SAN JOSÉ STATE UNIVERSITY
DEPARTMENT OF PSYCHOLOGY
PSYCHOLOGY 254: SOCIAL PSYCHOLOGY SEMINAR
SPRING 2012

Instructor Information

Instructor  Clifton M. Oyamot
Office Location  DMH 314
Telephone  (408) 924-5650
Email  Mail function through course Desire2Learn (D2L) or clifton.oyamot@sjsu.edu
Class Days/Time  Section 1, Tuesdays & Thursdays, 12:00 – 1:15
Office Hours  Mondays & Wednesdays 11:00 – 12:00
Tuesdays & Thursdays 4:30 – 5:00, or by appointment
Classroom  DMH 308
Prerequisites  Psychology 154 or equivalent

Course Description

Welcome to Social Psychology Seminar. In this graduate course we will examine theories, problems and issues in the study of human social behavior from a social psychological perspective. Typical definitions of social psychology are variants on the idea that our behaviors (thoughts, feelings, and actions) are influenced by the presence (real, imagined, or implied) of other people. Social psychology offers a unique perspective on love & lust, hate & heroism, who you are, and many other topics.

Social psychological research is extensive, and this course is not intended to be an exhaustive survey of the field. Instead, we will focus on several representative topics in the field of social psychology with the goal of familiarizing students with the “style” of social psychological inquiry.

The class is structured to illustrate the empirical and theoretical progression of theories and ideas in social psychology. The typical progression of readings for each topic will move from classic studies in an area, to representative studies illustrating how understanding of the topic/theory evolved, to applications of the topic/theory. Students will then independently find and present recent empirical or theoretical articles of interest to them that are related to the topic.
# Learning Outcomes

This class is designed to address 5 broad Course Learning Outcomes (CLOs). These CLOs are outcomes students will have demonstrated upon successful completion of the course. The specific CLOs for this course contribute to the overall experience, learning opportunities, and Program Learning Outcomes (PLOs) students are exposed to when completing the SJSU Psychology Major.

The SJSU Psychology Major is designed to address 5 broad Program Learning Outcomes (PLOs). These PLOs are outcomes students should be able to demonstrate after having successfully completed the Psychology Major.

## Course Learning Outcomes (CLOs)

Upon successful completion of this course:

- **CLO1 – Knowledge Base of Social Psychology** – Students will be able to identify, describe, and communicate the major concepts, theoretical perspectives, empirical findings, and historical trends in social psychology (e.g., exam performance)

- **CLO2 – Research Methods in Social Psychology** – Students will be able to
  (a) identify and evaluate the strengths and limitations of research methods as used in social psychology (observational, correlational, experimental), and
  (b) accurately interpret basic and advanced statistical information typically presented in social psychological research (means, standard deviations, t-tests, ANOVAs, correlations, multiple regression, factor analysis, p-values, tables, etc.).

- **CLO3 – Critical Thinking Skills in Social Psychology** – Students will be able to use critical and creative thinking, skeptical inquiry, and a scientific approach to
  (a) address issues related to social psychology (e.g., evaluate the validity of research studies, theories, applications research applications),
  (b) synthesize and evaluate bodies of research on particular social psychological topics, and
  (c) present and discuss social psychological research and theory with colleagues

- **CLO4 – Application of Social Psychology** – Students will be able to apply social psychological principles to individual, interpersonal, group, and societal issues.

- **CLO5 – Values in Social Psychology** – Students will be able to identify, evaluate, and discuss
  (a) ethical issues as they relate to the practice of social psychological research (e.g., informed consent process),
  (b) how values may inform social psychological research (e.g., types of problems investigated), and
  (c) value empirical evidence, tolerate ambiguity, act ethically, and recognize their role and responsibility as a member of society.

## Program Learning Outcomes (PLOs)
Upon successful completion of the psychology graduate Masters of Arts requirements…

PLO1 - Advanced Knowledge - Students completing the MA in Psychology program will understand the major theoretical perspectives and research methods across areas of experimental psychology, i.e., Developmental, Social, Cognitive, and Physiological.

PLO2 - Research Methods & Scholarship - **Students completing the MA in Psychology program are required to complete a thesis. The thesis will demonstrate:**

(a) creative problem-solving in the design, implementation of empirical research.
(b) project management skills in the implementation of empirical research.
(c) advanced competency in the statistical analysis and interpretation of empirical research findings.
(b) the ability to communicate (oral and written) their research findings at a professional level

PLO3 - Career Enhancement - Students completing the MA in Psychology program will achieve career enhancement through placement in a doctoral program or acceptance of a position requiring a master’s in psychology in the public or private sector.

