

# FUNDAMENTALS OF HUMAN BEHAVIOR

**Bachelor in Data and Business Analytics BDBA SEP-2023  
FHB-DBA.1.M.A**

Area Human Resources and Organisational Behaviour

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Academic year: 23-24

Degree course: FIRST

Number of credits: 6.0

Semester: 1º

Category: BASIC

Language: English

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## **DAVID SANTOS VELASCO**

David Santos holds a Ph.D. in Psychology and a Master's Degree in Statistics from the Universidad Autónoma de Madrid (Spain).

He has performed research stays at Ohio State University, working under the supervision of Richard Petty, and in the Graduate School of Business at Stanford University.

His research interests focus on cognitive and metacognitive processes of attitude change.

He has published in prestigious journals such as Personality and Social Psychology Bulletin, Aggressive Behavior, Journal of the Association for Consumer Research, Journal of Sports Sciences, Social Influence, Evaluation Review, and Quality of Life Research, among others.

Besides his academic career, he is an external consultant for the NGO Intermedia Social Innovation, providing his expertise in data analysis and social behavior.

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## **SUBJECT DESCRIPTION**

How does the social sciences help us understand the thoughts, feelings, and behaviors we see and experience in everyday life? What are the basic principles that sustain human behavior? What are the main disciplines within social? What are the different questions each discipline seeks to answer?

This course will serve as an introduction to the study of human behavior and its many different areas and applications. You will learn about the central methods, findings, and unanswered questions of these areas, as well as how to interpret and critically evaluate research findings. The course, overall, will attempt to foster interest in behavior as well as scientific curiosity in an engaging, supportive, and intellectually stimulating environment.

## LEARNING OBJECTIVES

The goal of this course is to provide broad coverage of the setting for contemporary issues and topics in the field of human behavior by providing an overview of past and current theory and research related to basic processes at different level of analysis (e.g., individual, social, cultural, etc.). You will gain expert knowledge about human behavior and experience in research methodology by reading about and by participating in a number of classic research studies.

By the end of this course:

- Students will be familiar with the considerable body of information about the principles of human behavior, its methodologies, contributors, and terminology.
- Students will be familiar with the different topics that social sciences covers regarding human behavior.
- Students will be able to understand how psychological processes are at play in many different domains of everyday life.
- Students will understand the basic concepts of the scientific method and how it is used to examine psychological processes.
- Students will learn data analysis techniques commonly used to study human behavior

## TEACHING METHODOLOGY

IE University teaching method is defined by its collaborative, active, and applied nature. Students actively participate in the whole process to build their knowledge and sharpen their skills. Professor's main role is to lead and guide students to achieve the learning objectives of the course. This is done by engaging in a diverse range of teaching techniques and different types of learning activities such as the following:

Learning Activity	Weighting	Estimated time a student should dedicate to prepare for and participate in
Lectures	20.0 %	30.0 hours
Discussions	10.0 %	15.0 hours
Exercises in class, Asynchronous sessions, Field Work	10.0 %	15.0 hours
Group work	10.0 %	15.0 hours
Individual studying	50.0 %	75.0 hours
TOTAL	100.0 %	150.0 hours

## PROGRAM

### CONTENT

This course will be looking at the factors that consciously or sub-consciously impact the decisions and responses that are made by humans. Basic theories on learning, memory, personality, motivation, risk taking and decision making will be covered but the emphasis will be in seeing how these theories work out in the real world, especially regarding data analysis.

The goal of this course is to provide broad coverage of the setting for contemporary issues and topics in the field of human behavior by providing an overview of past and current theory and research related to basic processes at different level of analysis (e.g., individual, social, cultural, etc.). You will gain expert knowledge about human behavior and experience in research methodology by reading about and by participating in a number of classic research studies. Especial emphasis will be exerted on the relationship between human behavior and data.

**Disclaimer:** The following description of the material covered is tentative. An attempt will be made to cover all listed topics. However; the pace in the classes will depend on the group performance.

### SESSION 1 (LIVE IN-PERSON)

SESSION 1: Introduction I - SYNCHRONOUS

- Course overview
- Which social sciences study human behavior?
- What are the main disciplines of psychology and other social sciences?
- What are the main topics within each discipline of psychology and other social sciences?
- What are the main methods for studying human behavior?

Activities: Lecture. Discussion. Group work.

Related readings:

*Book Chapters: Ross, L., & Nisbett, R. (1999). The person and the situation. Chapter 1: Introduction (CED)*

### SESSION 2 (LIVE IN-PERSON)

SESSION 2: Introduction II - SYNCHRONOUS

- The tripod of human behavior: situationism, construal, and tension systems

Activities: Lecture. Discussion. Quiz.

