



Social Psychology (PSY 240)
 North Central College, Fall 2018
 September 10 - November 16
 MWF 10:40-11:50 am
 Goldspohn Hall, Room 20



Professor: Dr. Heather Mangelsdorf

Email: hbmangelsdorf@noctrl.edu. The best way to contact me is via email. When sending me an email please put "PSY240" in the subject heading. Students get moved to the top of my priority list.

Website: www.HeatherMangelsdorf.com

Office: Wentz Science Center, Room 122

Office Hours: I encourage you to meet with me individually to ask questions about the course material and/or discuss your personal goals and progress in this course. You can see my availability and book an appointment with me at heathermangelsdorf.youcanbook.me.

Course Prerequisite: Psychology: Science of Behavior (PSY 100)

Course Website: All assignments will be uploaded and graded through our [Google Classroom](#) (GC) page. Log in with your gmail account (or create a gmail account [here](#)). User code to join GC: **67du23k**

Facebook Group: Request to join [here](#)

Online Textbook: [Revel Social Psychology. 10e](#)

Course Description

Social Psychology is the scientific study of how people interact with their environments, which includes real and imagined others, context, and culture. Social psychologists ask questions like: Where does our sense of "self" originate and what role do others play in its development? Why do we tend to conform when faced with social pressures from others? Are we adept at explaining and predicting people's behaviors and attitudes? What are the cognitive processes underlying social behavior? Are there strategies for improving our interpersonal relationships and reducing our stereotypes and prejudices? In this course, we will explore social psychology from basic theories to applications in the world around you. Some of the topics that we will discuss include: person perception, the self, attitudes, emotions, socialization, groups, influence, interpersonal attraction, close relationships, altruism, cooperation, competition, aggression, prejudice, and discrimination. We will learn how people interpret social situations, how we think during social interactions, how different cultures engage in social behavior, and the role of emotions in our social lives. This course will help you think more critically about issues in psychological science and assist you in applying what you learn to your own life.

Learning Objectives

By the end of this course, you will be able to:

- Read, think, converse, and write critically about various methods, theories and findings within the field of social psychology
- Apply this information to develop a greater understanding of current events, social issues, yourself, and the dynamics that exist between you and other people
- Design an original social psychological experiment, write a formal APA-style manuscript describing it in the context of the relevant scientific literature, and formally present this project in the format of a conference presentation

COURSE COMPONENTS

Online Surveys:

These surveys provide valuable feedback to help me plan and adjust the course along the way to best support your learning and enjoyment. They also are a place for you to reflect on your own goals and progress throughout the quarter.

- Due dates:
 - Pre-course survey: **Wednesday, September 12 by start of class**
 - Mid-course survey: **Monday, October 8 by start of class**
 - Post-course survey: **Monday, November 19 by 10:30 pm**
- Percent of final grade: **3%**

Start-of-term meeting:

To help us get to know each other, I would like everyone to schedule a brief (~20 minute) appointment with me via heathermangelsdorf.youcanbook.me within the first 3 weeks of the term. Feel free to come with a question about course mechanics, specific content from readings or discussions, or no agenda at all. I'm eager to talk one-on-one and hear about your prior experience in psychology, your hopes for the quarter ahead, hobbies, career aspirations, and how I can best support your intellectual and skill growth. How are you doing with managing the reading load, participating in class, and completing the assignments? Which parts are you enjoying, which are a struggle, and how can I help you get better?

- Due: **By the end of week 3**
- Percent of final grade: **2%**

Attendance & Participation:

Learning is not a passive process. Rather it occurs through active engagement. Thus, you will be expected to participate in class discussions and experiential exercises. The course is meant to be exciting, inviting, engaging and thought provoking. Your participation in the class will increase your rigorous understanding of the course materials. Participation will be assessed through three potential points per discussion: one point for attendance (.5 deducted if late to class), one point for speaking at least once to the whole class, and one point for being attentive and participating in all activities including pair talk. If you must miss a class and wish to make up the participation points, you may write a 300-500 word paper in which you elaborate on your discussion question (email to me by the start of the next class).

