Welcome to Social Psychology. In this 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.

We often feel like we know why we do the things we do; we can readily generate a story of our lives. However, the social psychological perspective suggests that we overestimate how much we know about ourselves, and how much “free-will” or personality guide our behavior. Instead, in this course we seriously consider the idea that features of the situation and the influence of those around us, even when we don’t recognize them, can strongly direct our behavior. When examined closely, as will be done in this course, this can be an unsettling perspective, but one with valuable insights.
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 basic research methods as used in social psychology (observational, correlational, experimental), and

(b) accurately interpret basic statistical information typically presented in social psychological research (means, standard deviations, t-tests, ANOVAs, correlations, 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 address issues related to social psychology (e.g., evaluate the validity of research studies, theories, applications)

research applications).

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 major requirements…

**PLO1 – Knowledge Base of Psychology** – Students will be able to identify, describe, and communicate the major concepts, theoretical perspectives, empirical findings, and historical trends in psychology.

**PLO2 – Research Methods in Psychology** – Students will be able to design, implement, and communicate basic research methods in psychology, including research design, data analysis, and interpretations.

**PLO3 – Critical Thinking Skills in Psychology** – Students will be able to use critical and creative thinking, skeptical inquiry, and a scientific approach to address issues related to behavior and mental processes.

**PLO4 – Application of Psychology** – Students will be able to apply psychological principles to individual, interpersonal, group, and societal issues.

**PLO5 – Values in Psychology** – Students will value empirical evidence, tolerate ambiguity, act ethically, and recognize their role and responsibility as a member of society.

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**Required Texts, Readings**

**Textbook**

**Note:** In order to reduce the cost to students, I asked the bookstore to order a few of the "loose leaf" versions of the book (pages of the book are 3 ringed punched and can be put into a 3-ring binder). The content is the same as the hardcover version, but it is a bit cheaper. Either version is fine to use for this class.

**Other Readings & Resources**

*Readings:* See additional readings list at the end of this syllabus. Articles may be added to this list as needed.


*Owl APA style resource:* [https://owl.english.purdue.edu/owl/resource/560/01/](https://owl.english.purdue.edu/owl/resource/560/01/)

**Other equipment/material requirements**

- 3 Scantron forms 882-ES
- Regular access to a computer and internet connection
- Handouts will be made available in a timely manner via Canvas. It is your responsibility to print out and bring copies of handouts to the appropriate lecture.
Course Canvas site

The course Canvas site is an online resource supplement for this course. Use of this site and the information provided is not a substitute for attending lectures. 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 Canvas site

To access the Canvas site go to http://www.sjsu.edu/at/ec/canvas/ and click on “Log in to Canvas”

Username = SJSU 9-digit ID

Password = your current SJSUOne password.

For additional information or help with logging in:

Canvas Student Tutorial: http://www.sjsu.edu/at/ec/canvas/

Note: clearing your browsing history may help if you have trouble logging into the site.

Course Structure

Lectures & Discussions

This will be a lecture course meeting twice a week for 1.25 hours. There will be occasional film and video presentations, in-class demonstrations, discussion groups, and in-class presentations by students to supplement the lectures. Students will be expected to have done the assigned readings for the week prior to attending lecture. Furthermore, students are expected to actively participate in all class discussions and activities.

Readings

Readings will be assigned from the Aronson et al. textbook and several outside articles. Assigned readings appear in the course schedule and the reading list, and will be posted to the course Canvas site.
The textbook readings are meant to supplement the materials presented in lecture. The textbook provides a broad overview of personality psychology. Lectures will be coordinated with the text readings, but will often go into greater depth than the readings on a particular topic. Therefore, simply reading the text and never coming to lecture is NOT enough to do well in this course.

Assignments and Grading Policy

SJSU classes are designed such that in order to be successful, it is expected that students will spend a minimum of forty-five hours for each unit of credit (normally three hours per unit per week), including preparing for class, participating in course activities, completing assignments, and so on. More details about student workload can be found in University Policy S12-3 at http://www.sjsu.edu/senate/docs/S12-3.pdf.

Exams (150 points)

There will be three examinations for this course. These examinations may include a mix of multiple choice, fill-in-the-blank, short answer, and essay questions based on the material presented in lectures and in the assigned readings. Each exam will include 35 - 60 questions each worth 1 point. Essay questions may also be included whose point value will vary between 5 – 10 points. Each exam will be worth 50 points for a total of 150 points across the 3 exams. The exams are generally non-cumulative and will only include material as indicated on the course schedule. The exception is the final exam which may include cumulative essay questions.

Literature Review (50 points)

The major writing assignment for this class will be a 6 - 8 page typed, double-spaced, APA style paper. This paper will either review the research done in a specific area of social psychology (literature review), or (b) review research on the application of social psychological research to address a social issue or problem (application paper). Further instructions regarding this paper will be made available during the term.

