PSYC 51A – STATISTICS
Brandeis University

Instructor: Dr. Yoona Lee
Phone: x63252
Class Location: TBA
Office: Rabb 116
Class Day and Time: TBA
Email: yoona@brandeis.edu
Office Hours: TBA

Course Description:
This course serves as an introduction to descriptive and inferential statistics. Statistics is used to find meaning of observations by collecting, summarizing, analyzing, and interpreting numerical information about subjects of interest, and it is used to make decisions that go beyond the observation. Since this is a psychology course, techniques useful in the behavioral sciences will be emphasized. Students will learn the theory of statistical decisions, practical application of statistical software, how to present analyzed statistics into convincing written arguments, and how to evaluate presented statistics.

Learning Goals:
- To understand why and when you need statistics
- To translate observations and questions about the world into statistical statements and questions
- To describe the world in numerical terms and to organize the data into useful summaries
- To know how to select and to perform the appropriate statistical procedure for your data
- To know how to interpret the output in SPSS and discuss statistical conclusions

Textbook:

Class Format:
Class meetings will consist of lectures, discussions, and SPSS practices, with computer demonstrations

Course Requirements:
Chapter homework (15%)
For every class, there will be an assignment to be turned in at the beginning of the class. The assignments will be based on textbook chapters, so read the chapter before class. In the first third of the course when the material is not as difficult, assignments will be due at the beginning of the class when the material is discussed (until chapter 8). In the later part of the course when the material gets more difficult, assignments will be due at the beginning of the class after the material is discussed (after chapter 9). The grade range per assignment is 0 - 2, where 0 means you didn’t submit it, 1 means you made an effort but misunderstood enough material that you should get help, and 2 means you did perfectly or made minor mistakes. When there are more
than one assignment, choose one assignment to turn in. All chapter readings and homework assignments and their due dates are posted on LATTE as well as in the Class Schedule below.

**SPSS data analysis in-class practices and reports (25%)**
In the class schedule, you will find dates indicating in-class SPSS practice. The practices will involve analysis of data sets using statistical analysis software, SPSS. Instructions for using the SPSS software will be given in class or sometimes in Latte, and you will turn in the related SPSS reports by the beginning of the next class.

**Exams (20% each)**
There are three exams scheduled, and you can find the dates on the class schedule. All exams will consist of multiple-choice questions with short answer questions about hypothesis testing. For every exam, you will use a self-correcting procedure, which is as follows: 1) on the exam day, you will receive two answer sheets. You take the exam in the first half of the class, and then hand it in., 2) then, in the second half of the class, you essentially take the exam over again using their textbooks and notes, and change your answers on the second answer sheet. The changed answers will be adjusted in your final scores. Exams will be cumulative, based on the nature of statistics, in which new topic incorporates theory and applied aspects of prior learning.

**Grading:**
As shown above, your course grade will consist 1) chapter assignments (15%), 2) SPSS data analysis reports (25%), and 3) three exams (20% each). For each component, you will receive a numerical score, then final score will be converted to a letter grade at the end of the course, based on the distribution of raw scores and Brandeis standards (A+>98, A>93, A>90; B+>88, B>83, B->80; C+>78, C>73, C>70, etc).

**Class Policies:**
- **No makeup exams** - In emergency cases, with a valid excuse, fewer than three exam scores will be used to determine your grade. Valid excuses consist of sickness with a doctor’s excuse, documented family emergencies, etc.
- **Disability Services** - If you are a student with a documented disability on record at Brandeis University and wish to have reasonable accommodations made for you, please let me know.
- **Academic Honesty** - Instances of alleged dishonesty will be reported to the Office of Campus Life for possible referral to the Student Judicial System. Potential sanctions include failure in the course and suspension from the University. If you have any questions about my expectations, please ask.
- **Etiquette** - Please arrive on time to settle down before class begins and remain until the end. Deactivate your cell phone. Show respect for others and do not engage in activity which will distract our learning.

