

Psychology 340: Advanced Social Psychology

Fall 2011: T/Th 8:55am – 10:05am, PPHAC 235

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Office Hours: T/Th 10:05 – 11:00
or by appointment

Course Description:

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 978-4051-4980-8 (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)

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 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, role will be taken daily, and an undue number of absences (more than 3) will lower your final course grade.

Examinations. There are two exams, an in-class midterm on October 6th and a take-home final exam (due on December 13th). Both exams will be comprised of essay questions relating to class readings and discussions. The format of each exam will be discussed in 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).

Short Assignments. There will be three short paper assignments for the course. They must be 3-5 pages, double spaced with a 12-pt font and 1 inch margins. The questions are provided at the end of the syllabus, and they are intended to get you thinking more deeply about each of the studies on social influence that we will be discussing in class.

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.

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 analyses 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 to report results using APA style (see Dunn Ch 11, Ch 5 and 9 of the recommended book for the course *A Short Guide to Writing about Psychology*, or the *Publication Manual for the American Psychological Association*).

APA style research paper. Students will use the shared materials created and collected by their group 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 is due December 13th at noon.

Evaluation:

Grading scale:

		<i>Letter</i>	<i>Score</i>	<i>Grade Range</i>
Class participation	20%	A	100	95-100
Midterm exam (in class)	20%	A-	92	90-94
Final exam (take home)	20%	B+	88	87-89
Short Assignments	15%	B	85	83-86
Group work	5%	B-	81	80-82
APA style research paper	20%	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

Note: The instructor reserves the right to use qualitative judgment when assigning grades. For example, being late to class on a regular basis or using a cell phone or other device during class may contribute to a deduction on the final grade.

Class Policies

Attendance. As Moravian College's Attendance Policy in the Student Handbook states, "students are expected to attend classes regularly." If you have an unavoidable situation that prevents you from being in class, please advise the instructor before the class meeting. Excused absences will require appropriate documentation (e.g., doctor's note). Otherwise, your attendance will be expected. Excessive absences, meaning more than three, will result in a 3-point deduction per absence on the final average. If you are absent, it is your responsibility to get missed material from a classmate.

Academic Integrity. The Policy on Academic Honesty (Student Handbook) states, "Moravian College expects its students to perform their academic work honestly and fairly." Therefore, students are expected to be honest in all matters pertaining to this class, without exception.

Put simply: **If you are caught cheating, you will receive a failing grade. All situations of academic dishonesty will be reported to the Academic Dean's Office. Taking summaries from sites such as SparkNotes and using them in a paper is considered plagiarizing. If they are not your thoughts and ideas and you present them as such, then it is plagiarism.**

All work submitted for evaluation in this course must be original work. It may not be "borrowed" from another student, a printed source, or online source without proper credit as outlined by the current APA Manual (available in the Reference section of Reeves Library). Please note that no part of your assignments may be shared with other students in this class or with students in future classes, and you may not refer to papers from previous classes. All papers submitted for this class must be original work completed to meet the requirements of this class.

Students may not plagiarize. The Moravian College Student Handbook states, "[w]hen students use the specific thoughts, ideas, writings, or expressions of another person, they must accompany each instance of use with some form of attribution to the source." Failure to do so is plagiarism, a major form of dishonesty. Specific procedures for attribution for this course are outlined in the APA Publication Manual (3 copies are available in the reference section of the library). If you are not sure what constitutes plagiarism, please set up an appointment with the instructor. Otherwise, adherence to the guidelines set forth by APA will be expected. Students must turn in copies of all sources used for papers and are expected to "keep all notes, drafts, and materials used in preparing assignments until a final course grade is given." A student judged to have violated the policy on academic honesty will receive a grade of zero for the relevant assignment or a failing grade for the course, at the discretion of the instructor. Any such violation will be reported in writing to the office of the Academic Dean.

****Note: You are responsible for reading the Student Handbook as well as this syllabus, and for adhering to all outlined policies.*

Late Papers. A 10-point deduction will be applied for each partial or full day papers are late, beginning at the start of class (8:55am)—no exceptions...not even "my printer wouldn't work," "my computer broke," or "the computer didn't save it." Papers will not be accepted after 4 days (at that point, the paper would start at a 60 and would be a failing paper). Back up all your files...save to the server...save to disk...SAVE EARLY AND SAVE OFTEN. If there is a printer problem and you are minutes from the start of class, email me the finished document as an attachment (before class) and then get me a hard copy ASAP after class. If I cannot open the attachment, late deductions will apply. This policy applies to all papers for this course. If you turn in a paper late, you know the policy...do not tell me it is unfair if you get deductions. Plan ahead and get your papers in on time. And remember, in fairness to other students, LATE IS LATE. If class has begun and it is after 8:55, papers will be marked late.

