

**Summer 2021**  
**PSYC 332 - Social Psychology, Section 901**  
This course is asynchronous, but it is not self-paced

**Instructor:** Daniel R. Berry, PhD  
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**Office:** SBSB 3208

**Course Website:**  
**Office Hours:** Tuesdays 9:00a-10:00a

**PREREQUISITES:**

PSYC 230 with a C (2.0) or better

**TEXT AND CHAPTER OUTLINES:**

You do not have to purchase a book for this course. There will be several videos, readings and surveys posted on Cougar Courses.

**COURSE OVERVIEW**

Welcome to social psychology! This course is designed to familiarize students with the principal theories, concepts, methods, and recent research trends of social psychology. The material covers phenomena related to social behavior and social influences on behavior. Topics include social influence (conformity, obedience), the self, attitudes and attitude change, attraction, close relationships, altruism, aggression, social perception and cognition, interpersonal influence, and group processes. Students will apply course concepts to everyday life and develop critical thinking skills through analysis of research studies and questions.

**PROGRAMMATIC STUDENT LEARNING OUTCOMES:**

**BACHELOR OF ARTS IN PSYCHOLOGICAL SCIENCE**

PSLO 1 (reinforced): *Describe the major concepts theories, empirical findings, historical trends in psychology and their application to behavioral and mental processes.*

PSLO 2 (reinforced): *Describe the scientific approach to psychology and apply basic research methods in psychology, including research design, quantitative analysis, interpretation and reporting in APA format.*

PSLO 4 (reinforced): *Demonstrate the ability to independently locate, identify and critically evaluate scholarly literature in the discipline of psychology*

PSLO 5 (reinforced): *Thoughtfully consider and appraise alternative viewpoints, diverse socio-cultural perspectives and ethical issues related to psychological topic*

**BACHELOR OF ARTS IN CHILD AND ADOLESCENT DEVELOPMENT**

PSLO 2 (reinforced): *Locate, interpret and critically evaluate scholarly articles in developmental psychology.*

PSLO 6 (reinforced): *Demonstrate effective written communication skills in a variety of formats and for a variety of audiences, using APA format when appropriate.*

PSLO 7 (reinforced): *Evaluate the role that context (i.e., families, peers, schools, communities, cultures) plays in development.*

## **INSTRUCTOR'S LEARNING OBJECTIVES:**

1. Describe, interpret, connect and contrast, and criticize theories about social behavior, thought, and emotion.
2. Describe, interpret, connect and contrast, and criticize methods and results of classic and current research studies and what they tell us about social behavior.
3. Use the concepts in this course by applying course materials to your everyday life and to social issues.
4. Make conclusions and give reasons about best approaches for leveraging social psychology to improve everyday life.
5. Develop an opinion that defends or criticizes contemporary approaches to a social issue and explicitly connects social psychological research and that social issue.

## **HOW YOU WILL BE EVALUATED?**

You will be evaluated in five ways in this course: (1) nine reflection discussions, (2) ten quizzes, (3) three article reviews, (4) two exams, and (5) one op-ed paper.

## **PARTICIPATION IN REFLECTION DISCUSSIONS**

For nine out of the ten modules in this course, you will post a reflection discussion in a forum on Cougar Courses and post a comment on a peer's reflection discussion post. The instructor will post a popular media article or video with 2-4 questions to reflect on and answer. The questions are meant to help you critically evaluate contemporary reports of social psychology and integrate, compare, and contrast them with concepts discussed in lecture. One reflection discussion post that answers the questions posted by the instructor and one comment on a peer's reflection discussion post is due by 11:59 PM on Tuesdays and Thursdays. (These are the days following when we would have met for class, had this course been conducted face-to-face.) **Each reflection discussion is worth 10 points** totaling 90 points. There are also several activities and experiments, that will be posted to help you engage more deeply with course content. The instructor will present data from these activities and experiments to reinforce course concepts. Actively participating in all activities will earn you 10. Missing between half and one of these activities will earn you 5 points. Missing more than half of these activities will earn you 0 points. Thus, this assignment accounts for a total of **100 points or 10% of your final grade**. Please see the grading rubric below for details about how reflection discussions are graded.

