PSYC2020 Fundamentals of Social Psychology
Course Outline (2018 Spring Semester)

Marked in yellow highlight: Added after Class #1

Contact details
Lecture: Monday, 12:30 - 14:20; CPD3.28
Instructor: Gilad Feldman
Office: The Jockey Club Tower 6.22 (6th floor)
Office hours: Monday, 15:30-16:30 (please email first)
Email: gfeldman@hku.hk

Tutor team:
Course Coordinator: Cedar Chan  Tutor: Kawai Ng  Tutor: Hsin-Yi Wang
Consultation hour:  Consultation hour:  Consultation hour:
Monday, 15:30-16:30  Monday, 16:30-17:30  by appointment
Email: cedarhku@gmail.com  Email: kawaing@hku.hk  Email: h1256651@connect.hku.hk

Course Objectives
The purpose of this course is to introduce you to the recent developments in psychological science through the lens of social psychology.
After taking this course, students will:
- Understand the recent developments in psychological science and the so-called “replication/reproducibility crisis”.
- Gain an overview of major themes and general findings in social psychology.
- Conduct a pre-registered replication report of a classic finding in social psychology. Including:
  a. In-depth analysis of a published academic article
  b. Assessment of experimental scientific methods and evidence (effect-size, confidence-intervals, power, and p-values)
  c. Ethics committee request
  d. Pre-registration plan
  e. Data analysis
  f. Registered replication report.
  g. Articulate process and findings, both orally and in writing, with discussion of evidence and its implications for the academic field and in everyday life.

Learning Outcomes
1. Gain knowledge and self-reflect on recent developments in psychological science.
2. Overall broad understanding of several research themes in social psychology;
3. Ability to contemplate and analyze research in social psychology.
4. Critical mindset and basic skills in interpreting and communicating research reports;
5. Understanding and conducting a pre-registered replication of simple classic experiments in psychology.
6. Group works: Coordinate and cooperate with other students to achieve common academic goals.
7. Write research articles and communicate research findings in presentations.

Textbook
The textbook is only used as a supplementary to lectures to assist students.
We will be using an open-access free textbook which will be uploaded to the course website.
R. Biswas-Diener & E. Diener (Eds), Noba Textbook Series: Psychology. Champaign, IL: DE; Publishers. DOI: nobaproject.com. Copyright © 2018 by Diener Education Fund. This material is licensed under the Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License.
The textbook can be found on: http://noba.to/6x4y3b92
<table>
<thead>
<tr>
<th>Cl</th>
<th>Date</th>
<th>Topic</th>
<th>Technical demos</th>
<th>Optional readings before class</th>
<th>TA #</th>
<th>Tasks due end of week (Friday 11:59pm)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>15/01</td>
<td>Introduction Replication crisis Open Science</td>
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<tr>
<td></td>
<td></td>
<td>[Syllabus and expectations]</td>
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<tr>
<td>2</td>
<td>22/01</td>
<td>Morality</td>
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<tr>
<td>3</td>
<td>29/01</td>
<td>Judgment and Decision Making</td>
<td>IRB (ethics) requests Effect-size and power calculations</td>
<td>Book chapter: Judgment and Decision Making</td>
<td>T1</td>
<td>Group: Forming groups and project plan Individual: Participate in course start survey</td>
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<td></td>
<td></td>
<td>[Syllabus and expectations]</td>
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<td>4</td>
<td>05/02</td>
<td>Social cognition and attitudes</td>
<td>Building online surveys with Qualtrics</td>
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<tr>
<td>5</td>
<td>12/02</td>
<td>Persuasion and manipulation</td>
<td>Conducting pre-registration</td>
<td>Book chapter: Persuasion</td>
<td>T2</td>
<td>Group: Ethics request + Article analysis</td>
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<td>6</td>
<td>26/02</td>
<td>Cooperation</td>
<td>Data analysis example 1</td>
<td>Book chapter: Cooperation</td>
<td>T3</td>
<td>Group: Qualtrics survey Individual: Opinion piece</td>
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<tr>
<td>7</td>
<td>12/03</td>
<td>Helping and prosocial behavior</td>
<td>Data analysis example 2</td>
<td>Book chapter: Helping and prosocial behavior</td>
<td>T4</td>
<td>Group: Pre-registration</td>
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<tr>
<td>8</td>
<td>19/03</td>
<td>Conformity and Obedience</td>
<td>Writing a pre-registered replication report example 1</td>
<td>Book chapter: Conformity and Obedience</td>
<td>T4</td>
<td>Group: Participate in all experiments Individual: Movie analysis</td>
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<tr>
<td>9</td>
<td>26/03</td>
<td>Motivation and self-regulation</td>
<td>Writing a pre-registered replication report example 2</td>
<td>Book chapter: Motives and Goals</td>
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<td>10</td>
<td>02/04</td>
<td>Holiday – Easter</td>
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<td>(Groups receive data collection results)</td>
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<tr>
<td>11</td>
<td>09/04</td>
<td>Quiz (Venue: TBC)</td>
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<td>T5</td>
<td>Group: Data analysis</td>
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<tr>
<td>12</td>
<td>16/04</td>
<td>Group presentations</td>
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<tr>
<td>13</td>
<td>23/04</td>
<td>Group presentations</td>
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<td>14</td>
<td>01/05</td>
<td>No class</td>
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<td>Deadline: Submission of final group report Group peer evaluation</td>
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General guidelines