- Percent of final grade: **10%**

Revel Textbook Quizzes & Assignments:

Be a close reader and watch all of the videos embedded in the text. Complete all section and chapter quizzes, and exercises (Shared Writing, What Do You Think, Try It, etc.). Will will often discuss these exercises in class, so be sure to come prepared!

- Percent of final grade: **15%**

Discussion Questions:

Post one empirical question, research idea, clarification question, or argument per assigned chapter to the corresponding Google Classroom thread. These will be visible to your classmates and should be intended to generate discussion. This assignment will be graded from 0-2 points per reading: 0=not submitted, 1=incomplete or displaying minimal effort, 2=complete and displaying clear effort.

- Due: **11:59 pm on the night before every class that has a chapter reading due**
- Percent of final grade: **5%**

Discussion Leader:

Each student will serve as discussion leader once throughout the quarter. Discussion leaders are responsible for reading all of your classmates discussion questions, organizing them thematically, creating the agenda for the class discussion, and facilitating the discussion. We will talk in class on the first day about what makes a good discussion. Discussion leaders should arrive to class 15 minutes early to discuss the agenda with me and write it on the board (please let me know if you have a schedule conflict). Note: When you are discussion leader you do not need to write your own discussion question, but must "submit" the assignment on GC (just say "Discussion Leader") in order to view your classmates' posts. Your performance will be graded from 0-2 points: 0=absent, 1=displaying minimal effort, 2=displaying clear effort.

- Percent of final grade: **Included as part of Discussion Questions grade**

Mixed Media:

Post at least one thing per week to our [Social Psychology Facebook Group](#) that creatively relates to the topic we just learned about (e.g., a news article, podcast, TV episode, journal article, video, etc.). Write a brief paragraph explaining how it relates to your prior knowledge and/or the course material. *Comment* on at least one of your classmates' posts. This assignment will be graded as completed or not (2 points for the post, 1 point for the comment). Once you have posted your Mixed Media and commented on one, please mark the assignment as completed by "submitting" it on GC.

- Due: **11:59 pm on Fridays**
- Percent of final grade: **5%**

Reading Sheets:

The reading sheets include questions that will help you learn how to critically read and summarize empirical journal articles. The first sheet will be for [this article](#). You will fill out the second sheet for one of the experiments included in the literature review for your research proposal project. Each sheet will be graded from 0-2. 0=not submitted, 1=incomplete or displaying minimal effort, 2= complete and displaying clear effort. Please submit the sheets electronically--if you prefer to

fill them out by hand you can upload either a scanned copy or a clear photograph. I prefer to have the sheets filled out as Google Docs if possible, since it makes opening and commenting on them easier.

- Reading Sheet #1 Due: **Wednesday, September 19 by start of class**
- Reading Sheet #2 Due: **Wednesday, September 26 by start of class**
- Percent of final grade: **5%** (2.5% each)

Humans of Chicagoland:

In pairs, you will venture out into your community and become amateur street photographers. Find *three* people, couples, or families whom you consider to be different than yourself or somehow outside the norm in society and who are willing to allow you to take their picture and ask them a few questions. Some sample questions include: "What is the biggest struggle you face?" "What is the meaning of life?" "When was the saddest moment of your life?" "If you could give one piece of advice to a large group of people, what would it be?" Post the photos to our Facebook group for your classmates to see along with a caption to each photograph that best represents the interaction. Most often this caption is in the form of a quote from the subject of the photograph. There are no specific guidelines for the photographs, except that they must be original photographs taken by you for the purpose of this assignment, and the subject can't be someone you know. You will not be graded on your photography or journalism skills (with the exception of basic writing mechanics), but rather, on the amount of thought, effort, and creativity you bring to the project. *Comment* on at least one of your classmates' posts on Facebook. You will also write a 500-800 word *reflection paper* in which you comment on your thoughts about the assignment in general (e.g., biggest fear, challenges faced), your actual experience on the streets (e.g., plan for approaching strangers, chosen location), and the specific connections you made to social psychology as a result of completing the assignment (e.g., challenging stereotypes and prejudice, breaking social norms, using the contact hypothesis, avoiding the fundamental attribution error, increasing cultural awareness). See example posts [here](#).

