

PSY420H1F – Advanced Topics in Social Psychology

Fall 2023

Dates: September 7th – November 30th

Day/Time: Thursdays 1 – 3 PM

Location: SS 2101

Pre-requisites:

PSY202H1/ECO220Y1/SOC252H1/STA221H1/PSY202H5/STA221H5/PSYC08H3/STAB27H3/STAC32H3, and PSY220H1/PSY220H5/PSYB10H3/SOC213H1

It is your responsibility to ensure that you have met all the prerequisites listed in the Psychology section of the A&S Calendar for this course. If you lack any prerequisites, you will be removed from the course. Waivers will be considered in rare circumstances and must be discussed with the course instructor no later than September 14th, 2023.

Course Instructor: Dr. Francine Karmali (she/her)

Email: francine.karmali@utoronto.ca

Office:

In-person: Sidney Smith Hall, Room 624

Online: [Zoom](#) (password: 167999)

Office Hours:

In-person: Thursdays 12 – 1 PM

Online: By appointment

Course Description:

By drawing on theoretical frameworks, empirical research, and real-world applications, this seminar delves into advanced topics in Social Psychology. Content is divided into two sections. In the first section, we investigate some basic principles of four major sub-areas: social cognition, social influence, the self and interpersonal relations, and culture and intergroup processing. The second half of the course focuses on applications of these areas by exploring ways in which these basic principals have informed applied research in Social Psychology. Both sections investigate traditional and contemporary work and cover methodological advances in measurement and design. Through a combination of lectures, discussions, readings, and learning exercises, you will gain a deeper understanding of Social Psychology and develop the skills necessary to engage with and contribute to ongoing social psychological research.

Course Objectives/Learning Goals:

By the end of this course, you should be able to engage with social psychological research and its applications critically and effectively. The goals in the course are, therefore, to enhance your skills in the 5 areas listed below.

1. **Comprehensive understanding:** Describe and understand classic theories, current research, and common methods in the field of Social Psychology.
2. **Critical Analysis skills:** Critically analyze and evaluate social psychological research.

3. **Practical Applications:** Extend and apply social psychological theories to inform and solve real-world issues.
4. **Research Communication:** Enhance written and oral communication skills in the context of research paper writing and presenting.
5. **Research Project Development:** Identify and understand the process of selecting a research topic, developing hypotheses, collecting and analyzing data, and drawing conclusions.

Course Website: <https://q.utoronto.ca/courses/312245>

This Course uses the University's learning management system, Quercus, to post information about the course. This includes posting readings and other materials required to complete class activities and course assignments, **as well as sharing important announcements and updates**. New information and resources will be posted regularly as we move through the term.

SPECIAL NOTE ABOUT GRADES POSTED ONLINE: Please also note that any grades posted are for your information only, so you can view and track your progress through the course. No grades are considered official, including any posted in Quercus at any point in the term, until they have been formally approved and posted on ACORN at the end of the course. Please contact me as soon as possible if you think there is an error in any grade posted on Quercus.

Course Readings:

Texts: Listed below are two *free online* undergraduate social psychology textbooks, both not unlike the textbook that you likely encountered in your second year Social Psychology course. Although you may have encountered this material before, I *strongly recommend* that you read the assigned chapters for each week as a review and to give you a background on the topics covered.

1. Anonymous (2015). *Principles of social psychology*. University of Minnesota Libraries Publishing. <https://open.lib.umn.edu/socialpsychology/>
2. Biswas-Diener, R., Diener, E. (2016). *Together: The science of social psychology*. Noba. <https://open.umn.edu/opentextbooks/textbooks/together-the-science-of-social-psychology>

Empirical Articles: In addition to the overview of areas provided by the textbooks, we will focus on in-depth discussions around three empirical articles each week. Seminar discussions of 2 or 3 of the weekly articles will be led by students, each handling one article each (see Seminar Lead below).