Related readings:

*Book Chapters: Ross, L., & Nisbett, R. (1999). The person and the situation. Chapter 1: Introduction (CED)*

### SESSION 3 (LIVE IN-PERSON)

SESSION 3: Basics of cognitive psychology - SYNCHRONOUS

- Abstract vs. Concrete Thinking: Construal Level Theory
- Cultural and Individual Differences in Thinking Styles: Holistic vs. Analytic Modes of Thinking

Activities: Q/A about Construal Level Theory and Holistic Theory

SESSION 3: Basics of cognitive psychology - SYNCHRONOUS

-Memory

-Perception

Activities: Videolecture about memory and perception with Q/A

## **SESSION 4 (LIVE IN-PERSON)**

SESSION 4: Basics of cognitive psychology - SYNCHRONOUS

-Thinking and their limits

-Cognitive biases and heuristics

Activities: Lecture. Activity about heuristics

Related readings:

*Article: Dunning, D., Johnson, K., Ehrlinger, J., & Kruger, J. (2003). Why people fail to recognize their own incompetence. (Current Directions in Psychological Science, 12(3), 83-87) (CED)*

*Article: Gascó, M., Briñol, P., Santos, D., Petty, R. E., & Horcajo, J. (2018). Where did this thought come from? A self-validation analysis of the perceived origin of thoughts. (Personality and Social Psychology Bulletin, 44(11), 1615-1628) (CED)*

## **SESSION 5 (LIVE IN-PERSON)**

SESSION 5: Basics of emotions and affective psychology - SYNCHRONOUS

-What are emotions?

-Thinking versus feeling (System 1 vs. System 2)

Activities: Lecture. Debate ("are emotions universal?").

Related readings:

*Article: Ekman, P. (1992). Facial expressions of emotion: New findings, new questions. (Psychological Science, 3, 34-38) (CED)*

## **SESSION 6 (LIVE IN-PERSON)**

SESSION 6: Basics of emotions and affective psychology - SYNCHRONOUS

-Emotion and Cognition: How our emotions affect our processing and metacognitions

Activities: Forum about basic emotions. Quiz (Kahoot).

SESSION 6: Basics of emotions and affective psychology - SYNCHRONOUS

-Measuring emotions

-Emotional regulation

Activities: Forum about basic emotions. Quiz (Kahoot).

## **SESSION 7 (LIVE IN-PERSON)**

SESSION 7: Basics of Motivation - SYNCHRONOUS

-Cognitive Dissonance Theory

- Goal processes theories: goal commitment, goal attainment, and goal maintenance.
- Overjustification Theory: Undermining intrinsic motivation by providing extrinsic rewards.

Activities: Lecture. Discussing the role of money to motivate people in today's societies and statistical models to predict the impact of money.

#### SESSIONS 7: Basics of learning psychology - SYNCHRONOUS

- How do we learn?
  - Classical conditioning and Operant conditioning
- Activities: Lecture. Activity about operant conditioning (matching activity)

### SESSION 8 (LIVE IN-PERSON)

#### SESSION 8: Basics of learning psychology - SYNCHRONOUS

- How do we learn?
  - Pre-associative processes: Habituation
  - Associative learning processes: Classical conditioning and Operant conditioning
  - Mere exposure and subliminal psychology
- Activities: Lecture. Activity about operant conditioning (matching activity)

Related readings:

#### SESSION 8: Basics of learning psychology - SYNCHRONOUS

- Habit hacking
  - Mere exposure and subliminal psychology
- Activities: Lecture. Readings and Q/A on Campus

Related readings:

Article: Mazar, N., & Zhong, C. B. (2010). Do green products make us better people?. (*Psychological Science*, 21(4), 494-498) (CED)

Article: Zajonc, R. B. (2001). Mere exposure: A gateway to the subliminal. (*Current Directions in Psychological Science*, 10(6), 224-228) (CED)

### SESSION 9 (LIVE IN-PERSON)

#### SESSION 9: Basics of personality & individual differences - SYNCHRONOUS

- What is a personality trait?
  - How do we measure personality?
- Activities: Personality test taking and response analysis (profiling from a standardized form).

