# COURSE DESCRIPTION

Welcome to Social Psychology PSY 261! This course explores the person in relation to the social world. This includes looking at the self, what makes us individuals, what forms our sense of self and how does that relate to the social world? Interpersonal relationships, their formation, maintenance, and their institutional, ideological, and societal contexts. We will also explore stereotypes, prejudice, beliefs, attitudes, influence, persuasion, conformity and so much more! Essentially, the self does not exist in a vacuum and this course explores the social, cultural, and identify factors that make us who we are and make our society what it is.

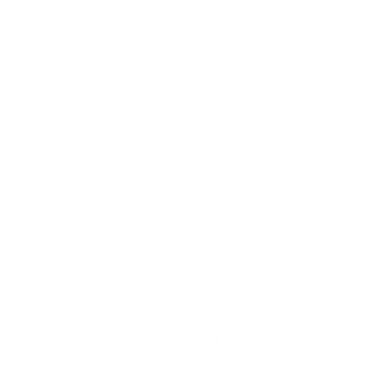
FALL 2024 | PSY 261 | AB 101 | Tu/Th 1:30 – 2:45 PM | 3 CREDITS HOURS/9 WORKING HOURS

Social Psychology

ABOUT ME:

|  |
| --- |
| Professor:  **Dr. Brittany Avila**  **“Dr. Avila, Dr. A., or Dr. B.”**  **Pronouns: she/her** |
| [brittanyavila@unr.edu](mailto:brittanyavila@unr.edu)  @professor\_avila (IG, TikTok)  @drbrittanyavila (Twitter/X)  Website: [www.brittanyavila.com](http://www.brittanyavila.com/) (tons of free resources for students!)  Office: EMM 405 |
| * **Office Hours Location:** In EMM 405 (across from Psych Department office) * **Office Hours Times**: Thursday 10:00 – 11:00 AM; Friday 1:30 – 2:30 PM * **Or by Appointment**: email me to schedule |
| **Graduate Teaching Assistant** |
| **Undergraduate Teaching Assistants** |

# headshot picture of Dr. AvilaWhat you will know!



By the end of the course, I am hopeful and confident that you will be able to:

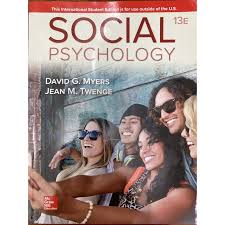
* Explain research methods used by social psychologists: such as laboratory and field experiments, surveys, observational or archival research and more.
* Explain major theories of social behavior such as dissonance theory, bystander intervention, dual process theories of thinking and persuasion, attachment theory, and more.
* Explain specific research methods and some individual studies testing these theories
* Explain how social psychological theories and research are used to study and understand important thinking & behavior in applied domains such as law, business, environemtn, health, and others.
* [**Work related skills**](https://www.apa.org/education-career/guide/transferable-skills.pdf) **to put on your resume**: communication skills (written and oral), organization, applying research to real world contexts,

MATERIALS

We will be using the 13th edition of Social Psychology by Davod G. Myers and Jean M. Twenge

**All readings will be posted on Perusall and WebCampus for free access** **so you do NOT need to purchase anything.** If you’d like to purchase the book you are welcome to and any edition would be suitable.

\*Note: This syllabus brought to you by Taylor Swift’s *Midnights, Halsey radio, 90s Ballads,* and decaf coffee (I don’t drink caffeine, I know how do I function?!)



Class Values

NETWORKS

If you’re interested in learning more about social psychology check out these two major organizations:

Society for Personality and Social Psychology (SPSP) [spsp.org](https://spsp.org/)

Society for Industrial & Organizational Psychology (SIOP) [siop.org](https://www.siop.org/)

Social Psychology Network [socialpsychology.org](https://www.socialpsychology.org/)

# Social Psych Network LogoSPSP logo

# arrows (decorative)

# Class Values

No instructor is neutral in what they value in their classroom, the students they meet, and themselves. However, we often hide these values from you, such that if you wanted to know what I value, you would need to play a guessing game.

