Psychology 5410/6410
Advanced Social Psychology
Fall 2019

<u>**Professor**</u>

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Office Hours: Tuesdays, 1:45-2:45 p.m. (no appointment needed);
                  additional times by appointment
Secretary: Angela Newman, (801) 581-8942, angela.newman@psych.utah.edu

Note: Office hours are subject to change with advance notice. Please attend class for up-to-date information and check the announcements section of the class website.

<u>**Overview of the Course**</u>

  Through a series of lectures, readings and discussions, this class will examine the major topics and theories of both classic and contemporary interest in social psychology, including multiple forms of social influence; attribution theory; cognitive dissonance theory and its relation to the self-concept; core social and self-motives; the social self; social cognition; stereotyping, prejudice, and stigma; intergroup processes; and attitudes and persuasion. We will also consider applications of social psychology to education, health, business, and law, as well as areas of interest of students enrolled in the course.

<u>**Time & Location of Course**</u>

  Class meets Wednesdays, 2-5 p.m., Room 113 BEHS

<u>**Required Readings**</u>

  Required weekly readings are available at no cost for individual educational use on the class website (see below). Each week's readings will appear in a separate folder under "Modules." A detailed schedule of topics and readings begins on page 7 of this syllabus.

<u>**Class Website**</u>

  Course materials (including class readings) may be found on the course website on Canvas, which may be accessed through your Campus Information Systems (CIS) page or through https://utah.instructure.com/courses/574151. The readings are in the "Modules" tab in folders for each topic.

Requirements of the Course & Grading

- Class participation, 10%
- Sharing 1 research article with class via 15-min presentation + 2 discussion questions, 10%
- Midterm, 30%
- Final Paper & Presentation, 50% (presentation 10%, final paper 40%)

Because expectations are higher for advanced core courses than typical undergraduate courses, the expected average grade in these core courses is a B+. If you receive a grade above a B+, that means you have performed at a level that is above the average (good) performance expected in this class; if you score below a B+, that means you have performed at a level that is lower than the average (good) performance expected in this class.

Grades will be calculated on a 4-point scale (e.g., B= 3.0, B+ = 3.3, A- = 3.7, A = 4.0) and weighted according to the percentages above, with improvement throughout the semester taken into account.

Class Participation

This will be an active, discussion-focused class. Asking questions and offering comments and examples improve the learning experience for everyone.

Participation counts. Although no attendance will be taken, participation is part of your course grade (10%), and **consistent thoughtful participation** during class may be recognized with a few extra points in cases where a student is very close to a higher grade.

Research Article to Share with the Class

Social psychology is a huge and active field. To ensure that we are covering contemporary issues and to focus class discussion on students' interests, we will have brief presentations that are based on journal articles selected by students. These articles should have been published within the last 10 years (see me to discuss exceptions). On most weeks, 1-2 students will sign up to select and bring in for discussion an article related to their own research or other professional interests (or that is otherwise interesting) that is related to the week's readings. Students should be prepared to describe the rationale for and findings of this article in sufficient detail that those of us who have not read the article will be able to understand it and learn from their presentation. Students will also prepare 2 discussion questions that follow from their article. A sign-up sheet for these presentations will be made available early in the semester. A list of academic social psychology journals appropriate for this assignment appears on page 4.

Midterm Exam

A take-home midterm examination will be distributed at the end of class on Wednesday, October 2 and due by e-mail at 5 PM on Friday, October 18. The exam will be in essay format, with two questions requiring 3-4 page answers each. More information about the midterm will be provided in class.

Final Paper & Presentation

1. Starting with a topic of contemporary interest, trace its history backward with reference to major social psychological issues of the past 5-6 decades or more.

> Examples: Implicit attitudes. Ways to reduce prejudice and discrimination. The social self.

2. Alternatively, start with a topic of "classic" or early interest in social psychology and trace it forward in time to see how it has been studied and how it is currently studied in contemporary social psychology.

> Examples: Festinger and rumors of impending natural disaster in India. Social influence in World War II. Social facilitation. Emotional contagion.

3. Or start in the 1980s and do both, going forward and backward.

> Example: Attributions and adjustment to serious illness. Ingroup favoritism.

