Advanced Social Psychology
PSYC 5319 – Section 1
Spring 2024 - Face-to-Face

Where: McKibben Education Building (ED), Room 269
When: W: 4-6:30pm
Instructor: Dr. Lauren Brewer  Office: ED 215R
E-mail: BrewerLE@sfasu.edu  Phone: (936) 468-1470*
Office Hours: T/R: 1:45-3pm; W: noon – 2:30pm; by appointment
*Email is the best way to contact me. It may take several days for me to respond to any voice messages left on my office phone. If you need to speak with me, please come by during office hours or make an appointment.

Materials

Texts: Original research articles and supplemental materials will constitute the required reading. The typical reading load will be about 2-3 articles per class period. This is not a light load; students should be prepared to spend several hours completing and considering the reading for each class meeting. The reading list is not comprehensive, as a thorough coverage of the theoretical and empirical literature would require many more readings! The topics that we cover and the relevant readings have been selectively chosen from many possible topics and readings. The primary goal in the selection process was to sample from contemporary and classic work within social psychology.

BrightSpace: The course will be housed on the BRIGHTSPACE by D2L website and can be found at d2l.sfasu.edu. You are responsible for all announcements and materials presented on this web page, so you must check it daily. All of the course materials as well as your course grades will be posted here.

Email: The course requires that you use your BrightSpace email account. Due to FERPA restrictions, any email correspondence regarding this course must be sent to me only from your BrightSpace email account to my BrightSpace email address. (Emails not about this course should be sent to my BrewerLE@sfasu.edu email account.) Emails sent to me about this course from an address other than your BrightSpace email address will not receive a response. You are responsible for checking your BrightSpace email daily.

Teaching Philosophy

I want this graduate-level psychology course to be interactive, which is why we will meet in person each week. We will all learn from each other, so it is essential that you come prepared each day. This is a class from which everyone can benefit. It is my hope that you will leave this course with a greater understanding of what social psychology is and how it influences our lives.
Overview

Course Description: This course will include coverage of the scientific literature relating to psychological aspects of human social behavior. Topics include attribution and social perception, attitude formation and change, prosocial behavior, aggression, attraction, social influence, and applications of social psychology.

Program Learning Outcomes (PLO)

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<th>PLO</th>
<th>Proficiency Level</th>
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<tr>
<td>The student will demonstrate research design skills.</td>
<td>Advanced</td>
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<tr>
<td>The student will demonstrate effective &amp; professional writing skills.</td>
<td>Advanced</td>
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<tr>
<td>The student will respect and use critical thinking, skeptical inquiry, and, when possible, the scientific approach to solve problems related to behavior and mental processes.</td>
<td>Advanced</td>
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Student Learning Outcomes:
- Students will be able to discuss contemporary and classic papers in social psychology
- Students will be able to apply skills in designing and evaluating ecologically-valid social psychological research
- Students will be familiar with various approaches to designing and evaluating the quality of research conducted in social psychology

Course Expectations and Grading

Requirements: To get the most out of this course, you will need to attend class every day, participate actively in class discussions, and complete all in- and out-of-class activities and assignments. Doing well in this course requires hard work, patience, and self-discipline. Because this is a graduate-level course, you will be responsible for doing most of the work outside of our class sessions. Although your work must be your own, I strongly encourage you to collaborate with fellow students and form study groups. Use your readings, your classmates, and me as valuable resources. Succeeding in this course will require a significant amount of work on your part. You truly do get out what you put in.

Weekly Discussion Points: By no later than Monday at 11:59pm, you should post at least three points for discussion for each of the papers to the course discussion board on BRIGHTSPACE. To be most effective, discussion post should demonstrate thinking beyond what is written. That is, although concerns about samples and statistics are certainly valid when considering a study, better responses might include:
- Aspects of the reading that you found interesting or provocative and would like to explore further
- Concerns about the ability of the method to answer the proposed question
- Theoretical ideas about which you disagree with or on which you’d like to elaborate
- Possible criticisms or concerns with the proposed conclusions/explanations for the findings
- Suggesting (and explaining) possible alternative explanations not considered by the author(s)
- Connections to other ideas in this course or other courses you have taken
- Proposing possible research studies that might test or extend ideas proposed in the paper
• Real world applications of the work not elaborated on by the author(s)

Responses for each paper should be short, about 200-400 words per paper (i.e., about 400-600 words total; for reference, this section on Weekly Discussion Points is 275 words.) Thus, you should not attempt to be comprehensive; instead, you should select at least three issues for further analysis and exploration, and fully explore those points.