Core Values

| **Curiosity** | **Community** | **Creativity** | **Kindness** | **Transparency** |
| --- | --- | --- | --- | --- |
| Curiosity is the single most important piece of learning. I strive to increase your curiosity throughout the semester by engaging you in the material | Any class (specifically an online class) cannot foster learning as deeply without a sense of community. We are one community in this class | Creativity is the driver of the future. I strive to help you foster your creativity by allowing choice, freedom to interpret, and curiosity. | We are one community. That means we must treat one another with respect, kindness, and compassion at all times. | I will be completely transparent in how I design my class, why we are doing certain activities, and how I grade. If you need transparency in any other form, I’m here! |

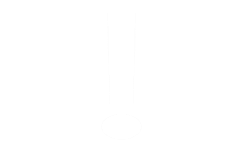
IDEO Core Values

Core Values

IDEO is one of the world’s most influential design and consulting firms (working on things like the iPhone and Apple Mouse), pioneering the process of design thinking. “We wrote this to give you a sense of IDEO’s culture-the ties that bind us together as coworkers and as people. These are the values that get us there.”

* Be Optimistic
* Collaborate
* Embrace Ambiguity
* Talk Less, Do More (though we’ll talk a lot in this class 😊)
* Learn from Failure
* Make Others Successful
* Take Ownership

COURSE REQUIREMENTS



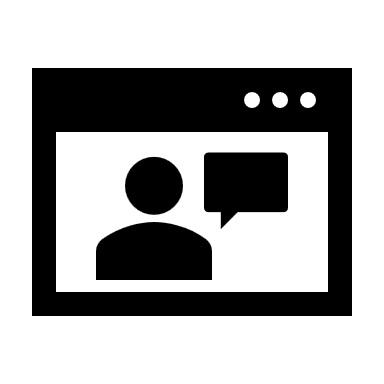
# Books

TRAINING (10 points each)

Lectures and readings are how you get acquainted with course material, therefore they are considered the trainings you need to use to guide your practice and performance in the course. . Each week you will complete required readings through Perusall and should attend lectures. Only readings will be graded.

EXERCISES (12 points each)

Each class will include one or more exercises to help you practice and apply course material. There will be 29 exercises (one for each day), each worth 12 points. I will drop your lowest four (4) exercise scores, allowing you to miss up to 4 class days without penalty. Because of this flexibility, no makeup exercises will be offered unless for approved university activities.



PRACTICE (50 points each)

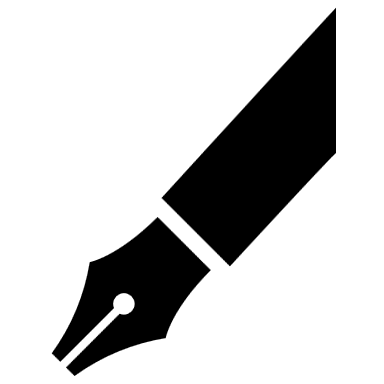
You will complete a total of **three (3) practice assignments** over the course of the semester. All assignments are posted on Canvas with detailed instructions, deadlines, and rubrics. There are two mandatory assignments and then a third option where you can decide between two different options. **The two mandatory practices are:**

1. The **Action** assignment asks you to fundraise for a charity that we choose as a class using various compliance techniques (e.g., foot-in-the-door vs. door-in-the-face).
2. The **Experiment** assignment requires you to conduct a small-scale social psychology study. You will submit your study idea to me early in the semester and then work on it throughout the course. ‘

**Then choose one of the following optional practice**:

1. The **Real-World** assignment asks you to find three (3) social psychology concepts (i.e., fundamental attribution error, bystander effect, etc..) in your daily life. You will explain the concept and how it relates to what you noticed.
2. The **Create** assignment requires that you create something (e.g., artwork, story, children’s book, podcast) that reflects a major theory/study/person within social psychology.





GAMES (50 points each)

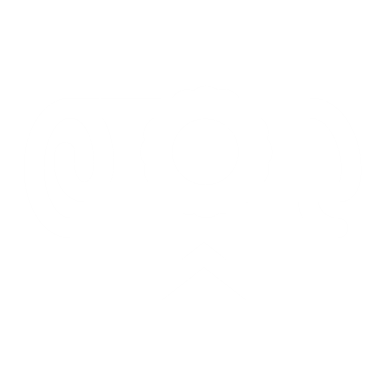
There will be 3 games (exams) and 1 championship (final exam) this semester. They will be multiple choice and done in class. All games are cumulative and we will have practice days before each exam where we will study together with fun games!

