



SAINT LOUIS UNIVERSITY
MADRID

PSYC 3300: SOCIAL PSYCHOLOGY Spring 2023

Class Days and Time: M/W 3:30pm – 4:45pm

Classroom: Padre Rubio Hall 2

Prerequisite(s): None

Credit(s): 3.0

Instructor: Dr. Joshua Guyer

Instructor's Email: joshua.guyer@slu.edu

Office: San Ignacio Hall, 309

Office Hours: Wednesday: 2:30pm – 3:30pm / via ZOOM appointment as needed

The official academic calendar of SLU Madrid can be found online by accessing the following link:
<https://www.slu.edu/madrid/services-and-departments/registrar/academic-final-exams-calendar.php>

COURSE DESCRIPTION

Introduction to the scientific study of social behavior focusing on how people relate to, think about, and influence each other. Topics include attitude formation and change, social cognition, conformity, group decision-making, aggression, altruism, prejudice, and interpersonal attraction and relationships.

COURSE GOALS AND STUDENT LEARNING OUTCOMES

The primary goal of this course is to provide students with the necessary information to identify, understand, and apply key psychological theories and concepts relevant to social psychology. Specifically, this course is designed to achieve several objectives:

I. GOAL. Knowledge Base in Psychology

- a. Course objective: Understand historical and contemporary approaches to social psychology.
- b. Learning outcomes: Students will demonstrate appropriate use of psychological terminology related to theories and concepts related to social psychology.

II. GOAL. Scientific Inquiry and Critical Thinking

- a. Course objectives: Develop the critical thinking skills needed to evaluate scientific evidence regarding the measurement, characteristics, and theories of social psychology.
- b. Learning outcomes: Students will demonstrate an understanding of how scientific methods contribute to measurement and conceptualization of social psychology. Students will also critically evaluate social psychological theories.

III. GOAL. Ethical and Social Responsibility in a Diverse World

- a. Course objective: Develop a well-rounded educational foundation for understanding the cultural influences on social psychology as well as ethics of social psychology.
- b. Learning outcomes: Students will recognize how individual differences and culture contribute to the diversity of social psychology. Students will identify contemporary ethical and societal challenges related to social psychology.

IV. GOAL. Communication

- a. Course objective: Develop the ability to communicate clearly about psychological science and practice related to social psychology.
- b. Learning outcomes: Students will demonstrate effective scientific writing/oral presentation skills when discussing, evaluating, and presenting scientific knowledge on social psychology.

V. GOAL. Professional Development

- a. Course objective: Develop an awareness of the professional applications of psychological science and the professional issues related to social psychology.
- b. Learning objectives: Students will identify the relevance of contemporary social psychology research as they apply to everyday contexts.

TECHNOLOGY REQUIREMENTS

You will need regular access to a computer with an internet connection. High speed broadband access (LAN, Cable or DSL) is highly recommended for the optimal learning experience. Additional requirements include access to a camera and microphone (needed for online interaction/office hours), as well as the use of Microsoft Office applications including Power Point and Word. Make sure that your SLUnet ID and password are functioning on a daily basis (do not let your password expire!).

WHEN QUESTIONS ARISE: COMMUNICATION NORMS

General Inquiries: For questions about navigating Canvas or for personal concerns, questions, or requests, please email me at Joshua.guyer@slu.edu or connect with me during my office hours. I will use the Canvas “Announcements” feature to send regular information about the course. You should check your “@slu.edu” email daily.

Email: If you have a question(s) of a more private nature, you are welcome to ask your question(s) via email. I can be reached at: joshua.guyer@slu.edu. Although I will make every effort to respond to your question(s) as quickly and thoroughly as possible, please recognize that I may not be available when you send an email. Thus, please allow me up to 48 hours to respond before sending a follow-up email.

Office Hours: If your question cannot be properly answered via email, please make an appointment to discuss the issue with me. My office hours are Wednesday, from 2:30pm – 3:30pm, in San Ignacio Hall, 309. Face-to-face office hours are available, if social distancing requirements permit. Office hours are also available via ZOOM, by appointment.

NETIQUETTE GUIDE FOR ONLINE COURSES

Certain behavioral codes are expected when you communicate with both your peers and your instructors in any learning environment. For online-course discussions and emails, these codes are referred to as netiquette. If you feel that there has been a breach of Netiquette at any time during the course, you should contact your instructor to discuss it. *For further information, refer to the PDF document, Netiquette Guide for Online Courses, in the left-hand column on Canvas.*

SLU-MADRID: ASSESSMENT OF STUDENT LEARNING

To maintain quality academic offerings and to conform to accreditation requirements, SLU-Madrid regularly assesses its teaching, services and programs for evidence of student learning. For this purpose, SLU-Madrid keeps anonymized representative examples of student work from all courses and programs on file, including assignments, papers, exams, portfolios and results from student surveys, focus groups and reflective exercises. *Thus, copies of your work for this course may be kept on file for institutional research, assessment and accreditation purposes.* If you prefer that SLU-Madrid not retain your work for this purpose, you must communicate this decision in writing to your professor.