Sample issues to address in your paper (more detail will be provided in class):

> What was the impetus for doing this research? What theories and alternative accounts were being tested? Did the conceptual or methodological approach represent something new in this area? In what way has this paper or topic been influential? Why do you suppose it has been? What were its historical origins? Can you see its influence today? Where and in what way?

> Alternative topics, such as detailed reviews of classic debates or controversies in the field, are also possible.

> *Note*: You could interview a member of the psychology faculty who studies a related field and get his or her suggestions for articles to read, as long as you're the one who reads those articles and provides an analysis of them.

> Bonus points: Describe the social and political issues of the day that may have influenced this work (why it was conducted in the first place, how it was received). That is, what social context gave rise to this work?

> **Please clear your paper topic with me by Tuesday November 20**, either by meeting with me to discuss your paper topic or by sending a half page description of it to me by e-mail. With sufficient advance notice, I would be happy to provide comments on a draft of your final paper and/or to meet with you to discuss your paper and to suggest references that might be useful to you.

> **The final paper is due** by e-mail on **Friday December 13, 5 p.m.**

> **All papers will be submitted through Turn It In in order to verify their originality (please see page 6 for university and course policies regarding plagiarism).**

Final Paper & Presentation, contd.

Presentation based on final project. A major requirement of the course for students enrolled in either Psychology 5410 or 6410 is a presentation based on student final projects during class time during our last few class meetings, November 20, November 27, and December 4. In order to avoid having to meet during finals week, we may have to extend class time during the last week of the semester. Presentations will be approximately 15 minutes each, followed by class discussion.

Final paper requirements for students enrolled in Psychology 5410. A 6-8 page paper (double-spaced, with one-inch margins all around, 11-or 12-point font) is required. The paper must be based on <u>at least 5</u> original source journal articles. These journal articles may be reviews of the literature or new empirical contributions.

Final paper requirements for students enrolled in Psychology 6410. An 8-10 page paper (double-spaced, with one-inch margins all around, 11-or 12-point font) is required. The paper must be based on <u>at least 8</u> original source journal articles. These journal articles may be reviews of the literature or new empirical contributions.

General Notes about Class Assignments

There are many ways to approach a core course. It presents an opportunity to examine how the major theories of social psychology may be related to your own research and professional interests. It is perfectly OK for your article presentation and final paper to be related. That is, if you have a particular interest in one or more topics, you may develop that interest in different ways in each assignment. Such an approach would allow you to pursue your interests in depth across the themes of the course. It is also perfectly OK to use the assignments to develop your understanding of multiple areas, without necessarily drawing connections across assignments.

List of Recommended Journals for Class Assignments

Journal of Personality and Social Psychology
Personality and Social Psychology Bulletin
Journal of Experimental Social Psychology
Psychological Science
Psychological Bulletin
Psychological Review
American Psychologist
Personality and Social Psychology Review
Social and Personality Psychology Compass
Social Psychological and Personality Science

Note: If you select an article to share from one of above journals that typically feature comprehensive reviews, try to focus on the details of 1 or 2 empirical studies, rather than presenting the scope of the entire review.

Health Psychology
Motivation & Emotion
Journal of Social and Clinical Psychology

Journal of Social Issues
Social Cognition
Journal of Applied Social Psychology
Self and Identity

Important Administrative Details

NOTE: The following rules are presented in the interest of fairness for all students.

Policy on Late Papers & Extensions

Graduate students (advanced undergraduates, too) are often some of the busiest people on the planet, responsible for juggling multiple responsibilities for teaching, research, and their own coursework, as well as other personal responsibilities. If, after you look over your other obligations for the semester, you see that you may need an extension for any assignment, please ask me for one in advance of the due date. Late papers and other assignments will be penalized one half of a letter grade per business day late if no prior arrangements have been made.

Grading Reviews

You have a maximum of **2 weeks** after the return of any graded assignment or exam to ask me to review your grade. Delays beyond 2 weeks must be accompanied by written documentation. Questions about final grades must be addressed in writing by January 31, 2020.