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### Required Texts, Readings

**Textbook (Recommended)**


*Students are expected to be familiar with social psychological concepts introduced at the undergraduate level. I highly recommend that students have a reasonably recent (last 3 – 4 years) social psychology undergraduate textbook.*

**Readings**

Readings for this course are listed at the end of the syllabus. Readings will be provided by the instructor through D2L and/or course reserves.

**Resources**


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### Course Desire2Learn (D2L) site

The course Desire2Learn (D2L) site is an online resource supplement for this course. Use of this site and the information provided is not a substitute for attending class. The site will be updated regularly throughout the semester. This site contains:

- Discussion Board (Course Announcements, student questions)
- Links to webpages that will be of use to you throughout the course
Handouts and articles
Lecture slides (generally posted after lecture is presented)
Assignment submission
Assignment feedback from instructor
Grade roster

My intention is that the site will become an additional forum, outside of class, in which we can debate, discuss, and raise questions about the course material. **Check this site regularly for course announcements, articles, assignments, and other course materials.**

### Accessing Course Desire2Learn (D2L) site

To access the site go to [http://sjsu.desire2learn.com](http://sjsu.desire2learn.com)

Username = `firstname.lastname`, but may have an appended number (e.g., `joshua.doe2`)

Password = Your initial D2L password is your 9 digit SJSU ID number.

Desire2Learn Student Tutorial: [http://www.sjsu.edu/ecampus/students/D2L_students/](http://www.sjsu.edu/ecampus/students/D2L_students/)

*Email me immediately if you are still unable to access the site.*

### Course Structure

#### Readings & Discussions

This seminar will primarily consist of student discussions of assigned readings. The success of any advanced seminar depends upon the active participation of its members. Students will be expected to have done the assigned readings for the week prior to each class.

### Assignments and Grading Policy

#### Exams (100 points)

There will be two essay examinations, 50 points each, for this course. Each exam will consist of 2 - 3 questions. The questions will integrate the main themes, theories, and empirical findings within each topic discussed in the seminar. The exams are non-cumulative and will only include material as indicated on the course schedule.

#### Participation & Presentations (50 points)

**Discussion Participation & Response Journals (30 points).** A major goal of this course is that students will develop the skills to evaluate the strengths and limitations of theoretical and empirical articles in social psychology. To this end, students will be expected to participate in discussions of each days’ readings and may be asked to turn in a response journal for the readings. At minimum, students should be ready to discuss and comment on each article’s

a) hypotheses and background theory leading to the hypotheses,
b) manner in which the hypotheses were tested,
c) understanding of the main results and whether they supported the hypotheses,
d) evaluation of the strengths and limitations of the research design, and
e) questions, comments, insights, applications, ideas for further research, and so forth.
Student Presented Articles – Scholarly (15 points). One goal of the course is that students will develop the skills to present and discuss social psychological research and theory with colleagues. To this end, students will periodically be responsible for finding and presenting a recent (i.e., published within the last 5 years) academic, peer reviewed article that aligns with both the topic at hand and their own interests. Student will sign up for one such presentation. The presentation will be worth up to 15 points. Students’ article should be from peer reviewed journals in the field of social and personality psychology. Articles must be approved by the instructor at least 1 week prior to the presentation.

Appropriate journals include (but are not limited to):

Journal of Personality and Social Psychology
Personality and Social Psychology Bulletin
Journal of Experimental Social Psychology
Basic and Applied Social Psychology
Personality and Social Psychology Review (theoretical articles)

Student Presented Articles – Current Events & Popular Press (5 points). Another goal of the course is that students will develop the skills to accurately apply social psychological research and theory to an understanding of current events. To this end, students will periodically be responsible for finding and presenting a recent (i.e., published within the last year) article from a popular press outlet that aligns with both the topic at hand and their own interests. Articles should come from sources that contain rigorous, well-researched, in-depth articles. Student will sign up for one such presentation. Each presentation will be worth up to 5 points. Students’ article must be approved by the instructor at least 1 week prior to the presentation.

