



## Social Psychology (MScRes)

Vrije Universiteit Amsterdam - Faculteit der Psychologie en Pedagogiek - RM Social Psychology - 2014-2015

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&nbsp;2014-2015 Research Master Social Psychology](#)

[Academic calendar 2014-2015](#)

[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 4	6.0	P_MADV DAT
<a href="#">Advanced Research Methods</a>	Periode 1	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_MRES PRJ_1
<a href="#">Writing and Presenting</a>	Periode 1	6.0	P_MWRITPR

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

Programme components:

- [Electives Pool research master's William James Graduate School](#)

Courses:

Name	Period	Credits	Code
<a href="#">Free Choice Course RM Social Psychology</a>	Ac. Year (September)	6.0	P_MFREECC

## WJGS Electives Pool

Courses:

Name	Period	Credits	Code
<a href="#">Advanced Research Training</a>	Ac. Year (September)	6.0	P_MADV RT
<a href="#">Advanced Structural Models</a>	Period 2	6.0	P_MADSTRM
<a href="#">Aging and Mental Health</a>	Period 2	6.0	P_MAGMENT

<a href="#">Autism and Developmental Disorders</a>	Period 2	6.0	P_MAUTDEV
<a href="#">Leadership and Organisations</a>	Period 2	6.0	P_MLEAORG
<a href="#">Memory and Memory Disorders</a>	Period 2	6.0	P_MMEMORY
<a href="#">Neuroscience and Education</a>	Period 2	6.0	P_MNEURED
<a href="#">Thinking and Deciding</a>	Period 2	6.0	P_MTHIDEC

## 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

Programme components:

- [Electives Pool research master's William James Graduate School](#)

Courses:

Name	Period	Credits	Code
<a href="#">Free Choice Course RM Social Psychology</a>	Ac. Year (September)	6.0	P_MFREECC

## WJGS Electives Pool

Courses:

Name	Period	Credits	Code
<a href="#">Advanced Research Training</a>	Ac. Year (September)	6.0	P_MADVTR

<a href="#">Advanced Structural Models</a>	Period 2	6.0	P_MADSTRM
<a href="#">Aging and Mental Health</a>	Period 2	6.0	P_MAGMENT
<a href="#">Autism and Developmental Disorders</a>	Period 2	6.0	P_MAUTDEV
<a href="#">Leadership and Organisations</a>	Period 2	6.0	P_MLEAORG
<a href="#">Memory and Memory Disorders</a>	Period 2	6.0	P_MMEMORY
<a href="#">Neuroscience and Education</a>	Period 2	6.0	P_MNEURED
<a href="#">Thinking and Deciding</a>	Period 2	6.0	P_MTHIDEC

## Other information

Opleidingsdelen:

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

## Transition rules

## Subscription terms

## Advanced Data Analysis

<b>Vakcode</b>	P_MADV DAT (815033)
<b>Periode</b>	Periode 4
<b>Credits</b>	6.0
<b>Voertaal</b>	Engels
<b>Faculteit</b>	Faculteit der Psychologie en Pedagogiek
<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 social 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

Exams 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 Research Methods

<b>Vakcode</b>	P_MADVRES (815179)
<b>Periode</b>	Periode 1
<b>Credits</b>	6.0
<b>Voertaal</b>	Engels
<b>Faculteit</b>	Faculteit der Psychologie en Pedagogiek
<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>	400

### 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 will be assigned and available on blackboard.

### Overige informatie

For Research Master's students a module on programming experiments within Authorware Professional is included in the course.

## 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>	Faculteit der Psychologie en Pedagogiek
<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.

## Advanced Structural Models

<b>Vakcode</b>	P_MADSTRM (815005)
<b>Periode</b>	Periode 2
<b>Credits</b>	6.0
<b>Voertaal</b>	Engels
<b>Faculteit</b>	Faculteit der Psychologie en Pedagogiek
<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, Practicum
<b>Niveau</b>	400

### Doel vak

This course is designed to give students the skills to use structural equation modeling to analyze their data and to understand structural equation modeling results reported in the scientific literature.

