Psychology 230: Advanced Social Psychology (3 credits)

Meets: Monday/Wednesday 8:00-9:15 a.m. in Lafayette Hall L308
Instructor: Dr. Sue Fenstermacher
Office: 334 John Dewey Hall
Email: sfenster@uvm.edu
Office Hours: Wednesdays 9:30-11:00 a.m. or by appointment

Overview of the course: This is an advanced level seminar in social psychology. It is expected that students taking this course have completed both introductory Psychology (Psyc 001) and Intro Social Psychology (Psyc 130). If you have not completed these courses, please see me.

Course Objectives: In this course, we will seek to answer some fundamental questions raised by core theories and themes in Social Psychology and, in some cases, the seminal studies that define them. We will examine both classic and contemporary research in Social Psychology through journal articles and chapters and use these as a catalyst for class discussion. Emphasis will be placed on the fundamental role of social cognition in both our social perceptions and interactions.

Format: The format of this course will include some ‘lecture’ (I will introduce/review broad conceptual frameworks for each week’s readings), but will be primarily focused on group discussion of the readings. Our discussions of the readings may take many forms, but should have the goals of comparing classic with contemporary research to examine how well core themes and theoretical constructs in social psychology have stood the test of time, to explore new avenues of study in social psychology and how these relate to and expand upon classic themes and research, to think about strengths and potential drawbacks of the methodologies used to study these topics, keeping in mind alternative methods that might be used to investigate those research questions, and to discuss how the social psychological research and themes from the readings relate to current “real world” topics.

Course Website: Announcements, readings, journals, additional assignment details, grading rubrics, presenter schedules, and updates to our syllabus will be posted on Blackboard. Please check the site frequently and get in the habit of using your UVM email for all correspondence regarding the class.

Readings: The readings for this course will be from primary sources (journal articles and book chapters). The goal in having you do these readings is to become familiar with research methodology in both classic and contemporary social psychological studies, and even more importantly, to develop a critical eye when reading research and the reporting of research results. You will find some studies among our assigned readings that by now you should be familiar with, as well as contemporary research that builds upon, and sometimes challenges, the principles put forth in these classic experiments. All primary source readings will be available on Blackboard in advance of the class period for which they are assigned. Note that for most weeks, I have tried to set up the syllabus so that topics tend to blend naturally into one another; I have done so to allow for ample time for discussion or additional class contributions on each topic.

Assignments: This course is designed to develop your critical thinking skills as well as to broaden your knowledge of social psychological theory and research. As such, the majority of course assignments are designed to get you to think about the material and to use what we have read and discussed as a springboard for your own ideas, rather than simply memorizing and reciting information. Assignments for this course will be heavily oriented toward writing and discussion, including weekly journal reflections, free writing during class, two short summary/critique papers, and a final research paper/presentation project. Note that there are no exams in this course.

Assignments are due at the time of our class meeting on the dates listed in the syllabus. Please note assignment due dates carefully – I have highlighted important dates in blue on the syllabus schedule. Late assignments (in the absence of documented excuse) will be docked 5% of total value for each day late. If for some reason you need to turn in an assignment outside of class, please contact me first to make arrangements. Please do not slip the work under my office door or leave it in my mailbox (as of Fall 2011, students are not permitted in the faculty mailroom). Please note that unless otherwise specified (e.g., journal submissions) all papers must be submitted in HARD COPY format, typed, double-spaced in 12-point font, one inch margins. Email submissions of these assignments will not be accepted.
Course Requirements

Weekly Reading Responses (submitted via Blackboard Journal), 20%
Unless otherwise specified, for each week of assigned readings beginning in week 3 (except for weeks you are scheduled to co-lead discussion), you will be responsible for submitting Reading Responses via Blackboard Journal.

Journal submission(s) should consist of 3-4 separate reflections/ideas for discussion inspired by your reading of the assigned articles. I have posted some examples of journal reflections from prior semesters on Blackboard (in ‘Course Materials’) for your reference. Your reflections/questions for discussion should be thoughtful, original (not simply reiterating a point raised in the article), demonstrate strong familiarity with the assigned readings, and be open-ended enough to inspire class discussion, rather than simple yes- or no- questions. At the same time, they need to be focused /specific enough to demonstrate that you have read and understand the readings (in other words, a question such as “describe a time that you helped someone” would not be considered a credit-worthy discussion contribution for the material on prosocial behavior). You may choose to focus your questions/observations on specific points from the individual readings or the overall theme(s) encompassed by all of the readings. I encourage you to bring a copy of your questions with you to class and to volunteer your questions during our class discussions, as this is the main purpose of having you complete the assignment prior to discussion of the articles. Please keep in mind that while requests for clarification of material are certainly welcome, these will not receive credit as ‘discussion questions’ and should be reserved for class time or office hours.

