

Instructor: Gül Günaydın, Ph.D.

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Office Hours: Thur 16:40-17:30 via Zoom
(or email for appointment)

TA: Övgün Ses

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Office Hours: Wed 13:40-14:30 via Zoom
(or email for 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, lecture outlines (slides), and assignment guidelines will be posted on the course website on SUCourse. Video lectures will be available via Google Shared Drive. The lecture outlines will be available when each video lecture is posted.

Course requirements:

Lectures. I will videotape lectures and make them available via the course's Google Shared Drive. You will be able to view these lectures throughout the semester (*Please email IT if you have problems accessing video lectures*). I will be lecturing in the videos on either 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 carefully watch video lectures. You will be responsible for material covered in the lectures **and** the assigned readings. Please note that lecture outlines do **not** contain all the details. So reading them is not a substitute for watching video lectures and vice versa!

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 interactive 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. The midterm and final exams will be take-home exams submitted via SUCourse. You may find **post and due dates of exams in the Course Outline**. Further details will be provided before each exam.

Late submission policy: You will **lose 10 points** for each day you fail to submit the exam after the due date.

Interactive 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, you will submit 4 interactive assignments. In each assignment, you'll come up with creative ways of finding solutions to day-to-day

challenges based primarily on research findings featured in readings and lectures. Please see Course Outline below for deadlines.

You will complete interactive assignments in **groups of 6**. You will form the groups by the end of the add-drop period. 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.

Interactive sessions will consist of five major parts (Please see Interactive Session Guidelines on SUCourse for further details):

- 1) Preparation: You will individually prepare for the assignment by reading assigned articles and watching lectures on a regular basis.
- 2) Challenge announcement: Day-to-day challenges that need to be addressed in each assignment will be announced prior to the peer-to-peer session.
- 3) Peer-to-peer (P-to-P) session: You will remotely meet with your group members via Zoom during the scheduled interactive session. You will brainstorm about your solutions to assigned challenges, prepare a draft of the assignment, and note down questions that you have for the Q & A session.
- 4) Q&A session: The week following your P-to-P session, I will be available to meet you via Zoom during the scheduled interactive session. Specifically, I will be available to discuss your ideas about the assignment and answer clarification questions (if any).
- 5) Assignment submission: You will submit the written assignment on SUCourse as a Turnitin Assignment. The assignment should include a **contribution statement** listing contributions of each group member. If your name is not listed in the contribution statement, you will get **no points** for that week's finalized assignment.

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 upload on Google Drive a video of their business idea presentation 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 Sabancı University researchers. By participating in research (*including online surveys*), you can get extra points. For this course, you will be able to earn up to 3 extra points. Six research points (1 research point equals ~30 minutes of research participation) will be converted to 3 bonus points added to your overall total at the end of the semester. More information on the available research projects will be provided during 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: Sabancı University Experiment Credits System (Sona).

Course Assessment

Interactive group assignments: 16% (4% each x 4 assignments)

Midterm exam (individual take-home exam): 30%

Business idea presentation (group take-home exam): 20%

Final exam (individual take-home exam): 34%

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		

Office Hours

During the office hours, I or the TA will start an online session via Zoom, which you will be able to access via weblinks posted on SUCourse (**under Office Hour Zoom Links**).

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 fits our schedule 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.

Academic Honesty

Every student in this course is expected to abide by the Sabancı 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" and "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, please contact me for clarification. Any form of academic dishonesty in this course (e.g. plagiarism, cheating, etc.) will not be tolerated.

Course Outline

INTRODUCTION

Week 1: October 5-12:

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).

HAPPY | Promoting psychological well-being

Week 2: October 12-18:

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: October 13-14]

[Email the TA your group members by October 15]

Week 3: October 19-25:

Gunaydin, G., Oztekin, H., Karabulut, D. H., & Salman-Engin, S. (2020). Minimal social interactions with strangers predict greater subjective well-being. *Journal of Happiness Studies*.

