

**PSYCHOLOGY 203:  
SOCIAL PSYCHOLOGY  
SPRING 2019  
SYLLABUS**

**Instructor: Dr. Alexander Swan**

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OR GO HERE: <http://swanpsych.com/contact-about-me/>

My Website: [www.swanpsych.com](http://www.swanpsych.com)

What you can call me: “Dr. Swan”, “Prof Swan”, “Swan”, “Doc”

Preferred Pronouns: He/Him/His

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**BASIC COURSE INFORMATION**

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**MEETING:**

When: Mondays, Wednesdays, & Fridays 2:00 – 2:50 PM

Where: Vennum-Binkley Hall 25

**REQUIRED COURSE TEXTBOOKS:**

Greenberg, J., Schmader, T., Arndt, J., & Landau, M. (2019). *Social Psychology: The Science of Everyday Life*. 2nd Ed. New York: Macmillan Learning.

**COURSE WEBSITE:**

All the course announcements, readings, quizzes, grades, this syllabus, and other resources will be available through the course portal on Brightspace. I will try my best to make the Powerpoint slides used for the lectures available online BEFORE each lecture. However, sometimes life will happen and they might not make it until afterward.

**COURSE DESCRIPTION:**

This course offers a broad introduction to social psychology, the scientific study of human social influence and interaction. We will explore the various ways people think about, affect, and relate to one another. The course will cover topics such as the social self-concept, social judgment, attitudes, persuasion, conformity, aggression, helping behavior, prejudice, and interpersonal relationships. The goals of this course are to (a) improve your understanding of social psychological explanations for social influence and interaction and to (b) improve your understanding of the research methodologies commonly used to understand social influence and interaction.

**CLASS FORMAT:**

The course will consist of lectures, demonstrations/activities, videos, and class discussion. Reading assignments should be completed BEFORE the chapter is discussed in class.

**INTENDED LEARNING OBJECTIVES:**

By the end of the course, you should be able to:

- Appreciate social psychology as a behavioral science.
- Spot misconceptions about psychological science.
- Understand and *critically analyze* basic social psychological theories, research, and claims you encounter in the general media.

- Distinguish between pseudoscience and true social psychological research.
- Apply psychological knowledge to better understand events in the world around you while helping others understand (learning by teaching).
- Understand the factual information and concepts presented in the course as well as the terminology used by psychologists.

## **COURSE REQUIREMENTS AND GRADING**

Four (4) In-Class Quizzes	20% (5% each)	<b>Various Dates: Listed on Course Schedule</b>
Social Influence Paper	20%	<b>Monday, March 18, 2019</b>
“Humans of Central Illinois” Project	25%	Reflection Due: <b>Wednesday, April 24, 2019</b>
Podcast Reflections	15%	Various Dates
Auto-graded Reading Checks	10%	Various Dates
In-class Participation	10%	Various Dates

### **GRADING SCALE:**

≥ 93%	A	≥ 80% and < 83%	B-	≥ 67% and < 70%	D
≥ 90% and < 93%	A-	≥ 77% and < 80%	C+	≥ 63% and < 67%	D
≥ 87% and < 90%	B+	≥ 73% and < 77%	C	≥ 60% and < 63%	D-
≥ 83% and < 87%	B	≥ 70% and < 73%	C-	< 60%	F

**NOTE: Grades will not be changed for any reason, except for clerical errors!**

### **A. UNIT QUIZZES:**

- The in-class Quizzes (4 “Units”) consist of multiple-choice and short-answer questions, and are based primarily on the lectures. However, I reserve the right to ask questions directly from textbook content. Each Quiz will only cover material from the unit. Although none of the Quizzes are cumulative, new material tends to build upon previous material. ANY material covered in the lectures may appear on the Quiz.
- **MAKE-UP POLICY:** Quizzes must be taken on the date scheduled. Vacation is not a valid excuse, nor is an exam scheduled at the same time. If you must miss a Quiz due to some emergency, then you can make it up. I allow the first make-up of the semester with no questions asked or verification required. However, the 2<sup>nd</sup> missed Quiz and beyond will require a doctor’s note or some other formal verification of absence. All make-up Quizzes must be taken during a make-up period agreed upon by you and me. See additional make-up notes in the Benefit-of-Doubt Policy below.
- No use of notes is allowed for any Quiz. Please be aware that cheating on a Quiz will result in a grade of zero (0) for the exam and reporting of the incident to the Division Chair and Provost. Cheating includes use of notes, books, cell phones, or copying from someone else’s Quiz.

