

**CPSE 650**  
**Advanced Social Psychology**  
Spring Semester 2018

**Class Meetings:** 355 MCKB, 8:30-11:00am, Tuesdays and Thursdays

**Professor:** G. E. Kawika Allen, Ph.D.  
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### **Description**

In this class, we critically examine theory, methodology, and research findings of social psychology through analysis of scholarly literature.

### **Provided Text (pdf)**

Baumeister, R. F., & Finkel, E.J. (Eds.). (2010). *Advanced social psychology: The state of the science*. New York: Oxford University Press. ISBN-10: 0195381203, ISBN-13: 978-0195381207.

### **Course Overview**

This course builds on students' prior exposure to social psychology to help students analyze and evaluate scholarship at an advanced level. Students are expected to (1) understand and evaluate theoretical and conceptual underpinnings of social behavior, (2) evaluate and synthesize the findings of relevant empirical research, (3) develop and implement social psychology observations or experiments, and (4) use data and theory to interpret social behavior and thought.

### **Course Readings**

Assigned readings from classic and contemporary scholarly literature will be assigned each week. Readings must be completed before each class. Class members will be invited to distill points from the readings and share those with the class. Please bring the assigned readings to class so that they can be referenced during discussions. Professional level knowledge and skill development, aims of this class, necessitate extensive reading and synthesis of readings.

### **Student Responsibilities**

1. Preparation for class and class activities
2. Active class participation, including teaching classmates in order to learn more effectively
3. Design and implement a social experiment or observational study relevant to class content
4. Synthesize content during class meetings, retain that knowledge, and demonstrate that knowledge

### **Learning Outcomes**

1. Demonstrate understanding of social psychology theory and research
2. Ability to accurately summarize research findings in social psychology
3. Skills necessary to evaluate social psychology variables through experimentation and/or observation
4. Ability to interpret social behavior and thought using social psychological theory and research data

## Class Discussion

Questions enhance learning. Discussions help to distill key principles and work through complex issues. Willingness to take intellectual risks is a prerequisite for learning. Commit to engaging with others and learning from others, two essential components of social psychology.

## Grading

Assignments, class participation, and the final grade will be scored according to the following scale:

<b>A</b>	93-100%	<b>B-</b>	80-82%	<b>D+</b>	67-69%
<b>A-</b>	90-92%	<b>C+</b>	77-79%	<b>D</b>	63-66%
<b>B+</b>	87-89%	<b>C</b>	73-76%	<b>D-</b>	60-62%
<b>B</b>	83-86%	<b>C-</b>	70-72%	<b>E</b>	59 and lower

### Class Assignments:

- **Reaction Papers (5 points each; 7 x 5 = 35% of the grade):** Each week, generate a reaction paper of the required readings (1-page, double spaced). This learning activity is explicitly intended to enhance class discussions and student retention of knowledge. All responses are required for full points. Be prepared to discuss your reactions (positive or negative and why?) to the reading(s) with your classmates in either a large or small group (or both) discussion. Send me the reaction paper by 5pm the day before (Monday).
- **Presentation and Social Observation or Experimentation Group Activity (30% of grade):** In groups of 3, you will prepare and share a power point presentation on a preferred topic of your choice from one of the chapters. Please choose soon to ensure your preferred topic. You will present on the day that chapter (topic) is assigned to read in class. In addition to this presentation, your group will design and carry out an observational study, activity, or social experiment that aligns with your chosen topic. Students will have at least 40 minutes (including Q&A) during class to share the ppt presentation, and another 20 minutes to conduct the activity. The projects will be graded in terms of relevance to social psychology, including research design, and creativity. Since you are all doctoral students and already demonstrate high levels of professionalism and integrity, we will use the honor system in terms of everyone contributing equally to this group project. Feel free to be creative with the experiment!
- **Final Paper (35% of your grade):** Choose one below to complete. For this assignment, write no more than 4 pages (no less than 2), in Times format, 12-font, double-spaced, and in Word doc. Send it to me via email. This assignment is due before the last class day of the semester. Adapted from Michael Schmitt.