Missing Class to Observe Religious Holidays

Every effort will be made to ensure that students observing religious holidays are not placed at a disadvantage. With advance notice, we will tape lectures or ask another student to take notes. You can facilitate this process by giving the professor written notice of days on which you will be unable to attend by the end of the second week of class.

Americans with Disabilities Act Policy

The University of Utah seeks to provide equal access to its programs, services and activities for people with disabilities. If you will need accommodations in the class, reasonable prior notice needs to be given to the Center for Disability Services (http://disability.utah.edu/), 162 Union Building, 581-5020 (V/TDD). CDS will work with you and the instructor to make arrangements for accommodations.

If you qualify for accommodations in classroom seating or other aspects of the course, *we encourage you to use them, starting with the first class*. Please see the professor as soon as possible so that we can make arrangements.

Other Accommodations

Students wishing to discuss potential accommodations for religious or other personal reasons should plan to meet with Dr. Aspinwall during the first two weeks of the semester.

Student Rights and Responsibilities

All students are expected to maintain professional behavior in the classroom setting, according to the Student Code, detailed in the Student Handbook. Students have specific rights in the classroom as detailed in Article III of the Code. The Code also specifies proscribed conduct (Article XI) that involves cheating on tests, plagiarism, and/or collusion, as well as fraud, theft, etc. Students should read the Code carefully and know they are responsible for the content. According to Faculty Rules and Regulations, it is the faculty responsibility to enforce responsible classroom behaviors, beginning with the verbal warnings and progressing to dismissal from class and a failing grade. Students have the right to appeal such action to the Student Behavior Committee.
Student Rights and Responsibilities: http://www.regulations.utah.edu/academics/6-400.html

More about Academic Dishonesty

The grade you earn in this course should reflect your own effort and accomplishment. **Get help in office hours**, **ask for an extension**, **do anything but cheat**.

Your work must be your own. Although it is often helpful to discuss the paper assignments and course materials with other students, no group projects are allowed; your final paper, article share, and take-home midterm exam must represent your own individual and original work. All papers will be submitted to Turn It In for review for originality. Papers that have substantial overlap in text with other submitted papers or with papers and other materials available on the Internet will be referred to the university as potential instances of plagiarism.

You must give others appropriate credit for their ideas. It is your responsibility as a student to understand how to discuss other authors' work in an appropriate way. It is my responsibility to answer any questions you may have about such issues. If you have any questions about appropriate ways in which to use and discuss another author's work in your own papers, please ask.

As a student, it is in your best interest to try to prevent plagiarism and other forms of cheating. Please be attentive to such issues when you are preparing papers for this class.

Electronic Devices in Class

Texting, using social media, and internet surfing are inappropriate during class. Use of laptop computers or other electronic devices is allowed for activities relevant to the course material. Please silence your cell phone during class, and if you have a responsibility that requires you to be alert to incoming calls or messages, please do so without disturbing others.

Other Details

Withdrawals: The last date for course withdrawal without instructor permission is August 30. Following this period, instructor approval for course withdrawal up until the deadline of October 18 will only be given for medical or personal emergencies and will be considered on a case-by-case basis.

Incompletes: Incompletes are given only for extraordinary circumstances. For an incomplete to be given, the student must be passing the course and have completed the majority of the assignments. Please see your registration guide for more detailed information about university policies governing the approval of incomplete grades.

Schedule of Weekly Topics & Readings

Note: Articles appear in suggested reading order, with required articles first. An article labeled "recommended" or "related" is not required, but is likely to be useful to students interested in a particular topic.

Readings may be revised with advance notice to reflect student interests and new work. Please attend class and check the announcement section of the class website for up-to-date information.

August 21   Introduction I

Cialdini, R. B. (1980). Full-cycle social psychology. In L. Bickman (Ed.), *Applied social psychology annual* (Vol. 1, pp. 21-47). Beverly Hills, CA: Sage Publications.

Taylor, S. E. (1998). The social being in social psychology. In D. T. Gilbert, S. T. Fiske, & G. Lindzey (Eds.) *The handbook of social psychology* (4th ed., Vol. 1, pp. 58-95). New York: McGraw Hill.

