

PSY 8613 ADVANCED SOCIAL PSYCHOLOGY
SPRING 2019
Magruder Conference Room

Course time: Wednesday 2:00-4:30

Instructor: Dr. H. Colleen Sinclair

Office: SSRC 178

Office hours: Tuesday 2:00-5:00, other hours by appointment

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Other means of contact are available on the course website: <http://graduatesocialpsych.weebly.com/>

REQUIRED READINGS:

Text:

Fiske, S. T. (2014). *Social Beings: Core Motives in Social Psychology* (3rd edition). Hoboken, NJ: Wiley.

Supplemental materials:

There will be articles, videos, and/or chapters assigned. The additional readings will be available on <http://graduatesocialpsych.weebly.com/course-materials.html>. For password locked portions of the site, the password is Psy8613Sp2019. As the class is being overhauled, some of the reading pages are under construction so bear with me. I am constantly updating¹.

COURSE DESCRIPTION AND OBJECTIVES:

This course is a survey of contemporary theory and research in social psychology. We will cover both the background of modern social psychology as well as recent trends, emerging perspectives, and cutting edge research (with an emphasis on more recent research). Social psychology has grown so large that it is impossible to cover all topics, even when focusing on very recent work. Consequently, the coverage of the course is somewhat selective but hopefully compelling!

COURSE FORMAT

As this is primarily a discussion based course, an essential component of this course is active class participation. My hope is that the students themselves will help shape the content and direction of the class. To this end, it is very important that you complete the assigned weekly readings and videos *before* class. Students are expected to take a very active role in discussions. This means coming to class prepared (e.g., reading the assigned chapter and articles, typing up draft blog, contributing to discussion, asking questions).

ASSIGNMENTS:

Further details about assignments - including tips, grading rubrics, and examples – can be found on the class website: <http://graduatesocialpsych.weebly.com/assignments.html> Please refer there in order to complete your assignments effectively.

Participation Points: Every week we will have a discussion around a central topic in Social Psychology (see schedule: <http://graduatesocialpsych.weebly.com/>), and I will track student contributions to the discussion during class (you can check your tally sheet at the end of each class). A maximum of 15 points can be earned in

¹ *Pet peeve note: Please bring copies of the readings WITH YOU to class either in electronic form or printed with your notes. I don't like calling attention to a page or quote and students not having them on hand. If you chose electronic means, be sure I don't catch you using your computer for non-class activities. This isn't undergrad. I recommend keeping a binder (I do!) – it helps keep things organized!*

class each class period, so you need to speak up. If you are on the shyer side or can't get a word in, you can gain an extra point per comment on peer blogs on the course blog: <http://graduatesocialpsych.weebly.com/blog> (but do not rely on comments to make up all your points. You are going to need to come out of your shell.)

Thought Questions: Every student is expected to come to class with at least two really good, thought-provoking, questions about the articles assigned for reading for the week. These questions should be typed and submitted at the close of the discussion with checkmarks next to them if you asked them in class or not. Questions should promote discussion (thus, not to be answered as a yes or no) and ideally will help you build your blog (think about surveying the class about a key point you wish to raise). The lab website includes a handout of good vs. bad questions (<http://graduatesocialpsych.weebly.com/uploads/1/9/0/7/19075053/questions.pdf>). If I find you are not talking during class, I will ask you to share a question. If you have to miss a class, these questions should be submitted to me and the week's discussion leader the day before the class via email. You can opt to turn in four questions if missing class in order to help make up for missing participation points. Each question is worth 3 points – a total of 30 points will be earned from questions over the course of the semester.

Blogging and Commenting: We have 12 discussions planned for the semester. You are expected to construct a web-publishable science-backed blog for six of these discussions (your lowest grade will be dropped so you can create seven to have a spare to drop). Note, every student should come to class prepared for a discussion with a draft of what could essentially be their blog on Tuesday evenings regardless of whether you are going to submit a finalized blog or not – this is my way of verifying you have completed the readings. Bring TWO copies – one to turn in and one to receive feedback on/take notes on. You are not expected to submit a finalized blog until Friday at noon. Note, I give the extra time so that the revised finalized blogs are polished *and* incorporate class discussion/feedback. Not interested in just the same old draft with repeat misunderstandings. Not interested in you holding onto a point if that point was debunked in class. Want to see that you can incorporate discussion and have an open mind.

It is better to get it done closer to the time we had the discussion (as we will be moving onto new topics and the ideas will be fresher). Instructions for constructing a blog can be found on the blog site for the course. It is a value of mine to contribute to the accessibility of science outside of the classroom, and thus – unless you request otherwise – your blogs will be posted on the course website. Feel free to request, however, that they remain private (perfectly fine!) and I will post them on a password-locked portion of the site. For each blog you will be noted as the author and can link to it yourself to raise your public profile. Each blog is worth 50 points and should be no more than 1000 words (not including references) and should include at least one additional journal article reference that YOU LOCATE².

