

Psychology Pro-Seminar: Stereotyping, Addiction, Obesity, and Other Unfortunate Byproducts of Adaptive Behavior

PSY 4938, section 591 – Fall 2011

University of South Florida Sarasota-Manatee

Instructor: Richard Reich, Ph.D.

Office Hours: W 4-6 pm &
by Appt

Meeting time: W 6:00-8:50 PM

Office: C252

Classroom: TBA

Phone: (941) 359-4219

Course Website: <https://my.usf.edu>

Email: rreich@sar.usf.edu

Psychology Mission Statement: The curriculum for a Psychology degree from USF Sarasota-Manatee prepares graduates for the many occupations (e.g., human services, community or public relations, administration, and advertising and market research) and graduate work in such disciplines as clinical, cognitive, social or industrial psychology, education, gerontology, counseling, management, medicine, law, and other human service programs. By the time our majors are ready to graduate, they are equipped with two vital skill sets. First, our majors are familiar with numerous factors influencing behavior and mental processes, and the interactions between them. These factors range from the molecular (communication in the brain) to the cultural (human diversity). Second, our majors have developed the critical thinking skills necessary for the consumption and production of psychological research. These skills include writing and familiarity with the ethics of conducting psychological research. Students will have the opportunity to take a capstone course that allows them to create their own research study to demonstrate these competencies.

Course Introduction: Many of the behavioral features that allow humans to be remarkably efficient and adaptive, conversely, may lead to socially undesirable and sometimes dangerous behavior. Included in these unwanted byproducts are obesity, stereotyping, and addiction among others.

This course is designed to be the culmination of your undergraduate studies. In studying this specific topic, we will address the general fundamentals of psychology that you should possess as you prepare for graduate school or employment. These fundamentals include:

1. Knowledge and integration of the major theoretical approaches used in psychology
2. The research skills necessary to address a question, and design a study accordingly
3. The knowledge of ethics in conducting research
4. APA writing standards (beyond just formatting)
5. Recognition of the impact of human diversity (gender, race, ethnicity, socio-economic status, sexual orientation, culture, age, religion, handicaps, disabilities) on behavior and mental processes

This course is designed as a seminar which will primarily take the form of presentation and discussion of research articles. Brief lectures will review the major approaches of psychology and will cover ethics. Students will be expected to read all assigned materials before class in preparation for discussion (10%), briefly present 2 research articles to the class on different days in the semester (20%), write 4 short essays addressing one of the fundamentals above in the context of the course topic (40%), and design a research study that addresses all of the fundamentals in one paper (30%).

Prerequisite: Research Methods with grade of “C” or better.

Text:

1. *Publication Manual of the American Psychological Association* (6th ed.). (2010). Washington, DC: American Psychological Association.
2. Course packet available at the USF Sarasota-Manatee Bookstore

Website: The syllabus, lecture outlines, grades, and other course-related materials, announcements, and assignments will be posted on the “My USF” website. You can access this site at <https://my.usf.edu>. **It is expected that all students will have access to this site, and therefore will be responsible for assignments/materials. Please check the site frequently!**

Students needing instruction in Blackboard:

- http://www.sarasota.usf.edu/CampusComputing/Documents/CC_Student_Resources.php

Students needing technical assistance with Blackboard:

- Toll-free Helpline: 866-974-1222
- Live online help: <http://usfsupport.custhelp.com/cgi-bin/usfsupport.cfg/php/enduser/chat.php>

In the event of an emergency, it may be necessary for USF to suspend normal operations. During this time, USF may opt to continue delivery of instruction through methods that include but are not limited to: Blackboard, Elluminate, Skype, and email messaging and/or an alternate schedule. It's the responsibility of the student to monitor Blackboard site for each class for course specific communication, and the main USF, College, and department websites, emails, and MoBull messages for important general information.

Students with Disabilities

Students are responsible for registering with the Office of Students with Disabilities Services (SDS) in order to receive academic accommodations. Reasonable notice must be given to the SDS office (typically 5 working days) for accommodations to be arranged. It is the responsibility of the student to provide each instructor with a copy of

the official Memo of Accommodation. Contact Information: Pat Lakey, Coordinator, 941-359-4714; plakey@sar.usf.edu ; www.sarasota.usf.edu/Students/Disability/

Religious Preference Absence Policy : Students who anticipate being absent from class on a day in which an exam is to be given due to the observation of a major religious observance or USF business must provide notice of the date to the instructor, in writing, by the second class meeting.

Academic Disruption: The University does not tolerate behavior that disrupts the learning process. The policy for addressing academic disruption is included with Academic Dishonesty in the catalog: www.ugs.usf.edu/catalogs/0607/adadap.htm. Occurrences of academic disruption should be addressed by the professor (depending on the situation, the student may be asked to leave or security may be called). Following the incident, the professor should establish with the student terms for continued course participation, and the professor should also submit a report to the dean. The consequences to the student can range from an administrative reprimand to suspension from USF.

Requirements & Evaluation: Although not mandatory, attendance will be necessary to achieve full credit in the course. Attendance is necessary when an article presentation is scheduled and during feedback sessions. Participation in class discussion is a requirement of this course. Part of this discussion will involve bringing in contributions to the class (like weblinks, news topics). Your general knowledge of psychology and of the topic specific to this course will be evaluated through your discussion, presentations, and written assignments. The written assignments are detailed below. You will present one article on an assigned topic. The other article will be on a topic of your choosing, but should follow the theme of the class (unwanted byproducts of adaptive behavior). Specific instructions for these assignments will be provided in class and through the course website.

