Psychology 202 - Mind and Society
Mondays and Wednesdays, 4:00-5:50 pm, Straub 156
Winter 2020 (CRN #25260)

Instructor: Prof. Sara Hodges, sdhodges@uoregon.edu, 463 Straub, 541-346-4919
Office hours: Tuesdays 9:45-11:45; and by appointment

Teaching Assistants (GEs):
Alexis Adams-Clarke, aadamsc@uoregon.edu, 366 Straub
Office hours: Tuesdays 2-4 and by appointment
Priority to Psy202 students with last names beginning with A-F
Melissa Barnes, mbarnes5@uoregon.edu, 462 Straub
Office hours: Mondays 9-11 and by appointment
Priority to Psy202 students with last names beginning with G-N
Pooya Razavi, pooyar@uoregon.edu, 464 Straub
Office hours: Fridays 12-2 and by appointment
Priority to Psy202 students with last names beginning with O-Z

Use the instructor and the GEs as a resource in this class. If you have questions, come to office hours! You can visit anyone’s office hours. If you have a question that could be answered by email by one of the teaching assistants (TAs), please try them first instead of emailing the professor (202 students with last names A-F should email Alexis Adams-Clark; those with last names G-N should email Melissa Barnes, and those with last names O-Z should email Pooya Razavi). If they tell you they can’t answer your question, the professor will be happy to try, but please, to prevent duplication of effort, please first wait for a response from the TA. As a team, we will endeavor to respond to your question within 36 hours or less (unless your question comes in late on a Friday or over the weekend/a holiday). Please email us from your UO email account – don’t send the message from within Canvas – and ideally put “Psy 202" in the subject line.

GE Liaison to Peer Labs: Vinita Vader, vvader@uoregon.edu, 439 Straub; office hours by appointment.
Human Subjects Coordinator for the Psychology Research Pool: Kathryn Denning, kdenning@uoregon.edu, 339 Straub; office hours by appointment.

Contextual Note: The land on which the Psychology Department and the University of Oregon more generally are located is the traditional and ancestral territory of Kalapuya people.

THIS IS A LONG SYLLABUS. READ IT ALL. IT WILL HELP YOU DO WELL IN THE COURSE!
You are responsible for knowing the material in the syllabus. Although all attempts were made to make the syllabus accurate when it was initially posted, there may be updates, which will be shared with you in class and electronically, and which you are also responsible for knowing.

COURSE DESCRIPTION
Psychology is the systematic study of experience and behavior -- how we think, feel, and act. This course introduces psychology by considering many of the sources of influence that produce the variations and commonalities we see in human psychology. This course (Psy 202) is part of a pair of courses in introductory psychology, serving both majors and non-majors, and overviews motivation and emotion, development, personality, psychopathology, and social psychology. In Psy 202, you will get an introduction to and overview of these areas of psychology, including a general understanding of important terms and concepts, applied problems, current issues, research techniques, and critical thinking strategies within these areas, with an emphasis on empirical science literacy. Psy 202 counts as a social science group requirement. The other course in the intro psych pair, Mind and Brain (Psy 201), emphasizes learning, perception, memory, and the role of neural structures in these psychological processes (Psy 201 is not a prerequisite for Psy 202).

AIMS AND LEARNING OBJECTIVES
This course has been designed to address the following learning objectives:
1) Identify major theories, research findings, and methodological approaches in the content areas of
motivation and emotion, psychological development, social behavior, personality, and psychopathology and mental health; and apply research findings to human behavior in everyday life.

2) Communicate clearly and effectively about psychological topics, including methodological and ethical issues in psychology.

3) Practice critical thinking skills and develop science literacy, learning how to use and draw conclusions from empirical research, and understand strengths and limitations of empirical evidence.

Each aspect of the course – readings, assignments, labs, and tests – is designed to help you hone and develop your scientific reasoning, critical thinking and study skills, while learning core concepts in psychology. The course takes a research-based approach to psychology, considering at every step along the way how psychologists can best empirically test their theories and add new knowledge about human behavior, cognition, and emotion. Students are given a chance to hone their own observation skills, to develop and test hypotheses, and to become critical consumers of research findings.

