

PSY/SDS 364: Research Seminar in Intergroup Relationships Fall 2017

**Mondays and Wednesdays 2:40p – 4:00pm
Smith College, Bass Hall 001**

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Office hours: Mondays and Wednesdays 1:30-2:30p
or by appointment

Course Description and Goals

Undergraduate students in this course will conduct research on various projects in Intergroup Relationships, specifically as related to sexual objectification, interracial interactions, and the gender division of household labor. Students will also learn the advanced data analysis techniques required to analyze data from interpersonal interactions, i.e., **dyadic data analysis**. Research projects in this lab examine the consequences of sexual objectification for both women and men in the workplace, how stereotyping and discrimination play out in interracial interactions, and the complexities of the gender division of household labor using an intergroup relations framework. Students in this course will engage in a variety of tasks including, but not limited to, literature review, research design, survey development, the coding of videotaped interactions of "first dates" and small group interactions, data analysis, and scientific writing. The goal of this course is to **build research skills** and to gain **exposure to scientific research in Social Psychology**, specifically in the study of intergroup relationships.

Required Readings

1. Cohen, J., Cohen, P., West, S. G., & Aiken, L. S. (2003). *Applied multiple regression/correlation analysis for the behavioral sciences*, 3rd ed. Mahwah, NJ, US: Lawrence Erlbaum Associates Publishers.
2. Kenny, D. A., Kashy, D. A., & Cook, W. L. (2006). *Dyadic data analysis*. New York, NY, US: Guilford Press.
3. Other articles from the Intergroup Relations and Close Relationships literatures (posted on Moodle).

*Note: Although I am not requiring the APA publication manual, but I expect your assignments to be written in strict APA style. There are many online resources for APA style, including the **Purdue OWL site**.*

Ground Rules/Classroom Environment

Realizing the benefits of a diverse space can only occur if we create a **climate of psychological safety** (Edmondson, 1999). To this end, we will always be **respectful of one another**. Together we should have the goal of creating an environment where we all feel comfortable sharing our thoughts and opinions. To this end, **I value "half-formed," informal thoughts**—sometimes a deeper understanding is reached via communicating ideas before they are perfectly polished. Please be mindful of the balance between sharing your opinion and the potential to

evoked discomfort in your classmates. While our primary goal is to create a relaxed place, I also want you to think about how leaving your comfort zone is sometimes an extremely effective way to learn.

Please let me know your desired gender pronoun however you prefer (i.e., in person in class, on the note cards, privately after class, or via email). In your written work for this class I am fine with (even encourage) the use of “they,” “their,” or simply “she” instead of “his or her” or “he or she.” I am also fine with “ze” and “zir.” Just please do not write “he,” “his” or “himself” when referring to all people. We also should not say “you guys” when referring to a mixed-gender group, or refer to women as “girls.”

Late Policy

For every day late on the written assignments I will reduce your grade for that assignment by 1/3 letter grade (i.e., if you wrote a B+ paper, but turned it in 1 day late, you’ll get a B. Two days late? B-, and so forth). I will not accept any late final research papers.

Academic Honor Code

You must always provide appropriate citations for others’ work and ideas. Giving other scholars due credit in your written and oral communication is a fundamental social gesture in academic work—a way for us to acknowledge each other’s scholarship and signify that we respect each other.

From the **Smith honor code** website: “Smith College expects all students to be honest and committed to the principles of academic and intellectual integrity in their preparation and submission of course work and examinations. Students and faculty at Smith are part of an academic community defined by its commitment to scholarship, which depends on scrupulous and attentive acknowledgement of all sources of information, and honest and respectful use of college resources.” Cases of dishonesty, plagiarism, etc., will be reported to the Academic Honor Board.

Accommodations

Everyone should have all that they need to succeed in this course. Please send me your accommodation letter, or have the Disability Office work with me. If you need to register for accommodations, please contact the Disability Services office at ODS@smith.edu. Please check out the office [website](#) for more information.

Assignments

Annotated Bibliography

You will read at least 10 articles and provide short summaries of the findings in each. These articles will form the basis for your final research paper and project. In this assignment you will deepen your literature searching and reviewing skills.

IRB Proposal and CITI Training

Although you will be either analyzing secondary data or dyadic data I have collected, you will need to submit an IRB proposal and complete the online ethics training, CITI training, if you have not already.

Introduction Draft

Expanding your annotated bibliography, you will write a draft of the introduction section of your final research paper. Drafting and re-writing is an essential part of the writing process.

Methods Section and Descriptive Statistics Write-up

It is essential that you gain experience in not only analyzing data, but writing up those results in an APA style results section. For this assignment you will draft the Method section of your final paper, as well as the descriptive statistics portion of your results section.

Actor-Partner Interdependence Model (APIM) Write-up

The bulk of your final analysis will be using a dyadic model called the Actor-Partner Interdependence Model (APIM; Kenny, Kashy, & Cook, 2006). In this assignment you will complete the draft of your results section by writing up your APIM results.

Final Research Poster

You will produce a professional poster to present your final research project. Part of the poster assignment will be presenting your research to the rest of the group. These poster presentations will occur in the last two weeks of the semester.

Final Research Paper

The final APA style research report is due at the end of the semester during finals week. You are expected to revise all drafts previously submitted, incorporate them into the paper, and to complete the discussion section of your final paper.