OPTIONAL TEXTBOOK / SUPPLEMENTARY READINGS (REQUIRED)

Title: Social Psychology

Author: Saul Kassin, Steven Fein, & Hazel Rose Markus

Publisher / Edition / Year: Pearson / 10th / 2017.

ISBN-13: 978-1-305-58022-0

Due to supply-chain issues, the course text may not be available for purchase through the university bookstore. However, electronic versions of the course text can be purchased through the following links:

1) AMAZON US:

https://www.amazon.com/-/es/Saul-Kassin-ebook/dp/B01C5Z6RCC/ref=tmm_kin_swatch_0?encoding=UTF8&qid=1607079753&sr=1-1

2) VITAL SOURCE UK:

<https://www.vitalsource.com/en-uk/products/social-psychology-saul-kassin-v9781473745742>

3) VITAL SOURCE US:

<https://www.vitalsource.com/products/social-psychology-saul-kassin-v9781337509541>

TO ORDER THE TEXT ONLINE: First, go to www.Amazon.com. Next, from the dropdown menu, select: books. Type the following: Social psychology, Kassin Fein Markus. You will see the course text, which can either be rented (\$32.15), or purchased new (\$94) or used (from 76.33). Shipping to Spain is permitted.

Please note that supplementary readings will be assigned and posted on Canvas on a weekly basis. These readings are required. All supplementary readings can be found in a folder on the course homepage.

USE OF POSTED COURSE CONTENT

SLU-Madrid prohibits recording and transmission of classroom lectures and discussions by students unless written permission from the class instructor has been obtained and all students in the class as well as guest speakers have been informed that audio/video recording may occur. Recordings, course materials, and lecture notes may not be exchanged or distributed for commercial purposes, for compensation, or for any

other purpose other than study by students enrolled in the class. Public distribution of such materials may constitute copyright infringement in violation of Spanish law. Violation of this policy may subject a student to disciplinary action in accordance with SLU-Madrid policies on [*Student Rights and Responsibilities and Community Standards*](#).

GDPR NORMS CONCERNING CLASS RECORDINGS

In accordance with General Data Protection Regulation (GDPR), we inform you that if you are a participant in an on-line classroom, your image and voice may be recorded by Saint Louis University in Spain, S.A., CIF A28654879, in 28003 Madrid (Spain), Avenida del Valle 34, for the sole purpose of the instruction of the said class that you are registered in. This information will be stored for the duration of the on-line class and erased thereafter by the professor of the course. Should you not want your image or voice to be a part of this class recording, please contact your professor to indicate that you will be turning your camera and microphone off and be participating via chat.

In addition, we would like to inform you that all recordings will be available to you in Canvas and are exclusively for the use of the participants of the said class and should not be published on any other platform without the prior consent of all participants that may appear in the recording.

According to the rights conferred by the current GDPR regulation, you may exercise your rights of access, rectification, limitation of treatment, deletion, portability and opposition to the processing of your personal data, as well as the consent given for the treatment of it by directing your requests to the address indicated above or by sending an email to dpo-madrid@slu.edu.

COURSE MECHANICS

Getting Started:

Please see the “Start here, please” link on the Course Menu, located in Canvas. You will find a copy of the syllabus and other class tools, such as how to use Zoom for office hours. Everything you need to know to will be in this section. It is imperative that you review all of these materials before starting the course.

General Overview:

Regardless of whether class takes place face-to-face or via an online format, course materials and assignments will be made available to you each week on Monday/Wednesday (see course schedule). Should classes move to an online format, you will have a certain degree of flexibility in terms of when you choose to view class content and participate in assignments. However, as always, it is important that the entire class progresses at the same pace so that everyone is able to benefit from the contributions of all other members of the class (i.e., via discussion posts). Thus, please ensure that you adhere to all deadlines listed here.

Lecture Format:

All classes will be delivered in person. Unless you have a legitimate reason to miss class (e.g., serious illness, in most cases requiring a doctor’s note to justify your absence), you are expected to attend all classes in person.

Weekly Schedule:

Lectures (PowerPoint slides) will be posted each week on Monday/Wednesday by 9pm. All lecture materials for each class must be accessed using the course Canvas account. Online discussion board posts (i.e., Original Discussion Post / Secondary Discussion Post) can be made at any time during the week. However, the weekly discussion board will close on Sunday at midnight, Madrid time.

Attendance/Engagement:

My expectation is that all students will log into the course via Canvas at least once a day on weekdays to review course content, participate in online discussions, and work on assignments. For all students (those attending physically or virtually), attendance/engagement will be based on the following three items.

