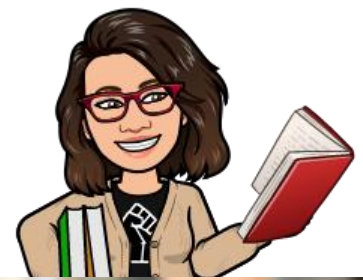


PSYC327: SOCIAL PSYCHOLOGY II – Fall 2020

Time: TTh, 9:30A – 10:45AM EST (lecture); W, 1:10 – 4:00PM EST (lab)



Instructor: Professor Angela Bell

E-mail: bellac@lafayette.edu

Office hours: See my virtual calendar to schedule an appointment <https://calendly.com/angelacbell> Contact me directly if these times do not work with your schedule or time zone.

Required readings for this course are available on Moodle and listed on the course calendar.



COURSE DESCRIPTION

This course trains students to become informed consumers and producers of social psychological research (i.e., the study of how we influence and are influenced by social environments). In lecture, we read and analyze primary sources on topics such as research design and ethics; social cognition and biases; and prejudice, stereotyping and discrimination. Students should identify social psychological concepts applicable in everyday social situations.

The primary goal in lecture is for students to think critically about the theories and methodologies that characterize these areas of social psychology. In the laboratory, we will be engaged in every step of the research process, from selecting and refining research questions, using the appropriate empirical methodologies to address those questions, collecting and analyzing data analyses, to communicating findings in ordinary language in written, oral, and visual forms. Projects will emphasize the discipline's applications in research, including open science practices and reproducibility in science. The primary goal in lab is for students to synthesize and apply experimental social psychology.

LEARNING OUTCOMES

Upon the completion of course requirements, students should be able to:

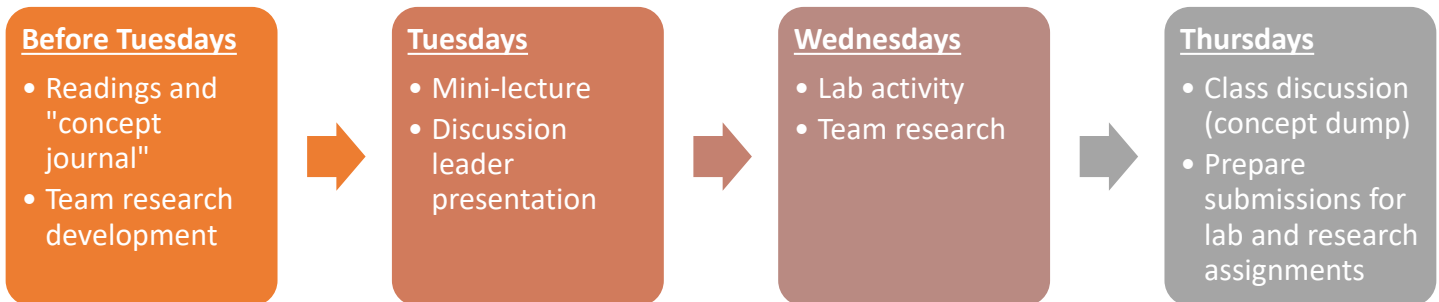
- (a) Find, read, understand, and produce original empirical articles
- (b) Synthesize readings and critically evaluate competing theoretical explanations of psychological phenomena
- (c) Understand the basic theories and research findings in the topics covered in the course
- (d) Actively engage in ongoing scientific conversations by expressing your opinions and analyses of psychological theories and empirical findings effectively, both orally and in writing
- (e) Design and conduct a multi-factor psychological experiment
- (f) Evaluate the reproducibility of studies, including your own
- (g) Communicate the science of social psychology to lay-audiences in clear and accessible language

Syllabus last updated August 8, 2020

COVID-19 PANDEMIC CONSIDERATIONS

Teaching and learning in such an unpredictable climate is not easy. I designed this course, assignments, and our calendar with remote and pandemic learning challenges in mind. I will communicate any syllabus changes during weekly course updates. Assume the current course calendar and assignment policies hold throughout the semester. I expect you to communicate with me so I can be flexible for the varied and complex situations that you are facing. I continue to expect you to take full advantage of the opportunity to engage with your classmates and course content.