**Canvas:** This course will use Canvas (canvas.uoregon.edu), the web-based instructional aid, extensively. Login using your UO computer account user name (Duck ID and password). The course syllabus, lecture slides, lab assignments, some readings, assignments, grades and other useful resources will be found there. You are responsible for checking the Canvas site regularly for information related to this course, as well as checking for emails from the instructor via Canvas. If you need assistance accessing your Canvas account, call 541-346-1942 or go to Rm 19 of the Knight Library, weekdays, 8 am – 5 pm.

**Textbook, Other Readings, & Lecture Content:** Gazzaniga, M. S. (2018). *Psychological Science* (6th Ed., Norton). A copy of the textbook will be placed on reserve at the Knight Library for 90-minute checkout. A few additional readings will be assigned throughout the course; they will be available on Canvas. Although an attempt has been made to coordinate the lectures, labs, and readings, they frequently will be somewhat independent of each other. Some material will be covered in readings, lectures, and labs, but much of the material in the reading will not be discussed in class, and new information not covered in the reading will be presented during class time. The midterms and final will cover material from lectures, readings and labs.

**Additional Materials:** Purchase an “i>clicker” from the UO bookstore. You will need your i>clicker for Psy 202 lectures AND lab section – bring your i>clicker with you to class EVERY time. Your i>clicker may be used in other courses at the UO. You will need to follow directions to register your i>clicker on Canvas (see the i>clicker link along the left side of the Canvas page) for Psy 202. You must register your i>clicker by Friday Feb 7, or your final grade will be docked. Additional penalties may accrue if you delay longer.

**Participation and Attendance:** Alas, with several hundred students, we will not be having cozy chats about psychology or calling roll in lecture, but fortunately, technology has created ways for me to get some idea of what you’re thinking and if topics are clear to you. Periodically, during class, I will ask questions and you will answer with your i<clicker. If you are in class when the questions are asked, you will get participation points for answering. The number of clicker questions per class will vary; your attendance grade will be determined by the percentage of clicker questions you complete. (In order to get 100% of participation points, you will not be required to answer all 100% of the clicker questions throughout the term; I anticipate answering about 95% of them will be considered full points.) Attendance will be taken and is required in your lab section; you will also have lab assignments to complete.

**Midterms & Final:** There will be a multiple choice midterm in Week 5 covering all material covered in the class so far, and another in Week 8, covering all material not covered on the first midterm. These are the only times the midterms are offered; there are no makeups. There will be a cumulative multiple choice final exam, scheduled by the university for Monday March 16 from 2:45-4:45 pm. THIS IS THE ONLY TIME THE FINAL WILL BE OFFERED. If you do not take the final, you will fail the course regardless of your other grades. Please note the day of the final NOW before you make work/travel plans for Spring Break. If you
can’t make the final, drop the course. If you have a scheduling problem that satisfies the criteria for a “multiple examination conflict” (e.g., more than 3 exams scheduled on one day), please contact the Office of Academic Advising in 101 Oregon Hall (541-346-3211) to resolve the conflict.

**Lab Sections:** You have registered for a lab section of about 25 students. The sections are led by undergraduate peer leaders who were carefully selected and receive in-depth training. Labs give you a chance to try your hand at how psychology research is done, to see the methods psychological scientists use, and better understand the research behind some of the key concepts in the course. Lab sections are required. Attendance and participation in these groups (which will be monitored and computed by a GE) is mandatory – be sure to bring your i-clickers to lab and attend the lab for which you are registered. Additional information on the lab sections will be available during the meeting of the labs, which will occur the first week of classes (so be sure to attend!). You will have lab assignments, some of which will be due electronically during the week (before your lab meets again) – details provided in the lab class and online. As noted above, one of the teaching assistants serves as a liaison between the Peer Led Labs and Psy 202; please contact her with questions about your lab participation points.