## **Reflection Discussion Grading Breakdown:**

**9 - 10 Points:** Great! Responses and comment on peer's post insightfully addressed and critically evaluated concepts relevant to the module.

**8 – 8.9 Points:** Good; responses and comment on peer's post critically evaluated concepts relevant to the module.

**7 – 7.9 Points:** Average; responses and comment on peer's post were somewhat relevant to a class concept and minimally evaluated concepts relevant to the module.

**5 – 6.9 Points:** below average; responses and comment on peer’s post were not relevant to any of the discussed topics and superficially evaluated concepts relevant to the module

**0 Points:** did not turn in an entry on time.

*High quality* class reflection discussions raise questions that you think we should cover, constructively criticize, and comment on ideas you think are interesting. Reflection discussions also require volunteering insightful answers to questions that provide contrasts and integration of ideas. Comments about personal experiences encouraged especially if a connection is made between your experience and the class topic and readings. In sum, what I am looking for is evidence that you have done the readings and thought about the relevant issues. I especially value comments that contribute to our collective learning.

#### **QUIZZES:**

Quizzes will be administered for each of the ten modules in this course. The quizzes will be multiple choice, and you may discuss answers with your classmates in a chat room provided by the instructor. The goal is that these quizzes provide a jumping-off point for discussion and help you get a feel for questions that might be on the exams. You will receive up to **10 points for each quiz**. Thus, you can receive up to **100 points (10% of final grade)** for module quizzes. Students will need to post answers to quizzes by 11:59 PM on Mondays and Wednesdays. (These are the days that we would have held class had we met face-to-face).

#### **ARTICLE REVIEWS:**

There will be seven articles posted on Cougar Courses, and you are **required to read three articles and complete a 1-page review/critique for each**. Article reviews are due on Fridays at 11:59 PM. There are some weeks in which two articles are posted and some that only one is posted. Thus, you can be tactical about which articles you choose to review/critique. The goal of article reviews is to identify independent and dependent variables, describe study procedures, identifying strengths and weaknesses of the study design/methodology, and applying the findings to a current issue or a personal event. Ultimately, the article review are designed to get you thinking critically about research and how it applies to your everyday life. Applying research to your life can provide a great deal of self-knowledge and improve your writing quality. Guidelines and grading rubric are posted on Cougar Courses.

#### **EXAMS:**

You will take **two exams** in this course. Exam questions will be one short essay (50 points), five short-answer (50 points), and twenty-five multiple choice questions (100 points). All together each exam will account for **250 points each (200 x 2 = 400 points or 40% of final grade)**. The final exam will be based solely on the final half of the course. Exams will be given on days indicated on the syllabus. The material in this course is acquired gradually because new material builds on previously learned concepts. It is very difficult to “cram” for any exam. Thus, it is important that you read and actively participate in class. You can use your notes, book, reading quizzes, exam review notes on exams. Exam 1 is due at 11:59 PM on Friday June 18. Exam 2 is due at 11:59 PM on Friday July 9.

#### **OP-ED PAPER:**

Due on July 7 (@ 11:59 PM; **electronic copy posted on Cougar Courses**). This assignment is worth **250 Points (25% of final grade)**. Op-eds are short for “opposite the editorial page.” They are opinion articles written

in prose and are often published in newspapers or magazines by authors not affiliated with the publication's editorial board. In this paper, you are required to take a position on (make an argument for or against) a social, political, educational, cultural, or other societal issue that relates to social psychology. This paper is not a report or a literature review; it is an opinion piece. So please review lecture slides on the topic and read op-eds available in your favorite magazines or newspapers. You will be asked to select a topic for your op-ed by Monday, June 21 (@ 11:59 PM). You may turn in an opinion draft by Wednesday, June 30 (@ 10:00 AM) Please see grading rubric and project Guidelines available on Cougar Courses. **Note if you submit your op-ed to magazine, journal, or newspaper you will receive 20 points of extra credit to go toward your final grade!**

**GRADING SYSTEM:**

The table to the right details the total points available in this class. Dr. Berry will grade assignments quickly but carefully before returning the feedback to you. You can find your grades posted on the class website (Cougar Courses). Should you have any questions about your grades, Dr. Berry encourages you to share your concerns.

