

PSYC 216-01 Social Psychology (4 Credit Hours)
Fall 2018
Mon. & Wed. 10:00 – 11:50 AM
Westminster College, Jewett Room 200

Professor: Jonathan Amburgey, Ph.D.

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Office: Foster Hall Room 411

Office Phone: (801) 832 2381

Office Hours: Tues. & Thurs. 1:00 – 2:30 PM; or By Appointment

Contacting Me: If you need to contact me outside of class, **email or Canvas is the best way to get a hold of me**, next to calling my office, or simply stopping by in-person. I have an open-door policy, so you're always welcome to stop by my office when I'm in. I typically check my email (and Canvas) at least one to two times per day, but you should allow at least **48 hours** for a response, excluding weekends and academic holidays. I'll typically be able to respond sooner than this, usually within 24 hours, but that may not always be the case depending on my work obligations. Please come and speak with me (and/or email, call) if you have any questions pertaining to the course. I'm more than happy to meet and talk with you.

Contacting You: In the event that I need to communicate with you outside of class, I will send you an email via your official Westminster College email address. **You are responsible for regularly checking this email, as well as all messages and announcements on Canvas.** Once I send you an email, or post an announcement on Canvas, I will assume that you receive the message in a reasonable amount of time, such as within 48 hours, and you will be held accountable for the information contained in the message. Check your email and Canvas frequently each week. If you use an account other than your Westminster email, be sure to have your messages forwarded.

Academic Catalog Description

An investigation of how people interact with and think about others. Areas of focus include research methodology, person perception, attitudes, prejudice, interpersonal attraction, aggression, and group behavior.

Prerequisites: PSYC 105 or WCSAM/WCSBS 120 (prior to 2017, WCSAM/WCSBS 101 & 102).

Additional Information About This Course

Social Psychology is the scientific study of how our behaviors, thoughts, and emotions are affected by the real or imagined presence of other people. Social psychology as a field is concerned with understanding human social interaction from multiple levels of analysis (interactions of biology and environment) via basic and applied scientific research. This course is designed to introduce students to selected areas of research in social psychology, including domains such as social perception (what affects the way we perceive ourselves and others?), social influence (how do we influence each other?), and social relations (what causes us to like, love, help, and hurt others?). Through occasional lectures, assigned readings, class discussions, group activities, and various media presentations, students will learn about the theories and research practices surrounding the study of human social behavior.

Objectives & Learning Goals of the Course

- Familiarize you with the field of social psychology by discussing classic topics of study and experiments that have defined the field.
- Discuss scientific research methods commonly used to investigate social psychological phenomena.
- Engage in critical thinking regarding the merits of research findings, theories, and conclusions.
- Gain an informed perspective on how social situations influence behavior in everyday settings.
- Discuss the relevance of social psychological research for informing an understanding of human social behavior, and apply that knowledge to one's own personal growth and development.
- Demonstrate the utility of applying social psychological theory and research to real-world problems and issues for the benefit of society.

The learning goals and outcomes of this course are based upon the American Psychological Association's (APA) Guidelines for the Undergraduate Psychology Major, Version 2.0 (2013), which includes:

Goal #1: Knowledge Base in Psychology

- 1.2 Develop a working knowledge of psychology's content domains
- 1.3 Describe applications of psychology

Goal #2: Scientific Inquiry and Critical Thinking

- 2.1 Use scientific reasoning to interpret psychological phenomena
- 2.3 Engage in innovative and integrative thinking and problem solving
- 2.4 Interpret, design, and conduct basic psychological research

Goal #3: Ethics and Social Responsibility in a Diverse World

- 3.1 Apply ethical standards to evaluate psychological science and practice

Goal #4: Communication

- 4.2 Exhibit effective presentation skills for different purposes
- 4.3 Interact effectively with others

Goal #5: Professional Development

- 5.3 Refine project-management skills
- 5.4 Enhance teamwork capacity

Note: For additional information about the learning goals above, see: <http://www.apa.org/ed/precollege/about/psymajor-guidelines.pdf>

College-Wide Learning Goals:

- Critical Thinking
- Creativity
- Collaboration
- Communication
- Global Responsibility