Recommended: Ross, L., Lepper, M., & Ward, A. (2010). History of social psychology: Insights, challenges, and contributions to theory and application. In S. T. Fiske, D. T. Gilbert and G. Lindzey (Eds.), *Handbook of social psychology* (5th ed., pp. 3-50). Hoboken, NJ: John Wiley and Sons. *Pages 13-16 only [will be handed out in class]*

August 28   Social Comparison Theory/Normative Influence

Festinger, L. (1954). A theory of social comparison processes. Reprinted from *Human Relations, 7.* pp. 117-140.

Kulik, J. A., Mahler, H. I. M., & Moore, P.J. (1996). Social comparison and affiliation under threat: Effects on recovery from major surgery. *Journal of Personality and Social Psychology, 71*, 967-979.

Taylor, S. E., Wood, J. V., & Lichtman, R. R. (1983). It could be worse: Selective evaluation as a response to victimization. *Journal of Social Issues, 39*, 19-40.

Blanton, H., George, G., & Crocker, J. (2001). Contexts of system justification and system evaluation: Exploring the social comparison strategies of the (not yet) contented female worker. *Group Processes & Intergroup Relations, 4*, 126-137.

September 4   **Social Influence: Norms, Conformity, & Compliance**

Cialdini, R. B., & Trost, M. R. (1998). Social influence: Social norms, conformity, and compliance. In D. T. Gilbert, S. T. Fiske, & G. Lindzey (Eds.) *The handbook of social psychology* (4th ed., Vol. 2, pp. 151-192). New York: McGraw Hill.

Nolan, J. M., Schultz, W., Cialdini, R. B., Goldstein, N. J., & Griskevicius, V. (2008). Normative social influence is underdetected. *Personality and Social Psychology Bulletin, 34*, 913-923.

Prentice, D. A., & Miller, D. T. (1993). Pluralistic ignorance and alcohol use on campus: Some consequences of misperceiving the social norm. *Journal of Personality and Social Psychology, 64*, 243-256.

Related: Blanton, H., & Christie, C. (2003). Deviance regulation: A theory of action and identity. *Review of General Psychology, 7*, 115-149.

September 11   **Attribution Theory I: Person Perception, Emotion & Motivation, Errors & Biases**

Kelley, H. H. (1973). The processes of causal attribution. *American Psychologist, 28*, 107-128.

Gilbert, D. T. (1995). Attribution and interpersonal perception. In A. Tesser (Ed.), *Advanced social psychology* (pp. 98-147). New York: McGraw-Hill.

Recommended: Weiner, B. (1985). An attributional theory of achievement motivation and emotion. *Psychological Review, 92*(4), 548-573.

September 18   **Attribution Theory II: Applications & Universality**

Brickman, P., Rabinowitz, V. C., Karuza, Jr., J., Coates, D., Cohn, E., & Kidder, L. (1982). Models of helping and coping. *American Psychologist, 37*, 368-384.

Weiner, B., Perry, R. P., & Magnusson, J. (1988). An attributional analysis of reactions to stigmas. *Journal of Personality and Social Psychology, 55*, 738-748.

Choi, I., Nisbett, R. E., & Norenzayan, A. (1999). Causal attribution across cultures: Variation and universality. *Psychological Bulletin, 125*, 47-63.

Related: Savani, K., & Rattan, A. (2012). A choice mind-set increases the acceptance and maintenance of wealth inequality. *Psychological Science, 23*, 796-804.

Related: Nussbaum, S., Trope, Y., & Liberman, N. (2003). Creeping dispositionism: The temporal dynamics of behavior prediction. *Journal of Personality and Social Psychology, 84*, 485-497.

September 25   Cognitive Dissonance & the Self

Festinger, L. (1957). An introduction to the theory of dissonance. In L. Festinger (Ed.), *A theory of cognitive dissonance* (pp. 1-30). Stanford, CA: Stanford University Press.

Aronson, E. (1999). Self-justification. In E. Aronson (Ed.), *The social animal* (8th ed., pp. 179-251). New York: Worth Publishers.

Thibodeau, R., & Aronson, E. (1992). Taking a closer look: Reasserting the role of the self-concept in dissonance theory. *Personality and Social Psychology Bulletin, 18*, 591-602.

