

## Psychology 340

### Advanced Social Psychology

Spring 2011

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Class meets on M and W 11:45am –12:55pm in Hurd 235

Office hours: M 10:15-11:15am; W 2-3pm; F 8:30-9am; 10-11:30am

A survey of the major theoretical and empirical research in social psychology, including person perception and social cognition, attitudes and persuasion, prejudice and stereotyping, interpersonal attraction, and helping behavior. Some theoretical applications will be discussed, as will methodological approaches to social psychological questions and problems. Students will complete research projects and writing assignments.

#### ***Required Books:***

Dunn, D. S. (2008). *Research Methods for Social Psychology*. Malden, MA: Blackwell – ISBN: 978-1-4051-4980-8 (hardback)

Cialdini, R. B. (2009). *Influence: Science and practice*. Boston: Allyn and Bacon. ISBN: 978-0-205-60999-4 (paper)

Zimbardo, P. (2008). *The Lucifer effect: Understanding how good people turn evil*. New York: Random House. ISBN: 978-0812974447 (paper)

Milgram, S. (2004). *Obedience to authority*. New York: Harper. ISBN: 0-06-073728-X (paper)

#### ***Recommended book (optional):***

Dunn, D. S. (2011). *A Short Guide to Writing about Psychology* (3rd ed.). New York: Pearson. ISBN: 978-0-205-75281-2 (paper)

There are a few readings (noted in the class schedule) that are on Reserve in Reeves Library. You may also download copies from PsycINFO.

### **Learning Goals and Outcomes for this Course**

#### *Research Methods in Psychology*

Describe the basic characteristics of the science of psychology.

Explain different research methods used by psychologists.

Evaluate the appropriateness of conclusions derived from psychological research

Design and conduct basic studies to address psychological questions using appropriate research methods.

Follow the APA Ethics Code in the treatment of human participants in the design, data collection, interpretation, and reporting of psychological research.

Generalize research conclusions appropriately based on the parameters of particular research methods.

### **Course Requirements**

*Attendance and participation.* Our class is a small seminar. Your active, engaged, and on-going participation is essential to the success of the class. To that end, I will be taking role daily. An undue number of absences (more than 3) will lower your final course grade.

*Cell phones and laptop etiquette.* When you are in class, you are in a no texting zone. Please turn off all cell phones and pagers when you enter the classroom. Having cell phones and pagers go off during class is disruptive both to me and to your fellow students. If there is an *emergency situation* where you need to be reachable during class, place your cell phone or pager in vibrate mode. If it goes off, please leave the class to take the call. *Please only respond to cell phones or pagers if there is a true emergency.* If you use laptops for note-taking, this is fine as long as that is truly what you are doing with your laptop. Please do not check email, check Facebook, write letters, or surf the web—it is quite easy for me to tell when students are using laptops for purposes other than note-taking.

*Examinations.* There are two exams, an in-class midterm on Wednesday, February 23<sup>rd</sup> and a take-home final exam (due on Monday, May 2nd). Both exams will be comprised of essay questions relating to class readings and discussions. We will discuss the format of each test in detail during class. A missed exam will be recorded as a

zero (0) grade. Make-up exams will be given at my discretion, and valid evidence for the absence will be required (e.g., emergency, documented medical excuse).

*Group research projects.* We will form research groups of 2- 3 students each. You and the members of your group will propose and then conduct a social psychology research project (e.g., an experiment, a field study) where variables are manipulated and measured. The topic should be something to do with social influence, the main theme of the course this semester. Your group will decide on a topic area and formulate a testable hypothesis. Working as a team, your group will search the relevant literature, develop a hypothesis and research design, create independent and dependent variables, seek permission from the Human Subjects Committee to conduct the experiment, recruit participants, and collect and analyze the resulting data.

*Group or individual research paper.* Students can write a group paper (satisfactorily demonstrating that each member of the group contributed approximately equally to the final product) or each member of a group can write an individual research paper. Each student will use the shared materials created and collected by the class to write his or her own APA style empirical paper summarizing what was done, found, and interpreting its meaning in light of social psychological theory. As a class, we will read and comment on rough drafts of your paper, the final version of which must be submitted for a grade in class on **Wednesday, April 20th**.

