



## Social Psychology (MScRes)

Vrije Universiteit Amsterdam - Fac. der Gedrags- en Bewegingswetensch. - RM Social Psychology - 2016-2017

The Research Master program in Social Psychology is part of the William James Graduate School. It is a two year program of total 120 ECTS, 60 ECTS a year.

### **Goals of the Program**

The teaching program focuses on providing in-depth knowledge of major fields in social psychology by emphasizing general principles underlying social behavior.

The first year consists of 4 theoretical courses (including one elective choice course), one expert workshop, 3 academic skills course, and a Research Project.

The second year consists of 3 theoretical courses (again including one elective choice course), one expert workshop, and two research projects, leading to your Ma-thesis.

[Course program 2016-2017 Research Master Social Psychology \(pdf\)](#)

[Course program 2015-2016 Research Master Social Psychology \(pdf\)](#)

Information about the Academic calendar on [this page](#)

[Teaching and Examination Regulations WJGS \(pdf\)](#)

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## Research master Social psychology, year 1

Below the first year courses of the Research Master Social Psychology

Opleidingsdelen:

- [Electives 1st year Research master's in Social Psychology](#)

Vakken:

Naam	Periode	Credits	Code
<a href="#">Advanced Data Analysis</a>	Periode 1	6.0	P_MADV DAT
<a href="#">Advanced Research Methods</a>	Periode 4	6.0	P_MADV RES
<a href="#">Applied Social Psychology</a>	Periode 3	6.0	P_MAPPL SP
<a href="#">Basic Principles 1: Evolutionary Processes in Social Behaviour</a>	Periode 2	6.0	P_MBASIC_1
<a href="#">Expert Workshop I</a>	Periode 5+6	6.0	P_MEXPWRK_1
<a href="#">Motivation and Emotion</a>	Periode 5	6.0	P_MMOTEMO
<a href="#">Research Project I</a>	Ac. Jaar (september)	12.0	P_MRESPRJ_1
<a href="#">Writing and Presenting</a>	Periode 1	6.0	P_MWRITPR

## Electives 1st year Research master's in Social Psychology

Students choose either one of the courses from the Electives Pool, or choose (only once during their RM programme) a Free Choice course.

Opleidingsdelen:

- [Electives Pool research masters FGB Graduate School](#)

Vakken:

Naam	Periode	Credits	Code
<a href="#">Advanced Research Training</a>	Ac. Jaar (september)	6.0	P_MADV RT
<a href="#">Free Choice Course RM Social Psychology</a>	Ac. Jaar (september)	6.0	P_MFREECC

## Electives Pool research masters FGB Graduate School

students choose max. 1 course from the Electives pool in each year. Some of the courses will taught every other year.

Vakken:

Naam	Periode	Credits	Code
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<a href="#">Advanced Organizational Research Skills</a>	Periode 2	6.0	P_MADORS
<a href="#">Autism and Developmental Disorders</a>	Periode 2	6.0	P_MAUTDEV
<a href="#">Leadership and Organisations</a>	Periode 2	6.0	P_MLEAORG
<a href="#">Memory and Memory Disorders</a>	Periode 2	6.0	P_MMEMORY
<a href="#">Neuroscience and Education</a>	Periode 2	6.0	P_MNEURED
<a href="#">The Psychology of Emotion Regulation: From Basic Principles to Clinical Applications</a>	Periode 2	6.0	P_MPEMREG

## Research master Social psychology, year 2

Below the second year courses of the Research Master Social Psychology

Opleidingsdelen:

- [Electives 2nd year Research master's in Social Psychology](#)

Vakken:

Naam	Periode	Credits	Code
<a href="#">Basic Principles 2: Group Processes</a>	Periode 2	6.0	P_MBASICP_2
<a href="#">Bridging Social Psychology</a>	Periode 1	6.0	P_MBRIDGI
<a href="#">Expert Workshop II</a>	Periode 1	6.0	P_MEXPWRK_2
<a href="#">Research Projects II &amp; III (M-thesis)</a>	Ac. Jaar (september)	36.0	P_MRESPRJ_23

## Electives 2nd year Research master's in Social Psychology

Students choose either one of the courses out of the Electives Pool, or (only once during their programme), a Free Choice course

Opleidingsdelen:

- [Electives Pool research masters FGB Graduate School](#)

Vakken:

Naam	Periode	Credits	Code
<a href="#">Advanced Research Training</a>	Ac. Jaar (september)	6.0	P_MADVRT
<a href="#">Free Choice Course RM Social Psychology</a>	Ac. Jaar (september)	6.0	P_MFREECC

# Electives Pool research masters FGB Graduate School

students choose max. 1 course from the Electives pool in each year.  
Some of the courses will taught every other year.