Grading Standards for Discussion Posts and Responses:
• Discussion/Understanding of Methods/Details of Articles
• Discussion/Understanding of Theoretical Contribution of Articles
• Critical Thinking and Depth of Engagement in Initial and Response Posts

Students will earn highest marks for outstanding posts. Skilled, proficient, basic, and inadequate posts and responses will earn appropriately lower marks. Discussion post grades will be incorporated into the participation score.

**Leading Class Discussion:** Each week two students will be responsible for leading class. Before class begins, discussion leaders should read through all of the discussion board posts (as well as any follow-up comments that may have been posted), confer with their co-discussion leader, and be prepared to lead a 2.5-hour long conversation about the assigned papers. Be ready to pose questions to the class and provide your thoughts about the questions/issues in addition to raising the points offered by your peers in their discussion posts on Brightspace. You should NOT summarize the readings for the class; your role is to get the class to summarize and discuss the readings. You will be graded on the quality of the discussion you lead using the Discussion Leader Evaluation posted on Brightspace. You will lead the discussion twice, and you will be graded on the quality of the discussion you lead. I’ll take you preferences into consideration when assigning topics. You will be graded using the Discussion Leader Evaluation posted in the Getting Started Module in BrightSpace.

**Supplemental Articles:** On the days in which you are responsible for leading the discussion, you’ll also need to read and be prepared to discuss an additional, supplemental article of your choosing. The article you choose must be related to the day’s topic, but it can also be related to one of your interests. For example, if the topic is about prejudice, and you are interested in weight stigma, you could choose an article looking at prejudice toward those of non-normal weights. You and your co-discussion leader will be responsible for integrating each of your supplemental articles into the discussion at appropriate times, and you’ll need to include a discussion of your supplemental article in your reflection paper (see below).

Note: you and your co-discussion leader MUST select unique articles, so you’ll need to communicate with each other about the articles you’ll choose. Selecting the same article as your co-discussion leader will result in a grade reduction.

**Reflection Papers:** After you lead the discussion, you will have one week to provide a written commentary on the topic of the readings for the discussion you led. Each reflection paper should be typed and be 3-4 double-spaced pages (not including references). Reaction papers should be submitted via BrightSpace. Each reaction paper should consist of a brief, critical analysis of all the readings that you presented (i.e., the required reading and your supplemental article). Your paper should discuss what important points you learned from the
readings, and it may also include what you liked or disliked about the readings (backing up your thoughts [not feelings] with specific arguments). This is your chance to air your concerns about the issues explored (i.e., have the authors missed the big picture), the strengths or weaknesses of methods used, etc. This is an opportunity for you to illustrate that you understood the readings by reflecting on the methodological advances or flaws, valid and invalid arguments, impressive or unsubstantiated leaps of logic, insights and biases, etc., as you see fit. You must also include at least one paragraph that both discusses your personal experience as a discussant and critiques your performance as one (i.e., your “reflections”).

In these reflection papers, DO NOT simply summarize the readings. A reflection paper that is simply a summary of the readings or a “gut reaction” with no critical analysis is not satisfactory and will not receive full (or potentially any) credit. In addition to your analysis, you should feel free to add your “gut level” reactions, such as whether a reading surprised you or made you think about a problem in a new way; whether the readings seemed to make excellent (or inaccurate) observations that reflect (or do not reflect) what you’ve personally experienced or observed; whether the articles make you feel optimistic or pessimistic, or uncomfortable or intrigued. I also encourage you to suggest ideas for new studies that may address your concerns and will illustrate your understanding of the literature. The best reaction papers will also reveal an attempt to synthesize the reading with other material or issues such as previous readings and topics discussed in class. If you have suggestions for other readings for the topics covered, please specify them in your reaction paper. Students are required to turn in a reflection paper each time they lead a discussion. Reflection papers are due via BrightSpace no later than one week after the start of the class in which they presented (the Wednesday after you lead the discussion by 11:59pm). The grading of your reflection papers will be based on your analysis of the readings and your communication of your ideas. Appropriate grammar, spelling, and structure are essential.