The Writing Center is located in a building that is not accessible to persons with mobility impairments. If you need the services of the Writing Center, please call 610-861-1392.

*Data analyses for research projects.* Although we will discuss how to plan data analyses for your research projects, I will assume you are familiar with data entry and analyses using statistical software, generally SPSS. You should begin to think about, discuss, and plan the analysis of your data as soon as you develop a research design. SPSS is available online in the College's computer classrooms. If you have access to other statistical software, you may use it as long as you inform me in advance. Be sure that when you report the results of your analyses that you do so using APA style (for guidelines, see chapter 11 in D, chapters 5 through 9 in Dunn [2011], and/or the *Publication Manual of the American Psychological Association* [APA, 2010]). Be sure that you report the values of any test statistics, their accompanying degrees of freedom, significance levels, and so on.

*Plagiarism and cheating.* Your work must be your own. The College has a detailed plagiarism policy. I assume you are already familiar with it. I am happy to discuss it with you if you have questions. I will follow it to the letter. Please visit: <http://www.moravian.edu/studentlife/handbook/academic/academic2.html> to view the policy.

*Grading.* Final grades will be weighted as follows:

Midterm exam (in class)	= 20%
Final exam (take home)	= 20%
Class participation	= 20%
Short Assignments	= 15%
Group work	= 5%
APA style research paper	= 20%

I will use the following grading scale for course work:

<i>Letter</i>	<i>Score</i>	<i>Grade Range</i>
A	100	95-100
A-	92	90-94
B+	88	87-89
B	85	83-86
B-	81	80-82
C+	78	77-79
C	75	73-76
C-	71	70-72
D+	68	67-69
D	65	63-66
D-	61	60-62
F	0	0-59

*Office hours.* My office hours at Moravian for Spring 2010 are:

M 10:15-11:15am; W 2-3pm; F 8:30-9am; 10-11:30am

Monday	10:15-11:15am
Wednesday	2 – 3pm
Friday	8:30am - 9am; 10-11:30am

When necessary appointments for other times may be scheduled.

*Note about the syllabus.* Readings should be completed before class on the dates noted herein. I reserve the right to alter the syllabus should the need arise.

Students who wish to request accommodations in this class for a disability should contact Mr. Joe Kempfer, Assistant Director of Learning Services for Disability Support, 1307 Main Street (extension 1510). Accommodations cannot be provided until authorization is received from the office of Learning Services.

M = Milgram's *Obedience to Authority*

D = Dunn's *Research Methods for Social Psychology*

C = Cialdini's *Influence: Science and Practice*

Z = Zimbardo's *The Lucifer Effect*

Other readings indicated by complete reference (download copy from PsycINFO)

### Class Schedule for Spring 2010

#### Theme: Social Influence

M Jan 17	Organizational Meeting  <i>Introducing Social Psychology &amp; Social Influence</i>	
W Jan 19	Defining Social Influence	Chs 1 - 2 in C
M Jan 24	Social Influence II	Chs 3 – 4 in C
W Jan 26	Research Review <i>Complete AL 1a, p. 17</i>	Ch 1 in D
M Jan 31	Social Influence III Topic Selection <i>Complete AL 2a, p. 33</i> <i>Come to Class with Topic Ideas</i>	Chs 5 – 6 in C Ch 2 in D
W Feb 2	Social Influence IV Refine Social Influence Topic Ideas <i>Report on library research due</i>	Chs 7 – 8 in C
<b><i>In Depth Review of Classic Theory and Research: Conformity and Obedience</i></b>		
M Feb 7	Creating Social Pressure in the lab <i>Short paper 1 due</i>	Asch (Reserve)
W Feb 9	Obedience Begin outlining and drafting project introduction	Chs 1 – 8 in M
M Feb 14	Obedience	Chs 9 – 15 in M
W Feb 16	Obedience to Authority DVD	
M Feb 21	Research Ethics <i>Short paper 2 due</i>	Ch 3 in D

