

# PSYC 381 – Readings in Psychology (3 credits)

## Coastal Carolina University – Summer I 2017

**Instructor:** Dr. Terry F. Pettijohn

**E-mail:** pettijohn@coastal.edu

**Office Hours:** MTTTh 10am-12pm, 1:30-3:30pm, F 10am-12pm, or by appointment

**Course Meeting Time and Place:** online, distance course (although I am on campus)

**Office:** 212 Brittain Hall

**Phone:** (843) 349-6447

**Welcome to Readings in Psychology!** I look forward to interacting with and getting to know each of you during the term. If you have any questions, problems, or special circumstances please feel free to contact me. I hope that each of you will enjoy this course and will be able to get involved and excited about readings in psychology. Students are encouraged to keep in contact with the instructor.

**Course Description & Objectives.** (Prereq: PSYC 101) An in-depth examination and discussion of selected readings, including journal articles, books, or other original sources, in the field of psychology. The course objectives are to 1) expand knowledge of the field of psychological science with original sources, 2) improve comprehension of psychological readings, and 3) develop critical thinking and communication skills related to evaluation of original sources.

**Student Learning Outcomes.** At the end of the term, students should be able to 1) demonstrate expanded knowledge in the field of psychological science, 2) identify research methodology and statistical analyses used in journal articles or original sources, 3) critically evaluate psychological research, 4) explain psychological research findings to others, 5) use past research and original sources to develop and design future psychological research projects, and 6) apply psychological research findings.

**Class Meetings & Attendance.** The class will be conducted exclusively online. Classroom attendance will not be required. Students must post a welcome comment on the Facebook group page by the end of the first day of class, June 5. Failure to do so will result in a 5 point reduction.

**Text & Assigned Readings.** No textbook is required for this course. Research articles (pdfs) will be assigned and available online (available through the library) to provide students an opportunity to read current research articles. You are responsible for reading all assignments.

**Evaluations.** Your course grade will be based on 24 article reviews (10 each, 240 points total), weekly discussion page posts (50 points total), and a research proposal (50 points), 340 total points possible. Details about evaluation requirements are provided. The grading scale used to determine final course grade is provided at the bottom of the schedule on the next page. There are no tests. **No late assignments will be accepted** (except in emergency or special situations).

**Student Responsibilities.** “Coastal Carolina University is an academic community that expects the highest standards of honesty, integrity and personal responsibility. Members of this community are accountable for their actions and reporting the inappropriate action of others and are committed to creating an atmosphere of mutual respect and trust” (CCU Code of Student Conduct). Academic misconduct is a serious offense that will not be tolerated. Always do your own work! Cases of suspected plagiarism will be handled accordingly, and may result in failure of the course (visit [www.plagiarism.org](http://www.plagiarism.org) for plagiarism review). All students are given a college e-mail address and you are expected to check this account at least once a week for class updates and important announcements. It is the student's responsibility to let the instructor know of any special requirements or needs early in the term. Be aware, course syllabus, requirements, and schedule are subject to change.

Week	Dates	Readings/Articles	Special Dates																
1	June 5-11	<i>How to read research articles;</i> Articles 1, 2, 3, 4, 5	ARs & FBPs due by 6/11																
2	July 12-18	Articles 6, 7, 8, 9, 10	ARs & FBPs due by 6/18																
3	July 19-25	Articles 11, 12, 13, 14, 15	ARs & FBPs due by 6/25																
4	June 26 - July 2	Articles 16, 17, 18, 19, 20	ARs & FBPs due by 7/2																
5	July 3-7	Articles 21, 22, 23, 24	ARs & FBPs due by 7/6 Proposal due by 7/7																
<b>Readings:</b> Selected research articles available online.		<b>Course Evaluation for PSYC 381:</b>																	
		<table> <tr> <td>24 article reviews (10 each)</td> <td>240</td> </tr> <tr> <td>Weekly discussions (10 each)</td> <td>50</td> </tr> <tr> <td><u>Research Proposal (50)</u></td> <td><u>50</u></td> </tr> <tr> <td>Grade % of total points</td> <td>340</td> </tr> </table>		24 article reviews (10 each)	240	Weekly discussions (10 each)	50	<u>Research Proposal (50)</u>	<u>50</u>	Grade % of total points	340								
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## Readings List