Related readings:

Article: Varnum, M. E., Grossmann, I., Kitayama, S., & Nisbett, R. E. (2010). The origin of cultural differences in cognition: The social orientation hypothesis. (*Current Directions in Psychological Science*, 19(1), 9-13) (CED)

## **SESSION 10 (LIVE IN-PERSON)**

SESSION 10: Basics of personality & individual differences - SYNCHRONOUS

-Intelligence and individual differences

-New techniques in personality

Activities: Lecture. Discussion.

## **SESSION 11 (LIVE IN-PERSON)**

SESSION 11: Basics of personality & individual differences - SYNCHRONOUS

-Psych and lavaan packages in R: Testing personality structure

Activities: Lecture. Using lavaan package in R (labs).

## **SESSION 12 (LIVE IN-PERSON)**

SESSION 12: Oral presentations for Group Assignment 1

Activities: Oral presentation.

## **SESSION 13 (LIVE IN-PERSON)**

SESSION 13: Midterm Exam - SYNCHRONOUS

SESSION 13 - SYNCHRONOUS

-Motivation II: Undermining intrinsic motivation by providing extrinsic rewards.

Activities: Lecture. Discussing the role of money to motivate people in today's societies and statistical models to predict the impact of money.

## **SESSION 14 (LIVE IN-PERSON)**

SESSION 14: Midterm Exam - SYNCHRONOUS

## **SESSION 15 (LIVE IN-PERSON)**

SESSION 15: Basics of Social Psychology - SYNCHRONOUS

-How behavior is shaped by social norms?

Activities: Debate ("are norms always beneficial?").

## **SESSION 16 (LIVE IN-PERSON)**

SESSION 16: Basics of Social Psychology - SYNCHRONOUS

-Conformity and obedience to authority

Activities: Lecture. Quiz. Experiment.

Related readings:

*Article: Cialdini, R. B. (2003). Crafting normative messages to protect the environment. (Current Directions in Psychological Science, 12(4), 105-109) (CED)*

## **SESSION 17 (LIVE IN-PERSON)**

SESSION 17: Basics of Social Psychology - SYNCHRONOUS

-Prejudice, Stereotypes and Aggression

Activities: Lecture. Quiz about "prejudice, stereotypes and aggression" (kahoot type)

Related readings:

*Article: Santos, D., Briñol, P., Petty, R. E., Gandarillas, B., & Mateos, R. (2019). Trait aggressiveness predicting aggressive behavior: The moderating role of meta-cognitive certainty. (Aggressive Behavior, 45, 255-264) (CED)*

## **SESSION 18 (LIVE IN-PERSON)**

SESSION 18: Basics of Social Psychology - SYNCHRONOUS

-Attraction, Empathy and Helping behaviors

Activities: Lecture. Quiz. Experiment.

## **SESSION 19 (LIVE IN-PERSON)**

SESSION 19: Basics of Social Psychology - SYNCHRONOUS

-The Self and Social Identities

Activities: Lecture. Debate about readings.

Related readings:

*Article: Harmon-Jones, E., Harmon-Jones, C., & Levy, N. (2015). An action-based model of cognitive dissonance processes. (Current Directions in Psychological Science, 24(3), 184-189) (CED)*

*Article: Rucker, D. D., Preacher, K. J., Tormala, Z. L., & Petty, R. E. (2011). Mediation analysis in social psychology: Current practices and new recommendations. (Social and Personality Psychology Compass, 5(6), 359-371) (CED)*

## **SESSION 20 (LIVE IN-PERSON)**

SESSION 20: Basics of Social Psychology - SYNCHRONOUS

-Testing psychological processes: Mediation analysis using Bootstrapping techniques

Activities: Using PROCESS in SPSS (labs).

## **SESSION 21 (LIVE IN-PERSON)**

SESSION 21: Basics of group psychology - SYNCHRONOUS

-Group processes and dynamics (anonymity, deindividuation, etc.)

-Groupthink and group decision-making

Activities: Lecture. TED talk video.

Related readings:

*Article: Capturing the Impact of Membership Turnover in Small Groups via Latent Class Growth Analysis: Modeling the Rise of the New York Knicks of the 1960s and 1970s (Group Dynamics: Theory, Research, and Practice, 2009, Vol. 13, No. 2, 120–132) (CED)*

## **SESSION 22 (LIVE IN-PERSON)**

SESSION 22: Basics of group psychology - SYNCHRONOUS

-Conflict and Negotiation

-Leadership

-Testing group dynamics using Latent Curve Growth Models in R

Activities: Lecture. Know-how in R.

**SESSION 23 (LIVE IN-PERSON)**

SESSION 23: Cool topics and new developments - SYNCHRONOUS

-Data analysis techniques for studying human behavior

-Fake news and media credibility

Activities: Lecture.