**Research Proposal:** Each student will complete a research proposal on some topic within the domain of social psychology. The research proposal provides the opportunity for you to take an in-depth look at a specific aspect of psychology that interests you. This proposal must be based on at least one of the articles we will read this semester. At least 10 articles (not from the assigned class readings) should be consulted in connection with the research proposal. The research proposal should be written up in a 6-8 page (not including a cover page, references, or appendices), double-spaced, APA-style paper that will be submitted via Dropbox folder on BrightSpace (be sure to have a cover page and running head plus an abstract of about 200 words). It is your responsibility to upload the correct, uncorrupted (.docx) file. If I cannot open the file you submitted to BrightSpace or you submit the wrong file, a late penalty may be assessed. Students will be graded on adherence to APA style and formatting, proper grammar, logical flow, strength of writing, thorough summary of previous literature, sound methods, use of appropriate statistical tests, predicted results based on theoretical rationale presented in the intro, and discussion of the predicted results. This paper is due by Friday, April 12, 2024 @ 11:59pm.

**Research Presentation:** Students must present their research proposal. To do this, students will need to create a slide deck, give the presentation in class, and answer questions. Students will be graded on their presentation, the quality of their answers to the questions asked by their classmates, and the quality of the questions asked to their classmates.
Participation: This is an advanced graduate seminar course that requires active discussion and contribution from each member of the class. Each student is expected to make a substantial contribution to each of these discussions, and students' participation grades will be based on this. Not attending class means you are not able to contribute.

Final Class Reflection: In lieu of a final exam, students will submit a final course reflection. This 300-500-word essay will require students to write about their reflections on this course (i.e., what they learned, how they grew, how the course influenced their academic and professional pursuits, etc.).

Grading Information:

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<tr>
<th>Assignment</th>
<th>Points</th>
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<tr>
<td>Weekly Discussion Points</td>
<td>18</td>
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<tr>
<td>Leading Class Discussions</td>
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<td>Reflection Papers</td>
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<td>Research Proposal Paper</td>
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<td>Proposal Presentation</td>
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<tr>
<td>Participation</td>
<td>9</td>
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<tr>
<td>Final Class Reflection</td>
<td>4</td>
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Your grade = Sum of all assignments

**Grade Scale**

- A: 90-100
- B: 80-89
- C: 70-79
- F: 69 and below

**Except in cases in which your final grade has been calculated in error, do not e-mail me asking me to change your final grade or to provide you with opportunities for additional work to raise your grade. You receive the grade you ultimately earn.**

Attendance: Attendance is required. Given that our class meets once a week, missing a class or several classes can make it very difficult to catch up. If you MUST miss class, you need to notify me with an excuse, and it will be YOUR responsibility to contact a classmate to find out what you missed; DO NOT e-mail me and ask me for notes or for me to “catch you up” on missed material. As noted above, if you miss a class, you cannot participate in that day’s discussion, so you may not be able to earn participation points.

Coming Late to Class/Leaving Early: Students need to come to class on time and to stay for the entire class period. If a student intends to come late or leave early, he or she must notify me before class begins.

Late Work: Because of the format of this course, late work is unlikely to be accepted. Students should make every effort to complete assignments on time. Students who anticipate not being able to meet a deadline should contact me BEFORE the deadline to discuss whether late work will be accepted. Work that is late will likely earn a zero.

Additional Information

Civility: I expect you to act civilly at all times. This means respecting yourself, other students, and me. Uncivil behavior will not be tolerated. Examples of uncivil behavior include, but are not limited to, ringing or vibrating cell phones, excessive texting, sleeping, talking when another student or I am talking, wearing headphones, using a laptop or tablet during class, disrupting the class in any manner, becoming physically or verbally aggressive, breaking the student code of conduct and academic integrity policy, etc. Students engaging in uncivil or
disruptive behavior may be asked to leave the classroom. Audio or video recordings without my permission are not allowed.

**Grievances:** I recognize that I am human and make mistakes. It is my hope that any grievances you have with me can be worked out between us via email, during office hours, or by appointment. If you feel that you have been treated unfairly, please come to me first. If you feel that I have not handled your issue in a fair manner, you may contact the Psychology Graduate Program Coordinator, Dr. Scott Drury (DruryGS@sfasu.edu).

**Personal reactions to topics:** Sometimes certain material covered in a psychology class can bring up personal feelings and reactions you may not know what to do with. In these cases, please feel free to make use of the counseling services available to students (see Student Wellness and Wellbeing section below).

**Safe Space:** My office is a safe space, and I am friendly toward all groups of students including those who identify as LGBTQ+. I want you to know that you can feel safe from judgmental attitudes when interacting with me. More information can be found at http://en.wikipedia.org/wiki/Safe-space and http://www.sfasu.edu/counselingservices/193.asp

**Copyright Statement:** Some of the materials in this course are copyrighted. They are intended for use only by students registered and enrolled in this course and only for instructional activities associated with and for the duration of the course. They may not be retained in another medium or disseminated further. They are provided in compliance with the provisions of the Teach Act.