### Week 1

- Durante, K. M., Li, N. P., & Haselton, M. G. (2008). Changes in women's choice of dress across the ovulatory cycle: Naturalistic and laboratory task-based evidence. *Personality and Social Psychology Bulletin, 34*, 1451-1460.
- Rodeheffer, C. D., Hill, S. E., & Lord, C. G. (2012). Does this recession make me look black? The effect of resource scarcity on the categorization of biracial faces. *Psychological Science, 23*(12), 1476-1478.
- McFerran, B., Dahl, D. W., Fitzsimons, G. J., & Morales, A. C. (2010). Might an overweight waitress make you eat more? How the body type of others is sufficient to alter our food consumption. *Journal of Consumer Psychology, 20*(2010), 146-151.
- Troisi, J. D., & Gabriel, S. (2011). Chicken soup really is good for the soul: "Comfort food" fulfills the need to belong. *Psychological Science, 22*(6), 747-753.
- Lee, S. W. S., & Schwarz, N. (2010). Dirty hands and dirty mouths: Embodiment of the moral-purity metaphor is specific to the motor modality involved in moral transgression. *Psychological Science, 21*(10), 1423-1425.

### Week 2

- Pettijohn, T. F. II, Eastman, J. T., & Richard, K. G. (2012). And the beat goes on: Popular *Billboard* song beats per minute and key signatures vary with social and economic conditions. *Current Psychology, 31*, 313-317.
- Hamlin, J. K., Mahajan, N., Liberman, Z., & Wynn, K. (2013). Not like me = bad: Infants prefer those who harm dissimilar others. *Psychological Science, 24*(4), 589-594.

8. Kille, D. R., Forest, A. L., & Wood, J. V. (2013). Tall, dark, and stable: Embodiment motivates mate selection preferences. *Psychological Science*, 24(1), 112-114.
9. Roy, M. M., & Christenfeld, N. J. S. (2004). Do dogs resemble their owners? *Psychological Science*, 15(5), 361-363.
10. Swami, S., & Tovee, M. J. (2013). Men's oppressive beliefs predict their breast size preferences in women. *Archives of Sexual Behavior*, 2013, 1-9.

### **Week 3**

11. Gueguen, N., & Jacob, C. (2010). Music congruency and consumer behavior: An experimental field study. *International Bulletin of Business Administration*, 1451-243X(9), 56-63.
12. Hagemann, N., Strauss, B., & LeiBing, J. (2008). When the referee sees red . . . *Psychological Science*, 19(11), 769-771.
13. Berman, M. G., Jonides, J., & Kaplan, S. (2008). The cognitive benefits of interacting with nature. *Psychological Science*, 19(12), 1207-1212.
14. DeWall, C. N., MacDonald, G., Webster, G. D., Masten, C. L., Baumeister, R. F., Powell, C., Combs, D., Schurtz, D. R., Stillman, T. F., Tice, D. M., & Eisenberger, N. I. (2010). Acetaminophen reduces social pain: Behavioral and neural evidence. *Psychological Science*, 21(7), 931-937.
15. Sanders, M.A., Shirk, S. D., Burgin, C. J., & Martin, L. L. (2012). The gargle effect: Rinsing the mouth with glucose enhances self-control. *Psychological Science*, 23(12), 1470-1472.

### **Week 4**

16. Tybur, J. M., Bryan, A. D., Magnan, R. E., & Hooper, A. E. C. (2011). Smells like safe sex: Olfactory pathogen primes increase intentions to use condoms. *Psychological Science*, 22(4), 478-480.
17. Lieberman, D., Pillsworth, E. G., & Haselton, M. G. (2010). Kin affiliation across the ovulatory cycle: Females avoid fathers when fertile. *Psychological Science*, 22(1), 13-18.
18. Stephens, R., Atkins, J., & Kingston, K. (2009). Swearing as a response to pain. *NeuroReport*, 20, 1056-1060.
19. Gamble, T., & Walker, I. (2016). Wearing a bicycle helmet can increase risk taking and sensation seeking in adults. *Psychological Science*, 27(2), 289-294.
20. Khan, R., Misra, K., & Singh, V. (2013). Ideology and brand consumption. *Psychological Science*, 24(3), 326-333.

