

<b>Psychology 630</b>	<b>Advanced Topics in Social/Personality Psychology</b>	<b>Fall 2020</b>
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<b>Instructor:</b>	Cara MacInnis	<b>Lecture Location:</b>	Online
<b>Phone:</b>	403-220-4968	<b>Lecture Days/Time:</b>	Thurs 9:30-12pm
<b>Email:</b>	<a href="mailto:cara.macinnis@ucalgary.ca">cara.macinnis@ucalgary.ca</a>		
<b>Office:</b>	AD 237A		
<b>Office Hours:</b>	By appointment		

### Course Description and Objectives

The purpose is to develop students' critical thinking about theory and research in social psychology. This is not a survey course; thus we will not cover all topics in social psychology. Rather, this course will examine in detail several prominent motivational and cognitive theories of social behaviour. Critical analysis of relevant theory and research will form the basis of written and oral work in the course. In addition to developing critical thinking about social psychology, students will advance their public speaking and writing skills.

### Acknowledgments and Respect for Diversity

Our classrooms view diversity of identity as a strength and resource. Your experiences and different perspectives are encouraged and add to a rich learning environment that fosters critical thought through respectful discussion and inclusion. The Department of Psychology would also like to acknowledge the traditional territories of the people of the Treaty 7 region in southern Alberta. The City of Calgary is also home to Métis Nation of Alberta, Region III.

### Course Format

Seminars will be taught live via Zoom during each scheduled class as per the course schedule below and will be recorded and posted to D2L after class.

### Prerequisites

Admission to the Graduate Program in Psychology or by permission of the Instructor.

### Required Texts and Readings

Assigned readings will be available through the library and/or D2L.

### Assessment Methods

	<b>Weight</b>	<b>Due Date</b>
Reflections/ Discussion questions	25%	Weekly, except for week 1 and the day you are seminar leader
Seminar Leader /presentation	30%	To be chosen week 1

Seminar Participation	20%	Weekly
Written Assignment	25%	Dec.12th

(There are no tests or exams in this course)

### **Seminar leader/ presentation**

On your assigned week, you will be responsible for a) leading the discussion of the assigned theory and b) giving a presentation.

For a) you are expected facilitate the discussion of each students' discussion questions and also to generate multiple discussion questions of your own to pose to the class. You will need to ensure that the full discussion time is filled so it is wise to bring more discussion questions than you think you will need. for this component, you will be graded on your ability to keep the discussion on track, on your discussion questions (using similar criteria to weekly discussion questions), ability to ask for/ offer clarification, ability to follow-up, and ability to ensure all voices are heard (that want to be heard). **You will always start with a 5-minute summary of the reading/readings and then begin leading the discussion.**

For b) You will give a presentation on the generalizability/ cross-cultural applicability of the theories we discuss. We know that psychological research (including social psychological research) is WEIRD (in terms of its focus on Western, Educated, Industrialized, Rich, Democratic populations, e.g., see <https://www.nature.com/articles/466029a>; <https://www.pnas.org/content/115/45/11401>) as well as biased in other ways (e.g., <https://www.tandfonline.com/doi/abs/10.1080/01419870.2020.1718728>). Thus, although we often assume that the theories we discuss are universal, we should not come to this conclusion without further investigation. For the theory you are assigned to, you will evaluate the research that is out there that addresses these concerns. You can go in whatever direction you like with this, as long as you are addressing the degree to which the theory is universal/ generalizable.

For your presentation, you will look to the literature, covering at least 5 papers (more if you want) to make the case that the theory either is or is not generalizable (or, it depends). You will present the research that is out there to answer this question but also critically evaluate the research (is it actually testing the theory or components of the theory? Are there any major weaknesses in the design, logic, or execution of the research?). You should come to a conclusion but also recommend extensions and directions for future work including ideas about possible studies. At the end of the presentation the audience will have an opportunity to ask questions and the presenter will pose 1 or 2 discussion questions. **The presentation (before discussion) should be about 20 minutes.**

### **Reflections/ Discussion questions**

Each week (starting after week 1), you will submit a 5 sentence reflection on the readings ending with a discussion question. Your reflection should communicate ideas that occurred to you during the readings. It should demonstrate your conceptual, critical, and insight abilities. At the end of your reflection,

include a discussion question that follows from your reflection. It is expected that during the class discussion you will pose your discussion question to the class. A good discussion question is one that does not have a simple answer and generates lively discussion. Reflections and discussion questions will be evaluated each week for evidence of understanding the readings, critical thinking, creativity, and discussion generated (or likelihood to generate discussion). You will be given a mark out of 10 for each reflection/discussion question, and the average of this will make up your reflection/discussion mark.

### **Seminar participation**

You are expected to contribute to discussions during each class. This means coming to class having done the readings and having given yourself a chance to think about and synthesize the readings, so that your contributions can be as insightful as possible. You will be given a mark out of 10 for participation each week, and the average of this will make up your participation mark.

