



University of
New Haven

Social Psychology

SECTION I: Course Overview

Course Code: PSY331BCN

Subject Area(s): Psychology

Prerequisites: See Below

Language of Instruction: English

Total Contact Hours: 45

Recommended Credits: 3

COURSE DESCRIPTION

This course provides students with an introduction to the psychosocial study of human life and focuses on the central topics of this evolving discipline. To this end, the course explores the main theoretical approaches to the field of social psychology and provides current examples of practice in the field along with a number of practical applications of core concepts covered in class readings and discussions. These include in-class exercises and historical analyses of social and media events. The theoretical exploration, coupled with practical experience, will enable students to assimilate theoretical knowledge and apply it to experiential learning activities related to course concepts and learning objectives.

The core objectives of this course are: to spark awareness of and appreciation for a subject at the crossroads of social interaction and individual identity; to provide an operational framework for using social psychology for generating insights into individual, intergroup and group phenomena and dynamics; to initiate students into the process of questioning and reflecting upon underlying psychosocial forces acting upon everyday life situations; to introduce students to the empirical methods used by social psychologists for extracting hidden meaning from commonplace social situations; and to provide students with conceptual methods and practical tools for managing daily social and psychological dilemmas.

Structured into six distinctive modules covering the main aspects of the discipline of Social Psychology and its application to contemporary phenomena, the course addresses: theoretical approaches and tools; self & identity; social influence; interpersonal relationships & diversity; group behavior; and self-presentation. Within these areas, students will engage in field research on particular topics of interest to them within an intercultural framework.

LEARNING OBJECTIVES

Upon successful completion of this course, you will be able to:

- Describe the key fundamental concepts, theories, and methodological approaches of social psychology.
- Apply critical thinking and analysis of typical, simple, daily social events involving both individuals and groups.

- Identify the link between social psychology and social issues and their manifestations in human behavior.
- Articulate self-awareness of the constituent elements of your particular ‘self’ & one’s cultural and societal identity and position.
- Assess the importance and impact of interpersonal social influence from other people, groups, or individual, and other social influencing factors such as media, (social) networks, products, and branding.

PREREQUISITES

Prior to enrollment, this course requires you to have completed one introductory course in General Psychology or equivalent.

SECTION II: Instructor & Course Details

INSTRUCTOR DETAILS

Name:	TBA
Contact Information:	TBA
Term:	SEMESTER

ATTENDANCE POLICY This class will meet once weekly for 150 minutes each session. All students are expected to arrive on time and be prepared for the day’s class session.

CEA enforces a mandatory attendance policy. You are therefore expected to attend all regularly scheduled class sessions, including any field trips, site visits, guest lectures, etc. that are assigned by the instructor. The table below shows the number of class sessions you may miss before receiving a grade penalty.

For every additional absence beyond the allowed number, your final course grade will drop down to the subsequent letter grade (ex: A+ to A). As a student, you should understand that the grade penalties will apply if you are marked absent due to tardiness or leaving class early. In the table below, you will find the grade penalty associated with each excessive absence up to and including automatic course failure.

CEA does not distinguish between excused and unexcused absences. As such, no documentation is required for missing class. Similarly, excessive absences, and the grade penalty associated with each, will not be excused even if you are able to provide documentation that shows the absence was beyond your control. You should therefore only miss class when truly needed as illness or other unavoidable factors may force you to miss a class session later on in the term.

GRADING & ASSESSMENT

The instructor reserves the right to make changes or modifications to this syllabus as needed

The instructor will assess your progress towards the above-listed learning objectives by using the forms of assessment below. Each of these assessments is weighted and will count towards your final grade. The following section (Assessment Overview) will provide further details for each.

Engagement	10%
Group Assignments	10%
Essays	20%
Research Project	15%
Research Presentation	5%
Midterm Exam	20%
Final Exam	20%

ASSESSMENT OVERVIEW

This section provides a brief description of each form of assessment listed above. Your course instructor will provide further details and instructions during class time.

Engagement (10%): Students are expected to be engaged in class, and to have read the [CEA CAPA Engagement Policy](#) and the [Class Engagement Rubric](#) that outlines how engagement will be graded.

Group Assignments (10%): These will involve reading and text analysis. You will be organized in groups and will have to explain and give feedback in class on particular readings assigned to you, and analyze typical, simple, daily social events involving both individuals and groups in relation to the topic covered in the readings. At times, you will be asked to either comment upon news items or videos provided by the instructor or be required to find media sources and examples (in the form of adverts or news items) related to the contents of the course. An additional explanation on how the example informs the topic of study will also be required, as these examples and readings will be analyzed in the class.