**Student resources:**
Textbook comparison site for students: [http://www.addall.com](http://www.addall.com)
For SPSS tutorials and other good stuff see [www.youtube.com/user/ProfAndyField](www.youtube.com/user/ProfAndyField)
For SPSS support at Brandeis, refer to [http://lts.brandeis.edu/techhelp/content/spss.html](http://lts.brandeis.edu/techhelp/content/spss.html)
Good site for revising basic maths: [http://www.bbc.co.uk/schools/gcsebitesize/maths/](http://www.bbc.co.uk/schools/gcsebitesize/maths/)
### Approximate class / Reading/ HW due / SPSS practices & Due (Subject to change):

<table>
<thead>
<tr>
<th>Topic / Reading (Chapter)</th>
<th>HW Due</th>
<th>SPSS Reports Due</th>
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<tr>
<td>Introduction/</td>
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<tr>
<td>Behavioral Research (Ch 1)</td>
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<tr>
<td>Populations, samples, &amp; scales (Ch 1)/</td>
<td>Ch 1, 2 hw</td>
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<td>Frequency distributions (Ch 2)</td>
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<td>Central tendency (Ch 3) /</td>
<td>Ch 3, 4 hw</td>
<td>SPSS report #1</td>
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<td>Variability (Ch 4) / Z scores (Ch 5)</td>
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<tr>
<td>Z scores (Ch 5) /</td>
<td>Ch 5, 6 hw</td>
<td>SPSS report #1</td>
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<td>Normal distribution (Ch 6)</td>
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<td>(descriptive)</td>
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<td>Probability &amp; Sampling (Ch 7)</td>
<td>Ch 7, 8a hw</td>
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<td>Hypothesis Testing (Ch 8.1-4)/</td>
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<tr>
<td>Hypothesis Testing (Ch 8.1-4)/</td>
<td>Ch 8b hw</td>
<td>SPSS report#2</td>
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<td>Effect size &amp; Power (Ch 8.5-6)</td>
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<td>EXAM 1</td>
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<td>SPSS report #1</td>
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<td>Intro to T-test (Ch 9)/</td>
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<td>Independent T-test (Ch 10)</td>
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<td>Related samples T-test (Ch 11)</td>
<td>Ch 9, 10 hw</td>
<td>SPSS report#3</td>
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<td>EXAM 2</td>
<td>Ch 11 hw</td>
<td>SPSS report #3</td>
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<td>Intro to ANOVA (Ch 12)/</td>
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<td>Between subject ANOVA (Ch 13) /</td>
<td>Ch 12 hw</td>
<td>SPSS report #4</td>
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<td>Within subject ANOVA (Ch 14)</td>
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<td>Two-factor ANOVA (Ch 15) /</td>
<td>Ch 13, 14 hw</td>
<td>SPSS report #4</td>
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<td>Correlation (Ch 16) /</td>
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<td>(ANOVA)</td>
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<td>Correlation (Ch 16)/</td>
<td>Ch 15 hw</td>
<td>SPSS report #5</td>
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<td>Regression (Ch 17) /</td>
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<td>EXAM 3</td>
<td>Ch 16, 17 hw</td>
<td>SPSS report #5</td>
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<td></td>
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<td>(corr. &amp; reg.)</td>
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PSYC 52A: Research Methods and Laboratory in Psychology

Time: TBA. Location: TBA

Instructor:

Yoon Lee, Ph.D.
Email: yoon@brandeis.edu
Office: Rabb 116 (& the main library Starbucks for your convenience)
Student Hours: TBA Individual assistance is always available by appointment.

Course Description:

How do psychologists use scientific methods to address research questions about mental processes and behavior? In this course, you will receive “hands on” training on the fundamentals of conducting psychological research. This course will be conducted as a workshop that fully integrates lectures and laboratories in order to give you experience with designing, conducting, analyzing, interpreting, and communicating scientific psychological research. A major emphasis is “learning by doing;” in small sections, you will actively participate in laboratory tasks that demonstrate the range of activities in experimental research. That is, you will actually do research. Specifically, you will learn to define hypotheses, design and conduct experiments, appropriately analyze and interpret data, and present results in technical reports. This class emphasizes active participation and making up in-class assignments is not possible, so regular class attendance and participation are very important. Grading will be based on written reports, quizzes, and participation. Psychology 51a (Statistics) is required as a prerequisite.

Textbooks:

Required:

If you choose to purchase an earlier edition, you are responsible for the same material as the older edition.

Optional:

Course Objectives:

Participating in Research Methods will enable you to:

- think critically about research
- thoughtfully design experiments
- analyze experimental results using statistical methods (and SPSS)
- critically interpret experimental results
- communicate your findings to others by technical reports written clearly, concisely, and objectively using APA format
Grading:
The final grade will be a weighted average of the course requirements (described in more detail below):

- in-class exercises, participation 20%
- 4 quizzes 20%
- 4 written assignments 20%
- final project report, presentation 25%
- peer reviews 15%

Final score will be converted to a letter grade at the end of the course, based on this standard (i.e., A+ ≥ 98, A ≥ 94, A- ≥ 90; B+ ≥ 85, B ≥ 80, B- ≥ 75, C+ ≥ 70, C ≥ 65, C- ≥ 65, etc).