Assignments & Participation (approximately 50 points or maximum 20% of course grade)

Throughout the term you will be given assignments to be completed inside or outside of class. Some of these will be completed individually, and some will be done in groups. These assignments will include (but are not limited to):

- **Syllabus Quiz.** You will be given a 10 - 20 question quiz on the syllabus. **Read and study the syllabus prior to this quiz.**


- **Other Assignments.** These will include various in-class and out-of-class assignments. Some assignments can only be completed in-class.

Some assignments are related to the development of your research paper (research question, dissecting a literature review, reference list, annotated references). These assignments are generally worth 2 - 5 points and are an important part in developing a satisfactory research paper.
Instructions for all assignments will be posted on Canvas (out-of-class assignments) or handed out during class (in-class assignments).

Please note that not all assignments are listed on the course schedule. Additional take home assignments will be announced in class and on Canvas in a timely fashion throughout the semester. In-class assignments may not be announced prior to class and cannot be made-up if you miss the assignment. Thus, regular attendance is crucial.

NOTE that University policy F69-24, “Students should attend all meetings of their classes, not only because they are responsible for material discussed therein, but because active participation is frequently essential to insure maximum benefit for all members of the class. Attendance per se shall not be used as a criterion for grading.”

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 at the start of class (turned in during class or uploaded to Canvas) 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 Canvas in a timely fashion. No extensions 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 will not 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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<td>69 – 67</td>
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<td>86 – 83</td>
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<td>66 – 63</td>
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<td>82 – 80</td>
<td>B-</td>
<td>62 – 60</td>
<td>D-</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

Your commitment as a student to learning is evidenced by your enrollment at San Jose State University. The University Academic Integrity Policy S07-2 at http://www.sjsu.edu/senate/docs/S07-2.pdf requires you to be honest in all your academic coursework. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. The Student Conduct and Ethical Development website is available at http://www.sjsu.edu/studentconduct/.

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 your assignment or any material you have submitted, or plan to submit for another class, please note that SJSU’s Academic Integrity Policy S07-2 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 at http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf requires that students with disabilities requesting accommodations must register with the Accessible Education Center (AEC) at http://www.sjsu.edu/ace to establish a record of your disability.

In 2013, the Disability Resource Center changed its name to be known as the Accessible Education Center, to incorporate a philosophy of accessible education for students with disabilities. The new name change reflects the broad scope of attention and support to SJSU students with disabilities and the University's continued advocacy and commitment to increasing accessibility and inclusivity on campus.

Dropping and Adding

Students are responsible for understanding the policies and procedures about add/drop, grade forgiveness, etc. Refer to the current semester’s Catalog Policies section at http://info.sjsu.edu/static/catalog/policies.html. Add/drop deadlines can be found on the current academic year calendars document on the Academic Calendars webpage at http://www.sjsu.edu/provost/services/academic_calendars/. The Late Drop Policy is available at http://www.sjsu.edu/aars/policies/latedrops/policy/. Students should be aware of the current deadlines and penalties for dropping classes.

Information about the latest changes and news is available at the Advising Hub at http://www.sjsu.edu/advising/.
Definition of a Credit Hour

Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of forty-five hours over the length of the course (normally 3 hours per unit per week with 1 of the hours used for lecture) for instruction or preparation/studying or course related activities including but not limited to internships, labs, clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus.

As an example, the expectation of work for a 3-credit course is 2.5 hours of direct faculty instruction (i.e., time spent in the classroom) and six hours of out-of-class student work (e.g., reading, studying, doing assignments, doing research) each week.

Consent for Recording of Class and Public Sharing of Instructor Material

University Policy S12-7, http://www.sjsu.edu/senate/docs/S12-7.pdf, requires students to obtain instructor’s permission to record the course (see course policies)
Classroom Protocol

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 Canvas mail function.** Best for private questions and comments.

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

4. **Through SJSU 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 below).**
   a. **Subject Line** should include your class and a brief description of the issue (e.g., Subject: Psych 154-01: absence on 10-10-11).
   b. **Greetings** should be formal and use your instructor’s 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 154-04: Assignment due date question

Dear Professor Oyamot (or Dr. Oyamot),

My name is Miranda Jackson and I am in your 154 class that meets T/Th 10:30 - 11:45. 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,

Miranda

student id # 001234567

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., surfing the web) 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 Canvas 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.

**Recording of Class Lectures & Sharing/Distribution of Course Content**

Common courtesy and professional behavior dictates that you notify someone when you are recording him/her. You must obtain the instructor’s permission to make audio or video recordings in this class. This permission allows the recordings to be used for your private, study purposes only. The recordings are the intellectual property of the instructor; you have not been given any rights to reproduce or distribute the material.

- If you wish to record lectures for your private, study purposes, please discuss this with the instructor. **Written permission** to record lectures will need to be granted for the whole semester or on a class-by-class basis.

- In classes where active participation of students or guests may be on the recording, permission of those students or guests should be obtained as well.

Course material developed by the instructor is the intellectual property of the instructor and cannot be shared publicly without his/her approval. You may not publicly share or upload instructor-generated material for this course such as exam questions, lecture notes, or homework solutions without instructor consent. **This policy extends to both content presented in the classroom and posted on the Canvas site.**
Student Resources

Librarian: Psychology
The SJU 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 at http://www.sjsu.edu/at/asc/ 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.