For certain weeks, I will provide the alternative option of responding to a specific question related to the week’s readings; these questions will be posted on Blackboard and announced in class. For all weeks where there is not a specific question posted, or in lieu of responding to the week’s assigned question, you are expected to post your own reflections/discussion questions for that week’s articles as outlined above.

Important Note:
Journal postings incorporating Monday’s assigned readings are due no later than 8:00 p.m. Sunday night (i.e., 12 hours before Monday’s class); those incorporating Wednesday’s assigned readings are due no later than 8:00 p.m. Tuesday night (i.e., 12 hours before Wednesday’s class). Please pay careful attention to this deadline as submissions received after 8:00 p.m. the evening before the readings are to be discussed will not receive credit. This rule is in place so that I will have time to read and review your reflections prior to our class discussion of the readings, and so that you will be fully prepared to discuss the readings on the day they are presented in class. That said, you may, if you wish, split up the journal assignment into two days; for example, you may choose to submit one journal entry on Sunday for Monday’s articles, and two more journal entries on Tuesday for Wednesday’s articles. Points are tallied at the end of each week of classes. Should you have any trouble accessing the Blackboard site, please contact me as soon as possible so that we may work out an alternate means for you to submit your questions. In the meantime you should plan to bring a hard copy of your questions with you to that day’s class meeting.

Scoring: Weekly reflections/questions for discussion
Weekly journal submissions will be scored according to the following guidelines: **1.25 points** for each outstanding entry (incorporates themes and/or specific ideas from multiple readings, makes strong connections between readings, underlying themes of social psychology, real-life examples, or otherwise goes above and beyond required parameters); **1 point** for each good entry incorporating one or more readings or social psychological themes; **.75 points** for each repetitive entry (i.e., the same article is commented on exclusively in multiple entries, but the entry itself is satisfactory, or entries address a variety of articles but need some work); **.5 point** for each entry completed but lacking (e.g., repetitive AND needs work); 0 for unsatisfactory or incomplete entry. **Each week’s journal submissions are worth a maximum total of 4 points (for outstanding work), but note that 3.5 points per week will earn you full credit for the journal assignment.** Final scores will be calculated at the end of the semester out of a possible 28 points.

Scoring: Response to posted question
For weeks that an optional Reading Response question is provided, responses will be scored out of a total 4 possible points. A 4-point response is one that (a) is well written, proofread, and avoids anecdotal evidence (in other words, you should be writing primarily from a scientific perspective and applying evidence from the readings rather than your own experience); (b) clearly answers all parts of the question; (c) incorporates ideas from two or more of the week's readings; (d) creatively applies specific examples from the readings in its arguments. Responses that do not incorporate at least two of the week’s readings will automatically receive a score of 3 or lower.
Article discussion/critiques (2), 25%
You will be responsible for co-leading class discussion on two of the assigned article readings during the semester. A list of available articles will be distributed on the first day of class.
On each of the two days that you are scheduled to co-lead discussion, you will also be responsible for turning in a 3-4 page writeup including (1) a brief (no more than 1 page) summary of the hypotheses, methods, and major findings of the article you have chosen to present; (2) a careful evaluation and critique of that article’s methodology; (3) implications of the findings and how the article relates to the week’s topic/other readings; and (4) a list of at least three open-ended questions that you will use to lead discussion.
You are not required to submit journal entries for the week(s) you lead discussion. However, you ARE expected to be familiar with all of that week’s readings. It is your responsibility to note your article presentation date and arrive to class prepared to discuss your article on the date for which it is scheduled.

“Current Event” (1), 5%
The beginning of most of our Monday class meetings this semester (see syllabus schedule) will be dedicated to discussing ‘current events’ through a social psychological lens. During the course of the semester, keep your eye out for current topics in the news or popular media that relate to social psychological themes. These do not have to be related to the week’s topic area, but you should be able to make a clear connection between the event and at least one of the core themes of the course. Your task for this assignment will be a brief (1-2 page, typed, double-spaced) analysis of the event, including a short paragraph summarizing the event followed by a discussion of why this article or event struck you as being relevant to social psychology, including (1) particular aspects of the situation that may have impacted the behavior of the individuals involved and/or the interpretation of their behavior and (2) how these relate to social psychological concepts (for example, self-fulfilling prophecy, schemas/heuristics, cognitive dissonance, overjustification effect, etc.). I will ask you to briefly present this at the beginning of class and to then post a link (if applicable) to the material to our Blackboard Discussion Board area.
Please note that you do not need to find reports of actual research studies — any everyday event (for example, an instance of heroic helping or charity, an act of aggression, a report of a sporting event that appears to illustrate attributional biases, a particularly effective persuasive appeal, etc.) is suitable, so long as you are able to make a clear connection to some aspect of social psychology that can generate discussion relevant to the course.

