



COURSE TITLE:	Social Psychology
COURSE NUMBER AND SECTION:	PSY-833-A
CREDIT HOURS:	3 Credit Hours
COURSE SECTION SCHEDULE:	Spring 2017; Thursday 1:00-4:00pm, Rm 16-105
INSTRUCTOR NAME:	Steve N. Du Bois, Ph.D.
OFFICE HOURS:	Wednesday, 10am-12pm; and, by appointment
CONTACT INFORMATION:	Sdubois2@adler.edu ; 312.662.4355

COURSE DESCRIPTION:	<p>This course provides an overview of the social-psychological cognition, perception, and behavior of individuals and groups. The theories and empirical research into areas such as the social construction of self, interpersonal and intrapersonal attitude development and cognition, group dynamics, social learning, conformity, prejudice, altruism, aggression, obedience/compliance and stereotypes, will be studied. The clinical relevance and application of the available research will be stressed throughout.</p>
PSYD PROGRAM COMPETENCIES	<p>2.1. Demonstrate mastery of the facts and principles central to scientific psychology, including the biological, social, developmental, cognitive-affective origins of behavior, and knowledge of history and systems.</p>
COURSE LEARNING OBJECTIVES:	<p>Upon completion of this course, the student should be able to do the following:</p> <ol style="list-style-type: none"> 1. Acquaint students with the theories, concepts, and research findings of social psychology. 2. This course will provide students with an understanding of research methods and designs typically used in social psychology. 3. To better understand the social bases of cognition, perception, and behaviors among individuals. 4. The course will explore the clinical implications of social psychology in such areas as prejudice, attitudes, change, conformity, altruism, attraction, and aggression. 5. To better understand social psychological influences on social justice advocacy and policy positions.

TEXTBOOKS AND MATERIALS	
REQUIRED TEXTBOOK (S)	There is no required textbook. There are weekly required readings, of peer-reviewed empirical and theoretical journal articles. There is an optional textbook (see below), to be used to supplement the weekly journal articles.
SUPPLEMENTAL/ ADDITIONAL READINGS	Baumeister, R. F., & Finkel, E. J. (Eds.). (2010). <i>Advanced social psychology: The state of the science</i> . Oxford university press. ISBN-13: 978-0-19-538120-7. (Available in the Adler Library)
REQUIRED READINGS	Week 1: N/A

Week 2:

[http://psychology.iresearchnet.com/social-psychology/social-psychology-theories/;](http://psychology.iresearchnet.com/social-psychology/social-psychology-theories/)

Baumeister & Finkel, 2010, Chapters 1 & 2

Week 3:

Black, J., & Barnes, J. L. (2015). Fiction and social cognition: The effect of viewing award-winning television dramas on theory of mind. *Psychology of Aesthetics, Creativity, and the Arts*, 9(4), 423;

[http://ovidsp.tx.ovid.com.ezproxy.adler.edu/sp-3.22.1b/ovidweb.cgi?WebLinkFrameset=1&S=DMJOFPHMODDLOLDNCHKIFJCMJLMAA00&returnUrl=ovidweb.cgi%3f%26Full%2bText%3dL%257cS.sh.42.44%257c0%257c01269227-201511000-00009%26S%3dDMJOFPHMODDLOLDNCHKIFJCMJLMAA00&directlink=http%3a%2f%2fovidsp.tx.ovid.com%2fovftpdfs%2fFPDDNCJCIFLDMO00%2ffs046%2fovft%2flive%2fgv023%2f01269227%2f01269227-201511000-00009.pdf&filename=Fiction+and+Social+Cognition%3a++The+Effect+of+Viewing+Award-](http://ovidsp.tx.ovid.com.ezproxy.adler.edu/sp-3.22.1b/ovidweb.cgi?WebLinkFrameset=1&S=DMJOFPHMODDLOLDNCHKIFJCMJLMAA00&returnUrl=ovidweb.cgi%3f%26Full%2bText%3dL%257cS.sh.42.44%257c0%257c01269227-201511000-00009%26S%3dDMJOFPHMODDLOLDNCHKIFJCMJLMAA00&directlink=http%3a%2f%2fovidsp.tx.ovid.com%2fovftpdfs%2fFPDDNCJCIFLDMO00%2ffs046%2fovft%2flive%2fgv023%2f01269227%2f01269227-201511000-00009.pdf&filename=Fiction+and+Social+Cognition%3a++The+Effect+of+Viewing+Award-Winning+Television+Dramas+on+Theory+of+Mind.&pdf_key=FPDDNCJCIFLDMO00&pdf_index=/fs046/ovft/live/gv023/0126927/01269227-201511000-00009&D=psya)

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Neumann, D., Malec, J. F., & Hammond, F. M. (2015). The association of negative attributions with irritation and anger after brain injury. *Rehabilitation psychology*, 60(2), 155.