Course Assessment:

Marking Scheme:	Weight	Due Date
Final Research Proposal	30%	November 30 th , 11:59 PM
Thought Papers	21% (3% x 7 best of 8)	Sept. 21- Nov. 16 (inclusive)
Seminar Lead	19%	Sept. 21- Nov. 16 (inclusive)
Research Presentation	15%	Nov. 23 or Nov. 30
Participation	15%	N/A

Participation – 15%. This is a seminar course, which means that **student participation is essential**. It is critical, therefore, that students attend class, read the assigned articles, and actively participate in the weekly discussions in order to receive full participation marks. You are expected to contribute meaningfully (thoughtful, relevant, critical comments) to class discussions. Mere attendance is not enough to get a good participation grade. You should read the articles carefully and critically before class and generate questions, comments, criticisms, connections, examples, new studies, applications, solutions, etc., about each of them so that you can add to the discussion (and you should use at least one of these ideas for your weekly Thought Paper). To fulfill this component, I will score your participation for each class, but I will drop your lowest grade. Students should also be conscious of their classmates and aim to allow everyone to contribute. A rubric and more information can be found [here](#).

Thought Papers – 21%. Over the course of the term, you will submit 8 (or 7), 1-2 page Thought Papers. These papers must be submitted before the beginning of class (Thursdays before 1:00 PM) and should be double-spaced, with 12-point font and one-inch margins. In each paper, you will raise a discussion point related to one or all of that week's readings. Thought papers must not be summaries of the readings, but exactly what you write about is up to you. You could, for example, consider issues that you have identified with a theory or a research method, extend a line of research in a new direction, discuss practical implications or applications of the research or theory, or connect ideas from the reading to other ideas in this course, other areas of psychology, or even other disciplines. Although spelling and grammar will not be graded on Thought Papers (unlike the Final Project), students should nevertheless strive for clear writing to ensure that their ideas are understood. A rubric and more information can be found [here](#).

Seminar Lead (19% Total). Each week, 2-3 students will present the assigned readings and lead the class discussion: 1 reading by each student. I will assign students to readings based on preferences and communicate the results on Quercus. **Readings that are options for students to choose are marked with a double asterisk: “**”**). Each student will present a summary and then facilitate a discussion about their assigned reading. Evaluation is based on two parts:

a. Presentation of article (9.5%): Using slides as aids (e.g., PowerPoint, Keynote), each seminar lead will present a summary of their assigned article for that week in a 10-minute presentation. **For primary empirical articles**, leads should summarize the (a) relevant background, goals, and hypotheses, (b) methods, (c) results, and (d) broader relevance of an article. **For review/theoretical pieces**, leads should summarize the content with a focus on (a) psychological processes described (e.g., flow charts), (b) evidence provided, (c) points of contention or disagreement, and (d) points of implication and application. Most importantly, aim for a clear clean presentation (strong clarity will facilitate subsequent discussion), sometimes, less is more in a presentation (but you can have bonus slides for the discussion!). **Slides should be submitted at least 1 hour before the beginning of the seminar.**

b. Facilitation of discussion (9.5%): Seminar leads will be responsible for facilitating the class discussion of their assigned reading. Leads are expected to pose questions and draw out discussion. Leads should, therefore, prepare 6 to 8 discussion questions that can be used to direct class analysis of the reading. Leads are free to structure their questions as they like (i.e., questioning theories, hypotheses, methods, results, broader meanings of the readings, etc.).

A rubric for the Seminar Lead assessment can be found [here](#).

Research Proposal – 30%. Students will design an original study and write a research proposal for that study. Importantly, the study must be grounded in basic social psychological theory while addressing a real-world problem. That is, the study must be “applied”. The proposal can be on any topic related to social psychology, including the topic you covered for your Seminar Lead or for a Thought Paper. You should include an abstract, an introduction in which you present your research question and discuss how it builds upon existing research in the area, a method section, and a presentation of predicted results (preferably with tables or figures). You should also include a discussion section in which you describe the potential implications of your predicted findings, possible limitations of your study, and future research directions.