### **Typical class structure**

- Introductory remarks if any: 5 min
- Summary of assigned reading/readings (by discussion leader): 5 minutes
- Discussion of assigned reading (lead by discussion leader and including discussion questions brought by students): 80 minutes
- Break: 10 minutes
- Presentation and discussion: 50 minutes

### **Written assignment**

For the written assignment, you will formulate a hypothesis or research question based on one of the theoretical perspectives we will discuss. You will propose research to study this question from a particular social psychological theoretical perspective. See below for more details on this assignment.

Late assignments will not be accepted without instructor approval

### **Missed classes**

Missing a class when you are not discussion leader: If you have an excuse deemed acceptable by the instructor and appropriate documentation, your participation mark will be pro-rated for the week and you can submit your reflections/discussion questions by email within 48 hours of class (or another instructor agreed upon time). Documentation should also be submitted within 48 hours. If you do not have an instructor approved excuse, you will forfeit your participation and reflection/discussion marks for the week.

Missing a class when you are discussion leader: If you have an excuse deemed acceptable by the instructor and appropriate documentation alternative arrangements will be made for you to make up

for the missed assignment and your participation mark will be pro-rated for the week. If you do not have an instructor approved excuse, you will forfeit your participation and seminar leader marks for the week.

**University of Calgary Academic Integrity Policy**

Academic integrity is the foundation of the development and acquisition of knowledge and is based on values of honesty, trust, responsibility, and respect. We expect members of our community to act with integrity.

Research integrity, ethics, and principles of conduct are key to academic integrity. Members of our campus community are required to abide by our institutional code of conduct and promote academic integrity in upholding the University of Calgary’s reputation of excellence. It is your responsibility to ensure that you have read and are familiar with the student academic misconduct policy: <https://www.ucalgary.ca/policies/files/policies/student-academic-misconduct-policy.pdf>.

**Faculty of Graduate Studies Grading System**

A+ = Outstanding performance, A = Excellent performance, A- = Very good performance

B+ = Good performance, B = Satisfactory performance, B- = Minimum pass

C+ All grades of "C+" or lower are indicative of failure at the graduate level and cannot be counted toward Faculty of Graduate Studies course requirements. Individual programs may require a higher passing grade

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To determine final letter grades, final percentage grades will be rounded up or down to the nearest whole percentage (e.g., 89.5% will be rounded up to 90% = A but 89.4% will be rounded down to 89% = A-).

**Tentative Schedule**

DATE	TOPIC	READING
T Sep 8	University Lectures begin.	
R Sep 10	Introduction/ Course overview; selecting seminar leader dates	
R Sep 17	Last day to drop a class without financial penalty	
R Sept 17	Attribution Theory	Ross, 1977

F Sep 18	Last day to add or swap a course	
R Sep 24	Elaboration Likelihood Model	Petty & Wegener, 1999
F Sep 25	Fee payment deadline for Fall Term full and half courses.	
R Oct 1	Stereotype Content Model	Cuddy et al., 2008
R Oct 8	Social Cognitive Theory	Bandura, 2001
M Oct 12	Thanksgiving Day, University closed (except Taylor Family Digital Library, Law, Medical, Gallagher and Business Libraries). No lectures.	
R Oct 15	Cognitive Dissonance Theory	Harmon-Jones & Mills, 2019
R Oct 22	Terror Management Theory	Greenberg et al., 1997
R Oct 29	Self-Determination Theory	Deci & Ryan, 1980
R Nov 5	Social Comparison Theory	Dijkstra et al., 2010
Nov 8-14	Term Break No Classes	
W Nov 11	Remembrance Day (Observed). University Closed (except Taylor Family Digital Library, Law, Medical, Gallagher and Business Libraries). No lectures.	
R Nov 19	Theory of Planned Behaviour	Ajzen, 1985; Ajzen, 1991
R Nov 26	Regulatory Focus Theory	Brockner & Higgins, 2001
R Dec 3	Social Psychology Problems and Debate	TBA
W Dec 9	Fall Term Lectures End. Last day to withdraw with permission from Fall Term half courses.	
Dec 12-23	Fall Final Exam Period	

### Absence From A Test/Exam

Makeup tests/exams are **NOT** an option without the approval of the instructor. Students who miss a test/exam have up to 48 hours to contact the instructor to ask for a makeup test/exam. It's the instructor's discretion if they will allow a make-up exam. Students who do not schedule a makeup test/exam with the instructor within this 48-hour period forfeit the right to a makeup test/exam. At the instructor's discretion, a makeup test/exam may differ significantly (in form and/or content) from a regularly scheduled test/exam. Once approved by the instructor a makeup test/exam must be written within 2 weeks of the missed test/exam on a day/time scheduled by the instructor. If a student cannot write their final exam on the date assigned by the Registrar's Office, they need to apply for a deferred exam <https://www.ucalgary.ca/registrar/exams/deferred-exams>.