<b>Assignment</b>	<b>Points</b>	<b>Percent</b>
10 Reflection Discussions	100	10%
10 Quizzes	100	10%
3 Article Reviews	150	15%
Exam 1	200	20%
Final Exam	200	20%
Op-Ed Paper	250	25%
<b>Total</b>	<b>1000</b>	<b>100%</b>

**GRADE DISTRIBUTION:**

<b>Points</b>	<b>Letter Grade</b>	<b>Points</b>	<b>Letter Grade</b>
<b>950 – 1000</b>	<b>A</b>	<b>730 – 759</b>	<b>C</b>
<b>900 – 949</b>	<b>A-</b>	<b>700 – 729</b>	<b>C-</b>
<b>860 – 899</b>	<b>B+</b>	<b>660 – 699</b>	<b>D+</b>
<b>830 – 859</b>	<b>B</b>	<b>630 – 659</b>	<b>D</b>
<b>800 – 829</b>	<b>B-</b>	<b>600 – 629</b>	<b>D-</b>
<b>760 – 799</b>	<b>C+</b>	<b>0 - 599</b>	<b>F</b>

**RESEARCH EXPERIENCE (GRADED AS EXTRA CREDIT):**

Your experience in this class can be supplemented by learning about how social and behavioral scientists conduct research and so you can earn up to 20 extra credit points by participating in HPP research this semester. To participate in this extra credit assignment, please sign up for HPP

(<https://www.csusm.edu/psychology/currentstudents/hpp.html>). Each HPP credit is equal to one half-hour or participation. I will give you two extra credit points for each HPP credit you earn. So, you can participate in as many as five hours (or ten total credits) of HPP. This might seem like a lot of work, but earning up to two total points towards your final grade can be critical for you; maybe even the difference in getting a higher grade!

## CLASS FORMAT, POLICIES, AND RESOURCES TO HELP YOU SUCCEED

### CLASS FORMAT:

This class format will facilitate critical thinking that serves work that you *will do (and perhaps are already doing)* as a professional after graduating. This class is done asynchronously. I will post lectures, but there are short daily activities that you are required to engage with, and due dates you should be aware of (see course schedule). **In previous semesters, most students have reported that they spent 8-9 hours per week outside of class on readings, completing assignments, and reviewing notes. More than one quarter of students reported spending more than 10 hours per week on these tasks.**

### COURSE EXPECTATIONS:

**Come prepared.** Check Cougar Courses regularly. Take notes on recorded lectures. Participate in scheduled activities.

**Contribute.** Your questions about assignments and course content are welcome. Please, share your unique perspective with the class in reflection discussions! It is an opportunity to demonstrate your competence, help clarify the material for others, and promote an engaging classroom environment.

**Be respectful.** People relate to psychological theories and concepts in different ways. Please remain open and respectful to alternative perspectives of the course material. Use reason and evidence to challenge ideas presented in this class. Hate speech, cyberbullying, and forms of speech that are not protected by the First Amendment will not be tolerated in this course. CSUSM has outlined [Definitions of Free Speech Here](#). Although the First Amendment protects someone's right to say hateful things without censorship, others may criticize, denounce, or judge those remarks. CSUSM values civility, inclusivity, and equality, and we strive to be a community where no one will choose to express hate.

Your peers may also learn difficult content at a different pace than you. Please be respectful of peer's questions for clarification and feel welcome to offer your perspective if you believe that you can help clarify or answer a peer's question.

### COURSE POLICIES:

**Academic honesty.** Academic dishonesty is a bad scene; don't go there. Students will be expected to adhere to standards of academic honesty and integrity, as outlined in the [Student Academic Honesty Policy](#). All assignments must be original work, clear and error-free. All ideas/material that are borrowed from other sources must have appropriate references to the original sources. Any quoted material should give credit to the source and be punctuated accordingly.