W Feb 23	<b>Midterm Exam</b>	
M Feb 28	Milgram's Critics <i>Co-authored draft of IRB form due in class</i>	Baumrind & Milgram (Reserve)
W Mar 2	Replication of Milgram <i>Complete AL 4a, p. 83</i> <i>Draft of Introduction due</i>	Burger (Reserve) Ch 4 in D
F Mar 4	<b>Midterm Point of the Semester</b>	
Sa Mar 5 – Su Mar 13	<b>Spring Break</b>	
	<b>Social Influence and Evil?</b>	
M Mar 14	Defining Evil <i>Co-authored draft of Method due</i>	Ch 1 in Z
W Mar 16	The Prison Experiment	Chs 2 – 5 in Z
M Mar 21	Alternatives to Experiments <i>Complete AL 7a, 7b, pps. 196, 201</i> <i>Complete AL 8a, p. 217</i>	Ch 5 in D
W Mar 23	The Prison Experiment con't	Chs 6 – 8 in Z Ch 6 in D
M Mar 28	The Prison Experiment con't	Ch 9 – 11 in Z Ch 7 in D
W Mar 30	Prison Experiment Film DVs	Ch 8 in D
F Apr 1	Last Day for Course Withdrawal with "W"	
M Apr 4	Conformity revisited Data Analysis <i>Complete AL 11a, p. 289</i> <i>Short paper 3 due</i>	Chs 12- 13 in Z Ch 11 in D
W Apr 6	Abu Ghraib <i>Draft of Results Due</i>	Ch 14 in Z Fiske et al (Reserve)
M Apr 11	Ghosts of Abu Ghraib DVD Presenting Research <i>Draft of Discussion Due</i>	Ch 12 in D

- W Apr 13                      Writing Workshop Class  
Bring DRAFTS to class
- M Apr 18                      Finish Zimbardo                      Ch 15 - 16  
*Complete Draft (multiple copies)*  
*For In Class Writing Workshop due*
- W Apr 20                      *Project Paper due*  
*Take Home Final Exam Available in class*
- Th Apr 21 – M Apr 25              **Easter Recess**
- W Apr 27                      Last Class – Wrap Up
- Sa May 1                      Last Day of Classes
- M May 2 – Sa May 7 *Final Exams*

**\*\*\* Due Date for Take Home Final Exam is Monday, May 2<sup>nd</sup> at 8:30am—I will accept the Final Exam anytime after it is handed out on Monday, April 18th.**

**Congratulations to the Graduates – Have a relaxing Summer**

### Reserve Readings

Asch, S. (1955, November). Opinions and social pressure. *Scientific American*, 31- 35.

Baumrind, D. (1964). Some thoughts on the ethics of research: After reading Milgram's "Behavioral study of obedience." *American Psychologist*, 19, 421-423.

Burger, J. M. (2009). Replicating Milgram: Would people still obey today? *American Psychologist*, 64, 1-11.

Milgram, S. (1964). Issues in the study of obedience: A reply to Baumrind. *American Psychologist*, 19, 848-852.

*Short Paper Assignments*

1. Select one “weapon of social influence” from Cialdini’s arsenal. When are we likely to encounter such social influence? Can you identify an experience(s) from your own life where this sort of social influence led to behavior change? How could you use this form of social influence in a constructive manner, one that will help people? Describe an experiment or intervention you might conduct to achieve a positive (rather than a negative) end.
2. What is the nature of social influence found in the Asch study and in Milgram’s obedience experiment? Compare and contrast the nature of the social pressure/influence found in each situation. What makes either form of social influence different from that found in *Influence: Science and Practice*? Do we experience compliance and obedience pressures in daily life? If so, when? Are the consequences of these forms of influence positive, negative, or both?
3. Define and describe the nature of social influence found in the Zimbardo prison study. Are people evil—or are situations “evil”? Or is it both? What makes this influence different from the examples we have seen in *Influence: Science and Practice*, the Asch study, and the obedience to authority experiments?