

FUNDAMENTALS OF HUMAN BEHAVIOR

IE University

Professor: **DAVID SANTOS VELASCO**

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Academic year: 22-23

Degree course: FIRST

Semester: 1^o

Category: BASIC

Number of credits: 6.0

Language: English

PREREQUISITES

None

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.

OBJECTIVES AND SKILLS

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

METHODOLOGY

The course will be divided into 30 sessions. Each session will consist either of synchronous or asynchronous interaction and will have a theoretical and practical component. Students are expected to apply what they are learning not only to their group projects but also to the broader real-world context.

At the close of the semester, you will be assigned a grade based on demonstration of your knowledge on weekly quizzes, exams, projects, and participation. Class content includes power point presentations, videos, textbook readings and assigned articles. Please see your class schedule for all due dates.

| Teaching methodology | Weighting | Estimated time a student should dedicate to prepare for and participate in |
|---------------------------|-----------|--|
| Lectures | 20.0 % | 30 hours |
| Discussions | 10.0 % | 15 hours |
| Exercises | 10.0 % | 15 hours |
| Group work | 10.0 % | 15 hours |
| Other individual studying | 50.0 % | 75 hours |
| TOTAL | 100.0 % | 150 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 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 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.

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:

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 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 (American Psychological Association) (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: Lecutre.

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, 136, 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, 10, 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. (IE Library)

SESSION 27 (ASYNCHRONOUS)

SESSION 27: Project 2 - ASYNCHRONOUS

-Video deliverable about the second project

SESSION 28 (ASYNCHRONOUS)

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.

| Criteria | Percentage | Comments |
|---------------------|------------|----------|
| Midterm Exam | 30 % | |
| Final Exam | 30 % | |
| Research Project 1 | 10 % | |
| Research Project 2 | 20 % | |
| Class Participation | 10 % | |

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.

PROFESSOR BIO

Professor: **DAVID SANTOS VELASCO**

E-mail: dsantosv@faculty.ie.edu

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.

For more information, you can visit his website: www.davidsantosphd.com.

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OTHER INFORMATION

RE-SIT / RE-TAKE POLICY

Each student has four (4) chances to pass any given course distributed over two (2) consecutive academic years. Each academic year consists of two calls: one (1) ordinary call (during the semester when the course is taking place); and one (1) extraordinary call (or "re-sit") in June/July.

Students who do not comply with the 70% attendance requirement in each subject during the semester will automatically fail both calls (ordinary and extraordinary) for that Academic Year and have to re-take the course (i.e., re-enroll) during the next Academic Year.

The Extraordinary Call Evaluation criteria will be subject to the following rules:

Ø Students failing the course in the ordinary call (during the semester) will have to re-sit evaluation for the course in June / July (except those students who do not comply with the attendance rule, and therefore will not have that opportunity, since they will fail both calls and must directly re-enroll in the course during the next Academic Year).

Ø It is not permitted to change the format nor the date of the extraordinary call exams or deadlines under any circumstance. All extraordinary call evaluation dates will be announced in advance and must be taken into consideration before planning the summer (e.g. internships, trips, holidays, etc.)

Ø The June/July re-sit will consist of a comprehensive evaluation of the course. Your final grade for the course will depend on the performance in this exam or evaluation only. I.e., continuous evaluation over the semester (e.g. participation, quizzes, projects and/or other grade components over the semester) will not be taken into consideration on the extraordinary call. Students will have to achieve the minimum passing grade of 5 and the maximum grade will be capped at 8.0 (out of 10.0) – i.e., "notable" in the extraordinary call.

Ø Re-takers: Students who failed the subject on a previous Academic Year and are now re-enrolled as re-takers in a course will need to check the syllabus of the assigned professor, as well as contact the professor individually, regarding the specific evaluation criteria for them as re-takers in the course during that semester (ordinary call of that Academic Year). The maximum grade that may be obtained as a retaker during the ordinary call (i.e., the 3rd call) is 10.0 (out of 10.0).

After exams and other assessments are graded by the professor (on either the ordinary or extraordinary call), students will have a possibility to attend a review session (whether it be a final exam, a final project, or the final overall grade in a given course). Please be available to attend the session in order to clarify any concerns you might have regarding your grade. Your professor will inform you about the time and place of the review session.

Students failing more than 18 ECTS credits after the June/July re-sits will be asked to leave the Program. Please, make sure to prepare yourself well for the exams in order to pass your failed subjects.

In case you decide to skip the opportunity to re-sit for an exam or evaluation during the June/July extraordinary call, you will need to enroll in that course again for the next Academic Year as a re-taker, and pay the corresponding tuition fees. As you know, students have a total of four (4) allowed calls to pass a given subject or course, in order to remain in the program.

Attendance:

Attendance at all scheduled classes is mandatory and essential for success in the course. If you miss class for any reason, you are responsible for getting notes from classmates. If you have questions about any assignment please feel free to send me an email. Under most circumstances, students who miss a class in which a presentation, mid-term, or final exam is given will not be granted an exception or given an opportunity to do a make-up assignment or exam. However, if illness or other circumstances prevent you from adhering to the assignment/presentation due dates stated in this syllabus, an exception may be granted at the discretion of the professor. In all cases, the student must provide official documentation (e.g., from a medical doctor, counsellor) to the professor within 24 hours of the missed due date.

Students with Special Needs:

To request academic accommodations due to a disability, please contact via email at:

BBSS.Madrid@ie.edu

Student Privacy Statement:

At times, students may disclose personal information through class discussions. It is expected that all members of the class will respect the privacy of their classmates. This means that the information disclosed in the class will not be repeated or discussed with other students outside of the course.