### **Week 5**

21. Nelson, L. D., & Simmons, J. P. (2007). Moniker maladies: When names sabotage success. *Psychological Science*, 18(12), 1106-1112.
22. Damisch, L., Stoberock, B., & Mussweiler, T. (2010). Keep your fingers crossed!: How superstition improves performance. *Psychological Science*, 21(7), 1014-1020.
23. Miller, G., Tybur, J. M., & Jordan, B. D. (2007). Ovulatory cycle effects on tip earnings by lap dancers: Economic evidence for human estrus? *Evolution and Human Behavior*, 28, 375-381.
24. Meier, B. P. (2016). Bah humbug: Unexpected Christmas cards and the reciprocity norm. *Journal of Social Psychology*, 156(4), 449-454.

**ARTICLE REVIEWS (AR).** For each research article, students are expected to complete standardized article review questions (10 questions-available on the course webpage). Each completed AR is worth a maximum of 10 points, a total of 240 points for the 24 articles. Responses to the set of 10 questions for each article should be approximately 1-2 pages in length, with some of the questions answered in a single sentence. Points will be deducted for missing question responses or inadequate, underdeveloped responses. Five articles are assigned each week and the ARs are due before the due date (Sundays by midnight, except the final week of the term when all materials are due Thursday by midnight). Email me your weekly ARs **in a single file** (either as a MS Word attachment or as part of the text in an email message). You may work ahead if you wish and turn weekly ARs in early. Please do not send ARs individually. I will acknowledge your AR submissions with a reply email.

**FACEBOOK POSTS (FBP).** An important goal of psychology is to share research outcomes with the public. To provide an opportunity for discussion among classmates, and to make others outside the class aware of psychological research findings, a Facebook group page for the class has been created (Dr. Pettijohn's PSYC 381 Page, <https://www.facebook.com/groups/1405453819562750>). Students are expected to join the group and post brief summaries of any research findings and comments about any of the articles you choose to the group each week (which will also be visible to all your friends). (If you do not have a Facebook account, you can create one for free and cancel it at the end of the course – you are not required to be my “friend”, but you may if you wish). Ten points are possible each week, 50 points total for the course. The weeks are defined the same as the article reviews (Mondays through Sundays at midnight, except the final week of the term when all posts are due Thursday by midnight). Three points will be awarded for significant posts, and 2 points will be awarded for significant comments (hitting the “Like” link will not get you any points, sorry!). Use any combination of posts and comments to reach the 10 points per week (if you earn more, good for you, but extra points will not be recorded). Please check that your submissions are posted and report any problems before the deadline.

**RESEARCH PROPOSAL.** The research articles you read from class may stimulate your interest in conducting your own psychological research, and prepare you for other psychology courses which require research (i.e., PSYC 497). To help you organize and articulate these ideas, a research proposal is required which incorporates theoretical ideas and/or methodologies from the articles assigned in the course. Proposals combining articles from class are encouraged. Proposal should be at least 3 double-spaced pages (800 words minimum), not including title page and reference page. Watch spelling, organization, content, ideas, and references. Paper sections should include 1) an **Introduction** where you discuss relevant research (including articles from our class as well as others if appropriate) and present your proposed research hypothesis, 2) a proposed **Method** section indicating participants, materials, and procedure used to test the hypothesis, 3) a proposed **Results** section explaining briefly how the data will be analyzed, 4) a **Discussion** section explaining why this research is useful and important and potential limitations, and 5) a **Reference** section listing your sources in APA style (at least 5 references are required and at least 1 must be from our readings list). Late proposals will not be accepted, but early proposals are welcome. Each proposal may be submitted as a MS Word attachment by email before the date due at midnight. I will acknowledge your proposal submission with a reply email (but probably not until the next morning if the submission was late night).