You are responsible for honest completion and representation of your work. There will be zero tolerance for infractions. If you believe there has been an infraction by someone in the class, please bring it to the instructor's attention. The instructor reserves the right to discipline any student for academic dishonesty, in accordance with the general rules and regulations of the university. Disciplinary action will include assigning a grade of zero on assignments with infractions, and all cases will be referred to the Dean of Students Office.

**Collaborative work.** When completing quizzes, it will be useful (and in some cases necessary) to confirm your logic, phrasing, and formatting with classmates. To facilitate this collaboration on quizzes, the instructor will post a discussion forum to which students can post and respond to questions. This is not a forum to share or copy answers. Sharing answers or discussing assignments outside of this forum is prohibited. Collaboration on exams and final papers, or any assignment other than quizzes is prohibited. Violations of this policy will be treated as academic dishonesty.

**Meeting course requirements.** Generally, the only reasons I consider legitimate for missing an assignment deadline are medical illness (appropriate documentation required), or personal/family emergencies that require you to leave school. Oversleeping, heavy workload, forgetfulness, assignment disappearance (e.g., computer meltdowns), and alien abduction will not be considered legitimate failures to meet course requirements. **Late assignments will be accepted with a 20% deduction from the point total, and should be turned in during the following day. Assignments turned in after this date will receive a grade of 0.** This standard is designed to prevent you from getting behind in your work. Excused assignments with appropriate documentation, will be assessed on a case-by-case basis, but should be rare—instances of illness, accidents, etc., not from failure to budget enough time to get the assignment completed. At the point of a second late assignment at any time during the semester, I will arrange a meeting with you to discuss this matter.

**Make-up exams.** You are expected to take each exam as listed on the schedule of topics. Make-up exams will be available only for those students with legitimate, documented excuses, with arrangements made prior to the scheduled exam date.

**Email communication.** Your instructor will respond to your emails and questions sent outside of class time within one business day. Please note that emails received after 5PM Pacific Standard Time are recorded as being received on the following business day. Thus, if you have an assignment due on Tuesday, and you email your instructor a question about it after 5PM on Monday, there is no guarantee that your instructor will respond to your email by Tuesday before the assignment is due. Emails received after 5PM on Fridays and before 5PM on Mondays will receive a response by 5PM on Tuesday. Emails received after 5PM on Thursday and before 5PM on Friday will receive a response by 5PM on Monday.

**Class materials and Cougar Courses.** Recorded lectures, handouts, and activities will be posted the week prior to the class meeting time. Exams will be posted for a limited time two days before they are due.

**Graded assignments.** Graded assignments will be returned no later than one week after they are due.

**Grade change inquiries and the 24-hour rule.** In some circumstances, there may be errors in grading. These include, but are not limited to, scoring a correct answer as incorrect, assignment questions with no answer or ambiguous language, or assignment questions with multiple answers. I recognize that accepting feedback can be tough. It is normal to feel frustrated, angry, sad, guilty, etc. when one fails to meet their expectations. (It is also normal to feel proud or happy when you meet or exceed your expectations.) Thus, after returning grades, I require a 24-hour grace period for you to review my feedback before you can raise questions about the grade. Use this grace period to dwell on this feedback, and after 24 hours it is time for you to make a plan about how you are going to use the feedback. If you did particularly well on your assignment, you might plan to use the same study habits that you believe helped you to earn the grade on the last assignment. If you thought you could do better, you might consult with peers about their study habits, for example. If you believe that you were graded unfairly, please tell the instructor. To challenge a grade, please email the instructor and (1) list the question or questions that you believe were graded incorrectly or unfairly. (2) You should also tell the instructor why you thought the answer you gave was correct, with supporting evidence from readings, lectures, or class discussions. I take this feedback seriously, and I aim to treat everyone fairly in this course. Inquiries that are sent within 24 hours of the moment the assignment is returned, will not receive a response. To limit the number of inquiries at the end of the semester, inquiries must be made within one week of receiving the feedback. I will review your inquiry and respond by the next business day. Grade changes will be made immediately and reflected in the gradebook on Cougar Courses. Your decision to submit a grade change inquiry will not affect how I evaluate you on future assignment.