Alternate “Event” Option 1:
In lieu of a news or popular media event, you may choose to present a brief (5 minute maximum) scene from a film or television program that depicts a social interaction between two or more people. Your task in this case will be to (1) briefly introduce and describe the context of the scene to the class; (2) interpret the scene through a social psychological ‘lens’, addressing the following questions: How does the setting/situation seem to affect the characters’ behavior? How does each character interpret the interaction with the other character (e.g., as aggressive, humorous, etc.)? How can you tell? (3) Identify one or more social psychological concepts that can be applied to the interaction (e.g., self-presentation, self-fulfilling prophecy, heuristics, etc.). This information should be written up in a brief (1-2 page, typed, double-spaced) paper to be turned in on the day you present your clip. Please note that if you choose this option, it is your responsibility to provide the clip and have it queued up and ready for the start of class.
Creativity is encouraged!

Alternate “Event” Option 2:
You may also, if you wish, elect to do some independent research on a class topic of your choice to find the latest (most recent) scientific work in that area. If you choose this option, your task is to find a recent paper (published 2013 or later) from an academic journal reporting on a topic we’ve covered in the assigned course readings, and bring it to class prepared to describe the study and discuss how it builds upon earlier research discussed in class. As with the other current event options, this information should be written up in a brief (1-2 page, typed, double-spaced) paper to be turned in on the day you present.

Attendance/Class contributions, 10%
In addition to (1) regular attendance and (2) participation in class discussions, your class contributions include (3) thoughtful evaluations of and feedback on classmates’ research proposal ideas and presentations as well as (4) occasional class activities including brief in-class writing assignments, worksheets, or small group projects. On occasion, particularly when there is low involvement in class discussion, I may opt to administer a brief ‘quiz’ based on that day’s readings. Scores for these quizzes will be factored into your overall class contributions at the end of the semester.
Final Project (Research Proposal)

Final Research Proposal Presentation, 15%
Your final assignment prior to turning in your proposal paper will be a brief presentation (using PowerPoint or the overhead projector) of your final proposal paper. This presentation should be no more than 10-12 minutes long (approximately 10-12 slides total), with an additional 3-5 minutes available for questions. I will provide guidelines and sample slides for the presentations on Blackboard. Please note that missed final proposal presentations cannot be made up without penalty except in the case of a documented (doctor’s note or notification from the Dean’s office required) emergency.

Final Research Proposal Paper (10-12 pages not including cover page or references), 20%
This assignment will take the form of a hypothetical proposal for a social psychological research study and will be due on Wednesday, December 3. It will count as your ‘final exam’ score for the course. Think about some of the topics and questions that have come up in class throughout the semester. What interested you most? What sorts of questions did the assigned readings raise, or was there a related topic that you would have liked to see further explored using a different type of research methodology, sample, etc.? Were there topics in Social Psychology not explored in this class that you would like to investigate further? The proposal paper should contain a mini-review of the literature (at least ten recent empirical articles), methods section outlining your research questions, hypotheses, and proposed study design, and discussion of how the proposed study will contribute to the field of Social Psychology, how results from your study add to the existing body of literature and how they might be applied in real-world contexts. The final research proposal paper should include a cover page, abstract, and reference section and should be written in APA format (see http://owl.english.purdue.edu/owl/resource/560/01/ for basic guidelines on how to write a proposal in APA style, or for more comprehensive information refer to the Publication Manual of the American Psychological Association, 6th Edition, available through the UVM library).