VLOGS: Some people prefer video blogging, and that is just great! If you would prefer to do a video blog, keep it under 10 minutes, post it to YouTube, and submit the link on the blog site. You can bring a script for your video blog to class for your draft.

If you choose NOT to submit a blog one week, you are expected to COMMENT on at least ONE BLOG (so expect to make comments at least 5-6 times for weeks you do not submit a final blog). Any extra comments go toward participation points. Comments are open for three weeks after posting. Comments should actually be a commentary, not just “good point” or “I like this.” You should actually dialogue with the author. No comments are to be posted the last two weeks of class as discussion has largely concluded by that point.

² *Word to the wise: Do not cite either a dictionary or Wikipedia in your blog. Only use recognizable well-respected journals for contributing literature.*

Contributing Literature: I am always looking for new material. Over the course of the semester, you are expected to submit six supplementary articles with a brief paragraph about their relevance to the topic of the week (yes, these can tie in with the weeks you choose to blog). Each article submitted will be assessed for its quality (check the impact rating of the journal, don't pick just the shortest article you can find), relevance (how does it tie in with the other materials), and degree of contribution (what does it add?). **Thus, each summary of the article you submit should include three bullet points arguing why your submission meets each of these criteria.**

Discussion Leading: I don't feel the need to solely hear myself talk, so each week (if possible depending on the number of class members) I would like to have at least one co-discussant. Your job is to become the "expert" for the week on that particular topic (you will likely want to subsequently blog about it and submit an article about it – as I am all for killing multiple birds with one stone). **You will be expected to look up extra resources (and be able to describe said resources to the class) and have an outline of key points and questions you wish to address with the class. You should also assemble a lecture no longer than 50 minutes no shorter than 30 to present at the outset of class (preferably with Prezi, but Powerpoint is okay – please send me a copy to post on the course website).** The presentation should address the primary question at hand and should foster discussion. Discussion leading will be peer and professor-evaluated (I will post a copy of the evaluation sheet). Discussion leading is worth 100 points.

YOUR RESEARCH – Final Presentations

You have the following options for final presentations in the last weeks of class (see course schedule). This is your chance to get feedback on your ideas:

1) *Present a Research Report* - A professional research presentation, no longer than 15 minutes (you will be cut off at 15 minutes, and thus it will impact your evaluation if you do not get to everything), of an *experimental* research study that employs a social psychological *theory*. Must include introduction (background research, theory, and hypotheses), method (participants, design, materials, and procedure), results (in order of hypothesis), and discussion (implications and interpretations) as is typical of any research presentation. Should not have a font any smaller than 24 pt on your presentation slides.

2) *Present a Research Proposal* - Haven't done any theory-grounded experimental social psychological research yet and don't think you have time to put one together? Propose a new study. Again, the presentation can be no longer than 15 minutes and no font smaller than 24 pt. A research proposal should have the following: overview, specific aims, background research and theory, hypotheses, and method (including desired sample – with power analysis, design, materials, procedure, timeline, and analysis plan).

Presentations are worth 100 points and will be peer and professor-graded. I will post a copy of the evaluation sheet for your reference. You can treat it as a checklist to make sure you have everything covered.

I use peer-grading for a number of reasons, 1) students should learn to evaluate, critically and fairly, the research of others (and not blindly give all 10s or 1s – all 10 reviews will likely be discounted unless rationale is provided) and actually give feedback, 2) I want to see the extent to which a presentation was understood by multiple people from an array of research backgrounds, not just me (it often helps identify also where there were clear strengths and weaknesses), and 3) students should consider each presentation with regard to what they can learn from it (and be aware of what they, then, too will be evaluated on) – don't make the same mistakes you call others on.

YOUR RESEARCH – Final Papers

The work you present should be the work you submit in final paper form. Presentations are your chance to get feedback before submitting the paper.

- 1) **Research reports should be no more than 5,000 words, save for a 150 word abstract, and excluding references.** Following APA style, this means you have a title page, abstract, introduction (starting with an overview then proceeding to the literature review and MUST include a social psychological theory and hypotheses), method (with participants, design, materials, and procedure), results (hypothesis review, overview of the statistical analysis used to test hypotheses, review of any descriptive statistics or manipulation checks, results presented in order of hypothesis), conclusion (results summary/hypothesis checklist, caveats, interpretations of results obtained, implications for theory/science and real world of findings, and take home point), references and tables/figures/appendix. You should write it up as if following the guidelines for submitting to *Social Psychological and Personality Science*.
- 2) **Research proposals** follow the format of a grant proposal (samples available on the myCourses website), starting with a **detailed abstract (for which you get 300 words** instead of 150, and you get **7,500 words [INCLUDING REFERENCES]** for text). Research proposals follow the following format: Detailed Abstract, Specific Aims, Background Research, Significance and Unique Contributions of the Present Study (usually involving an applied –clinical, educational, real-world – implications section), Research Plan (Overview of the Research Methods and Detail of Any Pilot Work/Projects), Detailed Research Design and Methods, Analysis Plan, Project Timeline (Optional – as this is just a template), Strength and Limitations of the Design, Dissemination Plan, and references. You can simply take the sample available, delete all the sample text, and use it as a template for your own project. Alternative templates will be considered if the student is, in fact, submitting a grant but this needs to be approved well in advance.