### 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

There will be eight lectures in which the instructor teaches about structural equation modeling and seven practicum sessions in which the instructor will assist students with conducting analyses in the computer lab.

### Toetsvorm

Assessment will include a research paper, a data analysis assignment, and a final exam. Partial grades are only valid during the study year in which the grade has been achieved.

### Literatuur

Brown, T. A. (2006). Confirmatory factor analysis for applied research. New York: Guilford. Additional Journal articles will be assigned and available on blackboard.

### Overige informatie

This course assumes basic knowledge of multiple regression and null hypothesis significant test.

## Aging and Mental Health

<b>Vakcode</b>	P_MAGMENT ()
<b>Periode</b>	Periode 2
<b>Credits</b>	6.0

<b>Voertaal</b>	Engels
<b>Faculteit</b>	Faculteit der Psychologie en Pedagogiek
<b>Coördinator</b>	prof. dr. A.M. Pot
<b>Examinator</b>	prof. dr. A.M. Pot
<b>Docent(en)</b>	prof. dr. A.M. Pot
<b>Lesmethode(n)</b>	Hoorcollege
<b>Niveau</b>	400

### Doel vak

In this course, students will learn the psychological problems of older people and what is known about the effectiveness of psychological interventions.

### Inhoud vak

The number of people 65 years or older in the Netherlands is increasing from 2,4 million now to 3,6 million in 2025. Psychological problems in later life need their own psychological interventions to reduce or prevent them. In this course, students will learn about the psychological problems of older people and what is known about the effectiveness of psychological interventions. These interventions are partly developed for younger adults and adapted for seniors, and partly specifically developed for problems in later life, such as providing family care and coping with losses, chronic diseases and disabilities. Because older adults form a heterogeneous and multiform group, scientific research on the effectiveness of interventions has its own problems. In this course, these problems and the challenges and threats of intra-individual techniques will be discussed. Students will participate in the ongoing research on the effectiveness of psychological interventions for older adults (RCT or N=1) affiliated to the Chair Geropsychology and write a paper based on the data.

### Onderwijsvorm

Visit to long-term care Facility, lectures and active involvement of students.

### Toetsvorm

Written exam, oral presentation, paper, and research proposal.

### Literatuur

Journal articles and book chapters, specific references can be found on Blackboard.

### Overige informatie

This course will be taught in 2014/15. This course will NOT be taught in 2015/16

## 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>	Faculteit der Psychologie en Pedagogiek
<b>Coördinator</b>	prof. M. van Vugt

<b>Examinator</b>	prof. M. van Vugt
<b>Docent(en)</b>	prof. M. van Vugt, 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 a wealth of scientific insights that have important implications for everyday life. Indeed social psychology is increasingly applied in a variety of societal arenas, including health, energy conservation, management, coaching, and relationship counseling. In this course, prominent social psychologists will highlight some of the ways in which social- psychological work is put into practice. We also consider underlying principles of applying social psychology and try to generate new applications of social-psychological research.

### Onderwijsvorm

Lectures and work groups.

### Toetsvorm

Exam and workgroup presentations. Partial grades are only valid during the study year in which the grade has been achieved.

### 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>	Faculteit der Psychologie en Pedagogiek
<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 in the Netherlands.

**Inhoud vak**

Autism Spectrum Disorders are complex neurobiological disorders that last throughout an individual's lifetime. With a prevalence of 1 in 150, 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**

Written exam, oral presentation and research proposal.

**Literatuur**

Recent research papers provided through BlackBoard.

**Overige informatie**

This course will NOT be taught in 2015-16.

**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>	Faculteit der Psychologie en Pedagogiek
<b>Coördinator</b>	dr. T.V. Pollet
<b>Examinator</b>	dr. T.V. Pollet
<b>Docent(en)</b>	dr. T.V. Pollet
<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>	Faculteit der Psychologie en Pedagogiek
<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**

The aim of this course is to invite you to think actively, and critically, about the various topics in the domain of intergroup relations.