Final Research Proposal Materials (summary paragraph, APA-formatted reference list, presentation abstract): 5%
Throughout the semester (see syllabus), you will be asked to submit materials related to your work on your final research proposal. These include (1) a summary paragraph (an informal statement of a few sentences describing your idea or ideas for your project that we will have an opportunity to discuss in class early in the semester); (2) an APA-formatted list of at least 10 recent (published between 1998-2014) empirical articles that you intend to use for your proposal; and (3) an abstract of your presentation/paper, to be submitted via Blackboard prior to the start of presentations. This requirement is primarily intended to get you thinking early about topics for your final project and to keep your writing progress on track. You will receive credit for each submission (up to 5 points per submission; total score will be calculated out of 15 possible points).
## Tentative course schedule (note that readings/topics are subject to change once articles are assigned)

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<tr>
<th>Dates</th>
<th>Broad Topics</th>
<th>Discussion Leaders</th>
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<td>August 25 (M)</td>
<td>Introductions and overview of the course; select presentation articles.</td>
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| August 27 (W)  | Core theme: Research Methodology  
Topics: Deception, construct validity, ethical issues in social psychology  
| September 1 (M)| **Labor Day Holiday: No class meeting**                                      |                    |
| September 3 (W)| **First journal assignment: due Tuesday, September 2, by 8:00 p.m.**          |                    |
| September 8 (M)| **Current Events**                                                             |                    |
| September 10 (W)| Laying the groundwork  
Core theme: Social Cognition  
Topics: Revisiting schemas, heuristics, self-knowledge; Automatic and controlled processing  
| September 15 (M)| **Current Events**                                                             |                    |
| September 10 (W)| Core theme: Social Cognition  
Topics: The role of social cognitive processes in forming impressions of others  
| September 15 (M)| Core theme: Social Cognition  
Topics: The role of social cognitive processes in forming impressions of others  
**We will also discuss Lynott et al (2014)’s attempt at replicating this research.** | 1. 2. 3.          |
| September 15 (M)| Core theme: Social Cognition  
Topics: The role of social cognitive processes in forming impressions of others  
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<tr>
<th>Date</th>
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<th>Title</th>
<th>Authors</th>
<th>Pages</th>
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| September 17 (W) | Current Events | Applying core themes  
| September 22 (M)  | **Current Events** | Applying core themes  
| September 24 (W)  | **Current Events** | Applying core themes  
| September 29 (M)  | **Current Events** | Applying core themes  
| October 1 (W)     | **Current Events** | Applying core themes  
| October 6 (M)     | **Current Events** | REVIEW OF RESEARCH PROPOSAL  
WRITING and discussion of proposal ideas | All students should submit a one paragraph TYPED summary of an idea or ideas for final paper/presentation topic. Be prepared to share your idea in class and provide feedback to classmates during class on 10/8 and 10/13. | 2.    |
| October 8 (W)     | **Current Events** | Proposal paragraphs will be returned with feedback. We will discuss the basic structure, requirements, and guidelines for writing, reviewing, and presenting the final research proposals. |                                                      | 3.    |
| October 13 (M)    | **Current Events** | Applying core themes  
| October 15 (W)    | **Current Events** | Applying core themes  
### October 20 (M)
**APA-formatted reference lists due for final proposal**

**Current Events**

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<th>Reference</th>
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<th>Authors</th>
<th>Journal</th>
<th>Pages</th>
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### October 22 (W)

### October 27 (M)
**Current Events**

**Applying core themes**


### October 29 (W)

### November 3 (M)
**Current Events**

**Finalized Presentation abstracts due on Blackboard by 8:00 p.m. Sunday, November 2**

**PRESENTATIONS 1-8**

### November 5 (W)

### November 10 (M)
**Current Events**

**PRESENTATIONS 9-16**

### November 12 (W)

### November 17 (M)
**Current Events**

**PRESENTATIONS 17-20**

### November 19 (W)
**PEER REVIEW OF FINAL PAPER DRAFTS**

All students should bring in two copies of a draft of your final paper to exchange for review on Wednesday, November 19.

### November 24/26
**THANKSGIVING BREAK**

### December 1 (M)
**Current Events**

**PEER REVIEW OF FINAL PAPER DRAFTS**

All students should bring in two copies of a REVISED draft of your final paper to exchange for review on Monday, December 1.

### December 3 (W)
**PRESENTATIONS 21-25**

**FINAL PAPERS DUE IN CLASS ON WEDNESDAY, DECEMBER 3**
Course Expectations and Responsibilities

You are responsible for knowing and following the course policies listed below.

1. **Prerequisite:** This is an advanced course in social psychology designed for students in psychology and related fields who have completed General Psychology (Psyc001) and Social Psychology (Psyc130). Please see me if you have not taken these prerequisites but you believe you have a sufficient background in psychology to be prepared for this course.

2. **Attendance:** Please come to each class ready to engage in the day’s lesson. This includes having the assigned reading completed and any assignments ready to turn in at the start of class.