Essays (20%): You will choose between 4 assignments, two of which must be submitted. There will be two papers, in the form of essays (4-6 pgs.) on assigned topics, each weighted 10% of your final grade. These papers are designed to identify links between social psychology and social issues and their manifestations in human behavior and reflect on your particular 'self' and your cultural and societal identity and position. A guide on how to develop an academic essay will be provided at the beginning of the course. One of the papers must be based on the recommended Active Learning activity for this class.

Research Project (15%): Each student or group of students (max. 4) will focus on a topic area of interest and will present a written report which will follow the format of an academic paper. The paper will include theoretical or field-work study along with a brief review of the literature relevant to the topic, a research design and analysis when applicable, and meaningful conclusions. These projects will then be presented to the rest of the class. You are encouraged to use media sources (via internet), interviews, or ethnographic diaries to study topics related to social psychology issues, you can also develop cross cultural projects to deal with differences between host culture and North America approaches related to the content of the course. In the conclusions you will assess the importance and impact of interpersonal social influence from other people, groups, or individual, and other social influencing factors such as media, (social) networks, products, and branding.

The instructor will explain the different methodological choices and suggest relevant readings to guide your research. The research topic and methodology will have to be approved by your instructor. You will submit to the instructor periodic updates on the progress of your research and these will count towards the overall assessment of your work.

In this exercise, your work will be evaluated according to the tenets and principles of scholarly academic research and Standard English usage and expository writing. Therefore, ensure that you are using a recognized

handbook of style, a good dictionary, and that you are guided by the highest principles of academic integrity. The instructor will supply you with additional guidelines and advice on research topics, methods and resources for successfully completing your paper here in a “foreign” country.

General Rules for Papers:

- The required papers can be printed out and sent to the teacher by e-mail. No handwritten papers will be accepted.
- They must be handed in on time. No unjustified delayed paper will be corrected or evaluated.
- Format: Word Document / Paper Size: A4 / Font: Verdana, 10 / 1.5 interline space / Text fully justified.

Research Presentation (5%): Each group will be expected to present their academic findings from their Research Project to the class and answer question related to both methodology used and findings.

Midterm Exam (20%) & Final Exam (20%): The midterm and final exams are designed to establish and communicate to you the progress you are making towards meeting the course learning objectives listed above. They are comprised of questions and exercises that test your abilities in three important areas of competency: the amount of information you master; the accuracy of the information you present; and the significance you ascribe to the facts and ideas you have integrated across your study in this course. These exams will be a mixture short answers and short essay questions that will cover fundamental concepts, theories, and methodological approaches of social psychology. The midterm will cover the first half of the course and the final will be comprehensive, covering the entire course.

ACTIVE LEARNING

Experiential learning is an essential component of education abroad, and participation in field activities is a required part of coursework. In this course, you explore the city in which you are studying using a variety of tools. This provides the opportunity to gain nuance and context on your context and the subject you are studying, as well as to collect information and resources for assigned papers, projects, and presentations.

Guest Lecture:

- Guest lecture on Cultural Social Psychology

REQUIRED READINGS

Reading assignments for this course will come from the required text(s) and/or the selected reading(s) listed below. All required readings—whether assigned from the text or assigned as a selected reading—must be completed according to the due date assigned by the course instructor.

- I. REQUIRED TEXT(S):** You may purchase the required text(s) prior to departure or upon program arrival. The required text(s) are listed below:

Branscombe. N.R. and R.A. Baron, *Social Psychology, International Edition*, 2017. (528 pp)

- II. SELECTED READINGS:** The selected readings for this course are listed below. You will not need to purchase these readings; the instructor will provide these selected readings to you in class (either in paper or electronic format).

Dingfelder, S.F. Nice by nature. Articles 28 pp 184-186 In Lesko, W. A (2012)

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Flora, A. C. (2012) The once-over: Can you trust first impressions?. Article 4; pp. 21-24. In W.A. Lesko (2012) *Reading in Social Psychology: General, Classic, and Contemporary Selections*. (2012) Pearson Education Ltd (book length: 437 pages)

Fraser, C. (2011) Interactions in Groups. In Fraser, C. & Burchell, B. (Chapter 8; pp. 140-161). In C. Fraser and B. Burchell, *Introducing Social Psychology*, London: Polity Press, 2011. (521 pp)

Gilvich, T. Some systematic biases in everyday judgement: Article 7; pp. 37-42. In W.A. Lesko (2012) *Reading in Social Psychology: General, Classic, and Contemporary Selections*. (2012) Pearson Education Ltd (book length: 437 pages)

Hatfield, E. et al. Playing hard to get .Article 23; pp. 146-153 In W.A. Lesko (2012) *Reading in Social Psychology: General, Classic, and Contemporary Selections*. (2012) Pearson Education Ltd (book length: 437 pages)

Herbert, I. The Psychology and Power of false confessions. In Lesko, W. A (2012 Article 40 pp. 276-279).

