

Psychology 340

Advanced Social Psychology

Fall 2012

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Class meets on M and W 4b (11:45am - 12:55pm) in Hurd 233

Office hours:

Monday 1:15 – 2:30pm
Wednesday 1:15 – 2:30pm
Friday 8:30 – 10:30am

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:

Baumeister, R. F., & Finkel, E. J. (2010). *Advanced Social Psychology: The State of the Science*. New York, NY: Oxford U Press. - ISBN: 978-0195381207

Dunn, D. S. (2009). *Research Methods for Social Psychology*. Malden, MA: Blackwell – ISBN: 978-1-4051-4980-8

Recommended book (optional):

Dunn, D. S. (2011). *A Short Guide to Writing about Psychology* (3rd ed.). New York: Pearson. ISBN: 978-0205752812

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 will lower your final course grade.

Active learning exercises. You and your research team members will complete and submit seven active learning exercises. These exercises are in the *Research Methods for Social Psychology* book. Each exercise should be completed by all members of your team (i.e., each team member should have input on any materials that are submitted—if a team member's name is omitted from an exercise, no credit will be given). These exercises are designed to help you think about and execute your research project. The due dates for the exercise are noted in the course schedule; late exercises will not be accepted.

Examinations. There are two exams, an in-class midterm on **Monday, October 1st** and a take-home final exam (available in class on **Wednesday, December 1st** and due no later than **1:30pm on Monday, December 10th**). 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).

Leading class discussion. Each member of the class will be responsible for leading class discussion concerning the topic of a chapter from the B&F book. We will be reading and discussing 17 chapters from the book. As the discussion leader for a given day, you will read the chapter in advance and submit a set of discussion questions to me (via email) 48 hours before class. Detailed directions for leading your discussion are provided on the last page of this syllabus. These questions should be based on your thoughtful responses to the issues raised within the chapter. Your questions should be extensions of or reactions to a given chapter's material and not simply questions requiring factual answers. On the day you lead class discussion, you should provide a brief overview of the chapter topic (no more than 5 minutes) and then lead the class through the key issues presented in the chapter by asking questions. You should have at least 8 good questions and no more than 12. Your grade for leading the class will be based on your overview of the chapter, the quality of your questions, and your ability to run the class discussion for most of the class for that day.

Research team projects. We will form research teams of 2- 3 students each. You and the members of your team will propose and then conduct a social psychology research project (e.g., an experiment, a field study) on some social psychological topic where variables are manipulated and measured. Before doing so, 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. I 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, December 1st**.

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 6 and 8 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/academic2.htm> to view the policy.

Disability issues. Students who wish to request accommodations in this class for a disability should contact Elaine Mara, assistant director of learning services for academic and disability support at 1307 Main Street, or by calling 610-861-1510. Accommodations cannot be provided until authorization is received from the Academic Support Center.

Grading. Final grades will be weighted as follows:

Midterm exam (in class)	= 20%
Final exam (take home)	= 20%
Active Learning Exercises in Dunn	= 10%
Class participation	= 15%
Leading class discussion & questions	= 15%
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 Fall 2012 are:

Monday	1:15pm – 2:30pm
Wednesday	1:15pm - 2:30pm
Friday	8:30am - 10:30am

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.

B&F = Baumeister & Finkel's *Advanced Social Psychology*
 D = Dunn's *Research Methods for Social Psychology*

Class Schedule for Fall 2012

M Aug 27	Organizational Meeting	
W Aug 29	Thinking about People	Ch 1 in B&F
M Sept 3	<i>Labor Day – No Class Meeting</i>	
Tu Sept 4	Final Day for Course Changes	
W Sept 5	History	Ch 2 in B&F
M Sept 10	Research Review <i>Complete AL 1a, p. 17</i>	Ch 1 in D
W Sept 12	Social Cognition	Ch 3 in B&F
M Sept 17	Emotion	Ch 4 in B&F
W Sept 19	Topic Selection <i>Complete AL 2a, p. 33</i> <i>Come to Class with Topic Ideas</i>	Ch 2 in D
M Sept 24	The Self	Ch 5 in B&F
W Sept 26	<i>Yom Kippur – No Class Meeting</i>	
M Oct 1	In Class Midterm Exam	
W Oct 3	Attitude Structure Begin drafting your IRB	Ch 6 in B&F
F Oct 5	<i>Midterm Point of the Semester</i>	
S Oct 6 – Tu Oct 9	Fall Recess	
W Oct 10	Research Ethics	Ch 3 in D
M Oct 15	Attitude Change <i>Co-authored draft of IRB form due in class</i> <i>Submit the IRB for approval once it is approved in class</i>	Ch 7 in B&F