MOST WEEKS AT A GLANCE



COURSE REQUIREMENTS

Lectures. *Asynchronous lectures* occur most Tuesdays and are a pre-recorded series of 15-20 minute modules (~2 per lecture time). Student discussion leaders will also prepare a pre-recorded presentation for Tuesday classes. A strategy for success is to do the readings beforehand and watch these videos during dedicated time during class days. As if we are in person lecture, I recommend you take notes, cross-reference notes with readings, and identify remaining questions to bring to lab or office hours. *Synchronous seminar discussions* take place on most Thursdays and are **mandatory**. Due to the sensitive and confidential nature of the course content that cannot be de-identified, I will not record discussions nor share them after class time.

Seminar Discussions. Your participation and insight is incredibly valuable to the overall experience of the course. You should come to class prepared to discuss the week's topics at hand and contribute to the discussion in active and meaningful ways. I evaluate you on the quality of what you vocally contribute to the class. A strategy for success is to complete the asynchronous modules (lecture and discussion leader presentations) and your readings in preparation for discussion (see concept journal instructions). There are 12 discussions and 10 go toward your final grade.

Discussion Participation Grading Criteria

Approaching Mastery	Attempting Mastery	Needs Improvement	Needs More Improvement	Unacceptable
Active contributions demonstrate a sophisticated understanding and engagement with readings; augments and extends scholarly conversations	Active contributions demonstrate a good under-standing and engagement with readings and peers	Contributions demonstrate some or limited under-standing of readings; comments are repetitive and/or are unconnected to research and peers	Contributions dominate, distract, confuse, hyper-criticize or minor effort is put forth; are unfamiliar with readings and/or unengaged with peers	Contributions are inappropriate or disruptive; student is unengaged or working on other classes or non-approved tech devices; absent

Concept Journal. Each week you will spend time evaluating assigned readings and thinking about the material in preparation for class discussions and research assignments. Dr. Pacheco-Vega's "Concept Dump" (<http://www.raulpacheco.org/2016/06/synthesizing-different-bodies-of-work-in-your-literature-review-the-conceptual-synthesis-excel-dump-technique/>) is a strategy you will adopt for annotation, organization, and synthesis; further, the concept journal will better prepare you for discussion. Your entries should show me that you have thought critically about what you are reading. You will identify basic theoretical and methodological aspects of the readings (for an example from my research, visit the following link: https://drive.google.com/file/d/1_xiH9ffRVtSKhIJ8vEtd_-x4ElfJBpBm/view?usp=sharing), and you will develop connections to related course concepts. Each journal update will come in the form of a Google spreadsheet or Excel document; is due at the start of Thursday's class and graded on quality and completeness. You do not submit an entry the week you present as discussion leader. See the late policy for late submissions. Full directions for the assignment are available on a separate handout on Moodle.

Concept Journal Grading Criteria				
Approaching Mastery	Attempting Mastery	Needs Improvement	Needs More Improvement	Unacceptable
Demonstrates accurate, sophisticated knowledge and critical thinking; entries correctly identify research methods; synthesize and extend connections between research and real world applications	Demonstrates accurate, appropriate knowledge and critical thinking; entries correctly identify most aspects of research methods; connects research to real world applications	Demonstrates little accuracy and originality (i.e., summarizes rather than critically evaluates); entries identify some aspects of research methods; attempts to connect research to real world applications	Demonstrates low effort, understanding, or originality	Inappropriate, off-topic, does not address or connect all assigned readings, plagiarized response

Discussion leaders. Students will be responsible for leading one week of class discussion. You do not submit entries to your concept journal the week you present. You choose discussion assignments the first week of class by topic interest, availability, and whom you would like to work with. In pairs, you will develop a 20 minute (**max**) presentation on real-world connections between the articles and our everyday world (**due** Mondays at 11:59PM to be posted Tuesday) and facilitate discussion on that week's subject by generating three discussion questions per article for the class (Thursdays). I evaluate you on the quality of the preparation and execution of the discussion.