Research papers should be 10-15 pages (excluding abstract, title page, figures, and references), in 12-point font, double-spaced, with margins of at least one inch. The paper should be in APA format. The paper is due **November 30th at 11:59 PM**. The late penalty is 5% per day. You must have your topic approved by me by **October 5th**.

More information on the required components of the Research Proposal Paper can be found [here](#) and the grading rubric [here](#).

Research Proposal Project Presentation – 15%. Each student will present their research proposal idea to the class in a 10-minute presentation. Presentations should cover the core elements of the paper (e.g., background, purpose, hypothesis, methods, etc.). After the presentation, proposal presenters will next handle questions from their classmates and the instructor. More information and a rubric can be found [here](#).

Course Polices

Instructor Communication:

I answer emails within 1-2 business days. I do not answer emails on Saturdays, Sundays, or statutory holidays. I prefer that you ask your questions during class so that everyone can benefit from the discussion. If the matter is private, please come to my office hours to discuss it. Please only contact me at my mail@utotonto.ca address (i.e., francine.karmali@utoronto.ca) and **note that I will only respond to emails received from a mail.utoronto.ca account. Please include the course name/code (PSY420) in the subject line.**

Online Communication:

Quercus has a built-in communication tool, called "Inbox". This is not the same as email. **Please do not use this function to communicate with me (see above instead).** Moreover, Quercus cannot be used to contact other students. Quercus can, however, be used as platform to further class discussions.

Course Material Copyright:

Course materials are provided for the exclusive use of enrolled students. These materials should not be reposted, shared, put in the public domain, or otherwise distributed without the explicit permission of the

instructor. These materials belong to your instructor, the University, and/or other sources depending on the specific facts of each situation and are protected by copyright. Students violating these policies will be subject to disciplinary actions under the Code of Student Conduct.

Conduct in Class:

The Code of Student Conduct and The Code of Behaviour on Academic Matters will be strictly enforced in this course. These documents call for faculty and students to collectively uphold the "integrity of the teaching and learning relationship." Both Codes can be found at the Governing Council website.

Equity, Diversity and Inclusion: The University of Toronto is committed to equity, human rights and respect for diversity. All members of the learning environment in this course should strive to create an atmosphere of mutual respect where all members of our community can express themselves, engage with each other, and respect one another's differences.

Harassment/Discrimination: Harassment or discrimination in this course is strictly prohibited and violate the University of Toronto's student and behavioral codes (see above). Helpful documents to consider when considering harassment and discrimination include the "Conflict of Interest and Close Personal Relations" guideline and the policies and guidelines on Workplace Conduct collected at the Human Resources and Equity website. I suggest reviewing the "Human Resources Guidelines on Workplace Harassment and Civil Conduct", which can be found [here](#).

Cell Phones and Laptop Usage: Technology can support student learning, but it can also become a distraction. Research indicates that multi-tasking during class time can have a negative impact on learning. Out of respect for your fellow students in this class, please refrain from using laptops or mobile phones for purposes unrelated to the class. Do not display any material on a laptop which may be distracting or offensive to your fellow students.

Missed Term Work:

If you are unable submit a piece of term work by the delineated deadline (see "Marking Scheme" and "Course Schedule"), **you must notify me via email me within 48 hours**. If you need more time to get your documentation in place or to visit specific services, you are still required to notify me of your plans within 48 hours of the work's deadline. Below you will find more information on additional policies and procedures for missed work. It is the student's responsibility to familiarize themselves with these guidelines and policies.

Specific Medical Circumstances: If you become ill and it affects your ability to do your academic work, consult me right away. Normally, I will ask you for documentation in support of your specific medical circumstances. This documentation can be an Absence Declaration (via ACORN) or the University's Verification of Student Illness or Injury (VOI) form. The VOI indicates the impact and severity of the illness, while protecting your privacy about the details of the nature of the illness. You can submit a different form (like a letter from a doctor), as long as it is an original document, and it contains the same information as the VOI. For more information on the VOI, please see <http://www.illnessverification.utoronto.ca>. For information on Absence Declaration Tool for A&S students, please see <https://www.artsci.utoronto.ca/absence>. If you get

a concussion, break your hand, or suffer some other acute injury, you should register with Accessibility Services as soon as possible.