### **B. (AGENT OF) SOCIAL INFLUENCE PAPER ASSIGNMENT:**

- From Philip Zimbardo’s Psychology of Mind Control course at Stanford University: For this assignment, the objective is to experience *perceptively* the sense of power and achievement in persuading another person to modify her or his behavior in some directed fashion—to start, stop, or change some response. This behavior change must be in a PROSOCIAL direction, such as getting someone to stop smoking rather than to start smoking, or to start energy conservation, or to become less shy, or to give blood to a local blood center, donate money to Marquette University, etc. (However, seductions are personal achievements not suitable for academic credit).

- You will write a brief report of 3-4 pages that describes: 1) Why you chose the TARGET person and the particular change domain; 2) Your planned change strategies and specific tactics; 3) Your actual timeline and procedure; 4) Objective assessment/evaluation of your efficacy, how well did it work; and finally, 5) What you learned from this experience.
- **This assignment is DUE Monday March 18, 2019 in class or uploaded to Brightspace.**

### C. “HUMANS OF CENTRAL ILLINOIS” PROJECT:

- This social psychology student assignment, dubbed the "Humans of Central Illinois Project," was inspired by the [Humans of New York photography blog](#) and a project by Kristal Gallagher of Thiel College (2014).
- To carry out the assignment, you will venture into the community (Eureka, Peoria, or Bloomington-Normal) and approach five people, couples, or families whom you don't know and, importantly, whom you consider different than themselves. You will then ask these people a few questions, take a photo, and post the photo and a quote/caption on the class Facebook page. Here's the link to the course FB page: <https://www.facebook.com/groups/322825951775768/>
- Sample questions, which are designed to elicit interesting responses, include: "What is the meaning of life?" "When was the saddest moment of your life?" and "What is the biggest struggle you face?"
- You will also write a 2-3 page reflection paper in which they analyze the experience using social psychology (e.g., stereotype and social norm violations, fundamental attribution error, prejudice and stereotyping, the contact hypothesis, cultural awareness). **This reflection is due Wednesday, April 24, 2019.**
- At the end of the course, I will take best photos and quotes submitted by each student and compile them into a hardcover book that each of you will sign and I'll keep. You will also given the option of buying your own paperback copy.

### D. PODCAST REFLECTIONS

- In addition to the textbook reading assignments, I am assigning several podcast episodes from various sources, including Hidden Brain, Invisibilia, Radiolab, and Freakonomics. I want you to listen attentively to the entire episodes assigned and write a reflection of the information presented.
- Podcasts should be consumed PRIOR to the date listed on the course calendar.
- Reflections are single-page and due the day listed on the course calendar.
  - Broadly, these reflections should contain a brief summary of the content of the podcast, such as topic, important information, guests or featured people, followed by your impressions of the piece and how it relates to your life (it's social psychology after all!).
  - I find the best practice with these is to not force a connection. Be honest—if the information isn't relatable, say that! However, the nature of a well-done should be relatable, otherwise nobody would listen to them. Explore your life and reflect—be creative!

### E. READING CHECKS

- There will be an online, self-graded check on the readings on Brightspace. These will be multiple choice, and 5 questions each. Since these checks are low-stakes and are only meant to help you digest the material for the in-class Unit Quizzes, you will have 2 attempts for each one. The attempt that achieves the highest score will be recorded. Don't fret too much about these checks; just try your best—they are meant to prepare you for the in-classes Unit Quizzes so those aren't too shocking or overwhelming. Though you can use your textbooks on these reading checks (no time limit), try your best to answer the questions without it, since you won't have the texts on the in-class Unit Quizzes!

