



Psychology 630	Advanced Topics in Social/Personality Psychology	Fall 2016
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Instructor:	Cara MacInnis/ Lorraine Radtke	Lecture Location:	EDC 286
Phone:	403-220-4968/403-220-5223	Lecture Days/Time:	Friday 9am-11:45am
Email:	cara.macinnis@ucalgary.ca radtke@ucalgary.ca		
Office:	AD 237A/AD 212		
Office Hours:	Mondays 1pm-3pm/By appointment		

Course Description and Goals

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 interpersonal and intergroup 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.

This course will be team taught, with Dr. MacInnis covering the first 8 weeks and Dr. Radtke covering the final 4 weeks.

Required Text

Van Lange, P.A.M, Kruglanski, A.W. & Higgins, E.T. (2012). *Handbook of Theories of Social Psychology: Volume Two*. Vol. 2. Sage Publications.

(Available through the university bookstore or online)

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

Evaluation

	Weight	Due Date
Reflections/ Discussion questions	20%	Weekly, except for Sept 16 and the day you are seminar leader
Seminar Leader	25%	To be chosen on first day of class- sometime between Sept.23 and Nov.4
Seminar Participation	15%	Weekly
Assignment 1	20%	Nov.4th
Assignment 2	20%	Dec. 16

(There are no tests or exams in this course)

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 20 for each reflection/discussion question, and the average of this will make up your reflection/discussion mark.

Seminar leader

Each student will be responsible for leading a seminar session focusing on a specific theory. As a seminar leader, you are expected to do additional research on the theory beyond the assigned readings, and to identify two empirical papers on the theory (one published within the past 5 years, one more “classic” paper) to include in your presentation. Note that if there are more than 5 students registered in the course this assignment may be completed in pairs, TBD.

Your presentation will be 45-50 minutes. You will describe the theory, summarizing and providing a critical overview, largely based on the assigned readings but also additional readings. Some deeper questions beyond summarizing to consider for your presentation are:

- How did the theory develop/originate?
- Has the theory been criticized and if so, what were the responses to these criticisms?
- Have there been any recent commentaries on or adjustments to the theory?

Your presentation will also include a discussion of the 2 empirical papers based on the theory, to demonstrate research that the theory has generated. Everyone in the seminar will have read the assigned readings, but not these empirical reports so more detail will be needed for these. 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

Each presentation will be followed by class discussion, led by the presenter. You will be graded both on your presentation and facilitation of discussion. Presentation software is permitted and you will submit your powerpoint file following the presentation.

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 15 for participation each week, and the average of this will make up your participation mark.

Assignment 1

For assignment 1, you will formulate a social psychological research question, and propose research to study this question from two different theoretical perspectives. See below for more details on this assignment.

Assignment 2

For assignment 2, you will formulate a social psychological research question and propose a research study within one of the theoretical perspectives you discussed between September 23 and October 28 or Social Role Theory. You will do the same thing within one of the alternative theoretical perspectives discussed on Nov. 18, Nov. 25, or Dec. 9. This assignment has three parts. (1) Choose one of the theoretical perspectives you discussed between September 23 and October 28 or Social Role Theory. Formulate a social psychological research question that fits within this perspective and propose a research study to address your question. This question must be different from those you generated for Assignment 1. (2) Then, choose one of the alternative theoretical perspectives discussed on Nov. 18, Nov. 25, or Dec. 9 and re-formulate the research question from Part 1 of the assignment so that it fits within the alternative theoretical perspective while being focused on the same problem of interest in Part 1. (3) Propose a research study to address your

“new” question. More details about the assignment will be provided at the beginning of the course—the requirements will be similar to Assignment 1.

Missed classes

Missing a class when you are not seminar leader: If you have an official University medical excuse (see the University Calendar) or another 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. Documentation should also be submitted within 48 hours. If you do not have an official University medical excuse, you will forfeit your participation and reflection/discussion marks for the week.

Missing a class when you are seminar leader: If you have an official University medical excuse (see the University Calendar) or another 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 official University medical excuse, you will forfeit your participation and seminar leader marks for the week.