[http://ovidsp.tx.ovid.com.ezproxy.adler.edu/sp-3.22.1b/ovidweb.cgi?WebLinkFrameset=1&S=EDPMFPDPGEDDPPFCNCHKEHDCNGJOAA00&returnUrl=ovidweb.cgi%3f%26Full%2bText%3dL%257cS.sh.41.42.46.52.58%257c0%257c00001344-201505000-](http://ovidsp.tx.ovid.com.ezproxy.adler.edu/sp-3.22.1b/ovidweb.cgi?WebLinkFrameset=1&S=EDPMFPDPGEDDPPFCNCHKEHDCNGJOAA00&returnUrl=ovidweb.cgi%3f%26Full%2bText%3dL%257cS.sh.41.42.46.52.58%257c0%257c00001344-201505000-00007%26S%3dEDPMFPDPGEDDPPFCNCHKEHDCNGJOAA00&directlink=http%3a%2f%2fovidsp.tx.ovid.com%2fovftpdfs%2fFPDDNCDCHEFCGE00%2ffs046%2fovft%2flive%2fgv023%2f00001344%2f00001344-201505000-00007.pdf&filename=The+Association+of+Negative+Attributions+With+Irritation+and+Anger+After+Brain+Injury.&pdf_key=FPD)

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Week 4:

Cheung, F. Y. L., & Tang, C. S. K. (2012). The effect of emotional dissonance and emotional intelligence on work–family interference. *Canadian Journal of Behavioural Science* 44(1), 50.

http://ovidsp.tx.ovid.com.ezproxy.adler.edu/sp-3.22.1b/ovidweb.cgi?WebLinkFrameset=1&S=EDPMFPDPGEDDPPFCNCHKEHDCNGJOAA00&returnUrl=ovidweb.cgi%3f%26T OC%3dS.sh.62.63.67.73%257c6%257c50%26FORMAT%3dtoc%26FIELDS%3dTOC%26S%3dEDPMFPDPGEDDPPFCNCHKEHDCNGJOAA00&directlink=http%3a%2f%2fovidsp.tx.ovid.com%2fovftpdfs%2fPDDNCDCEHFCGE00%2ffs046%2fovft%2flive%2fgv023%2f00010989%2f00010989-201201000-00006.pdf&filename=The+Effect+of+Emotional+Dissonance+and+Emotional+Intelligence+on+Work-Family+Interference.&PDFIdLinkField=%2ffs046%2fovft%2flive%2fgv023%2f00010989%2f00010989-201201000-00006&link_from=S.sh.62.63.67.73%7c6&pdf_key=B&pdf_index=S.sh.62.63.67.73&D=ovft

Milyavskaya, M., Inzlicht, M., Hope, N., & Koestner, R. (2015). Saying “No” to Temptation: Want-to Motivation Improves Self-Regulation by Reducing Temptation Rather Than by Increasing Self-Control.

http://ovidsp.tx.ovid.com.ezproxy.adler.edu/sp-3.22.1b/ovidweb.cgi?WebLinkFrameset=1&S=JAFEPLOPLDDPPHONCHKLGGCNGCEAA00&returnUrl=ovidweb.cgi%3f%26T OC%3dS.sh.182.183.187.203%257c7%257c50%26FORMAT%3dtoc%26FIELDS%3dTOC%26S%3dJAFEPLOPLDDPPHONCHKLGGCNGCEAA00&directlink=http%3a%2f%2fovidsp.tx.ovid.com%2fovftpdfs%2fPDDNCGCLGHOPL00%2ffs046%2fovft%2flive%2fgv023%2f00005205%2f00005205-201510000-00007.pdf&filename=Saying+%22No%22+to+Temptation%3a++Want-to+Motivation+Improves+Self-Regulation+by+Reducing+Temptation+Rather+Than+by+Increasing+Self-Control.&PDFIdLinkField=%2ffs046%2fovft%2flive%2fgv023%2f00005205%2f00005205-201510000-00007&link_from=S.sh.182.183.187.203%7c7&pdf_key=B&pdf_index=S.sh.182.183.187.203&D=ovft

Tsai, C. C., Yang, Y. K., & Cheng, C. H. (2014). The effect of social comparison with peers on self-evaluation. *Psychological reports, 115*(2), 526-536.

http://ovidsp.tx.ovid.com.ezproxy.adler.edu/sp-3.22.1b/ovidweb.cgi?WebLinkFrameset=1&S=CMJIFBPPLDDP PCNNCHKGBMCIGCDAA00&returnUrl=ovidweb.cgi%3f%26Full%2bText%3dL%257cS.sh.22.42%257c0%257c01768438-201410000-00016%26S%3dCMJIFBPPLDDP PCNNCHKGBMCIGCDAA00&directlink=http%3a%2f%2fovidsp.tx.ovid.com%2fovftpdfs%2fFPDDNCMCGBCNPL00%2ffs046%2fovft%2flive%2fgv023%2f01768438%2f01768438-201410000-00016.pdf&filename=THE+EFFECT+OF+SOCIAL+COMPARISON+WITH+PEERS+ON+SELF-EVALUATION1.&pdf_key=FPDDNCMCGBCNPL00&pdf_index=/fs046/ovft/live/gv023/01768438/01768438-201410000-00016&D=psya

Week 5:

Gawronski, B., Balas, R., & Creighton, L. A. (2013). Can the formation of conditioned attitudes be intentionally controlled?. *Personality and Social Psychology Bulletin*, 0146167213513907.