### Social Identity Participation Assignment:

- 1) Think about a group or social category you belong to, and with which you identify. Describe what the group means to you and list some examples that demonstrate your high level of identification.
- 2) Think about a group or social category you belong to, but with which you ***actively disidentify***. Describe what the group means to you (or doesn't mean to you) and list some examples that demonstrate your disidentification.
- 3) What kinds of factors influence your level of identification (or disidentification) with a

group? What kinds of factors make a category or group membership irrelevant?

Group Identity Participation Assignment:

1) Consider your racial group identity. What privileges do you receive because of this group membership? In other words, what good things happen to you, or may happen to you, because of this group membership? What disadvantages do you receive because of your racial group membership?

2) Consider your gender group identity. What privileges do you receive because of this group membership? In other words, what good things happen to you, or may happen to you, because of this group membership? What disadvantages do you receive because of your gender group membership?

3) How does it feel to consider the privileges or disadvantages you receive because of a group you belong to?

## Course Schedule

Date	Topics	Assignments
May 1	<ul style="list-style-type: none"> <li>• Review Syllabus</li> <li>• Objectives of Course</li> <li>• Class Schedule</li> <li>• Assignment descriptions</li> <li>• Evaluation Criteria</li> <li>• Assigning Group Experiments</li> </ul>	
May 3	<p><b>The Social Self</b> In-class activities:</p> <p>The Pain and Pleasure of Awareness and Acceptance</p> <p>The Cost of Happiness <a href="https://www.ted.com/talks/michael_norton_how_to_buy_happiness?language=en#t-49458">https://www.ted.com/talks/michael_norton_how_to_buy_happiness?language=en#t-49458</a></p>	Advanced Social Psychology - 139-175
May 8	<p><b>Obedience</b> Milgram video <a href="#">Click here</a> Experimenter – movie</p>	<p>Milgram, S. <i>article</i></p> <p>The Obedience–disobedience Dynamic and the Role of Responsibility <i>article</i></p>
May 10	<p><b>Presentation, Social Observation or Experimentation Group Activity</b></p> <p>Group 1: Anthony, Lisa M, Jared</p>	
May 15	<p>Tim Smith – Visiting Professor</p> <p><b>Aggression</b> In-class activities – “The Mask You Live In” <a href="https://youtu.be/hc45-ptHMxo">https://youtu.be/hc45-ptHMxo</a> <a href="https://www.youtube.com/watch?v=eqNaLerMNOE">https://www.youtube.com/watch?v=eqNaLerMNOE</a></p>	Advanced Social Psychology: 303-340
May 17	<p>Tim Smith – Visiting Professor</p> <p>In-class activities</p> <p><b>Presentation, Social Observation or Experimentation Group Activity</b></p> <p>Group 2: Rachel, Adam, Alex</p>	

May 22	<p><b>Prejudice, stereotyping, and discrimination</b></p> <p>Racial Microaggressions – Sue Video  <a href="#">Click here</a>  Shopping while Black – Bystander effect with race  <a href="#">Click here</a>  Anderson Cooper  <a href="#">Click here – kids and race</a>  <a href="#">Click here - kids and race</a>  Doll  <a href="#">Click here</a></p>	Advanced Social Psychology: 341-383
May 24	<p><b>Presentation, Social Observation or Experimentation Group Activity</b></p> <p>Group 3: Lisa S, Bango, Jason</p>	
May 29	<p><b>Attraction and Rejection</b></p> <p>Bystander effect  <a href="#">Click here</a>  Switching the perp  <a href="#">Click here</a>  In-class activity  <a href="#">click here</a> – The Science of Attraction  <a href="#">click here</a> – G. Costanza  <a href="#">click here</a> – Rejection/Loneliness</p>	<p>Advanced Social Psychology: 419-459</p> <p><a href="https://www.healthyway.com/content/ways-to-be-more-attractive-according-to-science/">https://www.healthyway.com/content/ways-to-be-more-attractive-according-to-science/</a></p>
May 31	<p><b>Presentation, Social Observation or Experimentation Group Activity</b></p> <p>Group 4: Heidi, Colton, Conner</p>	
June 5	<p><b>Intimate Relationships Attachment, Love, etc.</b></p> <p>12 Angry Men  <a href="#">Click here</a>    <a href="#">30 for 30 – Fantastic Lies</a></p>	Advanced Social Psychology: 461-494
June 7	<p><b>Presentation, Social Observation or Experimentation Group Activity</b></p> <p>Group 5: Chunyue, Megan</p>	
June 12	<p><b>Group and cultural norms</b></p> <p><b>Social Observation or Experimentation Group Activity</b></p>	Advanced Social Psychology: 495-534
June 14	<p><b>Final Paper Due – via email to professor</b></p>	