**Statement of Usage:** Some of the materials and information provided in this course represent the instructor’s intellectual property and are shared with you for instructional purposes only. Any attempt to use, reuse, amend, share, sell, profit from, or distribute the information provided in this course is strictly prohibited and may be prosecuted under applicable policies or laws (see Academic Integrity section). By enrolling in this course, you agree to uphold the integrity of the course materials and assignments by agreeing not to screen-capture, take pictures, or (electronically) copy and/or share quiz/test items with others or for your own purposes. Further, you agree not to share, alter, or distort any original video recordings by the instructor for any purpose. Any violation of this policy may result in disciplinary action.

Zoom-recorded videos automatically produce audio transcripts (Otter.ai™) that attempt to capture and translate the speaker’s exact words into readable text. However, because this text is translated by non-human AI, discrepancies may exist between what is said and what the audio transcription service records as being said. Except in certain circumstances, Dr. Brewer has not corrected and/or aligned the wording between the lecture videos and the transcribed recordings. Thus, any discrepancies, especially those that deviate from professional or conversational decorum, are unintentional and coincidental. Dr. Brewer is not responsible for any transcription errors or misinterpretations by the user.

**Parent and Caregiver Accommodations:** Parents and caregivers deserve access to education. Although parents are encouraged to find other care arrangements, there may
be times when children are in our classroom. Breastfeeding babies are always welcome in class. Children of all ages who can sit quietly and who cause minimal disruptions are also welcome. (Note: we will regularly talk about topics that may not be suitable for children; please use discretion when bringing your child to class, and consider talking with Dr. Brewer in advance about whether a specific class session is acceptable for children.) If and when children are in our classroom, do not take any photos, audio, or video of these children. Students who do so are in violation of course expectations. Please consider disclosing your student-caregiver status to Dr. Brewer. This is the first step in my being able to accommodate any special needs that arise. Although the expectations for all students are high, Dr. Brewer is happy to problem-solve with you in a way that makes you feel supported as you strive for school-caregiver balance.

Responsibility Statement and Disclaimer: You are responsible for all information presented in this syllabus and for course-related information in announcements or messages provided throughout the semester during class meetings (even if you miss that class), on the course BrightSpace page, and/or via e-mail. It is also your responsibility to secure the appropriate technological means (i.e., a reliable computer and stable internet connection) to complete this course. You should anticipate technological problems and work to rectify them before course work is due. By remaining in this course, you acknowledge and accept the policies as stated herein and accept the policies as stated or amended during the course of the semester.

Syllabus Change Policy: This syllabus is a guide for the course and is subject to change with advanced notice. I reserve the right to make changes to the syllabus as necessary. I will announce any changes both in class and on BrightSpace.

University Policies, Requirements, and Information

Institution Absences (HOP 04-110): An Institutional Absence may be granted to a student who participates as a representative of the University in academic (including research), extra- or cocurricular, or athletic activities. Students will be excused for institutional purposes from otherwise required academic activity only when a valid Institutional Absence is approved by the appropriate administrative unit or official and the documentation of approval is provided to the faculty member at least five (5) days in advance.

Institutional absences will not be approved for keystone events, defined as: a special or unique assignment, test, project, experience, or other academic exercise identified by the Faculty member as critical for successful completion of standards of the class and unable to be missed. These events must be identified on the syllabus at the beginning of the semester and communicated to the students. Events added to the syllabus at a later date will not qualify for Keystone Event status. Keystone Events where the date/time is changed will no longer be considered a Keystone Event. Students should make themselves aware of any Keystone Events identified in the syllabus to ensure there are no conflicts.

For keystone events where the assignment dates vary, it is incumbent upon the students to work with their faculty member to not select a conflicting date. More information on Institutional Absences, including how to apply, can be found at
There are NO Keystones Events in this class.

**Academic Integrity (HOP 04-106):** The Code of Student Conduct and Academic Integrity outlines the prohibited conduct by any student enrolled in a course at SFA. It is the responsibility of all members of all faculty, staff, and students to adhere to and uphold this policy.