- Due: **Friday, November 2 by 11:59 pm**
- Percent of final grade: **EXTRA CREDIT 5%**

Journal:

Social psychology deals with a number of phenomena that occur frequently in your life and around you. The more you look for these phenomena the more you will see them and see how they affect your life. Moreover, the more you identify them the better understanding you will have of the concepts we are discussing in class or that are mentioned in the text. Thus, the primary focus of your journal should be *identifying examples* of the phenomena we discuss in class. Additionally, I would like you to *reflect upon* some of these observations. For example, what does it say about how you (or people) interact with others? What does it suggest about our motives? How does it relate to other observations you have made, either in the journal or prior to it? Do you see patterns emerging? Can you see more than one concept in a single example? Because of the nature of the journal, I will not require it to be as well organized a presentation as your other writing assignments. Rather, a stream of consciousness may be more appropriate. Some of you may record observations as they occur. Others may take brief notes along the way and reflect on them after a couple of days. Although I will not evaluate the overall organization of the paragraphs, I will look within each paragraph for good writing skills. Because it may take a while to get a feel for what to write about and some weeks you may just make more observations, unevenness in quantity is understandable--just make sure you are making progress every week. On the average, you should write 400 words a week (for a total of 4,000 words for the term). To get an idea of the sorts of entries I'm looking for, you can read sample student journal entries [here](#). Please include the date at the start of each entry.

- Due: **Friday, November 16 by start of class**
- Percent of final grade: **10%**

Creative Project:

Your task is to develop a creative project that demonstrates/comments on one of the social psychological phenomena we have covered in class (attitudes, attitude change, conformity, obedience, compliance). Projects that bring together multiple phenomena are especially encouraged. You should use any artistic medium you wish (photography, video, graphic design, prose, poetry, electronic art/design, visual art, etc). The goal is to have you merge your creative side with your scholarly side and integrate social psychology into your everyday life. No matter what specific type of project you are doing, its main focus must be on social psychology and it must be clear that you are meeting the goals of the project. See GC for a detailed grading rubric.

- Proposal Due: **Friday, October 19 by start of class**. Submit 300-600 words describing your project. Address the medium you will be using, the phenomena you will be examining and the general concept of the project. You may hand in your proposal early to get a jump start on the project. I will be keeping track of your progress via gentle prying, prodding and nagging. Please make a good effort to begin your work early. Come to me with any questions, comments or concerns.
- Final Project Due: **Wednesday, November 14 by start of class**. Bring your final project to class on this day to present to your classmates.
- Percent of final grade: **5%**

Exam:

You will be given a list of potential exam questions in advance. Format will include multiple choice, short answer, and longer answer.

- **Monday, November 19, 10 am - 12 pm**
- Percent of final grade: **10%**

Research Proposal Project:**Topic Pitch (Individual)**

During the second week of class, you will pitch a study idea to your classmates based on a topic that interest you. After each student pitches their topics, we will vote to see which ideas are of interest to the group. This does not need to be an extremely detailed idea, though some level of enthusiasm and background research generally helps to get peers “on board” with your thoughts. Based on individuals’ interests, I will assign groups of 3-4 for the remainder of the project.

- Due: **Wednesday, September 19 by start of class**
- Percent of final grade: **1%**

Research Question and Annotated Bibliography (Individual)

You will be asked to turn in an annotated bibliography containing a short statement of the research topic being investigated by your group and 5 relevant citations from the literature, with short descriptions of each. Each member of your group should annotate 5 different sources, so you’ll need to coordinate.

- Due: **Wednesday, September 26 by start of class**
- Percent of final grade: **2%**

APA Style Tutorial and Quiz

See Google Classroom for the link to the video tutorial. You will be quizzed on the material from the tutorial in class on 10/1 so make sure you come prepared!