English is the official language

The official language of instruction and communication is English. To ensure that everyone feels included, both instructor and students, please refrain from speaking any other language in the classroom. Please address the instructor or the tutors only in English, in and outside of the classroom.

Assignment submission

All assignments, both group and individual, will be done with Google Docs. To be clear, all work should be conducted on the Google Doc from the very beginning (rather than imported at the end from a Microsoft Word document). This is to allow automatic backup, versioning, and direct access by instructor, tutors, and group members. This will help reflect the contribution so individual group members to the group project to ensure fair grading and address free-riders.

Submit by creating an edit link, adding the link to your document, exporting the document to a Word file and submitting the file on Moodle. Feedback by the instructor will be given directly on the Google Doc.

Assessment feedback and consulting

All written assignments will be marked and returned to students within 2 to 3 weeks after submission. Students could review their quiz after marking in the designated time by the tutors. Students are welcome to consult the instructor and the tutors anytime during the semester.

Moodle guest account

The Moodle will serve as the course website.

For newly enrolled students, contact the tutor to receive a guest account to login to the course moodle:

Address at http://hkuportal.hku.hk/moodle/guest

Username: psyc2020_2b_2017_guest

Password: Guest_2020

Assessment Components

1. Group projects: 50%
   a. Article analysis: 5%
   b. Ethics request: 5%
   c. Qualtrics survey: 5%
   d. Pre-registration: 10%
   e. Data analysis: 10%
   f. Final report: 15%

2. Group presentation: 10%

3. Individual assignments: 20%
   a. Movie analysis: 10%
   b. Opinion piece on an academic article about the replication crisis: 10%

4. Quiz: 20%

Group projects

Note: Materials for the group projects will be shared on Dropbox, see https://tinyurl.com/hku2018dropbox

Forming groups

Student groups will conduct pre-registered replications of classic findings in social psychology/cognition. Groups will be randomly assigned an experiment in a classic article and will follow a structured procedure to attempt a replication.

The groups will consist of 5 to 6 students, and should all attend the same tutorial session. Projects in smaller group size will receive a 10% markdown on the overall group project grade (no less than 3). Students may ask the tutors to help group them with others, but must accept the random assignment and should adjust to work with other assigned team members and attend the same tutorial session.

Groups need to submit their group and member names to Cedar before attending the first tutorial. Issues regarding groups should be communicated and addressed to Cedar before arriving at the tutorial.

Note about groups

Group project will involve psychology methods and statistics, which are covered in first year course PSYC1004. PSYC1001 is a perquisite to this course, and not further knowledge of psychology research is expected beyond that.
Students are strongly advised to take course PSYC1004 prior to taking this course. If this is not possible, students without PSYC1004 should team up with students who have completed the course as to ensure that at least 2 members of each team have basic stats and methods training.