# Document with solid fill

# Basketball with solid fillSPORTS METAPHOR

In this course, we will use a sports metaphor to guide our learning approach. Just as athletes must train, practice, and prepare to perform at their peak, you will need to engage with course material to achieve academic success. Think of attending lectures and reading as your training sessions, where you build foundational knowledge. Playing around with course concepts through discussions and activities is like exercising to enhance your skills. Regular practice through assignments and studying will prepare you for the high-stakes moments of exams and final projects, much like athletes practice to excel in their big games. By approaching your studies with the discipline and commitment of a top athlete, you'll be well-prepared to excel in this course.

# GRADING POLICY



Grades for this course will be assigned according to a standard grading scale and based on the following percentages of total points.

|  |  |  |
| --- | --- | --- |
| **Assignment** | **Points** | **Percentage** |
| Trainings (12 x 20 points each) | 240 points | 20% |
| Exercises (25 x 12 points each) | 300 points | 25% |
| Practice (3 out of 5 x 100 points each)  Action  Experiment  Real World or Create | 300 points | 25% |
| Games (4 x 100 points each) | 400 points | 30% |
| **Total Possible** | **1200 points** | **100%** |



# LATE POLICY/MAKEUP POLICY

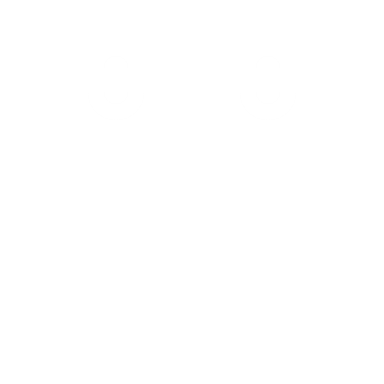
**Deadlines:** Readings and Assignments will be due on Sunday at 11:59 PM on the specific days of the assignment (see course calendar for specifics). Discussion questions are due the night before the discussion by 11:59 PM. Attendance in class on discussion days accounts for the other half of discussion points. Exams are due in class.

**Assignment/Exam Makeup:** You able to improve your grade on the three assignments (Action, Experiment, Real World or Create) and the readings. If you wish to improve your grade you can resubmit it on Canvas (or email the TA’s for the reading) within one (1) week of receiving the grade. For exams, if you wish to improve your exam grade there will be a makeup exam available the week following the first exam. You can take this second exam to improve the grade you received on the exam or if you miss the exam. The makeup exam will be in a different format (including fill in the blanks and essay style questions) and will be slightly more difficult than the first exam.

**Extensions.** Life happens and thereforethere is an automatic 24-hour extension for everyone in class. No reason or communication is necessary for this extension. If the assignment is turned in within 24 hours of the deadline it is considered on time. If the assignment is turned in after the 24 hour period there will be a reduction in 20% of the grade and you can turn in any missing assignment at this reduced grade anytime until December 11th at 11:59 PM

| **Week** | **Dates** | **Topics** | **Readings** | **Due** |
| --- | --- | --- | --- | --- |
| **1** | **8/26-9/1** | Intro to the Course  Intro to Social Psych | Syllabus (pp 1- 8)  Chapter 1 (pp 1-13) | Read 1 |
| **2** | **9/2- 9/8** | **Part 1: Social Thinking**  The Self | Chapter 2 (pp. 25 – 54) | Read 2 |
| **3** | **9/9- 9/15** | Social Beliefs | Chapter 3 (pp. 55 – 86) | Read 3; Discussion # 1 |
| **4** | **9/16- 9/22** | Attitudes | Chapter 4 (pp. 88 – 110) | Read 4; |
| **5** | **9/23- 9/29** | **Exam Prep Day**  **Exam** | Study |  |
| **6** | **9/30- 10/6** | **Part 2: Social Influence**  Genes, Culture, & Gender; Conformity, Obedience | Chapter 5 (pp. 111-140)  Chapter 6 (pp. 141 – 172) | Read 5; Discussion # 2 |
| **7** | **10/7- 10/13** | Persuasion | Chapter 7 (173 – 200) | Read 6 |
| **8** | **10/14- 10/20** | Group Influence | Chapter 8 (pp. 201- 236) | Read 7; Action Assignment Due |
| **9** | **10/21 -10/27** | **Exam Prep Day**  **Exam** | Study |  |
| **10** | **10/28 – 11/3** | **Part 3: Social Relations**  Stereotypes & Prejudice | Chapter 9 (pp. 237 – 273) | Read 8; Discussion # 3 |
| **11** | **11/4- 11/10** | Aggression  Conflict | Chapter 10 (pp. 275 – 311)  Chapter 13 (pp. 388 – 421) | Read 9; |
| **12** | **11/11- 11/17** | Attraction & Intimacy  Helping | Chapter 11 (pp. 312 – 351)  Chapter 12 (pp. 352 – 387) | Read 10; Optional Assignment Due |
| **13** | **11/18- 11/24** | **Exam Prep**  **Exam** | Study |  |
| **14** | **11/25 – 12/1** | **Thanksgiving No Class** | No Class | **No Class** |
| **15** | **12/2- 12/8** | **Part 4: Applying Social Psych**  Social Psych in Business, Law, and Sustainability | Noba Chapter  SIOP Video | Read 11; Discussion # 4; Experiment Assignment Due |
| **16** | **12/10** | Exam Review | Chapter 15 (pp. 453 – 477)  Chapter 16 (pp. 479 – 501) | Read 12 |
| **17** | **12/17** | **Final Exam (Cumulative)** | **Final** | **12:45-2:45 PM** |