**Grade grubbing.** Grade grubbing is an act of asking for a grade to be raised for no legitimate reason. As described in the Grade change inquiry and the 24-hour rule section, feedback can be tough. Unless there is a clear evidence of

error in calculating or assigning a grade, I will not respond to inquiries for your grade to be raised for no legitimate reason.

#### **RESOURCES:**

**Writing requirement.** As stated in the course catalog, all CSUSM students must demonstrate competency in writing skills as a requirement for graduation. This requirement mandates that every course at the university must have a writing component of a least 2500 words (approximately 10 pages). The writing requirement in this course will be satisfied through lab homework, exams, and a full-length APA-style empirical manuscript. Need help writing? Visit the [Writing Center](#).

The Online Writing Center (OWC) offers a welcoming digital learning environment where certified student consultants offer constructive guidance at any stage of the writing process--idea generation, argument development, sentence-polishing, and more. The OWC starts with the prompt and asks guiding questions as you work to develop compelling work. Chat, voice, and video sessions are available on Microsoft Teams [by appointment](#); Quick Help is available on Teams [on a drop-in basis](#); asynchronous feedback is available [by request](#). Additional services include Academic English support, webinars, and various online resources. Follow us on Instagram [@wccsusm](#).

**The Psychology Academic Resource Lab (PARL).** Will meet virtually this semester and is available for help in statistics. Psychology graduate students staff the lab, which will be available particular hours during each semester on a drop-in basis. Check their website for the hours that the lab is staffed at [PARL Website](#). Their schedule has also been posted in Cougar Courses. PARL is a resource for all graduate and undergraduate students in psychology and the social sciences. The purpose of the PARL is to provide academic support for enhancing quantitative, computing, writing, biological, and research methodology skills that are essential to psychology.

**ADA statement.** Students with disabilities who require reasonable accommodations must be approved for services by providing appropriate and recent documentation to the [Office of Disability Support \(DSS\)](#). This office is located in Craven Hall 4200, and can be contacted by phone at (760) 750-4905, or TTY (760) 750-4909. Email inquiries can be sent to [dss@csusm.edu](mailto:dss@csusm.edu). Students authorized by DSS to receive reasonable accommodations should meet with me during my office hours in order to ensure confidentiality.

**Contact information for Technical Support Assistance.** For questions or assistance with a technical part of the course, your campus username/password, your campus email, etc., please contact the [CSUSM Student Technology Help Desk](#). Email inquires can be sent to [sth@csusm.edu](mailto:sth@csusm.edu).

**Cougar Care Network.** [Cougar Care Network](#) (CCN) provides information, connection to resources, advocacy and support for students dealing with personal, academic, financial or other challenges which may adversely affect their academic success and/or collegiate experience. Please

## COURSE OUTLINE AND DUE DATES

\*Lectures will be posted as audio/video recordings on Cougar Courses

### Module 0: Welcome to the Course

- Lecture 1: Class Structure, Expectations, and Evaluation
- Lecture 2: Major and Minor Assignments
- Lecture 3: Office Hours and Scheduled Meeting Times

### Module 1: Themes and Research Methods in Social Psychology – Monday June 7, 2021

- Pre-Lecture 1 Exercise: True or False Questions Naïve Psychology
- Lecture 1: What is Social Psychology? (And what it is not.)
  
- Pre-Lecture 2 and 3 Exercise: Hiring Experiment
- Lecture 2: Science as a Process
- Lecture 3: Experimental Manipulations in Social Psychology
- Post-Lecture 2 and 3 Exercise: Identifying Research Designs Worksheet
  
- Pre-Lecture 4 and 5 Reading: Bhattacharjee (2013): **Focus of Reflection Discussion**
- Lecture 4: Responsibilities to Participants – IRB and Deception
- Lecture 5: Responsibilities to The Community – Social Psychologists Behaving Badly and Questionable Research Practices
  
- **Quiz 1: Due Monday June 7, 2021 @ 11:59 PM**
- **Reflection Discussion 1: Due Tuesday June 8, 2021 @ 11:59 PM**
  