Accommodation for Personal Reasons: There may be times when you are unable to complete course work on time due to non-medical reasons. If you have concerns, speak to me or to an advisor in your College Registrar's office; they can help you to decide if you want to request an extension or other forms of academic consideration. They may be able to email your instructors directly to provide a College Registrar's letter of support and connect you with other helpful resources on campus.

For more information on missed work can be found [here](#). When in doubt, please feel free to contact me to discuss.

Religious Accommodations: As a student at the University of Toronto, you are part of a diverse community that welcomes and includes students and faculty from a wide range of cultural and religious traditions. For my part, I will make every reasonable effort to avoid scheduling tests, examinations, or other compulsory activities on religious holy days not captured by statutory holidays. Further to University Policy, if you anticipate being absent from class or missing a major course activity (such as a test or in-class assignment) due to a religious observance, **please let me know as early in the course as possible**, and with sufficient notice (at least two to three weeks), so that we can work together to make alternate arrangements. More information on Religious accommodations can be found [here](#).

Students with Disabilities or Accommodation Requirements:

Students with diverse learning styles and needs are **welcome in this course**. If you have an acute or ongoing disability issue or accommodation need, you should register with Accessibility Services (AS) at the beginning of the academic year by visiting <https://studentlife.utoronto.ca/departments/accessibility-services/>. Without registration, you will not be able to verify your situation with your instructors, and instructors will not be advised about your accommodation needs. AS will assess your situation, develop an accommodation plan with you, and support you in requesting accommodation for your course work. Remember that the process of accommodation is private: AS will not share details of your needs or condition with any instructor, and your instructors will not reveal that you are registered with AS.

Re-marking Policy:

Information on the course's re-marking policy can be found [here](#).

Academic Integrity:

The University of Toronto treats cases of academic misconduct very seriously. All students, faculty and staff are expected to follow the University's guidelines and policies on academic integrity. For students, this means following the standards of academic honesty when writing assignments, collaborating with fellow students, and writing tests and exams. Ensure that the work you submit for grading represents your own honest efforts. Plagiarism—representing someone else's work as your own or submitting work that you have previously submitted for marks in another class or program—is a serious offence that can result in sanctions. Academic integrity is a fundamental value of learning and scholarship at the U of T. Participating honestly, respectfully, responsibly, and fairly in this academic community ensures that your

U of T degree is valued and respected as a true signifier of your individual academic achievement. More information can be found [here](#).

University's Plagiarism Detection Tool:

Normally, students will be required to submit their course essays to the University's plagiarism detection tool for a review of textual similarity and detection of possible plagiarism. In doing so, students will allow their essays to be included as source documents in the tool's reference database, where they will be used solely for the purpose of detecting plagiarism. The terms that apply to the University's use of this tool are described on the Centre for Teaching Support & Innovation website (<https://uoft.me/pdt-faq>).

Can I use generative artificial intelligence (AI) tools in this course? I believe generative AI is useful for brainstorming research questions, thinking about study design, helping with organizing your paper (e.g., helping you generate a scaffold/outline), seminar (e.g., helping you structure a discussion), or presentation (e.g., helping you think of questions you may be asked). However, **you are prohibited from exclusively relying on any brand of generative AI tools for producing term work in this course**. AI could help you get on the right track (warning: it could also lead you down the wrong one) but from my exploration, it cannot produce papers that provide the level of originality, creativity, or critical thinking necessary to receive a good grade in this course. Use generative AI at your own risk. **Importantly, students are responsible for familiarizing themselves with and adhering to the course policies on the use of generative AI tools, which can be found [here](#).**

Mental Health and Well-being:

As a student, you may experience challenges that can interfere with learning, such as strained relationships, increased anxiety, substance use, feeling down, difficulty concentrating and/or lack of motivation, financial concerns, family worries and so forth. These factors may affect your academic performance and/or reduce your ability to participate fully in daily activities. Everyone feels stressed now and then – it is a normal part of university life. Some days are better than others, and there is no wrong time to reach out. There are resources for every situation and every level of stress.