If you are absent without communication the week you are scheduled to present, you cannot make up missed portions of this assignment and you will receive a zero. If you must reschedule you should contact your partner and me **in advance**. Full directions, including the grading criteria, for the assignment are available on a separate handout on Moodle.

Labs. During labs, I will post an **asynchronous** overview of the weekly assignment and/or research task. I will be available **synchronously** during the dedicated lab time to answer questions. Labs involve a combination of reviewing research methods, academic writing, and computing moderately difficult statistical analyses. Completing these assignments will be crucial to your future success in the class by laying important groundwork for understanding research design and analysis for your team-based research project and your individual research proposal. I expect you to work during dedicated lab time (3 hours). If working in teams and your group has schedule conflicts during the length of the lab, you will decide as a group how to best approach the work together and separately to complete tasks. Misuse of lab time and failing to support/communicate your research team members will result in grade deductions for assignments.

Team-Based Replication Project. Research is a collaborative process so students will work together in research teams of three or four to reproduce the analysis of studies in social psychology. You will complete a mix of individual and team-based “mini” assignments that contribute to the overall project (check calendar for a full timeline). Together, you will read the original study, access their data, recreate analysis (and potentially expand on visual representations and/or alternate statistical tests), and assess the validity, reliability, and generalizability of the methods and results. This will be reported in poster and paper forms (paper and poster will be developed as a group and the presentations will be individual with peer evaluations). Requirements for the overall project and these assignments are available on a separate handout on Moodle.

Individual Extension Proposal. Students will individually propose a novel study that could be (1) a direct follow-up to expand upon your replication project target article, or (2) a novel study more related to your individual research interests. Either approach requires a novel hypothesis appropriately matched with a valid method for testing that hypothesis. The study should involve two independent variables (one must be experimental/manipulated) and two dependent variables. You will complete this project by conducting a literature review relevant to your research question, articulating your research design and data analytic strategy, and reporting your anticipated results that either support or refute your hypothesis. Requirements for this proposal are available on a separate handout on Moodle.

One-on-one meeting with Professor Bell. I am here to help and get to know you. *Within the first 4 weeks* of class book one 15-minute meeting through my calendly link at the top of the syllabus and score points.

GRADING CONCERNS

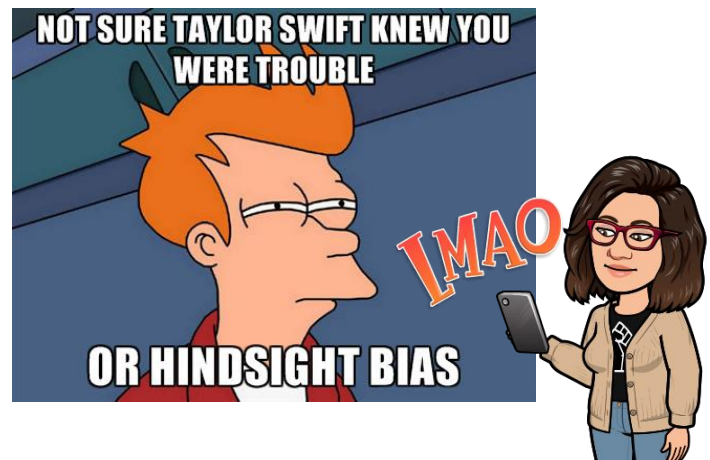
Late work policy. Keep track of due dates listed for all assignments are on the course calendar (tip: add them to your calendar now). If you need help in completing your work in a timely manner, please speak with me on how to manage your work schedule for the course. Late assignments will be penalized 10% each day (24 hour) they are late. To avoid penalties when you experience catastrophic life events, provide documentation of your Dean-excused emergency and keep an open line of communication with me.

Life Happens Pass. I understand that unexpected events can disrupt our daily schedules or distract us from what we need to accomplish in classes. You may submit one Life Happens Pass this semester in place of one of the following options: (1) an individual lab assignment, (2) a concept journal entry, (3) participation in one discussion day (the week you are NOT presenting), (4) to buffer you from obtaining a 10% grade deduction on a late assignment (i.e., individual- not team-based- that’s submitted within 24 hours after its due date). This Life Happens Pass is worth up to, but cannot exceed, 10 missing points on any one assignment. Just email me the week you need the break (no further explanation needed) and tell me which assignment to apply this pass.