Learning Services Office. The Learning Services Office "provides assistance to students who are experiencing academic difficulties" (Student Handbook). If you feel you need special services through this office, you may call 610-861-1510 or visit their offices at 1307 Main Street. If you do not document something that is interfering with your school work, when it is happening, I cannot make exceptions after the fact.

Cell phones and laptop etiquette. Class is a no texting zone. Having cell phones go off during class is disruptive to me and to your fellow students. *Please only responds to cell phones if there is a true emergency.* Laptops may be used for note-taking, but please do not check e-mail, check Facebook, surf the web, or do unrelated course work—it is quite easy for me to tell when students are using laptops for purposes other than note-taking.

Theme: Social Influence

T	August 30 th	Introductions	
Th	September 1 st	Defining Social Influence	Cialdini Ch 1 & 2
T	September 6 th	Social Influence II	Cialdini Ch 3 & 4
Th	September 8 th	Research Review	Dunn Ch 1
T	September 13 th	Social Influence III Topic Selection: <i>Come to class with topic ideas</i>	Cialdini Ch 5 & 6 Dunn Ch 2
Th	September 15 th	Social Influence IV Refine Social Influence Topic Ideas <i>Report on Library Research Due</i>	Cialdini Ch 7 & 8

In Depth Review of Classic Theory and Research: Conformity and Obedience

T	September 20 th	Creating Social Pressure in the lab <i>Short paper 1 due</i>	Asch (1955)
Th	September 22 nd	Obedience <i>Begin outlining and drafting project introduction</i>	Milgram Ch 1 – 8
T	September 27 th	Obedience	Milgram Ch 9 – 15
Th	September 29 th	Obedience to Authority DVD	
T	October 4 th	Research Ethics <i>Short paper 2 due</i>	Dunn Ch 3
Th	October 6 th	Midterm Exam	
T	October 11 th	Fall Recess	
Th	October 13 th	Milgram's Critics <i>Co-authored draft of IRB form due in class</i>	Baumrind (1964) & Milgram (1964)
T	October 18 th	Replications of Milgram <i>Draft of Introduction due</i>	Burger (2009) Dunn Ch 4

Social Influence and Evil?

Th	October 20 th	Defining Evil <i>Co-authored draft of Method due</i>	Zimbardo Ch 1
T	October 25 th	The Prison Experiment	Zimbardo Ch 2 – 5
Th	October 27 th	Alternatives to Experiments	Dunn Ch 5
T	November 1 st	The Prison Experiment cont.	Zimbardo Ch 6 – 8 Dunn Ch 6
Th	November 3 rd	The Prison Experiment cont.	Zimbardo Ch 9 – 11 Dunn Ch 7
T	November 8 th	The Prison Experiment film DVs	Dunn Ch 8
Th	November 10 th	Conformity revisited Data Analysis <i>Short paper 3 due</i>	Zimbardo Ch 12 – 13 Dunn Ch 11
T	November 15 th	Abu Ghraib <i>Draft of Results Due</i>	Zimbardo Ch 14
Th	November 17 th	Ghosts of Abu Ghraib DVD Presenting Research <i>Draft of Discussion Due</i>	Dunn Ch 12
T	November 22 nd	Writing Workshop Class Bring DRAFTS to class	
Th	November 24 th	Break	
T	November 29 th	Finish Zimbardo	Zimbardo Ch 15-16
Th	December 1 st	<i>Project Paper due</i> <i>Take Home Final Exam Available in class</i> <i>Due 12/13 12:00 PM</i>	
T	December 6th	Last Class – Wrap Up	

***Supplemental readings will be provided to you by the instructor.

***Readings should be completed before class on the dates noted herein. I reserve the right to alter the syllabus should the need arise. Readings may be added or deleted over the course of the semester, and assignment dates may be moved, as necessary, over the courses of the semester. Students will be notified of any changes at least a week ahead of time. If you miss class, it is your responsibility to get notes and announcements from another student.

Short Assignment Questions

#1

Select one “weapon of social influence” from Cialdini’s arsenal. Describe this weapon in detail (be sure to include: what it is, how it operates, what situations it functions in). Can you identify an experience(s) from your own life where this sort of social influence led to behavior change? If not, you may also use instances from literature, film, or other fictional instances (but please be specific and provide detail about the characters and situation you are using). How could you use this form of social influence in a constructive manner, one that will help people?

#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?