Appropriate outlets include (but are not limited to):

Periodicals (e.g., Atlantic Monthly, Economist, Rolling Stone, New Yorker)
News magazines (e.g., Time, Newsweek, US News and World Report)
Online magazine/new sites (e.g., Slate.com, Salon.com)

Research Paper & Presentation (100 points)

Research Paper (80 points). The writing assignment for this course is a research proposal or literature review (15 – 20 double spaced pages not including title page, abstract; APA style 6th edition) in the domain of social psychology. You will meet with the instructor over the course of the semester to develop your research question, hypothesis, research design, and so forth. Students are encouraged to use this paper to explore topics which may be relevant to their masters thesis. The final research proposal will be worth up to 80 points.

Research Proposal Presentation (20 points). Students will give a 20 minute presentation of their proposal. The presentation will be worth up to 20 points.

Make-up Exams

No extensions or make-up exams will be given except in cases of reasonable and documented academic reasons, emergencies, serious illness, or similar seriously disruptive events. If such a circumstance should arise, please contact me as early as possible and be ready to provide documentation.
Late Assignments

Assignments are due in-class on the day indicated on the course schedule. If due dates are changed, the new due date will be announced in lecture and posted on D2L in a timely fashion.

Research Paper. There will be a 5% penalty for each calendar day the research paper is turned in late. Research papers will be accepted up to 3 days after the due date. No other extension will be given except in cases of reasonable and documented academic reasons, emergencies, serious illness, or similar seriously disruptive events. *If such a circumstance should arise, please contact me as early as possible and be ready to provide documentation.*

Other Assignments. Student will be able to make-up 1 late assignment without penalty. No other extension will be given except in cases of reasonable and documented academic reasons, emergencies, serious illness, or similar seriously disruptive events. *If such a circumstance should arise, please contact me as early as possible and be ready to provide documentation.*

Extra Credit

Extra credit assignments are given at the instructor’s discretion. Should extra credit opportunities be extended, the total amount of extra credit points earned by a student cannot exceed 1 – 2 % of the total number of points available in the course.

Tentative Grade Determination

Final grades in this course will be assigned as indicated below:

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<thead>
<tr>
<th>Percent</th>
<th>Grade</th>
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<tr>
<td>100 – 93</td>
<td>A</td>
<td>76 – 73</td>
<td>C</td>
</tr>
<tr>
<td>92 – 90</td>
<td>A-</td>
<td>72 – 70</td>
<td>C-</td>
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<tr>
<td>89 – 87</td>
<td>B+</td>
<td>69 – 67</td>
<td>D+</td>
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<tr>
<td>86 – 83</td>
<td>B</td>
<td>66 – 63</td>
<td>D</td>
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<tr>
<td>82 – 80</td>
<td>B-</td>
<td>62 – 60</td>
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<tr>
<td>79 - 77</td>
<td>C+</td>
<td>59 or less</td>
<td>F</td>
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University Policies

Academic Integrity

Students should know that the University’s Academic Integrity Policy is available at http://www.sa.sjsu.edu/download/judicial_affairs/Academic_Integrity_Policy_S07-2.pdf. Your own commitment to learning, as evidenced by your enrollment at San Jose State University and the University’s integrity policy, require you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. The website for Student Conduct and Ethical Development is available at http://www.sa.sjsu.edu/judicial_affairs/index.html.

Instances of academic dishonesty will not be tolerated. Cheating on exams or plagiarism (presenting the work of another as your own, or the use of another person’s ideas without giving proper credit) will result in a failing grade and sanctions by the University. For this class, all assignments are to be completed by the individual student unless otherwise specified. If you would like to include in your assignment any material you have submitted, or plan to submit for another class, please note that SJSU’s Academic Policy F06-1 requires approval of instructors.

Campus Policy in Compliance with the American Disabilities Act

If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. Presidential Directive 97-03 requires that students with disabilities requesting accommodations must register with the DRC (Disability Resource Center) to establish a record of their disability.

Dropping and Adding

Students are responsible for understanding the policies and procedures about add/drops, academic renewal, etc. Information on add/drops are available at http://info.sjsu.edu/web-dbgen/narr/soc-fall/rec-324.html. Information about late drop is available at http://www.sjsu.edu/sac/advising/latedrops/policy/. Students should be aware of the current deadlines and penalties for adding and dropping classes.
Contacting Instructor

1. **I will answer emails M - F, 9:00 - 5:00.** If you email me at night or on the weekends, do not expect a response until the next weekday, at the earliest.

2. **Through Desire2Learn (D2L) mail function.** Best for private questions and comments.