**Research Requirement:** (See below if you are not yet 18!!) Part of this course is learning about research currently being conducted in the field of psychology. As an instructor, I believe the best way for you to learn about psychology research is to experience it firsthand by participating in the dazzling array of high quality psychology research being conducted at the University of Oregon. Psychology and Linguistics researchers run many experiments on varied topics (e.g., psychological coping, attention, social interaction). To participate in experiments, you can sign up on an electronic bulletin board at: [http://uopsych.sona-systems.com](http://uopsych.sona-systems.com). During your first visit to the site, you will request a username and password. Once logged in, you will be asked to complete a short screening questionnaire that will potentially make you eligible for additional studies. (The first question is whether or not you are 18. If you are not yet 18, when you answer this question, you will be unable to continue the questionnaire OR participate in the subject pool this term, even if you turn 18 during the term. See more details below.) When you go to the SONA website, you will find a list of studies that are available to you as well as the time and location of each study (some can be completed online). After participating in a study, you will be electronically credited for the time allotted for that study. Studies range in length from ½ hour to 2 hours or longer. One hour of participation = 1 credit, and to complete the research requirement, you will need to complete 4.5 credits worth of studies. For further information, see the slides from the PowerPoint presentation about being a research participant on the course Canvas site, or email the Human Subjects Coordinator, hscoord@uoregon.edu with questions. More details about participating in research studies will be provided in class.

For legal reasons, minors (those under 18 years) cannot be part of the subject pool. Those who are under 18 should complete the alternative assignment described below. If you will turn 18 at some point during the term, you may wish to satisfy part of the research requirement by doing the alternative assignment and part by participating in the subject pool. If you are planning on doing this, wait to complete your SONA registration UNTIL you are 18! Regardless of age, you are responsible for satisfying the research requirement deadlines listed under the assignments below.

Furthermore, for ethical reasons, the university and I neither can force you to participate in research studies, nor would we wish for you to be uncomfortable participating in studies. For this reason (and for those under 18), there is an alternative assignment that you can do instead that involves signing up in advance for 2-hour timeslots to come to the Psychology Department to read psychology research articles and write an essay about them. There is also a ½ hour tutorial you can complete, so that doing two of the article reading sessions, plus the tutorial, will equal the same 4.5 hours of time as participating in studies. For more details about completing this alternative, please contact the teaching assistants.

**IMPORTANT NOTES:** If you fail to show up to TWO studies without good reason, you will lose the privilege of participating in research studies as a way to complete your research requirement. You will instead be required to complete your research requirement by doing the alternative assignment.

All students must complete the research requirement to get a grade in the course. If you do not
complete the requirement, you will receive an incomplete in the course until you do. If you do not complete the requirement within a year, the incomplete will become a failing grade, as required by the university registrar. Two of the 4.5 hours of the research requirement must be completed by 5 pm on Friday, Feb 7. The other 2.5 hours must be completed by 5 pm, Friday Mar 13. PLAN AHEAD: To complete the research requirement, you must schedule your time slots (whether participating in studies or doing the alternative assignment) in advance. A failure to schedule timeslots for completing the research requirement in time for both the Feb 7 and Mar 13 deadlines will result in a permanent loss of the points in the course.

InQuizitive: InQuizitive is an interactive learning system that quizzes you about concepts from the textbook and gives you feedback as you go through it. Each assignment has a target score. You earn points when you get questions right and you lose points when you get questions wrong. You must answer a minimum number of questions, but after that you can keep answering questions until you reach the target score. That means that with enough effort, you can get all possible points on the InQuizitive portion of your grade. (If you decide not to work all the way to the target score, you will get a percentage of the target score. For example, if the target score is 1000 and you earn 800 points, you will get 80% on that week’s assignment. But note that if you do not answer the minimum number of questions, InQuizitive will assign you a grade of zero.) For details of how InQuizitive works, once you are in InQuizitive, you can click on the video link in the bottom right corner. InQuizitive assignments are due on Sunday nights at 9 pm – allow yourself ample time to earn the target score. The assignments generally will cover the NEXT chapter we will cover in lecture class (so you have background about the material before we cover it in lecture). Your lowest InQuizitive score will be dropped. Late grades will not be accepted, but you will still be able to access InQuizitive to use it to study. In order to get credit for your InQuizitive assignments, you must access InQuizitive through Canvas every time you complete an assignment. Do not log in directly through the Norton website! If you have technical difficulties, submit a help request at https://wwnorton.com/help.

