This course will be delivered in person as well as providing some of the course material using eClass (syllabus, course schedule, announcements, etc.) and Zoom technology. The course will be taught in person unless there is a change in our access to campus as a result of the pandemic. If so, the course will switch to being offered online. If this happens, the course will be offered synchronously (i.e., in actual time using Zoom). In other words, the weekly seminar for this course will be delivered in real time between 8:30am and 11:30am. At this point, all exams will be delivered in person; however, if our access to campus changes then exams will be completed using eClass.

Instructor

Ward Struthers
Office: 246 BSB
Phone: (416) 736-2100 x66476 (email is the best way to contact me)
E-mail: struther@yorku.ca
Website: https://struthers.info.yorku.ca/
Office Hour: 11:30 am Thursday or by appointment (email is the best way to contact me)
**Course website:** eClass

All course materials will be available on the course eClass site, unless otherwise indicated by the instructor. The site will be your central access point for course materials (e.g., syllabus, slides, reading list).

**Course Prerequisite(s): Course prerequisites are strictly enforced**

- HH/PSYC 1010 6.00 (Introduction to Psychology), with a minimum grade of C.
- HH/PSYC 2021 3.00 (Statistical Methods I) or HH/PSYC 2020 6.00 (Statistical Methods I and II)
- HH/PSYC 2030 3.00 (Introduction to Research Methods) or substitutes
- HH/PSYC 2120 3.00 (Social Psychology)
- Students must be in an Honours program in Psychology and have completed at least 84 credits

**Course Credit Exclusions**

Please refer to [York Courses Website](http://www.yorkcourses.com) for a listing of any course credit exclusions.

**Reading**

A reading list of theoretical and empirical articles will be provided at the end of this syllabus. The articles can be obtained using the electronic York University library system.

**Course Overview and Objectives**

This is an advanced seminar course in social psychology or the study of how individuals think and feel about, relate to, and influence one another based on the actual, implied, or imagined presence of other individuals. During this course students will study and critique theoretical and empirical issues related to the social motivation process. Social motivation is defined as how individuals evaluate others and then interact with them based on those evaluations. Key topics include, but are not limited to, transgressions, attributions, apology, revenge, grudge, and forgiveness. Students will read assigned theoretical and empirical articles, present summaries and critiques of these articles, discuss key issues in class, present a research proposal, and submit a written research proposal in the most recent APA publication style based on the research proposal presentation.

**Program Learning Outcomes**

Upon completion of this course, students should be able to:

1. Demonstrate in-depth knowledge in social psychology, particularly social motivation.
2. Critically evaluate, synthesize, and resolve conflicting results in social psychology and social motivation.
3. Articulate trends in social psychology and social motivation.
4. Locate research articles and show critical thinking about research findings in psychology.
5. Express knowledge of social psychology and social motivation in written form.
7. Demonstrate an ability to work with others.

Specific Learning Objectives

1. Understand theoretical and empirical evidence of the importance of social motivation.
2. Gain experience reviewing literature and applying social motivation to other areas of research.

Grading and Course Requirements

Course requirements

Your final grade in the course will be out of 100% and will be based on your class participation (20% total); presentation of an assigned article (10% total); research proposal presentation (35%); and an APA style written research proposal based on the research proposal presentation (35%):

Class Participation: Each student must read all assigned articles before each seminar and come to class prepared to discuss the readings. Students will earn 2% for their participation in each seminar for a total of 20%. You cannot earn participation marks if you do not attend class. Also, you must be prepared to discuss the readings and course material each seminar to earn participation grades. (20% of final course grade).

Presentation of an Assigned Article: Each week two students will be assigned to summarize and present each of the readings from the reading list. One student will summarize the purpose, key issues, research method and findings (when relevant), and the second student will discuss key insights as well as summarize the strengths and weaknesses of the reading (i.e., theories, ideas, research method and findings, conclusions, etc.). Each student will have 15 minutes to make their case. After students make their presentation, the presenters will have an opportunity to ask the class questions and the class will have an opportunity to ask the presenters questions, raise their own issues, and discuss the readings. There will be 15 minutes allotted for discussion after each presenter and this is when the other students can earn their participation grades. At the end of the class, I will raise my issues and provide a summary of the material from each week. (10% of final course grade).