Requirements:

All the guidelines will be applicable to all students equally and will be strictly followed for fair treatment.

**Participation.** I hope you actively participate in this course. This course is about active learning, which means it relies heavily on discussions, in-class exercises, and actually doing research, including collecting data. Therefore, regular attendance is mandatory to pass this course and quality of participation is a large component of your grade. Active participation also means that you share your thoughts, questions, and doubts. To allow you to do so, you should come prepared, meaning you have read the relevant book chapter(s) and lecture slides.

**In-Class Exercises.** In every class meeting, we will work on an in-class exercise (lab activity) that is designed to help you gain a more in-depth understanding of the concepts presented. Exercises will be collected for pass/fail grading. There is no way to make-up these exercises if you miss class. Because of limited class time, we may not cover all keys of the lab activities in class, but you are still responsible for checking the answers from LATTE after class.

**Quizzes.** There will be 4 quizzes consisting of varying combinations of the following: multiple choice questions, and short-answer. The quizzes cover material from the text and class sessions. Each quiz emphasizes topics covered in that section; however, because the material is cumulative by nature, some concepts may be included on more than one quiz. All quizzes must be taken when scheduled (or in advance by arrangement in extenuating circumstances).

**Written Assignments.** For the four report sections, you may work collaboratively; however, each student must individually write and turn in each assigned paper. The four assignments will cover the following sections of a research report:

- **Assignment 1:** Title Page, Introduction and Reference sections
- **Assignment 2:** Title Page, Method, and Appendix sections
- **Assignment 3:** Title Page, Results, Tables, and Figures sections
- **Assignment 4:** Title Page, Abstract, and Discussion sections

The papers must thereby conform to the standards of the American Psychological Association (APA). You will receive more detailed instructions and a grading rubric for each assignment. These will provide you with information about which aspects are emphasized in each of the assignments.
and how the papers will be graded. Generally, papers are **due by the beginning of the class period on the scheduled date** (unless otherwise noted). Papers must be turned in on time and at the beginning of the class. Please do not come to class expecting to be able to print out your paper on the printer in the computer cluster. Our limited class time is valuable and all students deserve the benefit of complete lectures and labs. **Late papers will be penalized 5 percentage points for each day past the deadline.**

**Final Group Project.** For final project, you will work collaboratively with other peers as one group. In the final week of the course, you will be able to put everything you have learned in this course together by designing, conducting, and analyzing your own study on a topic you are interested in. The data can thereby be collected in class and/or from volunteers outside of class. Furthermore, you will write a complete report, including all sections mentioned above. At the end of the term, you will then have the opportunity to present your findings in a **presentation.**

**Peer Reviews:** In each assignment (i.e., four assignments and final project), you will do both roles as a pre-researcher for your own assignment and as a reviewer of another peer’s assignment. Your peer will review each assignment so that you will hand in a **draft of the paper** before the actual paper is due and receive feedback on that draft in class. Your goal will be to read a peer’s research assignment and critically evaluate their assignments. The rubric for each assignment will be given for effective peer reviews. Peer review will not only allow you to demonstrate what you have learned about research by evaluating peers’ assignments, but also give you the opportunity to revise your own paper before handing in the final version. For the final group project, each group will review one project from another research group. **The drafts of the paper for peer reviews will not be graded before final submission,** and your peer review sheets will be collected and **graded with three-point grading** (i.e., weak, good, & strong review).

**Computer Use.** We will make extensive use of the workstations located in the classroom. Other computing sites may not have the same versions of software, so please make use of the time provided during class sessions to complete your assignments. Please be prepared to back-up your work when needed. **Always make a back-up copy of your work in progress!**

**Data Collection.** Please note that your final project must be approved by the instructor, i.e., **you must receive prior written approval from me before you can begin any data collection** on your research project. This is to ensure that human subjects ethical guidelines are followed, and that the research is conducted in line with the expectations of Brandeis University’s Institutional Review Board. Failure to abide by these guidelines could result in a failing grade on the assignment.