Grading

The grading distribution is as follows:

<i>Assignment</i>	<i>Percentage of Grade</i>
<i>Annotated Bibliography</i>	<i>10%</i>
<i>IRB Proposal</i>	<i>5%</i>
<i>CITI Training</i>	<i>5%</i>
<i>Introduction Draft</i>	<i>10%</i>
<i>Method Section and Descriptive Statistics Write-up</i>	<i>10%</i>
<i>APIM Write-up</i>	<i>10%</i>
<i>Final Research Poster</i>	<i>20%</i>
<i>Final Research Paper</i>	<i>30%</i>
<i>Final grade</i>	<i>100%</i>

Final Grade brackets:

<i>A:</i>	<i>93-100%</i>	<i>B+:</i>	<i>87-89%</i>	<i>C+:</i>	<i>77-79%</i>	<i>D+:</i>	<i>67-69%</i>
<i>A-:</i>	<i>90-92%</i>	<i>B:</i>	<i>83-86%</i>	<i>C:</i>	<i>73-76%</i>	<i>D:</i>	<i>60-66%</i>
		<i>B-:</i>	<i>80-82%</i>	<i>C-:</i>	<i>70-72%</i>	<i>F:</i>	<i>59% and below</i>

Course Schedule and Readings

Note: All readings should be completed before class the day on which they appear on the schedule.

Week 1 (9/12 – 9/14)

Topics:

Intro to Data Analysis in R and Objectification Theory

Readings:

CCWA_ch1: Introduction

Fredrickson, B. L., & Roberts, T. (1997). Objectification theory: Toward understanding women's lived experiences and mental health risks. *Psychology Of Women Quarterly*, 21(2), 173-206.
doi:10.1111/j.1471-6402.1997.tb00108.x

Week 2 (9/19 – 9/21)

*****Due: CITI Training*****

Topics:

Bivariate Correlation and Intersectionality

Readings:

CCWA_ch2: Bivariate Correlation and Regression

Purdie-Vaughns, V., & Eibach, R. P. (2008). Intersectional invisibility: The distinctive advantages and disadvantages of multiple subordinate-group identities. *Sex Roles*, 59(5-6), 377-391.
doi:10.1007/s11199-008-9424-4

Week 3 (9/26 – 9/28)

*****Due: Annotated Bibliography*****

Topics:

Multiple Regression and Inequality in Communal Roles

Readings:

CCWA_ch3: Multiple Regression/Correlation with Two or More Independent Variables

Croft, A., Schmader, T., & Block, K. (2015). An underexamined inequality: Cultural and psychological barriers to men's engagement with communal roles. *Personality And Social Psychology Review*, 19(4), 343-370. doi:10.1177/1088868314564789

Weeks 4/5 (10/3 – 10/12)

*****Due: IRB Proposal*****

Topic:

Assumption Checking, and Deaux and Major's (1987) Model

Readings:

CCWA_ch4: *Data Visualization, Exploration, and Assumption Checking: Diagnosing and Solving Regression Problems*

Deaux, K., & Major, B. (1987). Putting gender into context: An interactive model of gender-related behavior. *Psychological Review*, 94(3), 369-389. doi:10.1037/0033-295X.94.3.369

Week 6 (10/17 – 10/19)

*****Due: Introduction Draft Due*****

Topic:

Standard Dyadic Design and Interacting with Sexist Men

Readings:

KKC_ch1: *Basic Definitions and Overview*

Logel, C., Walton, G. M., Spencer, S. J., Iserman, E. C., von Hippel, W., & Bell, A. E. (2009). Interacting with sexist men triggers social identity threat among female engineers. *Journal Of Personality And Social Psychology*, 96(6), 1089-1103. doi:10.1037/a0015703

Week 7 (10/24 – 10/26)

Topic:

Nonindependence and Mixed Interactions

Readings:

KKC_ch2: *The Measurement of Nonindependence*

Hebl, M. R., & Dovidio, J. F. (2005). Promoting the 'Social' in the Examination of Social Stigmas. *Personality And Social Psychology Review*, 9(2), 156-182.
doi:10.1207/s15327957pspr0902_4

Week 8 (10/31 – 11/2)

*****Due: Method and Descriptive Statistics Write-up Due*****

Topic:

Types of Dyadic Variables and Interracial Interactions

Readings:

KKC_ch3: Analyzing Between- and Within-Dyads Independent Variables

Richeson, J. A., & Shelton, J. N. (2007). Negotiating interracial interactions: Costs, consequences, and possibilities. *Current Directions In Psychological Science*, 16(6), 316-320. doi:10.1111/j.1467-8721.2007.00528.x

Week 9 (11/7 – 11/9)

Topic:

Multilevel Modeling of Dyadic Data and Goals in Intergroup Relationships

Readings:

KKC_ch4: Using Multilevel Modeling to Study Dyads

Bergsieker, H. B., Shelton, J. N., & Richeson, J. A. (2010). To be liked versus respected: Divergent goals in interracial interactions. *Journal Of Personality And Social Psychology*, 99(2), 248-264.
doi:10.1037/a0018474

Weeks 10/11 (11/14 – 11/21)

Topic:

The Actor-Partner Interdependence Model and Creating Posters

Readings:

KKC_ch7: Analyzing Mixed Independent Variables: The Actor-Partner Interdependence Model

Week 12 (11/28 – 11/30)

*****Due: APIM Write-up Due*****

Topic:

Structural Equation Modeling and Objectification in Action

Readings:

KKC_ch5: Using Structural Equation Modeling to Study Dyads

Garcia, R. L., Earnshaw, V. A., & Quinn, D. M. (2016). Objectification in action: Self- and other-objectification in mixed-sex interpersonal interactions. *Psychology Of Women Quarterly*, 40(2), 213-228. doi:10.1177/0361684315614966

Week 13 (12/5 – 12/7)

*****Due: Final Posters Due*****

Topic:

Poster Presentations

Week 14 (12/12 – 12/14) – Gender Inequality at Home

*****Due: Final Posters Due*****

*****Due: Final Research Papers Due during Finals Week*****

Topic:

Poster Presentations