All papers need to be in APA style and double-spaced. **All final papers are due on May 1st by 5pm.** All assignments can be submitted via <http://graduatesocialpsych.weebly.com/final.html>. All final projects should be approved in advance with me by no later than March 7th. Students are encouraged to meet with me multiple times to refine the idea also. Final papers are worth 200 points.

CLASS ATTENDANCE: *Being a graduate course, class attendance is expected. If you do miss a class, I expect you to demonstrate to me that you are knowledgeable about the material covered in that class by submitting a blog and extra questions for that week missed. It will lack the advantage of having had the benefit of discussion and feedback, but I need some evidence that you comprehend the material. Additional participation points can then be earned by commenting on the blogs of others.*

LATE ASSIGNMENTS ARE NOT ACCEPTED.

ACADEMIC DISHONESTY: I adopt a strict policy on cheating and plagiarism: If any evidence of either is found the student will receive a failing grade, at minimum, on the assignment/exam, the points that could have been earned honestly on the assignment will instead be subtracted from their grade and thus could result in the student possibly failing the course. The College of Arts & Sciences scholastic dishonesty as:... *any act that violates the rights of another student with respect to academic work or that involves misrepresentation of a student's own work. Scholastic dishonesty includes (but is not limited to) cheating on assignments or examinations, plagiarizing (misrepresenting as one's own anything done by another or submitting a work that is comprised primarily of the work of another – e.g. "citing" large chunks of the text of another), submitting the same or substantially similar papers (or creative work) for more than one course without consent of all instructors concerned, depriving another of necessary course materials, and sabotaging another's work.* All cases of scholastic dishonesty, *even if unintentional*, will be reported to the Scholastic Conduct Committee and to the student's Graduate Director. It is each student's responsibility to understand and abide by these regulations. Any student who is at all unsure whether something would be considered to be plagiarism should consult the instructor in advance. All submitted writing assignments will be assessed using plagiarism detection software.

TITLE IX: MSU is committed to complying with Title IX, a federal law that prohibits discrimination, including violence and harassment, based on sex. This means that MSU's educational programs and activities must be free from sex discrimination, sexual harassment, and other forms of sexual misconduct. If you or someone you know has experienced sex discrimination, sexual violence and/or harassment by any member of the University community, you are encouraged to report the conduct to MSU's Director of Title IX/EEO Programs at 325-8124 or by e-mail to titleix@msstate.edu. Additional resources are available at <http://www.msstate.edu/web/security/title9-12.pdf>, or at <http://students.msstate.edu/sexualmisconduct/>.

GRADING: As I use an external website for this class, not Blackboard, I do not have an online gradebook. This feature is not yet available on the website I use. Thus, you can expect to receive feedback via email. I recommend you keep track of these to track your progress in the class. Further, I will reiterate that any time you are unsure about whether you got all 15 points of participation points each day you can check my tally at the end of each evening.

COURSE SCHEDULE

January 9th: First Day of Class - Introduction and Organization

WEEK TWO (January 16th): [Replication Crisis](#)

WEEK THREE (January 23rd): Self-Esteem or Narcissism?

WEEK FOUR (January 30th): Cognitive Dissonance

WEEK FIVE (February 6th): [Changing \(Extreme\) Attitudes - Chris](#)

WEEK SIX (February 13th): [The Origins of Prejudice](#)

WEEK SEVEN (February 20th): Intergroup Conflict & Resolution

WEEK EIGHT (February 27th): [The Psychology of "Evil" - Jenna](#)

WEEK NINE (March 6th): [Theories of Aggression](#) - Ian

March 13th: NO CLASS - SPRING BREAK

WEEK ELEVEN (March 20th): [Consequences of Rejection](#)

WEEK TWELVE (March 27th): [The Ingredients of Attraction - Kara](#)

WEEK THIRTEEN (April 3rd): [What is Love? - Jasmine](#)

WEEK FOURTEEN (April 10th): [Maintaining Close Relationships -Teris](#)

April 17th: PRESENTATIONS

Jenna, Ian, Kara, Nashedra

April 24th: PRESENTATIONS

Teris, Jasmine, Chris

May 1st: FINAL PAPERS DUE

Readings for each week are described and available on each respective page for the topic of the week. As the course is updated every semester, some of the pages are still under construction.