Grading Scale

A+	96-100%	B+	80-84%	C+	67-71%	D+	54-58%
A	90-95%	B	76-79%	C	63-66%	D	50-53%
A-	85-89%	B-	72-75%	C-	59-62%	F	0-49%

As stated in the University Calendar, it is at the instructor’s discretion to round off either upward or downward to determine a final grade when the average of term work and final examinations is between two letter grades.

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-).

Important dates

[Fall 2016]

Date	
M Sep 12	Lecture begins.
F Sep 23	Last day to drop full courses (Multi-term) and Fall Term half courses. No refunds for full courses (Multi-term) or Fall Term half courses after this date.
M Sep 26	Last day to add or swap full courses (Multi-term) and Fall Term half courses. Last day for change of registration from audit to credit or credit to audit.
Nov 10-13	Reading Days. No lectures.
F Nov 11	Remembrance Day (Observed). University Closed (except Taylor Family Digital Library, Law, Medical, Gallagher and Business Libraries). No lectures.
F Dec 9	Fall Term Lectures End. Last day to withdraw with permission from Fall Term half courses.

Schedule

Date	Topic	Readings
F Sep 16	Introduction/ Course overview; selecting seminar leader dates	n/a
F Sep 23	Social identity theory/ Self-categorization theory	Text Chapters 45 and 46
F Sep 23	Last day to drop full courses (Multi-term) and Fall Term half courses. No refunds for full courses (Multi-term) or Fall Term half courses after this date.	
F Sept 30	Attachment theory	Text Chapter 34; Ein-Dor et al., 2010
F Sep 30	Fee payment deadline for Fall Term full and half courses.	

F Oct 7	A theory of communal (and exchange) relationships	Text Chapter 38; Mitchell et al., 2012
F Oct 14	System Justification Theory	Text Chapter 42; Kay & Friesen, 2011
F Oct 21	Justice Theory	Text Chapter 43; Ellard et al., 2016
F Oct 28	Social Dominance Theory	Text Chapter 47; Ho et al., 2015
F Nov 4	Person X Situation Interactions: Discussion and Debate	Funder, 2008; Fleenon & Noftle, 2008; Kihlstorm, 2013 Hodson, 2009; Hodson & Dhont, 2015; Akrami et al., 2009; Reynolds & Turner, 2006; Kreindler, 2005
F Nov 11	Remembrance Day (Observed). University Closed (except Taylor Family Digital Library, Law, Medical, Gallagher and Business Libraries). No lectures.	
F Nov 18	Social Constructionism	TBA
F Nov 25	Discourse and Social Psychology	TBA
F Dec 2	Theorizing Gender – Social Role Theory	Text Chapter 49; TBA
F Dec 9	Theorizing Gender – Postmodern Alternatives	TBA
F Dec 9	Fall Term Lectures End. Last day to withdraw with permission from Fall Term half courses.	

Reappraisal of Grades

A student who feels that a piece of graded term work (e.g., term paper, essay, test) has been unfairly graded, may have the work re-graded as follows. The student shall discuss the work with the instructor within 15 days of being notified about the mark or of the item's return to the class; no reappraisal of term work is permitted after the 15 days. 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 15 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 15 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 the student's responsibility to request academic accommodations. If you are a student with a documented disability who may require academic accommodation and have not registered with the Disability Resource Centre, please contact their office at 403-220-8237. Students who have not registered with the Disability Resource Centre are not eligible for formal academic accommodation. You are also required to discuss your needs with your instructor no later than 14 days after the start of this course.

Freedom of Information and Protection of Privacy (FOIP) Act

The FOIP legislation disallows the practice of having students retrieve tests and assignments from a public place. Therefore, tests and assignments may be returned to students during class/lab, or during office hours, or will be made available only for viewing during exam review sessions scheduled by the Department. Tests and assignments will be shredded after one year. Instructors should take care to not link students' names with their grades, UCIDs, or other FOIP-sensitive information.