**Tutorial participation**

Tutorials are meant to aid students in their group projects, but attendance is expected. Students are expected to be punctual to the tutorials. There will be a mark deduction of 0.5% of your individual group project scores for arriving unprepared or for not attending a tutorial. Late arrivals over 5 minutes will be counted as not participating, if you’re late – might as well not come. Do not attend a TA session you are not assigned to. To avoid mark deduction, please contact TAs for pre-authorized leave (e.g., for legitimate educational purposes such as compulsory field visit) and/or submit a valid medical certificate for sick leave.

**Tutorial tentative plan**

<table>
<thead>
<tr>
<th>Tutorial</th>
<th>Topic</th>
<th>Overview</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>Forming groups Group project plan</td>
<td>Groups will present their article analysis to the tutor Groups will discuss/resolve challenges and problems</td>
</tr>
<tr>
<td>2</td>
<td>Ethics request Article analysis</td>
<td>Groups will present their Qualtrics survey to the tutor Groups will discuss/resolve challenges and problems</td>
</tr>
<tr>
<td>3</td>
<td>Qualtrics survey</td>
<td>Groups will present their pre-registration to the tutor Groups will discuss/resolve challenges and problems</td>
</tr>
<tr>
<td>4</td>
<td>Data analysis</td>
<td>Groups will present initial data-analysis to the tutor Groups will discuss/resolve challenges and problems</td>
</tr>
</tbody>
</table>

**Group project presentation**

a. The last two classes will be devoted to presenting the project to the class.

b. Groups will give a 10 to 15 minutes presentation followed by up to 5 minutes of questions from the audience.

c. Presentations are a group effort, and it is expected that all members will either present or address questions.

d. Instructions about structure will be communicated before class #9.

**Group project report and presentation**

Further details will be provided by class #6.

Initial examples for similar group projects on the Open Science Framework:

- Replication of Eskine, K. J., Kacinik, N. A., & Prinz, J. J. (2011) at University of Minnesota Summer/Fall 2016
- Online Replication of Tentori, K., Crupi, V., & Russo, S. (2013). - University of Erfurt
- Replication of Griskevicius et al. (2010) at Tilburg University, The Netherlands

Further examples and templates will be made available to the students in due course.

**Peer evaluations**

After submitting your project, you will rate, in strict confidential, your group members on the significance and amount of their contribution for both the group project work and the group presentation. This is done by distributing 100 percentage points among group members other than yourself. If you do not send us your peer rating within a week, we shall assume that you intend equal attribution. The project score that you will finally receive is the product of the score the grader gives to your group project multiplied by the total percentage points (adjusted to be within the range of 80% to 120%) you receive from your group members.
Individual assignments

Opinion piece on an academic article about the replication crisis

Students will read, analyze, and reflect on two articles about the recent developments in psychological science and the ongoing crisis. The students could choose two articles from a list of references provided by the instructor which will be made available on the course website. [Due in session #6]

Format:

1. Main take-aways/keypoints in the articles
2. Practical recommendations based on the readings on how to improve
   a. for student's own work/study/research
   b. for academic/researchers
   c. for industry/practitioners
   d. for society overall
3. Self-reflection

Length: No longer than two pages (double spaced, 12 font). Do not feel obligated to write 2 pages, short is good, more important is to be clear and concise.

Note: atleast one reading should be from the year 2015 or later (2015-2018).

Guidelines:

1. Use simple language, minimize use of jargon. Aim: Your parents should be able to understand this submission.
2. Don’t just summarize... reflect.
3. Don’t accept as is, doubt or ask questions. It's okay to challenge the readings or the instructor.
5. Think of the implications. Reflect on what does it all means...

List of possible readings:

Movie analysis
Students will review and analyze a Hollywood movie addressing a topic related to social psychology domains addressed in class. The list of movies will be made available on the course website.
[Due in session #9]

List of possible movies:

1. Popular movies with social psychology themes
   a. Lord of the Flies (1990)
   b. The Beach (2000)
   c. The Truman Show (1998)
   d. V for Vendetta (2005)
   e. 1984 (1984)
   f. District 9 (2009)
   g. The Game (1997)
   h. The Adjustment Bureau (2011)
   i. Surrogates (2009)
   j. Ex Machina (2014)

2. Psychology famous figures and/or research
   b. The Experiment (2010)
   c. Experimenter (2015)
   e. Hysteria (2011)

Please note: Some of these movies are rated R, and include violence and adult scenes. Do not choose to watch and write about movies inappropriate for your age category.