**Academic integrity.** Honesty is one of the most valuable assets that a member of an academic community possesses. You are expected to be honest in all of your academic work (see [http://www.brandeis.edu/studentaffairs/srcs/ai/index.html](http://www.brandeis.edu/studentaffairs/srcs/ai/index.html)). **Academic dishonesty in any form, e.g., cheating or plagiarism, will not be tolerated** and instances of alleged dishonesty will be forwarded to the Office of Campus Life for possible referral to the Student Judicial System as required by University policy (see section 5 of the Rights and Responsibilities handbook for the university policies in this area). Potential sanctions include failure in the course and suspension from the University. If you have any questions about my expectations, please ask.
Plagiarism means presenting the opinion or the work of others as your own work. This can occur in a number of ways, some more obvious than others. For example, if you simply take someone else’s researched and written report and present it as your own, that is a clear-cut case of plagiarism. Also, if you use the exact language of someone else without placing the words in quotation marks and naming the original author, you are clearly committing plagiarism. You are also committing plagiarism, however, if you take someone else’s arrangement of material or pattern of thought and present it as your own without referencing it, even if you express it in your own words. In summary, do not submit work that presents the ideas of others as your own ideas, fails to properly cite sources, and/or lifts sentences or ideas from the works of others. If you are uncertain as to whether something you are doing would count as cheating, ask me before you turn it in.

**Accommodations for students with disabilities.** If you are a student with a documented disability on record at Brandeis University and wish to have a reasonable accommodation made for you in this class, please see me immediately. Any information you share will be kept in confidence. Keep in mind that reasonable accommodations are not provided retroactively.

**Student resources:**
Textbook comparison site for students: [http://www.addall.com](http://www.addall.com)
For SPSS support at Brandeis, refer to [http://lts.brandeis.edu/techhelp/content/software.html](http://lts.brandeis.edu/techhelp/content/software.html)
For SPSS tutorials and other good stuff see [www.youtube.com/user/ProfAndyField](http://www.youtube.com/user/ProfAndyField)
Good site for revising basic maths: [http://www.bbc.co.uk/schools/gcsebitesize/maths/](http://www.bbc.co.uk/schools/gcsebitesize/maths/)

**Comments:**
This is a demanding course that requires significant effort. It includes extending the statistical skills you learned in Statistics. The material on inferential statistics is quite demanding and you will probably have to go over it several times in several different ways before you fully understand it. There is also a great deal of work involved, particularly in completing the research project, paper, lab, and presentation. However, **students who do complete all of this work are likely to master the necessary skills and make good grades.** You may also find that conducting and reporting the research is interesting and rewarding.

This course is based on active participation. Thus, your comments and suggestions are welcome at any time. Also, if you experience any difficulties, do not hesitate to contact me early on. We’ve all needed help in something at some point in our lives. **If you find yourself not understanding the assigned readings, lectures, or assignments, please set up an appointment with me or drop by during office hours.** Please remember that active participation is the key to successfully mastering this course!
## Schedule Fall 2016
**PSYC 52A: Research Methods and Laboratory in Psychology**