- Due: **Monday, October 1 by start of class**
- Percent of final grade: **1%**

Rough Draft (Group)

Includes big theoretical question, specific experimental question, relevant literature review, hypotheses, and predictions. A detailed rubric is provided on Google Classroom. Only one person per group should submit the assignment on GC.

- Due: **Wednesday, October 3 by start of class**
- Percent of final grade: **2%**

PowerPoint Presentation (Group)

Present motivated research question, hypotheses, methods, predicted results, and planned analyses. See GC for the grading rubric. One person per group should submit the slides on GC by the start of the class period in which you are presenting. Be prepared to facilitate discussion of the empirical paper your group assigned to your classmates. Be attentive and provide constructive feedback during the other groups’ presentations.

- Slides Due: **10/24 by start of class**
- Percent of final grade: **4%**

Full Draft (Group)

In addition to submitting this draft on GC (only one person per group should submit the assignment), you must also email the paper to your individual peer review partner (partners/email addresses will be posted on GC).

- Due: **Friday, October 19 by 11:59 pm**
- Percent of final grade: **3%**

Peer Review (Individual)

Read and comment on one of your classmates’ full research proposal first drafts, and write a review summarizing what the authors did well and areas for improvement. You will be evaluated on the quality of your suggestions and the thoroughness of your reviews. A detailed rubric is provided on Google Classroom.

- Due: **Wednesday, October 31 by start of class**
- Percent of final grade: **3%**

Final Research Proposal Paper (Group) + Peer Review Reflection (Group)

Edit your draft, incorporating comments from peer reviews and feedback from your presentation. As a group, write a one-paragraph reflection on which peer feedback you chose to incorporate and not to incorporate and why. Individually, write a one-paragraph reflection on your process and challenges throughout designing and writing-up this collaborative research proposal. A detailed rubric is provided on Google Classroom. Only one person per group should submit the final paper and peer review reflection on GC.

- Due: **Wednesday, November 7 by start of class**
- Percent of final grade: **7%**

Reflection (Individual)

Write a brief reflection on your process and challenges throughout designing and writing-up this collaborative research proposal. What have you learned from doing this project?

- Due: **Wednesday, November 7 by start of class**
- Percent of final grade: **1%**

Lab Notebook (Group)

To document your work on the research proposal project throughout the quarter (and because it is good scientific practice) you will each be asked to keep a lab journal, which *I will review throughout the term*. The lab journal should document everything you do that is relevant to your project. You should take notes on articles you read; record your evolving thoughts on research questions and possible experimental design; document the issues discussed at group meetings and during meetings with me; report problems;—everything. You will be using a Google Doc as your lab Notebook, which you will share with me via Google Classroom. I will check this notebook at least once per week and provide feedback as needed. Detailed instructions, along with an example, have been posted on Google Classroom.

- Due: **Wednesday, November 7 by start of class**
- Percent of final grade: **1%**

POLICIES

Assessment:

To summarize, final grades for the course will be based upon the following formula. For the sake of transparency, I will share my grading spreadsheet with each of you individually at the end of the term.

Online Surveys – 3%
 Start-of-term Meeting – 2%
 Attendance & Participation – 10%
 Revel Quizzes & Assignments – 15%
 Discussion Questions/Leading – 5%
 Mixed Media – 5%
 Reading Sheets – 5%
 Humans of Chicagoland – 5%
 Journal – 10%
 Creative Project – 5%
 Exam - 10%
 Research Proposal Project – 25%

Grade calculation:

Note the percentages above add up to 100. My policy is to grade each individual item as generously, justly, and fairly as I can and then to stick strictly to the following scale. *All course grades are final and non-negotiable.*

A 93-100%	A- 90-92.9%	B+ 87-89.9%	B 83-86.9%	B- 80-82.9%
C+ 77-79.9%	C 73-76.9%	C- 70-72.9%	D 60-69.9%	F 0-59.9%

Anonymous feedback:

I am always eager to maximize your learning experience and enjoyment in this class, and hence welcome constructive feedback at any point throughout the term (in addition to the required mid-course survey). If you have a request, question, comment, concern, or idea, you can anonymously post it [here](#) for my eyes only. The link to this feedback form can also be found in the Classwork section of our Google Classroom.