Decisions about Grades:

Decisions about grades are made very carefully, and are final at the end of the course. If you have questions regarding a certain grade or you would like to receive personal feedback, you must request a meeting with me to discuss grades on specific assignments before the last class of the course. Any disputes regarding grades must be resolved before the final exam. "Extra credit" or makeup assignments will only be allowed under extenuating circumstances at the sole discretion of the course professor.

ACADEMIC INTEGRITY

Unless you are specifically instructed to work with other students in a group, all of your assignments, papers, projects, presentations, and any work I assign must reflect your own work and thinking.

What is academic integrity? When you do the right thing even though no one is watching. The core values of integrity, both academic and otherwise include: honesty, fairness, respect, responsibility, and trust. Academic Integrity requires that all students within Instituto de Empresa (IE) act in accordance with these values in the conduct of their academic work, and that they follow the rules and regulations concerning the accepted conduct, practices and procedures of academic research and writing. Academic Integrity violations are defined as Cheating, Plagiarism or other violations of academic ethics.

Cheating and plagiarism are very serious offenses governed by the IE student code of conduct. Any student found cheating or plagiarizing on any assignment or component of this course will at a minimum receive a "0" on the affected assignment. Moreover, the student will also be referred to the University Judicial System for further action. Additional penalties could include a note on your transcript, failing the class, or expulsion from the university.

It is important to note that, while the list below is comprehensive, it should not be considered exhaustive.

Cheating includes:

- a. An act or attempt to give, receive, share, or utilize unauthorized information or unauthorized assistance at any time for assignments, papers, projects, presentations, tests or examinations. Students are permitted to mentor and/or assist other students with assignments by providing insight and/or advice. However, students must not allow other students to copy their work, nor will students be permitted to copy the work of other students. Students must acknowledge when they have received assistance from others.
- b. Failure to follow rules on assignments, papers, projects, presentations, tests or examinations as provided by the course professor and/or as stipulated by IE.
- c. Unauthorized co-operation or collaboration.
- d. Tampering with official documents, including electronic records.
- e. The impersonation of a student on presentations, exercises, tests or an examination. This includes logging onto any electronic course management tool or program (e.g. Black Board, etc.) using someone else's login and password.

Plagiarism includes:

- a. Using the work of others and attempting to present it as your own. For example, using phrases or passages from books, articles, newspapers, or the internet and not referencing them properly in your document. This includes using information from others without citing it, misrepresentation of cited work, and misuse of quotation marks.
- b. Submitting an assignment or paper that is highly similar to what someone else has written (i.e., minimal changes in wording, or where the sentences are similar, but in a different order).
- c. You don't have to commit "word for word" copying to plagiarize – you can also plagiarize if you turn in something that is "thought for thought" the same as someone else.

Other violations of academic ethics include:

- a. Not acknowledging that your work or any part thereof has been submitted for credit elsewhere.
- b. Misleading or false statements regarding work completed.
- c. Knowingly aiding or abetting anyone in committing any form of an Academic Integrity violation.

CODE OF CONDUCT IN CLASS

1. Be on time: Students arriving more than 10 minutes late will be marked as "Absent". Only students that provide written notification to the professor in advance) that they will be late for a specific session (and the professor confirms receipt of this information) may be granted an exception at the discretion of the professor.

2. Respect your classmates. Classroom discussion is an important part of the learning process. Therefore, it is vital to maintain a classroom environment that is respectful and free of discrimination and/or recrimination from peers. Please keep in mind that at times, students may disclose personal information through class discussions. It is expected that all members of the class will respect the privacy of their classmates. However, please remember that class is NOT a protected, confidential environment, and the professor cannot guarantee that other students/peers will maintain your confidential information should you choose to share it.

3. If applicable, bring your name card and strictly follow the seating chart. It helps faculty members and fellow students learn your names.

4. Do not leave the room during the lecture: Students are not allowed to leave the room during lectures (unless specifically permitted by the course professor). If a student leaves the room during lectures without receiving permission from the professor, he/she will not be allowed to re-enter and, therefore, will be marked as "Absent".

Only students that notify the course professor that they have a special reason to leave the session early will be granted an exception (at the discretion of the professor).

5. Do not engage in side-conversation. As a sign of respect toward the person presenting the lecture (the teacher as well as fellow students), side-conversations are not allowed. If you have a question, raise your hand and ask it. If you do not want to ask it during the lecture, feel free to approach your teacher after class.

If a student is disrupting the flow of the lecture, he/she will be asked to leave the classroom and, consequently, will be marked as "Absent".

6. Use your laptop for course-related purposes only. The use of laptops during lectures must be authorized by the professor. The use of Social Media or accessing any type of content not related to the lecture is not permitted. That is, the student will be asked to leave the room and thus will be marked as "Absent".

7. No cellular phones: IE University implements a "Phone-free Classroom" policy and, therefore, the use of phones, tablets, etc. is forbidden inside the classroom. Failing to abide by this rule entails expulsion from the room and will be counted as one absence.

8. Escalation policy: 1/3/5. Items 4, 5, and 6 above entail expulsion from the classroom and the consequent marking of the student as "Absent." IE University implements an "escalation policy": The first time a student is asked to leave the room for disciplinary reasons (as per items 4, 5, and 6 above), the student will incur one absence, the second time it will count as three absences, and from the third time onward, any expulsion from the classroom due to disciplinary issues will entail 5 absences.