<http://psp.sagepub.com.ezproxy.adler.edu/content/40/4/419.full.pdf+html>

Jost, J. T., & Amodio, D. M. (2012). Political ideology as motivated social cognition: Behavioral and neuroscientific evidence. *Motivation and Emotion*, 36(1), 55-64.

<http://web.b.ebscohost.com.ezproxy.adler.edu/ehost/pdfviewer/pdfviewer?vid=2&sid=69d85a35-aacd-4dfa-9d24-ff5a1f8b0ef6%40sessionmgr101&hid=118>

Paredes, B., Stavraki, M., Briñol, P., & Petty, R. E. (2015). Smiling after thinking increases reliance on thoughts. *Social Psychology*.

http://ovidsp.tx.ovid.com.ezproxy.adler.edu/sp-3.22.1b/ovidweb.cgi?WebLinkFrameset=1&S=HIMHFPOOCCDDPPCANCHKBCFBFMPGAA00&returnUrl=ovidweb.cgi%3f%26Titles%3dS.sh.21%257c1%257c100%26FORMAT%3dtitle%26FIELDS%3dTITLES%26S%3dHIMHFPOOCCDDPPCANCHKBCFBFMPGAA00&directlink=http%3a%2f%2fovidsp.tx.ovid.com%2fovftpdfs%2fPDDNCFBCCACC00%2ffs047%2fovft%2flive%2fgv024%2f01369760%2f01369760-201344050-00006.pdf&filename=Smiling+After+Thinking+Increases+Reliance+on+Thoughts.&navigation_links=NavLinks.S.sh.21.1&PDFIdLinkField=%2ffs047%2fovft%2flive%2fgv024%2f01369760%2f01369760-201344050-00006&link_from=S.sh.21%7c1&pdf_key=B&pdf_index=S.sh.21&D=psya

Week 6:

Paxton, P., & Glanville, J. L. (2015). Is trust rigid or malleable? a laboratory experiment. *Social Psychology Quarterly*, 78(2), 194-204.

<http://web.a.ebscohost.com.ezproxy.adler.edu/ehost/pdfviewer/pdfviewer?sid=d7b89320-2c8e-4197-9ae5-25e889434d0e%40sessionmgr4010&vid=1&hid=4214>

Piff, P. K., Dietze, P., Feinberg, M., Stancato, D. M., & Keltner, D. (2015). Awe, the small self, and prosocial behavior. *Journal of personality and social psychology*, 108(6), 883.

http://ovidsp.tx.ovid.com.ezproxy.adler.edu/sp-3.22.1b/ovidweb.cgi?WebLinkFrameset=1&S=AKIEFPOOLHDDPPJBNCHKPFDCEPMNAA00&returnUrl=ovidweb.cgi%3f%26TOC%3dS.sh.62.63.67.71%257c4%257c50%26FORMAT%3dto%26FIELDS%3dTOC%26S%3dAKIEFPOOLHDDPPJBNCHKPFDCEPMNAA00&directlink=http%3a%2f%2fovidsp.tx.ovid.com%2fovftpdfs%2fFPDDNCDCPFJBLH00%2ffs047%2fovft%2flive%2fgv024%2f00005205%2f00005205-201506000-00004.pdf&filename=Awe%2c+the+Small+Self%2c+and+Prosocial+Behavior.&PDFIdLinkField=%2ffs047%2fovft%2flive%2fgv024%2f00005205%2f00005205-201506000-00004&link_from=S.sh.62.63.67.71%7c4&pdf_key=B&pdf_index=S.sh.62.63.67.71&D=ovft

Wilhelm, M. O., & Bekkers, R. (2010). Helping behavior, dispositional empathic concern, and the principle of care. *Social Psychology Quarterly*, 73(1), 11-32.

<http://web.a.ebscohost.com.ezproxy.adler.edu/ehost/pdfviewer/pdfviewer?vid=2&sid=28360671-47ed-4eaa-9fc9-643cc4e72a76%40sessionmgr4010&hid=4214>

Week 7:

Schneider, W., Waldfogel, J., & Brooks-Gunn, J. (2015). The great recession and behavior problems in 9-year old children. *Developmental psychology*, 51(11), 1615.