**COURSE SCHEDULE**



OTHER POLICIES & RESOURCES



The following describe various policies that will be enforced during the semester.

Class Participation

This class is designed as being in person. With that being said, I do not do straight lecture. There is too much research that shows how ineffective this is (though funny enough research shows students do think it’s more effective). Therefore, class will mostly involve you actively participating in the learning process. Recently, student engagement and attendance has been at an all time low. I know that with work, burnout, stress, and everything else, it is difficult to want to come to class and work. I will try my best to make class an engaging place where real learning happens so that you may be more motivated to attend.

Use of AI/plagiarism

The use of AI assistance technology such as, but not limited to, ChatGPT, Grammerly, AnswersAI, and more is prohibited for submission of student work on the project, assignments, or assessments. If AI is detected a 0 on the assignment will be given and further disciplinary action could be initiated depending on severity and amount of plagiarism used. AI tools are great to help you find resources, map out timelines for how to manage your time on a project, or get ideas on form or structure. Copying and pasting results from AI is plagiarism and will be subjected to the rules put forth in the [student code of conduct.](https://www.unr.edu/student-conduct/university-policies/student-code-of-conduct)

My Expectations of You

1. Attend class more often than not
2. Turn in assignments on time, or close to on time
3. Try to learn something new even if it is a new skill and not necessarily course content
4. Read all the assignments (I know you hate reading, but seriously, college really is just one giant book club),
5. Reach out for help if you are struggling and need it. I am here to help you, it’s literally my job, so please let me know if you need anything.

Your Expectations of Me

1. I will respond to email quickly (24 hours during work days, 48 over weekend – self care is just as important for me as it is for you).
2. I will explain any assignment, question, concern at any time with full transparency of my reasoning
3. I will listen to you if something is not working for you and work to change it
4. Email or tweet me your favorite meme and get 1 pt extra credit!

Accommodations

I try to design each course so that everyone can succeed, however, sometimes success requires a different approach, a different deadline, or other ways to complete an assignment. I am more than willing to change structure of the course or assignments to be more beneficial to any student. If you need something, please let me know at any time. If you need something more, please see the DRC if you haven’t already and let me know what accommodations you require and how I can help you succeed. I am more than happy to accommodate with or without a DRC request.

"Any student with a disability needing academic adjustments or accommodations is requested to speak with the Disability Resource Center (Pennington Student Achievement Center, Suite 230; 775-784-6000) as soon as possible to arrange for appropriate accommodations. “

Advising

In addition to teaching, I serve as an academic advisor in the Psychology Department. I highly recommend seeing an advisor if you need help with scheduling classes, direct learning, career options, graduate school applications, deciding whether or not to go to graduate school, understanding the university, and anything else academic and career related. You can see any advisor in the Psych Department

Call: 775-784-6828 to schedule an appointment

Email: psyhelp@unr.edu for quick questions

Technology

Canvas (WebCampus)

I will be putting all course materials (syllabus, schedule, PowerPoint lessons, grading rubrics, assignment instructions, readings, etc) on Canvas so that you will have access to them at any point. If you need help navigating Canvas (e.g., how to submit an assignment, use the discussion board, etc.), you can contact UNR Information Technology (see below).