### F. PARTICIPATION GRADE:

- Small assignments will be given during class on random days throughout the semester. Points will be

given out for completing the assignments that will count toward your participation grade. It is highly recommended that you arrive to class on time in order to complete these assignments.

## COURSE POLICIES

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### 1. GETTING INFORMATION:

- **EMAIL PROTIP:** I use email for almost all communications/announcements. If you do not check your Eureka email often, forward it to an address you do check. **YAHOO ADDRESSES GET SENT TO MY SPAM FOLDER.** The best way to contact me is always via email. If you cannot come to office hours and/or decide to send an email, be sure to use the following format so that I can help you:

To:  
Subject Line: "PSY 203: (insert your topic here)"  
From: your full address

*Dear (insert name of person you are contacting here),*

*Hello, my name is (your full name here) and I am a student taking PSY 203/Social Psychology. I have a question regarding (insert your question here).*

*(Considerate closing of your choosing),  
Your full name*

A word of caution: I will do my best to reply within 48 hours. Depending on the nature (and popularity) of your question, my answer may be direct OR posted as a general class announcement on Brightspace. Please hold off on resending a message until 48 hours have passed. Finally, I may not respond to emails between the hours of 8 PM and 8 AM or at any hour on the weekends, so please keep this in mind when deciding whether to resend the message.

- **OFFICE HOURS:** As you may note from the first page of this syllabus, I will be in my office a lot. I have an open-door policy: stop by whenever within the time frames and I will be happy to chat. Additionally, if my door is open during the day and it's not one of the above time frames, I am available. If my door is closed, but you know I'm here, then you should come back. You can check my website for these times rather than emailing me to ask me if I'll be there. You might want to email me to let me know you're coming, but walk-ins are welcome. I will specify whether there are circumstances that will cut into my office time as needed.
  - **AN IMPORTANT NOTE ON OFFICE HOURS:** In case you're not aware, office hours are a chance for you to get help on assignment, go over material covered in class, talk about some connections between class material and your other academic or extracurricular work, and so on. They are generally student-directed, but I can help you formulate questions to ask based on my sense of your strengths and weaknesses. I **STRONGLY ENCOURAGE** you to take advantage of this time!

### 2. LATE WORK AND MAKE-UP POLICY:

- If participation in university-sponsored events (e.g., athletics) or observance of a religious holiday or other sanctioned event prevents your attendance, you must contact me prior to the relevant date, and you must have any appropriate documentation. If an assignment is due on that date, arrangements must be made to complete the assignment ahead of time, if possible.
- Unless otherwise stated, all assignments are due at the beginning of class (unless otherwise noted for electronic assignment submissions). Late assignments will only be accepted in the case of

extraordinary circumstances and appropriate documentation, and may involve point/percentage deductions (standard penalty is 10%/24-hr period). Please alert me to these extraordinary circumstances by email within 24 hours of the missed class, and we will set up a time to discuss these on a case-by-case basis.

- Without appropriate circumstances and documentation, early Quizzes or Quiz make-ups will not be granted.
- **BENEFIT OF DOUBT POLICY:** However, I recognize that sometimes life happens; therefore, I have built some flexibility into the course to allow for illness, other obligations, and bad days.
  - First, on Quizzes, extra credit will be offered from one Quiz to the next if there is a 10% improvement. For example, if Quiz 1 receives a 60%, a 70% or higher on Quiz 2 will result in an additional percentage increase of extra credit. If you miss a Quiz AND notified me appropriately, and cannot make-up the Quiz prior to the next Quiz, I will count your next Quiz score twice (so no zeroes are given out).
  - Second, on Quizzes, if you fail to make-up a Quiz and the next Quiz occurs, you will be given previous Quiz score rather than a 0. This is a rare occurrence as I make every effort to have you take a make-up Quiz. This isn't a gift, either; this usually results in a poor grade moving forward. For example, if you miss Quiz 2 and fail to make it up before Quiz 3, Quiz 2 will be given the score you received on Quiz 1.
  - Finally, your lowest Participation assignment, Podcast Reflection, and Reading Check will be dropped from your final category computation. You will not be able to make these up—they are dropped for whatever reason you missed, no questions asked!