Research Proposal Presentation: Each student will make a 15-minute presentation of a research proposal based on an approved topic relevant to social motivation. The presentation will be delivered in person during the seminar session and will incorporate your powerpoint slides. Your presentation will involve the use of powerpoint and will include the following topics: description of the problem or issue drawing from theoretical and empirical literature and observations to justify the problem, a specific statement of the research question, theory or theoretical framework used to guide the research proposal, hypotheses derived from the theoretical framework (try to use figures), key variables to be manipulated or measures (e.g., independent variables, predictor variables, mediator variables, moderator variables, dependent variables), the design of the research (e.g., nonexperimental, experimental, quasi-experimental, repeated measures, qualitative methods), participants, and procedures. After each presentation, 15 minutes will be allotted for the class to ask questions about the research, clarify issues, and provide constructive feedback to help in your written research proposal. The topic for the research proposal will focus on issues associated with the topic of the course. Your topic must be confirmed by me before your presentation and your powerpoint slides must be sent to my email address (struther@yorku.ca) at least 2 days before your
presentation (5% of the 35% for the research proposal presentation is awarded for handing your powerpoint slides in 2 days before your presentation). (35% of final course grade).

**Written Research Proposal:** One week after the research proposal presentation, each student will submit a 10 page (excluding title page, abstract, references), typed, APA Style (most recent edition of the publication manual), proposal to my email (struther@yorku.ca) as a word document. The written proposal will involve the following sections: Title page, Introduction (e.g., including a literature review, statement of the issue, statement of the purpose of the research question, theoretical framework, hypotheses), methods (e.g., participants, design, materials, procedures, and optionally the potential statistical analyses), and references. **There is no results or discussion section** for this paper. The paper must be type written in APA Style (7th Edition) and it must also contain a title page, reference section, and appendix if needed (an Abstract is optional, provide one if you feel it helps the reader). These sections are in addition to the 10 pages for the primary proposal. (35% of final course grade). Late written research proposals will be docked 5% per day. Written research proposals later than 3 days will be given a grade of 0% on that assignment.

**Missed Tests/Midterm Exams/Late Assignment**

For any missed quiz or late assignment, students MUST complete the following online form which will be received and reviewed in the Psychology undergraduate office. At this time, due to COVID-19 an Attending Physician’s Statement (APS) is not required, however, a reason for missing an evaluated component in the course must be provided.

**HH PSYC: Missed Tests/Exams Form.** Failure to complete the form within 48 hours of the original deadline will result in a grade of zero for the missed quiz or late assignment.

You must contact the instructor by email and provide a written reason for any missed assignment. This must be completed within 48 hours of the missed assignment or a grade of zero will be given. It is important to note that there will be no opportunities to makeup class presentations because there are no extra slots. Given this, the instructor will use his discretion using written makeup exams and makeup papers. Late written research proposals will be docked 5% per day. Written research proposals later than 3 days will be given a grade of 0% on that assignment.

**Grading as per Senate Policy**

The grading scheme for the course conforms to the 9-point grading system used in undergraduate programs at York (e.g., A+ = 9, A = 8, B+ - 7, C+ = 5, etc.). Assignments and tests* will bear either a letter grade designation or a corresponding number grade (e.g. A+ = 90 to 100, A = 80 to 90, B+ = 75 to 79, etc.).

For a full description of York grading system see the York University Undergraduate Calendar – [Grading Scheme for 2022-23](#).

**Attendance**
For several reasons, it is important that you attend all seminars. First, you will receive a great deal of important information in each seminar. Second, you will be graded on your class participation and if you miss class, you will also miss the opportunity to earn your participation grade. Finally, you will learn about important topics that will form the foundation of your research proposal presentation and written research proposal.

Important information for students regarding access/disability, academic honesty/integrity, student conduct, etc. is available on the CCAS webpage (see Reports, Initiatives, Documents): - http://www.yorku.ca/secretariat/senate cte main pages/ccas.htm.

Course Materials Copyright Information

These course materials are designed for use as part of the HH/PSYC 4020 A course at York University and are the property of the instructor unless otherwise stated. Third party copyrighted materials (such as book chapters, journal articles, music, videos, etc.) have either been licensed for use in this course or fall under an exception or limitation in Canadian Copyright law.