Technology policy:

I encourage hand-written notes, since studies suggest that handwritten notes are more beneficial to learning than typing (Mueller & Oppenheimer, 2014). You may use a laptop or tablet if it contributes to your learning, but I will request “screen-down time” if we are engaging in an activity or discussion that does not require technology. Please do not use a personal device for any purpose unrelated to our class, as they are distracting to yourself and to others around you (Sana, Weston, & Cepeda, 2013). All devices should be silenced.

Lateness policy:

Time management is an important life-skill to develop. Start assignments early—don’t risk anything being late! It is important that you turn in your assignments by the deadline, out of respect for my time and for your fellow classmates. One full letter grade (or one tenth of the maximum point value) will be deducted if an assignment is turned in up to 24 hours after the time due (e.g., an A becomes a B). For each additional 24 hours after that, one-third of a grade will be deducted (e.g., if the assignment is 3 days late, an A would become a C+). Assignments will not be accepted more than one week late. Google classroom timestamps submissions and automatically marks an assignment as late if it is 1 second past the time due, so I encourage you to leave yourself ample time to submit (excuses regarding different clock settings will not be accepted). 24-hour extensions will only be granted under two circumstances: 1) medical emergency or 2) severe trauma. *All written work must be submitted in order to receive credit for this course.*

Make-up exam:

You are expected to take the exam on the class session it is scheduled. If there is a conflict, you must inform me in advance and provide college-approved documentation that supports the absence.

Concession to human fallibility:

Each student may, at any point over the course of the term, a) miss a class, or b) submit an assignment up to 24 hours late without a grade penalty. If circumstances arise that might justify a longer extension, please book a meeting with me so we can explore this possibility. This policy is intended to preserve the balance between justice and mercy by extending a certain measure of flexibility to each student, including those who would never claim such a privilege on his or her own. This privilege may be exercised only once, for either a missed class or a late assignment, but not both. Please exercise it judiciously and courteously by sending me an email when you plan to use it.

Inclusivity:

I honor and respect each of you and the perspective you bring from the moment you walk in the door. I expect you to treat one another likewise. The NCC Department of Psychology and Neuroscience embraces the idea that our individual differences can deepen our understanding of one another and the world around us, rather than divide us. I am firmly committed to making this classroom an inclusive learning community that supports diverse thoughts, perspectives, experiences, and identities. I encourage people of all ethnicities, genders and gender identities, religions, ages, sexual orientations, abilities, socioeconomic backgrounds, regions, and nationalities to share your rich array of perspectives and experiences; and work to honor and respect all of your classmates. If you have a name or set of pronouns that differ from what appears on the NCC records, please let me know. Let us all work together to create a safe and equitable classroom and campus community. Please let me know if there is anything I can do that would help you feel more safe, more willing to share, or more capable of being at your best in this class. If you do not feel that the environment is inclusive at any time, please either contact me (directly or on our [anonymous feedback form](#)) or report the incident via the college's [bias incident reporting form](#).

Disabilities:

Students with physical, learning, or other disabilities are encouraged to contact the Academic Support Center (Larrance Academic Center, 2nd floor) for services. I will work with you and the staff to provide appropriate accommodations. Please present your accommodations letter in an individual [appointment](#) during the first week of the term.

Resources for success – Early Alert program:

North Central College cares about, and is committed to, the safety and success of all members of the College community. If you or someone you know is struggling academically and/or personally, College resources and assistance are available. As your instructor, I may seek support for you by sharing concerns with or passing information to the Office of Student Affairs, Center for Student Success, and/or Behavioral Intervention Team by submitting an Early Alert referral. You may also submit an Early Alert referral if you or another member of our campus community is in need of assistance. The Early Alert form can be found by clicking [here](#). For more information on the Early Alert process, click [here](#).