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<tr>
<th>DATE</th>
<th>TOPIC (T)</th>
<th>READINGS</th>
<th>LABS/EXERCISES</th>
<th>ASSIGNMENTS DUE</th>
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<tr>
<td></td>
<td><strong>Section I: Introduction to Research</strong></td>
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<td>Topic 1</td>
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<td>T1: Measuring Mind</td>
<td>Syllabus</td>
<td>Taste Test, Class Member Q’aire</td>
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<td>T2: Research Ideas</td>
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<td>Literature Review Lab #1</td>
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<td></td>
<td><strong>T2: cont’d</strong></td>
<td>Ch. 1 (pp. 14-25)</td>
<td>Research Questions Lab #2</td>
<td>(Begin Assn. 1: Intro)</td>
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<td>T3: Hypothesis/Variables</td>
<td>Ch. 2</td>
<td>Variables Lab #3 (by midnight)</td>
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<td>T4: Technical Writing</td>
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<td>Draft Assn. 1 for Peer Review</td>
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<td><strong>T4: cont’d</strong></td>
<td>Ch. 13</td>
<td>APA Errors Exercise Lab #4_1; Evaluation Criteria for APA Reports Lab #4_2 (Extra credit)</td>
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<td>T5: Research Ethics</td>
<td>Ch. 3</td>
<td>Ethics Lab #5; CITI; Practice Quiz; Peer Review 1</td>
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<tr>
<th>T6</th>
<th><strong>Section II: Methods</strong></th>
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<tr>
<td></td>
<td>T6: Designs, Control, &amp;</td>
<td>Ch. 6 (185-201; 215-219), Ch. 7 (226-239), Ch. 10 (pp.314-318)</td>
<td>Levels Lab #6_1 Confounds Lab #6_2</td>
<td>Quiz 1; Final Assn. 1: Intro</td>
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<td>T5: Measurement</td>
<td>Ch. 4</td>
<td>Attraction Survey; Enter Data for Survey Lab #7;</td>
<td>(Begin Assn. 2: Method)</td>
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<td></td>
<td>T8: Measurement Issues</td>
<td>Ch. 5 (pp. 154-179)</td>
<td>Reliability/Validity Lab #8_1; Reliability of Attraction Survey Data #8_2; Peer review 2</td>
<td>Draft Assn. 2 for Peer Review</td>
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<td></td>
<td>T9: Descriptive Stats</td>
<td>Ch. 6 (pp. 184-207) Ch. 11 (pp. 347-360)</td>
<td>Descriptive Lab #9</td>
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<tr>
<th>T6</th>
<th><strong>Section III: One Variable Designs</strong></th>
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<td></td>
<td>T10: Hypothesis Testing</td>
<td>Ch. 6 (pp. 208-221) Ch. 12 (384-396) Ch. 11 (pp. 371- 380)</td>
<td>T-test Lab #10 (Extra credit)</td>
<td>Quiz 2; Final Assn. 2: Method</td>
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<td>T11: Comparisons (using</td>
<td>Ch. 7, Ch. 12 (pp. 396-407)</td>
<td>One-way ANOVA Lab #11;</td>
<td>Research Idea for Final Project</td>
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<th>DATE</th>
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<th>LABS/EXERCISES</th>
<th>ASSIGNMENTS DUE</th>
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<tr>
<td>T8</td>
<td>T12: Correlation</td>
<td>Ch. 11 (pp. 371-380)</td>
<td>Correlation Lab #12; Assn 3b: Results; Peer Review 3a (and 3b)</td>
<td>Draft Assn. 3a for peer review</td>
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<td>Research Project Plan</td>
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<td>Review of 2-way ANOVA</td>
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<td>Idea for Final Projects; Project Small</td>
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<td>Group Meeting; Project Plan I Lab</td>
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<td>T9</td>
<td>T13: Factorial Designs</td>
<td>Ch. 8 (pp. 249-268), Ch. 12 (pp. 410-419)</td>
<td>2-Way ANOVA Lab #13_1 (b/w) 2-Way ANOVA Lab #13_2&amp;3 (within &amp; mixed) (Extra credit)</td>
<td>Quiz 3; Final Assn. 3: Results; (Begin Assn 4: Discussion)</td>
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<td>Interactions Lab#14; Peer Review 4</td>
<td>Final Project Plan I; Draft Assn. 4 for Peer Review</td>
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<td>T10</td>
<td>T14: Interactions</td>
<td>Ch. 8 (pp. 268-276)</td>
<td>Project Plan II; Individual Meetings with Feedback (Discuss project with Yoona including questions/doubts about final paper in and outside of classroom)</td>
<td>Quiz 4; Final Assn 4; Discussion Revised Project Plan II (start writing a paper)</td>
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<tr>
<td>T11</td>
<td>Design Critique</td>
<td>Articles related to Final Project Report</td>
<td>Project Plan II; Individual Meetings with Feedback (Discuss project with Yoona including questions/doubts about final paper in and outside of classroom)</td>
<td>Quiz 4; Final Assn 4; Discussion Revised Project Plan II (start writing a paper)</td>
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**Section IV: Two Variable Designs**

**Section V: Putting it Together**

**Note.** Basically, lectures will be based on the designated chapters, but only some important parts will be selected and emphasized from the perspectives of practical uses for research. All readings and assignments, and exam dates are subject to change. Any revisions to this syllabus/schedule will be announced during class. It is your responsibility to make a note of any changes to this syllabus/schedule.
Course Description:
This course addresses three main questions of school bullying behaviors in psychology: What is the bullying behavior? Why do we have this behavior? How can we solve the problems of bullying? Through three modules, each responding to one of these questions, students will learn the psychological perspectives in current issues of bullying behaviors, and (2) understand developmental perspectives to address the reasons behind bullying behaviors in identity and morality issues and (3) analyze intervention programs and campaign to suggest constructive solutions. As a final project, students will integrate the findings covered in this course and conduct "make-a-change" project to actively involve their learning and analysis to real-world bullying settings and corresponding research. Students will propose an evidence-based intervention component or social campaign to fill in the gaps between what we know about bullying and what we do about bullying in the real settings. This course will double count toward the advanced seminar and the advanced research intensive seminar requirements of the psychology major. Introduction to Psychology (PSYC 10a) is the prerequisite for this course.

Learning Goals:
Given growing attention to this social issue, it is important that students understand school bullying behaviors from a psychological and developmental perspective and reap benefits for their own healthy interpersonal relationships and to be a responsible member of society, as well as for their knowledge and learning in child and adolescent development.

This course focuses on the psychological perspectives in the current issues of bullying behaviors, with the objective of helping students to understand the reasons that bullying develops from the developmental perspective and intervention approaches to reach constructive solutions from the perspective of morality and justice. This course will engage students more in social issue and justice related to bullying behaviors.