W Oct 17	Basic Experimental Design <i>Complete AL 4a, p. 83</i> <i>Draft of Introduction due</i>	Ch 4 in D
M Oct 22	Prosocial Behavior <i>Co-authored draft of Method due</i>	Ch 8 in B&F
W Oct 24	Aggression <i>*No Class Meeting</i>	Ch 9 in B&F
M Oct 29	Alternatives to Experiments <i>Complete AL 7a, 7b, pps. 196, 201</i> <i>Complete AL 8a, p. 217</i>	Ch 5 in D
W Oct 31	Prejudice, Stereotyping, Discrimination	Ch 10 in B&F Ch 6 in D
M Nov 5	Social Influence	Ch 11 in B&F Ch 7 in D
Tu Nov 6	Election Day – VOTE!	
W Nov 7	Attraction and Rejection DVs	Ch 12 in B&F Ch 8 in D
M Nov 12	Intimate Relationships Data Analysis <i>Complete AL 11a, p. 289</i>	Ch 13 in B&F Ch 11 in D
W Nov 14	Group Processes <i>Draft of Results Due</i>	Ch 14 in B&F
M Nov 19	Intergroup Relations Presenting Research <i>Draft of Discussion Due</i>	Ch 15 in B&F Ch 12 in D
Tu Nov 21–Su No 25	Thanksgiving Break	
M Nov 26	<i>Complete Rough Draft (4 copies)</i> <i>For In Class Writing Workshop due</i>	
W Nov 28	Social Neuroscience <i>Project Paper due</i> <i>Take Home Final Exam Available in class</i>	Ch 16 in B&F

M Dec 3 **Cultural Psychology** Ch 18 in B&F

W Dec 5 **Last Class – Wrap Up**

F Dec 7 Last Day of the Fall 2012 Semester

Sa Dec 8 Reading Day I

Su Dec 9 Reading Day II

M Dec 10 – F Sa Dec 15 - Final Exams

***** Due Date for Take Home Final Exam is 8:30pm on Thursday, December 13th. I will accept the Final Exam anytime after it is handed out on Wednesday, November 28th.**

Discussion Leader Responsibilities*

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You will be responsible for leading the discussion of the assigned reading on one day. Your responsibilities for that day will include organizing a list of questions and key themes for the class to discuss. You can start off with a brief overview of the readings for no more than 10 minutes, and then you will proceed to engage the class in active discussion. You will bring in a handout to help guide the class through the ideas/questions you have prepared. It is your responsibility to keep the class discussion going for the length of the period; however, other students are, as always, responsible for being active participants—each student's participation on those days will factor particularly heavily into their class participation grades.

Expectations for brief presentations:

Prior to class:

Read the assigned chapter. Note the most important themes—the ones that thread through the reading as a whole. If you have more than one reading, note especially the themes that tie the two readings together.

Create a handout that contains an outline of what we will discuss as a class. Make copies of the handout for the class. Make sure to include questions that the class can address together. Focusing on points that people might disagree on would be one way to stimulate discussion. Have many questions/points for discussion—it's perfectly fine if we don't get to all of them during the class period (i.e., if the class discussion takes us in an unexpected direction or focuses more deeply on one or two points, that's okay).

In class:

You can start with a brief (no more than 10 min) synopsis if you want to, but you don't have to. You can also include a brief period for clarification questions from the class.

You should feel free to call on people in the class to respond to questions, if need be.

You can plan an in-class activity to help us think about the issues from the reading. This could include a demonstration of a task, a brief in-class write to get us thinking about a particular issue, a role-playing situation with people in class taking on different sides of an issue, etc.

You are expected to help keep the discussion going for the whole period, but we will stop 5 minutes before the end of class to fill out participation self-evaluations.

Categories of evaluation:

- Organization – having the appropriate materials prepared, having your copy of the reading with you for reference, etc.
- Leadership – having a plan for what to focus on next when discussion falters, taking charge if we go off topic in a way that doesn't promote the class themes, etc.

- Content preparation – having read the assigned reading thoroughly and demonstrating a clear understanding of it, having questions/discussion points/activities that tie strongly to the topic, esp. if they challenge the class to think about things in a new way, to create ties across concepts from different readings or class topics, etc.
- This handout was developed by Dr. Sarah Johnson