1) **Original Discussion Post:** Each week, by Sunday at midnight (Madrid time), students are required to post a message on the Discussion Board (found within Canvas) in which they share their thoughts about the material discussed in the lectures for that week. *More information can be found under the “Evaluation Criteria” section of the syllabus.*

2) **Secondary Discussion Post:** Each week, by Sunday at midnight (Madrid time), students are required to make at least one additional post on the Discussion Board for that week either by adding to their original post, elaborating on posts made by other students, or posting a new idea. *More information can be found under the “Evaluation Criteria” section of the syllabus.*

3) **Reflection Journal:** At the end of each Module (see course outline for dates), students are required to submit a brief journal entry (1 – 2 pages, double-spaced), in which they reflect on the material covered within the module. *More information can be found under the “Evaluation Criteria” section of the syllabus.*

Schedule Conflicts:

If you have questions about any assignment or course policy please contact me via email. Under most circumstances, students who miss a scheduled quiz or exam will not be granted an exception or given an opportunity to do a make-up assignment or exam. However, if illness or other circumstances prevent you from adhering to the quiz/exam dates stated in this syllabus, an exception may be granted at the discretion of the professor. In all cases, the student must contact me as soon as possible to explain the situation so that we can work together to find the most equitable solution.

COURSE OVERVIEW AND GRADING SYSTEM

The course will be both lecture and activity-based, thus will include readings, individual and group assignments, practical exercises, online discussions, and a reflection journal to promote learning and understanding of the course material in a variety of formats. Students will occasionally be required to read assigned materials and/or watch brief videos. Students will create a group presentation in order to “teach” concepts to the class. Importantly, students will receive constructive feedback on all activities/assignments completed within/outside scheduled lecture times.

The discussion of each topic will consist of two basic parts: The first part will focus on relevant theory to provide students with sufficient knowledge to understand the basic concepts and their relationships with one another. The second part will focus on the practical application of theory and concepts to real-world issues. This process will involve a variety of activities such as online discussions and debates, a reflection journal, and individual and group projects/presentations designed to encourage students to apply both theory and concepts to current events as well as identifying uses within their own lives.

EVALUATION CRITERIA

A number of different activities will be used to assess your learning in this course, including participation in a discussion forum, a reflection journal, quizzes, a midterm exam, group presentation, and a final project.

Participation in Class Activities and Discussions (10%)

Active participation in class activities and discussions is an especially important aspect in this course because our focus will be on understanding how the theories and concepts discussed in class can be applied in real-world contexts. Thus, engagement in all activities and discussions is critical and will be measured via periodic in-class activities. These activities are designed to be short, quick assignments that will focus on bringing the psychological concepts discussed in class to life in a variety of novel and meaningful ways.

Online Discussions: Original/Secondary Discussion Posts (10%)

Each week I will post questions on the Discussion Board taken from the exercises in the lecture slides. The purpose of these questions are to stimulate discussion, debate, and reflection upon the material covered in the lectures for that week. During the week, you should be logging into Canvas and checking the discussions on a daily basis.

I expect you to respond to the discussion activity/questions for each week (see course schedule) with an original thought of your own (i.e., Original Discussion Post). You should also make an additional post by responding to the posts made by your classmates, either by elaborating on their original idea or by asking clarifying questions (i.e., Secondary Discussion Post). Both posts must be made by Sunday at midnight (Madrid time). Weekly discussions will be closed on Sunday at midnight (Madrid time).

I have not set a specific number of responses you should post for each discussion. Original and Secondary discussion posts will be evaluated based on their quality not quantity (see the Rubric posted below). Total points for each week can range between 0 – 4. The Discussion Board will be comprised of 10 separate weekly discussions, evaluated at 2% per week (i.e., a weekly score of 1 = .50%, 2 = 1%, 3 = 1.5%, 4 = 2%).

Points Awarded	0	1	2
Criteria	No post made or the post does not demonstrate any relevance to the assigned readings. Postings such as "I agree" fall into this category.	Posting suggests that you have not reviewed the lecture slides or textbook / assigned readings. -OR- Ideas are not original or do not contribute to discussion in a significant way.	Postings demonstrate a clear understanding of the material / add to discussion with original ideas. Engagement in discussion among classmates also enhances the conversation for the entire class.

Reflection Journal (10%)

At the end of each module, you will submit a short journal entry (1-2 pages, double-spaced) reflecting on the material covered within the module (i.e., PowerPoint and textbook). The content of your reflection journal should include your own thoughts and interpretations of what you read, as well as some reflections on others' thoughts posted on the discussion board (e.g., did your perspective change based on someone else's views? Why do you hold your views? How/why might other cultures view these issues differently?). You will submit five reflection journals, at 2% per entry. *See the course schedule for specific due dates.*

Experiment Participation (5%)

You will be required to complete five short, online experiments (10 – 15 minutes) whose purpose is to enhance understanding of the materials discussed in lecture. Participation in each experiment is worth 1% of your final grade. Your responses will always be 100% anonymous. That is, you will never need to provide any information about your identity. I will provide more details about each experiment in class. You will have 1 week to do each experiment.

Short Quizzes (20%)

Each week you will write a short quiz which covers the material discussed in the lectures for that week. 11 quizzes will be given over the course of the semester. Each quiz will consist of 10 multiple choice questions. 10 quizzes will count toward your final grade, at 2% per quiz. You have the option of either not writing one quiz or dropping the quiz with the lowest grade if all 11 quizzes are written.