The first time you start an InQuizitive assignment on Canvas, you will need to register:
1. Click on the Chapter 1 or 2 assignment link (InQuizitive for Chapter 1 is optional; it may help you on the midterm) within “InQuizitive” on Canvas. InQuizitive will load in a new browser tab or window.
2. If this is your first time in InQuizitive, select the “Register, purchase, or sign up for trial access” option and button. If you’ve already registered for InQuizitive in a previous course, enter your UO email address and InQuizitive password, click “Sign In” and skip to step G.
3. Enter your first and last name, your UO email address, and create a password. Select the “I have a registration code” option and enter the registration code that came with your textbook (if you bought your textbook somewhere other than the UO Duckstore, you can purchase access to InQuizitive from the Norton website separately, using the instructions below). Click “Register My Code.”
4. Agree to the terms of service, enter your status as a college/university student in the United States, select Oregon as your state, and enter the University of Oregon when prompted. Click “Continue.”
5. You should receive a “You’re good to go!” confirmation. Click “Get Started.”
6. Click on “Show InQuizitive Quickstart Video” at the bottom of the page and spend three minutes learning how to use InQuizitive.
7. Click “Start Answering Questions” to begin the InQuizitive assignment.

If you purchased a copy of the text from somewhere other than UO Bookstore, or are borrowing a copy, you can purchase InQuizitive on its own by following these steps. First, go to: https://urldefense.com/v3/__https://digital.wwnorton.com/psychsci6__;!!C5qS4YX3IUX2lmSPIXisehmGLxWIJYjlO3cj-mLSd4wi90De0x7BMEYEZP8QNHGAFVz6nE9c30Q%5$s
1. Click the yellow arrow that says “purchase options” on the top right of the page and select the box that says “InQuizitive for Psychological Science for 360-day access” listed at $25. You may also want to click the box for the free “concept videos.”
2. Scroll down and select the green box that says “Purchase or register for access” and then create an account. Be sure the box saying “I want to view purchase options” is selected.
3. Confirm your email and select “continue” and agree to the terms; Select the student option and fill in the state and university information.
4. Confirm that only the box for InQuizitive access is checked, and then continue to “finish your purchase.” If you purchased InQuizitive in the past year, or purchased it for Psy 201 more than a year ago, you do not need to purchase it again (however, in the latter you will need to contact Norton, the publisher).

This course uses a lot of online resources. Here’s a summary of access/registration:
1. To access Canvas (canvas.uoregon.edu) for course information, assignments, and grades, use your UO username (“Duck ID”) and password.
2. To register for InQuizitive, log on to Canvas and start an InQuizitive assignment.
3. To register your i<Clicker, follow the directions on the Psy 202 Canvas site (under “Course Information”). Use your “Duck ID.” The clicker ID can be found on the clicker itself (if the clicker ID number is unreadable, come see me). You only have to do this once, but you must do it by Feb 7.
4. 4) If you choose to satisfy the research requirement by doing studies, you need a SONA ID, which you can get by following the directions on the SONA website: http://uopsych.sona-systems.com. If you are not yet 18, do not ask for a SONA ID; you will need to do the alternative assignment described above.

<table>
<thead>
<tr>
<th>GRADED ACTIVITIES</th>
<th>Percentage of Final Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>I&lt;clicker participation in lecture</td>
<td>= 10%</td>
</tr>
<tr>
<td>Inquizitive</td>
<td>= 10%</td>
</tr>
<tr>
<td>In-class midterms</td>
<td>= 34%</td>
</tr>
<tr>
<td>Final exam (required to pass course; must be taken at scheduled time)</td>
<td>= 26%</td>
</tr>
<tr>
<td>Lab attendance and activities</td>
<td>= 11%</td>
</tr>
<tr>
<td>Research requirement (4.5 hours; each hour counts 2%)</td>
<td>= 9%</td>
</tr>
<tr>
<td>--------------------------------------------------------</td>
<td>---------------------------</td>
</tr>
<tr>
<td></td>
<td>= 100%</td>
</tr>
</tbody>
</table>

Final grades may be curved up depending on the final distribution. Letter grades will be determined as follows: A (93-100% of total possible points); A- (90-92%); B+ (87-89%); B (83-86%); B- (80-82%); C+ (77-79%); C (73-76%); C- (70-72%); D+ (67-69%); D (63-66%); D- (60-62%); F (below 60%). I do not round up (e.g., to get a C, you must cross the 70% line).

