SAN JOSÉ STATE UNIVERSITY
DEPARTMENT OF PSYCHOLOGY
PSYCHOLOGY 154: SOCIAL PSYCHOLOGY
SECTION 04
3 UNITS
SPRING 2018

Course and Contact Information

Instructor  Clifton Oyamot
Office Location  DMH 319
Telephone  408-924-5650
Email  clifton.oyamot@sjsu.edu
Office Hours  Tuesdays and Thursdays, 3:00 to 4:00, or by appointment
Class Days/Time  Tuesdays and Thursdays, 1:30 to 2:45
Classroom  DMH 353
Prerequisites  Psychology 001

Course Description

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 – Understand Research 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 – Role of 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.

Required Texts, Readings, Online Resources

Required Textbook & Online Resource


Revel. Access to Revel is required for this. This online resource includes access to the textbook and supplemental materials that will be used in this course (e.g., chapter quizzes, assignments). You will be given the option of adopting a hard copy version of the textbook if you prefer. Revel can be purchased through the course Canvas link to Revel, the Spartan Bookstore, or directly through Pearson.

Other Readings & Resources

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

Society for Personality and Social Psychology: http://www.spsp.org/

Social Psychology Network: http://www.socialpsychology.org/


Owl APA style resource: 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.**

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**Accessing Course Canvas site**

To access the Canvas site go to [http://www.sjsu.edu/at/ec/canvas/](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, please see the Canvas Student Tutorial: [http://www.sjsu.edu/at/ec/canvas/](http://www.sjsu.edu/at/ec/canvas/)

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

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**Accessing and Using Revel**

Revel is integrated into the course Canvas site. Additional information about purchasing, accessing, and using Revel are provided in Canvas.

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**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, 60% of grade)

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 to 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 questions.

Literature Review (50 points, 20% of grade)

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 (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):

Revel Section and Chapter Quizzes (10% of grade). You will complete chapter quizzes and assignments through Revel. These assignments prepare you for the exams.

Literature Review mini-assignments (5% of grade). 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.
**Other assignments (5% of grade).** These will include various in-class and out-of-class assignments. Some assignments can only be completed in-class. These are aimed to developing and applying critical thinking skills.

*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 to 2% of the total number of points available in the course.
# Course Learning Objectives and Assignment Matrix

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<td>Chapter Quizzes</td>
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<td>Understanding Research: First Impressions</td>
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<td>Evaluating Research: Attraction</td>
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<td>Obedience</td>
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<td>Stanford Prison</td>
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<td>Eye of the Storm</td>
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## Grade Determination

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

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<td>62 to 60</td>
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<td>59 or less</td>
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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 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 and participation is necessary to do well in the course. Although the course has an online resource, this resource is not a substitute for attending class.
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 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.

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**University Policies**

Per University Policy S16-9, university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc. will be available on Office of Graduate and Undergraduate Programs’ [Syllabus Information web page](http://www.sjsu.edu/gup/syllabusinfo/)"
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 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.

ACCESS Success Center

The ACCESS Success Center is a resource for College of Social Sciences students, which includes psychology majors. This center provides mentoring, tutoring, and advising especially geared for social science majors. The center provides workshops and presentations on writing, statistics, graduate school applications, and so forth. Visit their webpage for more information, http://www.sjsu.edu/access/

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](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](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 in the Student Health Center, Room 300B. 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](http://www.sjsu.edu/counseling).
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<td>Course Introduction</td>
<td>Syllabus</td>
<td>Read Syllabus through Canvas</td>
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<td>1/30</td>
<td>Principles of Social Psychology</td>
<td>Textbook (AWAS) chapter 1</td>
<td>Syllabus Quiz (online)</td>
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<td>Obedience</td>
<td>In-class video, discussion</td>
<td>Revel Quizzes Ch. 8 (see Revel for exact dates)***</td>
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<td>Obedience Assignment</td>
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<td>Methods / Cognitive Dissonance</td>
<td>AWAS 2,6</td>
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<td>Methods / Cognitive Dissonance</td>
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<td>What is a literature review?</td>
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<td>1, 2, 6, 8 &amp; readings</td>
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<td>AWAS 3</td>
<td>Revel Quizzes Ch. 3 (see Revel for exact dates)</td>
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<td>First Impressions Discussion</td>
<td>See assignment instructions</td>
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<td>Self-knowledge</td>
<td>AWAS 5</td>
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<td>Aggression</td>
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<td>Stanford Prison Experiment</td>
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<td>EXAM 2</td>
<td>3, 4, 5, 9, 12 &amp; readings</td>
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<td>Prosocial Behavior</td>
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<td>Interpersonal Attraction</td>
<td>See assignment instructions</td>
<td>Evaluating Research: Attraction</td>
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<td>T</td>
<td>4/24</td>
<td>Interpersonal Attraction</td>
<td>AWAS 7</td>
<td>Revel Quizzes Ch. 7 (see Revel for exact dates)</td>
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<td>Th</td>
<td>4/26</td>
<td>Attitudes &amp; Attitude Change</td>
<td>Cialdini (2001)</td>
<td>Avoiding Plagiarism</td>
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<td>Literature Review Check-in</td>
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<td>15</td>
<td>T</td>
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<td>Prejudice</td>
<td>AWAS 13</td>
<td>Revel Quizzes Ch. 13 (see Revel for exact dates)</td>
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<td>Prejudice</td>
<td>Fiske (2002)</td>
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<td>Th</td>
<td>5/10</td>
<td>Course Retrospective</td>
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<td><strong>PAPER</strong></td>
<td><strong>F</strong></td>
<td><strong>5/11</strong></td>
<td><strong>Literature Review due</strong></td>
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<td><strong>FINAL EXAM</strong></td>
<td><strong>W</strong></td>
<td><strong>5/16</strong></td>
<td><strong>12:15 – 2:30</strong></td>
<td><strong>EXAM 3: 7, 10, 11, 12, 13 &amp; readings; 1 &amp; 2 (key concepts)</strong></td>
<td></td>
</tr>
</tbody>
</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.

*** Generally, *section quizzes* are due before the first lecture on the topic, *chapter quizzes* after the topic has been covered in lecture.

**** Assignments in blue build toward your Literature Review, the major paper for this course.
**Additional Readings (Preliminary List)**

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.**