- Bonus Lecture: Literature Searches Online

### Module 2: Social Cognition and Emotion – Wednesday June 9, 2021

- Pre-Lecture 1 and 2 Exercise: White Bear Experiment
- Pre-Lecture 1 and 2 Exercise: Estimating Experiment
- Pre-Lecture 1 and 2 Exercise: Priming Experiment
- Lecture 1: Automatic and Deliberate Thinking
- Lecture 2: Schemas, Heuristics, Priming, and Errors in Social Cognition
  
- Pre-Lecture 3 Exercise: Actor-Observer Effect Experiment
- Lecture 3: Attributions and Errors in Attributions



- Outside Lecture 4: Lisa Feldman Barrett – “You aren’t at the mercy of your emotions—your brain creates them”:  
**Focus of Reflection Discussion**
- **Quiz 2: Due Wednesday June 9, 2021 @ 11:59 PM**
- **Reflection Discussion 2: Due Thursday June 10, 2021 @ 11:59 PM**
- **Article Review 1 (complete 3 of 7): Read and Review Monteith et al., (1998): Due Friday June 11, 2021 @ 11:59 PM**

### **Module 3: Self, Identity, and Self-Regulation – Monday June 14, 2021**

- Pre-Lecture 1 Exercise: 10 Things About Me
- Lecture 1: Self and Identity, Origin of the Self, and Self in Context
  
- Pre-Lecture 2 and 3 Exercise: Positive Illusions Survey
- Outside Lecture 2: Tali Sharot – “The optimism bias”: **Focus of Reflection Discussion**
- Lecture 3: Self Evaluation
  
- Pre-Lecture 4 Exercise: Stroop Challenge
- Lecture 4: Regulating the Self
  
- **Quiz 3: Due Monday June 14, 2021 @ 11:59 PM**
- **Reflection Discussion 3: Due Tuesday June 15, 2021 @ 11:59 PM**
- **Article Review 2 (complete 3 of 7): Read and Review Olson, Key, and Eaton (2015): Due Friday June 18, 2021 @ 11:59 PM**

### **Module 4: Attitudes and Exam 1 – Wednesday June 16, 2021**

- Lecture 1: Attitudes and Behavior
  
- Pre-Lecture 2 Exercise: Complete an Implicit Association Test: **Focus of Reflection Discussion**
- Lecture 2: Measuring Attitudes
  
- Pre-Lecture 3 Exercise: Embodied Attitudes Experiment
- Lecture 3: Attitude Formation
  
- **Quiz 4: Due Wednesday June 16, 2021 @ 11:59 PM**
- **Reflection Discussion 4: Due Thursday June 17, 2021 @ 11:59 PM**
- **Exam 1: Due Friday June 18, 2021 by 11:59 PM**

### **Module 5: Attitude Change and Social Influence – Monday July 21, 2021**

- Lecture 1: Attitudes Resistant to Change and Attitude Polarization
- Pre-Lecture 2 and 3 Exercise: Read “When Prophecy Fails”: **Focus of Reflection Discussion**
- Lecture 2: Cognitive Consistency Theories of Attitude Change
- Outside Lecture 3: Diane Benscoter – “How Cults Rewire the Brain”: **Focus of Reflection Discussion**
- Pre-Lecture 4 and 5 Exercise: Completing Some Simple Math Problems
- Lecture 4: The Elaboration Likelihood Model
- Lecture 5: Conformity and Social Influence
- **Op-ed Topic: Due Monday June 21, 2021 @ 10:00 AM**
- **Quiz 5: Due Monday June 21, 2021 @ 11:59 PM**
- **Reflection Discussion 5: Due Tuesday June 22, 2021 @ 11:59 PM**
- **Article Review 3 (complete 3 of 7): Read and Review Lord, Ross and Lepper (1979): Due Friday June 25, 2021 @ 11:59 PM**