http://ovidsp.tx.ovid.com.ezproxy.adler.edu/sp-3.22.1b/ovidweb.cgi?WebLinkFrameset=1&S=AKIEFPOOLHDDPPJBNCHKPFDCEPMNAA00&returnUrl=ovidweb.cgi%3f%26T OC%3dS.sh.165.166.170.176%257c10%257c50%26FORMAT%3 dtoc%26FIELDS%3dTOC%26S%3dAKIEFPOOLHDDPPJBNCHKPFDCEPMNAA00&directlink=http%3a%2f%2fovidsp.tx.ovid.com%2fovftpdfs%2fFPDDNCDPCPFJBLH00%2ffs046%2fovft%2flive%2fgv023%2f00063061%2f00063061-201511000-00010.pdf&filename=The+Great+Recession+and+Behavior+Problems+in+9-Year+Old+Children.&PDFIdLinkField=%2ffs046%2fovft%2flive%2fgv023%2f00063061%2f00063061-201511000-00010&link_from=S.sh.165.166.170.176%7c10&pdf_key=B&pdf_index=S.sh.165.166.170.176&D=ovft

Thomas, A., Hammond, W. P., & Kohn-Wood, L. P. (2015). Chill, Be Cool Man: African American Men, Identity, Coping, and Aggressive Ideation. *Cultural Diversity and Ethnic Minority Psychology*, 21(3), 369-379

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Week 8:

Brown, L. M., Awad, G. H., Preas, E. J., Allen, V., Kenney, J., Roberts, S., & Lusk, L. B. (2013). Investigating prejudice toward men perceived to be Muslim: cues of foreignness versus phenotype. *Journal of Applied Social Psychology*, 43(S2), E237-E245.

<http://web.b.ebscohost.com.ezproxy.adler.edu/ehost/pdfviewer/pdfviewer?sid=ce6d1785-41a5-4040-8fcb-dffa635544b3%40sessionmgr102&vid=4&hid=118>

Greenwald, A. G., & Pettigrew, T. F. (2014). With malice toward none and charity for some: Ingroup favoritism enables discrimination. *American Psychologist*, 69(7), 669.

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Swank, E., Fahs, B., & Frost, D. M. (2013). Region, social identities, and disclosure practices as predictors of heterosexist discrimination against sexual minorities in the United States. *Sociological Inquiry*, 83(2), 238-258.

<http://web.b.ebscohost.com.ezproxy.adler.edu/ehost/pdfviewer/pdfviewer?vid=3&sid=59ebafda-06ed-4fc8-8d7b-b828c7105452%40sessionmgr105&hid=118>

Week 9:

Hitchman, S. C., Fong, G. T., Zanna, M. P., Thrasher, J. F., & Laux, F. L. (2014). The relation between number of smoking friends, and quit intentions, attempts, and success: Findings from the International Tobacco Control (ITC) Four Country Survey. *Psychology of Addictive Behaviors*, 28(4), 1144.

http://ovidsp.tx.ovid.com.ezproxy.adler.edu/sp-3.22.1b/ovidweb.cgi?WebLinkFrameset=1&S=CGLDFPGEDEDLLOIJNCHKCFJCFEJAA00&returnUrl=ovidweb.cgi%3f%26Titles%3dS.sh.21%257c1%257c100%26FORMAT%3dtitles%26FIELD%3dTITLES%26S%3dCGLDFPGEDEDLLOIJNCHKCFJCFEJAA00&directlink=http%3a%2f%2fovidsp.tx.ovid.com%2fovft%2f%2fPDDNCJCCFIJGE00%2ffs046%2fovft%2flive%2fgv023%2f00011970%2f00011970-201412000-00019.pdf&filename=The+Relation+Between+Number+of+Smoking+Friends%2c+and+Quit+Intentions%2c+Attempts%2c+and+Success%3a+Findings+From+the+International+Tobacco+Control+%28ITC%29+Four+Country+Survey.&navigation_links=NavLinks.S.sh.21.1&PDFIdLinkField=%2ffs046%2fovft%2flive%2fgv023%2f00011970%2f00011970-201412000-00019&link_from=S.sh.21%7c1&pdf_key=B&pdf_index=S.sh.21&D=psya

Tanford, S., & Montgomery, R. (2014). The effects of social influence and cognitive dissonance on travel purchase decisions. *Journal of Travel Research*, 0047287514528287.

<http://jtr.sagepub.com.ezproxy.adler.edu/content/54/5/596.full.pdf+html>

Vogel, E. A., Rose, J. P., Roberts, L. R., & Eckles, K. (2014). Social comparison, social media, and self-esteem. *Psychology of Popular Media Culture*, 3(4), 206.