CLASSROOM EXPECTATIONS
This is a large class, and in order to respect the rights of other students, you must not talk while I am lecturing. If only 5% of the class talks during class, it is equivalent to the racket generated at a reasonably sized party! Talking makes it hard for other students to hear the lecture. Although you may feel invisible among hundreds of other students (an example of deindividuation, which is a topic covered in this course), many of your behaviors during class are visible to me. Arriving late, leaving early, personal grooming, physical acts of affection towards other classmates, snapping the pages of The Emerald and loud snoring distract me and interfere with my ability to present the material clearly. Even if you are not interested in what I am saying, other people in the class may be, and your actions will detract from my ability to provide a good learning experience for them. If I find your behavior extremely disruptive, I may have to call attention to you to get you to stop or to ask you to leave – please don’t make me do this.

Cheating will not be tolerated in any form in this class. If you are caught cheating, you will receive a 0 on the assignment; you may also receive a failing grade for the course. I hate cheating, because it takes up large amounts of my time that could be used for other much more constructive uses, including making this a better course. Thus, cheating behavior is not only dishonest; it also deprives other students of receiving the highest quality instruction. If you are ever unsure about whether a behavior constitutes cheating, please ask me or one of the teaching assistants. For more information about academic dishonesty, see: https://policies.uoregon.edu/vol-3-administration-student-affairs/ch-1-conduct/student-conduct-code
Specific violations include (but are not limited to):
• **Using or providing prohibited assistance during exams.** Midterms and exams in this course are closed-book – you are not permitted to use any materials during the exams. Books, notes, computers, cell phones, headphones, etc., should be closed and put away.

• **Using a friend’s iClicker to respond for them in their absence, or asking a friend to use your iClicker to cover for your own absence.**

• **Plagiarism.** All work submitted in this course must be your own and must be original for this course. Assignments that you turn in may be run through an electronic database to check for cheating. Remaining in this course constitutes your consent to this procedure.

**Turn your cell phone ringers OFF before coming to class.** Do not even think about taking or making a call during class unless you suspect an emergency is taking place. Do not receive or send text messages during class. If a phone call or message is so important that you have to take it during class time, then it is important enough to skip class for it (but keep in mind you are responsible for the material you miss in class). **If you use a laptop in class,** please use it for taking notes only (but know that psychology research shows that taking notes using pen & paper results in superior learning!). Do not shop or watch YouTube – it is distracting to those around you. If I have to speak to you about inappropriate use of electronics during the class more than once during the term, I will ask you to withdraw from the course or give you a failing grade for the class and ask you not to return.

**SAFE AND INCLUSIVE ENVIRONMENT**

The UO is committed to providing an environment free of discrimination and sexual harassment. If you (or someone you know) has experienced or experiences gender-based violence (intimate partner violence, attempted or completed sexual assault, harassment, coercion, stalking, etc.), know that you do not have to go through this alone. UO has staff members trained to support survivors in navigating campus life, accessing health and counseling services, providing academic and housing accommodations, helping with legal protective orders, and more. If you wish to speak to someone confidentially, you can call 541-346-SAFE, UO’s 24-hour hotline, to be connected to a confidential counselor to discuss your options. You can also visit the SAFE website at [https://safe.uoregon.edu/](https://safe.uoregon.edu/). The UO Ombuds Office is another place you can discuss matters confidentially, (541) 346-6400. The instructor and teaching assistants for this class are all student-directed reporters, which means that you can come talk to us, and we will direct you to resources but not disclose details of your experience unless you want us to.

If you have a documented disability that requires accommodations in this course, please meet with me about it as soon as possible so I will know which aspects of the instruction or design of this course result in barriers to your participation. Please also request that a counselor from the Accessible Education Center (in 360 Oregon Hall at 541-346-1155 or uoaec@uoregon.edu) send me a letter about your accommodations. I also ask that you plan well ahead if you need accommodations, and remind me what you need via email before assignments or tests.

In the event of an emergency during this class, first call 911. For non-emergency assistance, call the UO Police Department at (541) 346-2919. If we need to evacuate the building during class, our designated assembly point will be outside, across Onyx in the “park” area in front of Straub Hall (west of this classroom). To receive UO Alert text messages: 1) Login to DuckWeb, 2) Click on the “Personal Information” menu, and 3) Click on “Enter/Update Emergency Alert Phone.” More information on emergency preparedness can be found online: [https://safety.uoregon.edu/classroom-safety](https://safety.uoregon.edu/classroom-safety)

If English is not your native language, and you think you may need to use a dictionary for in-class tests, please have your dictionary checked by me or one of the TAs prior to the test. Electronic dictionaries are not permitted.