Vakken:

Naam	Periode	Credits	Code
<a href="#">Advanced Organizational Research Skills</a>	Periode 2	6.0	P_MADORS
<a href="#">Autism and Developmental Disorders</a>	Periode 2	6.0	P_MAUTDEV
<a href="#">Leadership and Organisations</a>	Periode 2	6.0	P_MLEAORG
<a href="#">Memory and Memory Disorders</a>	Periode 2	6.0	P_MMEMORY
<a href="#">Neuroscience and Education</a>	Periode 2	6.0	P_MNEURED
<a href="#">The Psychology of Emotion Regulation: From Basic Principles to Clinical Applications</a>	Periode 2	6.0	P_MPEMREG

## Other information

Opleidingsdelen:

- [Transition rules](#)
- [Subscription terms](#)

## Transition rules

For courses that will not be lectured anymore from 2013/14, the student is granted two opportunities to succeed the course.

For courses that are lectured only once every two years and will not be lectured in 2013/14, the student is granted one opportunity to succeed the course.

There are no courses to which the transition rule applies in 2013-14.

## Subscription terms

1. For the following of classes and/or for taking an exam, the student has to register via the Student portal. When a student has registered himself for the classes of a course, the student is automatically also registered for the first upcoming exam of the course. When a student is not registered for the courses of a course (e.g. in case of a resit), the student registers for the exam only. The student needs to verify that the registration was successful. The student should timely de-register himself when he decides not to follow a course, or take an exam.

2. The student needs to register ultimately four weeks before the start of the period the course is scheduled for. Registration for an exam is possible till two weeks before the date of the exam. Late registration will result in administration costs.

3. De-registering for a course is possible via the Student portal till four weeks before the start of the period a course is scheduled for. De-registering for an exam is possible via the Student portal till two weeks before the date of the exam. In case of circumstances beyond one's control it is possible to de-register after the official de-registration deadlines at the programme secretariat for a course or exam.

4. Registration for courses and exams after the deadline is still possible if you pay 25 euro administration fee; calculated per course. The administration fee is maximized at 50 euro's a time. In the case the student thinks to have a justified reason for a late registration, the student can ask the Faculty board for release of these costs. The decision of the Faculty board is binding in this case.

5. When a student does not appear at the exam, without de-registering, the result will be booked as 'no show'.

## Advanced Data Analysis

<b>Vakcode</b>	P_MADV DAT (815033)
<b>Periode</b>	Periode 1
<b>Credits</b>	6.0
<b>Voertaal</b>	Engels
<b>Faculteit</b>	Fac. der Gedrags- en Bewegingswetensch.
<b>Coördinator</b>	dr. M. Gallucci
<b>Examinator</b>	dr. M. Gallucci
<b>Docent(en)</b>	dr. M. Gallucci
<b>Lesmethode(n)</b>	Hoorcollege
<b>Niveau</b>	400

### Doel vak

This course provides a theoretical overview and detailed practical knowledge concerning statistical analyses of psychological data.

### Inhoud vak

After an introduction of the general linear model, with emphasis on estimation of effect sizes and hypothesis testing, the course concentrates on applications of the model, such as analysis of variance, regression analysis, path analysis, and logistic regression. Along with these techniques, issues such as mediation, moderation, and hypothesis testing are considered. The aim of the course is to enable students to plan, execute, and interpret appropriate statistical analyses for applied and experimental research data. Because the application of advanced statistical techniques is central to the course, students will have several assignments to analyze existing data sets, and interpret the results.

**Onderwijsvorm**

Lectures and tutorials.

**Toetsvorm**

Exam and assignments.

**Literatuur**

- Cohen, J., Cohen, P., West, S.G., & Aiken, L.S. (2003), Applied Multiple regression / correlation; analysis for the behavioural sciences (3rd ed. ) Hillsdale, NJ: Erlbaum
- Additional material provided during the course.

## Advanced Organizational Research Skills

<b>Vakcode</b>	P_MADORS ()
<b>Periode</b>	Periode 2
<b>Credits</b>	6.0
<b>Faculteit</b>	Fac. der Gedrags- en Bewegingswetensch.
<b>Coördinator</b>	dr. J. te Nijenhuis
<b>Examinator</b>	dr. J. te Nijenhuis
<b>Docent(en)</b>	dr. J. te Nijenhuis
<b>Lesmethode(n)</b>	Hoorcollege, Practicum, Deeltoets extra zaalcapaciteit
<b>Niveau</b>	400

**Doel vak**

To gain knowledge and insight in advanced statistical techniques and experience with the practical use of these techniques.

**Inhoud vak**

Different--relevant for organizational psychology--research methods will be described and explained, such as meta-analysis, methods to calculate utility, and (field) experiments and quasi-experiments. In the course, practical examples and assignments will be provided to obtain an in-depth understanding of these methods and their usefulness for human resource management and organizational development.

**Onderwijsvorm**

Lectures and practical assignments

**Toetsvorm**

Assignments and written exam

**Literatuur**

Scientific papers and/or (book-)chapters

**Aanbevolen voorkennis**

Bachelor-level methodology and statistics

**Overige informatie**

This course will be taught in English. At the moment of writing, it is unknown who will coordinate and teach this course.

## Advanced Research Methods

<b>Vakcode</b>	P_MADVRES (815179)
<b>Periode</b>	Periode 4
<b>Credits</b>	6.0
<b>Voertaal</b>	Engels
<b>Faculteit</b>	Fac. der Gedrags- en Bewegingswetensch.
<b>Coördinator</b>	dr. J.M. Tybur
<b>Examinator</b>	dr. J.M. Tybur
<b>Docent(en)</b>	dr. J.M. Tybur
<b>Lesmethode(n)</b>	Hoorcollege
<b>Niveau</b>	500

### Doel vak

This course is designed to prepare research master students to critically assess methods used in social psychology research, and to prepare students to design their own studies.

