

Psychology 340

Advanced Social Psychology

Spring 2014

Randolph A. Smith, PhD
Hurd Academic Complex 202
610-861-1361 or 610-625-7966
Preferred contact: smithr@moravian.edu

Class meets on T and R (10:20am - 11:30am) in Hurd 232

Office hours:

Tuesday 10:00-10:15am; 11:30-noon

Thursday 10:00-10:15am; 11:30-noon

Other hours available by appointment

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.

PREREQUISITE: Psychology 211

Required Books:

Baumeister, R. F., & Finkel, E. J. (2010). *Advanced Social Psychology: The State of the Science*. New York, NY: Oxford University Press. ISBN: 978-019-538120-7

Dunn, D. S. (2013). *Research Methods for Social Psychology* (2nd ed.). Malden, MA: Blackwell ISBN: 978-1-118-40605-2

Recommended book (optional):

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

American Psychological Association. (2010). *Publication Manual of the American Psychological Association* (6th ed.). Washington, DC: Author. ISBN: 978-1-4338-0562-2

Learning Goals and Outcomes for this Course

Research Methods in Social 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 (“a small group of students, as in a university, engaged in advanced study and original research under a member of the faculty and meeting regularly to exchange information and hold discussions”). Your active, engaged, and ongoing participation is essential to the success of the class. To that end, I will be taking roll daily. Up to three absences are permitted without excuse.

Active learning exercises. You and your research team member(s) 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 **Tuesday, February 25** and a take-home final exam (available in class on **Tuesday, April 22** and due no later than **8:30 am on Friday, May 2**). 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 research team 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. Detailed directions for leading your discussion are provided on the last page of this syllabus. As the discussion leaders for a given day, you will read the chapter in advance and submit a set of discussion questions to me (via e-mail) 48 hours before class. 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 10 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 students each. You and the other member 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 **Thursday, April 17th**.

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 12 in Dunn [2013], 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:

Tuesday	10:00-10:15am; 11:30-noon
Thursday	10:00-10:15am; 11:30-noon

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 Spring 2014

T Jan 14	Organizational Meeting	
R Jan 16	Thinking about People	Ch 1 in B&F
T Jan 21	Final Day for Course Changes	
T Jan 21	History Form research teams	Ch 2 in B&F
R Jan 23	Research Review <i>Complete AL 1A, p. 16</i>	Ch 1 in D
T Jan 28	How to Select a Good Topic <i>Complete Class Handout</i>	
R Jan 30	Topic Selection <i>Complete AL 2A, p. 32</i> <i>Come to Class with Topic Ideas</i>	Ch 2 in D
T Feb 4	Social Cognition	Ch 3 in B&F
R Feb 6	Emotion	Ch 4 in B&F
T Feb 11	The Self	Ch 5 in B&F
R Feb 13	Attitude Structure <i>Begin drafting your IRB</i>	Ch 6 in B&F
T Feb 18	Research Ethics	Ch 3 in D
R Feb 20	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
T Feb 25	In-Class Midterm Exam	
R Feb 27	Basic Experimental Design <i>Complete AL 4A, p. 80</i> <i>Draft of Introduction due</i>	Ch 4 in D
F Feb 28	Midterm Point of the Semester	
Sa Mar 1 – Su Mar 9	Spring Recess	

T Mar 11	Prosocial Behavior <i>Co-authored draft of Method due</i>	Ch 8 in B&F
R Mar 13	Aggression	Ch 9 in B&F
T Mar 18	Alternatives to Experiments <i>Complete AL 7A, 7B, pp. 187, 191</i> <i>Complete AL 8A, p. 208</i>	Ch 5 in D
R Mar 20	Prejudice, Stereotyping, Discrimination	Ch 10 in B&F Ch 6 in D
T Mar 25	Social Influence	Ch 11 in B&F Ch 7 in D
R Mar 27	Attraction and Rejection DVs	Ch 12 in B&F Ch 8 in D
T Apr 1	Intimate Relationships Data Analysis <i>Complete AL 11A, p. 278</i>	Ch 13 in B&F Ch 11 in D
R Apr 3	Group Processes <i>Draft of Results Due</i>	Ch 14 in B&F
T Apr 8	Intergroup Relations Presenting Research <i>Draft of Discussion Due</i>	Ch 15 in B&F Ch 12 in D
R Apr 10	<i>Complete Rough Draft (4 copies)</i> <i>For In-Class Writing Workshop due</i>	
T Apr 15	In-class writing assistance available	
R Apr 17	Social Neuroscience <i>Project Paper due</i>	Ch 16 in B&F
T Apr 22	Cultural Psychology <i>Take Home Final Exam Available in class</i>	Ch 18 in B&F
R Apr 24	Last Class – Wrap Up	
Apr 27 – May 2	Final Exams	

***** Due Date for Take Home Final Exam is 8:30 am on Friday, May 2. I will accept the Final Exam anytime after it is handed out on Tuesday, April 22nd**

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