3. **Through Desire2Learn (D2L) discussion board.** Best for questions about the course that need not remain private. Chances are others have the same questions you have.

4. **Through regular email.** clifton.oyamot@sjsu.edu

5. **By phone.** Best if you need to contact me quickly and cannot use email at the time.

6. **Consider emails for this course as professional correspondence (see sample correspondence at the end of the syllabus).**
   
   a. **Subject Line** should include your class and a brief description of the issue (e.g., Subject: Psych 154: absence on 10-10-11).
   
   b. **Greetings** should be formal and use your instructors title (e.g., Dear Dr. Oyamot or Professor Oyamot)
   
   c. **Identify yourself** and the course/section you are in.
   
   d. **Issue or question** should be stated clearly, concisely, respectfully, and with attention paid to grammar, complete sentences, and so forth.
   
   e. **Expect replies within 1 - 3 days.** Polite follow-ups are encourage if you have not heard from me in a reasonable amount of time.

Example email correspondence

**Subject:** Psyc 154: Assignment due date question

Dear Professor Oyamot (or Dr. Oyamot),

My name is Maggie Jackson and I am in your T/Th 154 class. I am not sure when the Response Journal assignment is due because of conflicting information. The syllabus schedule says Nov. 5, but the assignment sheet itself says Nov 9. Thank you for your attention to this matter.

Regards,

Maggie

student id # 123456789

Regular attendance is necessary to do well in the course.
Although the course has an online resource, this resource is not a substitute for attending lectures.
Laptops
In-class laptop use should be restricted to course-related activities (e.g., taking notes). Other activities (e.g., web surfing) distract both the instructor and students and will not be tolerated. You will be asked to turn off your laptop if you are engaged in non-class activities. You will be asked to refrain from laptop use for the duration of the course if this behavior continues.

Cellphones and other electronic devices
Please be certain to turn off or put in silent mode all cell phones, pagers, and any other devices that produce distraction prior to entering the classroom.

Late arrivals
If you must arrive late or leave early, please do so quietly and with a minimum of distraction.

Be respectful of others
Respect differing points of view offered by students. Independent discussions should not be happening when someone is addressing the class.

I expect you to come to class prepared
“Prepared” means you have completed the readings and any assignment before class starts, and written down any questions you had from the assignment. You should be as prepared as you expect your professor to be.

Communication
Use email! Use office hours! Talk to me!

Check the course D2L site regularly
If I become ill, I will inform you the night before that I will be absent. Please email me before class if you will not be in class. Please set your spam controls to accept my email address.
Student Resources

Librarian: Psychology
The SJSU library has a librarian who specializes in psychology (and other social sciences), and this librarian can serve as a very valuable resource for helping you to develop research ideas and locating appropriate research materials. The library also has an abundance of resources for doing psychology research:

Psychology Librarian: Bernd Becker
408.808.2348
Bernd.Becker@sjsu.edu
http://libguides.sjsu.edu/psychology

Student Technology Resources
Computer labs for student use are available in the Academic Success Center located on the 1st floor of Clark Hall and on the 2nd floor of the Student Union. Additional computer labs may be available in your department/college. Computers are also available in the Martin Luther King Library.

A wide variety of audio-visual equipment is available for student checkout from Media Services located in IRC 112. These items include digital and VHS camcorders, VHS and Beta video players, 16 mm, slide, overhead, DVD, CD, and audiotape players, sound systems, wireless microphones, projection screens and monitors.

Learning Assistance Resource Center
The Learning Assistance Resource Center (LARC) is located in Room 600 in the Student Services Center. It is designed to assist students in the development of their full academic potential and to motivate them to become self-directed learners. The center provides support services, such as skills assessment, individual or group tutorials, subject advising, learning assistance, summer academic preparation and basic skills development. The LARC website is located at http://www.sjsu.edu/larc/.

SJSU Writing Center
The SJSU Writing Center is located in Room 126 in Clark Hall. It is staffed by professional instructors and upper-division or graduate-level writing specialists from each of the seven SJSU colleges. Our writing specialists have met a rigorous GPA requirement, and they are well trained to assist all students at all levels within all disciplines to become better writers. The Writing Center website is located at http://www.sjsu.edu/writingcenter/about/staff/.