### Inhoud vak

The course will cover fundamental issues in social psychology research, including ethics in collecting and reporting data, assumptions underlying the null hypothesis significance testing framework, statistical power, and methods in assessing reliability and validity of instruments and methods. Each student will also research, write a paper on, and give a presentation on a method used in social psychology research.

### Onderwijsvorm

Class will meet 11 times. In each class, we will have a mixture of lecture from the instruction, presentations from students to the class, and class discussion. The instructor will also provide some interactive tutorials using G\*Power and SPSS.

### Toetsvorm

Assessment will include short quizzes on the assigned reading material at the beginning of every class. Students will also be evaluated on a presentation, a data analysis assignment, and a paper written on a method or instrument.

### Literatuur

Journal articles and chapters will be assigned.

## Advanced Research Training

<b>Vakcode</b>	P_MADVRT ()
<b>Periode</b>	Ac. Jaar (september)
<b>Credits</b>	6.0
<b>Voertaal</b>	Engels
<b>Faculteit</b>	Fac. der Gedrags- en Bewegingswetensch.
<b>Coördinator</b>	dr. J.W. van Prooijen
<b>Examinator</b>	dr. J.W. van Prooijen
<b>Niveau</b>	400

**Doel vak**

To gain additional experience in designing and conducting a research study, analyzing the data, and writing a report.

**Inhoud vak**

This is a free choice-course that is designed for students who would like to gain more research experience. Students will participate in the research programme by a staff member. In close collaboration with the staff member, the student will design and conduct a research study, and analyze the data. Typically, the supervisor will be a different staff member than the student's supervisor for Research project I, II, or III, unless explicitly approved of by the coordinator of this course. The project will end with a research report written by the student.

**Onderwijsvorm**

Individual supervision

**Toetsvorm**

Research report, to be graded according to the faculty's evaluation forms.

**Literatuur**

Depends on the topic

**Overige informatie**

The supervisor for this course should be part of (one of) the department(s) that organise the Research master programme the student is enrolled in.

The supervisor will be assigned depending on availability and on the specific project that the student will work on.

Students can take this course only once, so either in year 1 or in year 2, not in both years.

## Applied Social Psychology

<b>Vakcode</b>	P_MAPPLSP (815128)
<b>Periode</b>	Periode 3
<b>Credits</b>	6.0
<b>Voertaal</b>	Engels
<b>Faculteit</b>	Fac. der Gedrags- en Bewegingswetensch.
<b>Coördinator</b>	dr. J. Maas
<b>Examinator</b>	dr. J. Maas
<b>Docent(en)</b>	dr. J. Maas
<b>Lesmethode(n)</b>	Hoorcollege
<b>Niveau</b>	400

**Doel vak**

To learn how social psychology is used in applied settings to understand and ameliorate social problems.

**Inhoud vak**

Social psychology generates scientific insights that have wide-ranging implications for everyday life. Over the last decades, social psychology

theory and research has been applied to many societal areas, including health, prosocial behavior, poverty, leadership, management, coaching, relationship counseling, sustainability, nature and well-being.

In this course, an overview will be given of the main ways in which social psychology can be applied by inviting experts from within and outside the department to present their applied research to you. We will also consider how social psychological approaches can be fruitfully combined with sociological, economic, political, organizational, and evolutionary perspectives to tackle societal issues.

### Onderwijsvorm

Lectures and work groups.

### Toetsvorm

Exam (open-end questions) (50%), research proposal (40%), presentation (10%).

### Literatuur

Selected articles, to be announced via Blackboard.

### Overige informatie

Students from the master Psychology, route Social Psychology and from the research master Social Psychology will attend the lectures of this course.

## Autism and Developmental Disorders

<b>Vakcode</b>	P_MAUTDEV ()
<b>Periode</b>	Periode 2
<b>Credits</b>	6.0
<b>Voertaal</b>	Engels
<b>Faculteit</b>	Fac. der Gedrags- en Bewegingswetensch.
<b>Coördinator</b>	dr. S.M. Begeer
<b>Examinator</b>	dr. S.M. Begeer
<b>Docent(en)</b>	dr. S.M. Begeer
<b>Lesmethode(n)</b>	Hoorcollege
<b>Niveau</b>	400

### Doel vak

This course will offer a critical overview of recent research on phenotype, cause, prevalence, co-morbidity, assessment and treatment of autism spectrum disorders. Students will also be informed about the most recent assessment and treatment methods available.

### Inhoud vak

Autism Spectrum Disorders are complex neurobiological disorders that last throughout an individual's lifetime. With a prevalence of 1 in 68, they are more common than pediatric cancer, diabetes, and AIDS combined. However, few disorders seem more confusing than autism. Common stereotypes, of the withdrawn, mute child with repetitive activities, do no justice to the wide variety of individuals with an autism spectrum diagnosis. To date, there is no single treatment protocol for all children with autism spectrum disorders. More importantly, the information about the effectiveness of treatments is very limited. While

the main focus will be on autism, several other disorders with overlapping problem domains will also be discussed.