### 3. **GRADE DISPUTE POLICY:**

- If you disagree about how your term paper was graded, you must dispute the issue *in writing* (not email). Write a paragraph about why you think your attempt was correct/sufficient and turn it (with the original assignment) in to me at the lecture following the return of the relevant assignment. Only reasonable and well-justified complaints will be considered, and all decisions are final. Please note that if you submit a complaint, I will re-grade the entire assignment, and your grade could increase, decrease, or remain the same. **This policy does not apply to final course grades.**

### 4. **CLASS ETIQUETTE:**

- **Please do not use your cell phones during class.** I would prefer them to be put on silent or off and away in your bag/pocket. If your cell phone goes off during class or quiz, please silence it immediately; do not let it ring through. I will remind everyone prior to exams to make sure their phones are turned off. Please refrain from text messaging during class. I know you think you're being subtle; I assure you that I can see you texting.
- Please do not leave the class partway through unless it is an emergency; it is very disruptive. If you must leave, please sit near a door or at the edge of an aisle so as to not disrupt your fellow classmates.
- Please have respect for the class, your peers, and yourselves by being fully present in the class. Please avoid anything not relevant to the class, such as sleeping, surfing the Internet/social media, or doing homework for other classes.
- **LATENESS:** Please try to arrive a few minutes before the start of lecture. We will begin promptly at 2:00 PM, and it can be distracting to me and to your peers if you arrive late. I will try not to keep you late.
- In this course you are likely to come into contact with ideas that you disagree with, and possibly some that you find unsettling—perhaps deeply so. **Encountering difficult and strange ideas is the essence of education:** as much as possible, you should treat these encounters as opportunities, not crises. Some ground rules for dealing with difficult ideas:
  - Regardless of where or who these ideas come from, it is important to discuss these ideas, and

those who express them, respectfully.

- Learning cannot happen if we are not prepared to treat everyone in the discussion as deserving of respect, regardless of their background or beliefs.
- In a class discussion, we are here not to “win” arguments, but to learn. Sometimes this requires *speaking* out to convince people that something they think is wrong, but often it also requires *listening* to understand why other people think what they do.
- Explaining beliefs so that others can understand (learn from) them means that opinions should be backed up by reasoning. “That’s just my opinion” may end an argument, but it will not deepen anyone’s understanding.

#### 5. **LAPTOP & TABLET POLICY:**

- Research indicates that taking notes by hand results in significantly better retention of conceptual information than taking notes on a laptop (see Mueller & Oppenheimer, 2014), even when students are engaged in the material (i.e., are not also checking their email or Facebook feed).
- Further, laptop use can be distracting in various ways to the entire class. Because my goal is to maximize the likelihood of a favorable learning environment, **I strongly recommend that you not use laptops in class.**
- However, laptops will be permitted on a probationary basis; should the use of laptops be taken advantage of or prove distracting to other students, I will revisit this policy then.

#### 6. **ATTENDANCE:**

- **Students who take notes, ask questions, respond to questions, and come to office hours are typically the ones who succeed in this class.**
- Though attendance is not required by College policy, I strongly recommend you attend class prepared and present. As such, you will not be penalized in your grade for missing a class directly. However, I WILL REWARD folks who arrive to class on time and attend each class, most likely with some helpful exam advice, if you catch my drift. If you do happen to miss a class, that’s OK, but you will be responsible for *all* material covered in lecture, some of which will not be covered by the textbooks. If you know about an absence beforehand, please send me an email to let me know.