Peer Mentor Center
The Peer Mentor Center is located on the 1st floor of Clark Hall in the Academic Success Center. The Peer Mentor Center is staffed with Peer Mentors who excel in helping students manage university life, tackling problems that range from academic challenges to interpersonal struggles. On the road to graduation, Peer Mentors are navigators, offering “roadside assistance” to peers who feel a bit lost or simply need help mapping out the locations of campus resources. Peer Mentor services are free and available on a drop-in basis, no reservation required. The Peer Mentor Center website is located at http://www.sjsu.edu/muse/peermentor/.
<table>
<thead>
<tr>
<th>WEEK</th>
<th>DAY</th>
<th>DATE</th>
<th>TOPIC</th>
<th>ASSIGNMENTS DUE</th>
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<tr>
<td>1</td>
<td>Th</td>
<td>01/26</td>
<td>Course Introduction</td>
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<td>2</td>
<td>T</td>
<td>01/31</td>
<td>History &amp; Principles of Social Psychology</td>
<td>Current Events: Application of Social Psychological Principles</td>
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<td></td>
<td>Th</td>
<td>02/02</td>
<td>Cognitive Dissonance &amp; Methodology</td>
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<td>3</td>
<td>T</td>
<td>02/07</td>
<td>Cognitive Dissonance &amp; Methodology</td>
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<td>Th</td>
<td>02/09</td>
<td>Cognitive Dissonance &amp; Methodology</td>
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<tr>
<td>4</td>
<td>T</td>
<td>02/14</td>
<td>Cognitive Dissonance &amp; Methodology</td>
<td>Student presented <em>academic articles</em> (4)</td>
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<td>Th</td>
<td>02/16</td>
<td>Self-Concept</td>
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<tr>
<td>5</td>
<td>T</td>
<td>02/21</td>
<td>Self-Concept</td>
<td>Student presented <em>pp/ce articles</em> (4)</td>
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<td></td>
<td>Th</td>
<td>02/23</td>
<td>Self-Concept</td>
<td></td>
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<tr>
<td>6</td>
<td>T</td>
<td>02/28</td>
<td>Self-Concept</td>
<td>Student presented <em>academic articles</em> (4)</td>
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<td>Th</td>
<td>03/01</td>
<td>Self-Concept</td>
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<td>7</td>
<td>T</td>
<td>03/06</td>
<td>Stereotypes &amp; Prejudice</td>
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<td></td>
<td>Th</td>
<td>03/08</td>
<td>Stereotypes &amp; Prejudice</td>
<td>Student presented <em>pp/ce articles</em> (4)</td>
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<td>8</td>
<td>T</td>
<td>03/13</td>
<td>Stereotypes &amp; Prejudice</td>
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<td>03/15</td>
<td>Stereotypes &amp; Prejudice</td>
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<td>9</td>
<td>T</td>
<td>03/20</td>
<td>Stereotypes &amp; Prejudice</td>
<td>Student presented <em>academic articles</em> (4)</td>
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<td>Th</td>
<td>03/22</td>
<td>Self-fulfilling Prophecies</td>
<td>Mid-Term Exam</td>
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<td>10</td>
<td>T</td>
<td>03/27</td>
<td>SPRING BREAK</td>
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<td>Th</td>
<td>03/29</td>
<td>SPRING BREAK</td>
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<tr>
<td>11</td>
<td>T</td>
<td>04/03</td>
<td>Interpersonal Relationships</td>
<td>Research Paper Outline &amp; References</td>
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<tr>
<td></td>
<td>Th</td>
<td>04/05</td>
<td>Interpersonal Relationships</td>
<td>Student presented <em>pp/ce articles</em> (4)</td>
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<td>12</td>
<td>T</td>
<td>04/10</td>
<td>Interpersonal Relationships</td>
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<td>04/12</td>
<td>Personality &amp; Social Behavior</td>
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<td>13</td>
<td>T</td>
<td>04/17</td>
<td>Personality &amp; Social Behavior</td>
<td>Student presented <em>pp/ce articles</em> (4)</td>
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<td>Th</td>
<td>04/19</td>
<td>Personality &amp; Social Behavior</td>
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<td>14</td>
<td>T</td>
<td>04/24</td>
<td>Personality &amp; Social Behavior</td>
<td>Student presented <em>academic articles</em> (4)</td>
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<td></td>
<td>Th</td>
<td>04/26</td>
<td>NO CLASS (Instructor at a conference)</td>
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<tr>
<td>15</td>
<td>T</td>
<td>05/01</td>
<td>Student Proposal Presentations</td>
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<td></td>
<td>Th</td>
<td>05/03</td>
<td>Student Proposal Presentations</td>
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<tr>
<td>16</td>
<td>T</td>
<td>05/08</td>
<td>Attend Spartan Psychological Association Research Conference (SPARC)</td>
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<td>Th</td>
<td>05/10</td>
<td>Student Proposal Presentations</td>
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<tr>
<td>17</td>
<td>T</td>
<td>05/15</td>
<td>Student Proposal Presentations</td>
<td>Research Paper Final</td>
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<tr>
<td>FINAL</td>
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<td>Final Exam</td>
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</table>