Midterm Exam (15%)

The midterm exam (March 6) will only include material from the course textbook and PowerPoint slides. The exam format will include multiple choice, short answer and long answer questions.

Group Presentation (15%)

In groups of 2 – 3 people, you will create a presentation (PowerPoint or Google Slides) based on two studies taken from the same empirical research article. The format for your presentation will closely mirror the format used by researchers who present the results of their studies as a talk at international conferences. To help guide you through this process, I have uploaded two sample presentations, which can be found on Canvas. Presentations will take place in class on April 24 / 26. *A detailed description of the presentation requirements and grading rubric will be provided via an announcement on Canvas.*

Final Project (15%)

In groups of 2 - 3 people, you will create a short report that describes three advertisements (e.g., via internet, magazine, or billboard) in which persuasive strategies were used well and three advertisements that were poorly constructed. In both cases, identify the strategies used and explain why they are effective/ineffective. Finally, describe how one could buffer themselves against the persuasive influence of these advertisements. The final project is due on May 7. *A detailed description of the project requirements and grading rubric will be provided via an announcement on Canvas.*

Late Assignments:

Will be penalized **2% per 24-hour period**, starting on the day they are due. Only in cases of emergency or illness can arrangements be made to alter due dates of assignments or projects. **ALL** such arrangements are the full responsibility of the student and must be made **PRIOR** to the due date. Failure to confirm any changes to the due date with the professor **prior to the due date** will result in a grade of zero.

Decisions about Grades:

Decisions about grades are made very carefully, and are final at the end of the course. If you have questions regarding a certain grade or would like to receive personal feedback, you must request a meeting with me to discuss grades on specific assignments **before** the last class of the course. Any disputes regarding grades must be resolved **before** the final project due date (May 7). “Extra credit” or makeup assignments will only be allowed under extenuating circumstances at the sole discretion of the course professor.

Criteria	Percentage	Comments	Due Date
In-Class Participation	10%	Contributing to Discussions	Weekly
Discussion Board Posts	10%	Original/Secondary Posts	Weekly
Reflection Journal	10%	5 x 2%	See course schedule
Experiment Participation	5%	5 x 1%	TBA
Short Quizzes	20%	10 x 2%	See course schedule
Midterm Exam	15%	1 x 15%	March 6
Group Presentation	15%	1 x 15%	April 24/26
Final Project	15%	1 x 15%	May 7

Grading System:

Final course grades are classified according to the standard grading scheme used by SLU-Madrid.

Letter Grade	Percentage	GPA	Designation
A	94 – 100	4.0	SobreSaliente
A-	90 – 93	3.7	SobreSaliente Bajo
B+	87 – 89	3.3	Notable Alto
B	84 – 86	3.0	Notable
B-	80 – 83	2.7	Notable Bajo
C+	77 – 79	2.3	Aprobado Alto
C	74 – 76	2.0	Aprobado
C-	70 – 73	1.7	Aprobado Bajo
D	60 – 69	1.0	Apobado Bajisimo
F	< 60	0.0	Suspense
P/NP			Apt / No Apto
W			Clase Retirada

UNIVERSITY STATEMENT ON ACADEMIC INTEGRITY

Academic integrity is honest, truthful and responsible conduct in all academic endeavors. The mission of Saint Louis University is "the pursuit of truth for the greater glory of God and for the service of humanity." Accordingly, all acts of falsehood demean and compromise the corporate endeavors of teaching, research, health care and community service via which SLU embodies its mission. The University strives to prepare students for lives of personal and professional integrity, and therefore regards all breaches of academic integrity as matters of serious concern.

The governing University-level Academic Integrity Policy can be accessed on the Provost's Office website at: https://www.slu.edu/provost/policies/academic-and-course/policy_academic-integrity_6-26-2015.pdf. Additionally, SLU-Madrid has posted its academic integrity policy online: <http://www.slu.edu/madrid/academics>. As a member of the University community, you are expected to know and abide by these policies, which detail definitions of violations, processes for reporting violations, sanctions and appeals.

The professor will review these matters during the first weeks of the term. Please direct questions about any facet of academic integrity to your faculty, the chair of the department of your academic program or the Academic Dean of the Madrid Campus.

ACADEMIC INTEGRITY: ADDITIONAL INFORMATION

Unless you are specifically instructed to work with other students in a group, all of your assignments, papers, projects, presentations, and any work I assign must reflect your own work and thinking.

Academic Integrity requires that all students within SLU-Madrid act in accordance with the values of *honesty, fairness, respect, responsibility, and trust* in the conduct of their academic work, and follow the rules and regulations concerning the accepted conduct, practices and procedures of academic research and writing. Academic Integrity violations include Cheating, Plagiarism and other violations of academic ethics.

Cheating and plagiarism are very serious offenses governed by the SLU-Madrid student code of conduct. Any student found cheating or plagiarizing on any assignment or component of this course will at a minimum receive a “0” on the affected assignment. Moreover, the student will also be referred to the University Judicial System for further action. Additional penalties could include a note on your transcript, failing the class, or expulsion from the university.