More specifically, this course will help students apply values, virtues, morality, discipline, and character education to explore possible solutions by applying interdisciplinary research findings in different areas (e.g., restorative justice, collective efficacy, and moral responsibility) to engage children and adolescents more in morality and to defend the victims against the bullies. With this bullying education, students can develop a sense of justice and apply this to other social issues.
Textbook (Chapter readings):

- (Optional) Each necessary chapter below will be selected and provided to students.

Course Requirements:

- Journal Entries (10%)
  For each class, students are required to write short journal entries (1 page) for the active class discussion about the main questions that were asked. Each entry should include their thoughts, criticisms, questions, or insights about the reading assigned for that class.

- Class Participation (10%)
  Class participation includes oral presentation and discussion of the readings. For each class, one (or two) student(s) will lead the presentation and discussion of one reading among the required readings.

- Hypotheses-driven Tests in Evaluating Bullying Behaviors (20%)
  In the first module, as part of the learning process, students will inspect and try to make insightful psychological hypotheses in a short introduction through three core articles the instructor used for her current published/ongoing studies. The students should introduce their topic by incorporating the results from the core articles by identifying the gap in literature, tell why it is important and interesting to study and summarize relevant previous findings. Then, they should develop and present a new hypothesis on the topic. The instructor’s ongoing project including introduction and hypotheses related to timing and duration of bullying behaviors will be introduced to students as well. *The ongoing paper was recently presented in SRA (Society for Research on Adolescence)

- Moral Narrative in Bullying Behaviors (20%)
  In the second module, after learning moral development, students are required to write their stories of a situation, conflict, problem, or dilemma they have faced related to bullying behaviors in their lives that required them to make a moral or ethical decision. Students need to identify what they thought, what they felt, and what they did, and then reflect on the outcome. The purpose is to encourage them to apply their own experiences to dialogue with the theories, themes, and issues covered in this class, and for students to be actively engaging with bullying behaviors in our society. At the end of the paper, students will suggest a creative way to engage children and adolescents in morality and to defend the victims against the bullies from the perspective of justice.
- Bullying-related TV Programming Analyses (20%)
  During a class of the third module, students will analyze one episode of anti-bullying educational TV programming (i.e., the Arthur episode) and one episode of popular TV show in Korea (i.e., infinity challenge) and evaluate positive aspects and critiques from the perspectives of what they have learned in psychological and developmental perspectives. Students will assess what messages this show is giving to a child and how the chosen show might influence the growing child.

- Make-a-Change Projects (20%)
  In the third module, while learning about bullying intervention programs, students will analyze the strengths and weaknesses of two bullying interventions and give their suggestions for each bullying program. They will assess the effectiveness of the current anti-bullying programs (i.e., KiVa, Second Step, Yale’s RULLER & whole school approach) and identify the gap between what we know from the literature and what we do in real settings, and suggest a direction for bullying programs. Students will create a short social campaign or a component of a bullying intervention program to fill the gap between literature and reality. After finishing the projects, students will have the opportunity to present their ideas to the whole class and learn from others’ methods, solutions, and programs.

Grading:
Your course grade will consist of journal entries, class participation, hypotheses-driven proposals, moral narratives, bullying program analyses, and final make-a-change projects. For each component, you will receive a numerical score, then final score will be converted to a letter grade at the end of the course, based on this standard (i.e., A ≥94, A- ≥90; B+≥85, B≥80, B-≥75, C+≥70, C≥65, C-≥60).

Class Policies:
Disability Services - If you are a student with a documented disability on record at Brandeis University and wish to have reasonable accommodations made for you, please let me know.
Academic Honesty - Instances of alleged dishonesty will be reported to the Office of Campus Life for possible referral to the Student Judicial System. Potential sanctions include failure in the course and suspension from the University.
Etiquette - Please arrive on time to settle down before class begins and remain until the end, and deactivate your cell phone to respect for others. Do not engage in activity which will distract our learning.
Privacy - This class requires the use of tools that many disclose your coursework and identity to parties outside the class. To protect your privacy you may choose to use pseudonym/alias rather than your name in submitting such work. You must share the pseudonym/alias with me and any teaching assistants as needed. Alternatively, with prior consultation, you may submit such work directly to me.
* Success in this 4 credit hour course is based on the expectation that students will spend a minimum of 12 hours of study per week in preparation for class.
School Bullying and Psychology: Issues in Methods, Morality and Intervention

Course Content and Schedule

*NOTE.* Only specific articles and/or one chapter among students’ readings below will be assigned for each week. The required readings for each week (three or four readings including articles and one chapter) will be announced. Other readings are optional, and they will be incorporated into the presentation or discussion.

