



UNIVERSITY OF
CALGARY

Psychology 627.04 (L01)

Advanced Topics in Social/Personality

Winter Session, 2007

Instructor: Dr. John Ellard **Office:** Administration 231A
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Seminars: TBA

Textbooks: Ross, L., & Nisbett, R.E. (1991). *The person and the situation: Perspectives of Social Psychology*. New York: McGraw-Hill
Moskowitz, G.B. (2005). *Social cognition: Understanding self and others*. New York, NY: The Guilford Press

Readings: Additional assigned readings will be made available.

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: evolution, social neuroscience, social cognition, attitudes, emotions, and motivation. For each topic, critical analysis of relevant theory and research will form the basis of written and oral work in the course.

NOTE: This course may be repeated for credit. Content will vary on a 2-year rotation. Social psychology graduate students are required to take each of the 2 courses to ensure that they are exposed to all of the topics covered over the 2 year rotation.

(2005-2006): Individual differences, interpersonal systems, and group processes

(2006-2007): Biological, cognitive, motivational, and emotional systems

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 approximately 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 2002. 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 be constituted 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 2006 - 2007 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 19, 2007.

The last day to withdraw from this course is April 13, 2007.

Class Schedule

Note: Topics and dates, subject to change.

DATE	TOPIC
Jan. 10	Course Overview & Intro
Jan. 17	Person and Situation
Jan. 24	Person and Situation
Jan. 31	Evolution
Feb. 7	Social Neuroscience
Feb. 14	Naive Realism, Automaticity, and Control
Feb. 18-25	No classes – Reading Week
Feb. 28	Mental Representation
March 7	Dual-process Models and Attribution
March 14	Person Perception
March 21	Perceptual Readiness and Knowledge Activation
March 28	Attitudes
April 4	Emotions
April 11	Motivation

Psychology 627.04 – Winter 2007
Readings

Introduction to Social Psychology

Ross, L. & Nisbett, R.E. (1991). *The person and the situation: Perspectives of Social Psychology*. New York: McGraw-Hill

Biological System

Evolutionary Social Psychology

Kenrick, D.T, Maner, J.K., & Li, N.P. (2005). Evolutionary social psychology. In D. M. Buss (Ed.), *The handbook of evolutionary psychology* (pp. 803-827). Hoboken NJ: John Wiley & Sons.

Tooby, J., & Cosmides, L. (2005). Conceptual foundations of evolutionary psychology. In D. M. Buss (Ed.), *The handbook of evolutionary psychology* (pp. 5-67). Hoboken NJ: John Wiley & Sons.

Social Neuroscience

Cacioppo, J.T. (2002). Social neuroscience: Understanding the pieces fosters understanding the whole and vice versa. *American Psychologist*, 57, 819-831.

Cacioppo, J.T, Bernston, G.G., Sheridan, J.F., & McClintock, M.K. (2000). Multilevel integrative analyses of human behavior: Social neuroscience and the complementing nature of social and biological approaches. *Psychological Bulletin*, 6, 829-843.

Cacioppo, J.T, Bernston, G.G., Lorig, T.S., Norris, C.J., Rickett, E., & Nusbaum, H. (2003). Just because you're imaging the brain doesn't mean you can stop using your head: A primer and set of first principles. *Journal of Personality and Social Psychology*, 85, 650-661.

Ochsner, K.N. (in press). Social cognitive neuroscience: Historical development, core principles, and future promise. In E. T. Higgins & A. W. Kruglanski (Eds.), *Social psychology: Handbook of basic principles*. (2nd ed.). London: Guilford.

Willingham, D.T., & Dunn, E.W. (2003). What neuroimaging and brain localization can do, cannot do, and should not do for social psychology. *Journal of Personality and Social Psychology*, 85, 662-671.

Cognitive System

Naive Realism, Automaticity, and Control

Moskowitz, G.B. (2005). *Social cognition: Understanding self and others*. New York, NY: The Guilford Press, pp. 1-109.

Mental Representation

Moskowitz, G.B. (2005). *Social cognition: Understanding self and others*. New York, NY: The Guilford Press, pp. 110-192.

Dual-process Models and Attribution

Moskowitz, G.B. (2005). *Social cognition: Understanding self and others*. New York, NY: The Guilford Press, pp. 193-266.

Person Perception

Moskowitz, G.B. (2005). *Social cognition: Understanding self and others*. New York, NY: The Guilford Press, pp. 267-352.

Perceptual Readiness and Knowledge Activation

Moskowitz, G.B. (2005). *Social cognition: Understanding self and others*. New York, NY: The Guilford Press, pp. 353-437.

Attitudes

Eagly, A.H., & Chaiken, S. (1998). Emotions. In D. T. Gilbert, S. T. Fiske, & G. Lindzey (Eds.), *The handbook of social psychology* (4th ed., Vol.1, pp. 269-322). Boston, MA: McGraw-Hill.

Petty, R.E., & Wegener, D.T. (1998). Attitude change: Multiple roles for persuasion variables. In D. T. Gilbert, S. T. Fiske, & G. Lindzey (Eds.), *The handbook of social psychology* (4th ed., Vol.1, pp. 323-390). Boston, MA: McGraw-Hill.

Motivational and Emotional Systems

Emotions

Zajonc, R. B. (1998). Emotions. In D. T. Gilbert, S. T. Fiske, & G. Lindzey (Eds.), *The handbook of social psychology* (4th ed., Vol.1, pp. 591-632). Boston, MA: McGraw-Hill.

Schwarz, N., & Clore, G.L. (in press). Feelings and phenomenal experiences. In E. T. Higgins & A. W. Kruglanski (Eds.), *Social psychology: Handbook of basic principles* (2nd ed.). London: Guilford.

Motivation

Pittman, T. (1998). Motivation. In D. T. Gilbert, S. T. Fiske, & G. Lindzey (Eds.), *The handbook of social psychology* (4th Ed., Vol.1, pp. 591-632). Boston, MA: McGraw-Hill.

Gollwitzer, P.M., & Moskowitz, G.B. (1996). Goal effects on action and cognition. In E. T. Higgins & A. W. Kruglanski (Eds.), *Social psychology: Handbook of basic principles* (pp. 361-399). London: Guilford.