Articles IV, VI, and VII of the new Code of Student Conduct and Academic Integrity outline the violations and procedures concerning academic conduct, including cheating, plagiarism, collusion, and misrepresentation. Cheating includes, but is not limited to: (1) Copying from the test paper (or other assignment) of another student, (2) Possession and/or use during a test of materials that are not authorized by the person giving the test, (3) Using, obtaining, or attempting to obtain by any means the whole or any part of a non-administered test, test key, homework solution, or computer program, or using a test that has been administered in prior classes or semesters without permission of the Faculty member, (4) Substituting for another person, or permitting another person to substitute for one’s self, to take a test, (5) Falsifying research data, laboratory reports, and/or other records or academic work offered for credit, (6) Using any sort of unauthorized resources or technology in completion of educational activities.

Plagiarism is the appropriation of material that is attributable in whole or in part to another source or the use of one’s own previous work in another context without citing that it was used previously, without any indication of the original source, including words, ideas, illustrations, structure, computer code, and other expression or media, and presenting that material as one’s own academic work being offered for credit or in conjunction with a program course or degree requirements.

Collusion is the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any provision of the rules on academic dishonesty, including disclosing and/or distributing the contents of an exam.

Misrepresentation is providing false grades or résumés; providing false or misleading information in an effort to receive a postponement or an extension on a test, quiz, or other assignment for the purpose of obtaining an academic or financial benefit for oneself or another individual or to injure another student academically or financially.

**Withheld Grades Semester Grades Policy (HOP 02-206):** Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the coursework because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course to compute the grade point average. For additional information can be found at the link above.
Students with Disabilities: To obtain disability-related accommodations, alternate formats, and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004 / 468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services promptly may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/.

Student Wellness and Well-Being: SFA values students' overall well-being, mental health and the role it plays in academic and overall student success. Students may experience stressors that can impact both their academic experience and their personal well-being. These may include academic pressure and challenges associated with relationships, emotional well-being, alcohol and other drugs, identities, finances, etc. If you are experiencing concerns, SFA provides a variety of resources to support students' mental health and wellness. Many of these resources are free, and all of them are confidential.

On-campus Resources:
The Dean of Students Office
(Rusk Building, 3rd floor lobby)
www.sfasu.edu/deanofstudents
936.468.7249
dos@sfasu.edu
SFA Human Services Counseling Clinic
(Human Services, Room 202)
www.sfasu.edu/humanservices/139.asp
936.468.1041

The Health and Wellness Hub “The Hub” (Location: corner of E. College and Raguet St.)
To support the health and well-being of every Lumberjack, the Health and Wellness Hub offers comprehensive services that treat the whole person – mind, body and spirit.
Services include:
• Health Services
• Counseling Services
• Student Outreach and Support
• Food Pantry
• Wellness Coaching
• Alcohol and Other Drug Education www.sfasu.edu/thehub
936.468.4008; thehub@sfasu.edu

Crisis Resources:
• Burke 24-hour crisis line: 1.800.392.8343
• National Suicide Crisis Prevention: 9-8-8
• Suicide Prevention Lifeline: 1.800.273.TALK (8255)
• johCrisis Text Line: Text HELLO to 741-741

Final Course Grade Appeals: Please contact me if you have any questions about your grade or the conduct of this course. If you wish to formally dispute a final course grade, please refer to the relevant policy: https://www.sfasu.edu/docs/hops/04-109.pdf

Credit Hour Justification: PSYC 5319 “Advanced Social Psychology” (3 credits) is designed to cover basic and advanced topics in social psychology and review the scientific literature relating to psychological aspects of human social behavior, such as attribution and social perception, attitude formation and change, prosocial behavior, aggression, attraction, social influence, and applications of social psychology. The course typically meets for 150 minutes once a week for 15 weeks. Students typically have significant weekly reading and writing assignments, including writing an 6-8-page research proposal and presenting the proposal to the class. These activities average at a minimum six hours of work each week to prepare outside of classroom hours.
Course Calendar
Below you will find the APA-style citations for the required weekly readings. These articles are posted on Brightspace, but they are compiled here to give you a quick overview of the breadth of the topics we will cover this semester.

**January 31: Introduction to Research in Social Psychology**


**February 7: Consciousness, Automaticity, and Priming**


**February 14: Self-Regulation**


**February 21: Gender**


February 28: Social Perception and Biases


March 6: Prejudice and Stereotyping


March 20: Relationships


April 3: Rejection and Aggression


April 10: Replication Crisis and State of the Field


Friday: April 12 by 11:59pm: Final Research Proposal Manuscripts due to Dropbox

April 17, April 24, and May 1: Class Presentations

May 8: Final Class Reflection Due