3. **Special Accommodations:** Students with special needs that affect their ability to participate fully in class, to meet all course requirements, or that require special exam administration should contact Accommodation, Consultation, Counseling & Educational Support Services (ACCESS; A170 Living/Learning Center; phone: 656-7753) and me within the first two weeks of class. I will provide reasonable accommodations for documented disabilities in accordance with college policies.

4. **Grade Concerns:** If you have concerns regarding your grade at any point, please make an appointment to see me to discuss ways to improve your mastery of the course material. The sooner you contact me regarding concerns, the better. I will not be able to accommodate students who contact me at the end of the semester with concerns about their grade. I also encourage students to visit the Learning Co-op (Living/Learning Center, 244 Commons) for help with writing, study skills, and exam-taking skills. The Learning Cooperative in Living & Learning Commons Room 244 has peer tutors available for this course. Cost is $10.00 per hour (free for some students), and appointments can be arranged at convenient sites on campus at a wide variety of days and times, even after hours and on weekends. Please call the Co-op (656-4075), visit their web site [http://www.uvm.edu/~subtutor/](http://www.uvm.edu/~subtutor/), or stop by M-Th 8a-9p, F 8a-5p, Sun 6p-9p for additional information.

5. **Returned Assignments:** Hold on to all graded assignments after they have been returned until the end of the semester. They will help you keep track of how you are doing in the course and will serve as your record of your grade. In the case that a grade is missing for an assignment that you turned in and that was returned to you, you will need to produce a copy of the graded assignment.

6. **Late Essay Papers:** Late papers will be docked 5% of total points for each day late. If for some reason you need to turn in an assignment outside of class, please contact me first to make arrangements. Please do not attempt to submit your assignment without first contacting me. Papers submitted via email or slipped under my office door will **NOT** be accepted. Please note also that as of Fall 2011, students are no longer permitted in the faculty mailroom.

7. **Extensions.** In the rare case that you feel you need an extension, please discuss this with me as soon as you anticipate a problem. Extensions will be granted in cases of extenuating circumstances for which students are able to provide written documentation.

8. **Academic Misconduct:** The University of Vermont requires academic honesty from all students, and academic misconduct will not be tolerated. Academic misconduct includes cheating on assignments or exams, plagiarizing (misrepresenting someone else’s work as your own), submitting the same or similar papers for more than one course without the permission of all instructors involved, submitting work on which you have collaborated with other students except in cases when this is specifically encouraged or required, or sabotaging another student’s work or access to necessary class resources. Please remember that plagiarism occurs whenever you present another person’s ideas as your own. In written assignments, students must NOT duplicate passages of more than five words from another source without quotation marks AND proper attribution. If you paraphrase someone else’s words, you do not use quotation marks, but you still need to give the reference. See the following resource for additional information on plagiarism: [http://www.uvm.edu/~agri99/plagiarism.html](http://www.uvm.edu/~agri99/plagiarism.html). Please avoid problems by understanding what behaviors constitute academic misconduct and asking me for any clarification. You are responsible for knowing and understanding the Plagiarism policies of the University Vermont, which are available in the Code of Academic Integrity on-line at [http://www.uvm.edu/~uvmppg/ppg/student/acadintegrity.pdf](http://www.uvm.edu/~uvmppg/ppg/student/acadintegrity.pdf). If a student engages in academic misconduct, the case will be forwarded to the Center for Student Ethics & Standards and may involve sanctions such as receiving a zero on the assignment or failing the course.

9. **Religious Holidays:** Students have the right to practice the religion of their choice. Each semester, students should submit in writing to their instructors by the end of the second week of classes their documented religious holiday schedule for the semester. Faculty must permit students who miss work for the purpose of religious observance to make up this work.
UVM Department of Psychology Code of Classroom Conduct

Faculty and students will at all times conduct themselves in a manner that serves to maintain, promote, and enhance the high-quality academic experience befitting the University of Vermont. The essential characteristic of this policy is respect.

Student responsibilities

- Students are expected to attend every class, arriving promptly and remaining alert and involved until dismissed by the instructor.
- Students are expected to come having not only read and completed assignments but also having thought about them, and be prepared to engage in discussion and pose meaningful questions.

Faculty and student responsibilities

- Faculty and students will promote academic discourse and the free exchange of ideas by listening with civil attention to all individuals.
- Faculty and students will treat all members of the learning community with respect and will not discriminate on the basis of characteristics that include race, color, religion, national or ethnic origin, sex, sexual orientation, marital status, disability, or gender identity or expression.
- Mutual respect extends to turning off cell phones or other web-enabled devices prior to the beginning of class, refraining from leaving the room in the middle of class, and, when authorized, using laptops for course-related activities only.