Course Point Allocation Scheme:

Preparation/Discussion	50 points
Article presentation 1	50 points
Article presentation 2	50 points
Essay 1	50 points
Essay 2	50 points
Essay 3	50 points
Essay 4	50 points
Research Proposal	150 points

Grading Scale:

488 to 500 points =	A+
463 to 487 points =	A
448 to 462 points =	A-
438 to 447 points =	B+
413 to 437 points =	B
398 to 412 points =	B-
388 to 397 points =	C+
363 to 387 points =	C
348 to 362 points =	C-
338 to 347 points =	D+
313 to 337 points =	D
298 to 312 points =	D-
0 to 297 points =	F

Academic Honesty: Cheating or plagiarism will not be tolerated. The policy in the Department of Psychology is that, in general, all cases of academic dishonesty will be reported to the chair, who will, following the appropriate procedures, recommend disciplinary action. The University's policy on Academic Honesty from the undergraduate catalog can be accessed at the following website:
<http://www.ugs.usf.edu/catalogs/0203/adadap.htm>

Last Date to Withdraw: 10/29/2011

Schedule of Events

Week	Date	Topic	Reading(s)
1	8/23	Introduction; APA standards	Nell
2	8/31	Cause and Effect; Ethics Overview	Rottenberg; Benjamin
3	9/7	Evolutionary; Physiological Essay 1 Due	Buss; Diamond
4	9/14	Physiological cont.; Behavioral	Hurlemann; Siegel
5	9/21	Cognitive; Essay 1 feedback	Nairne
6	9/28	Social; Developmental	McCullough; Bunge
7	10/5	Integrating Perspectives ; Diversity Essay 2 Due	Ambady ; Arnett ; Haefel
8	10/12	Stereotyping	Martin ; Payne
9	10/19	False Memory ; Essay 2 feedback	Roediger ; Schacter
10	10/26	Obesity Essay 3 Due	Wadden ; Schneider
11	11/2	Addiction Essay 3 feedback	Goldman; Hill
12	11/9	Heart disease and fight or flight; Essay 4 Due	Taylor
13	11/16	Risk taking Essay 4 feedback	Steinberg
14	11/23	Paper exchange for student feedback	
15	11/30	Article Presentations Final Research Proposal due	
16	12/7	Overall Feedback	

Assignments: All papers must follow APA publication manual (6th edition) standards. This includes the proper citation and referencing of sources as well as readability and clarity of the writing and adherence to standards for academic honesty. The first four assignments (essays) will be subcomponents of your comprehensive research proposal. Although these essays are subcomponents, they should stand on their own with introductions and conclusions. They also should tie into the theme of the class.

1. Essay 1: Research Designs (2 pages): To aid in the design of your research proposal, briefly summarize **4** research articles (one paragraph each) that each used a **different** research design to study your research question. Each article should address the study's purpose, research design, and findings. The **4** research designs you include in this paper **must** come from the list below:

- i. Experiment
- ii. Naturalistic observation
- iii. Survey
- iv. Case study
- v. Archival research
- vi. Content analysis
- vii. Quasi-experiment
- viii. Longitudinal

*Provide references

2. Essay 2: Ethics (2 pages): Please describe how the three overarching principles of the Belmont Report (Beneficence, Respect for Persons, and Justice) will be addressed in the design of your study. Be specific. You do not need to cover all ethical principles, just what is most relevant to your study.
3. Essay 3: Different Perspectives (2 pages): Choose 4 of the following perspectives and describe the hypothesis and method each would use to address your research question. (one paragraph for each):

- i. Evolutionary
 - ii. Behavioral
 - iii. Cognitive
 - iv. Social
 - v. Physiological
 - vi. Developmental
4. Essay 4: Diversity (2 pages): How might the unwanted behavior chosen for your research proposal affect groups of people (gender, race, ethnicity, socio-economic status, sexual orientation, culture, age, religion, disabilities) differentially? How will you examine this possibility in your study? *Provide references.
5. Research Proposal: Design a research study to address one of the unwanted behaviors discussed in class (if you would like to address another behavior, please discuss it with me). This paper must be written in the format endorsed by the APA and follow APA's stylistic, ethical, and academic honesty guidelines.

Must include

- i. Introduction
 - 1. Literature review—at least 10 journal sources, which must be since 1995 (partially covered by Essay 1). It must include a review of at least 4 different theoretical perspectives (Essay 3).
 - 2. Rationale
 - 3. Hypothesis
 - 4. A figure (graph) illustrating the hypothesis
- ii. Method
 - 5. Study design. Explain why you chose this design over the others you discussed in essay 1. That is, what are the benefits and the limitations of the designs you chose and those you did not choose?
 - 6. Your proposed participant (or subject) sample. Discuss the ethics of how your participants will be selected (part of Essay 2).
 - i. Size
 - ii. Demographics
 - iii. How you will assign them to groups (if necessary)
 - 7. Measures/techniques/apparatus you will be using
 - 8. Procedure: include the informed consent process, and debriefing.
 - 9. Statistics you will use to analyze your data

iii. References (APA style)

*Each proposal must address diversity in some way. That is, you must compare across different groups of people (Essay 4).