<http://ovidsp.tx.ovid.com.ezproxy.adler.edu/sp-3.22.1b/ovidweb.cgi?WebLinkFrameset=1&S=JAFEPLOPLDDPPHONCHKLGGCNGCEAA00&returnUrl=ovidweb.cgi%3f%26TOC%3dS.sh.142.143.147.151%257c4%257c50%26FORMAT%3dtoc%26FIELDS%3dTOC%26S%3dJAFEPLOPLDDPPHONCHKLGGCNGCEAA00&directlink=http%3a%2f%2fovidsp.tx.ovid.com%2fovft%2f%2fPDDNCGLGHOPL00%2ffs046%2fovft%2flive%2fgv023%2f01515544%2f01515544-201410000-00004.pdf&filename=Social+Comparison%2c+Social+Media%2c>

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	<p>Week 10:</p> <p>Doane, M. J., & Elliott, M. (2014). Perceptions of discrimination among atheists: Consequences for atheist identification, psychological and physical well-being.</p> <p>http://ovidsp.tx.ovid.com.ezproxy.adler.edu/sp-3.22.1b/ovidweb.cgi?WebLinkFrameset=1&S=JAFEFPLOPLDDPPHONCHKLGGCNGCEAA00&returnUrl=ovidweb.cgi%3f%26Full%2bText%3dL%257cS.sh.161.162.166.172.178%257c0%257c01429397-201505000-00005%26S%3dJAFEFPLOPLDDPPHONCHKLGGCNGCEAA00&directlink=http%3a%2f%2fovidthsp.tx.ovid.com%2fovftpdfs%2fFPDDNCGCLGHOPLO0%2ffs047%2fovft%2flive%2fgv024%2f01429397%2f01429397-201505000-00005.pdf&filename=Perceptions+of+Discrimination+Among+Atheists%3a+Consequences+for+Atheist+Identification%2c+Psychological+and+Physical+Well-Being.&pdf_key=FPDDNCGCLGHOPLO0&pdf_index=/fs047/ovft/live/gv024/01429397/01429397-201505000-00005&D=ovft</p>

Du Bois, S. N., Sher, T. G., Grotkowski, K., Aizenman, T., Slesinger, N., & Cohen, M. (2016). Going the Distance Health in Long-Distance Versus Proximal Relationships. *The Family Journal*, 24(1), 5-14.

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Erol, R. Y., & Orth, U. (2014). Development of self-esteem and relationship satisfaction in couples: Two longitudinal studies. *Developmental psychology*, 50(9), 2291.

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Parsons, J. T., Starks, T. J., DuBois, S., Grov, C., & Golub, S. A. (2013). Alternatives to monogamy among gay male couples in a community survey: Implications for mental health and sexual risk. *Archives of Sexual Behavior*, 42(2), 303-312.

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Week 11:

Drescher, M. A., Korsgaard, M. A., Welpe, I. M., Picot, A., & Wigand, R. T. (2014). The dynamics of shared leadership: Building trust and enhancing performance. *Journal of Applied Psychology, 99*(5), 771.

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Echols, L., Solomon, B. J., & Graham, S. (2014). Same spaces, different races: What can cafeteria seating patterns tell us about intergroup relations in middle school?. *Cultural Diversity and Ethnic Minority Psychology, 20*(4), 611.

http://ovidsp.tx.ovid.com.ezproxy.adler.edu/sp-3.22.1b/ovidweb.cgi?&S=CGLDFPGEGEDDLOIJNCHKCFJCFE HJAA00&Link+Set=S.sh.42%7c1%7csl_10

	<p>Week 12:</p> <p>Hogeveen, J., Inzlicht, M., & Obhi, S. S. (2014). Power changes how the brain responds to others. <i>Journal of Experimental Psychology: General</i>, 143(2), 755.</p> <p>http://ovidsp.tx.ovid.com.ezproxy.adler.edu/sp-3.22.1b/ovidweb.cgi?WebLinkFrameset=1&S=DMJOFPHMODDLOLDNCHKIFJCMJLMAA00&returnUrl=ovidweb.cgi%3f%26Full%2bText%3dL%257cS.sh.21.41%257c0%257c00004785-201404000-00026%26S%3dDMJOFPHMODDLOLDNCHKIFJCMJLMAA00&directlink=http%3a%2f%2fovidsp.tx.ovid.com%2fovftpdfs%2ffPDDNCJCIFLDMO00%2ffs047%2fovft%2flive%2fgv024%2fo0004785%2f00004785-201404000-00026.pdf&filename=Power+Changes+How+the+Brain+Responds+to+Others.&pdf_key=FPDDNCJCIFLDMO00&pdf_index=/fs047/ovft/live/gv024/00004785/00004785-201404000-00026&D=psya</p> <p>Kanazawa, S. (2010). Why liberals and atheists are more intelligent. <i>Social Psychology Quarterly</i>, 73(1), 33-57.</p> <p>http://content.ebscohost.com/ContentServer.asp?T=P&P=AN&K=65487161&S=R&D=sih&EbscoContent=dGJyMNHX8kSeqLc4zdnyOLCmr06ep65Ss6e4TLKWxWXS&ContentCustomer=dGJyMPGrtk6zp69OuePfgeyx44Dt6fIA</p>
	Week 13: N/A
	Week 14: N/A
REQUIRED RESOURCES & SUPPLIES	USB to transfer files onto classroom computer