Copying this material for distribution (e.g. uploading material to a commercial third-party website) may lead to a violation of Copyright law. Intellectual Property Rights Statement

Academic Accommodation for Students with Disabilities

While all individuals are expected to satisfy the requirements of their program of study and to aspire to do so at a level of excellence, the university recognizes that persons with disabilities may require reasonable accommodation to enable them to do so. The York University Accessibility Hub is your online stop for accessibility on campus. The Accessibility Hub provides tools, assistance and resources. Policy Statement

Policy: York University shall make reasonable and appropriate accommodations and adaptations in order to promote the ability of students with disabilities to fulfill the academic requirements of their programs.

The nature and extent of accommodations shall be consistent with and supportive of the integrity of the curriculum and of the academic standards of programs or courses. Provided that students have given sufficient notice about their accommodation needs, instructors shall take reasonable steps to accommodate these needs in a manner consistent with the guidelines established hereunder.

For Further Information please refer to: York university academic accommodation for students with disabilities policy
Add/Drop Deadlines

For a list of all important dates please refer to: Fall/Winter 2022-23 Important Dates

<table>
<thead>
<tr>
<th></th>
<th>Fall (Term F)</th>
<th>Year (Term Y)</th>
<th>Winter (Term W)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Last date to add a course <strong>without permission</strong> of instructor (also see Financial Deadlines)</td>
<td>Sept. 20</td>
<td>Sept. 20</td>
<td>Jan. 22</td>
</tr>
<tr>
<td>Last date to add a course <strong>with permission</strong> of instructor (also see Financial Deadlines)</td>
<td>Oct. 4</td>
<td>Oct. 25</td>
<td>Feb. 6</td>
</tr>
<tr>
<td>Drop deadline: Last date to drop a course without receiving a grade (also see Financial Deadlines)</td>
<td>Nov. 11</td>
<td>Feb. 10</td>
<td>Mar. 17</td>
</tr>
<tr>
<td>Course Withdrawal Period (withdraw from a course and receive a grade of “W” on transcript – see note below)</td>
<td>Nov. 12 - Dec. 7</td>
<td>Feb. 11 - April 11</td>
<td>March 18 - April 11</td>
</tr>
</tbody>
</table>

Add and Drop Deadline Information

There are deadlines for adding and dropping courses, both academic and financial. Since, for the most part, the dates are different, be sure to read the information carefully so that you understand the differences between the sessional dates below and the Refund Tables.

You are strongly advised to pay close attention to the "Last date to enrol without permission of course instructor” deadlines. These deadlines represent the last date students have unrestricted access to the registration and enrolment system. After that date, you must contact the professor/department offering the course to arrange permission. You can drop courses using the registration and enrolment system up until the last date to drop a course without receiving a grade (drop deadline). You may withdraw from a course using the registration and enrolment system after the drop deadline until the last day of class for the term associated with the course. When you withdraw from a course, the course remains on your transcript without a grade and is notated as 'W'. The withdrawal will not affect your grade point average or count towards the credits required for your degree.

Information on Plagiarism Detection

Electronic Device Policy

This course will be delivered in an online format and therefore electronic devices (e.g., tablets, laptops) are permitted during class time for course-related purposes. It is expected that you would complete tests/exams in a manner that does not require consulting an unauthorised source during an examination unless the tests/exams are open-book.
Academic Integrity for Students
York University takes academic integrity very seriously; please familiarize yourself with Information about the Senate Policy on Academic Honesty.

It is recommended that you review Academic Integrity by completing the Academic Integrity Tutorial and Academic Honesty Quiz.

Academic Accommodation for Students with Disabilities
While all individuals are expected to satisfy the requirements of their program of study and to aspire to do so at a level of excellence, the university recognizes that persons with disabilities may require reasonable accommodation to enable them to do so. The university encourages students with disabilities to register with Student Accessibility Services (SAS) to discuss their accommodation needs as early as possible in the term to establish the recommended academic accommodations that will be communicated to Course Directors as necessary. Please let me know as early as possible in the term if you anticipate requiring academic accommodation so that we can discuss how to consider your accommodation needs within the context of this course.

https://accessibility.students.yorku.ca/

Excerpt from Senate Policy on Academic Accommodation for Students with Disabilities:

1. Pursuant to its commitment to sustaining an inclusive, equitable community in which all members are treated with respect and dignity, and consistent with applicable accessibility legislation, York University shall make reasonable and appropriate accommodations in order to promote the ability of students with disabilities to fulfill the academic requirements of their programs. This policy aims to eliminate systemic barriers to participation in academic activities by students with disabilities.

