Psychology
UNIVERSITY OF TORONTO

Social Psychology Seminar: Advanced Topics in Social Psychology PSY420H1S – L0101 – Summer 2024

Course Description: By drawing on theoretical frameworks, empirical research, and real-world applications, this seminar delves into advanced topics in social psychology such as social cognition, social influence, interpersonal relations, and morality. These topics will 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; enhancing 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.

Prerequisites:

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

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Office Hours: Wednesdays 2-3 pm on Zoom

Lectures: Lectures will take place in-person on Tuesdays and Thursdays from 6:00 pm - 8:00 pm in OI 2198. Lecture slides will be posted on Quercus on a weekly basis the night before the lecture. The course website on Quercus can be found at https://q.utoronto.ca/.

Quercus Info: 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 course assessments, as well as sharing important announcements and updates. New

information and resources will be posted regularly as we move through the term, so please make it a habit to log in to the site on a regular, even daily, basis. To access the course website, go to the UofT Quercus log-in page at https://q.utoronto.ca. Once you have logged in to Quercus using your UTORid and password, you should see the link or "card" for "PSY420H1 S LEC0101 Social Psychology Seminar". You may need to scroll through other cards to find this. SPECIAL NOTE ABOUT GRADES POSTED ONLINE: Please 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.

Readings:

There is no required textbook for this course. Readings and/or other course content will be placed on the Quercus course page throughout the semester (see below for a list of papers that will be discussed throughout the term).

Email: When you e-mail, please include "PSY420" in the subject heading. Responses to emails will be made as soon as possible, please expect at least 48-hours for a reply, longer on weekends.

Evaluation:

Class Participation and Attendance (15%)

In a seminar-style class, attendance is expected and participation is essential. Therefore, participation is worth 10% of your grade and attendance is worth 5%. Your participation grade will depend on quality as well as quantity of participation. Good participation includes punctuality, eagerness to participate, showing respect to others' contributions, facilitating discussion, paying careful attention to classmates' presentations, and offering constructive feedback, questions, and comments. Note that I do not want class discussions monopolized by the same 3 or 4 people. That means that people should make an effort to talk enough, but not too much.

Discussion Questions (12%)

Another component of participation includes submitting 2 discussion points/questions for each paper being discussed for a given lecture. **Questions are to be submitted on Quercus 6 hours before class begins (i.e. 12 pm on the same day as class). Late submissions will receive an automatic zero.** Questions or discussion points should be related to points from the readings that students found interesting, thought-provoking, confusing, misleading, etc. They can also be questions about the content, or perhaps agreement or disagreement with the authors' perspectives and/or techniques. Questions may be selected and discussed in class, and should be made to actively promote discussion amongst the class.

Seminar Presentation (18%)

Each lecture, students will present an assigned reading 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 listed below under "Assignment Schedule and Lecture Readings" that are options for students to choose from 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 (10%): Using slides as aids (e.g., PowerPoint, Keynote), each seminar lead will present a summary of their assigned article for that week in a 15-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 (8%): 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 4-6 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.).

Thought Papers (20%)

Students will submit 2 thought papers throughout the semester based on 2 of the articles read in the course, that they have **NOT** chosen for their seminar presentation. Thought papers will be approximately 2 pages double-spaced (600 words max.) and be a deeper exploration of the discussions held in class. Topics for the thought papers can be critiques, related ideas, thoughts about potential new research, or practical extensions of the findings to real-world contexts or applications. However, they should not be summaries of the readings nor a recap of what was discussed in class. The papers should address a given week's topic as a whole and preferably integrate multiple readings or perspectives from the week. Thought papers must be submitted online (in Quercus) and follow APA style. **The first thought paper will be due on July 21st before midnight, and the second thought paper will be due August 4th before midnight.**

Grant Proposal (35%)

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 presentation or thought paper. You should

include 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 grant proposal will be due August 8ᵗʰ before midnight.**

Assignment Submission: All assignments are to be submitted on Quercus in the "Assignments" area. These papers should be written according to the formatting requirements stated below. It's your responsibility to ensure you have a properly working internet connection and save your work while you are completing it. I recommend you send yourself many emails with updated Word document drafts throughout the writing process, or using Google Docs to save a copy online. It is your responsibility to save frequently and have up-to-date drafts saved in more than one place. Please avoid last-minute submissions.

