

Instructor: Gül Günaydın, Ph.D.

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Office Hours: by appointment*

TA: Ceyda Özer ceydao@sabanciuniv.edu

Office Hours: Tue 14:40-15:30 (or by appointment)*

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Office Hours: Wed 11:40-12:30 (or by appointment)*

Course Overview

Applied social psychology aims to use research and theories in social psychology to improve psychological and physical well-being of individuals, to develop effective policies in various social settings (e.g., organizational, legal, educational), and to promote prosocial behavior. In other words, applied social psychology aims to help individuals to be *happy, healthy, wise, and nice*. These four different themes will be our organizing framework as we discuss cutting-edge research on applied social psychology.

Course website:

The syllabus, readings, lectures, and lecture outlines will be posted on the course website. The lecture outlines will usually be available online shortly before each lecture.

Course requirements:

Lectures. I will be lecturing on either the assigned readings or on new material, or both. Because I typically will be introducing new material and not simply going over assigned readings, it is essential to attend each class. You will be responsible for material covered in the lectures **and** the assigned readings. Please note that the slides do not contain all the details. So, reading the slides is not a substitute for attending class!

Given the primary mode of teaching will be physical, lectures will **not** be broadcast via Zoom and lecture videos will **not** be made available if you miss a class.

Readings. Each week, we will read research articles from top journals in the field. These articles will feature cutting-edge research that addresses an issue that we typically face in our day-to-day lives. We will also listen to podcast episodes related to the topics covered in the course. It is very important to do the readings and listen to the podcasts on their assigned week to follow video lectures and to participate in discussion sessions. You may download the articles and podcasts (and podcast transcripts) from the course website (Note that I might add a few more readings/podcasts throughout the semester).

Exams. There will be 2 exams that will be held physically in class. Further details will be provided before each exam.

Weekly Challenges & Short Assignments. One important aspect of learning this material is developing your ability to use research findings to solve problems in the real world. To this end, the **8:40-9:30 lecture will be dedicated to discussions** (unless otherwise noted in the Course Outline). At the beginning of each discussion, you will watch a video featuring professionals—individuals from the industry (e.g., computer scientists, marketing managers, consultants) or leading researchers in psychology. The video will describe a real-world challenge. After watching the videos, you'll try to come up with creative

ways of finding solutions to these day-to-day challenges based primarily on research findings featured in readings and lectures.

You will complete this assignment in **groups of 6**. You will form the groups at the beginning of the semester. One member in each group should email the TA who the group members are **by the deadline indicated in the course outline below**. If you do not know your classmates or are unable to find six people for your group, email the TA about your situation so that we can assign you to a group.

At the end of the discussion session, each group will turn in a summary of their group discussion via the Turn-it-in assignment on SUCourse. Please note that **only group members present during the discussion session** will get points for that week's discussion assignment. Also note that **you will lose points for arriving late or leaving early without advance notice or not contributing to the discussion**. (For example, arriving after your group already completed a part of the assignment or leaving while your group members are still working on the assignment is unfair to your fellow group members and hence is unacceptable.) Finally, **if you miss more than 20 minutes of a discussion session you will be considered absent** and will get no points from that session.

Given the discussion session starts at 8:40, please make sure you **leave your residence sufficiently early to allow for delays due to traffic congestion**. If you encounter emergencies during traffic, keep in mind that **we will only accept officially documented excuses**. (For example, if the Gürsel shuttle doesn't arrive, ask the transportation office to send us an email documenting the problem as well as its date/time/location. Alternatively, if you get into a traffic accident, send us the official report ("tutanak") that you were in an accident.)

Use of cell phones, tablets, other mobile devices and laptops are strictly prohibited during discussion sessions. You are free to consult your notes, lecture slides, or assigned articles during discussions. However, if you'd like to do so, please bring a **print copy** of these with you.

Business Idea Presentation. A deep understanding of social psychological processes is key to formulating successful business plans that effectively resolve important day-to-day problems or improve individuals' lives. As potential future entrepreneurs who are experts in applied social psychology, you will present a profit or non-for-profit business idea that aims to resolve a day-to-day problem based on research findings discussed in lecture or readings. Each discussion group will give an in-class presentation of their business idea including:

- A description of the day-to-day problem you want to address and why it is important
- A description of specific findings from the lecture/readings that are useful to resolve this problem
- A profit or non-for-profit business idea that can be implemented to resolve the problem
- Risks and challenges you might face during implementation of your idea

It's a great idea to start to think about ways to use research discussed in lectures/readings to address problems that you notice in the real world and how you might turn this into a concrete business idea. Not only will this foster a greater appreciation over the semester for how social psychology can be applied to daily life, it will also enable you to easily complete this assignment.