Evacuation Assembly Point

In case of an emergency evacuation during class, students must gather at the designated assembly point nearest to the classroom. The list of assembly points is found at <http://www.ucalgary.ca/emergencyplan/assemblypoints>. Please check this website and note the nearest assembly point for this course.

Student Organizations

Psychology students may wish to join the Psychology Undergraduate Students' Association (PSYCHS). They are located in Administration 130 and may be contacted at 403-220-5567.

Student Union VP Academic: Phone: 403-220-3911 suypaca@ucalgary.ca
Student Union Faculty Rep.: arts1@su.ucalgary.ca

Student Ombudsman's Office

The Office of the Student Ombudsmen provides independent, impartial and confidential support for students who require assistance and advice in addressing issues and concerns related to their academic careers. The office can be reached at 403-220-6420 or ombuds@ucalgary.ca (<http://www.ucalgary.ca/provost/students/ombuds>)

Safewalk

The safewalk program provides volunteers to walk students safely to their destination anywhere on campus. This service is free and available 24 hrs/day, 365 days a year.

Call 403-220-5333.

Important Dates

The last day to drop this course with no "W" notation and **still receive a tuition fee refund** is **September 23, 2016**. Last day for registration/change of registration is **September 26, 2016**. The last day to withdraw from this course is **December 9, 2016**.

ASSIGNMENT 1

For assignment 1, you will formulate a social psychological research question, and propose research to study this question from two different theoretical perspectives. Your research question should be something you are actually interested in studying, and something that is novel. It may build on previous research but the exact question should not have been examined before.

You will choose two different theories from the textbook. These can be ANY two theories covered in the text under Part IV or Part V (i.e., it is not a problem if you select a theory [or theories] that was not covered in class, you are also welcome to select theories that were covered in class). For your paper, you will propose 2 different studies to examine your research question from these two theoretical perspectives.

* Of course, there are lots of cases where researchers propose one study based on two theoretical perspectives or one study pitting two theoretical perspectives against each other. This is not necessarily what you are doing here. You are proposing two different studies (they may be similar, but not the same): one to study your question from one theoretical perspective; one to study your question from another theoretical perspective.

Your paper should be organized in the following way:

- Introduction: 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. Summarize past research in the area to demonstrate what has been found and what is needed.
- Study 1 based on Theory 1: Give a brief introduction to the first theory. Describe your predictions/hypotheses that follow from this theory. Describe your method, including all details you normally would in a research proposal (i.e., participants, procedure, measures/materials). Describe your predicted results based on the theory. Explain what statistical tests you will use to analyze your data. You won't have actual numerical results but will explain the general results (e.g., "X group will score higher on X variable than Y group"; "X variable will be positively associated with Y variable and this relationship will be explained by M"). You will also include a discussion where you will describe the contribution of this study to the existing literature (assuming you get the results you expect). Briefly describe limitations and future directions.
- Study 2 based on Theory 2: Give a brief introduction to the second theory. Describe your predictions/hypotheses that follow from this theory. Describe your method, including all details you normally would in a research proposal (i.e., participants, procedure, measures/materials). Describe your predicted results based on the theory. Explain what statistical tests you will use to analyze your data. You won't have actual numerical results but will explain the general results (e.g., "X group will score higher on X variable than Y group"; "X variable will be positively associated with Y variable and this relationship will be explained by M"). You will also include a discussion where you will describe the contribution of this study to the existing literature (assuming you get the results you expect). Briefly describe limitations and future directions.
- General discussion: First, compare and contrast the 2 theories. Then, compare and contrast the two studies informed by these theoretical perspectives. Do you think either is more likely to "work"? Do you think either is "better"? If you were actually going to do one of these studies would you choose one over the other and why?
- References (APA style)

The predictions, methods, expected results, etc. following from the different theoretical perspectives may be similar, or may be completely different. So long as predictions, methods, expected results follow logically from the given theory, either is fine.

The paper should be no more than 3000 words (not including references). This means that your research proposals will be relatively short. This will give you practice in writing short research proposals as are often required for grant applications.

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