### Travel During Exams

Consistent with University regulations, students are expected to be available to write scheduled exams at any time during the official December and April examination periods. Requests to write a make-up

exam because of conflicting travel plans (e.g., flight bookings) will NOT be considered by the department. Students are advised to wait until the final examination schedule is posted before making any travel arrangements. If a student cannot write their final exam on the date assigned by the Registrar's Office, they need to apply for a deferred exam

<https://www.ucalgary.ca/registrar/exams/deferred-exams>. Students with an exceptional extenuating circumstance (e.g., a family emergency) should contact the Department of Psychology (psyugrd@ucalgary.ca).

**Reappraisal of Graded Term Work** <http://www.ucalgary.ca/pubs/calendar/current/i-2.html>

**Reappraisal of Final Grade** <http://www.ucalgary.ca/pubs/calendar/current/i-3.html>

### **Academic Accommodations**

Students seeking an accommodation based on disability or medical concerns should contact Student Accessibility Services; SAS will process the request and issue letters of accommodation to instructors. For additional information on support services and accommodations for students with disabilities, visit [www.ucalgary.ca/access/](http://www.ucalgary.ca/access/). Students who require an accommodation in relation to their coursework based on a protected ground other than disability should communicate this need in writing to their Instructor. The full policy on Student Accommodations is available at <http://www.ucalgary.ca/policies/files/policies/student-accommodation-policy.pdf>.

### **Academic Misconduct**

For information on academic misconduct and its consequences, please see the University of Calgary Calendar at <http://www.ucalgary.ca/pubs/calendar/current/k.html>

### **Instructor Intellectual Property**

Course materials created by professor(s) (including course outlines, presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the professor(s). These materials may NOT be reproduced, redistributed or copied without the explicit consent of the professor. The posting of course materials to third party websites such as note-sharing sites without permission is prohibited. Sharing of extracts of these course materials with other students enrolled in the course at the same time may be allowed under fair dealing.

### **Copyright Legislation**

All students are required to read the University of Calgary policy on Acceptable Use of Material Protected by Copyright ([www.ucalgary.ca/policies/files/policies/acceptable-use-of-material-protected-by-copyright.pdf](http://www.ucalgary.ca/policies/files/policies/acceptable-use-of-material-protected-by-copyright.pdf)) and requirements of the copyright act (<https://laws-lois.justice.gc.ca/eng/acts/C-42/index.html>) to ensure they are aware of the consequences of unauthorized sharing of course materials (including instructor notes, electronic versions of textbooks etc.). Students who use material protected by copyright in violation of this policy may be disciplined under the Non-Academic Misconduct Policy.

## **Freedom OF Information and Protection of Privacy**

Student information will be collected in accordance with typical (or usual) classroom practice. Students' assignments will be accessible only by the authorized course faculty. Private information related to the individual student is treated with the utmost regard by the faculty at the University of Calgary

## **Student Support and Resources**

<https://www.ucalgary.ca/registrar/registration/course-outlines>

## **Important Dates**

The last day to drop this course with no "W" notation and **still receive a tuition fee refund is Thursday, September 17, 2020.** Last day add/swap a course is **Friday, September 18, 2020.** The last day to withdraw from this course is **Wednesday, December 9, 2020.**

<https://www.ucalgary.ca/pubs/calendar/current/academic-schedule.html>

## **WRITTEN ASSIGNMENT**

For the written assignment, you will write a research proposal. It may build on previous research but the exact question should not have been examined before. The study you propose should not be part of your thesis or dissertation, but can be related.

For your paper, you will generate a hypothesis based on one of the theories we cover in class. You will propose a study to examine your hypothesis from the theoretical perspective it grew out of. Your study may be informed by all components of the theory or by a "piece" of the theory. It may be informed by more than one theory, but this is not necessary.

Your paper will be structured like a research proposal you would write for a research grant (e.g., SSHRC). That is, it will be short, no more than 4 pages single spaced or 8 pages double spaced (not including references). This will give you practice in writing short research proposals as are often required for grant applications.

Your paper should include the following sections:

**Objectives:** Introduce the general topic and the specific purpose of your research (your research question). The reader should get a sense of why the topic is important.

**Context:** Review past research in the area to demonstrate what has been found and what is needed.

**Theoretical Approach:** Describe the theory or theories, why it is relevant in this area, how your research questions follow from the theory etc.

**Methodology:** Including all details you normally would in a research proposal: participants, procedure, measures/materials.

**Planned analyses:** Explain how you will analyze your data

Conclusion: Describe the contribution of this study to the existing literature and the world in general.

References: APA style

You are welcome to discuss your ideas with the instructor before beginning (and/or while writing) your paper.