Mental health:

I care deeply about all of my students, but I am not a trained clinical psychologist or therapist. I encourage you to journal about your personal experiences if relevant to the course material, but this course is focused on scientific psychology and thus not an appropriate venue for treating personal issues. If you are looking for someone to listen and provide help for any personal or interpersonal concerns that are bothering you or are interfering with your ability to succeed in this course, I highly encourage you to visit the [Dyson Wellness Center](#) on campus or call them at 630-637-5550.

Academic integrity:

Cheating. Don't be a cheater! Cheating is a form of academic dishonesty and usually involves using outside means for producing information during assessments (i.e., during tests and quizzes). I have found that cheating is most likely to occur when students are under a great deal of pressure and are trying to deal with it by themselves. If you find that you are feeling stressed out about this course, other courses, or other areas of your life, please talk to someone (me, your advisor, your family, the Wellness Center, someone!) before you are tempted to cheat. If you do cheat, the penalties range from failing the assessment to being dismissed from the College.

Plagiarism. Don't be a plagiarizer! Plagiarism means using the words or thoughts of another person as your own. Your job as a thinker and writer is to assimilate ideas from many sources, including the articles we read, our conversations together, and potentially outside sources as well. At a minimum, you can avoid the most blatant forms of plagiarism by using quotations marks when you are using the exact words of another person and citing in your paper exactly where you found the quote. An even better approach is to paraphrase the ideas of the other person and cite in your paper exactly where you found the ideas. Regardless of where you found the information (books, magazines, journals, internet, films, etc.) and whether you used direct quotes or paraphrases, you must include a reference list. If you neglect to follow these practices of citation in any written work that you submit, you are committing a serious offense against your fellow students and the aims of this course. To help you avoid plagiarism in your research paper, you will have an opportunity to have SafeAssign check your paper before you submit it. If you have any questions about how to cite correctly, please ask me; I attach no stigma to uncertainty. To learn in more detail about what plagiarism is, how it happens, and how to avoid it, I recommend Joseph Williams and Lawrence McEnerney's online guide, [Writing in College](#), which includes a section entitled "The Pitfall to Avoid at All Costs" in Chapter 5 (p. 27). Should you suspect intellectual dishonesty or unethical behavior of a classmate, please contact me so we can restore trust as a community. North Central's policy about academic dishonesty, including useful descriptions of what counts as plagiarism, can be found [here](#).

SCHEDULE

	Topic	Readings & Assignments Due
Week 1		
Monday, 9/10	Introductions & Course Expectations	
Wednesday, 9/12	Big questions and sub-fields within social psychology	Chapter 1: Introducing Social Psychology Ch. 1 Discussion Question Due 9/11 at 11:59 pm Pre-course Survey Due
Friday, 9/14	Research Methods	Chapter 2: Methodology: How Social Psychologists Do Research Ch. 1 Mixed Media & Ch. 2 Discussion Question Due 9/13 at 11:59 pm
Week 2		
Monday, 9/17	Social Cognition	Chapter 3: Social Cognition: How We Think About the Social World Ch. 2 Mixed Media & Ch. 3 Discussion Question Due 9/16 at 11:59 pm
Wednesday, 9/19	Topic Pitches; Discuss lab notebooks, annotated bibliographies, and formulating research questions	Topic Pitch for Research Proposal due Reading Sheet 1 Due

