENT(S) FULFILLED BY THE COURSE] requirement and as such has the following learning outcomes:

[INDICATE THE GENERAL EDUCATION LEARNING OUTCOMES]

Course Outline

COURSE OUTLINE:

Introduction

SECTION I. The Collective: a political and psychological shaping of behaviour (WEEK 1-4)

SECTION II. Changes of mind and feeling (WEEK 5-9)

II. A. Verbal indicators

II. B. Physiological indicators and Animal models

Section III : Social Representations, Memory and Identity (WEEK 10-14)

Conclusion

SELECTED BIBLIOGRAPHY (Completed in a separate document):

King (1990) Reconciling Democracy and the Crowd in Turn-of-the-Century American Social-Psychological Thought, Journal of the History of the Behavioural Sciences, 26: 334-344

Latané and Darley (1968) Group inhibition of bystander intervention in emergencies, Journal of Personality and Social Psychology, 10, 3: 215-221.

Manning, Levine and Collins (2007) The Kitty Genovese Murder and the Social Psychology of Helping: the Parable of 38 witnesses, *American Psychologist*, 66, 6: 558-562.

Brock (2008) Negligible Scholarly Impact of 38-Witnesses Parable (Comment), *American Psychologist*, 6, 561-566 :561.

Manning, Levine and Collins (2008) The Legacy of the 38 Witnesses and the Importance of Getting History Right (Reply) *American Psychologist*, 6, 561-566: 562

Eagly (2009) The His and Hers of Prosocial Behaviour: An Examination of the Social Psychology of Gender, *American Psychologist*, 64, 6: 644-658

Aronson (2008) Conformity (Chapter 2) in Aronson, *The Social Animal*, Worth Publishers p.13-41 (NOTE : you only have to read pages 13-41)

Milgram (1963) Behavioural Study of Obedience, *Journal of Abnormal and Social Psychology*, 67, 4, 371-378.

Benjamin & Simpson (2009) The Power of the situation: the impact of Milgram's Obedience Studies on Personality and Social Psychology, *American Psychologist*, 64, 1: 12-19. (For the rest see BB)

Ainsworth & Bowlby (1991) An Ethological Approach to Personality Development, *American Psychologist*, Vol. 46, No. 4, 333-341

Fraley, R. C., & Shaver, P. R. (2000). Adult romantic attachment: Theoretical developments, emerging controversies, and unanswered questions. *Review of General Psychology*, 4, 132-154.

Heider, F. and Simmel, M. (1944) An Experimental Study of Apparent Behavior, *The American*

Journal of Psychology, Vol. 57 (2), pp. 243-259.

Festinger, L. and Carsmith, J. (1957) *Cognitive Consequences of Forced Compliance*, *The Journal of Abnormal and Social Psychology*, 58 (2), 203–210.

Schachter, S. and Singer J.E. (1962) Cognitive, Social and Physiological Determinants of Emotional State, *Psychological Review*, pp 379-399.

Storms, M.D. and Nisbett (1970) Insomnia and the attribution process, *Journal of Personality and Social Psychology*, Vol 16, No. 2, 319-328.

Clíodhna O' Connor and Helene Joffe (2014) Social Representations of Brain Research : Exploring Public (Dis) engagement with Contemporary Neuroscience, *Science Communication*, 36: 617

E. Loftus (2003) Make-believe memories, *American Psychologist*, 867-872

Laney, C., Morris, E., Bernstein, D. (2008) Asparagus, a Love Story. Healthier eating could be just a false memory away, *Experimental Psychology*, Vol 55 (5): 291-300.

Wells, G., Taylor B. and Turtle, J. (1987) The Undoing of Scenarios, *Journal of Personality and Social Psychology*, Vol 53, no.3 421-430.

Kray, L. George, L., Galinsky, A, Liljenquist, K., Tetlock, P, Roese, N. (2010) From What Might Have Been to What *Must* have Been: Counterfactual Thinking Creates Meaning, *Journal of Personality and Social Psychology*, Vol. 98, no. 1, 106-118.

COURSE SCHEDULE:

SECTION I. The Collective: political and psychological shaping of behaviour

January :

Week I – 18th – 22nd

Monday Jan 18th: Introduction to Course: What is social psychology? Discussion of definitions. Presentation of Syllabus. Small group discussions and brainstorming around the starting theme of “connectedness”.

