



PSYC 341 - Applied Social Psychology
Mondays 8:40-10:30 (FASS G025)
Thursdays 16:40-17:30 (online, synchronous)
Important dates listed in Course Outline on p.4

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Office Hours: by appointment*

TA: Övgün Ses ovgunes@sabanciuniv.edu

Office Hours: Mon 15:40-16:30 (or by appointment)*

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Office Hours: Tue 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, lecture outlines (slides), and assignment guidelines will be posted on the course website on SUCourse. The lecture outlines will be available before each lecture.

Course requirements:

Lectures. I will be lecturing each class on either the readings that were assigned for that day, or on new material, or both. Because I typically will be introducing new material and not simply going over assigned material, 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 following lectures!

Lectures will be held on **Mondays in FASS G025** and will be synchronously broadcast online [via this Zoom link](#). (Meeting ID: 910 3337 3101, Passcode: 053601, the link will only work for sabanciuniv Zoom accounts) Those of you attending lectures physically, keep in mind that you need to wear a mask and maintain social distance. Those of you attending lectures via Zoom, check your cameras and sound system before starting the Zoom session (using headphones is highly recommended!).

Video recordings of lectures will be made available on SUCourse after each lecture for **one week**. So, it is important to attend or watch lectures on a regular basis.

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. 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 lecture on Thursdays will be dedicated to online discussions** (unless otherwise announced 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. We'll complete the discussions via **Gather**—a fun online platform that allows you to interact with your peers using avatars.

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.

Before the online discussion, make sure you find a quiet spot where you have good internet connection and are able to freely interact with your group members. You have to **turn your camera on** for the entire discussion. 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 online 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. You may also lose points for **not actively participating in the group discussion**. (For example, arriving after your group already completed a part of the assignment, leaving while your group members are still working on the assignment, or keeping silent during the entire discussion 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.

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, 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. 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

Weekly challenges: 20% (2% each x 10 assignments)

Exam 1: 30%

Exam 2: 30%

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

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 7 or more of the online discussions** 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 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.

*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 28-March 3:

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: March 7-10:

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

Online discussion 1

[Add-Drop: March 8-9]

[Email the TA your group members by March 9]

Week 3: March 14-17:

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.

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.

Online discussion 2

Week 4: March 21-24:

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]*

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.

Online discussion 3

Week 5: March 28-31:

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.

Online discussion 4

HEALTHY | Promoting physical well-being

Week 6: April 4-7:

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.

Online discussion 5

Week 7: April 11-14:

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.

Online discussion 6

Week 8: April 18-21:

[EXAM 1: April 18, in class]

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

Week 9: April 25-28:

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.

Online discussion 7

Week 10: May 9-12:

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.

Online discussion 8

NICE | Promoting prosocial behavior

Week 11: May 16:

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.

Week 12: May 23-26:

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.

Online discussion 9

Week 13: May 30-June 2:

[EXAM 2: May 30, in class]

Week 14: June 6-9: Meetings for business idea presentations

Online discussion 10

[BUSINESS IDEA PRESENTATION VIDEOS due by 17:00 on June 20; upload on Google Drive and submit the link on SUCourse]

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