#### 7. **ADVICE FOR COURSE SUCCESS:**

- It is important for all students to realize that there will be a distribution of grades in this class that reflects your mastery of some very technical and often-challenging concepts. Complete mastery of all concepts will earn an “A,” good but imperfect knowledge earns a “B,” average or adequate knowledge will earn a “C,” and poorer knowledge will receive grades of “D” or “F.” By these criteria, the majority of grades should (and likely will) be “B/C” grades. Remember that your grade in this course is not a reflection of your general ability or your character.
- **This is a difficult, but not impossible course;** it is my hope that you will find this class challenging but rewarding in terms of the knowledge you will walk away with. If you anticipate having difficulty (or when you are), I strongly urge you to do the following:
  - Attend every lecture, and take good notes. While attendance will not be graded, per se, the ability to truly learn and use the material in this class is strongly related to attendance.
  - Review lecture notes on the day of the lecture (before you go to bed). If you need clarification on anything, ask in the next lecture, lab, or office hours. Don’t wait until right before the exams!
  - Manage your time wisely. This is an intense course with many moving pieces and specific terminology. Familiarize yourself with the syllabus, put important dates in your calendars now, and space out your work – there is just too much to do it at the last minute

- Use the resources available to you – that includes your course materials (especially this syllabus), me, and the many amazing services offered on campus.
- Discuss the material with another student. Form a study group. Go to office hours. Ask me questions. **ASK QUESTIONS. ASK ALL THE QUESTIONS—DO NOT WALLOW IN YOUR OWN CONFUSION.**

## 8. FINAL POINT: I CARE ABOUT YOU

- Eureka College is an institution committed to helping everybody associated with it—students, teachers, administrators, grounds staff, custodians—become their best selves. As a teacher, I become my best self my helping you become *your* best self. That means:
  - Everything I ask you to do (even stuff you don't like) is intended to help you learn and grow. You can trust me to have your best interests at heart.
  - My office is always a safe space for you. So is our classroom. If you ever feel that isn't true, *talk to me.*
  - If you need any accommodation--- for disability, mental health, or just having a rough week, *talk to me.*
  - If anything in you like is keeping you from doing your best work in our class, talk to me. It can be illness (physical, mental). It can be loneliness and homesickness. It can be trouble at home, trouble with family, trouble with relationships. It can be fear for personal safety, food insecurity, homelessness, job loss. Whatever it is, I can't promise a solution, but I can promise to do whatever I can to help you find the resources you need. *Talk to me.*
  - I want our class to be a safe space. To me this means a place where you feel safe expressing your thoughts, working through things. But it also means a space where you are safe from abuse, negativity, bigotry. Some of the topics we deal with may be difficult. We may struggle. We may need to take breaks, come back to things. This is all part of thinking through big ideas. Because these things don't happen right away, but occur over time, brief snapshots of our class are not representative of who we are and what we do. To ensure our class remains a safe space, come tell me as soon as possible so I can rectify the situation.

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## ADDITIONAL COURSE AND COLLEGE INFORMATION

### **ACCESSIBILITY (ADA) STATEMENT:**

The Learning Center, located on the first floor of Alumni Hall, provides academic services to all Eureka College students. Consultations are available in the areas of math and writing. Study groups, individual academic counseling, and course specific tutoring are also available by contacting Jason Zimmerman at x6520 or [jzimmerman@eureka.edu](mailto:jzimmerman@eureka.edu).

Any Eureka College student with a disability or other special circumstances requiring accommodations or other consideration in order to successfully complete the requirements of this course is requested to identify himself/herself/themselves to the instructor and discuss the matter privately. This disclosure should be made within the first week of the course so proper accommodations can be made.

### **ACADEMIC HONESTY AND INTEGRITY STATEMENT:**

Eureka College strives to instill individual responsibility and integrity in its students, and expects its students to behave with integrity throughout their time at the College. Any giving or receiving of unpermitted aid on tests or assignments is considered cheating. If a student is uncertain about how to document sources or incorporate materials into a paper, it is his or her responsibility to seek help by speaking to the faculty member, another professor, or a Writing Center tutor. The College's Academic Dishonesty policy is outlined in the Student Handbook.