Friday, 9/21	Social Perception	Chapter 4: Social Perception: How We Come to Understand Other People Ch. 3 Mixed Media & Ch. 4 Discussion Question Due 9/20 at 11:59 pm
Week 3		
Monday, 9/24	Self and Identity	Chapter 5: The Self: Understanding Ourselves in a Social Context Ch. 4 Mixed Media & Ch. 5 Discussion Question Due 9/23 at 11:59 pm Sign up for Presentation Day on GC
Wednesday, 9/26	Collaboration Activity; How to write an introduction to a scientific paper	Research Question/Annotated Bibliography Due Strengths Assessment Due
Friday, 9/28	Cognitive Dissonance	Chapter 6: Cognitive Dissonance and the Need to Protect Our Self-Esteem Ch. 5 Mixed Media & Ch. 6 Discussion Question Due 9/27 at 11:59 pm Reading Sheet 2 Due
Week 4		
Monday, 10/1	Attitudes and Attitude Change	Chapter 7: Attitudes and Attitude Change: Influencing Thoughts and Feelings Ch. 6 Mixed Media & Ch. 7 Discussion Question Due 9/30 at 11:59 pm APA Style Tutorial Due
Wednesday, 10/3	How to write a Methods section	Introduction Due
Friday, 10/5	Conformity and Obedience	Chapter 8: Conformity and Obedience: Influencing Behavior Ch. 7 Mixed Media & Ch. 8 Discussion Question Due 10/4 at 11:59 pm
Week 5		
Monday, 10/8	Group Processes	Chapter 9: Group Processes: Influence in Social Groups Ch. 8 Mixed Media & Ch. 9 Discussion Question Due 10/7 at 11:59 pm Mid-course Survey Due
Wednesday, 10/10	Work on Research Proposals	Identify your research design Find 2 articles with the same research design as your study
Friday, 10/12	Review of content up to this point	Come prepared with questions about concepts that are still unclear Week 5 Mixed Media due by 11:59 pm
Week 6		
Monday, 10/15	Attraction and Relationships	Chapter 10: Attraction and Relationships: From Initial Impressions to Long-Term Intimacy Ch. 10 Discussion Question Due 10/14 at 11:59 pm
Wednesday, 10/17	Learning Assessment 1	Creative Project Proposal Due by start of class
Friday, 10/19	Learning Assessment 2	Chapter 11: Prosocial Behavior: Why Do People Help? Ch. 11 Discussion Question Due 10/18 at 11:59 pm Week 6 Mixed Media due by 11:59 pm Full Draft of Paper due to Peer Review Partner by 11:59 pm Each group chooses one article for the class to read

Week 7		
Monday, 10/22	Learning Assessment 3 Prosocial Behavior	
Wednesday, 10/24	Research Proposal Presentations	3 journal articles (one chosen by each group)
Friday, 10/26	Research Proposal Presentations	4 journal articles (one chosen by each group) Week 7 Mixed Media due by 11:59 pm
Week 8		
Monday, 10/29	Research Proposal Presentation Aggression	Chapter 12: Aggression: Why Do We Hurt Other People? Can We Prevent Ch. 12 Discussion Question Due 10/21 at 11:59 pm
Wednesday, 10/31	Aggression; Learning Assessment	Peer Review Due Work on Journal
Friday, 11/2	Stereotyping and Prejudice; Learning Assessment	Chapter 13: Prejudice: Causes, Consequences, and Cures Ch. 13 Discussion Question Due 11/1 at 11:59 pm Week 8 Mixed Media due by 11:59 pm Humans of Chicagoland Due by midnight
Week 9		
Monday, 11/5	Using Social Psychology to Achieve a Sustainable and Happy Future; Learning Assessment	SPA1: Using Social Psychology to Achieve a Sustainable and Happy Future SPA1 Discussion Question Due 11/4 at 11:59 pm
Wednesday, 11/7	Learning Assessment	Final Draft of Paper + Reflections + Lab Notebook Due by midnight
Friday, 11/9	Social Psychology and Health	SPA2: Social Psychology and Health SPA2 Discussion Question Due 11/8 at 11:59 pm Week 9 Mixed Media due by 11:59 pm
Week 10		
Monday, 11/12	Social Psychology and the Law; Learning Assessment	SPA3: Social Psychology and the Law SPA3 Discussion Question Due 11/11 at 11:59 pm
Wednesday, 11/14	Present Creative Projects	Creative Project Due
Friday, 11/16	Exam Review Jeopardy!	Journal Due Study for Exam. Bring any questions you have to class! Week 10 Mixed Media due by 11:59 pm
Exam Week		
Monday, 11/19	Exam	Post-course Survey Due

*Note: As circumstances can change over the course of a term, I reserve the right to make changes to any part of this syllabus. Any changes will be clearly announced in advance both in class and on Google Classroom.