Hewstone, M. & Martin R. Social Influence (2012) In Hewstone, M., Stroebe, W. & Jonas, K. (eds pp.235-272 Hewstone, M., Stroebe, W. & Jonas K.. *An Introduction to Social Psychology* 2012. (640pp)

Hruschka, D. (2010) *Friendship: Development, Ecology and Evolution of a relationship*. University of California Press, Berkeley Pp. 121-167

Karremans, J.C. & Finkenauer, C. (2012) Affiliation, Attraction and love. In Hewstone, M., Stroebe, W. & Jonas, K. pp. 385 -383

Kelman, H. C. Human use of human subjects: The problem of deception in social psychological research. (Article 2; pp.6-14). In W.A. Lesko (2012) *Reading in Social Psychology: General, Classic, and Contemporary Selections*. (2012) Pearson Education Ltd (book length: 437 pages)

Leary, M. (2010) Affiliation, Acceptance, and Belonging: The pursuit of interpersonal connection pp.864-897. In *The Handbook of Social Psychology*. S.T. Fisk, D.T. Gilbert & G. Lindsey (Eds.) John Wiley & Sons Ltd. New Jersey.

Manstead, SR. & Livingstone, A.G.(2012) Research Methods in Social Psychology. In Hewstone, M., Stroebe, W., Jonas, K. (eds) pp25-54 Hewstone, M., Stroebe, W. & Jonas K. *An Introduction to Social Psychology* 2012. (640pp)

Milgram, S. A behavioural Study of Obedience. Article 26 pp. 168-175 In W.A. Lesko (2012) *Reading in Social Psychology: General, Classic, and Contemporary Selections*. (2012) Pearson Education Ltd (book length: 437 pages)

Patry, M. Attractive but guilty: Deliberation and the physical attractiveness bias. Article 42 pp. 284-287. In W.A. Lesko (2012) *Reading in Social Psychology: General, Classic, and Contemporary Selections*. (2012) Pearson Education Ltd (book length: 437 pages)

Price, M. Changing behaviour by degrees.Article 10; pp. 65-67 In W.A. Lesko (2012) *Reading in Social Psychology: General, Classic, and Contemporary Selections*. (2012) Pearson Education Ltd (book length: 437 pages)

Ross, A. R. (2012) Lessons Learned from a lifetime of applied social psychology research. In Lesko, W. A. (Article 3; pp. 20-30) W.A. Lesko, *Reading in Social Psychology: General, Classic, and Contemporary Selections*. (2012) Pearson Education Ltd (book length: 437 pages)

Sigall, H. & Ostuve, N. Beautiful but dangerous. Article 41 pp. 280-283. In W.A. Lesko (2012) *Reading in Social Psychology: General, Classic, and Contemporary Selections*. (2012) Pearson Education Ltd (book length: 437 pages)

Smith, P.B. et al. (2013) Why does social psychology need a cross cultural perspective pp 1-20. In Smith, P.B., Fischer, R., Vignoles, V.L. & Bond, M.H. (2013), *Understanding Social Psychology across Cultures: Engaging with others in a social world.*, 2013 Sage Publications Ltd.

---. (2013) Clarifying the way forward with culture pp 21-50. In Smith, P.B., Fischer, R., Vignoles, V.L. & Bond, M.H. (2013), *Understanding Social Psychology across Cultures: Engaging with others in a social world.*, 2013 Sage Publications Ltd.