Academic dishonesty constitutes a major breach of the trust that exists between the instructor and the student. It includes passing off another's ideas as one's own (plagiarism), any attempt to gain information about a test or exam prior to the test or exam date without the instructor's consent, and providing unauthorized assistance on a test, exam, paper, or other assignment to another student. **Cheating or plagiarizing on a test, exam, quiz, paper, or other assignment will result in a failing grade for the assignment. Further dishonesty will result in failing the course. Students who fail for academic dishonesty will not have the option of withdrawing from the course.**

**A specific note on plagiarism:** Plagiarism occurs when someone misrepresents the work of another as his or her own. Plagiarism may consist of using the ideas, sentences, paragraphs, or the whole text of another without appropriate acknowledgement, but it also includes employing or allowing another person to write or alter work that a student then submits as his or her own. Although some assignments or projects in this class can be completed in pairs, all writing must be the work of the student whose name is on the assignment, and that student alone. If you are at all uncertain about what constitutes plagiarism, please see me – do not risk your grade or integrity! I also encourage you to meet with me if you suspect that another student in the course has engaged in academic misconduct.

### **TITLE IX POLICY:**

Title IX of the Education Amendments of 1972 states: “No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance.”

Eureka College is committed to providing a learning, working and living environment that promotes personal integrity, civility and mutual respect in an environment free of sexual misconduct and discrimination. Sexual discrimination violates an individual's fundamental rights and personal dignity. Eureka College considers sexual discrimination in all its forms to be a serious offense. This resource refers to all forms of sexual discrimination, including: sexual harassment, sexual assault, and sexual violence by employees, students, or third parties (Title 20 U.S.C. Sections 1681-1688).

Persons who wish to report any form of sex discrimination may contact the College's Title IX Coordinator. The Title IX Coordinator can assist with all aspects of the reporting procedure and will conduct an investigation into a complaint. Employees of the College can also make an initial report to their immediate supervisor who must report it to the Title IX Coordinator.

**IMPORTANT NOTE:** I am a mandatory reporter, compelled by both federal/state law and College policy. If you disclose a report of sex discrimination, I must report it to the Title IX Coordinator within 24 hours.

Resources for victims of sexual misconduct:

- The Title IX Coordinator can assist with finding on and off campus resources.
- Tazwood Center for Wellness: (309) 347-5522
- National Sexual Assault Hotline [www.rainn.org](http://www.rainn.org)
- Woodford County Center for Prevention of Abuse: 800-559-7233
- Reassignments – When the survivor and the accused student participate in the same class(es) and/or reside in the same college residence or in proximity to one another, survivors may request that a fair and immediate way to reassign and/or move one of the persons be decided upon by College Administration.

### **INCLUSIVITY**

Every student in this classroom, regardless of personal history or identity categories, is a valued member of this group. Your experiences are valuable and important, and you should feel free to share them as they become relevant to our class. No student in this class is ever expected or believed to speak for all members of a group.



In this classroom you have the right to determine your own identity. You have the right to be called by whatever name you wish, and for that name to be pronounced correctly. You have the right to be referred to by whatever pronouns you wish. You have the right to adjust those things at any point in your education.

If you find that there are aspects of course instruction, subject matter, or classroom environment that result in barriers to your inclusion, please contact me privately without fear of reprisal.

**COUNSELING SERVICES:**

Provided by Tazwood Center for Wellness, seeing a professional counselor as a Eureka College student is easy and free. Whatever is on your mind, don't be afraid to talk to someone.

Tazwood Center for Wellness visits campus twice a week for on campus counseling appointments. Each student receives 6 free sessions per semester.

Tazwood Center for Wellness  
3248 Vandever Ave. Pekin, IL 61554  
309-437-5522 (Phone)  
309-347-1148 (Emergency Response Services)

**CHANGES TO SYLLABUS:**

I reserve the right to make policy/course changes to the syllabus at any time with advance notice to students.