### Onderwijsvorm

Lectures and presentation meetings.

### Toetsvorm

Oral presentation and research proposal.

### Literatuur

Recent research papers provided through BlackBoard.

### Overige informatie

This course is taught every two years. It is not taught in 2015-16, but will be taught again in 2016-17.

Students who took the course in 2014-15 but did not pass it, have the right to one resit in 2015-16. Please contact the course coordinator in that case.

## Basic Principles 1: Evolutionary Processes in Social Behaviour

<b>Vakcode</b>	P_MBASIC_1 ()
<b>Periode</b>	Periode 2
<b>Credits</b>	6.0
<b>Voertaal</b>	Engels
<b>Faculteit</b>	Fac. der Gedrags- en Bewegingswetensch.
<b>Coördinator</b>	dr. F. Righetti
<b>Examinator</b>	dr. F. Righetti
<b>Docent(en)</b>	dr. F. Righetti
<b>Lesmethode(n)</b>	Hoorcollege
<b>Niveau</b>	400

### Doel vak

To familiarize students with research in social behavior from an evolutionary perspective.

### Inhoud vak

This course familiarizes students with research on social behavior from an evolutionary perspective. Examples of topics that are covered in the course: family relationships, friendships, choice of partner, jealousy. During the lectures these themes will be approached from an evolutionary viewpoint. To get a more in depth discussion and knowledge of the themes students will give a presentation, conduct research and write two research essays.

### Onderwijsvorm

classical lectures, presentations by peers.

### Toetsvorm

(group) presentations and 2 research essays.

### Literatuur

Articles (will be distributed via blackboard).

## Basic Principles 2: Group Processes

<b>Vakcode</b>	P_MBASICP_2 (815032)
<b>Periode</b>	Periode 2
<b>Credits</b>	6.0
<b>Voertaal</b>	Engels
<b>Faculteit</b>	Fac. der Gedrags- en Bewegingswetensch.
<b>Coördinator</b>	prof. M. van Vugt
<b>Examinator</b>	prof. M. van Vugt
<b>Docent(en)</b>	prof. M. van Vugt
<b>Lesmethode(n)</b>	Werkcollege
<b>Niveau</b>	500

### Doel vak

- To demonstrate knowledge and understanding of the core domains of group processes
- Recognize the diversity of theoretical perspectives underpinning group processes
- Understand the evolutionary perspective on group processes
- Apply theories to real-world groups

### Inhoud vak

Here are some questions we will address in the course:

- Why do humans live in groups?
- Are we selfish or altruistic by nature?
- Is there a biological basis to leadership?
- Why do some teams perform better than others?
- Are crowds wiser than single individuals?
- Are intergroup encounters always hostile?
- Does power corrupt?
- What are the evolutionary functions of laughter, music, sports and religion?

### Onderwijsvorm

Small scale lectures, individual presentations, class room demonstrations, and group work.

### Toetsvorm

- Written essay exam
- Individual presentation
- Writing a research proposal

### Literatuur

Selection of relevant articles from social psychology, anthropology, evolutionary biology and economics.

## Bridging Social Psychology

<b>Vakcode</b>	P_MBRIDGI (815041)
<b>Periode</b>	Periode 1
<b>Credits</b>	6.0
<b>Voertaal</b>	Engels
<b>Faculteit</b>	Fac. der Gedrags- en Bewegingswetensch.
<b>Coördinator</b>	prof. dr. P.A.M. van Lange
<b>Examinator</b>	prof. dr. P.A.M. van Lange

<b>Docent(en)</b>	prof. dr. P.A.M. van Lange
<b>Lesmethode(n)</b>	Hoorcollege
<b>Niveau</b>	500

### Doel vak

The central goal of this course is threefold. First, the course provides a comprehensive overview of the various views regarding the benefits of bridging social psychology. Second, the course addresses various theoretical issues and societal problems that call for a transdisciplinary approaches, thereby also illustrating the drawbacks of mono- disciplinary approaches. Third, the course focuses on theoretical, analytical, and methodological skills, using assignments in which students write concise grant proposals on topics that are inherently transdisciplinary.

### Inhoud vak

Social psychology may be regarded as the science of social phenomena, and as such is meaningfully linked to several other fields of psychology and disciplines beyond psychology. Given its breadth and location within the scientific landscape, the potential of social psychology to bridge with other fields and disciplines is increasingly recognized. Such bridging may bring about theoretical benefits (e. g., contributing to an overarching theory), including methodological benefits (e. g., contributing to convergent measurement), and societal benefits (e. g., contributing to knowledge that helps us understand and potentially solve a societal problem). The central goal of this course is threefold. First, the course provides a comprehensive overview of the various views regarding the benefits of bridging social psychology. Second, the course addresses various theoretical issues and societal problems that call for a transdisciplinary approaches, thereby also illustrating the drawbacks of mono- disciplinary approaches. Third, the course focuses on theoretical, analytical, and methodological skills, using assignments in which students write concise grant proposals on topics that are inherently transdisciplinary.