INSTRUCTIONAL METHODS:	<p>I believe that everyone is, simultaneously, a teacher and learner. Therefore, I design my courses so that everyone has the opportunity to both teach and learn.</p> <p>As the official course instructor, I will come to class weekly with formal lecture slides/notes, or an informal but organized set of points to make regarding the readings. I also will integrate material from other domains of Psychology, and other disciplines, into our classroom discussions.</p>
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	As the official course student, you will be expected to read all class material, and come to class prepared to discuss it thoughtfully. Further, each of you will lead a classroom discussion. This will facilitate you deeply engaging with one topic throughout the semester; and hopefully build your self-confidence as you master one domain of knowledge.
DELIVERY METHOD:	On campus
ATTENDANCE	Students are responsible for maintaining regular and punctual attendance for each class session. Students who expect to miss or arrive late for class must notify the instructor in advance. Students who miss more than 2 unexcused class sessions or an accumulated 5 hours of class time due to late arrival are subject to failing the class.
GRADING AND EVALUATION:	<p>Grading Scale: 95%-100% =A; 90%-94% =A-; 85%-89% =B+; 80%-84% =B; 77%-79% =B-; 70%-76% =C; 60%-69% =D; Below 60%= F</p> <ol style="list-style-type: none"> 1. In order to pass successfully each PsyD course students are required to meet the minimal level of achievement, which is a grade of B. In courses or seminars where letter grades are not used, the minimal level of achievement to pass is a grade of "Credit" (CR). 2. Students who receive a grade of C or below in a required course must retake the course and pass it with a grade of at least B. If the course is an elective, the student has the option to retake the course and achieve a grade of at least B or elect a different elective and pass it with a grade of at least B. Students who receive a grade of No Credit (NC) are required to retake the course or seminar. 3. None of the courses with a grade of B- or below, or NC will meet the requirements for the completion of the PsyD degree. 4. Students can appeal their grade by following the Grade Appeal Policy. 5. Students who receive a grade of B- or below, or NC are referred to the Student Development Committee. <p>It is expected that as graduate students all students will actively participate in class. As this is a general expectation of graduate school, no credit will be given for class participation. However, at the discretion of the instructor, up to 5% of the grade of the course can be deducted if a student does not actively participate in class and does not contribute to class discussion with original comments (the student's own opinions and thoughts).</p>

	<p>Student performance will be evaluated based upon the following criteria. The total points available for the course is 290.</p> <ol style="list-style-type: none"> 1. Fast Five Quiz performance (55 points) 2. Culture Presentation delivery (30 points) 3. Discussion Lead performance (50 points) 4. Final Paper performance (125 points) 5. Presentation of Final Paper topic (30 points) <p>Students are expected to complete two course evaluations. One at mid-term and one at the end of the term.</p>
<p>ASSIGNMENTS:</p>	<ol style="list-style-type: none"> 1. Fast Five Quizzes (10 weeks x 5 points each = 50 points): Research indicates that weekly assessment of course material promotes engagement in class (Haigh, 2007). Therefore we will start each class with a 5-question quiz that assesses your understanding of the week's reading assignments. We will grade these in-class, as research indicates this also promotes learning (Barringer, 2008). 2. Culture Presentation (30 points): We will study and discuss culture weekly, i.e., via our course readings in which culture is embedded. Additionally, each student will give an informal presentation on a personal cultural identity. Such presentations relate to increases in knowledge of norms from other cultures; and, decreases in prejudices toward those cultures (Simsek & Nuss, 2010). A separate document details the expectations for this assignment. The presentation will last approximately 20 minutes; will be informal; and, it is expected this will be primarily verbal, not visual, in nature. One student will present weekly. 3. Discussion Lead (50 points): Each student will be responsible for leading Discussion on a particular article/topic. You are expected to create a Power Point presentation or some other formalized system of notes on the topic that week; and then, using those notes, to lead a Discussion on that topic. You also are expected to provide an additional learning resource, e.g. a TED talk video, a news article, etc. that relates to the topic. 4. Final Paper (125 points): A separate document details the expectations for this assignment. Briefly, you will write a term paper (approx 10 pages) on a

	<p>topic of your choice in Social Psychology. The paper will review both empiricism and theory related to the topic; and, discuss future research directions.</p> <p>5. Final Paper Presentation (30 points): You will give an APA-style Poster Presentation on your paper.</p>
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COURSE POLICIES	<p><u>Late Assignment Policy</u> Late assignments will not be accepted unless the students has contacted the instructor and has an acceptable reason (which is at the instructor’s discretion and may require additional documentation). Notify me ASAP if for some reason you need to change the date of your presentation or anticipate a conflict!</p> <p><u>No Personal Technology in Class without Instructor Consent</u> Please contact me personally if you would like to use a computer in class. Otherwise, use of computers in class, as well as mobile phones, iPads, etc., is prohibited.</p>
INSTITUTIONAL AND PROGRAM POLICIES:	<p><u>Catalog & Student Handbook:</u> http://www.adler.edu/page/campuses/chicago/student-services/catalog-handbook</p>
ACADEMIC HONESTY	<p>Adler University seeks to establish a climate of honesty and integrity. Any work submitted by a student must represent original work produced by that student. Any source used by a student <i>must</i> be documented through required scholarly references and citations, and the extent to which any sources have been used must be apparent to the reader. The University further considers resubmission of work done partially or entirely by another, as well as resubmission of work done by a student in a previous course or for a different professor, to be academic dishonesty. It is the student’s responsibility to seek clarification from the course instructor about how much help may be received in completing an assignment, examination, or project and what sources may be used. Students found guilty of academic dishonesty or plagiarism shall be subject to disciplinary action, up to and including dismissal from the school.</p> <p><u>Student Handbook:</u> http://www.adler.edu/page/campuses/chicago/student-services/catalog-handbook</p>
STUDENTS WITH DISABILITIES (ADA Compliance)	<p>It is the policy of Adler University to offer reasonable accommodations to students with qualified disabilities, in accordance with the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act of 1973 and the B.C.</p>