## **BYU Honor Code**

In keeping with the principles of the BYU Honor Code, students are expected to be honest in all of their academic work. Academic honesty means, most fundamentally, that any work you present as your own must in fact be your own work and not that of another. Violations of this principle may result in a failing grade in the course and additional disciplinary action by the university. Students are also expected to adhere to the Dress and Grooming Standards. Adherence demonstrates respect for yourself and others and ensures an effective learning and working environment. It is the university's expectation, and my own expectation in class, that each student will abide by all Honor Code standards. Please call the Honor Code Office at 422-2847 if you have questions about those standards.

## **Preventing Sexual Discrimination and Harassment**

Title IX of the Education Amendments of 1972 prohibits sex discrimination against any participant in an educational program or activity that receives federal funds. The act is intended to eliminate sex discrimination in education. Title IX covers discrimination in programs, admissions, activities, and student-to-student sexual harassment. BYU's policy against sexual harassment extends not only to employees of the university, but to students as well. If you encounter unlawful sexual harassment or gender-based discrimination, please talk to your professor; contact the Equal Employment Office at 422-5895 or 367-5689 (24-hours); or contact the Honor Code Office at 422-2847.

## **Students with Disabilities**

Brigham Young University is committed to providing a working and learning atmosphere that reasonably accommodates qualified persons with disabilities. If you have any disability which may impair your ability to complete this course successfully, please contact the Services for Students with Disabilities Office (422-2767). Reasonable academic accommodations are reviewed for all students who have qualified, documented disabilities. Services are coordinated with the student and instructor by the SSD Office. If you need assistance or if you feel you have been unlawfully discriminated against on the basis of disability, you may seek resolution through established grievance policy and procedures by contacting the Equal Employment Office at 422-5895, D-285 ASB.

## **Academic Honesty Policy**

The first injunction of the BYU Honor Code is the call to be honest. Students come to the university not only to improve their minds, gain knowledge, and develop skills that will assist them in their life's work, but also to build character. President David O. McKay taught that 'character is the highest aim of education' (The Aims of a BYU Education, p. 6). It is the purpose of the BYU Academic Honesty Policy to assist in fulfilling that aim. BYU students should seek to be totally honest in their dealings with others. They should complete their own work and be evaluated based upon that work. They should avoid academic dishonesty and misconduct in all its forms, including but not limited to plagiarism, fabrication or falsification, cheating, and other academic misconduct.

## **Plagiarism Policy**

Writing submitted for credit at BYU must consist of the student's own ideas presented in sentences and paragraphs of his or her own construction. The work of other writers or speakers may be included when appropriate (as in a research paper or book review), but such material must support the student's own work (not substitute for it) and must be clearly identified by appropriate introduction and punctuation and by footnoting or other standard referencing.

## **Respectful Environment Policy**

"Sadly, from time to time, we do hear reports of those who are at best insensitive and at worst insulting in their comments to and about others... We hear derogatory and sometimes even defamatory comments about those with different political, athletic, or ethnic views or experiences. Such behavior is completely out of place at BYU, and I enlist the aid of all to monitor carefully and, if necessary, correct any such that might occur here, however inadvertent or unintentional."

"I worry particularly about demeaning comments made about the career or major choices of women or men either directly or about members of the BYU community generally. We must remember that personal agency is a fundamental principle and that none of us has the right or option to criticize the lawful choices of another." *President Cecil O. Samuelson, Annual University Conference, August 24, 2010*

"Occasionally, we ... hear reports that our female faculty feel disrespected, especially by students, for choosing to work at BYU, even though each one has been approved by the BYU Board of Trustees. Brothers and sisters, these things ought not to be. Not here. Not at a university that shares a constitution with the School of the Prophets." *Vice President John S. Tanner, Annual University Conference, August 24, 2010*