



UNIVERSITY OF  
CALGARY

**Psychology 627.03 (L01)**

**Advanced Topics in Social/Personality**

**Winter Session, 2006**

**Instructor:** Dr. John Ellard      **Office:** Administration 231A  
**Phone:** 220-4960 (answering machine)      **Office Hours:** by appointment  
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**Seminars:** Mondays, 1:00 – 4:00 p.m., Scurfield Hall, 157

**Reading:** Selected chapters from Gilbert, D. T., Fiske, S., & Lindzey, G. (Eds.). (1998). *The handbook of social psychology* (4th Ed). Toronto: McGraw-Hill  
Kruglanski, A. W., & Higgins, E. T. (Eds.). (1996). *Social psychology: Handbook of basic principles*. Guilford: New York.  
Zanna, M.P. (Ed.) . *Advances in Experimental Social Psychology*, San Diego, CA: Elsevier  
Tesser, A., & Schwartz, N. (Eds.). (2001). *Blackwell handbook of social Psychology: Intraindividual processes*. Malden MA: Blackwell  
Fletcher, G.J.O. & Clark, M.S. (Eds.). (2001). *Blackwell handbook of social Psychology: Interpersonal processes*. Malden MA: Blackwell  
Hogg, M.A., & Tindale, S. (Eds.). (2001). *Blackwell handbook of social Psychology: Group processes*. Malden MA: Blackwell  
Brown, R., & Gaertner, S.L. (Eds.). (2001). *Blackwell handbook of social Psychology: Intergroup processes*. Malden MA: Blackwell  
and other sources as appropriate.

**Prerequisite:** Undergraduate social psychology course or equivalent

**Course Description:**

An advanced survey of major topics in contemporary experimental social psychology including but not limited to: culture, personality and social behaviour, self, social development, gender, social identification, small groups, stereotyping, prejudice, discrimination, social justice, social conflict, and intergroup relations. For each topic, critical analysis of relevant theory and research will form the basis of written and oral work in the course.

## Course Objectives

- To become familiar and conversant with the social psychological perspective on human behaviour
- Develop critical knowledge and understanding of major areas of research in contemporary experimental social psychology
- Develop critical knowledge and understanding of critical issues in contemporary social psychology
- Achieve familiarity with methodological issues in experimental social psychology
- Develop oral and written skills in the communication of social psychological concepts
- Experience with the design of social psychological research projects

## Course Requirements:

<i>Assignment</i>	<i>Proportion of Final Grade</i>	<i>Due</i>
Weekly "thought pieces"	25%	Beginning of each seminar
Seminar participation	15%	As assigned during first seminar
Seminar leader/co-leader	20%	
Research proposal	40%	April 13

## Assignment Descriptions

### *Readings*

Each week you will be responsible for between 50 and 100 pages of reading. As this is a graduate course and it is assumed that you are a serious scholar interested in getting as much as possible out of the course, it is expected that you will have done all the reading and have thought about it before each seminar. Like most things, what you get out the course will depend on what you put in.

### *Thought Pieces*

In no more than two to three double spaced pages, you will communicate ideas that occurred to you in connection with each week's readings. Your focus could be on a critical flaw you noticed, the outline of a research idea the reading inspired, or a conceptual extension of ideas in the readings. The general idea is to create a weekly opportunity for you to demonstrate your conceptual, critical, and insight abilities. Each thought piece will be graded on a pass/fail basis, with the overall grade for thought pieces to be the proportion of passes to total assigned. Clear evidence that you read the material and put careful thought into the piece will be sufficient for a passing grade. Things that should not appear in thought pieces:

- citations or references; these are thought pieces not literature reviews or research papers
- summaries of the reading material
- personal anecdotes
- low-level application of ideas to applied problems (e.g., schemas might affect recall biases in performance appraisals) but analysis of how conceptual issues of concern to applied researchers might be addressed through things you read will be of great interest

### *Seminar participation*

The primary emphasis here will be on the quality of contributions, not quantity. Attendance every week will be assumed. Quality contributions will be easy to make if you've given yourself time to read and think about the material before class. As a result, recurring evidence of not doing the reading will unavoidably have an effect on the seminar participation portion of the final grade. At this level, thoughtful (but fair) criticism of ideas and research and proposals for new ideas and research are particularly valuable.