	<p>Human Rights Code. If a student with a disability wishes to receive accommodations in order to participate in the courses, programs, or activities offered by the University, the student may request accommodations by contacting the Associate Vice President of Student Affairs, Mr. Greg MacVarish (gmacvarish@adler.edu). The use of these services is voluntary and confidential. Students must request accommodation prior to the implementation of needed accommodation. Accommodations cannot be applied retroactively.</p> <p><u>Catalog & Student Handbook:</u> http://www.adler.edu/page/campuses/chicago/student-services/catalog-handbook</p>
SEXUAL HARASSMENT AND SEXUAL VIOLENCE POLICY: Disclosure and Mandated Reporting	<p>The Adler University Sexual Harassment and Sexual Violence Policy is available at [adler.edu/title9]. This policy addresses how information about sexual violence/sexual misconduct that is shared with any Adler University faculty and staff must be reported to the Title IX Coordinator, Ms. Susan Yasecko (syasecko@adler.edu).</p>
MINIMUM HARDWARE AND SOFTWARE REQUIREMENTS	<p>USB port to transfer presentation files.</p>

TOPICAL OUTLINE:

Week #: Date	CLASS TOPICS & COURSE OBJECTIVES	READINGS & ASSIGNMENTS
1: Jan 5	<p>Course Overview;</p> <p>Introduction</p>	<p>Syllabus, Paper Assignment, other course-related documents on Ember;</p> <p>Baumeister & Finkel, 2010, Chapter 1</p>
2: Jan 12	<p>History of the Field, and Current Topics</p>	<p>http://psychology.iresearchnet.com/social-psychology/social-psychology-theories/;</p> <p>Baumeister & Finkel, 2010, Chapter 2</p>

3: Jan 19	Social Cognition	<p>Black, J., & Barnes, J. L. (2015). Fiction and social cognition: The effect of viewing award-winning television dramas on theory of mind. <i>Psychology of Aesthetics, Creativity, and the Arts</i>, 9(4), 423;</p> <p>Neumann, D., Malec, J. F., & Hammond, F. M. (2015). The association of negative attributions with irritation and anger after brain injury. <i>Rehabilitation psychology</i>, 60(2), 155.</p> <p>Baumeister & Finkel, 2010, Chapter 3</p>
4: Jan 26	Social Psychology of Emotion; The Self	<p>Cheung, F. Y. L., & Tang, C. S. K. (2012). The effect of emotional dissonance and emotional intelligence on work–family interference. <i>Canadian Journal of Behavioural Science</i> 44(1), 50.</p> <p>Milyavskaya, M., Inzlicht, M., Hope, N., & Koestner, R. (2015). Saying “No” to Temptation: Want-to Motivation Improves Self-Regulation by Reducing Temptation Rather Than by Increasing Self-Control.</p> <p>Tsai, C. C., Yang, Y. K., & Cheng, C. H. (2014). The effect of social-comparison with peers on self evaluation. <i>Psychological reports</i>, 115(2), 526-536.</p> <p>Baumeister & Finkel, 2010, Chapters 4, 5</p>

5: Feb 2	Attitude Structure & Change	<p>Gawronski, B., Balas, R., & Creighton, L. A. (2013). Can the formation of conditioned attitudes be intentionally controlled?. <i>Personality and Social Psychology Bulletin</i>, 0146167213513907.</p> <p>Jost, J. T., & Amodio, D. M. (2012). Political ideology as motivated social cognition: Behavioral and neuroscientific evidence. <i>Motivation and Emotion</i>, 36(1), 55-64.</p> <p>Paredes, B., Stavraki, M., Briñol, P., & Petty, R. E. (2015). Smiling after thinking increases reliance on thoughts. <i>Social Psychology</i>.</p> <p>Baumeister & Finkel, 2010, Chapters 6, 7</p>
6: Feb 9	Prosocial Behavior	<p>Paxton, P., & Glanville, J. L. (2015). Is trust rigid or malleable? a laboratory experiment. <i>Social Psychology Quarterly</i>, 78(2), 194-204.</p> <p>Piff, P. K., Dietze, P., Feinberg, M., Stancato, D. M., & Keltner, D. (2015). Awe, the small self, and prosocial behavior. <i>Journal of personality and social psychology</i>, 108(6), 883.</p> <p>Wilhelm, M. O., & Bekkers, R. (2010). Helping behavior, dispositional empathic concern, and the principle of care. <i>Social Psychology Quarterly</i>, 73(1), 11-32.</p> <p>Baumeister & Finkel, 2010, Chapter 8</p>