You will develop and present the business idea with your discussion group. The time allocated to each group will be evenly divided across the group members. Each member will be **evaluated on the basis of their individual performance as well as the overall performance of the group**. Working on the presentation will also be a great exercise in collaborative work—a central requirement of both the scientific and professional world. Please note that it is entirely *your* responsibility to manage within-group relations and division of labor.

Detailed guidelines as to how to complete this assignment will be posted on the course website.

Research Participation (Extra Points). Students can optionally serve as participants in research that is run by Sabanci University researchers. By participating in research, you can get extra points. For this course, you will be able to earn **up to 3 extra points**. Six research points will be converted to 3 bonus points added to your overall total at the end of the semester. You will be able to sign up for the experiments and get your research participation points through the online Sona system at <http://sabanciuniv.sona-systems.com> Please carefully read the Guide for Students: Sabanci University Experiment Credits System (Sona).

Course Assessment

Weekly challenges: 27% (3% each x 9 assignments)

Exam 1: 30%

Exam 2: 30%

Business idea meetings: 3%

Business idea presentation: 10%

Grades

The following grading scheme is used to assign the final grade for the course. **No changes can be made to your final grade unless there has been an arithmetical error.**

A	90-100	B	79.99-75	C	64.99-60	D	49.99-45
A-	89.99-85	B-	74.99-70	C-	59.99-55	F	44.99-0
B+	84.99-80	C+	69.99-65	D+	54.99-50		

NA grade: Students who **are absent from 6 or more of the weekly challenges** will be assigned an NA.

One bonus point for participation may be assigned to students who show up for classes regularly **and** ask thoughtful questions during lecture hours as well as providing thoughtful responses to questions posed during lectures. The participation bonus will only be assigned to those students who demonstrate **extraordinary** participation.

Academic Honesty

Every student in this course is expected to abide by the Sabanci University Academic Integrity Statement. Please see <https://www.sabanciuniv.edu/en/academic-integrity-statement>.

Academic dishonesty, or plagiarism, is the act of taking someone else's work/ideas and presenting them as your own. Academic dishonesty can be deliberate or it can also result from carelessness; **you will be held responsible for academic dishonesty regardless of whether you meant to do it.**

Plagiarism can include anything from copying another student's work to using journal articles or an internet source (e.g., Wikipedia) in an assignment without describing them in your own words **and** referencing them. Please note that making small changes in a sentence (e.g., changing "a great deal" to "a lot" or "revealed" to "showed") does **not** mean that you paraphrased an existing idea and it is now your original claim. If you are unsure as to whether a certain act would fall in the category of academic dishonesty, contact me for clarification. Any form of academic dishonesty in this course (e.g., plagiarism, cheating) will not be tolerated.

*Note on Appointments

If you have questions but are unable to attend office hours, you may email us a few days in advance to make an appointment. In your email, please list all hours you are available within the upcoming seven days so that we can find a time that works and email you back with an appointment time. Note that we may not be able to accommodate appointment requests that are sent at the last minute.

Course Outline

INTRODUCTION

Week 1: February 19:

New York Times: Academic 'Dream Team' Helped Obama's Effort (pp. 1-3).

Oskamp, S., & Schultz, P. W. A definition of applied social psychology (pp. 3-4).

Nisbet, E. K., & Zelenski, J. M. (2011). Underestimating nearby nature: Affective forecasting errors obscure the happy path to sustainability. *Psychological Science*, 22, 1101-1106.

[Add-Drop: Feb 22-23]

[Email the TA your group members by Feb 23]

HAPPY | Promoting psychological well-being

Week 2: February 26:

Gunaydin, G., Oztekin, H., Karabulut, D. H., & Salman-Engin, S. (2021). Minimal social interactions with strangers predict greater subjective well-being. *Journal of Happiness Studies*, 22, 1839-1853.

Weekly Challenge 1 - Nature

Week 3: March 4:

Dunn, E. W., Aknin, L., & Norton, M. I. (2008). Spending money on others promotes happiness. *Science*, 319, 1687-1688.

Podcast episode (from NPR podcast, How I Built This): Interview with Wendy Kopp, founder of Teach for America.

Weekly Challenge 2 – Gratitude expression

Week 4: March 11:

Podcast episode (from NPR podcast, How I Built This): Interview with Joe Gebbia, co-founder of Airbnb.