Steele, C. M. (1988). The psychology of self-affirmation: Sustaining the integrity of the self. In L. Berkowitz (Ed.), *Advances in Experimental Social Psychology* (Vol. 21, pp. 261-302). San Diego, CA: Academic Press.

Recommended: Stone, J., Weigand, A. W., Cooper, J., & Aronson, E. (1997). When exemplification fails: Hypocrisy and the motive for self-integrity. *Journal of Personality and Social Psychology, 72*, 54-65.

October 2   Self-Motives

Greenwald, A. G. (1980). The totalitarian ego: Fabrication and revision of personal history. *American Psychologist, 35*, 603-618.

Taylor, S. E., & Brown, J.D. (1988). Illusion and well-being: A social psychological perspective on mental health. *Psychological Bulletin, 103*, 193-210.

Swann, W. B. (1987). Identity negotiation: Where two roads meet. *Journal of Personality and Social Psychology, 53*, 1038-1051.

Recommended: Dunning, D. (2003). The zealous self-affirmer: How and why the self lurks so pervasively behind social judgment. In S. J. Spencer, S. Fein, M. P. Zanna and J. M. Olson (Eds.), *Motivated Social Perception. The Ontario Symposium* (Vol. 9, pp. 45-72). Mahwah, NJ: Lawrence Erlbaum Associates.

Recommended: Murray, S. L., & Holmes, J. G. (1999). The (mental) ties that bind: Cognitive structures that predict relationship resilience. *Journal of Personality and Social Psychology, 77*, 1228-1244.

Related: Please see folder of readings on the positive illusions debate.

October 2   Take-home midterm handed out in class, due October 18, 5 PM

October 9   Fall Break

October 16   The Social Self

Baumeister, R. F. (1995). Self and identity: An introduction. In A. Tesser (Ed.), *Advanced social psychology* (pp. 50-97). New York: McGraw-Hill.

Leary. M. R. (2010). Affiliation, acceptance, and belonging: The pursuit of interpersonal connection. In S. T. Fiske, D. T. Gilbert, and G. Lindzey (Eds.), *Handbook of Social Psychology* (5th ed., Vol. 2, pp. 864-897). Hoboken, NJ: John Wiley and Sons.

Markus, H. R., & Kitayama, S. (1991). Culture and the self: Implications for cognition, emotion, and motivation. *Psychological Review, 98*, 224-253.

Recommended: Leary, M. R., Tambor, E. S., Terdal, S. K., & Downs, D. L. (1995). Self-esteem as an interpersonal monitor: The sociometer hypothesis. *Journal of Personality and Social Psychology, 68*, 518-530.

Recommended: Dickerson, S. S. (2008). Emotional and physiological responses to social evaluative threat. *Social and Personality Psychology Compass, 2*, 1362-1378.

October 23   Social Cognition (with a focus on stereotyping)

Fiske, S. T., & Neuberg, S. L. (1990). A continuum of impression formation, from category-based to individuating processes: Influences of information and motivation on attention and interpretation. In M. P. Zanna (Ed.), *Advances in Experimental Social Psychology,* (Vol. 23, pp. 1-74). San Diego, CA: Academic Press.

Fiske, S. T. (1993). Controlling other people: The impact of power on stereotyping. *American Psychologist, 48*, 621-628.

Fiske, S. T. (2010). Interpersonal stratification: Status, power and subordination. In S. T. Fiske, D. T. Gilbert, and G. Lindzey (Eds.), *Handbook of Social Psychology* (5th ed., Vol. 2, pp. 941-982). Hoboken, NJ: John Wiley and Sons.

Goodwin, S. A., Fiske, S. T., Rosen, L. D., & Rosenthal, A. M. (2002). The eye of the beholder: Romantic goals and impression biases. *Journal of Experimental Social Psychology, 38*, 232-241.

Stevens, L. E., & Fiske, S. T. (2000). Motivated impressions of a powerholder: Accuracy under task dependency and misperception under evaluation dependency. *Personality and Social Psychology Bulletin, 26*, 907-922.

October 30   Stereotyping & Prejudice I

Greenberg, J., & Kosloff, S. (2008). Terror management theory: Implications for understanding prejudice, stereotyping, intergroup conflict, and political attitudes. *Social and Personality Psychology Compass, 2/5*, 1881-1894.