Course Structure & Instructional Approaches

In this course we will utilize several approaches for facilitating your learning. For most class meetings, the focus will be on collaborative group interactions using structured activities and discussions. As a student, you will be tasked with becoming a discoverer of knowledge, a contributor to group activities, and a critical thinker of social psychological theory and research. Throughout the semester there will be occasional lectures on important concepts, as well as video presentations and demonstrations to illustrate course content, though you should expect to spend much of our class time together working with your fellow classmates on structured activities to facilitate your learning. In other words, this is not a class where you simply show up, pick a seat, and sit and listen passively. Rather, you can expect that on most days of the semester there will be multiple activities, requiring active engagement and participation among you and your fellow classmates. Expect to “learn by doing” in this course, and plan on being an active member of our class community.

Required Text: Kassin, S., Fein, S., & Markus, H. R. (2014). *Social Psychology*, 9th Edition: Wadsworth, Cengage Learning. ISBN-13: 978-1-133-95775-1

Note: The newest edition of the textbook is not required for this course. The textbook is also available for purchase and/or to rent as a digital ebook if desired. See the following link for more information: <http://www.cengagebrain.com> The textbook is also available from vendors such as Amazon.com

You will need to bring a copy of the textbook (or ebook on a laptop or tablet) on most days of the semester for class activities and assignments. You will also need to bring a laptop or tablet/other device to class each week.

Additional Readings & Resources

During the semester I will also assign reading and viewing material such as peer-reviewed journal articles, book chapters, online videos, and news reports to illustrate concepts discussed in the course. These materials will be announced in advance and posted on the course webpage in Canvas (see below) prior to class discussions.

Course Webpage

For this course we will be using Westminster College's Online Learning Management System, Canvas. The course webpage can be accessed via the college main page at: www.westminstercollege.edu Scroll to the bottom of the page to the Resources section, click on the link for Current Students, then the Canvas icon. Use your Westminster College login name and password to access the course page. Be sure that you are able to access Canvas the first week of class so that you can check for important course announcements, and download/print assigned readings and view other course materials. Lecture slides, class activities, assigned readings, assignment grades, videos, a copy of this syllabus, and other important course materials will be posted on this webpage throughout the semester.

Requirements of the Course, Grading, Class Policies, & Professor Expectations

	<u>Percentage of Final Grade (%)</u>
Attendance & Participation (5% recorded presence; 5% active engagement)	10%
Group Article Presentation (1 total)	15%
Quizzes (4 total; noncumulative)	
Quiz #1	10%
Quiz #2	15%
Quiz #3	15%
Quiz #4	15%
Group Research Project & Presentation (hypothesis testing, data collection, & analysis)	20%
PSYC Dept. Citation Training & Certification (on Canvas)	Required to Pass the Course

Final Grades: Final grades will be based on the total number of points earned on the requirements listed above, weighted according to their percentage value. Letter grades will be assigned as:

A	94% or above	C	74-77.99%
A-	90-93.99%	C-	70-73.99%
B+	88-89.99%	D+	68-69.99%
B	84-87.99%	D	64-67.99%
B-	80-83.99%	D-	60-63.99%
C+	78-79.99%	F	59.99% or below

Attendance & Participation: Attendance will be taken regularly throughout the semester. It's my expectation that you, being a student enrolled in the course, will attend class each week and actively contribute to class discussions and participate in all course activities on a regular basis. **It is your responsibility to notify me should you need to miss class. If you miss class and do not contact me (in-person, phone, or via email) with a reasonable or documented excuse, it will be counted as an absence. Arriving late to class will result in a reduced attendance grade.** Active participation will also count toward your final grade. Active participation is often a difficult concept to define and evaluate, but my expectation is that you will contribute to questions and points of discussion throughout the semester, and demonstrate an active presence in the class. I strongly encourage you to voice your questions and seek clarification when you don't understand concepts or assignments, or if you experience any difficulties in the class. You are also expected to participate in all group activities and projects with your fellow classmates. Neglecting to do so will substantially lower your grade in this course.