#### **Module 6: Prejudice and Discrimination – Wednesday July 22, 2021**

- Outside Lecture 1: David R. Williams – “How Racism Makes Us Sick”: **Focus of Reflection Discussion**
- Lecture 2: Defining Stereotyping, Prejudice, and Discrimination and Its Systemic Roots
- Lecture 3: Consequences of Systemic Discrimination for its Targets
- Lecture 4: Measuring Prejudice, Discrimination, and Stereotyping
- Pre-Lecture 5 and 6 Exercise: Economic Game
- Lecture 5: Theories of the Origins of Intergroup Antagonism
- Lecture 6: Reducing Prejudice and Discrimination
- **Quiz 6: Due Wednesday June 23, 2021 @ 11:59 PM**
- **Reflection Discussion 6: Due Thursday June 24, 2021 @ 11:59 PM**
- **Article Review 4 (complete 3 of 7): Read and Review Perry, Skinner, Abaid, Osnaya, & Waters (2020) Due June 25, 2021 @ 11:59 PM**

#### **Module 7: Aggression and Antisocial Behavior – Monday June 28, 2021**

- Lecture 1: What is Aggression and Antisocial Behavior?
- Lecture 2: Theories and Causes of Aggression
- Pre-Lecture 3 Exercise: Read Dr. Martin Luther King Jr. – “I Have a Dream...”: **Focus of Reflection Discussion**
- Outside Lecture 3: Kailash Satyarthi – “How to Make Peace? Get Angry”: **Focus of Reflection Discussion**

- Bonus Outside Lecture: Gary Slutkin – “Let’s Treat Violence Like a Contagious Disease”
- **Quiz 7: Due Monday July 28, 2021 @ 11:59 PM**
- **Reflection Discussion 7: Due Tuesday June 29, 2021 @ 11:59 PM**
- **Article Review 5 (complete 3 of 7): Read and Review one of the studies in Van Doorn, Zeelenberg, Breugelmans, Berger, and Okimoto (2018): Due Friday July 2, 2021 @ 11:59 PM**

### **Module 8: Prosocial Behavior – Wednesday June 30, 2021**

- Lecture 1: Prosocial Behavior and its Environmental Causes
- Lecture 2: Theories of Prosocial Behavior
- Pre-Lecture 3 and 4 Reading: Twitter Outrage About Recent *Psychological Science* Article: **Focus of Reflection Discussion**
- Lecture 3: Morality
- Outside Lecture 4: Jonathan Haidt – “Can a Divided America Heal?”: **Focus of Reflection Discussion**
- Lecture 5: Emotions and States that Motivate Prosocial Behavior
- **Optional Op-ed Draft for Feedback: Due Wednesday June 30, 2021 @ 10:00 AM**
- **Quiz 8: Due Wednesday June 30, 2020 @ 11:59 PM**
- **Reflection Discussion 8: Due Thursday July 1, 2021 @ 11:59 PM**
- **Article Review 6 (complete 3 of 7): Read and Review Bruneau & Saxe (2012): Due Friday July 2, 2021 @ 11:59 PM**

### **Module 9: Close and Romantic Relationships – Monday July 5, 2021**

- Lecture 1: Need to Belong and Attraction
- Lecture 2: Ostracism and Rejection
- Pre-Lecture 3-5 Exercise (anonymous): Top 10 Traits in a Partner
- Lecture 3: Close Relationships and Attachment
- Outside Lecture 4: Eli Finkel – “The All-or-Nothing Marriage”: **Focus of Reflection Discussion**
- Lecture 5: Theories of Love
- **Quiz 9: Due Monday July 5, 2021 @ 11:59 PM**
- **Reflection Discussion 9: Due Tuesday July 6, 2021 @ 11:59 PM**

- **Article Review 7 (complete 3 of 7): Read and Review Twenge, Baumeister, Tice, and Stucke (2001): Due Friday July 9, 2021 @ 11:59 PM**

**Module 10: Groups and Exam 2 – Wednesday July 7, 2021**

- Pre-Lecture Exercise: Risk-Taking Experiment
- Lecture 1: Brief Lecture on Groups, Deindividuation, and Group Performance/Decision Making
- **Op-ed: Due Wednesday July 7, 2021 @ 11:59 PM**
- **Quiz 10: Due Wednesday July 7, 2021 @ 11:59 PM**
- **Exam 2: Due Friday July 9, 2021 @ 11:59 PM**