Missed Assignments:

Students can only submit ONE ACORN absence per semester as documentation for missing assignments and tests. Other forms that are valid to provide documentation for missing assignments include (but are not limited to) Verification of Illness (VOI) documents, a College Registrar's Office (RO) letter, or an Accessibility Letter. Please submit a supporting document for your late assignment submission or missed test within one week of due date or test date respectively, otherwise you will receive a zero. **Late penalties for the thought paper and grant proposal are -10% per day. To be excused for a late assignment submission, you must notify as soon as possible, and no later than one week after missing the submission due date. Discussion questions must be submitted on time, or will receive an automatic zero.**

Assignment Grading Review: You can request an office hour from your instructor to review your assignments within two weeks of releasing the grades on Quercus. Any individual meetings outside of these office hours are up to the instructor's discretion, but you have two weeks from the release of the grades to request to review your assignments. Your instructor will hold office hours on Zoom, or whichever platform works best, to allow you to review your assignment.

Grade Appeals: If after meeting with your instructor you are still dissatisfied with the grading of your assignments, you can submit a written appeal request to your instructor detailing why you think you deserve a higher grade. You cannot submit an appeal if you have not first met with your instructor. You have two weeks from when the marks are released to submit an appeal, but only after meeting with the instructor. Any appeal request made after this time frame will not be considered. Be aware that your mark may stay the same, go up, or go down.

Writing: One of the main objectives of this course is for you to develop your skills as a critical thinker and writer. There are many writing resources at UofT to help you improve your writing (http://www.writing.utoronto.ca/advice). Please see the section about writing help in this syllabus as well as additional information about writing help on Quercus. I have uploaded information

about effective, persuasive scientific writing as well as student examples of high- quality writing on Quercus. Please review this information before you write your paper.

Plagiarism Detection: 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)

Generative AI: You may use generative artificial intelligence tools (e.g., ChatGPT, Gemini, etc.) for learning and practicing the concepts in this course, **but these tools may NOT be used for completing assignments in this course**. The use of generative artificial intelligence tools or apps for assignments in this course, including tools like ChatGPT, Gemini, Microsoft Copilot and other AI writing or coding assistants, is prohibited. Representing as one's own an idea, or expression of an idea, that was AI-generated may be considered an academic offense in this course. Students may not copy or paraphrase from any generative artificial intelligence applications, including ChatGPT, Gemini, Microsoft Copilot and other AI writing and coding assistants, for the purpose of completing assignments in this course. This course policy is designed to promote your learning and intellectual development and to help you reach the course learning outcomes.

Academic Integrity: 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. Speak to me or your TA for advice on anything that you find unclear. To learn more about how to cite and use source material appropriately and for other writing support, see the UofT writing support website at http://www.writing.utoronto.ca. Consult the Code of Behaviour on Academic Matters for a complete outline of the University's policy and expectations. For more information, please see http://academicintegrity.utoronto.ca.

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.

Accessibility and Diversity: 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) during the first week of the class by visiting http://www.studentlife.utoronto.ca/as/new-registration. 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. If you are registered with AS, please notify me so that I am aware of the accommodations you may need throughout the semester.

Academic Success: If you need help with time management, goal setting, study tips, and/or taking good notes, you can meet with a learning strategist at Academic Success to learn some helpful strategies: https://www.studentlife.utoronto.ca/asc.

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 accommodation. They may be able to provide you with a College Registrar's letter of support to give to your instructors, and importantly, connect you with other resources on campus for help with your situation.

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.

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.

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. U of T does not condone discrimination or harassment against any persons or communities.

Assignment Schedule and Lecture Readings

** = Available for a Seminar Presentation

Date	Description
July 2 2024	Lecture 1: Introduction to Course - No official readings, but please see following article on how to analyze journal articles: Jordan, C. H., & Zanna, M. P. (1999). How to read a journal article in social psychology. In R. F. Baumeister (Ed.) *The self in social psychology* (pp. 461–470). Philadelphia: Psychology Press.
July 4 2024	Lecture 2: Social Cognition - Word, C. 0, Zanna, M. P., & Cooper, J. (1974). The Nonverbal Mediation of Self-Fulfilling Prophecies in Interracial Interaction1. In *JOURNAL OF EXPERIMENTAL SOCIAL PSYCHOLOGY* (Vol. 10). - Sorhagen, N. S. (2013). Early teacher expectations disproportionately affect poor children's high school performance. *Journal of Educational Psychology, 105*(2), 465–477. https://doi.org/10.1037/a0031754
July 9 2024	Lecture 3: Social Cognition - Karmali, F., Kawakami, K., & Page-Gould, E. (2017). He said what? Physiological and cognitive responses to imagining and witnessing outgroup racism. *Journal of Experimental Psychology: General, 146*(8), 1073–1085. https://doi.org/10.1037/xge0000304 - **Mendonça, C., Mata, A., & Vohs, K. D. (2019). Self-other asymmetries in the perceived validity of the Implicit Association Test. *Journal of Experimental Psychology: Applied, 25*(2), 192–218. https://doi.org/10.1037/xap0000214
July 11 2024	Lecture 4: Social Influence - Cheng, J. T., Tracy, J. L., Foulsham, T., Kingstone, A., & Henrich, J. (2013). Two ways to the top: Evidence that dominance and prestige are distinct yet viable avenues to social rank and influence. *Journal of Personality and Social Psychology, 104*(1), 103–125. https://doi.org/10.1037/a0030398 - **Goodmon, L. B., Gavin, D. J., Urs, M., & Akus, S. N. (2020). The power of the majority: Social conformity in sexual harassment punishment selection. *Journal of Applied Social Psychology, 50*(8), 441–455. https://doi.org/10.1111/jasp.12672
July 16 2024	Lecture 5: Social Influence