Devine, P.G. (1995). Prejudice and out-group perception. In A. Tesser (Ed.), *Advanced social psychology* (**pp. 485-499**). New York: McGraw-Hill.

Dovidio, J. E. (2001). On the nature of contemporary prejudice: The third wave. *Journal of Social Issues, 57*, 829-849.

Please be ready to discuss your ideas about contemporary forms of prejudice and discrimination.

November 6   Stereotyping & Prejudice II: Stigma; Effects on Targets

Crocker, J., & Major, B. (1989). Social stigma and self-esteem: The self-protective properties of stigma. *Psychological Review, 96*, 608-630.

Steele, C. M., Spencer, S. J., & Aronson, J. (2002). Contending with group image: The psychology of stereotype and social identity threat. In M. P. Zanna (Ed.), *Advances in Experimental Social Psychology* (Vol. 34, pp. 379-440). San Diego, CA: Academic Press.

Please be ready to discuss your ideas about the impact of prejudice and discrimination on targets.

November 13   Intergroup Processes I

Tajfel, H., Billig, M. G., Bundy, R. P., & Flament, C. (1971). Social categorization and intergroup behaviour. *European Journal of Social Psychology, 1*, 149-178. [*Read for arguments & method, but not necessarily details of results.*]

Devine, P. G. (1995). Prejudice and out-group perception. In A. Tesser (Ed.), *Advanced social psychology* (**pp. 467-485; 499-513**). New York: McGraw-Hill.

Dovidio, J. F. & Gaertner, S. L. (2010). Intergroup bias. In S. T. Fiske, D. T. Gilbert, and G. Lindzey (Eds.), *Handbook of Social Psychology* (5th ed., Vol. 2, pp. 1084-1121). Hoboken, NJ: John Wiley and Sons.

Sherif, M. (1956). Experiments in group conflict. In L. A. Peplau, D. O. Sears, S. E. Taylor and J. L. Freedman (Eds.) *Readings in social psychology: Classic and contemporary contributions* (Second edition, pp. 209-213). Englewood Cliffs, NJ: Prentice Hall. Reprinted from *Scientific American*, *195*, 54-58.

November 20   Intergroup Processes II: Prejudice Reduction

Hewstone, M. (1996). Contact and categorization: Social psychological interventions to change intergroup relations. In C. N. Macrae, C. Stangor and M. Hewstone (Eds.), *Stereotypes & Stereotyping* (pp. 323-368). New York: The Guilford Press.

Paluck, E. L., & Green, D. P. (2009). Prejudice reduction: what works? A review and assessment of research and practice. *Annual Review of Psychology, 60*, 339-367.

Recommended: Halperin, E., Russell, A. G., Trzesniewski, K. H., Gross, J. J., & Dweck, C. S. (2011). Promoting the Middle East Peace process by changing beliefs about group malleability. *Science, 333*, 1767-1769.

Please be ready to discuss your ideas about interventions to reduce prejudice and discrimination. Reminder: Today is the deadline for clearing your final paper topic with the instructor.

November 27   Attitudes & Persuasion/some final presentations

Petty, R. E. (1995). Attitude change. In A. Tesser (Ed.), *Advanced social psychology* (pp. 195-255). New York: McGraw-Hill.

Wood, W. (2000). Attitude change: Persuasion and social influence. *Annual Review of Psychology, 51*, 539-570.

Banaji, M. R. & Heiphetz, L. (2010). Attitudes. In S. T. Fiske, D. T. Gilbert, and G. Lindzey (Eds.), *Handbook of Social Psychology* (5th ed., Vol. 2, pp. 353-393). Hoboken, NJ: John Wiley and Sons.

Recommended: Herek, G. M. (1986). The instrumentality of attitudes: Toward a neofunctional theory. *Journal of Social Issues, 42(2)*, 99-114.

Recommended: Greenwald, A. G., & Banaji, M. R. (1995). Implicit social cognition: Attitudes, self-esteem, and stereotypes. *Psychological Review, 102*, 4-27.