### Onderwijsvorm

group assignment  
lecture  
literature survey  
Lectures and tutorials

### Toetsvorm

interim examination  
Essays and assignments

### Literatuur

- Van Lange, P.A.M. (Ed., 2006). Bridging Social Psychology: The benefits of transdisciplinary approaches. Mahwah, New Jersey: Erlbaum.  
- Various articles.

## Expert Workshop I

<b>Vakcode</b>	P_MEXPWRK_1 (815039)
<b>Periode</b>	Periode 5+6
<b>Credits</b>	6.0
<b>Voertaal</b>	Engels

<b>Faculteit</b>	Fac. der Gedrags- en Bewegingswetensch.
<b>Coördinator</b>	prof. dr. P.A.M. van Lange
<b>Examinator</b>	prof. dr. P.A.M. van Lange
<b>Docent(en)</b>	prof. dr. P.A.M. van Lange, dr. D.P. Balliet, prof. dr. D. Tice
<b>Lesmethode(n)</b>	Hoorcollege, Werkcollege
<b>Niveau</b>	400

### Doel vak

The primary objective for Model A is threefold: (a) to get an up-to-date overview of interdependence theory; (b) to link interdependence theory to research examples, and (c) to propose innovative research ideas by applying the logic of interdependence theory to issues of great scientific and/or societal interest.

The primary for Module B is to address the nature and structure of the self, as well as human nature and humans as cultural animals, the self and human sexuality, dualism and the mind- body problem, free will, and choice and the self.

### Inhoud vak

This workshop consists of two modules. In each module leading international scientists will teach on a topic in their area of expertise. The topics of both modules are specializations in social psychology and their neighboring disciplines.

Module A: Interdependence and Social Interaction. Much of human thought, affect, and behavior is rooted in social interaction experiences. To understand social interaction (i. e., its determinants and consequences), it is essential to analyze the key features of the situation in which an interaction takes place. Interdependence Theory provides the tools for analyzing different situations and how they may influence psychological processes and interaction patterns.

Module B: The Self. This module will cover a range of topics pertaining to the study of the self in social psychology. Lectures and readings will discuss the nature and structure of the self, self- knowledge, self- regulation theory, self- esteem, self- defeating behavior, self- handicapping, and procrastination. The course will also cover human nature and humans as cultural animals, the self and human sexuality, dualism and the mind- body problem, free will, and choice and the self. Coverage of many topics will include discussion of research methods for studying the self.

### Onderwijsvorm

literature survey  
practical  
working group  
Workshop

### Toetsvorm

Essays and assignments

### Literatuur

- Module A: Kelley, H., Holmes, J., Kerr, N., Reis, H., Rusbult, C., & Van Lange, P. (2003). An atlas of interpersonal situations. New York: Cambridge;
- Module B: Baumeister, R.F., (2005), The cultural animal: Human nature, meaning and social life, Oxford: Oxford University Press;

- Various articles.

## Expert Workshop II

<b>Vakcode</b>	P_MEXPWRK_2 (815042)
<b>Periode</b>	Periode 1
<b>Credits</b>	6.0
<b>Voertaal</b>	Engels
<b>Faculteit</b>	Fac. der Gedrags- en Bewegingswetensch.
<b>Coördinator</b>	dr. J.W. van Prooijen
<b>Examinator</b>	dr. J.W. van Prooijen
<b>Docent(en)</b>	prof. K.D. Williams
<b>Lesmethode(n)</b>	Hoorcollege
<b>Niveau</b>	500

### Inhoud vak

This workshop consists of two modules. In each module leading international scientists will teach on a topic in their area of expertise. The topics of both modules are specializations in social psychology and their neighbouring disciplines.

Module A: Social Acceptance vs Ostracism: This workshop will cover a range of topics pertaining to social psychological theory and research on acceptance and ostracism (also known as social exclusion and rejection). Lectures will summarize 15 years of research on the topic, and students are required to give lectures to the class on alternative lines of research or theories. Additionally, students will form small groups and design a testable hypothesis regarding ostracism, and present their designs and expected results to the class.

Module B: Neuroscientific Foundations of Social Behavior: Social cognition refers broadly to the set of basic psychological mechanisms involved in social perception and decision-making. This workshop will provide an overview of the social cognition literature, with an emphasis on how these processes interact with emotion, goals, and motivation in social contexts. Throughout the course, recent advances in cognitive and affective neuroscience will be integrated into discussions to provide additional insight into social cognitive processes.

### Onderwijsvorm

lecture  
literature survey  
discussion  
practical  
workshop

### Toetsvorm

Module A: Presentations (50%) and an assignment (50%). If either the presentations or the assignment are insufficient, the student needs to write an additional paper on a topic to be determined by the teacher.

Module B: Participation (50%) and a written assignment (50%). Social media bonus marks are also available for students who go beyond the course content.