Snyder, M. The many me's of the self-monitor. In Lesko, W. A. Article 13; pp. 84-89 In W.A. Lesko (2012) *Reading in Social Psychology: General, Classic, and Contemporary Selections.* (2012) Pearson Education Ltd (book length: 437 pages)

Toma, C.L., Hancock, J. & Ellison, N. (2008) Separating fact from fiction: An examination of deceptive self presentation in online dating profiles. *Personality and Social Psychology Journal.* Vol 34 no. 8 1023-1036

Zelenski, J.M. & Nisbet, E.K. (2014) Vol 46(1) Happiness and feeling connected: The distinct role of nature relatedness. (pp.3-23)

Zimbardo, P. Revisiting the Stanford Prison Experiment. Article 25 pp. 164-167. In W.A. Lesko (2012) *Reading in Social Psychology: General, Classic, and Contemporary Selections.* (2012) Pearson Education Ltd (book length: 437 pages)

RECOMMENDED READINGS

The recommended reading(s) and/or text(s) for this course are below. These recommended readings are not mandatory, but they will assist you with research and understanding course content.

S.T. Fisk, D.T. Gilbert & G. Lindsey (Eds.) *The Handbook of Social Psychology.* John Wiley & Sons Ltd. New Jersey, 2010, pp.1464.

Relevant chapters include:

- Chapter 3: Reis H.T & Gosling, H. Social Psychology methods outside the laboratory pp 82-114
- Chapter 10: Attitudes Banaji, M.R. & Heiphetz pp 353- 393
- Chapter 13 Non verbal Behaviour Ambady, N. & Weisbuch 464-589
- Chapter 25: Clark, M. & Lemay, E.P. Close Relationships pp 898-940
- Chapter 28: Iyzerbyt, V. & Demoulin, S. Intergroup Relations pp 1024-1083

Aydinli, A., Bender, M. & Chasiotis, A. (2013). Helping and Volunteering across Cultures: Determinants of Prosocial Behavior. *Online Readings in Psychology and Culture*, 5(3). <http://dx.doi.org/10.9707/2307-0919.1118>

Burchell, B. (2012) Research Methods. In Fraser, C. & Burchell, B. (Chapter 19; pp. 383-402) In C. Fraser and B. Burchell, *Introducing Social Psychology*, London: Polity Press, 2011. (521 pp)

Crisp, R.J. & Turner, R (2014) Leadership. In *Essential Social Psychology* New Delhi Sage Publications Ltd. (568 pp)

Datu, J. D. (2014). Why Power does not Guarantee Happiness across Cultures. *Online Readings in Psychology and Culture*, 5(3). <http://dx.doi.org/10.9707/2307-0919.1131>

Good, D. (2011) Language and Communication. In Fraser, C. & Burchell, B. (Chapter 5; pp. 76-93 In C. Fraser and B. Burchell, *Introducing Social Psychology*, London: Polity Press, 2011. (521 pp)

Good, D. (2012) Personality & the Self. In Fraser, C. & Burchell, B. (Chapter 2; pp. 9-33) In C. Fraser and B. Burchell, *Introducing Social Psychology*, London: Polity Press, 2011. (521 pp)

Levy, S. R., West, T. & Rosenthal, L. (2012). The Contributing Role of Prevalent Belief Systems to Intergroup Attitudes and Behaviors. *Online Readings in Psychology and Culture*, 5(1). <http://dx.doi.org/10.9707/2307-0919.1044>

Lustig, M.W. & Koester, J. (2012) *Non verbal intercultural communication. Intercultural Competence: Interpersonal Communication across cultures*. Peachpit Press (Chapter 8; pp 179-204)

Lesko W.A (2012). *Reading in Social Psychology: General, Classic, and Contemporary Selections*. Pearson Education Ltd (book length: 437 pages)

Liu, J. H. (2012). A Cultural Perspective on Intergroup Relations and Social Identity. *Online Readings in Psychology and Culture*, 5(3). <http://dx.doi.org/10.9707/2307-0919.1119>

Karandashev, V. (2015) A Cultural Perspective on Human Love. *Online Readings in Psychology and Culture*, 5(4) <http://dx.doi.org/10.9707/2307-0919.1135>

Khan, S. R., Benda, T. & Stagnaro, M. N. (2012). Stereotyping From the Perspective of Perceivers and Targets. *Online Readings in Psychology and Culture*, 5(1). <http://dx.doi.org/10.9707/2307-0919.1043>

Smith, P.B. et al. (2013) Self and Identity Process pp. 156-189. In Smith, P.B., Fischer, R., Vignoles, V.L. & Bond, M.H. (2013), *Understanding Social Psychology across Cultures: Engaging with others in a social world*. 2013 Sage Publications Ltd.

---. (2013) Interpersonal Behaviour.. pp 214-225 In Smith, P.B., Fischer, R., Vignoles, V.L. & Bond, M.H. (2013), *Understanding Social Psychology across Cultures: Engaging with others in a social world*, 2013 Sage Publications Ltd.