Group Article Presentation: With your fellow classmates, you'll develop and deliver one group presentation to the class on an assigned peer-reviewed scientific article from the field of social psychology. As a group, you and your members will create a 15 to 25-minute presentation (with time allotted for questions and discussion) describing the research reported in the assigned article. A detailed handout will be provided on Canvas with instructions for how to structure the presentation, what information to address, as well as other details, and you'll be provided with a grading rubric. **Note: You will need to plan time outside of class to work on this assignment with your group members.**

Quizzes: There are four required quizzes in this course. These quizzes will consist of multiple choice, true/false, and short-answer style questions and will be non-cumulative. Quiz questions will be based on material from class lectures and discussions, group activities, and assigned readings. Prior to each quiz I will post a study guide on Canvas to help direct you to the major concepts of importance for the course. It's strongly recommended that you use the study guides to aid your learning of course material. Quizzes will begin at the official course start time, so try not to be late. **Important: In order to complete the quizzes, you will need to bring a laptop with Respondus Lockdown Browser installed to class (see Canvas for instructions for how to install this free software). Be sure that your laptop battery is fully charged for completing the quizzes, as there are few power outlets in the classroom that will be available for use. If you're concerned about your battery not lasting for at least 1 hour, make arrangements in advance to rent or borrow a functioning laptop. Currently there are two laptop rental stations on campus: one in the Giovale Library, and the other in the Shaw Student Union. You are responsible for having a properly functioning laptop in order to complete the quizzes. The quizzes will be administered via Canvas, so be sure to check that your web browser is compatible and that you have Respondus Lockdown Browser installed prior to class meetings when quizzes are scheduled.**

Group Research Project & Presentation: During the semester, with your classmates, you'll develop a hypothesis-based research study that attempts to replicate a research finding in social psychology. You and your group members will choose a social psychological phenomenon to investigate, design a study or experiment to test a hypothesis related to the phenomenon, collect and analyze data, and present your project to the class. Details about this assignment, as well as a grading rubric will be posted on Canvas. **Please note that while some class time is set aside for you to work on this assignment (see the Course Schedule), you and your group members will also need to plan time outside of class to work on this project throughout the semester.**

PSYC Dept. Citation Training & Certification: Beginning in the Fall 2014 Semester, we the faculty in the Department of Psychology require all students, regardless of major, that enroll in any PSYC courses, including WCore classes, to complete an online citation training and certification. The training and certification is to familiarize all students with scientific citing standards and practices used in the field of psychology and other science disciplines. It is also intended to convey why, when, and how to cite various types of sources using APA Style in order to avoid committing plagiarism. The citation training and certification takes approximately one hour to complete, and is required in order to pass this course regardless of your final grade at the end of the semester. **If you do not complete the certification by the due date on Canvas, 10% will be deducted from each assignment that requires completion of this requirement. If the certification is not completed by the last day of classes for the semester, you will not be permitted to pass this course.**

Computer/Technology Problem Policy: Computer or technological problems and "device death" (situations where your computer, laptop, or other device no longer functions) are not allowed as excuses for late or missing work in this class. You are responsible for having a functional laptop (or other device) and locating online or external hard drive storage to back up your documents and course-related files. Free options are MyFiles available through Anywhere Westminster, Google Drive, and Dropbox.com. Assume that your computer will die and prepare accordingly by backing-up files and other work for this course. It is sad, but almost every year at least one student in my classes experiences "computer or tablet death." It happens. A lot. And it's really sad, so take steps to avoid losing your work or submitting assignments late. ☺ If you need technology-related assistance, Information Services (IS) is a free service on campus that I recommend utilizing: <https://www.westminstercollege.edu/support/> or via phone: (801) 832 2023.

Late Policy & Assignment Deadline Extensions: Not attending class on days that the quizzes and presentations are scheduled, in the absence of a reasonable/documented excuse (e.g., family or medical emergency, other extenuating circumstances beyond one's control), will result in a failing grade (zero points). Similarly, if you neglect to contribute equitably to any group presentations/projects, your grade on those assignments will be substantially reduced relative to your group members. If you need an extension on a particular assignment or quiz in this course, please come and speak with me in advance so that we can discuss possible options. If you neglect to provide a reasonable/documented excuse for missing assignments, you will not be permitted to make them up and will receive zero points as a grade.