### Literatuur

#### Module A:

- Williams, K.D., Forgas, J.P., & von Hippel, W. (Eds. ) (2005). The social outcast: Ostracism, social exclusion, rejection, and bullying. New York: Psychology Press;
- Williams, K.D. (in press). Ostracism: Effects of being excluded and ignored In M. Zanna (Ed. ), Advances in Experimental Social Psychology. New York: Academic Press.
- Williams, K.D. (2007). Ostracism. Annual Review of Psychology, 58, 425-452 Several other readings

#### Module B:

- Ward, J. (2011). The student's guide to social neuroscience. New York: Psychology Press.
- Several additional research articles.

## Free Choice Course RM Social Psychology

<b>Vakcode</b>	P_MFREECC ()
<b>Periode</b>	Ac. Jaar (september)
<b>Credits</b>	6.0
<b>Voertaal</b>	Engels
<b>Faculteit</b>	Fac. der Gedrags- en Bewegingswetensch.
<b>Coördinator</b>	dr. J.W. van Prooijen
<b>Examinator</b>	dr. J.W. van Prooijen
<b>Niveau</b>	400

#### Inhoud vak

In this course students have the opportunity to select a free choice course. In order to fulfill the requirements of Free Choice Course 1, students have to attend a course outside the department of Social Psychology (VU). Students can select a course from another department at the VU or at another university. Free Choice selections should be made in consultation with the coordinator of the Research Master's in Social Psychology and approved by both the Research Master committee of the department of Social psychology and the department offering the course. A list of already approved courses will be available from the secretariat.

## Leadership and Organisations

<b>Vakcode</b>	P_MLEAORG ()
<b>Periode</b>	Periode 2
<b>Credits</b>	6.0
<b>Voertaal</b>	Engels
<b>Faculteit</b>	Fac. der Gedrags- en Bewegingswetensch.
<b>Coördinator</b>	R.D. Ronay
<b>Examinator</b>	R.D. Ronay
<b>Docent(en)</b>	R.D. Ronay
<b>Lesmethode(n)</b>	Hoorcollege
<b>Niveau</b>	400

**Doel vak**

Leaders must be able to manage information, diagnose problems, and make effective decisions, as well as coordinate and motivate the human and social capital of their organizational members. This course aims to prepare you to understand and meet these goals by familiarizing you with leadership theory, and providing you with practical experiences through case studies and experiential activities.

**Inhoud vak**

This course uses insights from psychology and management science to inform students about leadership theory and practice. In addition to formal lectures, we will use a combination of case studies and practical exercises to help students develop their decision-making skills, their powers of persuasion and influence, and their ability to negotiate more effectively with others.

**Onderwijsvorm**

Lectures

**Toetsvorm**

Course contribution (10%); Group project (25%); Final exam (65%). Partial grades are only valid during the study year in which the grade has been achieved.

**Literatuur**

Course packet including articles, chapters, and cases

## Memory and Memory Disorders

<b>Vakcode</b>	P_MMEMORY (815102)
<b>Periode</b>	Periode 2
<b>Credits</b>	6.0
<b>Voertaal</b>	Engels
<b>Faculteit</b>	Fac. der Gedrags- en Bewegingswetensch.
<b>Coördinator</b>	dr. R.J. Godijn
<b>Examinator</b>	dr. R.J. Godijn
<b>Docent(en)</b>	dr. R.J. Godijn
<b>Lesmethode(n)</b>	Hoorcollege
<b>Niveau</b>	400

**Doel vak**

The course aims to give students an overview of memory at the cognitive and neurophysiological level, and to give students the background to interpret memory disorders in patients with brain damage.

**Inhoud vak**

The course focuses on various approaches in the study of human memory and memory disorders. We will discuss working memory, encoding-retrieval interactions, interference and forgetting implicit memory, and the brain substrate of memory. We will also discuss clinical testing of memory, and memory loss after local brain damage, dementia, and other conditions.

**Onderwijsvorm**

12 two- hour lectures and workshops, assignments and oral presentations.

**Toetsvorm**

Quizzes, presentations and research proposal.

**Literatuur**

Various papers, to be announced via Blackboard.

**Overige informatie**

This course is taught every two years. It is not taught in 2015-16, but will be taught again in 2016-17.

Students who took the course in 2014-15, but did not pass it, have the right to one resit in 2015-16. Please contact the course coordinator in that case.

**Motivation and Emotion**

<b>Vakcode</b>	P_MMOTEMO (815177)
<b>Periode</b>	Periode 5
<b>Credits</b>	6.0
<b>Voertaal</b>	Engels
<b>Faculteit</b>	Fac. der Gedrags- en Bewegingswetensch.
<b>Coördinator</b>	dr. F. Righetti
<b>Examinator</b>	dr. F. Righetti
<b>Docent(en)</b>	dr. F. Righetti
<b>Lesmethode(n)</b>	Hoorcollege
<b>Niveau</b>	400

**Doel vak**

This course is designed to help students develop an understanding of the concepts, methods and research findings central to the study motivation and emotions.

**Inhoud vak**

Everyone knows that motivation and emotions are important, but how exactly do they function in human behavior? This course provides a comprehensive overview of both historical and recent developments in (social) psychological research on motivation and emotions. The course is designed to help students develop an understanding of the concepts, methods and research findings central to the study motivation and emotions. The course consists of different forms of tuition (i. e., lectures, class discussions, and peer-based learning) and requires an active participation and preparation of students. Moreover, during the course students will design and propose an empirical study in the area of motivation or emotion.