Seats for left-handed individuals are found on the left-most seat of the section in many rows in this classroom. There are also seats that may help accommodate physical handicaps.

I support all students regardless of immigration status or country of origin. For support and resources, please visit the UO Dreamers page ([https://blogs.uoregon.edu/dreamers/](https://blogs.uoregon.edu/dreamers/)) and the Immigration FAQs page ([https://international.uoregon.edu/immigration_faq](https://international.uoregon.edu/immigration_faq)). I commit to not sharing your status with...
anyone if you reveal it to me, and also remind you that when interacting with faculty, staff, and offices around campus, you are never required to reveal your immigration status.

Oregon as a state has a food insecurity problem, some UO students don’t have access to enough nourishing food. You or the students in your labs should know about resources to address this coordinated by the Dean of Students office – see https://dos.uoregon.edu/food.

It is my goal (although not always an achievable one) that you feel comfortable and respected – both by me and your peers – in this class. Please let me know if I or other students make you feel uncomfortable; ideally, something can be changed so that you feel more comfortable.

**TALK TO ME!** I am always interested in hearing feedback from students. Feel free to talk to me after class, email me with comments, come to office hours, or write me notes. I can’t promise that I will make changes that you request, but I will listen. I wish I could know all of you, but it’s impossible with a class this large. If you see me around campus or town, I would be delighted if you would introduce yourself and tell me you’re in my Psychology 202 class. If you represent the UO on a sports team, in a musical ensemble, or some other group, or you happen to be famous for other reasons (or are GOING to be!), please tell me.

**COURSE SCHEDULE**
Reading is to be completed **before** the first class for which it is listed.

**Note:**  Last date to drop courses without receiving a “W”: Sunday, Jan 11
Last date to drop courses with “W” or change to pass/no pass: Sunday, Feb 23

**WEEK 1**
- Jan 6  Introduction to course
- Jan 8  Psychology as a science  Read the syllabus, and Chapters 1 and 2
- Lab #1  Introduction to Peer Labs
  **Note that labs meet Thurs or Fri of this week – attend the lab you are registered for!**
- Jan 12  InQuizitive assignments for Ch. 2 due 9 pm

**WEEK 2**
- Jan 13  Psychological methods
- Jan 15  Psychological methods (continued)
- Lab #2  Hypothesis Testing Lab
- Jan 19  InQuizitive assignment for Ch. 10 due 9 pm

**WEEK 3**
- Jan 20  Martin Luther King Jr Holiday – NO CLASS
- Jan 22  Motivation and Emotion
- Lab #3  Emotion Recognition Lab
- Jan 26  InQuizitive assignment for Ch. 9 and Ch. 8 (only pp. 310-319) due 9 pm

**WEEK 4**
- Jan 27  Development
- Jan 29  Development (continued)
- Lab #4  Attachment Lab
- Feb 2  Complete EQ/SQ for (details in lab) AND Study Stems (details in lab) due 9 pm (no InQuizitive assignment this week).
WEEK 5
Feb 3 Development (conclusion)
Feb 5 In-class MIDTERM #1 – covers chapters 1, 2, 8 (pp. 310-319), 9 & 10; all lectures; and all labs since the course began.
Lab #5 Ordinary/Extraordinary Lab
Feb 7 **Register your I-clicker and first 2 hours of research requirement due 5 pm**
Feb 9 InQuizitive assignment for Ch 13 AND Big 5 Personality measure (details in lab) due 9 pm

WEEK 6
Feb 10 Personality
Feb 12 Personality (continued)
Lab #6 Personality/Room with a Cue Lab
Feb 16 InQuizitive assignment for Ch. 14 due 9 pm

WEEK 7
Feb 17 Psychological Disorders
Feb 19 Psychological Disorders & Treatment
Lab #7 Analyzing Medication Ads Lab
Feb 23 InQuizitive assignment for Ch. 15 and Sleep Questionnaire (details in lab) due 9 pm

WEEK 8
Feb 24 Psychological Disorders & Treatment (continued)
Feb 26 In-class MIDTERM #2 – covers chapters 13, 14, & 15; and all lectures and labs since the last midterm (lectures February 10, 12, 17, 18, & 24; labs 5, 6, & 7).
Lab #8 Sleep & Well-Being Lab
Mar 1 InQuizitive assignment for Ch. 11 & Mate Preference Questionnaire (details in lab) due 9 pm