7: Feb 16	Aggression	<p>Schneider, W., Waldfogel, J., & Brooks-Gunn, J. (2015). The great recession and behavior problems in 9-year old children. <i>Developmental psychology</i>, 51(11), 1615.</p> <p>Thomas, A., Hammond, W. P., & Kohn-Wood, L. P. (2014). Chill, Be Cool Man: African American Men, Identity, Coping, and Aggressive Ideation.</p> <p>Baumeister & Finkel, 2010, Chapter 9</p>
8: Feb 23	Prejudice, Stereotyping, & Discrimination	<p>Brown, L. M., Awad, G. H., Preas, E. J., Allen, V., Kenney, J., Roberts, S., & Lusk, L. B. (2013). Investigating prejudice toward men perceived to be Muslim: cues of foreignness versus phenotype. <i>Journal of Applied Social Psychology</i>, 43(S2), E237-E245.</p> <p>Greenwald, A. G., & Pettigrew, T. F. (2014). With malice toward none and charity for some: Ingroup favoritism enables discrimination. <i>American Psychologist</i>, 69(7), 669.</p> <p>Swank, E., Fahs, B., & Frost, D. M. (2013). Region, social identities, and disclosure practices as predictors of heterosexist discrimination against sexual minorities in the United States. <i>Sociological Inquiry</i>, 83(2), 238-258.</p> <p>Baumeister & Finkel, 2010, Chapter 10</p>

9: Mar 2	Social Influence	<p>Hitchman, S. C., Fong, G. T., Zanna, M. P., Thrasher, J. F., & Laux, F. L. (2014). The relation between number of smoking friends, and quit intentions, attempts, and success: Findings from the International Tobacco Control (ITC) Four Country Survey. <i>Psychology of Addictive Behaviors</i>, 28(4), 1144.</p> <p>Tanford, S., & Montgomery, R. (2014). The effects of social influence and cognitive dissonance on travel purchase decisions. <i>Journal of Travel Research</i>, 0047287514528287.</p> <p>Vogel, E. A., Rose, J. P., Roberts, L. R., & Eckles, K. (2014). Social comparison, social media, and self-esteem. <i>Psychology of Popular Media Culture</i>, 3(4), 206.</p> <p>Baumeister & Finkel, 2010, Chapter 11</p>
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10: Mar 9	Attraction, Rejection, & Intimate Relationships	<p>Doane, M. J., & Elliott, M. (2014). Perceptions of discrimination among atheists: Consequences for atheist identification, psychological and physical well-being.</p> <p>Du Bois, S. N., Sher, T. G., Grotkowski, K., Aizenman, T., Slesinger, N., & Cohen, M. (2016). Going the Distance Health in Long-Distance Versus Proximal Relationships. <i>The Family Journal</i>, 24(1), 5-14.</p> <p>Parsons, J. T., Starks, T. J., DuBois, S., Grov, C., & Golub, S. A. (2013). Alternatives to monogamy among gay male couples in a community survey: Implications for mental health and sexual risk. <i>Archives of Sexual Behavior</i>, 42(2), 303-312.</p> <p>Baumeister & Finkel, 2010, Chapters 12 & 13</p>
11: Mar 16	Group Processes & Intergroup Relations	<p>Drescher, M. A., Korsgaard, M. A., Welpel, I. M., Picot, A., & Wigand, R. T. (2014). The dynamics of shared leadership: Building trust and enhancing performance. <i>Journal of Applied Psychology</i>, 99(5), 771.</p> <p>Echols, L., Solomon, B. J., & Graham, S. (2014). Same spaces, different races: What can cafeteria seating patterns tell us about intergroup relations in middle school?. <i>Cultural Diversity and Ethnic Minority Psychology</i>, 20(4), 611.</p> <p>Baumeister & Finkel, 2010, Chapters 14, 15</p>

12: Mar 23	Social Neuroscience; Evolutionary Social Psychology	Hogeveen, J., Inzlicht, M., & Obhi, S. S. (2014). Power changes how the brain responds to others. <i>Journal of Experimental Psychology: General</i> , 143(2), 755. Kanazawa, S. (2010). Why liberals and atheists are more intelligent. <i>Social Psychology Quarterly</i> , 73(1), 33-57. Baumeister & Finkel, 2010, Chapter 16
13: Mar 30	Student Presentations of Paper Topics	N/A
14: Apr 7	Course closing; feedback; final papers due	N/A