

COURSE OUTLINE: SOCIAL PSYCHOLOGY

2120 3.0 A (Summer, Term 2, 2011)

June 20 to July 29, 2011

COURSE PREREQUISITE: A MINIMUM OF C IN PSYCHOLOGY 1010

INSTRUCTOR: Clarry Lay, 257 BSB, 736-2100, extension 66241.

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LECTURE SESSIONS: Mondays and Wednesdays, 9:00 AM to 12:00 noon, CLH A

TEXT: Myers, D, Spencer, S., & Jordan, C. SOCIAL PSYCHOLOGY.
(**Fourth CANADIAN EDITION**)

<u>Date</u>	<u>Topic and Required Reading</u>
(June 20, 22, & 27)	1. Text: Chapter 1. Lecture sessions: bystander intervention and research methods in social psychology. Research Proposal Exercise: In class (June 27)
(June 29 & July 4)	2. Text: Chapters 2 and 3. Lecture sessions: The perception of the attributes of others.

- (July 4) 3. Text: Chapter 4.
 Lecture session: Attitudes and behaviour
- (July 6) 4. Text: Chapter 8 (optional).
 Lecture session: Cultural influences in social behaviour
- (July 11) 5. TERM TEST # 1
 JULY 15, 2011 IS THE LAST DAY TO DROP THIS COURSE
- (July 13 & 18) 6. Text: Chapters 5, 6, and 7.
 Lecture sessions: Obedience; the role of disposition and situation in social behavior.
 Film: Milgram's obedience study (July 13)
 Video: Zimbardo's prison simulation study (July 18)
- (July 20 & 25) 7. Text: Chapter 12.
 Lecture sessions: Ethnic relations and prejudice
- (July 27) 8. Text: Chapter 11.
 Lecture session: Interpersonal attraction and interpersonal relationships.
9. TERM TEST # 2 (during final examination period, August 2, 2011 to August 12, 2011 -- no week-ends)

Breakdown of evaluation:

(a) Term Test # 1 – July 11, 2009	37%
(b) Term Test # 2 - during final examination period	37%
(c) Research Study Proposal – due July 4	26%

EVALUATION

- (1) Two term tests on the material preceding each test. Test # 2 is not accumulative and concerns only the material assigned since Test # 1. Tests involve multiple-choice questions only and will cover material in the assigned chapters in the textbook and material covered in the lecture sessions, including film/video presentations.

If you miss a test for any reason, documentation concerning the reason is required. You will then be asked to write a make-up test. Please notify me or the teaching assistant (or both, preferably) via email as soon as possible to make the necessary arrangements.

- (2) Research Study Proposal: This assignment involves the design of a research study in the area of bystander intervention. We will go over this assignment in class. You are then asked to submit a written report describing the proposed study. A guide to the write-up of this paper is provided. The paper should be typed and double-spaced throughout. The report is due by the start of class on July 4, 2011. Two percentage grades out of 100% will be deducted for each day late up to seven days. Papers more than one week late will not be accepted without petitioning.

Please note that all the information you need to complete the paper in the course is contained in this course outline. If there is something that you do not understand, or that needs clarification, please ask prior to the deadline for submitting the paper. Any misunderstanding after the deadline will not be an acceptable excuse.

GUIDE TO THE RESEARCH STUDY PROPOSAL PAPER

(If applicable, please see the teaching assistant's marking scheme provided. It is suggested that you write the first draft following *this* guide and then consult the marking scheme to make certain that you have addressed the various points outlined there).

Design and describe a laboratory or field experiment to assess the impact of two independent variables on helping behaviour by bystanders to an emergency situation. One of the independent variables is to be a situational variable, the other an individual difference variable. The two independent variables selected for assessment should be ones that you believe might interact with one another in their relation to helping behaviour.

Examples of the situational variable would be the "ambiguity of the situation," the "severity of the situation," the "bystander's degree of responsibility to help," or the "proximity between the bystander and the victim."

You can select any individual difference variable that appears appropriate, such as the sex of the bystanders, their age, some personality trait, or whatever. Remember, to manipulate the sex or age of the victim, for example, would be a situational variable, not an individual difference variable.