Thursday Jan 21th (homework to be read for this class): Democracy and the Crowd in turn of the century American Social-Psychological Thought. The reading has been e-mailed to every enrolled student. Short introduction to the history of social psychology, social thought and behaviour.

Discussion: From crowds to factories to “public opinion” and beyond

Week II – 25th – 29th

Monday Jan 25th Homework to prepare for this session: Latané and Darley on the group inhibition of the bystander; Discussion of 'Social Loafing'

In class activity: Learning to "observe" social behaviour

Thursday Jan 28th

'Prosocial Behaviour'

Manning et al. on the origins of Prosocial Behaviour debate + comment and reply

January 24th – last day to drop/add courses online

February

Week III – 1st – 5th

Conformity + Obedience

Monday Feb 1: Hand in personal reflection paper on 'connectedness' and 'social contagion'

Required Reading on Conformity + optional reading on the reappraisal of Asch experiment;

Thursday Feb 4: Milgram + Read one of the two historical articles on Milgram

Week IV –8th – 12th

+ Feb 15th

Victims of Circumstance?

Mon Feb 8: Mini-break

Thurs Feb 11: The Stanford Prison experiment in context: debate on the 'psychology of decent people who do 'bad' things supposedly due to 'circumstances' and the making of a 'myth' in social psychology.

+ Monday Feb 15th : The Legacy of the Stanford Prison Experiment & in class debate

Read article on BB, the Original report on the Stanford Prison experiment + criticism by Letexier and Zimbardo's reply in American Psychologist.

February 8th – 10th, Mini break 1, (no classes)

SECTION II : Changing minds, reasoning and emotions

II.A. Verbal indicators

Week V –VI 15th – 19th, +

Feb 22nd

Thursday Feb 18: Introducing the 'economy of perception', and its influences on social cognition

Fritz Heider, attribution theory and cognitive 'equilibrium' (relationships and symbolic logic)

Reading Heider & Simmel

Monday Feb 22: Cognitive dissonance in the lab and in the field: Leo Festinger

Read the '1 dollar for a lie experiment' article (Cognitive consequences of forced compliance)

Brief description of the book 'When prophecy fails'

Thursday Feb 25 Mini break II

February 24th – 28th, Mini break 2, (no classes)

II.B. Physiological indicators

Week 7

Monday March 1st Read Stanley Schachter and Jerome Singer on Cognitive, Social and Physiological Determinants of Emotional State

+ Storms and Nisbett insomnia experiments

Thursday March 4th

Brainstorming session: 'operationalizing' complex concepts in Social Psychology

(no additional readings for this day, you will have an in-class activity where you will be able to draw of your knowledge of past readings)

Week VIII – 8th –12th

March 8th: Attachment theory Historical Readings on Bowlby and Ainsworth;

Attachment theory in Social Psychology of Adult Romantic Relationships

March 11th: Review Session to prepare for Midterm

Week IX – 15th – 19th

Midterm exam: Monday the 15th

March 17th, Mid-semester

March 19th, Mid-semester grades due

March 19th : presentation of final project guidelines

Section IV : Social Representations, Memory and Identities

Week X – 22nd – 26th

Monday: Professor's lecture on Social Representation Theory, its origins and contemporary developments

Thursday: Read the article on BB : Cliodhna O' Connor and Helene Joffe (2014) Social Representations of Brain Research : Exploring Public (Dis)engagement with Contemporary Neuroscience, *Science Communication*, 36: 617

Week XI–29th – 2nd

Monday: Professor's Lecture on Social Memory (history of the concept of 'collective memory')

Thursday: Read articles on the Social 'influences' on the reconstruction or 'implantation' of memories on BB. E. Loftus (2003) Make-believe memories, *American Psychologist*, 867-872

+ Laney, C., Morris, E., Bernstein, D. (2008) Asparagus, a Love Story. Healthier eating could be just a false memory away, *Experimental Psychology*, Vol 55 (5): 291-300.

April 2nd, last day to withdraw from a course.

Last day to choose the CR/NC grading option.