It is important to note that, while the list below is comprehensive, it should not be considered exhaustive.

Cheating includes:

- a. An act or attempt to give, receive, share, or utilize unauthorized information or unauthorized assistance for assignments, papers, projects, presentations, tests or exams. Students are permitted to mentor and/or assist other students with assignments by providing insight and/or advice. However, students must not allow other students to copy their work, nor will students be permitted to copy the work of other students. Students must acknowledge when they have received assistance from others.
- b. Failure to follow rules on assignments, papers, projects, presentations, tests or examinations as provided by the course professor and/or as stipulated by SLU.
- c. Tampering with official documents, including electronic records.
- d. Impersonating a student on exercises, quizzes, exams, etc., including unauthorized access to any electronic course management tool or program (e.g. Canvas) using other’s login/password.

Plagiarism includes:

- a. Using the work of others and attempting to present it as your own. For example, using phrases or passages from books, articles, newspapers, or the internet and not referencing them properly in your document. This includes using information from others without citing it, misrepresentation of cited work, and misuse of quotation marks.
- b. Submitting an assignment or paper that is highly similar to what someone else has written (i.e., minimal changes in wording, or where the sentences are similar, but in a different order).
- c. You don’t have to commit “word for word” copying to plagiarize – you can also plagiarize if you turn in something that is “thought for thought” the same as someone else.

Other violations of academic ethics include:

- a. Not acknowledging that your work or any part thereof has been submitted for credit elsewhere.
- b. Misleading or false statements regarding work completed.
- c. Knowingly aiding or abetting anyone in committing any form of an Academic Integrity violation.

DIVERSITY AND INCLUSION

Saint Louis University is committed to fostering a positive, inclusive and welcoming learning and working environment. SLU-Madrid's policies prohibit discrimination based on race, color, national origin, ancestry, religion, sex, gender, gender identity, gender expression, sexual orientation, pregnancy, age,

disability, physical appearance, financial or socio-economic status, immigration status, parental or marital status, veteran status or any other protected classification of identity. Discrimination includes any form of unequal treatment such as denial of opportunities, harassment, and violence. Sex-based violence includes rape, sexual assault, unwanted touching, stalking, dating/interpersonal violence, and sexual exploitation. If you experience or witness any kind of discrimination, you are encouraged (but not required) to report the incident to the SLU-Madrid's Department of Student Life, whose office is located in Padre Rubio Hall (marta.maruri@slu.edu; +34 915 54 58 58, ext. 213). You can also report the incident to the University's Hotline (900-99-0011; then enter 877-525-5669 when asked for the hotline number).

Please know that instructors have a responsibility to inform SLU-Madrid when made aware of incidents of discrimination, harassment sexual misconduct, and/or related retaliation, to ensure that individuals impacted receive information about options for reporting and support resources. If you wish to speak with someone confidentially about any matter, confidential resources are available on campus and off campus:

- Counselors at SLU-Madrid's Wellness Center, located on the third floor of San Ignacio Hall (wellness-madrid@slu.edu; 915 54 58 58, ext. 230).
- Counselors at Sinews Multilingual Therapy Institute, SLU-Madrid's off-campus counseling and mental health services provider (www.sinews.es; 917 00 19 79).
- SLU-Madrid's Campus Minister, Fr. James O'Leary, S.J. (james.oleary@slu.edu; 915 54 58 58, ext. 279).

Additional information/resources are located at [Safety and Security](#) and [Community Standards](#) webpages.

ACCESSIBILITY, DISABILITY AND LEARNING RESOURCES

In recognition that people learn in a variety of ways and that learning is influenced by multiple factors (e.g., prior experience, study skills, learning disability), resources to support student success are available on campus. Students who think they might benefit from these resources can find out more about:

- **Course-level support** (e.g., faculty member/department resources, etc.) via your course instructor.
- **University-level support** (e.g., tutoring/writing services, Disability Services) by contacting the Academic Dean's Office (advising-madrid@slu.edu) or by reading the following information <https://www.slu.edu/madrid/academics/student-resources> advising-madrid@slu.edu.

Students with a documented disability who wish to request academic accommodations must contact Disability Services to discuss accommodation requests and eligibility requirements. Once successfully registered, the student also must notify the course instructor that they wish to access accommodations in the course. Please contact Disability Services at disabilityservices-madrid@slu.edu or +34 915 54 58 58, extension 242 or 249. Confidentiality will be observed in all inquiries. Once approved, information about the student's eligibility for academic accommodations will be shared with course instructors via email from Disability Services. Note: *Students who do not have a documented disability but who think they may have one are encouraged to contact Disability Services.*

Needs Security Statement: Students in personal or academic distress and/or who may be specifically experiencing challenges such as securing food or difficulty navigating campus resources, and who believe this may affect their performance in the course, are encouraged to contact Marta Maruri, SLU-Madrid's Director of Student Life (marta.maruri@slu.edu or +34 915 54 58 58, ext. 213) for support. Furthermore, please notify the instructor if you are comfortable in doing so, as this will enable them to assist you with finding the resources you may need.