Remember, also, that you must systematically manipulate the independent variables. There must be more than one level of the variable (where, ideally, the differences between the levels fall along a single dimension). In addition, it is not enough, for example, to simply identify people who are in a field setting who are male or female, or young or old, and use this variation as your independent variable of gender of bystander or age of bystander. Rather, you should randomly assign a male or female subject to experience the emergency situation over trials and over the levels of the other independent variable. A highly recommended method to accomplish this will be described in class late in the second session or early in the third session.

Where necessary, be sure to conceptually define your variables, and then indicate how each of the variables, including helping behaviour, will be defined.

IN WRITING UP YOUR PROPOSED RESEARCH STUDY, PLEASE LIST AND FOLLOW THE POINTS BELOW. BEGIN WITH A PARAGRAPH NUMBERED 1, AND STATE THE PURPOSE. LABEL THE NEXT PARAGRAPH 2. AND SO ON. WITHIN EACH SECTION, WRITE IN SENTENCE FORM (NOT POINT FORM). DOUBLE SPACE THROUGHOUT.

If you have worked with one or two other students in developing your ideas, you must still submit your own paper. To simply write one paper and duplicate a copy in the name of the other student is not acceptable. On the other hand, in some sections of the paper, where you have the same purpose and procedure, for example, there is no need to try to make your statements differ.

In sections 4 and 5 below, however, we expect that your responses will be entirely your own and different.

1. Indicate in a line or two the purpose of your study. That is, what are the independent and dependent variables in your study? Simply indicate here that you intend to examine the relations between your independent variables and your dependent variable. (“This study will examine the relations between – insert situational independent variable name – and – insert individual difference independent variable name – and bystander intervention in an emergency situation”).
2. Describe briefly the procedure to be used in carrying out the study, that is, the method that you would use to obtain your data. You must describe the method in enough detail so that, ideally, the reader would be able to replicate what you propose to do. Include a description of the subjects you would use and of any equipment or test materials. State what type of research design method your study employs (laboratory experiment or field experiment, or elements of both) and the type of data that you would obtain (correlational data or experimental data, or combinations of both). Indicate why. Remember that the type of data obtained will depend on the nature of each of your independent variables and whether you have randomly assigned the participants to the levels of your independent variables.
3. (a) Indicate what the predicted relation is between each independent variable and helping behaviour. Here you are dealing with what are called "main effects," or the overall effect of the independent variable. Keep in mind that main effects are distinguished from what are called "interactions between independent variables." Your proposed interaction will be considered below. These terms will be discussed in class.

You should "make up" possible results based on your predictions and present them in table form. For example, you can estimate the percentage of bystanders who will help in each cell in your design (more than likely a 2 x 2 design yielding 4 cells). This will help you in discussing the predicted interaction in the next section.

(b) Indicate the predicted interaction in verbal and in figure form. For an example of an appropriate kind of figure, refer to the figure illustrated in class. Present the figure and verbally describe those aspects of the predicted results which would constitute an interaction between the two independent variables.

4. Although Chapter 9 in Myers and Spencer’s textbook is not assigned for examination purposes, it is relevant to this research proposal paper. This chapter deals with altruism, or helping others, and parts of the chapter concern, directly or indirectly, the topic of bystander intervention. Please relate your proposed study in two different ways to the content of this chapter.

(continued on next page)

5. In designing your proposed study and writing it up, what were two things that you had to consider or make decisions about that you had not anticipated in the early stages of planning?

Please remember, the report is due by the start of class on July 4, 2011. Two percentage grades out of 100% will be deducted for each day late up to seven days. Papers more than one week late will not be accepted without petitioning.

Preliminary Outline for Research Proposal

Please complete the following in designing your research proposal. If you are working in a group, you may still want to complete your own copy. You are asked to complete one copy per group during class on June 27, 2011. We will try to go over it with you in class and give you immediate feedback. If we do, then there is no need to hand it in. In the unlikely event that there is no time for feedback during class, hand it in at the end of class with your home telephone number or email address on the outline and we will contact you if there are any problems. Try to be as specific as possible. If there is something you do not understand, please talk to us. If you have not made final decisions, put down something tentative.

1. The purpose of the proposed research is _____

2. The independent variables in the proposed study:

(a) situational: _____

(b) individual difference: _____

3. The dependent variable in the proposed study:

4. Type of research method to be used (e.g., laboratory experiment):

5. Description of subjects (who they will be):