## TENTATIVE COURSE SCHEDULE

*Note:* The schedule is subject to change depending on the progress of the course.

Week	Day	Date	Lecture	Topic	Readings/ Podcasts	Major Assignment Due Dates
1	M	1/14	----	<b>NO CLASS – ORIENTATION</b>		
	W	1/16	1	Course Introduction		
	F	1/18	2	What is Social Psychology?	CH 1	
2	M	1/21	----	<b>NO CLASS – MLK DAY</b>		
	W	1/23	3	Research Methods	CH 1; <a href="#">Hidden Brain: When Great Minds Think Unalike</a>	
	F	1/25	4	Adaptation	CH 2	
3	M	1/28	5	Culture	CH 2	
	W	1/30	6	The Self I	CH 5	
	F	2/1	7	The Self II	CH5/CH 6	
4	M	2/4	8	The Self III	CH 6	
	W	2/6	----	<b>QUIZ 1</b>		
	F	2/8	9	Social Cognition I	CH 3; <a href="#">Hidden Brain: Rewinding &amp; Rewriting</a>	
5	M	2/11	10	Social Cognition II	CH 3	
	W	2/13	11	Attribution	CH 4	
	F	2/15	12	Persuasion	CH 8	
6	M	2/18	13	Attitudes	CH 8	
	W	2/20	14	Cognitive Dissonance		
	F	2/22	15	Social Influence I	CH 7; <a href="#">Freakonomics: How to Launch a Behavior-Change Revolution</a>	
7	M	2/25	16	Social Influence II	CH 7	
	W	2/27	17	Social Influence III	CH 7	
	F	3/1	----	Film: <i>Thank You for Smoking</i>		
8	M	3/4	----	Film: <i>Thank You for Smoking</i>		
	W	3/6	----	<b>QUIZ 2</b>		
	F	3/8	18	Stereotyping, Prejudice, & Discrimination I	CH 10	
9	M	3/11	----	<b>NO CLASS – SPRING BREAK</b>		
	W	3/13	----	<b>NO CLASS – SPRING BREAK</b>		
	F	3/15	----	<b>NO CLASS – SPRING BREAK</b>		
10	M	3/18	19	Stereotyping, Prejudice, & Discrimination II	CH 10	<b>Social Influence Paper Due</b>
	W	3/20	20	Stereotyping, Prejudice, & Discrimination III (Class Activity)	CH 10; <a href="#">Invisibilia: The Culture Inside</a>	
	F	3/22	21	Stereotyping, Prejudice, & Discrimination IV	CH 11	
11	M	3/25	22	Stereotyping, Prejudice, & Discrimination V	CH 11	

	W	3/27	23	Stereotyping, Prejudice, & Discrimination VI (Class Activity)	CH 11	
	F	3/29	24	Group Behavior I	CH 9	
12	M	4/1	25	Group Behavior II	CH 9	
	W	4/3	26	Group Behavior III	CH 9	
	F	4/5	----	<b>QUIZ 3</b>		
13	M	4/8	27	Attraction I	CH 14	
	W	4/10	28	Attraction II	CH 14; <a href="#">Hidden Brain: Hookup Culture</a>	
	F	4/12	----	<b>NO CLASS – DR. SWAN @ MPA</b>		
14	M	4/15	29	Close Relationships I	CH 15	
	W	4/17	30	Close Relationships II	CH 15	
	F	4/19	----	<b>NO CLASS – EASTER BREAK</b>		
15	M	4/22	----	<b>NO CLASS – EASTER BREAK</b>		
	W	4/24	31	Aggression I	CH 12	
	F	4/26	32	Aggression II	CH 12	<b>FINAL DAY TO POST to HCI FB PAGE</b>
16	M	4/29	33	Prosocial Behavior I	CH 13; <a href="#">Radiolab, How to Be a Hero</a>	
	W	5/1	34	Prosocial Behavior II	CH 13	
F	M	5/6	----	<b>FINAL QUIZ (3:30 – 5:30 PM)</b>		