Perusall

Perusall is an online software platform where you will be able to annotate the course readings. This means you can make comments, ask questions and discuss the reading with classmates. This will be used to help you generate more questions during your reading and engage in discussion about the readings with your classmates. Links will be provided in Canvas. You can find the link in the left-hand menu on Canvas titled “Perusall” **Perusall has a read aloud feature, a dark mode feature, and you can download and print any reading to ensure that it is accessible for all students.** If you find it not accessible for any reason, let me know immediately and I am happy to find another way for you to do the readings.

Communication

I will communicate with you through both email and Canvas Announcements. Be sure to check both your email and Canvas regularly for updates and communications. If you do not use your University email address regularly, please make sure to change your desired email address in MyNevada so that emails will be sent to the email address you use most frequently. Not receiving communication will not be an excuse for missing or late assignments.

Statement on Audio & Video Recording

"Surreptitious or covert video-taping of class or unauthorized audio recording of class is prohibited by law and by Board of Regents policy. This class may be videotaped, or audio recorded only with the written permission of the instructor. In order to accommodate students with disabilities, some students may be given permission to record class lectures and discussions. Therefore, students should understand that their comments during class may be recorded."

Respect for Diversity

We are all come here with different life experiences, perspectives and viewpoints, which means we have a lot to learn from one another! It is my goal for this course to serve all students and student groups and that diversity can be viewed as a resource and strength. I intend to present materials with respect to diversity including gender, sexuality, disability, age, socioeconomic status, ethnicity, race and culture. I welcome and encourage any suggestions or ideas on ways to improve the course for you personally or for other students or student groups. Further, respect should be given to all students during class. This course should be a place where ideas can be discussed in a safe and appropriate manner. That means guidelines for respectful discourse will be upheld. We will discuss and create these guidelines together during the first week of class.

Equal Opportunity & Title IX

The University of Nevada, Reno is committed to providing a safe learning and work environment for all. If you believe you have experienced discrimination, sexual harassment, sexual assault, domestic/dating violence, or stalking, whether on or off campus, or need information related to immigration concerns, please contact the University's Equal Opportunity & Title IX office at 775-784-1547. Resources and interim measures are available to assist you. For more information, please visit: https://www.unr.edu/equal-opportunity-title-ix .

Academic Success Services

You are already paying for these services so use them! "Your student fees cover usage of the University Math Center (775) 784-4433, University Tutoring Center (775) 784-6801, and University Writing Center (775) 784-6030. These centers support your classroom learning; it is your responsibility to take advantage of their services. Keep in mind that seeking help outside of class is the sign of a responsible and successful student."

@ One in the Library

Poster Printing

Lendable Technology

VR Equipment

Photography Equipment

Computers with Data Programs (SPSS, R) built in (though you have access to these and other Microsoft products for free for being a student)

4K Suite

https://library.unr.edu/atone

Other Cool things included in Tuition

E.L. Weigand Fitness Center

Student Health Center

Campus Escort Service

UNR Police Services

Center for Cultural Diversity

Veterans Services

Office of International Students

Legal Advice

Clubs and Organizations

See <https://www.unr.edu/student-services/enrollment-services/first-in-the-pack-program/campus-resources> for more info

So Much More…

I know there is more available to you than what I have listed. Tuition is expensive, and that doesn’t even begin to cover other expenses you incur as college students, many resources you pay for outside of these expenses might be free for you as a student. Please always double check with the UNR website or call and ask someone, including us advisors, if something out there can be free for you or useful to you before looking elsewhere.

Need Help with Technology

University Office of Information Technology (OIT) . Windows PCs, Mac’s and Laptops are available through

Phone: 775-682-500

Website: <https://oit.unr.edu>

the Mathewson-IGT Knowledge Center

Counseling Center

Although listed last, this may be one of the most important resources available on campus. The Counseling Center offers individual counseling, group counseling, mental health screening, and even a virtual relaxation room. You are paying for these services already in your tuition, so use them if you want/need to. Counseling doesn’t have to be when you are at your worst, you can use counseling to help plan and keep you on track.

You can even use counseling to help manage test anxiety. Visit the website for more information. <https://www.unr.edu/counseling>.