Extra Credit. You can earn extra credit for participating in research studies in the psychology department. At the end of the drop/add period of the semester you will receive an email notification with your login information for SONA (<http://lafayettecollege.sona-systems.com>). Instructions for using SONA is available on Moodle. Research is voluntary and extra credit opportunities are NOT guaranteed. You have until the last day of class to participate. If you do not want to use SONA, I will provide alternative writing assignments and research-related activities. You can participate for up to 4 hours-worth of studies, and you will earn 5 points for every 60 minutes of research, up to a maximum total of 20 points. Note that extra credit can only apply 2% to your overall grade.

Grading Procedure. Keep track of your own work through the grading summary below. You are also responsible for producing your graded assignments in the event of grade appeals. The offered point totals are non-negotiable; **I do not “round up” points** you did not earn. Final grades will be based on the final number of points earned divided by the points possible. Your open communication with me throughout the semester, and not waiting until the week all assignments are due, is evidence that you are concerned about your class performance. Make an appointment to see me if you have any questions about your progress.

Grading Summary	
Discussion Leadership	100 points
Discussion Participation	100 points
Concept Journal Entries	100 points
Lab Review Assignments	50 points
One-on-one with Professor Bell	10 points
Team Replication Project	400 points
Team Evaluation and Poster Peer Review	40 points
Individual Extension Proposal	200 points
Total points possible	1000 points



COURSE POLICIES

Attendance and Participation. I expect you to engage with lecture, lab, and research team meetings for this class. I expect you to check your email regularly for course communication. Daily attendance is not explicitly graded or required but absenteeism and lack of communication with your research team and me will negatively affect your grade. The content of the course is cumulative; you cannot miss lectures or labs and expect to return to follow the content in the lecture upon your return to class. My advice: Do not miss class or assignments.

If you have questions about course content, rest assured that other students in the room also have the same question. Do not be afraid to ask questions because your silence can often result in negative outcomes for you and your peers (a phenomenon known as pluralistic ignorance; Katz & Allport, 1931). It is important that you ask questions about class when you do not understand something, rather than proceeding at the risk of not grasping an important concept. Your participation and insight is incredibly valuable to the overall experience of the course.

Class and Video Call Conduct. Respectful and courteous behavior is necessary to provide an environment where learning can occur. I expect you to check your email regularly, promptly respond to your research team, and be willing to meet with your classmates and myself through video chat software like Zoom or Google Meet. Review online guides on video chat etiquette to make the most of this software (<https://www.psychologytoday.com/us/blog/do-the-right-thing/202003/top-10-tips-good-zoom-hygiene-and-etiquette-in-education>). I do not require video to be on during calls but I do expect you to pay attention and appropriately contribute to discussion. I do not tolerate disruptive and hostile behavior. Harassment to others in class will result in referrals to the Office of the Dean of Students.

STUDENT ACCESSIBILITY

I am happy to work with students and the Accessibility Services office to best support students' learning needs. Please contact and register with the Academic Resource Hub for disability verification and for determination of reasonable academic accommodations (<https://hub.lafayette.edu/disability-services/>).

INTERNET PRIVACY AND ACADEMIC INTEGRITY

Proper Usage of Course Materials: At Lafayette College, all course materials are proprietary and for class purposes only. This includes posted recordings of lectures, worksheets, discussion prompts, and other course items. Do not repost such materials. Online discussions should also remain private and not be shared outside of the course. You must request my permission prior to creating your own recordings of class materials; do not share recordings online or on social media even when permission is granted to record. Please contact me if you have any concerns about being recorded in course-related activities.

Lafayette College Moodle Privacy Statement: "Moodle contains student information that is protected by the Family Educational Right to Privacy Act (FERPA). Disclosure to unauthorized parties violates federal privacy laws. Courses using Moodle will make student information visible to other students in this class. Please remember that this information is protected by these federal privacy laws and must not be shared with anyone outside the class. Questions can be referred to the Registrar's Office."