There are many helpful resources available through your College Registrar or through Student Life (<http://studentlife.utoronto.ca> and <http://www.studentlife.utoronto.ca/feeling-distressed>). An important part of the University experience is learning how and when to ask for help. Please take the time to inform yourself of available resources.

Research and Writing Support: Depending on need, I will speak to the class about best practices for conducting literature reviews and writing research proposals. However, UofT libraries offers several supports and workshops for undergraduates, and I encourage all students to make use of these. More information about these services can be found [here](#)

Other important student resources:

[Student Success Centre](#)

[First Nations House](#)

[Academic Success](#)

[Accessibility Services](#)

[Anti-Racism & Cultural Diversity Office](#)

[Career Exploration & Education](#)

[Centre for International Experience](#)

[Family Care](#)

[Health & Wellness](#)

[Sexual & Gender Diversity Office](#)

Need someone to talk to? [Telus Health Support](#)

2023 Fall Schedule – Advanced Topics in Social Psychology

(May be revised)

A detailed list of Course Readings with pdf links can be found [here](#)

CLASS #	Date	Topic	Readings	Notes	Method Discussion
CLASS 1	Sept 7	Introduction to course	1. Ross, Lepper, & Ward, 2010 2. Ledgerwood et al., 2022 3. Buchanan et al., 2021	Welcome!	
CLASS 2	Sept 14	Social Methods	1. Wilson et al., 2010 2. Pashler & Harris, 2010 3. Ghai, 2021 4. Jordan & Zanna, 1999		*Replication Crisis, and Reproducibility in Psychological Science
CLASS 3	Sept 21	Basic: Social Cognition	1. Word, Zanna, & Cooper, 1974 2. Kunda, 1990** 3. Wilson & Gilbert, 2003**		*Mediation by design
CLASS 4	Sept 28	Basic: Social Influence	1. Petty & Cacioppo, 1984** 2. Dolinski et al., 2017** 3. Cheng et al., 2013**		*Ethics in social psychology
CLASS 5	Oct 5	Basic: The Self & Interpersonal Relations	1. Jordan et al., 2009** 2. Baumeister & Leary, 1995** 3. Joel et al., 2020**	- Proposal Topic Approval Due.	*Implicit vs. explicit *Artificial Intelligence
CLASS 6	Oct 12	Basic: Culture and Intergroup Processing	1. Wang, 2016** 2. Fiske et al., 2002** 3. Kawakami et al., 2017		*But see Sherman, 2022 – In defense of basic Soc Psych *Factor Analysis *Covert measures
CLASS 7	Oct 19	Applied: Social Cognition	1. Sorhagen, 2013** 2. Mendonca et al., 2019 3. Karmali et al., 2017**		*Confederate studies *Educational Psychology
CLASS 8	Oct 26	Applied: Social Influence	1. Van Bavel et al., 2021 2. Goodmon et al., 2020** 3. Carter & Phillips, 2017**		*Modeling Psychological Processes *Political Psychology

CLASS 9	Nov 2	Applied: The Self and Interpersonal Relations	1. Santer et al., 2022** 2. Tang et al., 2023** 3. Vacharkulksemsuk at al., 2016**	- Next week is Reading week	*Qualitative Methods *Industrial/Organizational Psychology
CLASS 10	Nov 16	Applied: Culture and Intergroup Processing	1. Adachi et al., 2015** 2. Zhang Bencharit et al., 2018** 3. Logel et al., 2009**		*Women in STEM
CLASS 11	Nov 23	Proposal Presentations	STUDENT PRESENTATIONS		
CLASS 12	Nov 30	Proposal Presentation	STUDENT PRESENTATIONS	Final Proposal Due	