**Onderwijsvorm**

Lectures and discussion.

**Toetsvorm**

Research proposal; class discussion questions; individual research presentations.

## Literatuur

Approximately four empirical journal articles per lecture. Additional independent research and reading will be required in preparation for the research proposal.

## Neuroscience and Education

<b>Vakcode</b>	P_MNEURED ()
<b>Periode</b>	Periode 2
<b>Credits</b>	6.0
<b>Voertaal</b>	Engels
<b>Faculteit</b>	Fac. der Gedrags- en Bewegingswetensch.
<b>Coördinator</b>	dr. N.M. van Atteveldt
<b>Examinator</b>	dr. N.M. van Atteveldt
<b>Docent(en)</b>	prof. dr. A.C. Krabbendam, dr. N.M. van Atteveldt
<b>Lesmethode(n)</b>	Hoorcollege

## Doel vak

The aim of the course Neuroscience and Education is to provide students with the knowledge and skills necessary to evaluate and conduct research at the interface between neuroscience and education.

## Inhoud vak

Many scientists, policymakers and teachers share the belief that knowledge of the brain is relevant to educational practice. Yet, implementing neuroscientific findings in the classroom is by no means straightforward. This course will focus on the interdisciplinary knowledge and skills needed to integrate neuroscientific and educational approaches and to translate neuroscientific research to educational practice. Students will learn how to integrate diverse methodological approaches, ranging from the highly controlled laboratory experiments typical to the cognitive neuroscience approach, to the approaches used in educational sciences. During the whole course, students are encouraged to critically reflect on the current enthusiasm for a brain-based education. In this context, the course will specifically discuss the proliferation of neuromyths and the ethical issues arising from the neuroeducational approach.

## Onderwijsvorm

Lectures and tutorials

## Toetsvorm

Written exam with open-end questions (50%); research proposal (50%).

## Literatuur

A selection of relevant articles, to be announced.

## Overige informatie

This course is taught every two years. It is not taught in 2015-16, but will be taught again in 2016-17.

Students who took the course in 2014-15, but did not pass it, have the right to one resit in 2015-16. Please contact the course coordinator in that case.

## Research Project I

<b>Vakcode</b>	P_MRESPRJ_1 (815038)
<b>Periode</b>	Ac. Jaar (september)
<b>Credits</b>	12.0
<b>Voertaal</b>	Engels
<b>Faculteit</b>	Fac. der Gedrags- en Bewegingswetensch.
<b>Coördinator</b>	dr. J.W. van Prooijen
<b>Examinator</b>	dr. J.W. van Prooijen
<b>Niveau</b>	400

### Doel vak

To gain research experience under the supervision of a staff member.

### Inhoud vak

Throughout the first year students will conduct a research project. In this course groups of students, under the guidance of a faculty member, will participate in a research project and write a formal report on the research progress. Students will learn how to design and program an experiment or an applied study. This research project is intended to involve students in research and to allow them to apply their acquired theoretical, methodological and statistical knowledge in developing an original research project. In general, it is expected that the research project consists of a series of two empirical studies to be conducted in small student groups. The form and content of first- year projects may vary widely depending on the student's particular area of interest.

### Onderwijsvorm

active participation, practical, tutorials

### Toetsvorm

Research presentation, research paper.

### Literatuur

Depends on the subject.

### Overige informatie

The project will be supervised by staff members of the department Social and Organisational Psychology.

This course is a requirement for the course Research Projects II & III (M-thesis).

## Research Projects II & III (M-thesis)

<b>Vakcode</b>	P_MRESPRJ_23 (815044)
<b>Periode</b>	Ac. Jaar (september)
<b>Credits</b>	36.0
<b>Voertaal</b>	Engels
<b>Faculteit</b>	Fac. der Gedrags- en Bewegingswetensch.
<b>Coördinator</b>	dr. J.W. van Prooijen
<b>Examinator</b>	dr. J.W. van Prooijen
<b>Niveau</b>	500

**Doel vak**

To gain research experience under the supervision of a staff member.

**Inhoud vak**

The second year will be concluded with two extensive research projects. Students will conduct two original research projects leading to a written report in the style of a journal article. Also, students are expected to present their projects in the style of a conference paper to the staff and fellow students. If the student wishes, and depending on availability, one of these research projects may be conducted during a foreign internship under supervision of a leading expert in the field.

**Onderwijsvorm**

Practical, self-study, tutorials

**Toetsvorm**

Research paper

**Literatuur**

Depends on chosen research subject

**Vereiste voorkennis**

Research Project I

**Overige informatie**

This course starts in period 3 and ends in period 6.

This course will be coordinated by dr. J.W. van Prooijen.