**SESSION 24 (LIVE IN-PERSON)**

SESSION 24: Cool topics and new developments - SYNCHRONOUS

-Violent videogames and aggressiveness

Activities: Lecture. Debate "Are videogames harmful?" (debate supported by meta-analysis suggesting one side and the other (readings: Ferguson MA and Bushman MA))

Related readings:

*Article: Violent video game effects on aggression, empathy, and prosocial behavior in eastern and western countries: A meta-analytic review. (Psychological Bulletin, 2010, Vol. 136, No. 2, 151–173) (CED)*

*Article: Do Angry Birds make for angry children? A meta-analysis of video game influences on children's and adolescents' aggression, mental health, prosocial behavior, and academic performance. (Perspectives on Psychological Science, 2015, Vol. 10(5) 646–666) (CED)*

**SESSION 25 (LIVE IN-PERSON)**

SESSION 25: Cool topics and new developments - SYNCHRONOUS

-New social identities (treckies, foodies, millennials...)

Activities: Online activity.

**SESSION 26 (LIVE IN-PERSON)**

SESSION 26: Cool topics and new developments - SYNCHRONOUS

-Irrationality in the digital era

Activities: Lecture. In-class activity.

Related readings:

*Book Chapters: Ariely, D. (2008). Predictably irrational. New York, NY: Harper Audio.*

**SESSION 27 (LIVE IN-PERSON)**

SESSION 27: Project 2 - ASYNCHRONOUS

- Video deliverable about the second project

**SESSION 28 (LIVE IN-PERSON)**



SESSION 28: Exam review - ASYNCHRONOUS

- Final exam review

## **SESSION 29 (LIVE IN-PERSON)**

SESSIONS 29-30: Final Exam - SYNCHRONOUS

## **SESSION 30 (LIVE IN-PERSON)**

SESSIONS 29-30: Final Exam - SYNCHRONOUS

## **EVALUATION CRITERIA**

At the end of the semester you will be assigned a grade based on demonstration of your knowledge in:

- (a) two group assignments
- (b) two exams (midterm and final)
- (c) participation.

As can be seen in the next section is not so important the final exam but the different assignments, projects and class participation. Therefore, it is important that the student complete all the exercises and show an active participation.

<b>criteria</b>	<b>percentage</b>	<b>Learning Objectives</b>	<b>Comments</b>
Midterm Exam	25 %		
Final Exam	25 %		
Research Project 1	20 %		
Research Project 2	20 %		
Class Participation	10 %		

## **RE-SIT / RE-TAKE POLICY**

Midterm and final exams: The exams include 30 multiple-choice questions. Exams are based on class lectures, videos, class exercises, textbook contents and assigned readings. The midterm exam date is tentative and will be communicated to students two weeks ahead. The final exam date **CANNOT BE CHANGED** under any circumstances.

Projects: the student will have to complete two projects. The first project will be completed in small groups and will be exposed in class with a power point presentation. After the presentation, each group will have to deliver a report following APA guidelines (i.e., title, abstract, introduction, methods, sample and design, procedure, materials, results, discussion, references, and appendix).

The second project will be completed in small groups and will consist in a video. A further description of the projects will be provided the first day of class. The first research project will involve designing a correlational research for studying one aspect of personality and behavior. The second project will involve designing an experimental research for studying one aspect of social behavior.

NOTE: Late assignments will be penalized 10% off per day beginning with the day they are due (immediately after the class time).

Participation: active participation is important to acquire knowledge. The participation will be graded based on the thoughtful completion of weekly exercises and active participation in class (asking questions, talking in group discussions, etc.). Laptops are allowed in class.

In order to pass the course you need a grade of 5 (out of 10) taking into account all the evaluation criteria. In extraordinary cases, the specific percentages assigned to each criteria can be modified to adapt to course and students needs and necessities.

Minimum passing grade

To ensure quality, we will set a minimum passing grade in all **final exams (3.5)**. If your score is lower than this minimum you will have to go to June retake, irrespective of your overall course grade. Also keep in mind that the overall passing course grade is 5.0.

- All the presentations/videos/exams will be submitted via Turnitin on Campus Online. No other option will be accepted.

## **BEHAVIOR RULES**

Please, check the University's Code of Conduct [here](#). The Program Director may provide further indications.

## **ATTENDANCE POLICY**

Please, check the University's Attendance Policy [here](#). The Program Director may provide further indications.

## **ETHICAL POLICY**

Please, check the University's Ethics Code [here](#). The Program Director may provide further indications.

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