WEEK 9
Mar 2 Health and Well-Being
Mar 4 Social Psychology
Lab #9 Attraction Lab
Mar 8 InQuizitive assignment for Ch. 12 and Ch. 8 (just pp. 293-310) and multiple choice question (details in lab) due 9 pm

WEEK 10
Mar 9 Social Psychology (cont.)
Mar 11 Social Psychology (conclusion)
Lab #10 Jeopardy! Lab
Mar 13 **4.5 hours of research requirement due 5 pm**
Mar 15 Lab survey assignment due 9 pm (this is the last lab assignment, details in lab)

FINALS WEEK
Mon Mar 16 Final exam (cumulative), 2:45-4:45 Straub 156
The final exam is offered at this time only. If you do not take the final exam, you will fail the course, regardless of your prior course average. Please make any spring break travel or work plans accordingly.
<table>
<thead>
<tr>
<th>CRN</th>
<th>Time</th>
<th>Day</th>
<th>Location</th>
<th>Leaders</th>
<th>Emails</th>
</tr>
</thead>
<tbody>
<tr>
<td>25261</td>
<td>0900-0950</td>
<td>Thurs</td>
<td>193 ANS</td>
<td>Hope Wilson, Kori Nemec</td>
<td><a href="mailto:hopew@uoregon.edu">hopew@uoregon.edu</a>; <a href="mailto:knemec@uoregon.edu">knemec@uoregon.edu</a></td>
</tr>
<tr>
<td>25262</td>
<td>0900-0950</td>
<td>Thurs</td>
<td>349 MCK</td>
<td>Carly Spencer, Evie Blythe</td>
<td><a href="mailto:csanford@uoregon.edu">csanford@uoregon.edu</a>, <a href="mailto:eblythe@uoregon.edu">eblythe@uoregon.edu</a></td>
</tr>
<tr>
<td>25263</td>
<td>1000-1050</td>
<td>Thurs</td>
<td>252 STB</td>
<td>Molly Aldrich</td>
<td><a href="mailto:maldrich2@uoregon.edu">maldrich2@uoregon.edu</a></td>
</tr>
<tr>
<td>25264</td>
<td>1000-1050</td>
<td>Thurs</td>
<td>209 DEA</td>
<td>Hope Wilson, Kori Nemec</td>
<td><a href="mailto:hopew@uoregon.edu">hopew@uoregon.edu</a>; <a href="mailto:knemec@uoregon.edu">knemec@uoregon.edu</a></td>
</tr>
<tr>
<td>25265</td>
<td>1100-1150</td>
<td>Thurs</td>
<td>353 PLC</td>
<td>Molly Aldrich</td>
<td><a href="mailto:maldrich2@uoregon.edu">maldrich2@uoregon.edu</a></td>
</tr>
<tr>
<td>25266</td>
<td>1100-1150</td>
<td>Thurs</td>
<td>209 DEA</td>
<td>Meghan Buchanan, Trevor Bissert</td>
<td><a href="mailto:mbuchan6@uoregon.edu">mbuchan6@uoregon.edu</a>, <a href="mailto:tbissert@uoregon.edu">tbissert@uoregon.edu</a></td>
</tr>
<tr>
<td>25267</td>
<td>1200-1250</td>
<td>Thurs</td>
<td>193 ANS</td>
<td>Ava Yung, Helen Knudsen</td>
<td><a href="mailto:ayung@uoregon.edu">ayung@uoregon.edu</a>, <a href="mailto:hknudsen@uoregon.edu">hknudsen@uoregon.edu</a></td>
</tr>
<tr>
<td>25268</td>
<td>1200-1250</td>
<td>Thurs</td>
<td>349 MCK</td>
<td>Meghan Buchanan, Lily Olsen</td>
<td><a href="mailto:mbuchan6@uoregon.edu">mbuchan6@uoregon.edu</a>, <a href="mailto:lolsen1@uoregon.edu">lolsen1@uoregon.edu</a></td>
</tr>
<tr>
<td>25269</td>
<td>1300-1350</td>
<td>Thurs</td>