Academic Honesty: Students are required to abide by the standards of academic honesty described in the Student Handbook (<https://conduct.lafayette.edu/student-handbook/student-code-of-conduct/>). Please also see the section in Appendix II, "How to Avoid Plagiarism" (<https://conduct.lafayette.edu/student-handbook/appendices/>). You may also find the library page with resources for finding, evaluating, and citing information useful: <https://library.lafayette.edu/services-help/help/>. The Department of Psychology Academic Honesty Statement and Policy is available in its entirety on Moodle and I will assume you have read it.

Academic and research integrity is integral in adhering to standard procedures and practices to collecting data, interpreting results, and disseminating our findings. When working collaboratively there can be a fine line between work that is individually completed or completed with others. Work for all drafts of your APA-style lab report are written individually and should be your own original work. In-class assignments and lab reports will indicate when working collaboratively and turning in shared work is and is not appropriate. Sharing assignments, exam content, data fabrication, and passing off the work of others as your own (plagiarism) are all considered serious violations of the Principles of Intellectual Honesty. The long-term (e.g., post-final exam) retention, out-of-class sharing, distribution or posting of any remote instruction materials associated with the course is not allowed. Any Lafayette College student not enrolled in our class and willingly in receipt of remote instruction materials from this class is also in violation. I refer violations to the Dean of College for investigation and further action.

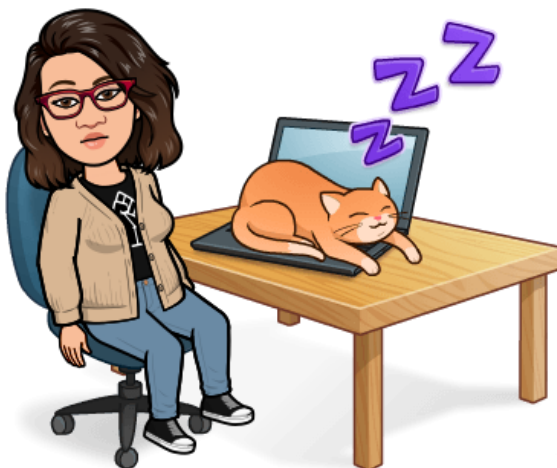
CREDIT HOURS

The student work in this course is in full compliance with the federal definition of a four-credit-hour course. Please see the Registrar's Office web site for the [full policy and practice statement](#).

COURSE CALENDAR

Week		Topic/Event	Readings
1	Tues Aug 18	Synch: Course intro and overview	Syllabus Concept Journal Review
	Thurs Aug 20	Synch: Reading and Writing Research <i>Professor Bell leads discussion</i> Class discussion #1	Bem (2002) Jordan & Zanna (1999) Rec: NOBA Intro to Social Psych
2	Tues Aug 25	Asynch: Methods, Ethics, and Replication <i>Professor Bell leads discussion</i>	Sears (1987) Spellman (2015) Rec: NOBA Research Methods
	Thurs Aug 27	Synch: Class Discussion #2	
3	Tues Sep 1	Asynch: Impression Management and Person Perception <i>Professor Bell leads discussion</i>	Leary & Kowalski (1990) Pronin (2008) Rec: NOBA Self and Identity
	Thurs Sep 3	Synch: Class Discussion #3	
4	Tues Sep 8	Asynch: Social Judgment and Decision Making <i>Student-led presentation and discussion #1</i>	Tversky & Kahneman (1974) Wegner et al (1998) Rec: NOBA Social Cognition
	Thurs Sep 10	Synch: Class Discussion #4	
5	Tues Sep 15	Asynch: Cognitive Biases <i>Student-led presentation and discussion #2</i>	Gilbert et al (1988) Dunning et al (2003)
	Thurs Sep 17	Synch: Class Discussion #5	
6	Tues Sep 22	Asynch: More Cognitive Biases <i>Student-led presentation and discussion #3</i>	Darley & Gross (1983) Gilbert et al (2000)
	Thurs Sep 24	Synch: Class Discussion #6	
7	Tues Sep 29	Asynch: Self Esteem and Social Judgment <i>Student-led presentation and discussion #4</i>	Fein & Spencer (1997) Solomon et al (2000) Rec: NOBA Stereotypes, Prejudice, and Discrimination
	Thurs Oct 1	Synch: Class Discussion #7	
8	Tues Oct 6	Asynch: Replication Research day: Collaborative writing for Intro and Methods	Target article and associated literature
	Thurs Oct 8	Asynch: Replication Research day, cont	