Guidelines:
View the film you choose at least once (two viewings may offer an advantage). Then, after reviewing your class notes and the course book and/or readings, identify 2 different social-psychological principles that appear to be operating in the events or individuals depicted in the film.
For each principle that you identify:

1. Briefly describe the relevant scene (you may assume that your reader has seen the film).
2. Describe in detail the social-psychological principle you believe is relevant. Your job here is to demonstrate that you understand the principle or theory, and that you can describe it in your own words. An occasional quote from your text or another source is fine, but for the most part, you should be conveying your knowledge without the aid of others’ words. You don’t need to do library research for this – using your text or your lecture notes as resources is fine – but remember the rules about avoiding plagiarism! Again, we need you to show us that you have a good understanding of the concept/principle. It’s best if you are specific about the principles you discuss. For example, don’t just indicate that your scene illustrates helping, or conformity, or persuasion, or aggression. Instead, indicate what specific theory, or principle or aspect of helping/conformity/persuasion/aggression, etc. that your scene illustrates.
3. Elaborate on how the selected scene illustrates the principle you have identified. It’s also ok to write about how a scene might fails to follow predictions derived from the social-psychological principle or theory. Where possible, make reference to how your scene maps onto specific research findings (for example, describe how the scene is similar to or different from relevant experiments you've read or heard about).
   It's very important that you do more than simply say something like “this scene illustrates conformity.” You must be specific on precisely how and in what form the scene illustrates conformity, or how it fails to support what you learned about conformity in the class.

Remember, you must identify 2 DIFFERENT SOCIAL PSYCHOLOGICAL PRINCIPLES that are relevant to your film. Your written analysis should be succinct and well-written (no longer than 2 pages, 1 page max for each principle).
Movie analysis scoring (out of 100 points for this task)

1. Principle 1:
   a. Scene description (10 points),
   b. Principle description (10 points),
   c. How scene maps onto principle (30 points);

2. Principle 2:
   a. Scene description (10 points),
   b. Principle description (10 points),
   c. How scene maps onto principle (30 points);

Quiz

The quiz will cover everything covered and discussed in the classroom, both in terms of the social psychology domains, the recent developments in psychological science, and the technical demonstrations. The book is aimed to help students but will only cover the first. The quiz will be 90 minutes long. The quiz will mostly include short open questions that will require both knowledge and ability to analyze and/or integrate the materials taught.

Policies

Academic honesty. Academic dishonesty will not be tolerated. Any student who engages in any form of academic dishonesty (e.g., cheating on exams, plagiarism, interfering with grading) will receive a grade of F in this course and will be reported to the Department/Faculty Office/University Disciplinary Committee for further disciplinary action. There will be no exceptions. If you are not sure what constitutes the academic offense of plagiarism, check out the webpage at http://www.hku.hk/plagiarism

Plagiarism.
A softcopy is required for all written assignments. The softcopy will be checked for plagiarism against a database of articles, books, webpages, and essays submitted by students at HKU and other universities. No credit will be given for an assignment that contains plagiarized materials. Further penalties will be applied. These penalties include a zero mark for participation in course tutorials and a zero mark for the course. Plagiarism will also be reported to your Faculty for further disciplinary action.

Make-up exam policy:
If you are too sick to write a test and you have a valid medical certificate, you may be given the opportunity to take a make-up test. The make-up test will be in essay format.

Feedback Policy:
Students can expect to receive feedback within three weeks after submitting written assignments and taking each exam. Exam papers will not be returned to students; however, students can get individual feedback about each exam through meeting with their tutor.

Late assignments:
Late assignments will be penalized by 10% of the full score for each day following deadline (including Saturday and Sunday). A day late starts one second following submission date/time.