<td>347 MCK</td>
<td>Josh Coughlin</td>
<td><a href="mailto:jcoughli@uoregon.edu">jcoughli@uoregon.edu</a></td>
</tr>
<tr>
<td>25270</td>
<td>1300-1350</td>
<td>Thurs</td>
<td>193 ANS</td>
<td>Lily Olsen, Helen Knudsen</td>
<td><a href="mailto:lolsen1@uoregon.edu">lolsen1@uoregon.edu</a>, <a href="mailto:hknudsen@uoregon.edu">hknudsen@uoregon.edu</a></td>
</tr>
<tr>
<td>25271</td>
<td>1400-1450</td>
<td>Thurs</td>
<td>353 PLC</td>
<td>Emily Stutz, Josh Coughlin</td>
<td><a href="mailto:estutz@uoregon.edu">estutz@uoregon.edu</a>, <a href="mailto:jcoughli@uoregon.edu">jcoughli@uoregon.edu</a></td>
</tr>
<tr>
<td>25272</td>
<td>1500-1550</td>
<td>Thurs</td>
<td>193 ANS</td>
<td>Dana Nunez, Ava Yung</td>
<td><a href="mailto:dnunez@uoregon.edu">dnunez@uoregon.edu</a>, <a href="mailto:ayung@uoregon.edu">ayung@uoregon.edu</a></td>
</tr>
<tr>
<td>25273</td>
<td>1600-1650</td>
<td>Thurs</td>
<td>349 MCK</td>
<td>Carly Spencer, Dana Nunez</td>
<td><a href="mailto:csanford@uoregon.edu">csanford@uoregon.edu</a>, <a href="mailto:dnunez@uoregon.edu">dnunez@uoregon.edu</a></td>
</tr>
<tr>
<td>25274</td>
<td>1600-1650</td>
<td>Thurs</td>
<td>240B MCK</td>
<td>Ava Yung, Austin Fisenko</td>
<td><a href="mailto:ayung@uoregon.edu">ayung@uoregon.edu</a>, <a href="mailto:afisenk2@uoregon.edu">afisenk2@uoregon.edu</a></td>
</tr>
<tr>
<td>25275</td>
<td>1000-1050</td>
<td>Fri</td>
<td>349 MCK</td>
<td>Emily Stutz, Austin Fisenko</td>
<td><a href="mailto:estutz@uoregon.edu">estutz@uoregon.edu</a>, <a href="mailto:afisenk2@uoregon.edu">afisenk2@uoregon.edu</a></td>
</tr>
<tr>
<td>25276</td>
<td>1000-1050</td>
<td>Fri</td>
<td>240B MCK</td>
<td>Amy (Yujie) Chen, Hope Wilson</td>
<td><a href="mailto:yujiec@uoregon.edu">yujiec@uoregon.edu</a>, <a href="mailto:hopew@uoregon.edu">hopew@uoregon.edu</a></td>
</tr>
<tr>
<td>25277</td>
<td>1100-1150</td>
<td>Fri</td>
<td>193 ANS</td>
<td>Amy (Yujie) Chen, Trevor Bissert</td>
<td><a href="mailto:yujiec@uoregon.edu">yujiec@uoregon.edu</a>, <a href="mailto:tbissert@uoregon.edu">tbissert@uoregon.edu</a></td>
</tr>
<tr>
<td>25278</td>
<td>1100-1150</td>
<td>Fri</td>
<td>349 MCK</td>
<td>Kadee Iha, Carly Edwards</td>
<td><a href="mailto:kadeei@uoregon.edu">kadeei@uoregon.edu</a>, <a href="mailto:cedward2@uoregon.edu">cedward2@uoregon.edu</a></td>
</tr>
<tr>
<td>25279</td>
<td>1200-1250</td>
<td>Fri</td>
<td>201 CHA</td>
<td>Kadee Iha, Carly Edwards</td>
<td><a href="mailto:kadeei@uoregon.edu">kadeei@uoregon.edu</a>, <a href="mailto:cedward2@uoregon.edu">cedward2@uoregon.edu</a></td>
</tr>
<tr>
<td>25280</td>
<td>1200-1250</td>
<td>Fri</td>
<td>301 CHA</td>
<td>Evie Blythe</td>
<td><a href="mailto:eblythe@uoregon.edu">eblythe@uoregon.edu</a></td>
</tr>
</tbody>
</table>