### *Seminar Leader/Co-leader*

Each student will be responsible for leading seminar sessions on agreed upon topics over the course of the term. As seminar leader, you will identify two or three empirical reports relevant to the week's readings and make sure the papers are available to everyone in the seminar *one week prior to your seminar*. Please present a copy of the first page of your chosen articles, including the abstract, to the instructor for approval before circulating the articles. These empirical reports may be ones cited in the assigned reading or closely related papers published since 2000. Papers must be chosen from the following journals:

- The Journal of Personality and Social Psychology (JPSP)
- Personality and Social Psychology Bulletin (PSPB)
- Journal of Experimental Social Psychology (JESP)

Everyone in the seminar will be expected to have read the assigned textbook reading but not the selected empirical reports. Your presentation will consist of a) a critical overview of the textbook material, and b) a presentation of the research papers. The presentation of research papers should include a brief overview of what the research was about followed by a critical analysis that addresses such issues as:

- what contribution does the research make?
- weaknesses in the logic, design, or execution of the study
- limitations of the research (particularly at the conceptual level)
- possible extensions or new directions to take the research including ideas about possible studies

Evaluation of seminar presentations will be out of 20 and based heavily on the extent to which the presentation goes beyond a simple oral report of what is in the reading material. Effort invested in integrating the readings and developing a sophisticated critical analysis will be most likely to yield a top grade.

### *Research Proposal*

Submit an SSHRC type research proposal (minus detailed budget) of a study or series of studies designed to yield a JPSP like research report. The evaluation criteria will be the same as for grant competitions. Although the proposal will not include a budget, the proposed research must realistically fit a budget of no more than \$5,000 per year over a three year period. Proposals will be no more than 15 pages (double spaced), exclusive of references. Students must arrange to meet with the instructor to discuss their proposal plans no later than March 1.

Letter grades will be assigned as follows:

A+	95-100%	B+	80-84%	C+	67-71% *	D+	54-58%
A	90-94%	B	76-79%	C	63-66%	D	50-53%
A-	85-89%	B-	72-75%	C-	59-62%	F	less than 50%

Grades below B- are indicative of failure at the graduate level (see 2005 - 2006 University of Calgary Faculty of Graduate Studies Calendar, p. 13)

### **Reappraisal of Grades**

A student who feels that a piece of graded term work (term paper, essay, test, etc.) has been unfairly graded, may have the work re-graded as follows. The student shall discuss the work with the instructor within fifteen days of being notified about the mark or of the item's return to the class. If not satisfied, the student shall immediately take the matter to the Head of the department offering the course, who will arrange for a reassessment of the work within the next fifteen days. The reappraisal of term work may cause the grade to be raised, lowered, or to remain the same.

If the student is not satisfied with the decision and wishes to appeal, the student shall address a letter of appeal to the Dean of the faculty offering the course within fifteen days of the unfavourable decision. In the letter, the student must clearly and fully state the decision being appealed, the grounds for appeal, and the remedies being sought, along with any special circumstances that warrant an appeal of the reappraisal. The student should include as much written documentation as possible.

### **Plagiarism and Other Academic Misconduct**

Intellectual honesty is the cornerstone of the development and acquisition of knowledge and requires that the contribution of others be acknowledged. Consequently, plagiarism or cheating on any assignment is regarded as an extremely serious academic offense. Plagiarism involves submitting or presenting work in a course as if it were the student's own work done expressly for that particular course when, in fact, it is not. Students should examine sections of the University Calendar that present a Statement of Intellectual honesty and definitions and penalties associated with Plagiarism/Cheating/Other Academic Misconduct.

### **Academic Accommodation**

*It is a student's responsibility to request academic accommodation.* If you are a student with a disability who may require academic accommodation and **have not** registered with the Disability Resource Centre, please contact their office at 220-8237. If you are seeking academic accommodation, please notify your instructor no later than fourteen (14) days after the commencement of the course. Note that the lecturer must approve any tape recordings of lectures.

The last day to withdraw from this course and **still receive a fee refund** is January 20, 2006.

The last day to withdraw from this course is April 13, 2006.

### Class Schedule

**Note:** Topics and dates, subject to change.

DATE	TOPIC
Jan. 9	Course Overview & Intro
Jan. 16	Orientation to social psychology, culture and social psychology
<b>Jan. 20</b>	<b>Last day for Winter registration and change of registration.</b>
Jan. 23	Personality and social behaviour
Jan. 30	Self
Feb. 6	Social development and gender
Feb. 13	Attachment and interdependence
<b>Feb. 19-26</b>	<b>No classes – Reading Week</b>
Feb. 27	Attraction and interpersonal communication
March 2	Conflict and Aggression
March 7	Social Influence and attitude change
March 9	Social identification and group norms
March 14	Social comparison, relative deprivation, and social justice
April 3	Prejudice and discrimination
April 10	Intergroup relations and conflict