Extra Credit Options: During the semester I may make several extra credit opportunities available. These assignments will consist of applying and integrating course concepts and will help facilitate the learning objectives of the course.

Completing such assignments, if offered, is completely voluntary and is not required for the course. Any extra credit opportunities offered will be announced during class.

Academic Honesty: Westminster College operates on the assumption that all academic work is the honest product of each student's own endeavors. The faculty and staff at Westminster expect such integrity from the students, and violations are cause for disciplinary action, including suspension, probation, loss of credit, or expulsion from the college. Academic dishonesty includes, but is not limited to, cheating, plagiarism, and furnishing false or misleading information to any faculty or staff member. **Please refer to the Academic Catalogue or the Student Handbook for the College's statement on academic honesty. In this course, you are responsible for being aware of all academic honesty policies.**

Grade Contesting Policy: If you wish to dispute a grade given for any course assignment, you will need to contact me no later than one week after receiving the graded assignment. You will need to submit a written (printed hardcopy or via email) description explaining: (1) why you are disputing the grade, and (2) why you believe you earned a higher score, what that score should be, and your arguments for the new score. **Waiting until the end of the semester, and/or several weeks after receiving a graded assignment or final grade before contacting me is not a reasonable way to debate an unfavorable grade.** In general, if you have any questions about your grades on any course assignments, please come and speak with me to discuss them sooner rather than later. I'm happy to go over any questions that you might have.

Respect: While in class, please show respect not only to the professor but also to your fellow students—be on time, and turn off cell phones and other devices that may cause distractions (Yes, this includes iPods and smartphones, and **no texting or surfing the Internet for non-class purposes**). Also, please be sensitive to the opinions of others by refraining from unnecessary side conversations, interruptions, sleeping, or making disrespectful comments. Our classroom is a safe and respectful academic environment for learning and engagement – incivilities (poor behavior) that disrupt or interfere with this aspect of the course will not be tolerated.

Pronouns, Correct Names, and Inclusion: It is your right to be identified by your correct name and pronouns. I support people of all gender expressions and gender identities and welcome students to use whichever pronouns or names that best reflect who they are. In this spirit, I expect all students to also use the correct pronouns and names of classmates. Please inform me if my documentation reflects a name different than what you use and if you have any questions or concerns please contact me after class, by email, or during office hours.

Class Cancellations: If for any reason class is cancelled (e.g., due to weather-related issues, unexpected circumstances), an announcement will be posted on Canvas.

Other Details & Important Information

Classes begin on *Wed., Aug. 22nd*. Classes end *Fri., Dec. 14th*. Final grades will be available on the web beginning *Fri., Dec. 21st*.

Withdrawals: The last date for course withdrawal without a grade of "WF" is *Fri., Nov. 9th*. As a courtesy, please notify me if you will be withdrawing from the course.

See the Academic Calendar for other Important Dates:

<https://www.westminstercollege.edu/docs/default-source/registrar's-office-documents/academic-calendar/academic-calendar-2018-2019e7772946beef6cf49016ff000033899e.pdf?sfvrsn=12>

Incompletes: Incompletes are given only for extraordinary circumstances. For an incomplete to be given, the student must: (1) Produce evidence of extenuating circumstances, outside the student's control, which make it impossible to complete the class, and (2) Have completed more than three-fourths of the work of the class with a passing grade. If you are in need of taking an incomplete for the course, please come and speak with me as soon as possible.

Accommodations for Students with Disabilities & College Policies on Discrimination & Harassment

Your rights under federal laws:

Section 504 of Rehabilitation Act of 1973/ADA. Westminster College seeks to provide equal access in higher education to academically qualified students with physical, learning, and psychiatric disabilities. If you need disability-related accommodations in this class, have emergency medical information you wish to share with me, or need special arrangements in case the building must be evacuated, please inform me immediately. Please see me privately after class or in my office. Disability Services authorizes disability-related academic accommodations in cooperation with the students themselves and their instructors. Students who need academic accommodations or have questions about their eligibility should contact Karen Hicks, Director of Disability Services & Testing Center, in the basement of Giovale Library (801-832-2272) or email disabilityservices@westminstercollege.edu.