Spring 2023 Course Schedule: Face-to-Face Lectures

The content listed below for each class reflects what we will attempt to cover during each class. Depending on the pace of the class, we may cover more or less content than is listed for a given session. Thus, the specific content per session listed here should only be interpreted as a guide. Schedule updates will always be provided via Canvas after each class. Supplementary readings will be assigned on a weekly basis.

IMPORTANT: Quiz dates and due dates for each Reflection journal may change depending on whether all content planned for a given session is covered in class. In all cases, I will announce quiz dates in class and also post a confirmation announcement on Canvas.

MODULE 1: Introduction to Social Psychology

GETTING STARTED IN THIS COURSE:

I'm excited to explore a wide variety of fascinating topics with you over the next four months, during which we will discuss how people relate to, think about, and influence each other. Esteis listos? Vamos a por ello!

GENERAL MODULE GOALS:

- Discuss course content, schedule, evaluation system
- Review basics of scientific method and overview of research goals/types
- Learn about cognitive biases and real-world applications

JANUARY 16 (MONDAY)

Introduction to the Course

Topics Discussed in Lecture: Slides 1 – 24

- Course objectives, content, schedule, and evaluation system
- Brief overview of social psychology
- So you think you know...? Psychology Quiz Game

Activities/Exercises:

- Watch *what is social psychology* video, slide 3; *science or pseudoscience* videos, slides 22, 23
- What interests you about human behavior, slide 20
- Discussion Board post or In class: respond to three questions on slide 24

JANUARY 18 (WEDNESDAY)

The Scientific Method: A Refresher

Topics Discussed in Lecture: Slides 1 – 26

- The scientific method, goals/types of research, hypotheses and theories
- Science vs. pseudoscience, issues in experimental design, applications in the classroom

Activities/Exercises:

- Watch *is psychology a science* video on slide 5
- Watch *types of research* video on slide 11
- Watch short videos on slides 20, 26
- Discussion Board post: respond to only two questions on slide 15

JANUARY 23 (MONDAY)

The Role of Common Sense: Part 1

Topics Discussed in Lecture: Slides 1 – 20

- What are cognitive biases?
- Confirmation bias, self-fulfilling prophecy, belief perseverance error, overconfidence effect

Activities/Exercises:

- Watch *confirmation bias* videos on slides 5, 6
- Watch short cognitive bias videos on slides 11, 12, 13
- Discussion Board post: respond to both questions on slide 14

JANUARY 25 (WEDNESDAY)

The Role of Common Sense: Part 2

Topics Discussed in Lecture: Slides 21 – 41

- Fundamental attribution error/Actor observer effect
- Self-serving bias, hindsight bias, false consensus/uniqueness effect

Activities/Exercises:

- Watch *fundamental attribution error* video on slide 21
- Watch *actor-observer effect* video on slide 30
- Watch short cognitive bias videos on slides 31, 33, 37
- Discussion Board post: respond to both questions on one of either slide 34 or 41 (week 2 of 10)
- Reflection Journal due today (Entry 1 of 5)

MODULE 2: The Self in a Social World

GENERAL MODULE GOALS:

- Learn about different aspects/theories related to the self
- Compare/contrast elements of each theory
- Apply theoretical frameworks to understand real-world situations

JANUARY 30 (MONDAY)

The Self in a Social World: Part 1a

Topics Discussed in Lecture: Slides 1 – 18

- Self-concept, self-awareness
- Self-monitoring, affective forecasting

Activities/Exercises:

- Multiple choice quiz # 1
- Watch *self-concept* and *self-awareness* videos on slides 5, 7
- Watch *self-monitoring* and *affective forecasting* videos on slides 14, 18

FEBRUARY 1 (WEDNESDAY)

The Self in a Social World: Part 1b

Topics Discussed in Lecture: Slides 19 – 35

- Self-esteem, self-handicapping, self-affirmation, BIRGing
- Culture and the self-concept

Activities/Exercises:

- Take *measuring self-esteem* quiz on slide 21
- Watch *self-serving blindness* and *self-handicapping* videos on slides 25, 26
- Discussion Board post: Choose and explain two techniques on slide 30

FEBRUARY 6 (MONDAY)

The Self in a Social World: Part 1c

Topics Discussed in Lecture: Slides 36 – 58

- Holistic vs. analytic thinking styles
- Cultural differences in perceiving the social world

Activities/Exercises:

- Multiple choice quiz #2
- Watch *holistic vs. analytic* and *background vs. foreground* videos on slides 39, 47, 48
- Try *categories vs. relationships* exercise on slide 58
- Discussion Board post: respond to both questions on slide 40

FEBRUARY 8 (WEDNESDAY)

The Self in a Social World: Part 2a

Topics Discussed in Lecture: Slides 59 – 75

- Social comparison processes and theories

Activities/Exercises:

- Watch *looking-glass self* and *upward/downward comparisons* videos on slides 60, 69, 71
- Discussion Board post: respond to both questions on slide 75