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

Podcast episode (How I Built This): Interview with Wendy Kopp, founder of Teach for America (the episode and its transcript are available on the course website).

Interactive Assignment 1 – P-to-P Session

Week 4: October 26-November 1:

Podcast episode (How I Built This): Interview with Joe Gebbia, co-founder of Airbnb (the episode and its transcript are available on the course website).

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]*

Kahneman, D., Fredrickson, B. L., Schreiber, C. A., & Redelmeier, D. A. (1993). When more pain is preferred to less: Adding a better end. *Psychological Science*, 4, 401-405.

Week 5: November 2-8:

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.

Interactive Assignment 1 – Q&A Session

[Interactive Assignment 1 due via SUCourse by 17:00 on November 8, Sunday]

HEALTHY | Promoting physical well-being

Week 6: November 9-15:

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.

Rozek, C. S., Ramirez, G., Fine, R. D., & Beilock, S. L. (2019). Reducing socioeconomic disparities in the STEM pipeline through student emotion regulation. *Proceedings of the National Academy of Sciences*, 116, 1553-1558.

Interactive Assignment 2 – P-to-P Session

Week 7: November 16-22:

Crum, A. J., & Langer, E. J. (2007). Mind-set matters exercise and the placebo effect. *Psychological Science*, 18, 165-171.

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.

Interactive Assignment 2 – Q&A Session

[Interactive Assignment 2 due via SUCourse by 17:00 on November 22, Sunday]

Week 8: November 23-29: Midterm exam

[MIDTERM: Questions will be posted on SUCourse by 12:00 on November 23; Answers due via the Turnitin Assignment on SUCourse by 17:00 on November 27]

WISE | Promoting effective policies in organizational, educational, and legal settings

Week 9: November 30-December 6:

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.

Yeager, D. S., Hanselman, P., Walton, G. M., Murray, J. S., Crosnoe, R., Muller, C., ... & Paunesku, D. (2019). A national experiment reveals where a growth mindset improves achievement. *Nature*, 1-6.

Week 10: December 7-13:

Kouchaki, M., & Gino, F. (2016). Memories of unethical actions become obfuscated over time. *Proceedings of the National Academy of Sciences*, 113, 6166-6171.

Gino, F., Ayal, S., & Ariely, D. (2013). Self-serving altruism? The lure of unethical actions that benefit others. *Journal of Economic Behavior and Organization*, 93, 285-292.

Interactive Assignment 3 – P-to-P Session

Week 11: December 14-20:

Chabris, C. F., Weinberger, A., Fontaine, M., & Simons, D. J. (2011). You do not talk about Fight Club if you do not notice Fight Club: Inattentional blindness for a simulated real-world assault. *i-Perception*, 2, 150-153.

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.

Interactive Assignment 3 – Q&A Session

[Interactive Assignment 3 due via SUCourse by 17:00 on December 20, Sunday]

NICE | Promoting prosocial behavior

Week 12: December 21-27:

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

Halperin, E., Russell, A. G., Trzesniewski, K. H., Gross, J. J., & Dweck, C. S. (2011). Promoting the Middle East peace process by changing beliefs about group malleability. *Science*, 333, 1767-1769.

Interactive Assignment 4 – P-to-P Session

Week 13: December 28-January 3:

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.

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.

Interactive Assignment 4 – Q&A Session

[Interactive Assignment 4 due via SUCourse by 17:00 on January 3, Sunday]

Week 14: January 4-8:

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.

Johnson, E., & Goldstein, D. (2003). Do defaults save lives? *Science*, 302, 1338-1339.

[BUSINESS IDEA PRESENTATION VIDEOS due by 17:00 on January 11; upload on Google Drive and submit the link on SUCourse]

[FINAL EXAM: Questions will be posted on SUCourse by 12:00 on January 21; Answers due via the Turnitin Assignment on SUCourse by 17:00 on January 25]