- Title IX.** Title IX of the Education Amendments of 1972 prohibits sex discrimination against any participant in an educational program or activity that receives federal funds. Westminster is committed to providing a safe and non-discriminatory learning, living, and working environment to all members of the Westminster community and does not discriminate on the basis of sex. This includes on the basis of gender, gender identity, gender expression, nonconformity with gender stereotypes, or sexual orientation. The College's Title IX policy strictly prohibits sexual assault, sexual harassment, gender-based harassment, gender-based discrimination, sexual exploitation, interpersonal violence (dating violence, domestic violence, stalking), and retaliation for making a good faith report of prohibited conduct or participating in any proceeding under the policy. The policy and accompanying procedures are available at www.westminstercollege.edu/about/resources/title-ix and discuss prohibited conduct, resources, reporting, supportive measures, rights, investigations, and sanctions for violations of the policy. If you want to make a report of prohibited conduct, you may contact Westminster's Title IX Coordinator, Jason Schwartz-Johnson, or report an incident online. Jason can be reached at jsj@westminstercollege.edu, 801-832-2262, or in Malouf 107. You can also contact Deputy Coordinator Traci Siriprathane at tsiriprathane@westminstercollege.edu or 801-832-2862 or in HWAC 215. Please note that to the extent permitted by law, the College aims to protect the privacy of all parties involved in the investigation and resolution of reported violations of the policy. However, the College has a duty to look into and take actions in response to reports and cannot guarantee confidentiality or that an investigation will not be pursued. The Counseling Center is a confidential resource, and by law the counselors who work there cannot reveal confidential information to any third party without express permission unless there is an imminent threat of harm to self or others. **As an instructor I am a responsible employee and am required to report any information I obtain regarding conduct that may violate the policy to the Title IX Coordinator so that students can receive supportive measures and referrals to resources, they are aware of their options, and the safety of the campus community can be ensured.** If you begin to disclose an incident of prohibited conduct, I may interrupt you because I want to make sure that you have had the opportunity to discuss the incident with confidential resources on and off campus first. If you need supportive measures inside or outside the classroom because of an incident of prohibited conduct, please reach out to the Title IX Coordinator for assistance.
- Equal Opportunity.** Title VI of the Civil Rights Act of 1964 prohibits discrimination based on race, color, or national origin in any program or activity receiving federal financial assistance. In addition to these, Westminster's Equal Opportunity policy prohibits discrimination or harassment based on ethnicity, age, religion, military status, or genetic information in any of its programs or activities. If you encounter this type of discrimination or harassment, or feel that you have been retaliated against for reporting prohibited conduct or participating in any related proceeding, you can contact the Equal Opportunity Officer, Jason Schwartz-Johnson. He can be reached at jsj@westminstercollege.edu, 801-832-2262, or in Malouf 107. You can also contact Julie Freestone, Equal Opportunity Administrator, at jfreestone@westminstercollege.edu, 801-832-2573, or in Bamberger 106. The equal opportunity policy and procedures can be accessed from the Student Life webpage. **As an instructor, just as with Title IX, I am a responsible employee and am required to report any information I obtain regarding discrimination or harassment to the Equal Opportunity Officer for further review.**

[Psychology Department Statement](#)

When course concerns arise, the Psychology Department encourages students to address these concerns with course instructors in a productive and respectful way. In this spirit, we wish to provide support and guidance if students need help understanding how they might effectively provide constructive feedback to the instructor about their class experiences. The Psychology Department also recognizes that power dynamics inherent in the student-instructor relationship may be prohibitive in sensitive situations. We ask that students contact the department chair in a timely manner about any of the following: multiple class cancellations without alternate learning arrangements; an uncomfortable, discriminatory or non-inclusive classroom atmosphere; complete lack of basis for grades; and/or other inappropriate issues that impede learning. Contact the Psychology Department Chair, Dr. Jonathan Amburgey (jamburgey@westminstercollege.edu) via email and he will be happy schedule an appointment or make other arrangements (e.g., via phone, Skype) to address these concerns.