Recommended: Eagly, A. H., & Chaiken, S. (2005). Attitude research in the 21st Century: The current state of knowledge. In D. Albarracin, B. J. Johnson, and M. P. Zanna (Eds.), *The handbook of attitudes* (pp. 743-767). Mahwah, NJ: Lawrence Erlbaum Associates.

December 4   Final paper presentations (may need to extend class time)

December 13   Final papers due by e-mail at 5 pm. (There is no final exam.)

Please see the next pages for important campus safety resources, including emergency evacuation plans, courtesy escorts, and the SafeU website.

Important Campus Safety Resources

SafeU website, safeu.utah.edu

The University of Utah values the safety of all campus community members. To report suspicious activity or to request a courtesy escort, call campus police at 801-585-COPS (801-585-2677). You will receive important emergency alerts and safety messages regarding campus safety via text message. For more information regarding safety and to view available training resources, including helpful videos, visit safeu.utah.edu.

Courtesy escorts are available 24/7 for any students or faculty who desire one. The number to call is 801-585-2677.

Please see the next page for the **emergency action plan for evacuation from BEHS**, including a map that shows emergency assembly points, and other important emergency response resources.

Addressing Sexual Misconduct
Title IX makes it clear that violence and harassment based on sex and gender (which includes sexual orientation and gender identity/expression) is a civil rights offense subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, color, religion, age, status as a person with a disability, veteran's status or genetic information. If you or someone you know has been harassed or assaulted, you are encouraged to report it to the Title IX Coordinator in the Office of Equal Opportunity and Affirmative Action, 135 Park Building, 801-581-8365, or the Office of the Dean of Students, 270 Union Building, 801-581-7066. For support and confidential consultation, contact the Center for Student Wellness, 426 SSB, 801-581-7776. To report to the police, contact the Department of Public Safety, 801-585-2677(COPS).

Wellness Statement
Your personal health and wellness are essential to your success as a student. Personal concerns such as stress, anxiety, relationship difficulties, depression, cross-cultural differences, etc., can interfere with a student's ability to success and thrive in this course and at the University of Utah. Please speak with the instructor or TA before issues become problems. And, for helpful resources, contact the Center for Student wellness at www.wellness.utah.edu or 801-581-7776.

Veterans Support Center
The Veterans Support Center is a "one stop shop" for student veterans to find services, support, advocacy, and camaraderie. They are located in the Park Building Room 201. You can visit their website for more information about their services and support at http://veteranscenter.utah.edu.

LGBT Resource Center
The University of Utah has an LGBT Resource Center on campus. They are located in Room 409 of the Olpin Union Building. Hours: M-F 8-5pm. You can visit their website to find more information about the support they can offer, a list of events through the center, and links to additional resources: http://lgbt.utah.edu.

Learners of English as an Additional/Second Language
If you are an English language learner, please be aware of several resources on campus that will support you with your language and writing development. These resources include the Writing

Center (http://writingcenter.utah.edu); the Writing Program (http://writing-program.utah.edu); and the English Language Institute (http://continue.utah.edu/eli).

CSBS EMERGENCY ACTION PLAN

BUILDING EVACUATION

EAP (Emergency Assembly Point) – When you receive a notification to evacuate the building either by campus text alert system or by building fire alarm, please follow your instructor in an orderly fashion to the EAP marked on the map below. Once everyone is at the EAP, you will receive further instructions from Emergency Management personnel. You can also look up the EAP for any building you may be in on campus at http://emergencymanagement.utah.edu/eap.

CAMPUS RESOURCES

U Heads Up App: There's an app for that. Download the app on your smartphone at alert.utah.edu/headsup to access the following resources:

- **Emergency Response Guide:** Provides instructions on how to handle any type of emergency, such as earthquake, utility failure, fire, active shooter, etc. Flip charts with this information are also available around campus.

- **See Something, Say Something:** Report unsafe or hazardous conditions on campus. If you see a life threatening or emergency situation, please call 911!

Safety Escorts: For students who are on campus at night or past business hours and would like an escort to your car, please call 801-585-2677. You can call 24/7 and a security officer will be sent to walk with you or give you a ride to your desired on-campus location.

College of
Social and Behavioral Science
THE UNIVERSITY OF UTAH