All students are expected to satisfy the essential learning outcomes of courses. Accommodations shall be consistent with, support and preserve the academic integrity of the curriculum and the academic standards of courses and programs. For further information please refer to: York University Academic Accommodation for Students with Disabilities Policy.

Course Materials Copyright Information
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<table>
<thead>
<tr>
<th>Date</th>
<th>Seminar Topic</th>
<th>Articles</th>
</tr>
</thead>
<tbody>
<tr>
<td>13/09/22</td>
<td>Introduction to the course and reading assignments</td>
<td>None Assigned</td>
</tr>
<tr>
<td></td>
<td></td>
<td>But see reading list</td>
</tr>
<tr>
<td>20/09/22</td>
<td>Transgressions and social pain</td>
<td>#s 1-2</td>
</tr>
<tr>
<td>27/09/22</td>
<td>Social motivation</td>
<td>#s 4-6</td>
</tr>
<tr>
<td>04/10/22</td>
<td>Forgiveness and apology</td>
<td>#s 7-9</td>
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<tr>
<td><strong>11/10/22</strong></td>
<td><strong>Fall Reading Week</strong></td>
<td>NA</td>
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<tr>
<td>18/10/22</td>
<td>Victims’ Influencing Factors</td>
<td>#s 10-12</td>
</tr>
<tr>
<td>25/10/22</td>
<td>Transgressors’ Influencing Factors</td>
<td>#s 13-15</td>
</tr>
<tr>
<td>01/11/22</td>
<td>The dark and light side of social motivation</td>
<td>#s 16-18</td>
</tr>
<tr>
<td>08/11/22</td>
<td>Research Proposal Presentations</td>
<td>NA</td>
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<td>15/11/22</td>
<td>Research Proposal Presentations</td>
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<tr>
<td>22/11/22</td>
<td>Research Proposal Presentations</td>
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<tr>
<td>29/11/22</td>
<td>Research Proposal Presentations</td>
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</tr>
<tr>
<td>06/12/22</td>
<td>Research Proposal Presentations</td>
<td>NA</td>
</tr>
</tbody>
</table>
Week 1-Sept 13 (Intro to the Course and Social Bonds)
Readings provided on initial eClass correspondence


Week 2-Sept 20 (Transgressions, Rejection, and Social Pain)


Week 3-Sept 28 (Social Motivation Theory)


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**Week 4 - Oct 5 (Key Constructs Defined)**

7) van Monsjou, E., Struthers, C. W., Fergus, K., & Muise, A. (2022). Examining the lived experience of holding grudges. *Qualitative Psychology*. Advance online publication. [https://doi.org/10.1037/qup0000205](https://doi.org/10.1037/qup0000205) (summary, critique)


9) Guilfoyle, J. R. (2020). Initial Development and Psychometric Properties of an Interpersonal Apology Scale. ABC paper, York University (summary, critique) see eClass site for link


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**Oct 12 Fall Reading Week, no seminar (not counted as a course week)**

**Week 5 - Oct 19 (Influencing Factors: Victims’ Post-Transgression Responses)**


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**Week 6-Oct 26 (Influencing Factors: Transgressors’ Post-Transgression Responses)**


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**Week 7-Nov 2 (Post-Transgression Outcomes: The Light and Dark Sides)**


Student Presentations Sign up (print name and record your date)

Week 8-Nov 08
1 _______ ( )
2 _______ ( )
3 _______ ( )
4 _______ ( )
5 _______ ( )
6 _______ ( )

Week 9-Nov 15
1 _______ ( )
2 _______ ( )
3 _______ ( )
4 _______ ( )
5 _______ ( )
6 _______ ( )

Week 10-Nov 22
1 _______ ( )
2 _______ ( )
3 _______ ( )
4 _______ ( )
5 _______ ( )
6 _______ ( )
Week 11-Nov 29

1 _______ 0
2 _______ 0
3 _______ 0
4 _______ 0
5 _______ 0
6 _______ 0

Week 12-Dec 6

1 _______ 0
2 _______ 0
3 _______ 0
4 _______ 0
5 _______ 0
6 _______ 0