## The Psychology of Emotion Regulation: From Basic Principles to Clinical Applications

<b>Vakcode</b>	P_MPEMREG ()
<b>Periode</b>	Periode 2
<b>Credits</b>	6.0
<b>Voertaal</b>	Engels
<b>Faculteit</b>	Fac. der Gedrags- en Bewegingswetensch.
<b>Coördinator</b>	dr. S.L. Koole
<b>Examinator</b>	dr. S.L. Koole
<b>Docent(en)</b>	dr. S.L. Koole
<b>Lesmethode(n)</b>	Werkcollege
<b>Niveau</b>	400

**Doel vak**

- Acquire knowledge of and insight into modern theories of, and research on, emotion regulation.
- Learn to generate and discuss new and critical questions about emotion regulation research.
- Learn to develop a proposal for new, theory-driven empirical research in the area of emotion regulation.
- Learn how to apply insights from emotion regulation research to address clinical problems.
- Develop oral and written presentation skills to communicate

effectively within the scientific forum.

### **Inhoud vak**

Unwanted emotions are implicated in virtually all forms of psychopathology throughout the lifespan. It is therefore vital for clinical and developmental psychologists to understand what causes people to fail or succeed at emotion regulation, and how people can be taught to regulate their emotions more effectively.

Over the past twenty years, research on emotion regulation has developed into a vibrant and productive scientific discipline. The sheer volume of emotion regulation research is overwhelming, with more than 18,000 articles appearing annually on this topic. Furthermore, the study of emotion regulation is inherently interdisciplinary, and involves vital contributions from developmental psychology, clinical psychology, social and personality psychology, psychophysiology and social-cognitive and affective neuroscience.

In this course, we want to help students to get a grasp of the large and complex literature on the science of emotion regulation. In the first part of the course, we address basic issues in emotion regulation theory, including its development across the lifespan, biological foundations, emotion regulation strategies, implicit emotion regulation and social emotion regulation. During the second part of the course, we relate emotion regulation processes to psychopathology and consider the role of emotion regulation in psychotherapy. Finally, in the third part of the course, we consider specific clinical applications of emotion regulation research, covering such topics as anger management, restorative environments, and language as an emotion regulation tool.

### **Onderwijsvorm**

The format of this course is highly interactive, and includes the following activities:

- Thought questions: For each class, the students will formulate one or more thought questions based on the required readings for that day. This ensures that everyone has thought actively about the readings. During the class, these questions will provide the basis a discussion and lecture.
- Article presentation: Each student will prepare a presentation on a selected article in the area of emotion regulation. The goal of this presentation is to provide a more in-depth examination of emotion regulation research and its major findings.
- Research proposal: At the end of the course, each student will write an innovative research proposal on a topic that is relevant to emotion regulation science. This proposal will receive extensive feedback from the other students and the lecturer,

### **Toetsvorm**

Thought questions (handed in before each class), oral presentations (one per student for the whole course), and written research proposal.

### **Literatuur**

Selected readings. The selection will be announced two weeks before the start of the course, so that we can include the very latest work in the area. Students who wish to get a sense of the contents of the course may pick up the following paper: Koole, S. L., & Aldao, A. (in press). The self-regulation of emotion: Theoretical and empirical advances. In K. D. Vohs & R. F. Baumeister (Eds.), Handbook of self-regulation (3rd

edition, pp. 101-112). New York: Guilford. This article can be downloaded for free via this link:

[https://www.researchgate.net/publication/277711749\\_The\\_Self-Regulation\\_o](https://www.researchgate.net/publication/277711749_The_Self-Regulation_o)  
(you have to join ResearchGate for the download).

### **Aanbevolen voorkennis**

Because the course builds on a basic understanding of psychopathology and its developmental origins, background knowledge in clinical and development psychology is recommended. However, this background is not compulsory.

### **Doelgroep**

This course is an elective course within the Research Master Clinical and Developmental Psychology. However, emotion regulation is a major topic in many other areas, including social and personality psychology and cognitive neuroscience. Therefore, the course is open to all research masters students, and to PhD students after consultation with the coordinator.

### **Intekenprocedure**

Students sign up via VUnet, and find more information on Blackboard

## **Writing and Presenting**

<b>Vakcode</b>	P_MWRITPR (815034)
<b>Periode</b>	Periode 1
<b>Credits</b>	6.0
<b>Voertaal</b>	Engels
<b>Faculteit</b>	Fac. der Gedrags- en Bewegingswetensch.
<b>Coördinator</b>	dr. K. Mortier
<b>Examinator</b>	dr. K. Mortier
<b>Docent(en)</b>	dr. K. Mortier
<b>Lesmethode(n)</b>	Hoorcollege
<b>Niveau</b>	400

### **Inhoud vak**

In this course students will be trained in two important academic skills: writing, and presenting. Students will be trained in writing an empirical journal article. The focus will be both on key problem areas in written English and on guidelines which are specific to APA- style (e. g., guidelines on writing style, biased language, presentation of statistics). Second, students will be trained in presenting empirical research for international audiences (e. g., oral presentation). The focus will be on how to structure a presentation, responding to questions, and how to use media facilities.

### **Onderwijsvorm**

Lectures and tutorials

### **Toetsvorm**

Midterm and final paper (50%)  
Presentation (50%).

### **Literatuur**

Van Emden J. & Becker L. (2010). Presentation skills for students. 2nd edition. ISBN: 9780230243040

**Overige informatie**

Jeff Joireman does the training in writing. Karen Mortier does the training in presenting.