April

Week XII – 5th – 9th

Mon April 5 : Easter Monday

Thursday April 8: Discussion of Research Proposal Presentations and our last readings on

Counterfactual Thinking, What if and if only (cf. BB)

Wells, G., Taylor B. and Turtle, J. (1987) The Undoing of Scenarios, *Journal of Personality and Social Psychology*, Vol 53, no.3 421-430.

Kray, L. George, L., Galinsky, A, Liljenquist, K., Tetlock, P, Roese, N. (2010) From What Might Have Been to What *Must* have Been: Counterfactual Thinking Creates Meaning, *Journal of Personality and Social Psychology*, Vol. 98, no. 1, 106-118.

April 5th, Easter Monday (no classes)

April 6th, Faculty retreat (no classes)

Week XIII – 12th – 16th

Monday April 12 Presentation of the first half of preparing a proposal for funded research (Objectives and Theoretical Framework)

Thursday April 15 Presentation of the second half of preparing a proposal for funded research (Hypotheses, Methodology, Expected results, Budget and Calendar)

THE EVALUATION CRITERIA AND SIGN-UP SHEET CAN BE FOUND ON TEAMS

Week XIV – 19th – 23rd

Monday Final Presentations 1

Thursday Final Presentations 2

Week XV – 26th

Monday April 26th Final Presentations last session

April 28th, Last day of classes,

April 29th, – May 2nd, Reading days (May 1st, holiday)

May 3rd – 12th, Final Exam

Final exam

May 26th, all grades due

Textbooks

This course doesn't have any textbook.

Attendance Policy

AUP ATTENDANCE POLICY:

Students studying at The American University of Paris are expected to attend ALL scheduled classes, and in case of absence, should contact their professors to explain the situation. It is the student's responsibility to be aware of any specific attendance policy that a faculty member might have set in the course syllabus. The French Department, for example, has its own attendance policy, and students are responsible for compliance. Academic Affairs will excuse an absence for students' participation in study trips related to their courses.

Covid-19 temporary amendments:

Students studying at The American University of Paris are still expected to attend ALL scheduled classes. Due to the Covid-19 pandemic, students will have the option of attending classes remotely when special circumstances apply. For example, when students are placed under quarantine by the French authorities or by their doctor, or when students present symptoms of Covid-19 and are directed, by their doctor or the AUP Health Office, to remain home. It is still the student's responsibility to be aware of any specific attendance policy that their professor might have set in the course syllabus. In particular, Students attending remotely from distant Time Zones should check with their professors about the specific attendance policy for remote learners.

Attendance at all exams is mandatory. In all cases of missed course meetings, the responsibility for communication with the professor, and for arranging to make up missed work, rests solely with the student.

Whether an absence is excused or not is ALWAYS up to the discretion of the professor or the department. Unexcused absences can result in a low or failing participation grade. In the case

of excessive absences, it is up to the professor or the department to decide if the student will receive an “F” for the course. An instructor may also recommend that a student withdraw, if absences have made it impossible to continue in the course at a satisfactory level.

Students must be mindful of this policy when making their travel arrangements, and *especially during the Drop/Add and Exam Periods*.

ENGLISH LANGUAGE PROFICIENCY STATEMENT:

As an Anglophone university, The American University of Paris is strongly committed to effective English language mastery at the undergraduate level. Most courses require scholarly research and formal written and oral presentations in English, and AUP students are expected to strive to achieve excellence in these domains as part of their course work. To that end, professors include English proficiency among the criteria in student evaluation, often referring students to the university Writing Lab where they may obtain help on specific academic assignments. Proficiency in English is monitored at various points throughout the student's academic career, most notably during the admissions and advising processes, while the student is completing general education requirements, and during the accomplishment of degree program courses and senior theses.

Grading Policy

GRADING POLICY:

10 percent : 2 page personal reflection on ‘connectedness’ and/or ‘social contagion’

20 percent : Participation and short reflections on readings to prepare in-class discussion

20 percent : Midterm Exam

25 percent : Final Presentation

25 percent : Final Exam

Other

« La psychologie sociale est la science du conflit entre l'individu et la société, on pourrait ajouter : de la **société du dehors** et la **société du dedans** » (Moscovici, 1984)