**Inhoud vak**

This course familiarizes students with the various approaches to group processes and intergroup relations. We consider the nature of social categorization processes and how stereotypes and prejudice become manifested as discrimination and intergroup conflict, and how groups become mobilized to perform collective action. Attention will also be paid to applied domains, such as organizational contexts.

**Onderwijsvorm**

The first part of this course consists of a series of lectures followed by group discussion. During the second part, students will collect and analyse data for their own research project, as well as present these during oral presentations and in writing.

**Toetsvorm**

Students are expected to write a research proposal (20%), collect data, present their results (30%) write a final research report (40%) and actively participate in group discussions (10%).

**Literatuur**

Assorted articles (to be announced).

## 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>	Faculteit der Psychologie en Pedagogiek
<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)
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<b>Periode</b>	Periode 5+6
<b>Credits</b>	6.0
<b>Voertaal</b>	Engels
<b>Faculteit</b>	Faculteit der Psychologie en Pedagogiek
<b>Coördinator</b>	prof. dr. P.A.M. van Lange
<b>Examinator</b>	dr. D.P. Balliet
<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>	Faculteit der Psychologie en Pedagogiek
<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>	Faculteit der Psychologie en Pedagogiek
<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>Faculteit</b>	Faculteit der Psychologie en Pedagogiek
<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

Course packet including articles, chapters, and cases.

### 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
- M. van Vugt & A. Ahuja. (2010). Selected: Why some people lead and why others follow, and why it matters. Profile Books. London.

## 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>	Faculteit der Psychologie en Pedagogiek
<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

Exam, assignments, and presentation.

### Literatuur

Various papers, to be announced via Blackboard.

### Overige informatie

This course will be lectured once every two years; the course will be NOT be lectured in 2013-14, but will be lectured in 2014/15.

## 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>	Faculteit der Psychologie en Pedagogiek
<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>	Faculteit der Psychologie en Pedagogiek
<b>Coördinator</b>	dr. N.M. van Atteveldt
<b>Examinator</b>	dr. N.M. van Atteveldt
<b>Docent(en)</b>	drs. A.M. Boschloo, prof. dr. A.C. Krabbendam
<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 qualitative approaches used in the social 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 will be lectured once every two years; the course will be NOT be lectured in 2013-14, but will be lectured in 2014-15.

## 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>	Faculteit der Psychologie en Pedagogiek
<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**

This course will be lectured 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>	Faculteit der Psychologie en Pedagogiek
<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; or at a formal conference. Ideally, one of these research projects will 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.

## Thinking and Deciding

<b>Vakcode</b>	P_MTHIDEC (815049)
<b>Periode</b>	Periode 2
<b>Credits</b>	6.0
<b>Voertaal</b>	Engels
<b>Faculteit</b>	Faculteit der Psychologie en Pedagogiek
<b>Coördinator</b>	dr. M. Meeter
<b>Examinator</b>	dr. M. Meeter
<b>Docent(en)</b>	L. Zwaan
<b>Lesmethode(n)</b>	Hoorcollege
<b>Niveau</b>	400

**Doel vak**

Explaining and providing understanding of theories, research methods and practical aspects about human judgment, rational thinking, dilemmas and choices.

**Inhoud vak**

Why do we make certain decisions? What is rational thinking, and what keeps us from it? How can we improve our thinking and decision processes? How do we reason and choose in uncertain (risk) situations? What is the influence of (moral) beliefs and emotions?

**Onderwijsvorm**

Lectures, literature study, oral presentations and discussion.

**Toetsvorm**

Oral presentation, contribution to discussion, and a review paper.

## Literatuur

A selection of articles and book chapters.

## 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>	Faculteit der Psychologie en Pedagogiek
<b>Coördinator</b>	dr. K. Mortier
<b>Examinator</b>	dr. K. Mortier
<b>Docent(en)</b>	dr. D.P. Balliet, 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

M. Platow (2002). Giving Professional Presentations in the Behavioral Sciends and Related Fields. Psychology Press. ISBN 1-84169-060-0.