FEBRUARY 13 (MONDAY)

The Self in a Social World: Part 2b

Topics Discussed in Lecture: Slides 76 – 89

- Self-verification, self-completion, self-discrepancy, self-evaluation theories
- Self-relevance, comparison vs. reflection

Activities/Exercises:

- Multiple choice quiz #3
- Watch *self-discrepancy* and *self-evaluation maintenance* videos on slides 80, 83
- Discussion Board post: respond to only two questions on slide 89

FEBRUARY 15 (WEDNESDAY)

The Self in a Social World: Part 2c

Topics Discussed in Lecture: Slides 90 – 110

- Sociometer theory, Terror management theory

Activities/Exercises:

- Watch *low/high self-esteem* videos on slides 93, 98
- Watch *terror management theory* video on slide 101
- Discussion Board post: respond to both questions on slide 110 (week 5 of 10)
- Reflection Journal due today (Entry 2 of 5)

MODULE 3: Social Beliefs and Judgements

GENERAL MODULE GOALS:

- Learn about what and how impression formation works
- Understand how different types of thinking influence social judgements
- Apply theories of impression formation to real-world contexts

FEBRUARY 20 (MONDAY)

Social Beliefs and Judgements: Part 1a

Topics Discussed in Lecture: Slides 1 – 22

- Impression formation, figure vs. ground
- Lay theories of personality, biased perceptions, personality traits

Activities/Exercises:

- Multiple choice quiz #4
- Watch *attractiveness* and *halo effect* videos on slides 10, 19

FEBRUARY 22 (WEDNESDAY)

Social Beliefs and Judgements: Part 1b

Topics Discussed in Lecture: Slides 23 – 40

- Morality, assimilation vs. contrast, categorial vs. individuated impressions
- Information integration theory, resolving inconsistencies

Activities/Exercises:

- Watch *goals and trait preferences* video on slide 26
- Discussion Board post: respond to both questions on one of either slide 33 or 40

FEBRUARY 27 (MONDAY)

Social Beliefs and Judgements: Part 2a

Topics Discussed in Lecture: Slides 41 – 56

- Organizing our social world, priming, accuracy of judgements
- Correspondent inference theory, motivated inferences

Activities/Exercises:

- Multiple choice quiz #5
- Watch *priming* and *accuracy of judgements* videos on slides 47, 50

MARCH 1 (WEDNESDAY)

Social Beliefs and Judgements: Part 2b

Topics Discussed in Lecture: Slides 57 – 79

- Kelly's covariation model, patterns of attribution
- Counterfactual thinking, illusory thinking, thought suppression

Activities/Exercises:

- Watch the *covariation model* video on slide 62

MARCH 6 (MONDAY) *Midterm Exam*

- Reflection Journal due today (Entry 3 of 5)

MODULE 4: Attitudes and Persuasion – Theory and Application

GENERAL MODULE GOALS:

- Learn about key theories of attitudes and persuasion
- Identify features related to the source, recipient, and message that influence persuasion
- Apply theories by designing experiments to test the persuasive effects of variables

MARCH 8 (WEDNESDAY)

Theories in Attitude and Persuasion Research: Part 1a

Topics Discussed in Lecture: Slides 1 – 30

- Elaboration Likelihood Model, central vs. peripheral route
- Need for cognition, motivation and ability to process

Activities/Exercises:

- Watch *central vs. peripheral route* videos on slide 23
- Take *need for cognition* assessment on slide 25
- Discussion Board post: respond to question on slide 14 for two advertisements

MARCH 13 (MONDAY)

Theories in Attitude and Persuasion Research: Part 1b

Topics Discussed in Lecture: Slides 31 – 64

- Downstream consequences of central vs. peripheral processing, multiple roles examples

Activities/Exercises:

- Multiple choice quiz #6
- Watch *Dr. Rich Petty – ELM* video on slide 35
- Discussion Board post: Design an experiment based on the ELM; see slide 64

MARCH 15 (WEDNESDAY)

Theories in Attitude and Persuasion Research: Part 2

Topics Discussed in Lecture: Slides 65 – 80

- Theory of reasoned action, Theory of planned behavior, specificity matching

Activities/Exercises:

- Watch *perceived behavioral control* video on slide 77
- Discussion Board post: respond to both questions on slide XX

MARCH 20 (MONDAY) *San Jose (Madrid campus closed)*

MARCH 22 (WEDNESDAY)

Factors Influencing the Success of Persuasive Communications: Part 1

Topics Discussed in Lecture: Slides 1 – 33

- Experimental methodology, features of the source
- Credibility, trustworthiness, expertise, attractiveness, confidence, etc.