254 Wednesday, May 23, 9:45 – 12:00

*This is a tentative timeline. We may find ourselves spending more time on particular topics due to student interest, or the need to clarify further information presented.*
Readings (Tentative)

Copies of readings will be made available on the D2L site. Please contact me ASAP if you have trouble getting these articles.

The reading list may be modified during the term.

Weeks 1 – 10 listed below. Remaining weeks will be posted on D2L in a timely fashion.

AWA = Aronson textbook. You should review the indicated chapters (or their equivalent in another social psychology textbook) to gain a general familiarity of the topic.

<table>
<thead>
<tr>
<th>WEEK</th>
<th>DAY</th>
<th>DATE</th>
<th>READINGS &amp; ASSIGNMENTS DUE</th>
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<tbody>
<tr>
<td>1</td>
<td>Th</td>
<td>01/26</td>
<td>Course Introduction</td>
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<td></td>
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<td></td>
<td>Principles of Social Psychology</td>
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<tr>
<td>2</td>
<td>T</td>
<td>01/31</td>
<td>Topic: History &amp; Principles of Social Psychology</td>
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<td></td>
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<td>Background: AWA 1 (Introduction &amp; Principles of Social Psychology)</td>
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<tr>
<td></td>
<td>Th</td>
<td>02/02</td>
<td>Topic: Cognitive Dissonance &amp; Evaluating Research Methodology</td>
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<td>Background: AWA 2 (Research Methods in Social Psychology), 6 (Cognitive Dissonance)</td>
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<tr>
<td>Day</td>
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<td>Topic Content</td>
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</tbody>
</table>
| 3   | T 02/07 | **Topic: Cognitive Dissonance & Evaluating Research Methodology**  
| Th 02/09 | **Topic: Applications of Cognitive Dissonance**  
| 4   | T 02/14 | **Topic: Cognitive Dissonance – Current Research**  
Student presented academic articles (4) |
| Th 02/16 | **Topic: What is “the self”? Is it a problem? If so, why?**  
*Background: AWA 5 (Self)*  
<table>
<thead>
<tr>
<th>Day</th>
<th>Date</th>
<th>Topic</th>
<th>References</th>
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<tbody>
<tr>
<td>5 T</td>
<td>02/21</td>
<td>Topic: Self-concept and Self-as-schema</td>
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<td>Student presented <em>pp/ce</em> articles (4)</td>
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<td>Th</td>
<td>02/23</td>
<td>Topic: Self-concept – Beyond individual traits</td>
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<td>6 T</td>
<td>02/28</td>
<td>Topic: Self-esteem, regulation, awareness</td>
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<td>Baumesiter. <em>Escaping the self</em> (to be determined).</td>
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<td>Th</td>
<td>03/01</td>
<td>Topic: Self - Current Research</td>
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<td>Student presented <em>academic</em> articles (4)</td>
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<td>7 T</td>
<td>03/06</td>
<td>Topic: Stereotypes &amp; Prejudice – Background</td>
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<td>Background: AWA 13 (Stereotypes, Prejudice, Discrimination)</td>
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<td>Th</td>
<td>03/08</td>
<td>Topic: Are the effects of stereotyping inevitable?</td>
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<td>Student presented <em>pp/ce</em> articles (4)</td>
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| 8 T 03/13 | | **Topic:** What are the perils and possibilities of intergroup contact?  
| Th 03/15 |  | **Topic:** How do stereotypes affect those stereotyped? How can stereotype threat be reduced?  
| 9 T 03/20 |  | **Topic:** Stereotypes & Prejudice – Current Research  
* Student presented academic articles (4) |
| Th 03/22 |  | **Topic:** Self-fulfilling Prophecies  
| 10 T 03/27 |  | Student Meetings  
* Mid-Term Exam |
| Th 03/29 |  | **SPRING BREAK** |