[Okay, Now That You Know the Logistics of the Course, What Is It That I Expect of You?](#)

- Read and understand the course requirements and policies described here on the syllabus.
- Attend and participate in all class meetings, and come prepared to learn and be an engaged, enthusiastic member of our class community. If you need to miss class, notify me and assume responsibility for getting back up to speed on what you were absent for. Similarly, if you have a reasonable need for an extension on an assignment (e.g., medical or family emergency, or other documented situation), you need to contact me as soon as you're able to do so to make arrangements.
- Do the work. It's not always obvious, but there is a larger plan for your educational success and personal development. Read, and re-read the assigned readings for the course before class. It's easy to read a chapter, article, etc. and think to yourself, "oh, I know it", but not actually understand (and be able to recall and apply) what you've read later on. Time spent in class aside, plan to devote several hours each week reading and studying for this course. I'm here to help you in this journey, but you have to put the time and effort in to make it worthwhile.
- Don't let your fellow classmates down by not preparing or participating in the group activities and assignments that you'll be assigned. Teamwork and collaborative learning is just as important as individual work in this course.
- Be respectful of others and be an open-minded learner. Insensitive, disrespectful, or bad-mannered behavior is not condoned in my classroom.
- Learn about and abide by Westminster's Academic Honesty Policies.

[Tips for Doing Well in this Course](#)

- How to study? Research suggests that breaking up your studying into several focused sessions each week typically works well for most people. Cramming rarely (if ever) works, so plan ahead to avoid procrastination. See the resources posted on Canvas for information about being a successful student and how to study effectively for assignments.
- Keep due dates for course requirements in mind by reviewing the course schedule regularly, and pay attention to announcements made during class time and on Canvas. **Know the P's of success: Prior Preparation Prevents Poor Performance.**
- Make a study buddy (or several if possible). Get to know your fellow classmates and consider exchanging emails and/or phone numbers so that you have someone to get notes from in the event you need to miss class. Also consider forming study groups with your fellow classmates outside of class as a way to study the material and complete other requirements of the course.

- When in doubt, ask! If you're struggling with the material or something doesn't make sense, let me know. Chances are you're not the only person, and I'm here to help you learn. I'm always happy to clarify, give examples, and otherwise facilitate your understanding of the course material.

- Have fun! I realize that you are probably taking other courses, maybe working a part-time job, and have other obligations while taking this course, and that it's difficult to be motivated to spend what little time you have left studying. **It is, however, your responsibility to take charge and devote the time necessary for this course.** I'm certain that if you stay actively involved in this course you'll reap the rewards of not only mastering the material and learning fascinating things about human social interaction, but also gain a better understanding of the field of social psychology and how it applies to your everyday life.

Last, but not least.....

I sincerely hope that you enjoy this course and that you find the topics as fun and stimulating as I do! Additionally, I encourage you to ask questions about professional issues (e.g., careers in social psychology, applying to graduate school, social psychology-focused organizations) throughout the semester as a way to learn more about this field of psychology. Lastly, please come see me if you experience difficulties in this course and we'll try and work out a strategy to help you improve your performance.

Course Schedule

Assigned Readings Should Be Completed Before the Class Meeting they are Assigned. Also, Remember to Bring Your Textbook (or ebook) and a Laptop or Tablet to Class to Use for Activities and Discussions Each Week – You Will Need to Access Canvas During Most Class Meetings

Additional required readings, videos, and other materials not listed in the course schedule below will be announced in class and posted on Canvas. **This syllabus is subject to change.** Any changes to the course syllabus will be announced during class and posted on the course webpage in Canvas. **Due dates for assignments posted on Canvas override all due dates listed on this Course Schedule. That is, if a due date for an assignment differs from the information on this Course Schedule and the due date posted on Canvas, the posted due date on Canvas should be used.**

Date	Topic(s), Assigned Reading, & Assignment Due Dates
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Unit #1: What is Social Psychology, and How Do Social Psychologists Study Behavior?

Week 1

Wed., Aug. 22	Introductions, review syllabus, questions about the course, etc.; After Class Read the “Tips for Successful Students” Document on the Course Wiki (under “Pages” on Canvas)
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Week 2

Mon., Aug. 27	The Field of Social Psychology.....Or, What the Heck Does a Social Psychologist Do? Reading(s): Chapter 1 (A <i>pdf</i> copy is available on Canvas)
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Wed., Aug. 29	Research Methods in Social Psychology Reading(s): Chapter 2 (A <i>pdf</i> copy is available on Canvas) and Article by Jordan & Zanna (2004)
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Week 3

Mon., Sept. 3 **Labor Day Holiday – No Class Meeting**

Wed., Sept. 5 Research Methods in Social Psychology Cont.