SJSU Peer Connections

Peer Connections, a campus-wide resource for mentoring and tutoring, strives to inspire students to develop their potential as independent learners while they learn to successfully navigate through their university experience. You are encouraged to take advantage of their services which include course-content based tutoring, enhanced study and time management skills, more effective critical thinking strategies, decision making and problem-solving abilities, and campus resource referrals.

In addition to offering small group, individual, and drop-in tutoring for a number of undergraduate courses, consultation with mentors is available on a drop-in or by appointment basis. Workshops are offered on a wide variety of topics including preparing for the Writing Skills Test (WST), improving your learning and memory, alleviating procrastination, surviving your first semester at SJSU, and other related topics. A computer lab and study space are also available for student use in Room 600 of Student Services Center (SSC).

Peer Connections is located in three locations: SSC, Room 600 (10th Street Garage on the corner of 10th and San Fernando Street), at the 1st floor entrance of Clark Hall, and in the Living Learning Center (LLC) in Campus Village Housing Building B. Visit Peer Connections website at http://peerconnections.sjsu.edu for more information.
SJSU Writing Center

The SJSU Writing Center is located in Clark Hall, Suite 126. All Writing Specialists have gone through a rigorous hiring process, and they are well trained to assist all students at all levels within all disciplines to become better writers. In addition to one-on-one tutoring services, the Writing Center also offers workshops every semester on a variety of writing topics. To make an appointment or to refer to the numerous online resources offered through the Writing Center, visit the Writing Center website at http://www.sjsu.edu/writingcenter. For additional resources and updated information, follow the Writing Center on Twitter and become a fan of the SJSU Writing Center on Facebook.

(Note: You need to have a QR Reader to scan this code.)

SJSU Counseling Services

The SJSU Counseling Services is located on the corner of 7th Street and San Fernando Street, in Room 201, Administration Building. Professional psychologists, social workers, and counselors are available to provide consultations on issues of student mental health, campus climate or psychological and academic issues on an individual, couple, or group basis. To schedule an appointment or learn more information, visit Counseling Services website at http://www.sjsu.edu/counseling.
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<tr>
<th>WEEK</th>
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<th>DATE</th>
<th>TOPIC</th>
<th>READINGS DUE</th>
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<td>Course Introduction</td>
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<td>Principles of Social Psychology</td>
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<td>AWA 8</td>
<td>Obedience Assignment</td>
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<td>AWA 8</td>
<td>Module Quiz (online)</td>
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<td>09/09</td>
<td>Conformity</td>
<td>AWA 8</td>
<td>Research Question***</td>
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<td>M</td>
<td>09/14</td>
<td>Methods / Cognitive Dissonance</td>
<td>AWA 2, 6 Festinger et al. (1956)</td>
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<td>W</td>
<td>09/16</td>
<td>Methods / Cognitive Dissonance</td>
<td>Festinger &amp; Carlsmith (1959)</td>
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<td>M</td>
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<td>Methods / Cognitive Dissonance</td>
<td>Aronson &amp; Mills (1959)</td>
<td>Module Quiz (online) Reading quiz (in-class) and discussion (online in-class)</td>
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<td>Literature Review Discussion</td>
<td>AWA 3</td>
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<td>Online Activity (TBA)</td>
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<td>First Impressions: Evaluating Research Reports</td>
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<td>Stanford Prison Experiment</td>
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<td>4, 5, 9, 12 &amp; readings</td>
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<td>Prejudice</td>
<td>Cialdini (2001)</td>
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<td>12/02</td>
<td>Prejudice</td>
<td>AWA 13 Fiske (2002)</td>
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<td>16</td>
<td>M</td>
<td>12/07</td>
<td>Prejudice</td>
<td>Paul (1998)</td>
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<td>Course Retrospective &amp; Review</td>
<td><a href="http://www.reducingstereotyphreat.org">www.reducingstereotyphreat.org</a></td>
<td>Module Quiz (online)</td>
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<td>What is Stereotype Threat?</td>
<td>Literature Review</td>
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<td>How can it be reduced?</td>
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<td>FINAL</td>
<td>T</td>
<td>12/15</td>
<td>9:45 – 12:00</td>
<td>EXAM 3: 7, 10, 11, 13 &amp; readings; 1 &amp; 2 (key concepts)</td>
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</table>

* This is a tentative timeline. The schedule is subject to change with fair notice. Students will be notified of schedule changes via email and/or Canvas.

** The way to turn in the assignment (either through Canvas or in-class) will be specified in the assignment instructions be posted in Canvas. Note that not all in-class assignments have been listed. From time-to-time you will have assignments given out in class that will count to your participation grade. These assignments cannot be made-up if you are missed the class.

*** Assignments in blue build toward your final Literature Review. You will receive feedback on these assignments that will help improve your final literature review.
Additional Readings (Tentative)

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

The reading list may be modified during the term. Updates will be announced in class and on the Canvas site.


**Note:** the *Dissecting a Literature Review assignment* will have additional readings for the course.