Week		Topic/Event	Readings
9	Tues Oct 13	Asynch: Prejudiced Attitudes and Behaviors <i>Professor Bell leads discussion</i>	Devine (1989) Lepore & Brown (1997)
	Thurs Oct 15	Synch: Class Discussion #8	
10	Tues Oct 20	Asynch: Understanding “Implicit” Bias <i>Student-led presentation and discussion #5</i>	Greenwald & Banaji (2017) Nosek (2007)
	Thurs Oct 22	Synch: Class Discussion #9	
11	Tues Oct 27	Asynch: Motivations Underlying Prejudice <i>Student-led presentation and discussion #6</i>	Bell et al (2019) Monin & Miller (2001) Norton & Sommers (2011)
	Thurs Oct 29	Synch: Class Discussion #10	
12	Tues Nov 3	Use this class time to exercise your right to vote in the US Election.	
	Thurs Nov 5	Asynch: Replication Project Poster Session; Peer Evaluations of Poster Presentations	
13	Tues Nov 10	Asynch: Consequences of Prejudice <i>Student-led presentation and discussion #7</i>	Kahn & McMahon (2015) Bergsieker et al (2010)
	Thurs Nov 12	Synch: Class Discussion #11	
14	Tues Nov 17	Asynch: Reducing Prejudice <i>Student-led presentation and discussion #8</i>	Herek & Capitanio (1996) Vezzali et al (2015)
	Thurs Nov 19	Synch: Class Discussion #12	
15	Tues Nov 24	Thanksgiving Break	
	Thurs Nov 26		
16	Tues Dec 1	Finals - No class - Good luck on exams!	
	Thurs Dec 3	Finals - No class - Good luck on exams!	



LAB CALENDAR

Week		Topic/Event	Research Activity
1	Weds Aug 19	Lab intro	Team research overview and article selection
2	Weds Aug 26	Methods, Ethics, and Replication (#1) Watch: John Oliver on Scientific Studies Watch: Dr. Simine Vazire on Open Science	Meet research teams and develop contracts
3	Weds Sep 2	Research Practices in Social Psychology (#2) Download: JASP Log into: Qualtrics	Evaluate target article for replicability; Review literature for modification ideas
4	Weds Sep 9	One-Way and Factorial Design Review (#3)	Develop experimenter and participant materials
5	Weds Sep 16	Correlation and Regression Review (#4)	Develop analysis plan; review pre-registration protocol
6	Weds Sep 23	Moderation and Mediation Review (#5)	IRB protocol and pre-registration
7	Weds Sep 30	Pilot testing and Finalize research program	Submit IRB protocol and pre-registration
8	Weds Oct 7	Meet with Professor Bell for feedback Data Collection	Collaborative writing for Intro and Methods
9	Weds Oct 14	Data Collection	Data Collection
10	Weds Oct 21	Data Collection and Analysis	Data Analysis
11	Weds Oct 28	Analysis; Replication Results and Discussion	Writing and Poster
12	Weds Nov 4	Finalize Replication Posters (for Thursday presentations) and Collaborative Papers	Team Poster and Individual Presentation due Nov 4 at 5pm Team Paper due Nov 6 at 5pm
13	Weds Nov 11	Individual Extension Proposal Workshop	Review literature, develop hypothesis
14	Weds Nov 18	Individual Extension Proposal Workshop	Design study, data analytic strategy
15	Weds Nov 25	Thanksgiving Break	Writing
16	Weds Dec 2	Finals - No class - Good luck on exams!	Final Research Proposal due Dec 4 at 5pm