Week 4

Mon., Sept. 10 Research Methods in Social Psychology Cont.; Review for Quiz #1

Wed., Sept. 12 **Quiz #1 (Chapters 1-2); Begin Work on Group Research Project**

Unit #2: Social Perception – What Affects the Way We Perceive Ourselves and Others?**Week 5**

Mon., Sept. 17 The Social Self
Reading(s): Chapter 3

Wed., Sept. 19 The Social Self Cont.

Week 6

Mon., Sept. 24 Perceiving Persons
Reading(s): Chapter 4

Wed., Sept. 26 Perceiving Persons Cont.

Week 7

Mon., Oct. 1 Stereotypes, Prejudice, and Discrimination
Reading(s): Chapter 5

Wed., Oct. 3 Stereotypes, Prejudice, and Discrimination Cont.

Week 8

Mon., Oct. 8 Stereotypes, Prejudice, and Discrimination Cont.; Review for Quiz #2

Group 1 Article Presentation: Shook & Fazio (2008) “Interracial Roommate Relationships: An Experimental Field Test of the Contact Hypothesis”

Group 2 Article Presentation: Murphy, Steele, & Gross (2007) “Signaling Threat: How Situational Cues Affect Women in Math, Science, and Engineering Settings”

PSYC Citation Training & Certification Due on Canvas by 10:00 AM

Wed., Oct. 10 **Quiz #2 (Chapters 3-5); Work on Group Research Project**

Unit #3: Social Influence – How Do We Influence Each Other?**Week 9**

Mon., Oct. 15 Attitudes
Reading(s): Chapter 6

Wed., Oct. 17 Attitudes Cont.
Reading(s): Article by Pratkanis & Aronson (1992)

Group 3 Article Presentation: Balcetis & Dunning (2007) “Cognitive Dissonance and The Perception of Natural Environments”

Week 10

Mon., Oct. 22 **Fall Break – No Class Meeting**

Wed., Oct. 24 **Fall Break – No Class Meeting**

Week 11

Mon., Oct. 29 Attitudes Cont. (if needed); **Work on Group Research Project**

Wed., Nov. 31 Conformity
Reading(s): Chapter 7

Week 12

Mon., Nov. 5 Conformity Cont.

Wed., Nov. 7 Conformity Cont.; Group Processes
Reading(s): Chapter 8

Week 13

Mon., Nov. 12 Group Processes Cont.

Wed., Nov. 14 Group Processes Cont. (if needed)
Review for Quiz #3

Week 14

Mon., Nov. 19 **Quiz #3 (Chapters 6-8); Work on Group Research Project**

Unit #4: Social Relations – What Causes Us to Like, Love, Help, and Hurt Others?

Wed., Nov. 21 **Thanksgiving Holiday – No Class Meeting**

Week 15

Mon., Nov. 26 Attraction & Close Relationships
Reading(s): Chapter 9

Wed., Nov. 28 Helping Others (Prosocial Behavior)
Reading(s): Chapter 10

Week 16

Mon., Dec. 3 Helping Others (Prosocial Behavior) Cont.

**Group 4 Article Presentation: van Bommel, van Prooijen, Elffers, & Van Lange (2012)
“Be Aware to Care: Public Self-Awareness Leads to Reversal of the Bystander Effect”**

Wed., Dec. 5 Aggression
Reading(s): Chapter 11

Week 17

Mon., Dec. 10 Aggression Cont.

**Group 5 Article Presentation: Bushman & Anderson (2009) “Comfortably Numb:
Desensitizing Effects of Violent Media on Helping Others”**

Quiz #4 (Chapters 9-11)

Wed., Dec. 12 ***Last Day of Class; Group Research Project Presentations***

Fri., Dec. 14 **Submit Your Class Participation & Involvement Recommendation on Canvas by 11:59 p.m.**

Final Grades will be available on the web beginning Fri., Dec. 21st.