Activities/Exercises:

- Multiple choice quiz #7
- Watch *attractiveness* and *familiarity* videos on slides 10, 27, 28

MARCH 27 (MONDAY)

Factors Influencing the Success of Persuasive Communications: Part 2

Topics Discussed in Lecture: Slides 34 – 58

- Features of the message, compliments, the sleeper effect, message organization

Activities/Exercises:

- Watch *compliments* video on slide 39

MARCH 29 (WEDNESDAY)

Factors Influencing the Success of Persuasive Communications: Part 3

Topics Discussed in Lecture: Slides 59 – 84

- Features of the message and recipient

Activities/Exercises:

- Multiple choice quiz #8
- Watch *rhetorical questions, repetition, fear/humor appeals* videos on slides 60, 67, 75, 76
- Reflection Journal due today (Entry 4 of 5)

MODULE 5: Social Influence – Theory and Application

GENERAL MODULE GOALS:

- Learn about key theories of social influence
- Identify how tactics of social influence, conformity, and compliance are used in media
- Identify when, for whom, and why different tactics of social influence are effective

APRIL 10 (MONDAY)

Subtle Strategies of Influence: Part 1

Topics Discussed in Lecture:

- Door-in-the-face technique and examples from modern media

Activities/Exercises:

- Discussion Board Post: Identifying real-world examples of DITF in media. Design your own applied example of one technique.

APRIL 12 (WEDNESDAY)

Subtle Strategies of Influence: Part 2

Topics Discussed in Lecture:

- Foot-in-the-door technique and examples from modern media

Activities/Exercises:

- Multiple choice quiz #9
- Discussion Board Post: Identifying real-world examples of FITD in media. Design your own applied example of one technique.

APRIL 17 (MONDAY)

Subtle Strategies of Influence: Part 3

Topics Discussed in Lecture:

- That's not all, low-balling, mindlessness within modern media

Activities/Exercises:

- Discussion Board Post: Identifying real-world examples of TNA and Low-balling in media. Design your own applied example of *one* technique.

APRIL 19 (WEDNESDAY)

Social Influence: Part 1

Topics Discussed in Lecture: Slides 1 – 22

- Deliberative vs. non-deliberative influence, pique/disrupt then reframe technique, norms
- Influence of norms on behavior, descriptive vs. injunctive norms, public vs. private conformity

Activities/Exercises:

- Multiple choice quiz #10
- Watch *social norms* videos on slide 18; *PSA* and *conformity* videos on slides 28, 36, 38, 39, 40
- Reflection Journal due today (Entry 5 of 5)

APRIL 24 / 26 (MONDAY / WEDNESDAY)

Group Presentation

- Discussion, Evaluation, and Feedback
- *Grades will be based on professor evaluations.*

MAY 7 (SUNDAY) *Final Projects Due. Please submit via email.*

PROFESSOR BIO

Joshua Guyer holds a PhD in Social Psychology from Queen's University (Kingston, Canada), for which he was awarded the Canadian Psychological Association Certificate of Academic Excellence for best dissertation research. Dr. Guyer previously taught at the Royal Military College of Canada (Kingston, Canada), after which he completed his postdoctoral research at the Universidad Autonoma de Madrid under the supervision of Pablo Brinol. Dr. Guyer also teaches at IE University (Madrid), as well as the University of the Fraser Valley (UFV) and Kwantlen Polytechnic University (Vancouver, Canada). He has been an invited guest lecturer at numerous international universities, and is a regular speaker at various conferences.

His primary areas of interest investigate the psychological mechanisms by which different qualities of voice that reflect speaker confidence (e.g., speech rate, intonation, pitch), as well as different emotional qualities of voice (e.g., fear, excitement, boredom, contentment) influence the success of persuasive communications. Additional research interests focus on various aspects involved in social influence, such as scarcity, authority, and stealing thunder. His research has been published in internationally recognized journals, including the *Journal of Experimental Social Psychology*, *Personality and Social Psychology Bulletin*, the *Journal of Nonverbal Behavior*, and the *Journal of Sports Psychology*.

Spring 2023 Important Dates:

Spring 2023	
Tuesday, Jan. 10	New and study abroad student move-in day
Wednesday, Jan. 11	Welcome sessions
Thursday, Jan. 12	First day of classes
Sunday, Jan. 22	Last day to drop a class without a grade W and/or add a class Last day to choose Audit (AU) or Pass/No Pass (P/NP) options
Wednesday, Feb. 22	Registration for summer sessions begins
Thursday-Friday, Feb. 23-24	Winter break
Sunday, March 5	Professors' deadline to submit midterm grades
Sunday, March 19	Last day to drop a class and receive a grade of W
Monday, March 20	<i>San José</i> (Madrid Campus closed)
Sunday, April 2	<i>Semana Santa</i> host family housing move-out day
Monday-Sunday, April 3-9	<i>Semana Santa</i> (Madrid Campus closed)
Sunday, April 9	<i>Semana Santa</i> host family housing move-in day
Wednesday, April 19	Registration for fall semester begins
Friday, April 28	Last day of classes
Monday, May 1	<i>Día del Trabajador</i> (Madrid Campus closed)
Tuesday, May 2	<i>Día de la Comunidad</i> (Madrid Campus closed)
Wednesday, May 3	Study Day
Thursday-Wednesday, May 4-10	Final exams
Thursday, May 11	Host family move-out day
Friday, May 12	Commencement
Saturday, May 13	Professors' deadline to submit final grades