Van Boven, L., & Gilovich, T. (2003). To do or to have? That is the question. *Journal of Personality and Social Psychology*, 85, 1193-2002. [only read pg. 1193-1198]

Weekly Challenge 3 - Experiential spending

Week 5: March 18:

Norton, M. I., Mochon, D., & Ariely, D. (2012). The IKEA effect: When labor leads to love. *Journal of Consumer Psychology*, 22, 453-460.

Plassmann, H., O'Doherty, J., Shiv, B., & Rangel, A. (2008). Marketing actions can modulate neural representations of experienced pleasantness. *Proceedings of the National Academy of Sciences*, 105, 1050-1054.

Weekly Challenge 4 - Consumption Experiences (Marketing)

HEALTHY | Promoting physical well-being

Week 6: March 25:

Ayduk, O., & Kross, E. (2008). Enhancing the pace of recovery: Differential effects of analyzing negative experiences from a self-distanced vs. self-immersed perspective on blood pressure reactivity. *Psychological Science*, 19, 229-231.

Wang, K., Goldenberg, A., Dorison, C. A., Miller, J. K., Uusberg, A., Lerner, J. S., ... & Isager, P. M. (2021). A multi-country test of brief reappraisal interventions on emotions during the COVID-19 pandemic. *Nature Human Behaviour*, 5, 1089-1110.

Weekly Challenge 5 - Distancing

Week 7: April 1:

Ascigil, E., Gunaydin, G., Selcuk, E., Sandstrom, G., & Aydin, E. (2023). Minimal social interactions and life satisfaction: The role of greeting, thanking, and conversing. *Social Psychological and Personality Science*. Online First.

Master, S. L., Eisenberger, N. I., Taylor, S. E., Naliboff, B. D., Shirinyan, D., & Lieberman, M. D. (2009). A picture's worth: Partner photographs reduce experimentally induced pain. *Psychological Science*, 20, 1316-1318.

Weekly Challenge 6 - Social Relationships (Novel Activities)

[APRIL 8 - NO CLASSES – SPRING BREAK]

WISE | Promoting effective policies in organizational and educational settings

Week 8: April 15:

[EXAM 1: April 15, in class]

Week 9: April 22:

Jachimowicz, J. M., Wihler, A., Bailey, E. R., & Galinsky, A. D. (2018). Why grit requires perseverance and passion to positively predict performance. *Proceedings of the National Academy of Sciences*, 115, 9980-9985.

Okonofua, J. A., Paunesku, D., & Walton, G. M. (2016). Brief intervention to encourage empathic discipline cuts suspension rates in half among adolescents. *Proceedings of the National Academy of Sciences*, 113, 5221-5226.

Weekly Challenge 7 - Design your own challenge! (based on all material so far)

Week 10: April 29:

Sana, F., Weston, T., & Cepeda, N. J. (2013). Laptop multitasking hinders classroom learning for both users and nearby peers. *Computers and Education*, 62, 24-31.

Iplikci, A. B., Gunaydin, G., Selcuk, E., Eren, Y., & Krasniqi, L. (2023). Does playing cooperative mobile games facilitate social interaction and positive affect in middle childhood? *International Journal of Human-Computer Interaction*, Online First.

Weekly Challenge 8 - Growth mindset

NICE | Promoting prosocial behavior

Week 11: May 6:

Mousa, S. (2020). Building social cohesion between Christians and Muslims through soccer in post-ISIS Iraq. *Science*, 369, 866-870.

Podcast episode (from NPR podcast, Rough Translation): Hotel Corona.

Small, D. A., Loewenstein, G., & Slovic, P. (2007). Sympathy and callousness: The impact of deliberative thought on donations to identifiable and statistical victims. *Organizational Behavior and Human Decision Processes*, 102, 143-153.

Weekly Challenge 9 - Diversity

Week 12: May 13:

Hsee, C. K., Zhang, J., Lu, Z. Y., & Xu, F. (2013). Unit asking: A method to boost donations and beyond. *Psychological Science*, 24, 1801-1808.

Schultz, P. W., Nolan, J. M., Cialdini, R. B., Goldstein, N. J., & Griskevicius, V. (2007). The constructive, destructive, and reconstructive power of social norms. *Psychological Science*, 18, 429-434.

Business Idea Meetings

Week 13: May 20:

[EXAM 2: May 20, in class]

[Submit presentation slides on SUCourse by 15:00 on May 26]

Week 14: May 27: Business idea presentations

Note: I reserve the right to make changes to the syllabus throughout the semester if needed.