Textbooks (Chapter readings)


(Optional)

Module I: School Bullying in Psychological Perspectives

The first module is an introduction focusing on psychological perspectives of the current issues of bullying behaviors. In this module, students will first learn the basic concepts of bullying such as definitions of bullying, prevalence and types of bullying, and age and gender issues. Then, they will study ecologies of bullying, risk factors for bullying and victimization, characteristics of bullies and victims, and the methods to assess bullies and victims as well as pros and cons of peer nomination strategy. Students will be able to broaden their knowledge about bullying through the instructor’s recently published work in 2016 and ongoing study related effects of bullying behaviors and timing vs. duration in bullying and victimization. Students will also have the opportunity to develop research papers in this field by studying the key articles in the field.

Topic 1. Introduction to Bullying Behaviors

Class 1

Question:
How can we understand bullying and its characteristics? How do we define bullying, and how is it distinguished from other forms of social or physical aggression?

Learning:
Social-ecological framework of bullying behaviors, Definition of bullying, Prevalence, trend, and type of bullying, Age and gender issues in bullying & bullying quiz http://www.kenrigby.net/00-The-Quiz

Chapter Readings:
Espelage et al. Ch 1 (social-ecological framework of bullying behaviors),
Espelage et al. Ch 2 & 11 (gender issues in bullying)

Readings:
Overview

**Prevalence of bullying**

**Type of bullying**

**Age trends**

**Class 2**
**Question:** Who typically bullies and who gets bullied? Why does being bullied hurt so much with disabled students? How does family factor involve with bullying behaviors?

**Learning:** Bully/Victim Characteristics, Bullying among students with disability, and Family and other risk factors

**Chapter Readings:**
Espelage et al. Ch 4 (bullying with students with disability)
Espelage et al. Ch 15 (family relationships of bullies and victims)

**Readings:**

**Individual characteristics**

**Family Risk**
Other Factors

Topic 2. Current Issues in Bullying

Class 3
Question: What is the effect of bullying behaviors? Why does being bullied hurt so much? Does timing vs. duration matter differently?
Learning:
Effect of bullying behaviors, Timing vs. duration in bullying and victimization from the instructor’s recently published/ongoing projects

Chapter Readings:
Espelage et al. Ch 5 (internalizing problems in bullying)

Assignment: Hypotheses-driven tests in evaluating bullying behaviors

Readings:
Effect of bullying: internalizing

Consequences of Ostracism

Effect of bullying: externalizing

Assignment reading: Timing vs. duration effects

Class 4
Question: How has bullying been measured in research?
**Learning:** Assessment of bullying, Data collection strategies, Pros and Cons of peer nomination

**Readings:**

Currently developed scale

Examples of Peer nomination

Peer nomination issues

Brief scales of bullying, fighting, and victimization:

Relational aggression:

Self-report comprehensive surveys (frequency, location, type of bullying):

Bullying as group process:

Observational techniques:

**Module II: School Bullying in Identity and Moral Development**

The second module examines the underlying developmental problems of bullying behavior from perspectives of both child and adolescent identity and morality development. The major issues covered are the development of identity, aggression, altruism, identity, morality, and other interdisciplinary research findings as possible solutions (e.g., restorative justice, collective efficacy, character education, and moral responsibility). In addition, students will apply theories to school bullying by investigating how the mechanism of moral disengagement, as driven by the power-oriented behaviors, relates to bullying and participant roles in bullying. At the end, students will suggest a way to engage children and
adolescents in morality and more effectively to defend the victims against power-oriented bullying behaviors from the perspective of justice.

**Topic 3. Morality: Moral Disengagement & its solution**

**Class 5**

**Question:** How do children and adolescents develop aggression, altruism, and morality, from developmental perspectives? How is bullying distinguished from other forms of aggression? Why is moral emotions/motives important?

**Learning:**
- Development of aggression: Dodge’s information-processing model & aggression and popularity
- Bullying, aggression and the importance of knowing the difference.
- Development of altruism: Eisenberg’s empathy research
- Moral development of morality from Piaget and Kohlberg

**Chapter Readings:**
- David & Katherine Ch. 13
- Steinberg Ch. 5
- Espelage et al. Ch. 9 (difference b/w bullying and aggression)
- Nadelhoffer Part I (6) (highest stage of moral judgment-Kohlberg)
- Nadelhoffer Part II (16) (altruism: psychology of unselfish behavior)

**Reading:**
- Aggression

- Moral emotions & Motives

**Origin of morality: Altruism**

**Class 6**

**Question:** How is moral disengagement involved with bullying behaviors? How can we engage students more in morality?

**Learning:**
- Bandura’s moral disengagement related to bullying behaviors
- Cognitive process related to moral reasoning in bullying behaviors
- Character Education
- Moral Responsibility

**Readings:**
Moral disengagement

Moral responsibility

Class 7
Question: What can be a solution from other area?