Swan, W.B & Bosson, J.K. (2010) Self & Identity. pp.589 – 628. In *The Handbook of Social Psychology*. S.T. Fisk, D.T. Gilbert & G. Lindsey (Eds.) John Wiley & Sons Ltd. New Jersey.

RECOMMENDED FILMS

- The Stanford Experiment (2015)
- The Happy Movie (2011)
- The Wave (2008)

KEY RESOURCES

In order to ensure your success abroad, CEA CAPA has provided the academic resources listed below.

- **UNH Online Library:** As a CEA CAPA student, you will be given access to the online library of the University of New Haven (UNH). You may access the UNH online library [here](#). You must comply with [UNH Policies](#) regarding library usage.
- **CEA CAPA Online Classroom – Canvas:** Canvas is the official LMS of CEA CAPA. Students should check Canvas regularly for updates and deadlines about course material. Canvas is also the primary platform for contacting your instructor in case of questions or concerns about the course.

COURSE CALENDAR
Social Psychology

SESSION	TOPICS	ACTIVITY	READINGS & ASSIGNMENTS
1	<p style="text-align: center;">Course Introduction: Review Syllabus & Classroom Policies</p>	<p style="text-align: center;">Course Overview Lecture & Discussion</p>	Ensure textbook purchase
MODULE I: INTRODUCTION TO SOCIAL PSYCHOLOGY			
2	<p style="text-align: center;">What is Social Psychology? Scope & Development of Social Psychology What is Cultural Social Psychology?</p> <p style="text-align: center;">Research in Social Psychology: Investigating People & Investigating Society</p>	<p style="text-align: center;">Lecture & Discussion</p> <p style="text-align: center;">In class activity: Problem Solving Activity Research Analysis</p>	<p>Readings:</p> <ul style="list-style-type: none"> • Branscombe & Baron: “Social Psychology: The Science of the Social Side of Life”. Chapter 1; pp 20-37 • Smith et al.: “Why does social psychology need a cross cultural perspective”, pp 1-20. • Smith et al. “Clarifying the way forward with culture”, pp. 21-50. • Ross: “Lessons Learned from a lifetime of applied social psychology research”. Article 3; pp. 20-30. • Kelman: “Human use of human subjects: The problem of deception in social psychological research”. Article 2; pp.6-14. • Manstead & Livingstone. “Research Methods in Social Psychology”, pp 25-54.
3	<p style="text-align: center;">What is Social Psychology? Prosocial Behavior</p> <p style="text-align: center;">Guest Speaker: Cultural Social Psychology</p>	<p style="text-align: center;">Lecture & Discussion</p> <p style="text-align: center;">Guest Lecture & Interactive Question & Answer Session</p>	<p>Readings:</p> <ul style="list-style-type: none"> • Branscombe & Baron: “Prosocial Behaviour”, pp. 311-338. • Dingfelder: “Nice by nature”. Article 28, pp. 184-186. <p>Students will be assigned material appropriate to the content of lecture proposed by the Guest speaker to provoke discussion.</p>

			A list of questions to be submitted to Moodle prior to session.
MODULE II: SELF & IDENTITY			
4	Impression Management	Lecture & Discussion	Readings: <ul style="list-style-type: none"> • Snyder: “The many me’s of the self-monitor”. Article 13; pp. 84-89. • Flora: “The once-over: Can you trust first impressions?” Article 4; pp. 21-24. • Branscombe & Baron: “Social Cognition: Thinking about the Social World”. Chapter 2; pp. 54-87.
5	Social Cognition Social Identity	Lecture & Discussion	Readings: <ul style="list-style-type: none"> • Gilvich: “Some systematic biases in everyday judgement”. Article 7; pp. 37-42. • Branscombe & Baron: “Social Perception: Perceiving and understanding others”. Chapter 3; pp. 89-120. • Branscombe & Baron: “The Self: Answering the question: Who am I?” pp. 123-154.
MODULE III: SOCIAL INFLUENCE			
6	Happiness	Lecture & Discussion Documentary	Readings: <ul style="list-style-type: none"> • Branscombe & Baron. “A guide to dealing with adversity and achieving a happy life”, pp.414-451. • Zelenski & Nisbet: “Happiness and feeling connected: The distinct role of nature relatedness”, pp.3-23. Films:

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			<ul style="list-style-type: none"> The Happy Movie **Submit Essay I
7	Social Attitudes & Behavior Midterm Review	Lecture & Discussion Student-Led Review of Material	Readings: <ul style="list-style-type: none"> Branscombe & Baron: “Attitudes: Evaluating and responding to the Social World”. Chapter 5; pp. 161-193. Price: “Changing behaviour by degrees”. Article 10; pp. 65-67. Review all Class Readings & Course Materials
8	MIDTERM EXAM		
9	Majority Influence Minority Influence	Lecture & Discussion Documentary	Readings: <ul style="list-style-type: none"> Branscombe & Baron: “Social Influence: Changing Others' Behavior”. Chapter 8; pp. 275-309. Milgram: “A Behavioral Study of Obedience”. Article 26 pp., 168-175. Hewstone & Martin: “Social Influence” pp. 235-272 Zimbardo. “Revisiting the Stanford Prison Experiment”. Article 25, pp. 164-167. Films: <ul style="list-style-type: none"> The Standford Experiment (2015)
10	Individual Feedback Tutorials	Professor will meet with each student on an individual basis and provide feedback on performance to date and guidance on succeeding	Students should: <ul style="list-style-type: none"> Reflect on their performance to date.

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		in the course	<ul style="list-style-type: none"> - Come prepared with relevant written questions on how to improve or maintain their performance and grade (guidelines will be provided). - Be prepared to present their ideas for the final paper (guidelines provided)
MODULE IV: INTERPERSONAL RELATIONSHIPS & DIVERSITY			
11	<p>Relationships & Sources of Diversity: Gender Diversity & Cultural Diversity</p> <p>Romance & Attraction</p> <p>Friendship & Social Networking</p>	<p>Lecture & Discussion</p> <p>In class exercise: Personalized Networks</p>	<p>Readings:</p> <ul style="list-style-type: none"> • Leary: “Affiliation, Acceptance, and Belonging: The pursuit of interpersonal connection”, pp.864-897. • Karremans & Finkenauer: “Affiliation, Attraction and love”, pp. 385 -383. • Branscombe & Baron. “Liking, Love and other close relationships”. Chapter 7; pp. 238-274. • Hatfield, E. et al. “Playing hard to get”. Article 23; pp. 146-153. • Hruschka: <i>Friendship: Development, Ecology and Evolution of a relationship</i>, pp. 105 – 120; 121-167. <p>**Submit Essay 2</p>
MODULE V: GROUP BEHAVIOR			
12	Group Mind & the Crowd	<p>Lecture & Discussion</p> <p>Documentary</p>	<p>Readings:</p> <ul style="list-style-type: none"> • Branscombe & Baron: “Groups and Individuals: The Consequences of Belonging”, pp.374-412. • Fraser: “Interactions in Groups”. Chapter 8; pp. 140-161. <p>Films:</p> <ul style="list-style-type: none"> • The Wave

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			**Submit Research Project Draft
MODULE VI: SELF PRESENTATION			
13	Deception & Self-Presentation in Communication Social Psychology Course Review	Lecture & Discussion Course Review Q & A	Readings: <ul style="list-style-type: none"> • Herbert: “The Psychology and Power of false confessions”. Article 40, pp. 276-279. • Sigall & Ostuve: “Beautiful but dangerous”. Article 41, pp. 280-283. • Patry: “Attractive but guilty: Deliberation and the physical attractiveness bias”. Article 42, pp. 284-287. • Toma, Hancock & Ellison: “Separating fact from fiction: An examination of deceptive self-presentation in online dating profiles”, pp. 1023-1036. **Submit Research Project
14	Research Project Presentations	Research Project Presentations	Prepare presentation
15	Review for the Final Exam	Bring questions for our in-class review	Reading: Review all readings Assignments: Review all notes and assignments
FINAL EXAM			

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SECTION III: CEA CAPA Academic Policies and Standards

ACADEMIC POLICIES

Students are expected to review and understand all CEA CAPA student policies, including our [Academic Policies](#) and [Engagement Policy](#). CEA CAPA reserves the right to change, update, revise, or amend existing policies and/or procedures at any time. Additional requirements that may be associated with a specific course or program are addressed in the term syllabus.

STUDENT LEARNING & DEVELOPMENT OBJECTIVES

CEA CAPA has identified [Student Learning and Development Objectives \(SLDOs\)](#) for all programs in all locations: content in context, navigating differences, power and equity, critical thinking and intellectual curiosity, career and professional development, and sustainability and migration.

These are meta-level learning objectives that transcend coursework and are infused across all elements of program delivery. beyond specifics of course offerings, that address student learning holistically and frame a larger learning context.