	- Petty, R. E., & Cacioppo, J. T. (1984). The Effects of Involvement on Responses to Argument Quantity and Quality: Central and Peripheral Routes to Persuasion. In *Journal of Personality and Social Psychology* (Vol. 46, Issue 1). - **Priester, J. R., & Petty, R. E. (2003). The Influence of Spokesperson Trustworthiness on Message Elaboration, Attitude Strength, and Advertising Effectiveness. *Journal of Consumer Psychology*, 13(4), 408–421. https://doi.org/10.1207/S15327663JCP1304_08
July 18 2024	Lecture 6: Interpersonal Relations - Tang, P. M., Koopman, J., Mai, K. M., De Cremer, D., Zhang, J. H., Reynders, P., Ng, C. T. S., & Chen, I. H. (2023). No Person Is an Island: Unpacking the Work and After-Work Consequences of Interacting With Artificial Intelligence. *Journal of Applied Psychology, 108*(11), 1766–1789. https://doi.org/10.1037/apl0001103 - **Vacharkulksemsuk, T., Reit, E., Khambatta, P., Eastwick, P. W., Finkel, E. J., & Carney, D. R. (2016). Dominant, open nonverbal displays are attractive at zero-acquaintance. *Proceedings of the National Academy of Sciences of the United States of America, 113*(15), 4009–4014. https://doi.org/10.1073/pnas.1508932113
July 21 2024	Thought Paper #1 Due at 11:59 pm
July 23 2024	Lecture 7: Interpersonal Relations - Fiske, S. T., Cuddy, A. J. C., Glick, P., & Xu, J. (2002). A model of (often mixed) stereotype content: Competence and warmth respectively follow from perceived status and competition. *Journal of Personality and Social Psychology, 82*(6), 878–902. https://doi.org/10.1037/0022-3514.82.6.878 - **Krosch, A. R., & Amodio, D. M. (2014). Economic scarcity alters the perception of race. *Proceedings of the National Academy of Sciences of the United States of America, 111*(25), 9079–9084. https://doi.org/10.1073/pnas.1404448111
July 25 2024	Lecture 8: Interpersonal Relations - Logel, C., Walton, G. M., Spencer, S. J., Iserman, E. C., von Hippel, W., & Bell, A. E. (2009). Interacting With Sexist Men Triggers Social Identity Threat Among Female Engineers. *Journal of Personality and Social Psychology, 96*(6), 1089–1103. https://doi.org/10.1037/a0015703 - **Bencharit, L. Z., Ho, Y. W., Fung, H. H., Yeung, D. Y., Stephens, N. M., Romero-Canyas, R., & Tsai, J. L. (2019). Should job applicants be excited or calm? The role of culture and ideal affect in employment settings. *Emotion, 19*(3), 377–401. https://doi.org/10.1037/emo0000444
July 30 2024	Lecture 9: Morality: - Sloane, S., Baillargeon, R., & Premack, D. (2012). Do infants have a sense of fairness? *Psychological Science, 23*(2), 196–204. https://doi.org/10.1177/0956797611422072 - **Jordan, J. J., Sommers, R., Bloom, P., & Rand, D. G. (2017). Why Do

	We Hate Hypocrites? Evidence for a Theory of False Signaling. *Psychological Science, 28*(3), 356–368. https://doi.org/10.1177/0956797616685771
August 1 2024	Lecture 10: Morality - Dana, J., Cain, D. M., & Dawes, R. M. (2006). What you don't know won't hurt me: Costly (but quiet) exit in dictator games. *Organizational Behavior and Human Decision Processes, 100*(2), 193–201. https://doi.org/10.1016/j.obhdp.2005.10.001 - **Greene, J. D., Cushman, F. A., Stewart, L. E., Lowenberg, K., Nystrom, L. E., & Cohen, J. D. (2009). Pushing moral buttons: The interaction between personal force and intention in moral judgment. *Cognition, 111*(3), 364–371. https://doi.org/10.1016/j.cognition.2009.02.001
August 4 2024	Thought Paper #2 Due at 11:59 pm
August 6 2024	Office hours during class to go over grant proposal
August 8 2024	No lecture, Grant Proposal due at 11:59 pm