Leaning:
Interdisciplinary findings
Sampson’s collective efficacy and responsibility for each other
Restorative justice

Chapter Readings:
- Nadelhoffer Part IV (28) (Selection beyond freedom and dignity-Skinner)

Readings:
Collective efficacy:

Restorative justice:


**Topic 4. Identity development: Bullying Roles and Power**

**Class 8**

**Question:** What motivates a bully to bully in a school environment? Why bullying occurs most in early adolescents? How does student identity develop in bullying behaviors?

**Learning:**

Peer contexts: Popularity and power (bullying as a social activity)

Identity development and bullying behaviors

Application of Erikson’s theory + Actual, ideal, and false self in relation to bullying roles

**Chapter Readings:**
- David & Katherine Ch. 11
- Steinberg Ch. 5 & 8
- Espelage et al. Ch. 8 (dominance issue in the transition from the primary school to secondary school)

**Readings:**

*Peer contexts, popularity, and problems*

**Bullying Roles**

**Class 9**

**Question:** Why do bystanders of bullying help or not? How does power and popularity vs. guilt and shame work on bullying and altruism?

**Learning:** Peer ecologies, problems and solution, Bystander’s role, power and popularity vs. shame and guilt issues

**Chapter Readings:**
- Espelage et al. Ch.7 (classroom peer ecologies)

**Assignment:** Moral Narrative in Bullying Behaviors
Module III: Bullying from Intervention Perspectives

The third module explores the reasons for different school bullying strategies (proactive, peer support, and reactive strategies) and analyzes current anti-bullying programs (KiVa, Second Step, Yale’s RULLER, and Olweus programs). Students will have an opportunity to learn about Boston vs. Bullies Bullying Intervention Program and the evaluation of the program the instructor analyzed as a statistician. Finally, students will integrate their learning to propose a unique social campaign or bullying intervention component to respond to bullying behaviors, a project aimed at filling in the gaps between what we know about bullying and what we presently do about bullying.

Topic 5. Bullying Intervention

Class 10

Question: How do schools intervene in bullying behaviors? What was the outcome? How do the proactive strategies, peer support strategies, and reactive strategies work? What are the major components of current anti-bullying programs?

Learning:

Rigby’s bullying interventions in schools: Six major approaches
Currently effective interventions based on Social and Emotional Learning (SEL)
Introduction to current bullying programs (Dr. Veenstra’s KiVa, Dr. Espelage’s Second Step, and Yale’s RULLER program) from the informative websites
Introduction to Olweus programs & Whole School Approach
Instructor’s analysis of bullying program effectiveness (Boston vs. Bullies programs- Joint work with instructor, Dr. Ronald G. Slaby from Harvard Medical School)

**Assignment:** Bullying program analysis#1

**Chapter Readings:**
- Espelage et al. Ch 19 (overview of bullying program and its outcome)
- Espelage et al. Ch 21 (school-based program)
- Espelage et al. Ch. 22 (Olweus Program)

**Readings:**

*Prevention & intervention*

*Boston vs. Bullies Project Program*

*Note. Students read two chapters along with one article only for this class.*

**Topic 6. Make a difference!**

**Class 11**

**Question:** What structures and norm from society (media) and classroom might reinforce or reduce bullying within schools?

**Learning:**
Harmful influence of society on bullying behaviors: Media effects
Pro vs. con about education TV program (i.e., one episode of the Arthur)
Positive influence of class norm on bullying behaviors: Teacher effects

**Assignment:** Bullying program analysis#2

**Chapter Readings:**
- Espelage et al. Ch 10 (teachers’ attitudes & bullying)
- Espelage et al. Ch 12 (classroom characteristics & bullying)

**Readings:**
Class 12
Question: What social campaign or programs were successful in making a difference in school bullying? How do they work from the perspectives of what we learned?

Learning:
Social Change Campaign or components for bullying intervention
Introduction of social campaign:
Pink t-shirt day anti-bullying campaign (students-activated movement)
Popular athletes-victim connections program
Celebrity connection with victims in Korea (students-activated movement)
Discrimination experience (like victims) program in Korea

Final Project
Make-a-Change Project Presentation
The students will fill the gap in current programs by developing specific components to supplement current anti-bullying programs or influential tools to promote actively involvement with anti-bullying campaigns.